

ÇUKUROVA UNIVERSITY
THE INSTITUTE OF SOCIAL SCIENCES

**AN OWNERSHIP APPROACH TO TEACHER DEVELOPMENT:
A CONSTRUCTIVIST VIEW**

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97658

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**DOCTOR OF PHILOSOPHY
IN THE SUBJECT OF
ENGLISH LANGUAGE TEACHING**

ADANA/2000

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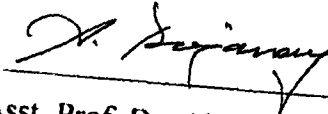
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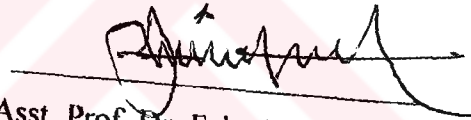
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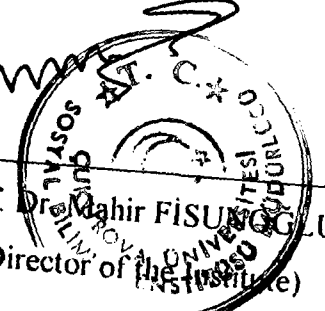
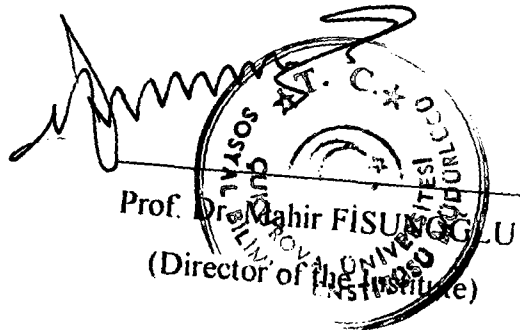


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ÖZET

Öğretmen Gelişiminde Sorumluluk ve Otoritenin Bireylerce Sahiplenilmesi Yaklaşımı: Yapısalcı Görüş

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Şubat 2000, 189 sayfa

Bu sorun-çözme (action research) yaklaşımlı öğretmen geliştirme çalışmasında iki ana amaç hedeflenmiştir:

- i) Öğretmenlerin kendi öğretim teknikleriyle ve öğretim ortamlarıyla ilgili nasıl bir duruma sahip olduklarının farkına varmalarını sağlamak ve onları buldukları sorunların çözümünü bulmaya yönlendirmek.
- ii) Çalışmadaki öğretmenlerle aynı süreçten geçecek olan araştırmacıda da öğretmen gelişim programlarının nasıl hazırlanıp, nasıl yürütüleceği konusunda bir anlayış geliştirmek.

Yukarıda belirtilen amaçlara ulaşabilmek için aşağıdaki sorulara cevap bulmaya çalışılmıştır:

- i) Sorun çözme (action research) yaklaşımı, kullanılan öğretim yöntemleri açısından öğretmenlerin iyi ve geliştirilmesi gereken yönlerini ortaya çıkarır mı?
- ii) Ne gibi etmenler öğretmenlerin gelişim programlarına etkin bir şekilde katılmalarını sağlar?
- iii) Çalışmaya katılan öğretmenlerin öğretmen gelişimini sağlayan özellikler konusundaki kişisel teorileri nelerdir?
- iv) Öğretmenlerin öğretmen gelişimini sağlayan özellikler konusundaki kişisel teorilerinde içeriksel değişiklikler oluşur mu?
- v) Çalışmaya katılan öğretmenlerin öğretmen gelişimine yol açan özellikler konusundaki kişisel teorilerinde yapısal değişiklikler oluşur mu?

- vi) Öğretmenlerin kendi öğretmenlikleri ve ideallerindeki öğretmen konularındaki kişisel teorilerinin yapılanmasının niteliği nedir?

Çalışmanın verileri, bilişsel kavram (teori) listeleri (repertory grids), birebir görüşmeler, günce, ve anket yoluyla toplanmıştır. Kişisel kavram değişiklikleri Rep Grid 2 bilgisayar programındaki FOCUS ve Exchange grid istatistik çözümlemeleriyle ortaya konulmuştur. Bu verilerden elde edilen dönütlerin içerik çözümlemeleri de yapılmıştır. Bu verilerden aşağıda sunulan sonuçlar elde edilmiştir:

- i) Sorun-çözme (action research) yaklaşımı, kullanılan öğretim yöntemleri açısından öğretmenlerin iyi ve gelişmesi gereken yönlerini ortaya çıkarmaktadır.
- ii) Öğretmenler, neyi, nasıl yapmaları gerektiği söylendiğinde değil, kişisel deneyim, sorun çözme yaklaşımı ve grup tartışması yoluyla öğrenmektedirler.
- iii) Sunu-tartışma yaklaşımli öğretmen geliştirme aktiviteleri bireyleri işbirliğine yönelttiği ve soruları rahatça dile getirme ortamı sağladığı için öğretmenlerin yenilikleri kavramalarına katkıda bulunmaktadır.
- iv) Proje yazımı ve günce tutma kullanılan öğretim yöntemi ve sınıf içi faaliyetleri konusunda öğretmenlerin yeni bakış açıları geliştirmelerine yardımcı olmaktadır.
- v) İşbirliğiyle gelişim (Cooperative Development) çerçevesinde sunulan aktiviteler, öğretmenlerin sorun-çözme (action research) yaklaşımında kullanmaları gereken becerileri kazanmalarını sağlamaktadır.
- vi) Kişisel teoriler konusal ve hierarşik olarak organize edilmektedirler.
- vii) Öğretmenler değişim süreci içerisinde var olan teorilerini yeni deneyimler edindikçe daraltmakta, genişletmekte ve/veya netleştirmektedirler.
- viii) Kişisel teorilerin içeriğindeki değişimler var olan teorilere yüklenen yeni anlamları kısıtlı kalmaktadır.
- ix) Öğretmenlerin yapısal teorilerinde önemli değişiklikler oluşmaktadır. Bu değişiklikler edinilen yeni tecrübelerle orantılıdır.

Anahtar Kelimeler: Öğretmen Gelişimi, Öğrenmede Problem Çözme Yaklaşımı, Sorun-Çözme Yaklaşımı, Değişim, Bilişsel Kavram Toplama Tekniği

ABSTRACT

An Ownership Approach to Teacher Development: A Constructivist View

Hülya YUMRU

Ph. D Thesis, English Language Teaching Department

Advisor: Prof. Dr. F. Özden EKMEKÇİ

February 2000, 189 pages

The purpose of this action research study is twofold:

- i) to develop in the teachers a heightened understanding of themselves as teachers and their own situations so as to find solutions to the problems that they identify;
- ii) to develop in the researcher an understanding of how to design and conduct teacher development courses by engaging in the same process as teachers.

To achieve the above mentioned aims, it focuses on the following exploratory research questions:

- i) Does involvement in an action research cycle help teachers become aware of their own strengths and weaknesses as EFL teachers?;
- ii) What are the factors (regarding the approach employed and the environment created by the teacher development unit) that affect teacher development?;
- iii) What is the structure and content of the teachers' personal theories regarding the features that lead to teacher development?;
- iv) Do changes occur in the content of the teachers' personal theories regarding the features that lead to teacher development?;
- v) Do changes occur in the structure of the teachers' personal theories regarding the features that lead to teacher development?;
- vi) What is the nature of the teachers' construction of self and ideal self as teacher in relation to different types of teachers they know?

The data of the study were collected through Repertory grids, Interviews, Diaries, and Questionnaires. Repertory grid data obtained from the teachers were subjected to FOCUS and Exchange grid analyses using the Rep Grid 2 computer programme. Reflections done in Interviews, diaries, and questionnaires were subjected to content analysis. The conclusions drawn from the study were as follows:

- i) an action research study helps teachers become aware of their strengths and weaknesses as teachers;
- ii) teachers learn best through personal experience, problem-solving, and discussion rather than being told what to do and how to do it;
- iii) work-shop-oriented approach adopted in teacher development activities contribute to the up-take of the new information as it creates an open and cooperative environment for learning;
- iv) teachers gain new perspectives on practice by being involved in writing tasks (e.g., diary keeping, project writing);
- v) skills of Cooperative Development lay in the teachers the grounds to go through the cycles of action research easily;
- vi) personal theories are idiosyncratic and they are hierarchically and thematically organised;
- vii) teachers go through a change process within which they elaborate and/or clarify their existing constructs in light of the new experiences they are involved in;
- viii) teachers' content of personal theories change only a small degree with regards to the new meanings they attach to the already existing labels;
- ix) teachers' structure of personal theories change significantly in light of the new experiences they gain.

Key Words: Teacher Development, Problem-Solving Approach to Learning, Action Research, Change, Repertory Grid Technique

ACKNOWLEDGEMENTS

This study has been possible with the contributions of many people in various ways.

First of all, I would like to express my deepest gratitude to Prof. Dr. F. Özden Ekmekçi, my dissertation supervisor, for not only providing constructive feedback and invaluable support but also influencing the successful flow of my study. I would also like to thank her for her attempts in establishing a culture of empowerment both at YADIM and at the ELT Department of Çukurova University.

Secondly, I would like to thank Prof. Dr. Sabri Koç of METU for accepting to be a member of my dissertation committee and for his invaluable comments.

I also wish to thank Assist. Prof. Dr. Ahmet Doğanay for providing me books on teacher development and being in my dissertation committees in all the stages of this study.

My thanks also go to Assist. Prof. Dr. Fehmi C. Sendan, for introducing me to the use of the repertory grid technique and providing me with the Rep Grid 2 computer program together with some written materials regarding change in personal constructs.

I am greatly indebted to Assist. Prof. Dr. Türkay Bulut, for her constant support, encouragement, and patience especially in answering my questions regarding the organisation of the dissertation, even at midnight.

I would also like to extend my thanks to Assist. Prof. Dr. Hatice Sofu for her constructive feedback during all the stages of the study by willingly sparing her time for the editing and proof-reading.

I owe special thanks to the British Council ODA Project Manager Vincent Dunwoodie, who helped me to construe my constructs regarding teacher development through his COTE and CEELT trainer training programs. I am also very grateful to him for providing me assistance in getting a scholarship both for various trainer training programs offered in England and a British Council M.Sc. scholarship leading to a Ph.D. at Aston University, Birmingham. I

should acknowledge my supervisor Julian Edge for his supportive attitude while doing my M.Sc. thesis, which constituted the pilot study of this study. I would also like to express my gratitude to my Ph.D. supervisor Prof. Dr. Peter Roe at Aston University, Birmingham for helping me to establish the general framework of this study.

I would like to extend my sincere gratitude to all the writers of the books and articles which I had the opportunity to read and reflect on. I would especially like to thank Zuber-Skerritt for his invaluable ideas and reflections on a variety of studies done in the field of Higher Education which I had most pleasure reading and learning from.

I am especially grateful to my colleagues Ali Avşar, Belgin Yılmaz, Dilek Yavuz, Emine Çakır Sürmeli, Figen Şat Yılmaz, Nazlı Dirim, Neslihan Gündoğdu, Özlem Sarıaslan, Seden Tuyan and Ülkü Göde for their voluntary participation in this study.

My special thanks go to my colleague Döndü Emeli for proof reading and typing this thesis.

Last, but not the least, I would like to express my warm thanks to my husband, Can Yumru, for his support and understanding attitude and my daughters, Elif and Ayşe, for their patience. Also, I owe special thanks to my aunt, Prof. Dr. Kıymet Aksoy, for her constant encouragement.



To my daughters ELİF and AYŞE

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CHAPTER 1

INTRODUCTION

1.1 Background to the Study

Turkey is an ancient country with traditions and cultures extending back to thousands of years. Today, in the 1990's, Turkey is in the process of industrialising according to western industrial trends. This process has brought many burdens on the country, including the adaptation of a foreign code for communication. While this type of modernisation is viewed as utilitarian and self advertisement for the country, meeting the challenge towards this achievement has long proved a dead end for both policy-makers and the individuals involved.

It is believed that the difference between success and failure in any aspect of life in a country lies in the identification, analysis and solution of the socio-political problems of that country. In detecting the socio-political problems, education seems to be the most convenient field to work at because it is within this system that innovations are implemented. In most cases, the innovations are imposed on people by the authorities ignoring the people concerned. Consequently, instead of benefiting from these innovations, people start forming negative experiences. The only way to overcome this dilemma "is for individuals to take responsibility for empowering themselves and others through becoming experts in the change process" (Fullan, 1991, p. 353). As Fullan (1991) suggests for change to take effect:

individuals will have to take affirmative action to make positive changes in their own situations, affecting as many as possible around them. And it means that institutions will have to provide both pressure on and support for individuals: pressure on individuals and organisations to take into account wider societal perspectives, and corresponding action: support, by being responsive to individual and school initiatives encouraging variations as well as convergence on recognised solutions. (p. 353)

1.2 Statement of the Problem

Following the line of argument provided above, YADIM¹ has been chosen as one social environment for the purpose of this study. The Teacher Development Unit of this institution was established for the improvement of language learning at YADIM. Its purpose is to encourage its teachers to be self-directed agents of language teaching. In an attempt to achieve this aim, the unit offers the teachers of YADIM three main inter-related programs depending on their teaching experience.

Teachers with limited experience are involved in UCLES² COTE³ program; while more experienced teachers are advised to attend weekly seminars in which they get together to share a colleague's experience and/or academic knowledge. Besides these programs, teachers are offered UCLES CEELT⁴ level 2 courses for language development.

Formal observations for COTE participants and informal interviews held with the rest of the teachers have revealed that not all the ideas presented in these programs were taken up in the way anticipated by the presenters. As a consequence, some teachers either adapted the techniques inappropriately, or rejected the new ideas totally with the belief and/or the fear that the innovations were not suitable for their students' learning styles and/or personalities. Therefore, we decided to investigate this problem by engaging in an action research cycle.

Reflection on the nature of the programs that we offer and the review of the history of educational change have shown us that there were two inter-related reasons for the problem specified above:

- a) lack of ownership for new ideas and innovations by the teachers
- b) solution-centred approach by the teacher trainers

¹ The Foreign Languages Centre at Çukurova University, Adana

² University of Cambridge Local Examinations Syndicate.

³ Certificate for Overseas Teachers of English.

⁴ Cambridge Examination of English for English Language Teachers.

These are specified as follows:

a) Lack of Ownership for New Ideas and Innovations by the Teachers

When outlining the hierarchy of planning decisions concerning teacher development activities, we began to realise that the system tends to produce powerless teachers who are in a position to accept higher-level decisions rather than being part of the decision-making mechanism (Kennedy, 1987). The highest level decisions vary from the rigid content of teacher development activities to recipes for success in the classroom. (i.e., which techniques and methods to use in the classroom). When we use the term “high level”, we do not attach the word a sense of value judgement, but rather we refer to the sequential stages in a top to bottom process of planning. The point we want to make is that by the time the series of decision making reaches the teacher, a number of decisions are taken at higher levels. Then, a picture of a teacher emerges as being a passive recipient who is expected to implement higher-level decisions.

Bailey (1992) reminds us that, in teacher development programs, a sense of ownership for ideas is a prerequisite for change to take effect. Only in this way, it is assumed, teachers feel that they are not only part of innovation, but innovation is part of them. Thus, we realised that in order to achieve effective results, the teacher development unit should provide opportunities for the teachers to create their own agenda of change.

b) Solution-Centred Approach by the Teacher Trainers

On reflection, we - the teacher trainers – realised that we had been focusing only on the transmission of pre-determined content with the hope of standardising language teaching in the institution. However, this approach did not start the process of “perspective transformation”, for it was the trainers providing teachers with ready made solutions for the pre-determined problems (Swan, 1993). As a result, this “solution-centred” approach to teacher development activities gave rise only to marginal, short-term results (Eraut, 1972, p. 1). That is, during the sessions, the teachers seemed to be happy to be informed about the innovations. But, when it came to the actual realisation

of those theories/techniques, most of the attempts failed, or the newly introduced ideas were ignored totally.

Hence, we realised that what the teachers at YADIM needed was not only specific knowledge and skills, but methods and general competencies to acquire new knowledge and skills to solve context-specific problems such as “problem-centred” approach to teacher development (Eraut, 1972, p. 1).

1.3 Aim of the Study

When identifying the two inter-related causes of the problem, we began to realise that it is from the teachers’ own “real experiences that the more fundamental truths are most likely to be learned” (Buddha in Revans, 1991, p. 85). If the challenges of the future are to be faced, then there is a need for a learning society, which involves not only the students, but also the teachers and the society as a whole.

The concept of a learning society was also acknowledged by the work of UNESCO⁵ (Lengard in Goddard & Leask, 1992, p. 6) in a report entitled “A Nation at Risk”:

at the heart of such a society is the commitment to a set of values and to a system of education that affords all members the opportunity to stretch their minds to full capacity, from early childhood through adulthood, learning more as the world itself changes. (p. 6)

The view cited above highlights two main ideas:

- one measure of quality in an education system must be the degree to which students are authorised to continue learning throughout their lives,
- the extent to which students use their learning to solve problems in other situations.

Hence, it might be appropriate to assume that teachers’ learning needs are not substantially different from those of students.

Considering the above mentioned assumption, this study comprises two agendas: macro and micro. In the macro agenda, the unit will aim to develop a framework for teachers in which they are encouraged to identify their own skills and problems to develop their own models of teaching and learning, and then to design appropriate strategies and methods to develop those skills. The micro agenda, on the other hand, will form the core of the research. It will be determined by the teachers themselves. Within this framework, teachers are expected to find solutions to the problems they identify.

Therefore, this study is an attempt to accomplish two aims at the same time. Firstly, it attempts to provide the teachers with a framework to enable them to contribute their ideas resulting from higher level of mental processes, such as problem solving and decision making. Within this framework, the teachers are also expected to be aware of the quality of the learning atmosphere they create. Secondly, the study aims to develop in the researcher an understanding of how to design and conduct teacher development courses for future use.

1.4 Research Questions

In order to attain the aims of this study, we have tried to answer the following questions:

- 1) Does involvement in an action research cycle help the teacher development course participants become aware of their own strengths and weaknesses as EFL⁶ teachers?
- 2) What are the factors (regarding the approach employed and the environment created by the teacher development unit) that affect teacher development?
- 3) What is the structure and content of the teachers' personal theories regarding the features that lead to development?
- 4) Do changes occur in the content of the teachers' personal theories regarding the features that lead to development?

⁵ United Nations Educational, Scientific, and Cultural Organisation.

⁶ English as a Foreign Language .

- 5) Do changes occur in the structure of the teachers' personal theories regarding the features that lead to development?
- 6) What is the nature of teachers' construction of "current self" and "ideal self" as teacher in relation to different types of teachers they know?

1.5 Definition of Terms

1.5.1 Action Research

In this study, the term action research is viewed mainly as research conducted by the teachers of YADIM during their own teaching experience with the aim of enabling social change and of improving EFL teaching and/or curriculum design. Conducting action research involves

- developing a plan of action to improve what is already happening.
- acting to implement the plan.
- observing the effects of the action in the context in which it occurs.
- reflecting on these effects as a basis for further planning, subsequent action and so on, through a succession of cycles. (Kemmis & Mc Taggart, 1982, p. 7)

1.5.2 Skills of Cooperative Development: Attending, Reflecting, and Focusing

Cooperative Development: Edge's (1992) Cooperative Development is a framework for professional self-development. Within this framework, as in action research, the teachers work in pairs. While one teacher takes the role of an *Understander* (a colleague to work with), the other takes the role of a *Speaker* (a teacher researcher). The experiential awareness-raising activities of Cooperative Development focus on enabling teachers to improve their own weaknesses according to the teachers' own knowledge and experience.

Attending: Attending is the ability to make someone – in this case a colleague – feel actively and supportively listened to. Developing this ability requires becoming aware of how qualities such as interest, negative evaluation, and impatience are signalled within a listening process when cooperating with a colleague within an action research

cycle. Raising this kind of awareness is believed to be important as body language has an important role to play in the comprehension of our messages by others.

Reflecting: Reflecting is a strategy used by an *Understander* as a comprehension check of a *Speaker*'s views on certain topics. In other words, this strategy holds that an *Understander* reflects what a *Speaker* has said in the *Speaker*'s own terms without taking up the developmental space of the *Speaker*. Hence, an *Understander* acts as a mirror in order to reflect back a *Speaker*'s ideas in such a way that the *Speaker* gets a clear view of them.

Focusing: Focusing is the skill used by an *Understander* to help a *Speaker* to choose a focus for the existing situation or problem.

1.5.3. Kelly's Personal Construct Theory

Kelly's (1955) theory holds that each person understands himself/herself and his/her environment, and predicts future events by constructing personal theories and by testing these theories against his/her values or criteria as to whether the prediction and control of events based on his/her own theories has been successful or not. Since each person is assumed to be a "scientist" and is capable of creating his/her own hypotheses, these constructs or hypotheses of the world are subject to change. Hence, while they may be valid for a particular time, they may be rejected or replaced by some other theories in time. For Kelly (1955), it is important to examine a person's current hypothesis structure because change can only "occur if they see their personal theories as open to refutation and not as objective truth" (Zuber-Skerritt, 1992a, p. 58).

Personal Constructs: Constructs are viewed as a person's "classification of his personal observations or experiences of the world" (Rep Grid 2 Manual, 1993, p. 6). In other words, personal constructs refer to a set of hypotheses, which each individual has made about their world. When an individual forms hypotheses, he draws distinctions regarding how things are similar and different from each other. The distinctions that are drawn are called constructs. Each construct is bipolar as effective or ineffective. Stewart and Mayes (in Görgün, 1999) explain constructs as follows:

The term construct is particularly well-chosen, because it carries two meanings of equal importance. One meaning is retrospective: a construct represents how the person classifies (has constructed) his or her past experience. (For example, if you gave the construct consultative – autocratic when you were comparing your work colleagues, your experience is that, in your terms, at least one of them is consultative and at least one is autocratic). The other meaning is forward-looking: a construct represents the person's predisposition to perceive (or construe) in the future. (For example, if you described your boss as autocratic, you are likely to go on seeing your boss as autocratic and it may take some effort before you change your perceptions. (p. 48)

According to Kelly (1955) personal constructs are dynamic and subject to reformulation or change. However, change may only be expected when an individual's constructs are made explicit to him/her. In other words, change is believed to take place when individuals explore and understand their personal constructs (Diamond, 1991).

Current Self: This term refers to a teacher's perception of himself/herself as a teacher at present.

Ideal Self: This term refers to a teacher's perception of a teacher s/he would like to be in the future.

1.5.4 Change

Change is not viewed as a modification of behaviour, but referred to as teachers making coherent sense of personal meaning regarding new ideas and information; mapping new onto old, formulating beliefs in light of experience and input, forming ideas in light of beliefs, and reviewing ideas in light of observation and reflection (Mathur, 1987).

- **Change in the Content of Personal Constructs**

Content of personal constructs refer to the meanings the teachers attach to the qualities that they identify regarding the features of a teacher who is open to professional development. Hence, changes in the content of teachers' constructs refer to the identification and analysis of the thematic patterns in the personal constructs elicited from the teachers (Sendan, 1995).

- **Change in the Structure of Personal Constructs**

Structure of personal constructs refer to the ways in which an individual construes his/her personal constructs in a hierarchical manner into a whole system of his/her construction. Thus, investigating the changes in the structure of the teachers' constructs refer to the identification and analysis of the structural patterns of the teachers (Sendan, 1995).



CHAPTER 2

REVIEW OF LITERATURE

2.1 Theoretical Framework for Teacher Development

Recent educational theories have undergone a change of emphasis in teaching and learning – from independent to interdependent – in other words, from individualised instruction to group learning. Every one of us, whether we are students or teachers, has implicit or explicit model of learning which direct our behaviour as learners or teachers. These models underpin the nature and development of mankind. Instruction is a means to assist or mould growth and any theory of instruction reflects how growth and development are encouraged (Bruner, 1960). Hence, any teaching theory is related to the nature of the learner (e.g., the learner as an active or passive, cognitive or holistic, fixed or constantly developing human).

It is not within the scope of this study to go into a discussion of behaviourist and cognitive theories. Rather, this study aims to point out a need for a more holistic model of learning in which the learner is perceived as a decoder of knowledge through cycles of problem solving. The process of problem solving is viewed to be a cognitive process using hypotheses formation and hypotheses testing based on personally constructed theories and a process of reflection based on action and experience. Zuber-Skerritt (1992a) points out holistic theories as those that

do not consider parts of the learner's system (e.g., behaviour, memory, speech acts, etc.) but the phenomena of learning in the person as a whole; they describe the phenomena as they appear in the person's consciousness. (p. 44)

This suggests that importance needs to be paid to the phenomenological differences that different learners bring to the learning environment. Research has also shown that learners remember new information when their learning is meaningful

(Ausubel, 1963). There is also a difference between adult and child learning. Knowles (1985) coined the term “andragogy” for the study of adult learning. For him, adults are self-directed learners with life experience. Thus, they are resources for learning from each other in groups. They usually want purposeful learning (e.g., to solve a problem, to perform a task).

Constructivism, which deals with personal systems of meaning (i.e., the concept of how people make sense of their world and create personal construct systems that direct them throughout their lives) covers both the features of adult learning theories and the process of change (Keiny, 1994). Therefore, in this study the theoretical framework of the teacher development model will be based mainly on Kelly’s “personal construct theory.” This is extended by Leontiev’s theory of action theorists (in Zuber-Skerritt, 1992a) and Lewin’s (Zuber-Skerritt, 1992a) theory of action researchers. The theoretical framework of the research design is based on Argyris and Schon’s (1974) personal model of change in addition to Berg and Östergren’s (1977, 1979) socio-political model of innovation and change in organisations.

2.1.1 Kelly’s Personal Construct Theory in Relation to Teacher Development

De Lange (1990) defines teacher development as “a process of continual intellectual, experiential, and attitude growth of teachers” (p. 250). According to Pennington (1990), growth necessarily entails change. In literature, change is identified as a key component of teacher development. Similarly, for Freeman (1989), in teacher development “the teacher and the collaborator engage in a process, the purpose of which is to generate some form of change in the teacher” (p. 29). The following remarks made by Freeman (1989) regarding change in teacher education also needs consideration:

- 1) Change does not necessarily mean doing something differently: it can mean a change in awareness
- 2) Change is not necessarily immediate or complete. Indeed some changes occur over time, with the collaborator serving only to initiate the process
- 3) Some changes are directly accessible by the collaborator and therefore quantifiable, whereas others are not
- 4) Some types of change can come to closure and others are open-ended. (pp. 29-30)

However, Bailey (1992) reminds us that change might be random or negative. For this reason, she believes there is a need for a particular kind of change called “innovation.” For Kennedy (1987), people resist change as it requires a change in people’s beliefs and behaviours. Following this, it becomes clear that Kelly’s (1955) “personal construct theory” has implications for teacher development, particularly with regards to resistance to innovation(s) in higher education and adult learning theories as it gives insights into a person’s process of acting or doing. This theory consists of a fundamental postulate elaborated by 11 corollaries.

- **Fundamental Postulate:** *A person’s processes are psychologically channellised by the ways in which he anticipates events.*

Kelly (1955) believes that every individual is a “personal scientist” and aims to anticipate and control future events. Kelly’s theory, “constructive alternativism” holds that each person understands himself/herself and his/her environment, and predicts future events by constructing personal theories. S/he then tests these theories against his/her personal values or criteria as to whether the prediction and control of events based on one’s own theories has been successful or not. Because people are assumed to be “scientists” and capable of creating their own hypotheses, these constructs or hypotheses of the world are subject to change. Hence, while they may be valid for a particular time, they might be rejected or replaced by some other theories in time (Williams & Burden, 1997; Belleli, 1993). For this reason, it is important to examine people’s current hypotheses structure because change can only “occur if they see their personal theories as open to refutation and not as objective truth” (Zuber-Skerritt, 1992a, p. 58). Drawing on this, it is assumed that people’s present behaviour emerge out of their anticipation of future events through the use of their personal constructs (theory building) or their evaluation of the previous forecasts and their validity (theory testing). This process of knowledge creation and constant review of one’s knowledge is applicable not only to the researcher and learner in an formal education system, but also to people in everyday life.

- **Construction Corollary:** *A person anticipates events by constructing their replications.*

This corollary holds that an individual constructs his/her anticipations using his/her past experiences. That is, an individual expects things to happen as they have happened before. Through construct formation, an individual construes reality. Within this construct formation process, an individual makes up his/her view of the world. Hence, constructs are not only concepts, attitudes or opinions, but also they are aids to making up an individual's view of the world to construe reality (Salmon, 1988). It is also stated that constructs are the semantic discriminations an individual makes, not the labels attached to them (Sendan, 1995).

- **Individuality Corollary:** *Persons differ from each other in their construction of events.*

For Kelly, each person has a unique construct system which differs in focus, range, permeability, or position. However, this doesn't mean that there may not be any commonality between two individuals' interpretation of events. Yet, the point is that two individuals' interpretations of an event can rarely be the same. Following this, Bannister and Fransella (in Sendan, 1995) state that:

We differ from others in how we perceive and interpret a situation, what we consider important about it, what we consider its implications, the degree to which it is clear or obscure, threatening or promising, sought after or forced upon us ... when people are said to be similar, it is not necessarily because they had the same experiences, but because they have placed the same interpretations on the experiences they had.... Each of us lives in what is ultimately a unique world, because it is uniquely interpreted and thereby uniquely experienced. (p. 26)

This proposition is particularly important in education as it encourages the articulation of constructs. The articulation process, in turn, helps the teacher understand how his/her students find meaning or impose meanings on the world. It also gives teachers the chance to clarify their thoughts so as to reflect on ways for change.

- **Organisation Corollary:** *Each person characteristically evolves, for his conveniences in anticipating events, a construction system embracing ordinal relationships between constructs.*

Kelly suggests that an individual form hierarchically organised constructs that have subordinate and/or superordinate relationships with each other. For Kelly, if the constructs were not organised in such a way, an individual would not be able to anticipate. The construction system refers to the whole-person system. The word “evolves” emphasises that the construction system is in a continuous state of motion and open to change. In other words, the constructs within the system can be adjusted or revised at any time (Williams & Burden, 1997; Sendan, 1995; Zuber-Skerritt, 1992a).

- **Dichotomy Corollary:** *A person's construct system is composed of a finite number of dichotomous constructs.*

For Kelly, a construct is “a way in which some things are seen as being alike yet different from others” (Görgün, 1999, p. 58). This definition of a construct implies that personal constructs are dichotomous in nature. That is, they have two poles, like “good” and “bad” or “thin” and “fat.” These verbal labels stand for the conceptual distinctions that an individual makes. Bannister and Moir (in Sendan, 1995) elaborate the meaning implied with this corollary as follows:

The idea of relevant contrast and a limited range of applicability or convenience is not involved in the notion of a concept, but is essential to the definition of a construct. [Even when] concepts are used as ways in which certain things are actually alike and really different from other things. ... the concept is being regarded as a feature of the nature of things / an inherent categorisation of reality. The idea of a construct does not carry with it any such assumption, but rather is seen as an interpretation imposed upon events, not carried in the events themselves. The reality of a construct is in its use by a person as a device for making sense of the world, and so anticipating it more fully. It must be stressed that all invented dichotomies, however, widely agreed (large-small), specifically annotated (base-treble), or scientifically approved (acid-alkali) are constructs useful conventions, not facts of nature. (p. 27)

- **Choice Corollary:** *A person chooses for himself an alternative in a dichotomized construct through which he anticipates the greater possibility for the extension and definition of his system.*

This proposition with its emphasis on the “intentionality” of personal change is an essential feature of higher education context. To put it more clearly, it is the individual himself who brings about personal, conceptual development and change

through cognitive and conscious activity, that is, the change does not emerge out of an external stimuli.

- **Range Corollary:** *A construct is convenient for the anticipation of a finite range of events only.*

Within this corollary, Kelly states that each construct has a limited applicability (range of convenience), which implies that no construct is useful for everything. However, it should also be stated that what is narrow for one person can be relatively broad for another, depending on that person's experiences and beliefs. As Bannister and Fransella (in Sendan, 1995) explain:

Kelly used the term "range of convenience" to indicate those things for which a construct was specifically developed. Thus the construct "honesty", for some people, has its "focus of convenience" keeping your fingers off other people's property and money. The "range of convenience" is all those things to which people might eventually find the construct applicable. Thus for some people "honesty" may eventually be used in relation to political honesty, sexual honesty, aesthetic honesty and so forth. (p. 28)

- **Experience Corollary:** *A person's construction system varies as he successively construes the replication of events.*

According to Kelly, an individual revises his/her constructs continually to see whether his/her anticipations of the world resulted in success and/or failure. When it results in failure, for example, an individual adapts and/or revises his/her constructs and thus changes his/her future expectations.

With regards to this corollary, Bannister and Fransella (in Sendan, 1995) further note the following:

personal construct theory implies that people continually develop. Development is not simply the prerogative of children and adolescents as the tradition of "developmental psychology" would have us believe.... A personal construct system is a theory being put to perceptual test. Thus, many people may construe **private** versus **exposed** aligned with **safe** versus **dangerous** and live within these terms until other aspects of reality (also as interpreted by their construct systems) force them to risk the dangers of exposure. If they do not then experience the anticipated **dangers**, the link between these constructions may weakened and that aspect of the system begin to modify.... Kelly's argument that construct systems change rapidly or slowly in relation to experience makes his psychology essentially dynamic theory. (p. 29)

- **Modulation Corollary:** *The variation in a person's construction system is limited by the permeability of the constructs within whose range of convenience the variants lie.*

Kelly (1970) defines “permeability” as a degree of openness to change. He further argues that permeability is a “construct’s capacity to be used as a referent for novel events and to accept new constructions with its range of convenience” (p. 19). Drawing on this, Zuber-Skerritt (1992) theorises that unless some parts of a person’s construct system are impermeable, there will be resistance to innovations. Fransella (1980) further explains resistance to change – what Kelly terms “hostility” – as follows:

We can resist change and refuse to accept the invalidation for what it is. We thereby show hostility. ...we often “make” the events support our predictions. One reason for this refusal to accept the invalidatory evidence could be that to acknowledge this reality staring us in the face would require personal change of such enormity that we could not contemplate it. It is too threatening. (p. 246)

Kelly believes that conceptual structures are composed of independently organised substructures. These hierarchically organised structures are differentiated in relation to their functions. In this way, the “range of convenience” of an individual’s construct system evolves (Kelly, 1970). That is, some events which are considered to be inappropriate or not applicable by a substructure or construct may be considered to be appropriate by other substructures or constructs in relation to their different functions. These hierarchical structures are integrated in a person’s construct system. It is this hierarchical integration that enables a person to make cross references. Therefore, conceptual development is an essential evolutionary process.

- **Fragmentation Corollary:** *A person may successfully employ a variety of construction subsystems which are inferentially incompatible with each other.*

Kelly (1955) proposes that an individual’s construct system is hierarchical and consists of a variety of construction systems which have different ranges of convenience. For this reason, that individual may interpret similar events or experiences at levels which may not be compatible. That is, an individual can be inconsistent within him/herself as s/he takes on different roles at different circumstances. Roles are often determined by circumstances. A woman, for example, may be an authoritarian professor at work, but she might be an affectionate mother at

home. Since the circumstances are different from each other, the roles do not come into conflict (Boeree, in Görgün, 1999). An individual's degree of tolerance towards incompatibility depends on his/her permeability of his/her superordinating constructs.

Kelly (1955) points out that integration of substructures are required for good cognitive functioning, inconsistency or fragmentation might be of advantage as well. In other words, at some point fragmented constructions can be joined together. For example, when testing out a new hypothesis, old or incompatible constructs might be employed. In this case the integration process helps a person to reflect on the relations as well as to make cross references which are crucial to conceptual development and change.

- **Commonality Corollary:** *To the extent that one person employs a construction of experience which is similar to that psychologically employed by another, his psychological processes are similar to those of the other person.*

Although this corollary seems to be conflicting with Individuality Corollary, in fact, it complements it. With this corollary, Kelly suggests that there is a place for cultural similarity and commonality of behaviour. That is, some people's behaviour – despite their individuality – may be similar to that of others in the way they think, react, and give meaning to the world. Thus, it is assumed that these people share a cultural similarity and tacit theory of the world. However, they should be viewed similar only as they interpret a particular experience in a similar way, not because they experience the same event, or they use the same labels for a particular construct. For this reason, Fransella and Bannister (in Sendan, 1995) suggest that one must be cautious when interpreting the similarities between the people's construct systems. Through careful interpretations we might end up with radical differences in the meanings attached to similar constructs.

- **Sociality Corollary:** *To the extent that one person construes the construction process of another, he may play a role in a social process involving the other person.*

Kelly views this corollary as a main constituent of interpersonal interaction. As Bannister and Fransella (in Sendan, 1995) put it:

Sociality Corollary sees each of us as attempting, in relation to other people, to be psychologists, whether we be good, bad or indifferent psychologists. In terms of our ideas about other people's construct systems we may seek to inspire them, confuse them, amuse them, change them, win their affection, help them to pass the time of day or defeat them. But in all these and many other ways we are playing a role in a social process with them. Conversely, if we cannot understand other people, that is we cannot construe their construction, then we may do things to them but we cannot relate to them. (p. 32)

As the above quotation states, this corollary holds that unless teachers have an idea about their students' constructs, the process of communication is likely to fail. In other words, the teacher would simply be transmitting knowledge to them instead of interacting with them.

Zuber-Skerritt (1992b) summarises the points raised above as follows:

Kelly's fundamental postulate and his corollaries give a picture of the person/learner as a "personal scientist", with a hierarchical construction system (**Organisation Corollary**) which is personally unique (**Individuality Corollary**) and which can be explored by him/herself as well as by others (**Sociality Corollary**). Apart from their individuality, a group of people may be similar in terms of their construction of experience (**Commonality Corollary**). The development of intelligence or conceptual change depends on the permeability (i.e., the degree of openness for change) of a person's constructs (**Modulation Corollary**) and on the balance between hierarchical integration and consistency of differing constructs on the one hand and their differentiation and consistency (**Fragmentation Corollary**) on the other. Finally, a person is not pre-determined in his/her thinking, but can choose alternatives (**Choice Corollary**). Her/his construing is both cognitive and emotional; the personal construct system is a holistic entity. If any part within the system is changed, this change will have implications for other parts of the total system. (p. 58)

Drawing on the above premise, Roberts (1998) states the following learning cycle a constructivist view entails:

- The person filters new information according to his/her expectations and existing knowledge of the world
- S/he constructs the meaning of the input
- This meaning is matched with his/her prior internal representations relevant to the input
- Matching confirms or disconfirms existing representations
- If there is a match, then s/he maintains the meaning as presently constructed (assimilation)
- If there is a mismatch s/he revises his/her representation of the world to incorporate the new information (accommodation) (p. 23)

To sum up, Kelly's theory has a number of implications for educators since it provides insights into conceptual change. His theory links the gap between theorists and practitioners. However, in order to link the gap "personal scientists" (i.e., teachers)

students have to be guided to accept the fact that it is themselves who construct their own world views and that they should also accept the responsibility of change.

2.1.2 The Repertory Grid Technique

The Repertory Grid Technique was first designed by Kelly (1955) and then developed by Shaw (1980). This technique allows a researcher to elicit the participants' constructs on a given topic without influencing their personal perspectives by means of questions, as in the case of interviews or questionnaires. Shaw (1984) defines the technique as follows:

A repertory grid is a two-way classification of data in which events are interlaced with abstractions in such a way as to express part of a person's system of cross-references between his personal observations or experience of the world (elements), and his personal classifications or abstractions of that experience (constructs). (p. 14)

As stated above, the Repertory Grid Technique is particularly relevant to exploring personal perspectives of the participants in a study. This technique might be used as a basis for:

- Eliciting personal constructs
- Learning conversations
- Formative group discussions
- Problem solving
- Negotiation of meaning
- Decision making (Zuber-Skerritt, 1992b)

The Repertory Grid Technique has been widely used in psychology and management training, but it is only recently that it has been used in teacher education. For example, Kevill and Shaw (1980) has used this technique for evaluating staff-student interactions and teaching effectiveness; Diamond and Zuber-Skerritt (1986) for developing postgraduate students' metacognition and their research skills; Sendan (1995) for identifying patterns of development in EFL student teacher's personal theories. In this study, this technique will be used to identify degrees of conceptual change both in content and structure of the teachers' perception of a teacher who is open to development (see Section 3.5.1 for the procedures used to collect data through the use of this technique).

2.1.3 Leontiev's Theory of Action Theorists

Similar to Kelly's personal construct theory, Leontiev's "materialistic action" theory holds that every person is a subject capable of cognitive construction, reflection and interpretation. That is, he is in a continual process of generating and testing hypotheses against his consciously controlled actions. According to Leontiev (in Zuber-Skerritt, 1992a) human action is resolved by social conditions. This suggests that human abilities are not only developed by individuals, but also transferred from one generation to another as historically obtained knowledge.

Materialistic action is described as being "holistic; cooperative/social; a system having its own structure (i.e., action is mere "reaction"); and perceived as "the manifestation of life provided by mental reflection and having the material function to orient the subject in the concrete world" (Stadler & Seeger in Zuber-Skerritt, 1992a, p. 71). As with Piaget, Leontiev's (in Zuber-Skerritt, 1992a, p. 72) fundamental statement in relation to this interaction is as follows:

The transitions of subject-action-object to a certain extent form a circle. Therefore, it may seem irrelevant which element comes first. But this is not at all so. The circle breaks open in the practical physical (or material) action. The action is changed and enhanced by a direct communication with the concrete (materialistic) reality and submitting to this reality. In this enhanced form it is crystallised in the product. The realised action is more enhanced and correct than the consciousness by which it was anticipated. However, the subject is not aware of the contribution made by his/her action so that it appears as if the consciousness were the basis of action. (Translated from German by Zuber-Skerritt, 1992a, p. 72)

Leontiev's "subject, action, and object" is not used in common sense. These three terms are interpreted in higher education as follows: The "subject" is the holistic person together with his consciousness, intentions, cognitive and affective domains. The subject might be students, teachers, or staff developers. The "action" entails any aspect of learning, teaching, or some other professional activities. Whether the action is exterior (practical) or interior (mental), the aims must be reflected, opinionated, in other words, personalised ("refracted"), or transformed in the subject's consciousness together with the object (action product) which is reproduced in the subject's consciousness. The "object" refers to any task, problem or anything learnt or taught by the subject (i.e., students or staff engaging in action such as learning or teaching). The subject incorporates all the given factors within the context of an institution; for

example, the curriculum, the assessment system, the philosophy of the institution, its conditions, as well as the country's economical and political situation.

From what we have discussed above, we can come to the following cognisance. The subject is continuously involved in conscious planning and controlling a course of action or activity using his/her existing knowledge, hypotheses, and past experiences. Within this process, the action is internalised in the subject's mind as personal, new or modified knowledge through integration of his/her existing knowledge system. This is assumed to be personal knowledge because it has been refracted by the subject's own reflection and evaluation of the action. This suggests that teachers and students are both the originators and products of the social situations in which they teach and learn. This process is described by Freire as "conscientisation or social change; the process in which people, not as recipients but as knowing subjects, achieve a deepening awareness both of the sociohistorical reality which shapes their lives, and of their capacity to transform that reality" (in Zuber-Skerritt, 1992a, p. 74). Thus, while action is restricted and influenced by the object (i.e., by the requirements of the task or of the institution), it may at the same time influence and change the object (task and/or context) and procure new conditions for future actions.

We believe that Leontiev's materialistic theory of action has significant implications for the theoretical framework of the teacher development unit at YADIM for the following reasons:

- i) the teachers and the students in this institution are authorised and limited by their environment,
- ii) the students and the teachers have the ability to see the need for changing any conditions they believe hinder effective teaching and/or learning,
- iii) the students and the teachers have the responsibility of investigating alternatives to bring about this change,
- iv) the students and the teachers can be active problem solvers within the process of learning and teaching and become responsible community members.

Thus, the role of the teacher development unit at YADIM is to help steer the teachers to this responsibility, and to help them develop holistic, critical and dialectical thinking.

The next important question to be asked is: how can this model be put into practice? For many, (Lomax, 1995; Somekh, 1993; Watt & Watt, 1993; Burton & Mickan, 1993) the answer lies in action research (see Section 2.3).

2.2 Theoretical Framework for the Research Design

The arguments stated in the previous section (Section 2.1.) have led us to the conclusion that teacher development is a process of learning and knowing in which the teacher as a self-directed learner and problem-solver makes use of the teacher development unit staff as a resource person or consultant. Teachers and teacher development unit staff are viewed as colleagues on equal terms complementing each other. In this sense, development implies learning, changing one's personal constructs (both thought and feeling), attitudes, and the values underlying one's strategies and actions. The question then is: how can we implement change to promote a culture where teachers feel free to contribute their ideas; and involvement in problem solving and decision making is the norm?

We believe the answer to this question lies in Argyris and Schon's (1974) personal model of change, Berg and Östergren's (1977; 1979) socio-political model of innovation and change in organisations, and MacIntyre's (1981) model of the dialectical relationship between the individual and the institution. For these three broad theories shed light on the factors that support and/or hinder change and development in higher education. Thus, in the following sub-sections, we are going to first explain how change and innovation occur at an individual level, then we are going to explore it at an organisational level.

2.2.1 Argyris' and Schon's Personal Model of Change

According to Argyris and Schon (1974) people have “espoused theory” and “theory-in-use.” While espoused theory is believed to consist of publicly proclaimed values and strategies, theory-in-use consists of governing values and unconscious strategies over which we have little or no control. There may not only be a discrepancy between our espoused theory and theory-in-use, there may also be inconsistencies between what we say we do (espoused theory) and what we actually do (theory-in-use). Drawing on this assumption, Argyris and Schon developed two models of behaviour (Edge, 1993). In Model 1, values are described as defining goals individually with minimum support from others, maximising winning and minimising losing, being rational, and avoiding expressions of feelings. To be effective, such goals are translated into the following strategies: the control and manipulation of colleagues and the environment; an attempt to seek responsibility for, and ownership of, particular goal-oriented tasks; a protection of self and others from being hurt. In practice these unintentional values and strategies usually lead to an increase of existing problems and development of new ones.

Model 1 values contrast those of Model 2 in the sense that the governing principles are: producing valid information related to goals and personal relationships; free and informed choice in making decisions; dedication to decisions made; and the evaluation of their effects. The strategies to accomplish these goals are as follows:

advocating personal positions and inviting others to confront and dispute these; being open and testing the validity of inferences and evaluations of the ideas and actions of colleagues; collaborating with others; and sharing power in solving common problems. (Zuber-Skerritt, 1992a, p. 148)

Following this, it might be argued that this openness and cooperation results in teachers' reflection on their governing values so as to make necessary changes, which might lead to personal effectiveness. In other words, within Model 2 cycle teachers are able to engage in “double-loop problem solving” or “double-loop learning” (Argyris, 1980). However, teachers whose performances are influenced by Model 1 and who do not question and attempt to change their governing values are only capable of “single-loop problem solving” (Argyris, 1980).

As highlighted above, increasing effectiveness can only be achieved at an individual level in a world of Argyris' Model 2 theory-in-use. At this point it is worth considering Berg and Östergren's (1977) socio-political model of change as well because learning, teaching, and teacher development are both social and individual processes which occur in social organisations.

2.2.2 Berg and Östergren's Socio-Political Model of Innovation and Change in Organisations

Berg and Östergren's (1977) theory distinguishes system-consistent and system-divergent innovations according to whether the innovation process is compatible with or different from the main characteristics of the system. Drawing on this distinction, Berg and Östergren (1979) claim that the systems approach focuses on

events and behaviours...by means of structures and forces across the social field as a whole. The importance of various parts of the system does not follow from their inherent characteristics but from their position within the system. A social system (characterised by its main properties – membership, ideology, technology, organisational structure and the relations to the environment), is a grouping around certain purposes. Such a system has a natural tendency to preserve the interests of its members, its ideology, its technology, and so on – that is, to resist change affecting any of its main properties. (p. 264)

Berg and Östergren developed their theory of innovation on the basis of Lewin's field theory (Section 2.3.1.1.) and on Lewin's three phases in an innovation process:

First, *unfreezing* (i.e., creating the motivation to change) – the change occurs in the force field as a whole caused by a disturbance (e.g., an innovation) in the equilibrium; second, *moving*, or *changing* (i.e., developing new beliefs, attitudes, values and behaviours on the basis of new information and cognitive redefinition); and third, *refreezing* (i.e., stabilising and integrating new beliefs, attitudes, values and behaviours into the rest of the system).
(in Zuber-Skerritt, 1992a, p. 155)

Thus, for Berg and Östergren the main stages of innovation are “unfreezing”, “moving”, and “refreezing.” Regarding the preconditions for system-divergent change, they point out that the main conditions for change are “cracks” in the system, which originated from deviations from the main system characteristics and linked to the environment from where stimulus flow into the cracks.

Following this, Berg and Östergren identify four factors which determine when and why innovations succeed or fail. These factors are: “gain/loss”, “ownership”, “leadership, and “power.” *Gain/loss* is a construct that demonstrates the responses of groups or individuals to an innovation, their advantages and drawbacks with regards to a range of needs and interests (i.e., satisfaction versus personal dissatisfaction, security versus insecurity). *Ownership* refers to the degree to which individuals or groups have been engaged in the creation and implementation of the innovation, and hence their commitment to its success. *Leadership* has been identified as in the following forms: innovation leaders (the ones who introduced the innovation); secondary leaders (the ones involved in part of the innovation); and formal leaders (the ones in a position of power and authority to support the innovation). Their concept of power does not imply control of power, rather it implies socially deserved and accepted authority. Therefore, for an effective innovation, there has to be “clear gains and few losses for the people involved, a strong feeling of ownership, effective leadership and some exercise of power to support the innovation” (Zuber-Skerritt, 1992a, p. 157).

At the surface level, Argyris’ personal model of change and Berg and Östergren’s institutional or systems model of change might appear to be satisfactory solutions to the problem of teacher development at our institution. However, we believe neither of them are sufficient if there is not a dialectical relationship between the institution and the individual. For the individual is a product as well as a producer of society, and “changed people are the results of changed climates, and changed climates are the results of changed people” (Zuber-Skerritt, 1992a, p. 158). At this point of argument, we believe we should emphasise the importance of human agency in bureaucratic organisations. Regarding moral goals and human understanding, Mac Intyre (1981) stresses his concern for the establishment of a dialectical relationship between the individual and the institution. In line with this point of view, Watkins (1985) states that there should be a shift in educational administration from bureaucratic rationality to democratic thinking and acting. For him, this implies

a shift of emphasis from a managerial perspective whereby people are acted on, rewarded, coerced, motivated, or led to a position that sees human agency in educational organisations as part of an ongoing dialectic. The recognition that organisations are made up of knowing and active human beings would facilitate the introduction of a more democratic and autonomous educational structure which would reflect human agents in concerned, responsible and creative ways. (p. 32)

Following this line of argument, we believe that educational institutions have to discover new forms of educational communication and allow for open and continuous discussion about their own practices regarding their role and function in their students' and/or teachers' discourse communities. MacIntyre (1981) differentiates between institutions and practices. For him, an institution is a social requirement to sustain the practice of its participants and their pursuit of internal values. It is at this point that bureaucratic rationality may endanger academic freedom by external values. This view supports our research design of the study, which is based on the premise that what the teacher development unit of YADIM needs is a framework for self-evaluation schemes. Before going on to the next section (Research Methodology; Action Research), we believe we should once again summarise the arguments raised above.

Change and innovation in education may occur at the individual or organisational level. However, in order for an innovation to be long-lasting and effective, a dialectical integration of both approaches is a prerequisite (Eraut, 1972). For teacher development, this means a shift from Model 1 to Model 2 values, from bureaucratic rationality to human agency, from technical to dialectical thinking. Moreover, it means the creation of new forms of communication and self-evaluation for teacher development (Edge, 1995).

2.3 Research Methodology: Action Research

Although the term *Action Research* is defined in many different ways, there are unifying theories that underpin the various types of action research. What they all have in common is the idea that it is an effective tool for teachers to develop themselves and to improve learning-teaching practice.

The operational definition of action research in this study is research by classroom teachers themselves in their own teaching practice regarding student learning (with the intention of improving their practice and changing their social environment). The teachers in this study are viewed as "the teacher as researcher" (Belleli, 1993; Myers, 1993; Stenhouse, 1975), and "the personal scientist" (Sendan, 1995; Belleli, 1993; Bannister, 1970). Overall, action research in this study is viewed as in Batchler and Maxwell's (in Zuber-Skerritt, 1992a) terms as being

a process in which the “practitioners” are included as evaluators, which features collaborative planning and data gathering, self-reflection and responsiveness, and which embodies a substantial element of professional development. “Ownership” of the evaluation is vested in the “practitioners.” (p. 88)

2.3.1 Theories Behind Action Research

In the following sub-section, this model of action research will be elaborated and discussed in detail in light of interrelated theories: Lewin’s field theory, Kolb’s experiential learning theory, and Carr and Kemmis’ model of action research as a critical education science.

2.3.1.1 Lewin’s Field Theory

In individual psychology Lewin’s fundamental construct field refers to “life space” of the individual. The life space consists of the person and the psychological environment. In the case of education, this refers to the life space of teachers and students themselves and their environment (Edge, 1992). According to Lewin, the scientist’s task is to develop constructs and techniques of observation and measurement to identify the properties of any given life space at any given time; and to present the laws which govern the changes of these properties.

2.3.1.1.1 Lewin’s Methods of Observing Behaviour, Experience and Action: Experiential Phenomenology

Lewin’s experiential phenomenology is particularly important in teacher development because it gives insight to teacher development from a teacher perspective, or student learning from a student perspective. Phenomenology is defined as “a full description of direct experience as possible” (Kofka in Zuber-Skerritt, 1992a, p. 91). As the definition points out, it is a method of observing behaviour, experience and action. Although Lewin is criticised for being behaviourist, his behaviourism is based on an understanding rather than of prediction and control. This is because he and his followers “attend to the meaning which the situation has for each subject and make a close observation and careful description of the details of the psychological processes that are involved” (De Rivera in Zuber-Skerritt, 1992a, p. 91). This leads us to the idea that situations determine people’s behaviours (life space), however, people influence the

meaning of their situation by their intentions. For Lewin, behaviour is the outcome of tensions and forces in the life space. But, with reference to Kelly and Leontiev, Zuber-Skerritt (1992a) argues that the person “is also an actor who is responsible for the very organisation that then determines the forces upon him/her” (p. 92). Hence, Lewin’s life space might also be viewed as the result of a person’s organisation. This is particularly important in teacher development because despite the set of conditions that determine human behaviour, the perspective of persons as actors emphasises our responsibility in determining the meaning of our life in the world. Carr and Kemmis (1986) refer to Marx’s idea of “practice” as the dialectical process of changing conditions and of changing people and their activity. Marx’s materialism is based on the idea that “consciousness arises out of and is shaped by practice, and in turn is judged in and by practice” (Mathews, 1980, p. 86). This is what Leontiev and his followers have employed, and which Carr and Kemmis utilise in their theory of education (Zuber-Skerritt, 1992a).

Going back to Lewin’s notion of the dialectical relationship between a person’s intentions and life space, we may conclude the following. While our situation determines our behaviour, it is also true that we can make preferences which determine the meaning of our situation (Kelly’s Choice Corollary). We may either choose to take the responsibility to determine our own meaning and accept the consequences, or we may let someone else establish the meaning of our situation for us. With regards to teacher development, teachers have the choice of either doing research on their own teaching practice to evaluate their teaching performance and/or their students’ learning, or relying on external experts opinion on how and what to teach.

2.3.1.1.2 Lewin’s Notion of Action Research

Lewin views action research as a tool for improving inter-group relations. For him, the following elements constitute an action research project:

- A problem of real meaning to all participants;
- Their commitment to its resolution;
- Involvement of participants at each stage as a prerequisite for change;
- Participants taking responsibility for change and for monitoring of the change;
- An emphasis on group processes and group decision-making at each stage in order to clarify problems and to commit participants to action;

- A role for a scientist trained as a group facilitator and as a theorist, working in dialogue with participants. (Roberts, 1998, p.41)

Lewin holds that action research is a problem-solving process which proceeds in spiral events. As with Kelly, he believes that the process of research and knowledge construction is identical to the process of learning and problem-solving in daily life situations. This process starts with a problem and its analysis by reflecting on the known facts. It is then followed by planning and implementation of an action programme. Hence, action researchers critically review and analyse these activities in order to confirm their tentative hypotheses (Adelman, 1993).

2.3.1.2 Kolb's Experiential Learning Theory in Relation to Action Research

Kolb's theory, which is partly based on Lewin's model, uses the "first-hand experience of the learner as a major source of knowing and learning" (Zuber-Skerritt, 1992a, p. 97). In the learning process it involves the whole person (i.e., not only his intellect, but also his emotions, feelings, and values. As Zuber-Skerritt (1992a) points out, Kolb's experiential learning theory bridges the gap between theory and practice, "between abstract generalisations and concrete experiences, between the affective and cognitive domains" (p. 98). Roberts (1998) elaborates Kolb's experiential learning as follows:

He sees experiential learning as a cycle of experience, reflective observation, abstract conceptualisation and active experimentation. He argues that in **concrete experience** we should be involved as fully as possible in new experiences; in **reflective observation** we observe and reflect on these experiences from diverse perspectives; in **abstract conceptualisation** we store abstract concepts to integrate our observations into logically sound theories and then in **active experimentation** we use these theories to make decisions and solve problems. (p. 33)

Therefore, Kolb's model is not only important for student learning, but also teacher development. From this point of view, Kolb cites Argyris and Schon:

They maintain that learning from experience is essential for individual and organisational effectiveness and that this learning can occur only in situations where personal values and organisational norms support action based on valid information, free and informed choice, and internal commitment. (in Zuber-Skerritt, 1992a, p. 98)

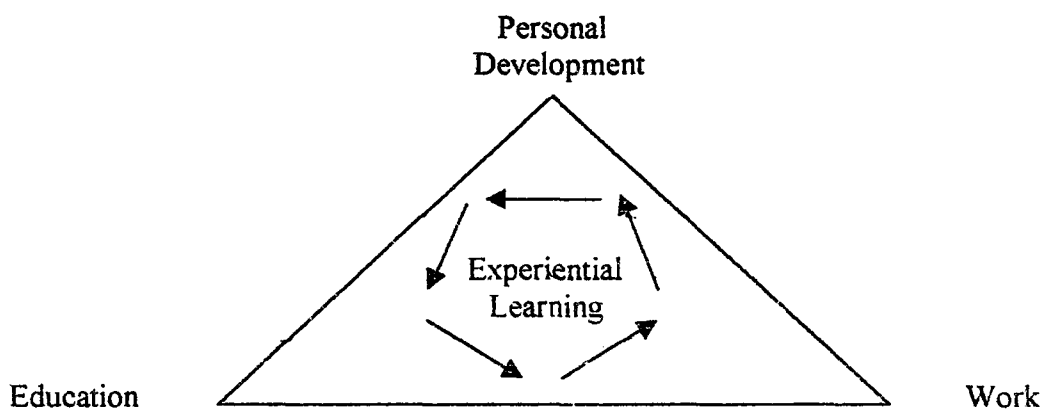


Figure 1 Experiential learning as the process that links education, work, and personal development (Kolb in Zuber-Skerritt, 1992a, p. 98).

Kolb's model is based on three major traditions: "Dewey (1938) from the philosophical perspective of pragmatism, Lewin (1952) from the phenomenological perspective, and Piaget (1970), the developmental psychologist and genetic epistemologist, from the rationalist perspective" (in Zuber-Skerritt, 1992a, p. 99).

Lewin's phenomenology has already been explained in Section 2.3.1. Before demonstrating Dewey's model, Piaget's model should be highlighted as well.

2.3.1.2.1 Piaget's Model of Learning

Kolb draws on Piaget to develop his model of learning and its implications for instruction (Roberts, 1998). According to Piaget, an individual constructs his/her own meaning of the world from the experiences that surrounds him/her (Williams & Burden, 1997). That is, learning follows "the process of accommodation of concepts or schemas to experience in the world the process of assimilation of events and experiences from the world into existing concepts and schemas" (Zuber-Skerritt, 1992a, p. 101). Williams and Burden (1997) further explain the above mentioned definition as follows:

Cognitive development is a process of *maturation* within which genetics and experience interact. The developing mind is viewed as constantly seeking equilibration, i.e., a balance between what is known and what is currently being experienced. This is accomplished by the complementary processes of *assimilation* and *accommodation*. Put simply, assimilation is the process by which incoming information is changed or modified in our minds so that we can fit it in with what we already know. Accommodation, on the other hand, is the process by which we modify what we

already know to take into account new information. Working in conjunction, these two processes contribute to what Piaget terms the central process of cognitive *adaptation*. (p. 22)

Although Piaget focused on the learner as an individual who actively constructs his/her own reality, he excluded in his theory the social environment the learning takes place (Williams & Burden, 1997). As it is explained in Section 2.3.1.2.3, Kolb has included Piaget's developmental continua into his model of adult learning with reference to the process of learning "whereby knowledge is created through the transformation of experience" (Kolb in Roberts, 1998, p. 33).

2.3.1.2.2 Dewey's Model of Learning

What differentiates Dewey's theory from Lewin's is his explicit explanation of how learning converts the experience into purposeful action. Dewey's model of experiential learning consists of a four-stage cycle of:

- the impulse of experience.
- observation of surrounding conditions.
- knowledge of similar situations in the past.
- judgement based on observation and knowledge. (Zuber-Skerritt, 1992a, p. 100)

As with Lewin, Dewey regards learning as a dialectical process in which experience and concepts, observation, and action are integrated (Keiny, 1994; Carr, 1995).

• Dewey's Reflective Cycle in Relation to Action Research for Teacher Development

Dewey laid the ground for progressive and person-centred models of learning by "characterising reflection as disciplined, conscious, explicit and critical thought which contributes to the intellectual and moral development of the person" (Roberts, 1998, pp. 47-48). The following cycles of Dewey express how he integrates personal experience with feeling and thinking:

- i) There's a "feeling of discrepancy or difficulty" likely to be experienced as an emotional disturbance as much as explicit thought. It could result from a mismatch between the ends we want and the means we have at our disposal; or between our expectations and what actually takes place; or between our beliefs and incidents we cannot explain.

- ii) We “observe” to define the difficulty. The more deliberately and critically this is done, the better the eventual resolution will be. Dewey stresses the need to suspend judgement in order to “determine the nature of the problem before proceeding to attempts at its solution.” (Dewey, 1910, p. 74)
- iii) We cultivate a variety of alternative “suggestions” to solve the problem.
- iv) We think through the implications of each suggestion as a solution. We then select the best idea to resolve the original difficulty.
- v) We observe again to confirm our “theory” and we can adapt it as personal knowledge. (Roberts, 1998, p. 48)

As the above quotation suggests, according to Dewey, reflection is a process within which an individual reframes problems in a variety of ways, and hence, arrives at a wide range of possible solutions. It is this process which helps an individual to change his/her perspectives.

2.3.1.2.3 Kolb’s Definition of Learning

Kolb’s learning theory basically draws some elements from Lewin’s, Dewey’s and Piaget’s models of learning. This theory offers a framework for teacher learning both in formal and informal circumstances. Kolb learning model entails the following propositions:

- ***Learning is a holistic process of adaptation to the world***

This proposition holds that learning is the sum of the integrated functioning of the whole organism, which involves not only cognition or perception, but also the total functioning of the total organism, such as thinking, feeling, and behaving. Drawing on this premise, Kolb included in his model the experiential cycle and the scientific enquiry process as well as problem-solving and decision-making processes (Zuber-Skerritt, 1992a). For teacher development this means:

- i) each teacher should be viewed as a holistic person (i.e., attention should be paid not only to his/her cognition, but also expectations, wishes, and feelings;
- ii) individual teachers should be given the authority and responsibility for developing (i.e., empowering) themselves in an environment where problem solving is the norm.

- ***Learning is a continuous process grounded in experience***

This proposition suggests that personal experience that an individual teacher brings to the learning environment is a basis for learning (i.e., conceptual change) to take place. However, reflection on experience is a prerequisite for conceptual development to take effect (Roberts, 1998). For teacher development, this means the starting point of any activity should be the teachers' experiences and their existing knowledge coupled with interpretation of the experience (Jarvis, 1991).

Roberts (1998) came up with the following two explanations regarding teacher learning:

- there's value in access to abstract theory (by reading and formal instruction) to explain cases and to provide terms with which to analyse experience:
- there's no need to see either experience or abstraction as prior, so long as they are both available to the learner. (p. 34)

- ***Learning involves transactions between the person and the environment***

In this proposition emphasis is on how behaviour shapes the environment. Regarding this point of view, Zuber-Skerritt (1992a) cites Kolb's explanation of experiential theory:

Personal characteristics, environmental influences, and behaviour all operate in reciprocal determination, each factor influencing the other in an interlocking fashion. The concept of reciprocally determined transaction between person and learning environment is central to the ... method of experiential learning. (p. 104)

With regards to teacher development, this proposition highlights the fact that the action research carried out has to be considered only within its own context.

- *Learning is the process of creating knowledge*

In order to understand learning, we need to understand the nature of knowledge and how it is created. According to Kolb, there are two kinds of knowledge: social and personal. The former is the collection of previous human cultural experience (Dewey) or the historically accumulated cultural knowledge (Leontiev). The latter refers to the accumulation of the individual person's life experience (Dewey) or the construct system developed by personal experiences (Kelly). Therefore, in teacher development, it is important to understand that "knowledge is the outcome of the transaction between social and personal knowledge" (Kolb in Zuber-Skerritt, 1992a, p. 105).

We can summarise the above mentioned propositions as follows. First of all, knowledge is seen as a continuously created transformation process, not an independent object to be conceptualised or transmitted. Secondly, within the learning process, experience is transformed in both its objective and subjective forms. Finally, in order to understand learning, we must conceptualise the nature of knowledge.

Roberts (1998) reminds us that Kolb's model should be extended into three dimensions:

- i) The social dimension of learning should be emphasised: that our theories and beliefs are tested and confirmed in social contexts, validated by the responses of others: learning is located within us, but its validation depends on social exchange.
- ii) Reflection should not only be seen in terms of rational analysis and generalisation. It's also an emotional process, because it involves a degree of self-confrontation and self-questioning which entails risk and turbulence, especially for the experienced teacher (Rudduck, 1988).
- iii) We need to recognise the tacit nature of much of our knowledge: people do not know what they know (Eraut, 1994). (pp. 35-36)

2.3.1.3 Kemmis' Critical Education Theory

Kemmis and his associates' approach to action research has been influenced by Lewin's field theory and Habermas' dialectical approach of critical theory. These two intellectual theories hold that theories must improve practice in order to be valid and useful. Similarly, the methods employed must be "phenomenological and interpretative in order to be able to fully understand a social situation or problem" (Zuber-Skerritt,

1992a, p. 109). Taking up this line of argument, Kemmis and his associates view action research as a process of reflection which results in an evaluation of the social environment in which the group operates.

Grundy and Kemmis (1982) define educational action research as:

a family of activities in...professional development, school improvement programmes and system planning and policy development. These activities have in common the identification of strategies of planned action which are implemented, and then systematically submitted to observation, reflection and change. Participants in the action being considered are integrally involved in all of these activities. (p. 84)

This definition highlights the Lewinian concept of the spiral of cycles of planning, acting, observing and reflecting, as well as the idea of participation and improvement through change. What is new in this definition is the notion of “strategic action.” This implies that an action is strategic when it is consciously and deliberately addressed, rather than on the basis of habit or unreflective perception. This is what Leontiev names the conscious and intentional control of the action. As opposed to behaviour, strategic action is constructed and guided by planning and its rationale, but at the same time it is flexible and open to change depending on the circumstances. Moreover, it needs practical judgement and instant decisions. For Grundy and Kemmis (1982):

(a) behaviour, regarded as such, might be retrospectively explained by reference to theoretical or empirical propositions, but it cannot be justified by appeal to these propositions; (b) theoretical principles can inform but cannot justify practical action; (c) practical action must be justified by reference to the practical judgement of the practitioner as well as the circumstances and determinants which constrain action. (p. 85)

Thus, it is clear that the knowledge which explains practical actions is not only the knowledge of principles, but also personal knowledge which is recognised in, and rationally developed through, action research. For Polanyi (in Zuber-Skerritt, 1992a) personal knowledge is acquired through rational reflection on experience. It is assessed by the criterion of authenticity. This suggests that personal knowledge is authentic when it comes out of one’s own rational reflection on his/her strategic actions, rather than through theories or principles (Edge, 1995).

For Kemmis and his associates, the main gains of action research are “the improvement of practice, the improvement of understanding of practice by its practitioners, and the improvement of the situation in which the practice takes place” (Zuber-Skerritt, 1992a, p. 110). In order to achieve these benefits we need the following components: participation and collaboration, action-orientation, critical function, and a spiral of cycles planning, acting, observing and reflecting. Following the ideas mentioned above action research means:

- 1) to develop a plan of action to improve what is already happening,
- 2) to act to implement the plan,
- 3) to observe the effects of the action in the context in which it occurs,
- 4) to reflect on these effects as a basis for further planning, subsequent action and so on, through a succession of cycles. (Kemmis & McTaggart, 1982, p. 7)

The four aspects of action research cited above are detailed as follows:

The plan is constructed action, it is forward looking and thus prospective to action. Since all social action is somewhat unpredictable, the overall plan must be flexible in order to cope with unforeseen effects or constraints.

Action is deliberate, controlled, aim-oriented, but also backward looking for its rationale, and thus retrospectively guided by planning. Practice means ideas-in-action.

Observation has the function of documenting the action process, the effects of intended and unintended action, the circumstances of and constraints on action and the way these affect action. The purpose of observation is to provide the basis for critical self-reflection and, thus, it is prospective. Like the action itself, observation plans must be flexible in order to record the unexpected.

Reflection is retrospective because it recalls action as it has been recorded in observation. Discussion among the participants, and practical as well as theoretical discourse, can aid reflection, leading to the reconstruction of the meaning of the social situation and to the construction of the revised plan. (Kemmis & Mc Taggart, 1982, pp. 7-10)

These four dynamic, cyclic aspects of action research are similar to that of Kolb’s cycles of concrete experience, reflective observation, abstract conceptualisation and active experimentation. Similarly, in the proposed action research model, the aim is to link discourse and practice on the one hand, and construction and reconstruction on the other.

2.3.2 Application of Action Research

Carr and Kemmis (1986) argue that the principal goal of critical education science is to change “practice” (customary action) into “praxis” (informed, committed action) through one’s own critical reflection. However, they warn us not to confuse action research with field (or applied) research. For them, the latter is usually carried out by educational researchers without the teachers’ full participation, responsibility and commitment to self-reflection, to change in educational practice.

Kemmis and Mc Taggart (1988) distinguish between three kinds of action research: technical, practical, and emancipatory action research. They view each of these as follows:

The aim of the *technical action research* is to improve the effectiveness of educational practice judged by the educational researcher’s standards. The practitioners are co-opted and depend greatly upon the researcher as a facilitator.

Practical action research, in addition to effectiveness, aims at the practitioners’ understanding and professional development. The educational researcher’s role is Socratic and to encourage practical deliberation and self-reflection on the part of the action researchers.

Emancipatory action research has the same objectives as practical action research, but also aims at a critical response to organisational constraints. The educational researcher’s role is that of a moderator who ensures that conditions are established and maintained which are necessary for the “organisation of enlightenment.” (pp. 7-10)

Carr and Kemmis (1983) argue that only emancipatory action is true action research because

only emancipatory action research can unequivocally fulfil the three minimal requirements for action research...: having strategic action as its subject matter; proceeding through the spiral of planning, acting, observing, and reflecting; and involving participation and collaboration in all phases of the research activity. (p. 177)

Following the arguments made so far, it becomes clear that we have a range of possibilities into questioning our situation as teachers and/or staff development unit coordinators. Therefore, the most important issue seems to be being aware of those possibilities and choosing the most appropriate one considering our ultimate aim. In this case, the most appropriate research type seems to be emancipatory action research

since the ultimate aim is to help the teachers at YADIM to develop the feeling of responsibility and ownership in improving their English language teaching.

The following section will be dealing with why action research might lead to a better understanding and improvement of learning, teaching, and staff development at YADIM.

2.3.3 Application of Action Research in Higher Education: The CRASP Model

Zuber-Skerritt (1992a) notes that there are at least five reasons why action in higher education might lead to “a better understanding and improvement of learning, teaching and staff development, as well as to a more critical reflection on an institution’s “status quo” operations and on its role and function in society” (p. 114). The five reasons summarised in the acronym CRASP are as follows:

Critical attitude
Research into teaching
Accountability
Self-evaluation
Professionalism as teachers

Critical Attitude: In an ever-changing era, the development of critical thinking in students should be one of the major aims of higher education. This is particularly important in the context of this study, since the Turkish education system forms a backdrop for self-directed learning with emphasis on one-way knowledge transfer - from teachers to learners. Action research helps fill the gap in the Turkish education system by placing emphasis on the development of academicians and their critical reflections.

Research into Teaching: As mentioned earlier, action research integrates theory and practice. This implies that, action research is more beneficial for teachers when carried out by themselves – as personal scientists and reflective practitioners – rather than by theorists or outsiders. This is because teachers are more likely to arrive at an educational theory and knowledge appropriate to their own situation through reflection directly related to their practice.

Accountability: EFL teaching at YADIM has recently become an in-house of learners and academicians as a result of the increasing demand for English language learning. In this sense, action research conducted by the teachers themselves reinforce safeguarding autonomy and avoid dictum policies and curriculum decisions. Taking up this line of argument, it can be argued that the reports emerging from emancipatory action research could provide accountability for the effectiveness of its teaching programmes.

Self-Evaluation: The main features of action research is self-evaluation of teaching performance, individual courses and programmes by the teachers either individually or in groups. One other reason for teachers to engage in action research is the satisfaction and reward of publications of the research. Therefore, once the policies of teacher development and promotion is reviewed and measures are taken, teachers will increasingly give equal weighting to the quality of teaching and research, not only in written statements, but also in actual practice. This, in turn, is believed to result in a change in academic culture (i.e., in the teachers' shared beliefs and perceptions of teaching as a profession). Thus, we believe that academic culture can be best achieved with a network of teachers in which teachers share their findings with their colleagues. In this way, teaching and research can merge to its fullest advantage.

Professionalism: Finally, action research can contribute to the professionalism of teachers. As in Zuber-Skerritt's (1992a) terms:

... to be truly professional, academics must aim at the highest quality of learning and teaching; they must be involved in educational research and theory on which to base their practice; and they should participate in decisions about the broader context in which they operate. (p. 118)

Consequently, action research can be viewed as a process which requires active participation of the teachers so as to enable them to become the educational decision makers of their own teaching and student learning. As a concluding remark, we can argue that action research is a process of learning and knowing through practice and research (see Section 3.4 for the action research model followed in the study).

CHAPTER 3

METHODOLOGY

3.1 Introduction

The aim of this study is to establish a framework within which teachers find an opportunity to gain responsibility for developing themselves so as to increase their authority in the field. In light of the theories discussed so far we have come to three frames of references regarding the design of the study.

The first frame of reference is the identification of the term “teacher development.” Within this frame of reference, teacher development is viewed as a process of learning and knowing in which the teacher as a self-directed learner and problem-solver makes use of the teacher development unit staff as a resource person or consultant. In this sense, development implies to learn and to change one’s personal constructs (both thought and feeling), attitudes, and values underlying one’s strategies and actions.

The second frame of reference is the research type which has been chosen as the emancipatory research. Our choice is based on the premise that this type of research aims to raise teachers’ perceptual awareness of their strengths and weaknesses (i.e., a movement towards teachers taking responsibility of their own development).

The first two frames of references are integrated in the sense that in order to become aware of the strengths and weaknesses, the teacher in this study is viewed as “the researcher” (Stenhouse in Lomax, 1995), and “the personal scientist” (Kelly in Zuber-Skerritt, 1992a). In other words, teachers are recognised as personal scientists who conduct research with critical, dialectical thinking, and who consciously control the action (teaching/learning and research) by carefully observing the teaching situation and

its outcome (object). Within this process, the action may influence the object (teaching and teaching context), but also the object may influence the action (e.g., it may form, limit, or reinforce the action).

The third and last frame of reference is related to the tools of data collection, namely Kelly's Repertory Grid Technique (Pope & Keen, 1981), Self-Assessment Questionnaires (SAQ) I and II, Course Evaluation Questionnaire (CEQ), and diary keeping. We have chosen to employ these instruments because their rationale is based on both the theoretical and methodological framework of our study. That is, all the above mentioned instruments focus on the power of learning by linking ideas, thoughts and/or experiences through expression to clarify the situation concerned.

3.2 Subjects of the Study

A total of ten non-native EFL teachers at YADIM (the Foreign Languages Centre at Çukurova University) participated in this study. The group was formed on a voluntary basis, since teacher development is believed to be self-initiated. Two weeks before the course some posters were displayed stating the aims of the course to create curiosity among the teachers. Metaphors and pictures were used as a tool to provide reflection about the aims of the course. A meeting was held with the voluntary teachers to explain to them the fundamental principles of the course. This session was useful in arousing interest in the 10 teachers and thus ensuring their voluntary participation in the course.

3.3 Pilot Study

Before getting involved in the main study, a pilot study was conducted during the 1994-1995 academic year. Throughout the study, 13 voluntary teachers met once a week during their paid hours for 15 weeks. Each session took about three hours. The focus of the teacher development course was on action research – the collection of data and focused reflection on classroom practice.

Our explanation of the pilot study has been limited to two problems encountered in the pilot study since they are observed to have a crucial effect on the efficiency of an action research study. The rationale behind the two problems (a-b) of the pilot study and the steps taken to avoid the occurrence of these problems are presented below:

a) Identification of a Manageable Puzzle/Problem by the Teachers

The teachers in the pilot study had a lot of difficulty in problem identification. The problems they identified were either too broad to deal with, such as ‘Motivation Factor in Language Learning’, or they were not within the scope of research, as with ‘Learning Strategies’. As a result, in this study, the teachers were helped to “reformulate” their puzzles through exploratory questions while they were going through the problem identification stage ((Nunan, 1990, p. 75). That is, they were deliberately encouraged to pose exploratory questions to refine their understanding of a puzzle (Allwright, 1993). In the end the teachers had less difficulty in identifying their problems. The following demonstrates what we experienced with the teachers:

A teacher’s puzzle: How do I correct my students’ errors?

Exploratory questions: Do I correct every single error?

Do I correct more than one error when there are too many errors?

Do I let my students do self-correction?

Consequently awareness raising for mental exploration of this kind helped the teachers to learn how to narrow down a topic to be investigated within the time limit, as well as to learn to question the feasibility of their puzzles.

b) Choosing an Appropriate Data Collection Instrument

The problem encountered during the pilot study was the use of the same data collection instrument among all the teachers (i.e., the use of checklists and note-taking). When reflecting on the application of the same kind of instrument among the teachers, we realised that we might have unconsciously lead the teachers to presume that checklists and note-taking are the best ways of collecting data and thus may have

unconsciously guided them to use these instruments in their studies. In order to prevent this misconception in this particular study, teachers were involved in the practice of various data collection techniques (see section 3.4.1.3.), and led to explore and decide which instrument to use in their studies.

Being aware of the above mentioned problems which resulted in the need for taking essential action steps, the researcher, engaged in her own self evaluation of her insights, experiences, and course development. At the end, this continual critical questioning process helped the researcher create the context for the research development. This context encouraged the researcher to take on the responsibility of her own problematic situation. The purpose was to develop both her ability to act as an author of her life, and to take on authority in such a way that it may facilitate the empowerment of others.

3.4 Procedure

The “exploratory learning teacher development course” in this study was conducted for one academic year (two semesters) following an action research cycle. The recursive cycles mentioned below were followed both by the researchers and by the teachers in the group throughout the study:

- 1) Identify a specific puzzle/problem in your own teaching situation.
- 2) Reflect on it.
- 3) Decide on suitable data collection method(s).
- 4) Collect data.
- 5) Reflect on your finding(s).
- 6) Plan possible solutions to your puzzle.
- 7) Act upon these.
- 8) Reflect on them.
- 9) Write up the project. (Toros, 1995, p. 6)

The study was conducted at two levels: macro and micro. At the macro level, the researcher tried to find solutions for the problems that she identified, following the action research cycle. That is, the researcher tried to develop a framework within which the teachers were encouraged to identify their own models of teaching and learning. As a result, the teachers were expected to design appropriate strategies and methods in developing those skills.

At the micro level, the teachers were encouraged to find solutions for the problems that they identified. However, as there are some skills to be learned and/or acquired to carry out action research, we developed a course for the teachers aiming to lay the grounds for the process. Both the content of the course and the procedures employed to achieve the aims identified are presented in the following sub-sections:

3.4.1 Exploratory Learning Development Course

The focus of the course was based primarily on the skills of *focusing*, *attending*, and *reflecting* on Cooperative Development. Aside from the process of action research, it was geared to focus on academic writing projects. Input was provided through lectures and workshops at regular three-hour-a-week meetings. The lectures and workshops were arranged and delivered either by the researcher or by the teachers (individually or in groups) depending on the aim of the course component. On some occasions, the sub-contents of the lectures and workshops were determined by the teachers themselves since the sessions aimed to integrate both the teachers' immediate needs and the requirements of the study. In the following sub-sections we present what the aims of the course components were, and the procedures that were followed to achieve these aims:

3.4.1.1 Cooperative Development

Edge (1992) points out the importance of working with a colleague in an attempt to understand ourselves and ways to teach better. He further argues that working with a colleague in a disciplined way requires a type of interaction which “involves learning some rules for listening and speaking” (p. 4). Drawing on this premise, we wanted the teachers to acquire the skills necessary for establishing “collaborative focus teams” so as to carry on action research easily (Nunan, 1993, p. 45).

In order to help the teachers acquire the rules for listening and speaking in a collaborative work, we followed the structured awareness-raising activities offered by Edge (1992). When going through these activities, the teachers worked in groups of threes. While one teacher took the role of an *Understander* (a colleague to work with), the other took the role of a *Speaker* (a teacher-researcher). The third teacher acted as an

Observer (a colleague to give feedback on what has happened from a third perspective). The teachers were asked to change their roles in each activity to ensure that each would experience all of the above mentioned roles.

The experiential activities undertaken by the *Understanders* and the *Speakers* focused primarily on the three interaction qualities: “respect”, “empathy”, and “honesty” (Edge, 1992). In this frame of reference, “respect” means the *Understander*’s non-judgemental attitude towards the *Speaker*’s views. Considering this interpretation, we encouraged the *Speakers* to decide what topic to work on and what tasks or situations to set accordingly. We also encouraged the *Understanders* to accept the *Speaker*’s opinions, intentions, and evaluations by excluding their background knowledge or values in their judgement. The *Observers*, on the other hand, gave feedback on what happened from a third perspective. By doing so, the *Observers* were involved in a process enabling them to become analytical and to listen for the different moves used by the *Understanders*.

Empathy, on the other hand, is the way the *Understander* sees “things through the *Speaker*’s eyes to understand the classroom, the learning and the teaching in the *Speaker*’s frames of reference” (Edge, 1992, p. 12). Drawing on this aspect, we encouraged the *Understander* to ask for more and more clarification so as to let the *Speaker* work to make everything as clear as possible. *Honesty*, however, is for the *Understander* to be genuine about his/her respect and empathy. According to this feature, we encouraged the teachers to conceptualise that it is the *Understander*’s role to help the *Speaker* see where s/he is in his/her own light.

The experiential activities also focused on the teachers’ acquisition of the three interactive abilities, namely *attending*, *reflecting*, and *focusing*. *Attending* refers to the ability to make someone feel well listened to. In order to have the teachers acquire this skill, the activities were designed so as to draw their attention to the conscious and unconscious non-linguistic signals (body language) during communication.

Reflection, is a strategy used by the *Understander* as a comprehension check of the *Speaker*’s views on certain topics. When dealing with this characteristic, the *Understander* is directed to take a very active role without taking up the developmental

space of the *Speaker*. In other words, during the activities the *Understander* acts as a mirror in order to reflect the *Speaker's* views in such a way that the *Speaker* could grasp the views clearly. Within this process, the *Understander* reflects what the *Speaker* has said in the *Speaker's* own terms. Therefore, the reflection process stays at the level of comprehension check. In some cases, this strategy involves the use of the same words that the *Speaker* has used. In other cases, the use of a paraphrase is the most natural way of showing what has been understood.

Finally, *focusing* is the skill used by the *Understander* to help the *Speaker* to choose a focus for the exploration of the existing situation or the perceived problem. The activities offered for the acquisition of this ability: a) helped the *Speaker* to discover the refined elements of the topic concerned which might otherwise never have been articulated; b) showed the *Understander* how to bring up a detailed point to the attention of the *Speaker*.

3.4.1.2 Action Research

This component was put into the course to help the teachers to discover the meaning of “Action Research” through seminar and/or workshop organisations and presentations. At the end of this process the teachers are expected to have been involved in Edge’s (1992) three types of learning; i) intellect, ii) experience, and iii) the formulation of the experience and ideas.

The following procedure was employed to achieve the above mentioned aim. First, three weeks before the action research session, we divided the teachers into three groups. We assigned each of these groups one of the following topics:

- 1) What constitutes teachers’ professional knowledge?
- 2) What is expected of teachers as researchers?
- 3) What does Action Research mean? What are its characteristics and steps?

Within the three weeks, the groups researched the answers to their questions using as many sources as possible along with the article/book bank provided. The teachers then presented their seminars or workshops to the course participants. Finally,

the teachers were introduced to the cycles of action research to be followed within a general frame of reference discussing the recursive cycles in detail (see Section 3.4).

3.4.1.3 Data Collection

We included this component in our teacher development course for the following purposes:

- a) to involve the teachers in an experiential understanding of different ways of collecting data so as to raise awareness in them that each data collection technique has its own advantages and disadvantages;
- b) to equip the teachers with the skill required in constructing their own data collection tools.

Within this component of the course, the teachers were involved into an experiential understanding of the following data collection tools: i) peer observations using observation charts, audio or video transcripts, ii) questionnaires, iii) interviews, iv) diaries. These are elaborated below.

i) Peer Observations Using Charts, Audio or Video Transcripts

It was clear at the outset of the study that most of the teachers lacked experience in peer observations. Therefore, we firstly wanted the teachers to become aware of the two main principles behind observation techniques: i) without a focus an observation can not take place, ii) the procedure used in an observation depends on the type of data to be dealt with (Richards & Lockhart, 1994). We also wanted the teachers to conceptualise that the instruments used during the observation are not mutually exclusive, but in contrary, they complement one another. Having this in mind, we ignored the other aspects of observation, but focused only on tallies made on observation charts, narrative account of a classroom interaction, and Nunan's "stimulated recall" (1989, p. 92).

Regarding the use of observation charts, the teachers firstly, brainstormed possible aspects of teaching to focus on during an observation. As a next step, we let the teachers view a video extract taken from an EFL classroom to familiarise them to the observation setting. After that, we asked the teachers to work in pairs and prepare a checklist for the teacher concerned by focusing on any of the areas which emerged during the brainstorming activity. Then, the teachers went through the focused viewing stage using their checklists. Finally, the teachers were involved in group discussion to compare notes and to exchange opinions. During the group discussion, the teachers were also led to articulate the drawbacks of using this technique. Having discussed the drawbacks, the teachers were then encouraged to propose solutions to eliminate the problems they identified.

The second instrument introduced to the teachers was the narrative account of a classroom interaction. This activity was used to help the teachers notice how the dynamics and the climate of the interaction is lost when one uses a single observational scheme to document classroom interactions. In this activity, the teachers' involvement stayed at the level of reading a narrative account of a classroom interaction and discussing the picture they got from that particular account.

Finally, the teachers were introduced to the use of "stimulated recall" technique (Nunan, 1989, p. 91). In this activity, the teachers analysed both the transcript of a video taped lesson and a teacher's audio taped commentary. The aim of using this activity was to show the teachers that "the commentary provides us with insights into what is happening which would otherwise not be accessible to us" (Nunan, 1989, p. 92). That is, by analysing the reflections done by the teacher in the video-tape right after the observation, the teachers understood the rationale of the teacher's behaviour in class.

To sum up, all through the activities, the emphasis was on the assumption that "the choice of instrument or technique will have a large bearing on what we actually find in the classroom" (Nunan, 1989, p. 96). Keeping this assumption in mind, the teachers were encouraged to identify the potential problematic areas and pitfalls in each technique to make suggestions on ways of avoiding these.

ii) Questionnaires

In this stage of our study, we followed the following procedures:

- 1) Distribution of a pack of questionnaires from one class of students on the same topic to each pair for analysis.
- 2) Analysis of the questions asked in an attempt to identify to what extent the questions posed match the aims stated by the researcher
- 3) Presentation of the findings by each pair on:
 - the design of the questionnaire considering the aims
 - the findings
 - the possible implications of the findings
- 4) Reflection on the use, design, and analysis of questionnaires as a data collection instrument.

As a first step, we conducted a discussion on how to conduct a questionnaire investigation. Having gone through various recommendations given in literature, the teachers analysed and reflected on the following steps identified by Gay (1987):

- i) the statement of the problem related to the specific objectives concerning the information needed;
- ii) the selection of subjects;
- iii) the construction of the questionnaire regarding both the content and the format;
- iv) pre-testing the questionnaire;
- v) the analysis of results.

The next step was the presentation of the findings by each pair on the design, the findings, and the implications of the findings of the authentic questionnaire which the teachers had been distributed. Finally, the importance of using semi-structured interviews right after the completion of the questionnaire by the respondents was emphasised. At this stage, the teachers analysed the results of a semi-structured interview displaying the categories of the sources of the problems encountered by the respondents.

iii) Interviews

The next data collection instrument we focused on in our course was the interviews. We included this very commonly used technique in our course to achieve the following aims:

- a) to raise awareness in the teachers of the main points to be considered when conducting an interview,
- b) to help the teachers rationalise the use of follow-up interviews immediately after collecting data through questionnaires

The procedures we employed were as follows:

- 1) whole-group discussion on the use of interview data,
- 2) whole-group discussion on the design of interview questions,
- 3) analysis of an interview questions in an attempt to see to what extent the questions match the stated aims by the researcher,
- 4) whole-group discussion on the use of interviews as a follow-up reference for the data collected through questionnaires,
- 5) analysis of the questions that were used during a follow-up interview,
- 6) reflection on the benefits of using follow-up interviews as reference for the questionnaires and/or written reports.

iv) Diaries

The final data collection instrument the teachers were introduced to was keeping diaries. The use of diaries as an instrument for collecting information about the teaching/learning process is becoming increasingly popular in ELT research. In this study, this technique was introduced to the teachers for the following reasons:

- a) As a consciousness-raising activity so as to provide the teachers with an instrument for self-analysis, self evaluation, and self-awareness
- b) To involve the teachers in an experiential understanding of the rationale behind the benefits and the procedures involved in diary-keeping

- c) To get the teachers used to the new genre, i.e., writing reflective statements as preparation for their action research projects
- d) To show the teachers that diaries can be used as a means of immediate feedback for the teachers to evaluate their teaching as well as the learners' uptake of the topics covered in their sessions.

First, we provided the teachers with handouts which stated the aims of keeping diaries, and the ways to achieve our aims (see Appendix I). Then, we held a discussion with the teachers so as to bring out the differences between “reflection-in-action” and “reflection-on-action” (Schon, 1987). During the discussion, we firstly explained to the teachers that by doing reflection on “reflection-in-action” learners realise what they are doing while they are doing it. We also emphasised the immediate significance for action. That is, by doing reflection-in-action learners can make changes in the situation they are in as their thinking serves them to reshape what they are doing while they are doing it. In the second step, we emphasised that “reflection-on-action” involves thinking back on past experiences or behaviours. Drawing on this premise, we pointed out to the teachers that within this process learners discover what meanings they have attached to those experiences or behaviours. Hence, we explicitly stated that this kind of reflection, as opposed to reflection-in-action, has no direct connection to present action, but to future ones.

Subsequent to this discussion, we tried to identify the features which make the statements reflective. The teachers had about four weeks to get used to the habit of keeping diaries. Within those four weeks, by using extracts from the teachers diaries, we spent ten minutes in each session discussing the features that qualify the statements as “reflective” or “non-reflective.” When the teachers got used to keeping diaries, we asked them to encourage their own students to keep diaries as well.

The philosophy that guided the framework and development of the experiential activities in this component was based on the belief that introduction to data collection sessions should be “skill oriented, rather than knowledge oriented, and application oriented rather than theory oriented” (Gay, 1987, p. vii). That is, the overriding purpose was to help the teachers acquire the skills and knowledge to carry out action research

with emphasis on raising their awareness on what they can do with what they have learned.

3.4.1.4 Action Research Project Writing

Our fourth and final course component was on how to write action research projects. The aim of integrating this component into the course was two fold:

- a) To provide the teachers with a tool to gain new perspectives on practice;
- b) To use this opportunity as a first step to set up an action research bank for YADIM.

To achieve our aims, we asked the teachers to write and hand in their projects at the end of the course. We devoted one hour to explain how action research projects are written. Our explanation centred on the guide which was produced at the end of the pilot study (see Appendix II).

3.5 Data Collection

The data of the study were collected through the following instruments: Repertory Grid (see Appendix II), followed by semi-structured interviews; Self-Assessment Questionnaires I and II (see Appendix III and IV), followed by semi-structured interviews; Course Evaluation Questionnaire (see Appendix V), the teachers' and the researcher's diaries.

3.5.1 Repertory Grid Technique

The first type of data collection instrument was Kelly's Repertory Grid technique (Pope & Keen, 1981). The aim of using this technique was to identify degrees of conceptual change both in content and structure of the teachers' perception of the features that lead to development.

Consequently, a conference was held with the teachers at the beginning of the study to inform them about both the aim and the procedures involved in repertory grid elicitation. This involved an initial explanation to the teachers about the aim of using

this technique being to elicit their personal constructs regarding the features of a teacher who is open to professional development. It was also mentioned that what was important in this process was their own views regarding the topic, rather than their perceptions of what features they are expected to come up with in their grids.

Secondly, a discussion was held with the teachers regarding the meanings of the vocabulary used in the grids (see Appendix VI), such as **Element**, and **Implicit** and **Emergent** Constructs. In literature, elements are defined as “an individual’s personal observations or experience of the world” which are “used to define the area of the topic” (Rep Grid 2 Manual, 1993, p. 6). Drawing on this definition, we explained to the teachers that their elements were their EFL teachers who were well known to be personally meaningful to them. The second vocabulary to be dealt with was “constructs.” Constructs are defined as a person’s “classification of his personal observations or experience of the world” (Rep Grid 2 Manual, 1993, p. 6). Following this definition, we pointed out to the teachers that constructs referred to the features of a teacher who they thought was open to professional development. We also explained to them that each construct had two poles: “**Emergent** and **Implicit**.” As a result, we indicated that the way (considering the feature identified) in which two of the elements were alike constitute the emergent construct, while the other feature which differed from the emergent pole stood for the implicit construct.

- **Elicitation of Elements**

We followed Pope and Keen’s (1981) method in the elicitation of the elements. That is, we elicited both the elements and the constructs from each of the teachers. This elicitation procedure, which is explained below, was followed by the teachers in their own time. When the teachers felt their grids were completed, they came to the researcher’s office and went through their grids with the researcher to eliminate any possible misunderstandings on the part of the researcher. These sessions were audio-recorded and each took approximately an hour to reflect on the constructs.

The **elements** in this study, referred to the participant teachers’ past EFL teachers of who were well known to be personally meaningful to them. In order to make meaningful and in depth comparisons, the teachers were asked to think of a total

of nine teachers – three of which they believed to be Effective, three Typical (Average) and three Ineffective. The teachers were then asked to write down the teachers' names in order of effectiveness. As the main concern of the procedure was to elicit the participant teachers' views on the features of effectiveness which lead to teacher development, they were asked not to provide the researcher with the identity of the teachers they considered, but rather to use codes for their names. They were then advised to code the Effective teachers from the most effective to the least effective, such as E1, E2, and E3. They were asked to apply the same procedure for the Typical and Ineffective teachers (e.g., T1, T2, T3, and I1, I2, I3). This coding system was believed to eliminate the participant teachers' potential concern about the confidentiality of their views regarding their teachers.

- **Construct Elicitation**

In this study, constructs refer to some specific features of the coded teachers which lead to their development. Constructs have two opposite poles and each has its own meaning (e.g., have good knowledge of ELT / doesn't have enough knowledge of ELT).

Using the nine teacher codes written on nine pieces of cards, the participant teachers employed a *triadic elicitation technique* (Sendan, 1995). In other words, they selected three cards randomly, in order to identify the triads. They then recorded the identified triads (e.g., E1, T2, and I3) on the triads column in their grid forms. Having completed this, the participant teachers were asked to articulate which two of the three teachers were similar to each other and different from the third regarding the features of a teacher who is open to professional development. The similar pairs (e.g., E1 and T2) were then marked on the triads column in the grid form and their construct (e.g., have good knowledge of ELT) was recorded on the Emergent (similarity) pole. Next, the construct (e.g., doesn't have enough knowledge of ELT), which distinguishes the third teacher from the two on the same dimension was recorded on the Implicit (contrast) pole. The participant teachers were allowed to make as many comparisons as possible for the triads randomly selected. However, when they felt they needed a new triad to think of new constructs, they were allowed to change the triads they have already worked on.

The same elicitation procedures were repeated until either the participant teachers pointed out that they were not able to propose any other constructs or when they started repeating the constructs they had already dealt with. The recording of the constructs on the grid forms was done by the participant teachers in their own time in order to avoid the researcher impose her own ideas on them.

- **Rating and Rank Order Elicitation**

In this study we used a five-point rating scale for the constructs in the grids. In this scale, “1” represented the closest value to the Emergent (similarity) pole, “3” the mid value, and “5” the closest value to the Implicit (contrast) pole. Having elicited their elements and constructs, the teachers were asked to rate each of their elements on each construct that they came up with. For Sendan (1995) the aim of this process is to test the range of convenience of each construct. In other words, he explains that although it may not be possible for every element to be rated on every construct, this process helps the people concerned to discard or redefine constructs with a narrow range of convenience.

After the completion of the ratings, the teachers were asked to rate themselves as ‘self as teacher’ and ‘ideal self as teacher’ on the same constructs – those elicited from them through triadic comparisons of the nine teachers, ‘self as teacher’ meant ‘self as teacher at present’ while ‘ideal self as teacher’ meant ‘the teacher they would like to be in the future’. As Sendan (1995) puts it, the aim for including these two additional elements was to explore the teachers’ construction of “self” and “ideal self” as teacher in relation to other teachers they classified in terms of being open to teacher development (p. 97).

Finally, the teachers were asked to choose and rank order five of their constructs which they thought were the most important in terms of being open to teacher development. This procedure was employed to elicit the teachers’ most important construct.

At the end of the study, the teachers were given their completed grid forms without the original ratings on them. They were asked to read their original constructs so as to make any necessary additions, deletions, or modifications. As a final step, the teachers were asked to re-rate the elements on each of the constructs identified at the beginning of the study. They were finally asked to mark the preferred construct poles, and to review and rank order five of their constructs which they thought were the most important regarding the features of a teacher who is open to development.

3.5.1.2 Follow-Up Interviews for Repertory Grid

Following Sendan (1995), we conducted three semi-structured interviews with the teachers immediately after they completed their repertory grids. The focus of the interviews, both at the beginning and at the end of the study, was specifically on the teachers' reasons for preferring one pole of the construct rather than the other, for choosing five of the constructs as the most important, and the ways in which they regard themselves similar to or different from the teachers whom they identified themselves with.

In addition to the above mentioned points, in the first interview the focus was also on the identification of any problems that might have led to any misunderstandings regarding the features contrasted. During this process, we faced the following problems:

- i) the use of the same construct twice in the repertory grid,
- ii) attempt to express two different constructs with one word,
- iii) attempt to express the intended meaning with one word, which might recall different meanings by different readers,
- iv) vagueness in focus,
- v) incomplete information given,
- vi) lack of parallelism between the emergent and the implicit constructs regarding the features construed.

We eliminated the problems by mainly employing the elaboration strategy, and in a few cases, change or deletion strategies. This process helped both the researcher and the teachers to better clarify and understand the identified constructs.

In the third interview, the focus was mainly on getting comments from the teachers as to the changes highlighted by the Exchange Grid analysis (see Section 3.6.1.2). The aim of doing this was to learn to what extent the teachers could relate the changes to the experiences they have been involved in, such as the action research cycle they went through and the components of the teacher development course they followed.

3.5.2 Self-Assessment Questionnaires I and II

The second type of data collection instrument employed in the study was the Self-Assessment Questionnaires I and II. While the Self-Assessment Questionnaire I was given at the beginning of the study, the Self-Assessment Questionnaire II was given at the end. The aim of the questionnaires was to help the teachers reflect upon their own professional practice as ELT teachers.

Both the Self-Assessment Questionnaires (I & II) consisted of five open-ended questions. The questions in both the questionnaires were the same except for question 5 (see Appendix III & IV). The aims of the questions were as follows:

Question 1 aimed to elicit the teachers' feelings about their job, the areas of teaching they were happy with, and how they view their job and the environment in which they work.

Question 2 aimed to find out and meanwhile raise awareness in the teachers about the extent of the responsibility they take, and involve them in teacher development activities for the improvement of the institution they work for.

Question 3 aimed to encourage the teachers to articulate explicitly their strengths and areas of interest for taking the responsibility of the development of the institution.

Question 4 first aimed to find out if and to what extent the teachers were willing to accept teacher development. Secondly, it aimed to find out what kind(s) of activities the teachers liked to be involved in so as to use the obtained feedback in future teacher development arrangements.

Question 5 in Self-Assessment Questionnaire I aimed to find out if the teachers had any articulated targets. If not, we wanted to encourage them to articulate their targets so as to take action steps to achieve them. Similarly, question 5 in Self-Assessment Questionnaire II aimed to set targets, but this time this target setting referred to the future. Besides, the first part of the question aimed at creating a space for the teachers to reflect on previously stated target achievements.

The use of the same questions, except for question 5, in both questionnaires served two purposes;

- a) to establish a line of teacher self-development by repeating certain areas of questioning, and thus, facilitating a discussion of previous targets and comments;
- b) to find out if there is going to be a change in the teachers' view of specific aims of the questions at the end of the study.

In the end, the detailed self-analysis was assumed to lead to a sense of ownership in the teachers regarding their own development. It was also believed that this self-analysis would lay the grounds for the skill of target setting in the teachers. Drawing on this premise of the study, target setting is an important feature of teacher development as it contributes to the awareness of where one is and which is the first step to further developing oneself.

Self Assessment Questionnaires (SAQs) I and II were completed by the teachers during their spare time. When the questionnaires were returned, follow-up interviews were held with the teachers so as to eliminate any misunderstandings as to the intended meaning of the responses given.

3.5.3 Course Evaluation Questionnaire (CEQ)

The third type of data collection instrument was the CEQ. At the end of the study, we gave the teachers a questionnaire and asked them to answer the questions by trying to be as reflective as possible. In order to get reliable responses, we asked them not to write their names on the questionnaires.

The CEQ consisted of three sections (see Appendix V). In Section A, the teachers rated the strength of their agreement to the usefulness of the items mentioned by using a 5-point scale. They were also asked to comment on the reasons for their ratings. The aim of this section was to elicit the teacher's opinion about the main procedure followed during the course of our study.

In Section B, the teachers ticked whether they used the interactive skills of the Cooperative Development mentioned at any point of the action research cycle. They were also asked to comment on how useful they found employing these skills (see Section 3.4.1.1). The aim of this section was not only to learn to what extent the teachers used the skills mentioned in their own cycle, but also to help them gain new perspectives on their experience through reflection on action. In Section C, the teachers were asked two questions eliciting their comments on the action research course as a whole. The aim of this section was to get the insiders' perspective on the course in order to utilise the feedback as implications for future action research courses.

3.5.4 The Researcher's and the Teachers' Diaries

The fourth type of data collection instrument was the diaries kept both by the teachers and the researcher. This instrument was mainly used for the following reasons:

- a) as a consciousness-raising activity so as to provide both the teachers and the researcher with an instrument for self-analysis, self-evaluation, and self-awareness;
- b) to involve the teachers in an experiential understanding of the rationale behind the benefits and the procedures involved in diary-keeping;
- c) to get the teachers used to the new genre, i.e., writing reflective statements as preparation for their action research projects;

- d) as a means of immediate feedback for the researcher to evaluate the contents and the running of the course components as well as the teachers' uptake of the topics covered and experienced.

At the beginning of the study, with consideration of Jarvis (1992), we provided the teachers with a handout stating the aims of keeping diaries, the kinds of information they contain, and possible ways of achieving our aim (see Appendix I). We went through the handout with the teachers so as to explain the rationale as to why they were asked to keep diaries, and the points to be considered when involved in this process.

During the course of the study, the teachers kept weekly entries in their diaries, which were collected by the researcher on a weekly basis to use the feedback for cross-referencing. The process of collection and distribution was carried out in weekly intervals, ensuring that they did not take any longer, because the researcher did not want to hold the teachers from doing reflection on action.

As with the teachers, the researcher made weekly entries in her diary. In each entry, she recorded both her own reflections and those of the teachers. She recorded points, ideas, techniques, and conclusions springing from the specific sessions. She also noted her own action plan for subsequent sessions in light of the reflection obtained. The researcher's action plan included information as to the steps to be taken for areas of concern either felt by the researcher or posed by the teachers in their diaries.

3.6 Data Analysis

The analysis of our study was mainly based on the data obtained from the repertory grids (see Section 3.5.1) and the Course Evaluation Questionnaire (see Section 3.5.3) coupled with the follow-up interviews (see Section 3.5.2). Above all, the teacher reflections in the teacher diaries (see Section 3.5.4) and the Self-Assessment Questionnaires I and II (see Section 3.5.2) were used to support the findings obtained.

3.6.1 Repertory Grid Data Analysis

The teachers' Repertory grid data were analysed using the FOCUS and Exchange grid analysis programs of Rep Grid 2 computer programme package. Repertory grid data and follow-up interviews were also subjected to content analysis.

3.6.1.1 Rep Grid 2 Computer Programme

The Rep Grid 2 computer programme was developed by the Centre for Person-Computer Studies in Canada. In this study, we used two of the programmes (FOCUS and Exchange grid) offered in the package.

The FOCUS programme arranges hierarchical cluster analysis of individuals' constructs and elements. The statistical procedures applied in the FOCUS analysis of the Repertory grid data are summarised as follows:

The FOCUS algorithm is a distance-based hierarchical cluster analysis technique that sorts the constructs into a linear order such that constructs closest together in the space are also closest together in the order. Element and construct matching scores are computed by subtracting the rating values in each position of the two elements or constructs, summing them, then mapping the result into 0% - 100% similarity. Two matrices are thus formed, one for elements and one for constructs. Clusters are computed by selecting the highest numbers from these matrices, that is, the most similar in terms of the ratings given; then continuing this process for the next cluster, until all elements and constructs are incorporated. The tree diagrams show these clusters and are imposed on the re-sorted original grid data. (Rep Grid 2 Manual, 1993, p. 11)

In addition to FOCUS analysis, the programme offers the facility for Exchange grid analysis. This kind of analysis compares two grids and thus maps the extent of overlap of the agreement between the two grids. Hence, it helps the researcher to explore an individual's patterns of change that took place at two different points in time.

3.6.1.2 The Computer Analysis of the Repertory Grid Data

We used two different analysis programmes in the Rep Grid 2 package for the repertory grid data obtained from the teachers.

- **FOCUS Analysis**

Each of the 20 repertory grid data obtained from a total of 10 teachers were subjected to FOCUS analysis separately. FOCUS analysis of each grid presented the matches between the constructs and elements that were elicited from the teachers. The cut-off point used was 80%, which is an accepted significance level in repertory grid research (Rep Grid 2 Manual, 1993). This procedure helped to explore:

- i) the structure and content of personal theories held by the teachers,
- ii) the teachers' perception of self and ideal self as a teacher.

- **Exchange Grid Analysis**

The two grids obtained from the teachers at the beginning and at the end of the study were also subjected to exchange grid analysis. Constructs and elements that fell below 80% were viewed as revealing patterns of structural differences. Thus, this procedure helped us to explore patterns of change in the structure and content of the teachers' personal theories.

3.6.2 Course Evaluation Questionnaire (CEQ)

The responses given to the CEQ (see Appendix V) were analysed using the following procedures:

- i) counting the number of teacher responses on a 5-point scale to identify the frequency of the teachers' ratings (for Section A);
- ii) establishing comment-based categories using the opinions expressed in the CEQ (for Section A, B);
- iii) triangulation of the findings obtained from the CEQ with the reflections carried out both in the Self-Assessment Questionnaires I and II and the researcher's and teachers' diaries.

In the following chapter we demonstrate how we analysed the data collected and present our findings in light of the results obtained from the analysis.

CHAPTER 4

RESULTS AND DISCUSSION

4.1 Introduction

This chapter presents the discussion of the results in light of the data obtained from:

- i) Repertory grids and consequent follow-up interviews
- ii) Self Assessment Questionnaires (SAQs) I and II
- iii) Researcher and teacher diaries
- iv) Teachers' action research projects.

The discussion of the findings has been presented under the following four sub-sections:

- i) The content and the structure of personal theories
- ii) Overall view of the content of personal theories
- iii) Overall view of the structure of personal theories
- iv) Evaluation of the teacher development programme

4.2 The Content and Structure of Personal Theories

In this section, we present individual teacher's personal theories regarding the features that lead to teacher development. In each case, we present a brief profile of the teacher in addition to the topic s/he covered in his/her action research project. We then go on to demonstrate the content and structure of each teacher's constructs. We also present the construct and element links (i.e., teachers' categorisation of Effective, Typical, and Ineffective teachers who are well known to them) (see Section 3.5.1 for the

details) established by the teachers both at the beginning and end of the study. Finally, we point out the significant changes observed in the content and structure of each teacher's personal constructs (see Section 3.4 for the discussion of the significance level). To support our repertory grid findings, we use quotations from the follow-up interviews (see Section 3.5.2 for the specific aims and the procedures employed for the follow-up interviews) in addition to the comments or explanations pointed out in the SAQs I and II. When reporting the findings, we use *italics* to refer to the teacher's exact wording of the personal constructs.

4.2.1 Teacher 1

Teacher 1, a graduate of the ELT Department of Çukurova University, Adana, has been teaching English for five years. He has a CERTELT⁷, and is interested in research methods and teacher education. In his action research cycle, Teacher 1 dealt with vocabulary teaching in reading classes. Having gone through three observation cycles with Teacher 9, he realised that he did not have any major problems regarding vocabulary teaching. However, he noticed that he needed to prepare lesson plans to ensure that he could use all the activities he has planned to use within the time limits of his lessons. This perceived need is also reflected in his SAQ II. Regarding this requirement, he stated that he does not only get information about lesson planning, but tries to apply what he has read. Moreover, he pointed out that he discusses his teaching behaviour in relation to his plans with his colleagues so as to exchange ideas and learn from his own experiences. Hence, we may argue that engagement in an action research cycle helped Teacher 1 to engage in a process of conceptual change (i.e., learning). Our conclusion is highlighted by Bussis et al. (in Howey, 1985, p.61) as follows:

Simply having a new idea or feeling...is relatively inconsequential for effective change. Translating an idea into action and experience its consequences counts for much more and constitutes the basis for personal knowledge and learning. This points up the obvious importance of experience in shaping personal constructs. If significant change is to occur, it requires a quality of experience that supports personal exploration, experimentation, and reflection.

⁷ Certificate of English for English Language Teachers; British Council – Ankara.

4.2.1.1 The Content and Structure of Teacher 1's Personal Theories at the Beginning of the Study

Teacher 1's grid data consists of 8 constructs and 11 elements. Teacher 1's FOCUSED grid shown in Figure 4.1 reveals the construct and element trees drawn at 80% cut-off point.

Elements: 11, Constructs: 8, Range: 1 to 5, Context: teacher development

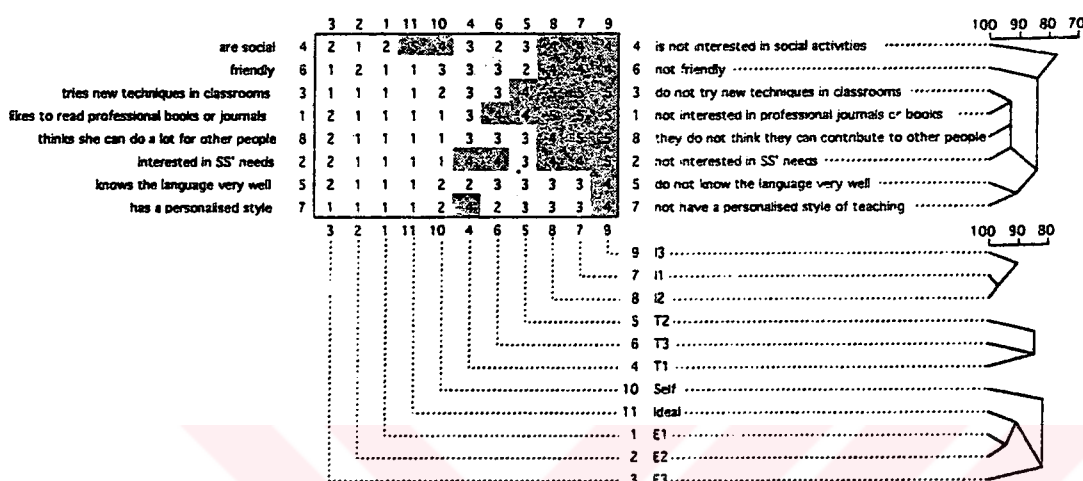


Figure 4.1 Teacher 1's FOCUSED grid at the beginning of the study.

• Construct Links

Teacher 1 has got two clusters, one of which consists of two equally formed sub-clusters and two isolated constructs (see Figure 4.1). His isolated constructs are *not friendly* (C6) and *not interested in social activities* (C4). Although it seems that Teacher 1 can not associate these constructs with any other construct, C4 stands as a superordinate to all the other constructs. Therefore, we speculate that Teacher 1 may have construed these constructs (C4 and C6) as personal qualities that may be found in some teachers, but can not associate them with the features of a teacher who is open to teacher development.

If we look at the first cluster, we see that he associates four of the following constructs very highly with the features that lead to teacher development. These four constructs are: *tries new techniques in the classroom* (C3), *likes to read professional books or journals* (C1), *thinks s/he can do a lot for other people* (C8), and *interested in*

students' needs (C2). As these four constructs form a cluster at a very high rate (92%), we can suggest that he construes trying new techniques as a prerequisite for teacher development and believes that this may be achieved by reading professional books or journals. He also appears to believe that such teachers think that they can do a lot for other people, thus, are interested in their students' needs. In fact, all of these four constructs were also ordered as one of his 5 most important constructs: C8 (the second most important construct), C2 (third), C1 (fourth) and C3 (fifth).

When we look at the second cluster, we see that *knows the language very well* (C5) and *has a personalised style of teaching* (C7) are two tightly related constructs. That is, Teacher 1 assumes, if a teacher knows the language very well, then s/he is likely to have a personalised style of teaching. He associates these two constructs (C5 and C7) at 90% match level.

- ***Element Links***

At the beginning of the study, Teacher 1's element clusters express a clear-cut pattern (see Figure 4.1). Each teacher group (Effective, Typical, and Ineffective) form a separate cluster. However, the level of similarity between effective teachers and ineffective teachers is higher than that of typical teachers. That is, Teacher 1 construes the two most effective teachers in each group (Effective and Ineffective) more similarly than the teachers in the typical teachers' group. This may suggest that Teacher 1 has much clearer views regarding the features of effective and ineffective teachers who are open to development than that of typical teachers. When we look at his ideal and self perceptions, we can see that Teacher 1 places E1 and E2 as being the closest to his ideal teacher. Above all, he perceives himself as being similar to E3. Thus, we may assume that he thinks he is an efficient teacher, but he doesn't think he is the ideal one yet.

4.2.1.2 The Content and Structure of Teacher 1's Personal Theories at the End of the Study

Teacher 1's grid data consists of 9 constructs and 11 elements. Figure 4.2 below demonstrates the construct and element trees drawn at 80% cut-off point.

Elements: 11, Constructs: 9, Range: 1 to 5, Context: teacher development

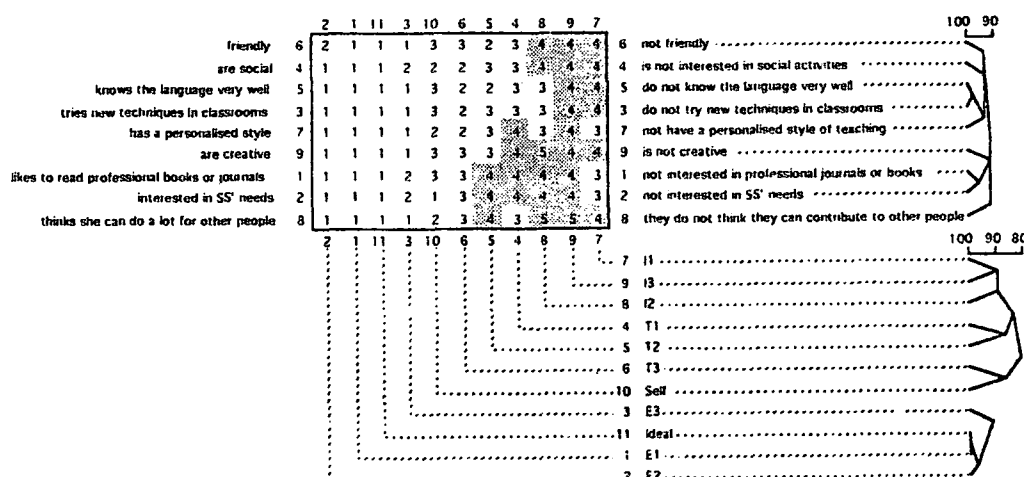


Figure 4.2 Teacher 1's FOCUSED grid at the end of the study.

• Construct Links

At the end of the study, Teacher 1's nine constructs form two main construct clusters (see Figure 4.2). In the first cluster, *tries new techniques in the classroom* (C3) and *knows the language very well* (C5) are the most closely associated clusters at 98% match level. In fact, these two constructs (C3 & C5) were also rank ordered as two of his five most important constructs. In the same cluster, *has a personalised style of teaching* (C7) stands as a superordinate construct which is linked to C3 and C5 at 94% match level. At a lower level (95.2%), the construct *social* (C4) is construed similarly with this cluster. Teacher 1 appears to believe that a person who is open to teacher development has a personalised style of teaching. For him, this kind of teacher not only knows the language very well, but tries new techniques in the classroom as well. In addition to this, s/he is believed to be interested in social activities.

In his second cluster, there are three constructs: *likes to read professional books and journals* (C1), *interested in students' needs* (C2), and *creative* (C9). Within this cluster, C1 and C2 are the most closely associated clusters at the level of 94%. Construct 9 stands as a superordinate which is linked to C1 and C2 at a rate of 93% match level. At a slightly lower level the construct *thinks she can do a lot for other people* (C9) is construed similarly with the constructs of this cluster. Therefore, for Teacher 1, those who read books and journals are not only interested in students' needs, but they are creative as well.

- ***Element Links***

At the end of the study, Teacher 1's element clusters display a clear-cut pattern as it was the case at the beginning of the study (see Figures 4.1 & 4.2). However, his perception of self as teacher showed a structural change. That is, unlike the beginning of the study, at the end, Teacher 1 placed self as teacher within the typical teacher cluster, which has a direct link with ineffective teachers (see Figures 4.1 & 4.2). Thus, we can assume that he now construes himself as being quite far from effective teachers. This association, we believe indicates his perceived need for development on certain areas of his own teaching (see Section 4.2.1.3 for the areas he thinks he needs to improve himself).

4.2.1.3 Changes Observed Between the Beginning and the End of the Study

- *The Exchange Analysis*

The Exchange Analysis of both grids for Teacher 1 displays very little change. The overall element consensus is 90.9% and the construct consensus is 87.5% over 80% match level.

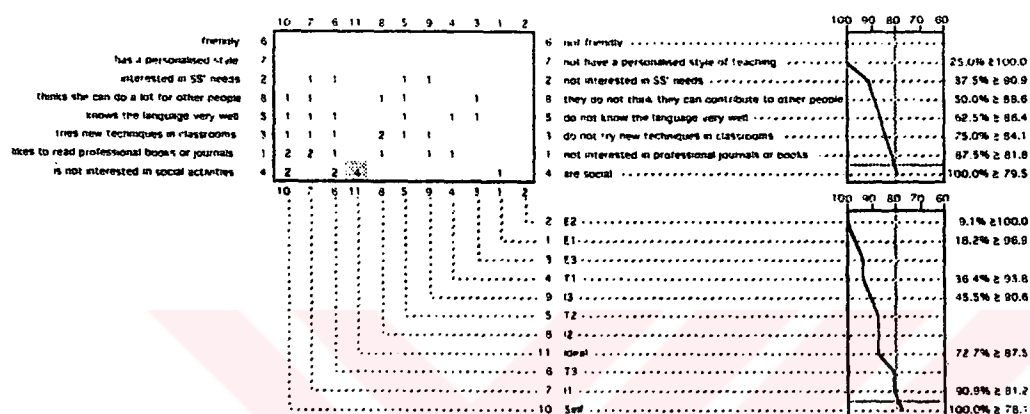


Figure 4.3 The exchange analysis of Teacher 1's FOCUSED 1 and FOCUSED 2 grids.

The only significant change at the 80% cut-off point took place in construct *are social* (C4) (see Figure 4.3.). At the beginning of the study, while this construct was an isolate which superordinated all the other constructs, at the end of the study, it was highly (95.3%) linked with *friendly* (C6) and *has a personalised style* (C7) (see Figures 4.1 & 4.2). Therefore, at the end of the study, *being social* (C4), *being friendly* (C6) and *having a personalised style* (C7) seem to be construed by Teacher 1 as significant features that lead to teacher development.

During the follow-up interview, Teacher 1 could not explicitly state the reason behind this change, yet he explained why he has thought this construct (C4) embodies a feature of being open to teacher development:

Quotation 1:

I believe this kind of a person not only deals with his subject area, but is interested in doing different things as well. And within this process, he becomes a flexible person who is open to change. Moreover, because he is interested in doing different things, he becomes an interesting person. This increases students' motivation. As the teacher is with the motivated students, he becomes more interested in his students' needs and interests.

It may be appropriate to explore the nature of changes in how Teacher 1 construes self as teacher as it showed a significant change (78.1%) at 80% cut-off point. When we compare Teacher 1's rating of the element self in his two FOCUSED grids (see Figures 4.1 & 4.2), we see that he finds himself identical to his ideal self in three (C1, C2, & C8) out of nine constructs at the beginning of the study. This, we believe, might be a serious barrier for teacher development as an awareness of a need to improve oneself is usually a prerequisite for learning. However, at the end of the study, while his view of self as teacher did not change on *interested in students' needs* (C2), he seemed to be undecided on constructs: *likes to read professional books or journals* (C1), *tries new techniques in the classroom* (C3), *knows the language very well* (C5), *friendly* (C6), and *creative* (C9). The changes in his perception of self in relation to ideal self is also reflected in his second FOCUSED grid (see Figure 4.2). That is, Teacher 1 construed himself within the typical teachers' cluster. We believe this change is worth mentioning as Teacher 1 might have discovered that he still has to work on those constructs (C1, C3, C5, C6, & C9) to further develop himself as a teacher. In fact, Teacher 1's perceived need to develop himself as a teacher and his teaching is also reflected in his second SAQ. That is, unlike the first SAQ, in the second one he stated that he became aware of both his students' and his own needs as a teacher. He specifically pointed out that he realised he should incorporate communicative activities (e.g., games) in his teaching. In addition to this, he mentioned the action steps that he had taken to achieve his aim. The action steps included informal reflection sessions held with colleagues so as to learn the type of activities they use in their classes, in addition to finding out the resources available that suit his students' needs.

Drawing on Teacher 1's taking responsibility to improve his teaching, we may argue that we achieved our aim in establishing a self-development programme which encourages teachers to grow in self-acceptance to further their development. The need for establishing this kind of development programme is also supported by Devaney and Thorn (in Holly, 1990):

Teachers must be more than technicians, must continue to be learners. Long-lasting improvements in education will come about through inservice programs that identify individual starting points for learning in each teacher; build on teachers' motivation to take more, not less responsibility. (p. 103)

4.2.2 Teacher 2

Teacher 2 is a graduate of the ELT Department of Çukurova University, Adana. This is her first year in teaching. At the time of the study Teacher 2 was attending a CEELT course to prepare herself for the certificate examination. She is interested in producing materials to supplement the book she uses. In her action research cycle, Teacher 2 worked in collaboration with Teacher 3. In their joint project they attempted to find ways of improving the writing skills of the students at YADIM. At the end of the study, they came up with the following suggestions:

- i) Teachers' use of the Process Approach to teaching writing (i.e., teachers' focusing on drafting and revising stages in a writing process) might be of help for students to improve their writing skills.
- ii) Course hours might be increased from six to eight or ten hours a week.
- iii) Establishment of a 'writing center' which is run by the voluntary teachers might be of help to students to improve their writing skills.

In her second SAQ, Teacher 2 also stated that she would voluntarily help the establishment of such a centre besides taking an active role in its functioning. Teacher 2's attempt to take shared responsibility for the solution of the stated problem reveals that we have achieved our aim in laying in her the philosophy that guides both the personal and institutional development. That is, we can develop ourselves or the situation we are in only by feeling ourselves as part of the problem, and that responsibility is not something given, but is taken by the members of a community (Edge, 1993).

4.2.2.1 The Content and Structure of Teacher 2's Personal Theories at the Beginning of the Study

Teacher 2's grid data consists of 9 constructs and 11 elements. Teacher 2's FOCUSed grid shown in Figure 4.4 illustrates the construct and element trees drawn at 80% cut-off point.

Elements: 11, Constructs: 9, Range: 1 to 5, Context: teacher development

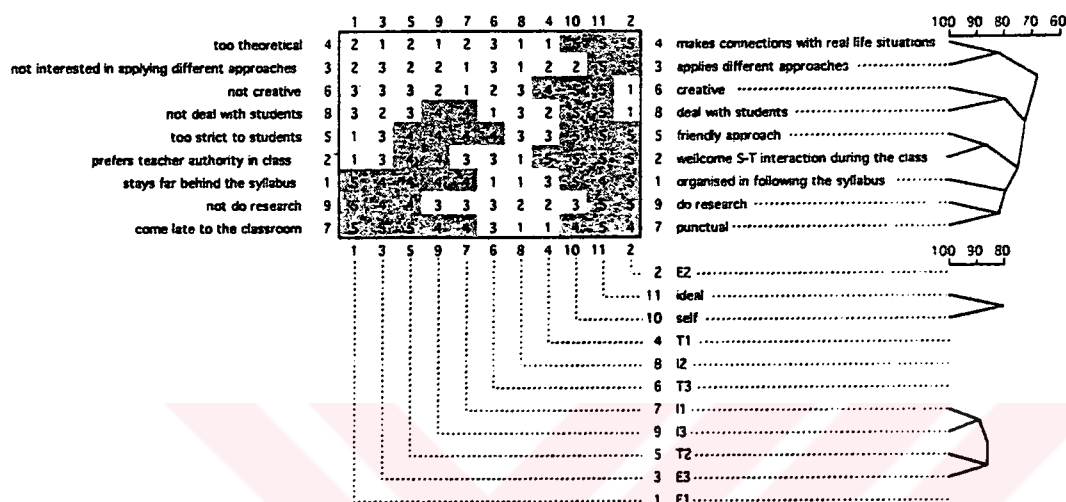


Figure 4.4 Teacher 2's FOCUSed grid at the beginning of the study.

- **Construct Links**

The Focus analysis of Teacher 2's grid generated four main construct clusters, all linked to each other at 68% match level (see Figure 4.4). When we look at the first cluster at the top of the grid, we see that for Teacher 2, constructs *makes connections with real life situations* (C4) and *applies different approaches* (C3) are linked to each other at 84% match level. This means, if a teacher applies different approaches, s/he is likely to connect real life situations to the topic to be discussed in the classroom. In other words, if a teacher is too theoretical, that teacher does not seem to be interested in applying different approaches. At a lower match level (79%), we see a similar relationship between the following constructs; *creative* (C6) and *deal with students* (C8). That is, Teacher 2 construes that creative teachers deal with their students. In fact, *teacher's creativity* (C6) was rank ordered as one of her 5 most important constructs. During the follow-up interview, Teacher 2 explained the reason behind this choice as follows:

Quotation 2:

When I say creativity, I mean the teachers' use of activities that can attract students' attention, when students feel they are bored. These activities might include the use of games, letter writing, etc. – that is, activities in which students feel they are doing something else. Yet, they are very much related to the focus of the lesson plan. The teacher model in my mind is used to doing such things to attract the attention of students when they lose their attention. To sum up, creativity means a teacher's adjustment of her use of materials according to her students' feelings and needs.

Towards the middle of the grid (see Figure 4.4), we see that there is a relationship between *friendly approach* (C5) and *welcome student-teacher interaction during the class* (C2). Hence, Teacher 2 believes if a teacher has a friendly approach, that teacher welcomes student-teacher interaction in his/her lessons. Similarly, *doing research* (C9) and *punctuality* (C7) are related at 82% match level. Thus, we understand that according to Teacher 2 doing research requires being punctual.

Teacher 2 has one isolated construct: *organised in following the syllabus* (C1). Isolation of this construct from the rest may indicate the reconstruction process she has been involved in. Hence, in the future she may either accept or reject the validity (or significance) of this feature in self development depending on the type of experience(s) she has been involved in.

• *Element Links*

Teacher 2 has got two element clusters, one of which consists of two sub-clusters (see Figure 4.4). When we look at the first element cluster, we see that Teacher 2 associates her current self with that of her ideal teacher (81% match level). This means that among the teachers she has compared herself with, she seems to be the one who is the most similar to the ideal teacher. Thus, we can state that Teacher 2 would continue to reject any attempts in self development since she perceives herself as the closest to the ideal teacher.

Teacher 2's second element cluster consists of two sub-clusters. In the first one, I1 and I3 are associated at a level of 90%, and in the second sub-cluster T2 and E3 are matched at 86% level. Therefore, we may assume that Teacher 2 has clearer views regarding the features of ineffective teachers than the features of typical and effective teachers. In other words, while she can easily recognise the common features related to

ineffective teachers, she can not cite the distinctive features of typical and effective teachers.

4.2.2.2 The Content and Structure of Teacher 2's Personal Theories at the End of the Study

At the end of the study, Teacher 2's grid data still consists of 9 constructs and 11 elements. Figure 4.5 illustrates the construct and element trees drawn at 80% cut-off point.

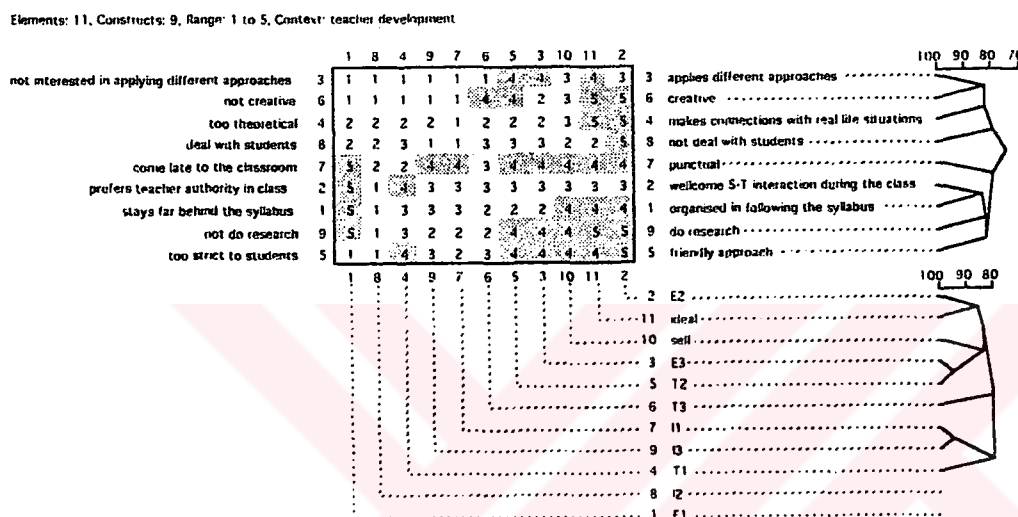


Figure 4.5 Teacher 2's FOCUSED grid at the end of the study.

• Construct Links

The second focus analysis of Teacher 2's grid presents two major construct clusters, all linked to each other at the level of 73.2% (see Figure 4.5). If we look at the first cluster at the top of the grid, we see that she relates the construct *creative* (C6) to *interested in applying different approaches* (C3) at 82% match level. Hence, according to Teacher 2, if a teacher is creative, s/he is interested in applying different approaches. During our follow-up interview, we asked Teacher 2 to interpret this cluster. After defining creativity (see Quotation 2), she interpreted the meaning she attached to this cluster (C3 & C6), as quoted below:

Quotation 3:

If a teacher is aware that she can adjust the use of her materials according to his/her students' needs, then that teacher would not spend his/her time thinking about which approach or approaches to employ to convey the points of the unit, but would focus more on preparing and finding extra materials to be used when needed.

Towards the middle of the grid, we see that the tight constructs of the first FOCUSED grid *makes connections with real life situations* (C4), *deal with students* (C8), and *punctual* (C7) are placed in isolation (see Figure 4.4). When we look at the largest cluster at the bottom of her FOCUSED grid (see Figure 4.5), we see a match (82%) between constructs *welcome student-teacher interactions during the class* (C2) and *organised in following the syllabus* (C1). Moreover, we observe that the constructs *doing research* (C9) and *having a friendly approach to students* (C5) are related to this cluster. Therefore, teachers who welcome student-teacher interaction and teachers who are organised in following the syllabus are associated with those who do research and have a friendly approach to students.

• *Element Links*

The element clustering in Teacher 2's FOCUSED grid (see Figure 4.5) does not indicate a clear pattern. That is, each teacher group (Effective, Typical, & Ineffective) does not form a clear-cut distinction. When we look at the first element clustering, we see that element E2 (the second best teacher she knows) is related to ideal self as teacher at 84.3% match level. In the second main cluster, we observe a change in Teacher 2's self perception. That is, at the end of the study, self as teacher is related to T2 and E3. This newly made association might reveal her thinking that she has not reached the qualities of her ideal self as teacher yet. This is also reflected in her answers given to Question 5 in SAQs I and II (see Appendix III & IV). In other words, in the first SAQ, she states that her broader goals are to get certificates for COTE and CEELT aside from putting effort in becoming a good teacher. In the second SAQ, however, she cites more specific issues that would help her become a better teacher. For example, she points out that she wants to improve herself in teaching techniques and that, as a first step, she wants to find out ways of preventing unnecessary student talk in the classroom. Moreover, she indicates her need for a colleague who would help her make her own self-evaluation. Thus, we may argue that Teacher 2's involvement in

an action research cycle (i.e., systematic & planned process for self-evaluation) has produced the desired outcomes of a self-development programme suggested by Bell (1988). That is, this process has led her to:

- identify specific aims and objectives to develop her teaching;
- improve her relationships with her colleagues in the self-development process on the basis of mutual trust and respect;
- take ownership for the improvement of the problem she identified.

4.2.2.3 Changes Observed Between the Beginning and the End of the Study

• *The Exchange Analysis*

The exchange analysis of Teacher 2's grid shows that the construct consensus between the first and the second grid is 33.3%, and the element consensus is 27.3%, over 80% match level.

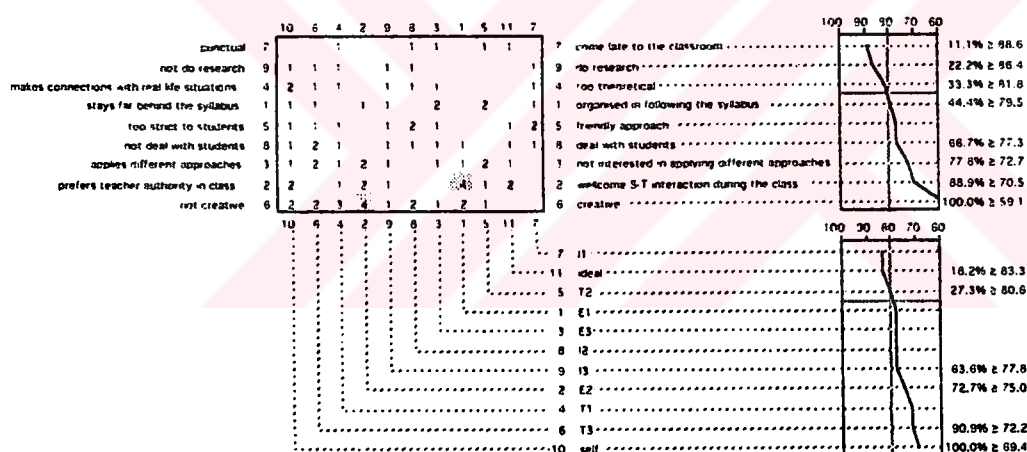


Figure 4.6 The exchange analysis of Teacher 2's FOCUSED 1 and FOCUSED 2 grids.

Teacher 2's constructs which showed structural change include the following in the order of the level of difference from the least to the most: *organised in following the syllabus* (C1; 79.5%), *friendly approach* (C5; 77.3%), *deal with students* (C8; 77.3%), *not interested in applying different approaches* (C3; 72.7%), *welcome student-teacher interaction during the class* (C2; 70.5%), and *creative* (C6; 59.1%).

When we examine the construct *organised in following the syllabus* (C1), to identify the pattern of the structural change this construct had gone through, we come up with the following associations established. At the beginning of the study, while construct 1 was an isolate, at the end, it was tightly linked to the construct *welcome student-teacher interaction during the class* (C2) (see Figures 4.4 & 4.5). Moreover, the construct *welcomes student-teacher interactions during the class* (C2) (see Figure 4.5) was associated to the construct *friendly* (C5) at the end of the study. We also see that the construct *deal with students* (C8) showed a significant (77.3%) structural change between the beginning and the end of the study at 80% cut-off point. For example, while this construct (C8) matched with the construct *creative* (C6) at the beginning of the study, it was an isolate at the end of the study.

Although the construct *do research* (C9) does not seem to indicate significant structural change (86.4%), we find it appropriate to focus on one change reflected on her rank ordering of this construct in her first and second grids. That is, in her first grid, the construct *does research* (C9) was rank ordered as the fifth important (the least important among the five most important) construct. However, at the end of the study, it became the second most important one. During the follow-up interview Teacher 2 rationalised her view of this change as follows:

Quotation 4:

During our teacher development course, I realised that the more a teacher reads and does research, the more s/he compares and contrasts his or her self as a teacher with others in the group, the more s/he improves or develops his/her weaknesses as a teacher. That's because you unexpectedly become aware of yourself and others as teachers.

Now, we assume that as a result of her new experience she construes doing research that is coupled with reflection-on-action and reflection-in-action as important features of a teacher who is open to teacher development. Figure 4.6 also revealed that Teacher 2 had been in the process of reorganising four of her elements in her grid. These elements with structural change included the following in order of level of difference from the least to the most: E1, E3, I2, I3 (77.8%), E2 (75%), T1, T3 (72.25%), and self (69.4%). Regarding her element clustering, Teacher 2's concern seems to be on the distinguishing features of each teacher group in the light of new experiences gained. Another point to deal with is her perception of self as a teacher as it

showed a significant structural change. As we mentioned in Section 4.2.2.1, in her first grid she found self as teacher similar to her ideal teacher. However, in her second grid, she identified self as teacher as having the qualities of E3 and T2. This change is also reflected in her ratings of herself in each construct in two of her grids (see Figures 4.4 & 4.5). That is, in her first grid, she viewed self as teacher as being creative, friendly, punctual, and organised in following the syllabus. In addition to these qualities, she perceived self as teacher as applying different approaches, encouraging student-teacher interaction, making connections with real life situations, and dealing with students (see Figure 4.4). However, in her second grid (see Figure 4.5), she seems to be undecided about self as teacher on constructs applying different approaches, making connections with real life situations, and being creative. This may suggest that Teacher 2 has been in the process of testing her own personal theories in terms of the meanings she attached both to the constructs and the elements in the light of the experience she has been involved in. She might have been doing this so as to validate or invalidate the construct and element associations she has already made.

4.2.3 Teacher 3

Teacher 3 has been teaching English for four years. She is a graduate of the ELT Department of Çukurova University, Adana. She completed her MA degree at Bilkent University. Her thesis title is “Using Computers in Writing Classes to Enhance Revising and Editing Skills.” In addition to her certificates for COTE and CEELT, she has got two teacher training certificates from St. Joseph’s College (Philadelphia) and Kensington and Chelsea College (London). She is interested in materials production using songs and fairy tales, autonomous learning, and computer assisted language learning (see Section 4.2.2 for the details of Teacher 3’s action research project).

4.2.3.1 The Content and Structure of Teacher 3's Personal Theories at the Beginning of the Study

Teacher 3's grid data consists of 8 constructs and 11 elements. Teacher 3's FOCUSed grid shown in Figure 4.7 demonstrates the construct and element trees drawn at 80% cut-off point.

Elements: 11, Constructs: 8, Range: 1 to 5, Context: teacher development

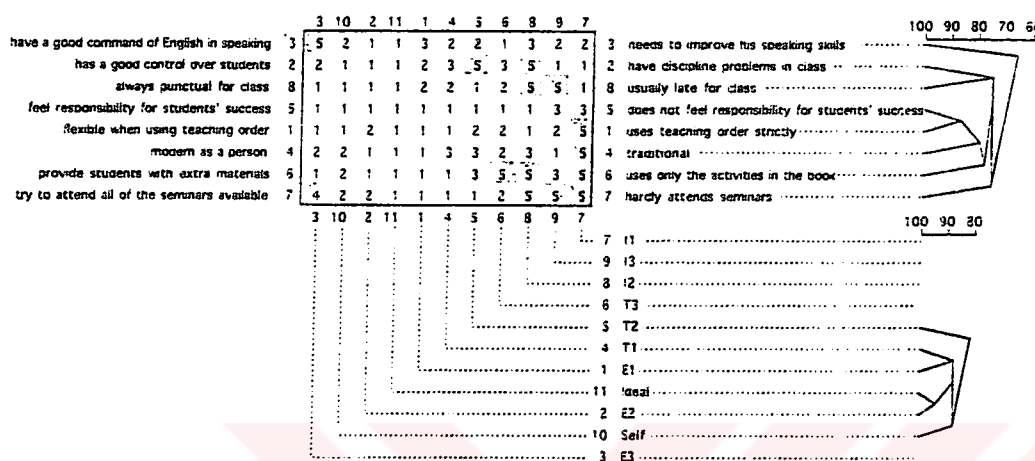


Figure 4.7 Teacher 3's FOCUSed grid at the beginning of the study.

• Construct Links

The FOCUS analysis of Teacher 3's grid produced eight constructs which are associated with each other at the level of 72.3% (see Figure 4.7). One of her two main clusters consists of two constructs; *have discipline problems in class* (C2) and *usually late for class* (C8). These two constructs are matched at the level of 74%. Therefore, Teacher 3 seems to believe that teachers who are always punctual to class have good control over their students. In her second cluster, which is associated with the first cluster at a rate of 73.5%, there are four constructs. Two of these constructs, *feel responsibility for their students' success* (C5) and *flexible when using the teaching order* (C1) are the most closely linked ones (87% match level) compared to the rest of her constructs. The constructs *modern person* (C4) and *provides students with extra materials* (C6) are also construed within the same cluster, together with C5 and C1. In fact, the constructs *modern person*, *feels responsibility for their students' success* and *provides students with extra materials* were rank ordered as the three most important

constructs. *Tries to attend all available seminars related to ELT* (C7) is the second most important construct in her grid. This construct (C7) seems to be a superordinate to C1, C2, C4, C5, C6, and C8. Thus, Teacher 3 seems to construe that attending all available seminars related to ELT is a prerequisite for teacher development.

According to Teacher 3, teachers who are open to teacher development have the following characteristics:

- They are always punctual, so they don't have discipline problems in class (74.4% match level)
- They feel responsibility for students' success, so they are flexible when using the teaching order (87% match level)
- They are modern people (80% match level), so they don't use only the activities in the book, but provide students with extra materials (78% match level)

At the lowest level (67%), the construct *has a good command of English in speaking* (C3) is linked to *tries to attend all available seminars related to ELT* (C7). Hence, Teacher 3 seems to believe that teachers who try to attend seminars need to have a good command of English in speaking. Teacher 3 points out the following experience she was involved in as a possible cause of this association made:

Quotation 5:

A month ago, I attended a seminar at Bilkent University and I appreciated the points raised by the lecturer. At the end of the seminar, I wanted to ask some questions to the speaker about the topic. But I could not because I was nervous. If I had been confident in speaking the language, I could have easily asked my questions. For this reason, I came to realise that having self confidence coupled with a good command of language might be a tool for our development.

• *Element Links*

At the beginning of the study, the element clustering in Teacher 3's FOCUSed grid (see Figure 4.7) does not indicate a clear pattern. That is, each teacher group (Effective, Typical, & Ineffective) do not form a separate group. When we look at her grid, we see one main cluster consisting of two sub-clusters. In the first sub-cluster, T1 and E1 are associated at 87.2% match level. In the second sub-cluster, ideal self as teacher and E2 are related at 96.3% match level. When we analyse Teacher 3's perception of self as teacher, we observe that she thinks she holds the qualities of T1, T2, E1, E2, and ideal self as teacher (see Figure 4.7). This may suggest that she

construes herself as having the qualities of effective teachers (E1 & E2) as well as ideal self as teacher. However, she also believes she possesses the qualities of typical teachers (T1 & T2). Therefore, we believe that her perception of a need to become a better teacher on certain areas of her teaching can act as a driving-force for her development in the light of the new experiences she will be involved in.

4.2.3.2 The Content and Structure of Teacher 3's Personal Theories at the End of the Study

Teacher 3's grid data obtained at the end of the study consists of 8 constructs and 11 elements. Her FOCUSED grid shown in Figure 4.8 presents the construct and element trees drawn at 80% cut-off point.

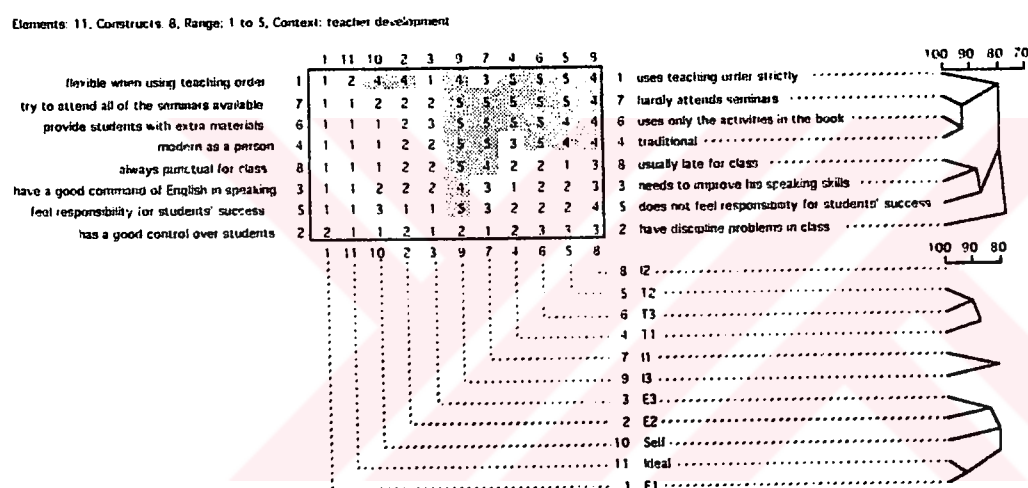


Figure 4.8 Teacher 3's FOCUSED grid at the end of the study.

• Construct Links

Teacher 3's FOCUS analysis produced two main clusters (see Figure 4.8). When we look at the top of the grid, we see that she associates *provide students with extra materials* (C6) very highly with *modern person* (C4). At 94.6% match level, the construct *tries to attend all the seminars available* (C7) subordinates this cluster. In fact, constructs 4 and 7 are among her five most important rank ordered constructs. During the follow-up interview, we asked Teacher 3 to comment on the meaning she attached to the word "modern" and we were provided with the following explanation:

Quotation 6:

For me a modern person is someone who is open to learning new techniques and approaches to teaching. I believe this kind of a person reads, shares, and discusses with his/her colleagues the ideas raised in articles. And such activities help him/her to develop him/herself as a teacher.

Hence, according to Teacher 3, a modern teacher tries to attend seminars and does the activities mentioned in the quotation above. At a lower level (79.8%), *flexible when using the teaching order* (C1) is linked to C4, C6, and C7. Therefore, we also asked Teacher 3 to elaborate on her understanding of C1, which she explained as follows:

Quotation 7:

A person who is open to development should be confident enough to employ the innovations in her teaching.

Therefore, we realised that in her second grid the word “flexible” took up a new meaning, such as “self-confidence.” We can not argue that the meaning of flexible has changed because of the direct link between *provides students with extra material* (C6) and *flexible when using the teaching order* (C1). This link suggests that if a teacher is flexible when using the teaching order, then that teacher provides students with extra materials. But, we can argue that the meaning of “flexible” implies the importance of self-confidence, found in teachers who are open to teacher development. In fact, the same feature (i.e., self-confidence) is implicitly stated in Quotation 5 when explaining the meaning attached to the construct *has a good command of English in his/her speaking* (C3). Hence, we may assume that Teacher 3 construes having self-confidence as a feature of teachers who are open to professional development.

The second cluster at the bottom of the grid suggests that Teacher 3 construes C3, C5, and C8 similarly. At a lower level (80%), construct 2 is also clustered with these constructs. Hence, we speculate that these constructs reveal her perception of the features of an inefficient teacher. Namely, *usually late to class* (C8), *needs to improve his speaking skills* (C3), *doesn't feel responsibility for students' success* (C5), and *have discipline problems in class* (C2).

• *Element Links*

Teacher 3's element set consists of three main clusters (see Figure 4.8). In the first cluster, I1 and I3 are related at 82.1% match level. In her second main cluster, typical teachers (T1, T2, & T3) formed one group. This may imply that Teacher 3 is more conscious about the features of typical teachers, which was not the case at the beginning of the study (see Figure 4.7). The third main cluster comprises three effective teachers, the self as teacher and her ideal self as teacher. Teacher 3's ideal self as teacher is linked very highly with E1 (the first best teacher) at 94% match level. When we look at her self perception, we see that Teacher 3 construes self as teacher in isolation between effective teachers and ideal self as teacher. This may suggest that she believes she is going to be an effective teacher, but she does not think that she is the ideal one yet.

4.2.3.3 Changes Observed Between the Beginning and the End of the Study

• *The Exchange Analysis*

The exchange analysis of Teacher 3's grids reveals that the construct consensus between the two grids is 25% and the element consensus is 27.3%, over 80% match level (see Figure 4.9).

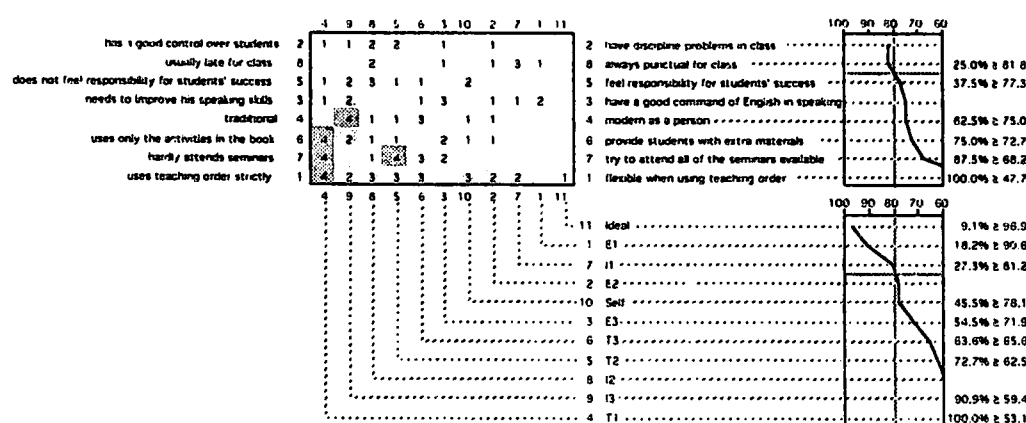


Figure 4.9 The exchange analysis of Teacher 3's FOCUSED 1 and FOCUSED 2 grids.

As indicated in Figure 4.9, Teacher 3 had gone through a process of reorganisation of more than half of the constructs (6) in her first grid. The constructs which presented significant structural change at 80% cut-off point in order of the level of difference from the least to the most cover the following: *feel responsibility for students' success* (C5; 75%), *have a good command of English in speaking* (C3; 75%), *modern person* (C4; 75%), *provide students with extra materials* (C6; 72.7%), *try to attend all of the seminars available* (C7; 68.2%), and *flexible when using the teaching order* (C1; 47.7%). For example, at the beginning of the study, while construct 5 was linked to construct 1 at 87% match level, at the end of the study construct 5 was clustered with *modern person* (C4) and *try to attend all seminars available related to ELT* (C7) at 79% match level. The following extract taken from the follow-up interview mirrors the process of the structural change she has gone through with particular reference to the new experience(s) she was involved in:

Quotation 8:

Contrary to my opinions expressed in my first and second grids, I came to realise that 'feeling responsibility for students' success' neither indicates the feature of an effective teacher, nor expresses the characteristics of a teacher who is open to teacher development. For example, this year I am teaching different students at the CALL⁸ Lab. and I meet the same group of students only seven hours a term. Because of this, I do not feel responsibility for their success, as much as their classroom teachers. But, this feeling does not mean that I do not do my best for my students in the laboratory.

Hence, we assume that Teacher 3's new personal experience was influential in the way she construes this construct. Similarly, at the beginning of the study, the construct *have good command of English in speaking* (C3) was placed in isolation which had a link with *try to attend all of the seminars available* (C7). Therefore, at the beginning of the study, Teacher 3 might have perceived attending seminars as a tool for improving one's speaking skills. However, at the end, we see that this construct (C3) was specifically linked to the features possessed by effective teachers. Hence, we might argue that Teacher 3 had gone through a process of reorganisation within which she further clarified the meaning she attached to construct 3.

⁸ Computer Assisted Language Learning

Moreover, while the construct *provide students with extra materials* (C6) was loosely linked (isolate) at the beginning of the study, at the end, it was tightly associated to the construct *modern person* (C4). Hence, at the end, Teacher 3 perceived teachers who provide students with extra materials as those who are modern. In other words, she construed traditional teachers as those who use only the activities in the book. As it is clear from the associations stated above, Teacher 3 had been involved in a process of reordering and re-labelling the constructs regarding openness to teacher development.

Another important point revealed is that Teacher 3 had gone through a process of reorganisation of more than half of her elements in her first grid (see Figure 4.9). In other words, eight out of eleven of her elements present significant structural change at 80% cut-off point. The elements with structural change cover the following in order of level of difference from the least to the most: E2 (78.1%), self (78.1%), E3 (71.9%), T3 (65.6%), T2 (62.6%), I2 (59.4%), I3 (59.4%), and T1 (53.1%). When we examine which of the elements had gone through significant structural change, we see that – except for self – the elements which showed structural change belong to the second and third most effective (E2 & E3), second and third most typical (T2 & T3), and second and third most ineffective (I2 & I3) group of teachers. Thus, we can assume that Teacher 3 had further refined the features which distinguish the first teachers (E1, T1, & I1) from the rest in each category (Effective, Typical, & Ineffective).

4.2.4 Teacher 4

Teacher 4 has been teaching English for six years. She graduated from Hacettepe University, Ankara, and did her MA degree at Bilkent University, Ankara. The title of her thesis is “Investigating the Feasibility of School-University Collaboration for Teacher Development of Secondary School Teachers of English in Adana.” She has certificates for COTE and CEELT. She is interested in teacher training, trainer training, materials development, study skills, critical thinking, and teacher development. For the purpose of this study, Teacher 4 worked on a joint project with Teacher 5 and Teacher 9. These three teachers investigated the strengths and weaknesses of the new oral proficiency test used at YADIM. They rationalised the benefits they would gain at the end of this joint project as reflected in the following quotations:

Teacher 4:

I am the materials production unit coordinator. The topic has direct relevance to my job as I prepare materials according to task types of the test.

Teacher 5:

I am a testing office member. At the end of this project. I will be able to offer suggestions to the testing committee to make necessary modifications.

Teacher 9:

I am a syllabus design member. This study will help us to see whether we should reorganise the syllabus to be able to train the students for the oral exam.

For the line of reasoning stated above, these teachers focused on the following exploratory questions within their action research cycle:

- 1) What is the teachers' attitude towards the content and the task types used for each part of the oral examination?
- 2) What are the problems encountered during the running of the oral examination?
- 3) Do the teachers feel competent enough about the examination, or do they need any training?

At the end of their action research cycle, Teachers 4, 5, and 9 came up with the following problems confronted by both the teachers and the students:

- 1) Students are not used to the kinds of activities they are involved in the oral examination: therefore, they should be trained for the tasks in their Speaking classes.
- 2) Although the pictures used in the examination appeal to students, line drawings and diagrams used in the oral examinations should be within scope of interest of the related students.
- 3) Teachers think that the roles of the oral test committee are not equally distributed. That is, while the assessors stated that they got bored during the exam, as they do not have an active role in the examining, some members of the test committee complained that they got very tired trying to get the students to complete the expected tasks.
- 4) Assessors stated that they were not happy with the seating arrangements in the examination as they have difficulty in hearing the students. Thus, they suggested the reorganization of the seating arrangement that would give them a chance to have eye-contact with the students.

Taking the initiative to improve the weaknesses of the oral examination, these teachers (4, 5, & 9) reported their findings to their team members. By working in collaboration with those members, they were able to remedy the weaknesses of the innovation. In our study, since we view teacher development and school improvement as an integral process, we believe that we were able to create an organisational climate in which teachers work in collaboration to become actively involved in innovation and

seek to foster a spirit of experimentation. With regards to this point, we found the following factors related to school climate to have a beneficial effect in increasing teachers' responsiveness to school-wide considerations:

- A high degree of internal communication provides the opportunities for staff to engage in frequent discussions about an innovation, thus increasing the possibility of its successful implementation.
- Time and opportunity are provided for observation of others and for reflection of classroom practice.
- Staff collaboration is a continuous process. In schools where a full contribution is expected from everyone, teachers find themselves developing policies and bearing some responsibility for their implementations. (Hopkins, 1990, p. 60)

4.2.4.1 The Content and Structure of Teacher 4's Personal Theories at the Beginning of the Study

Teacher 4's grid data consists of 10 constructs and 11 elements. Teacher 4's FOCUSED grid shown in Figure 4.10 reveals the construct and element trees drawn at 80% cut-off point.

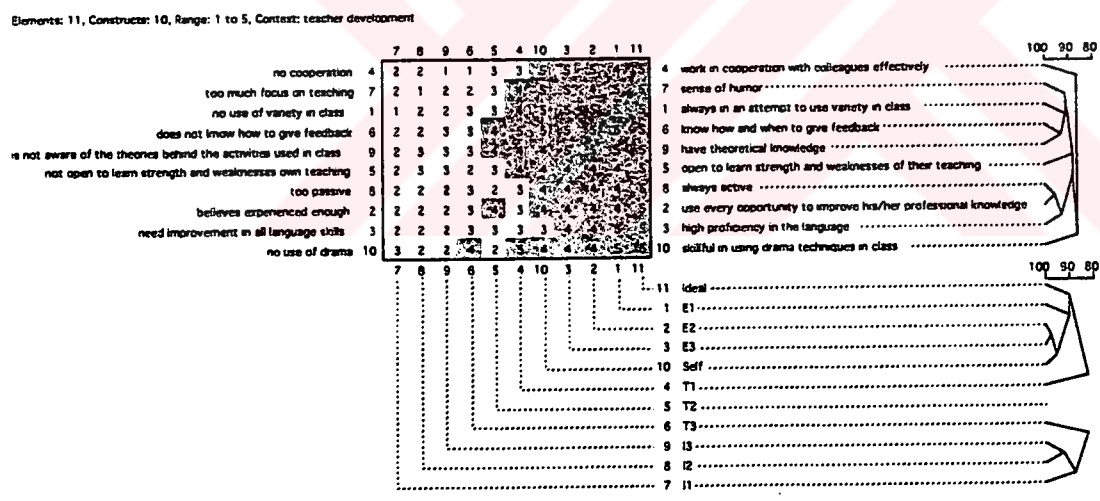


Figure 4.10 Teacher 4's FOCUSED grid at the beginning of the study.

• Construct Links

The FOCUS analysis of Teacher 4's grid produced two main clusters which are subordinated by two constructs at 86% match level (see Figure 4.10). Her most related constructs are *use every opportunity to improve his/her professional knowledge* (C2)

and *always active* (C8) at the level of 98%. Also linked to this cluster is the construct *high proficiency in the language* (C3) at 92% match level. Thus, Teacher 4 construes that the teachers who are open to professional development are always active and they use every opportunity to improve their professional knowledge. In addition to this, Teacher 4 seems to believe that such teachers have high proficiency in the language. Moreover, she seems to construe that these teachers are open to learning the strengths and weaknesses of their teaching.

The second main cluster consists of four constructs all of which are subordinated by *open to learning the strengths and weaknesses of their teaching* (C5) (see Figure 4.10). The most closely associated constructs of this cluster are *has theoretical knowledge* (C9) and *knows how and when to give feedback* (C6) at 94% match level. Constructs *always in an attempt to use variety in class* (C1) and *has a sense of humour* (C7) are also linked to C9 and C6 at 92% match level. Therefore, we assume that Teacher 4 construes being open to learning the strengths and weaknesses of one's teaching (C5) as a prerequisite for teacher development. For her, teachers who are open to teacher development have theoretical knowledge (C9), so they know how and when to give feedback (C6). In addition to this, she seems to believe that these teachers do not focus too much on teaching (C7), instead they attempt to use variety in class (C1). At a lower level (87%), these two construct clusters are subordinated with the construct *works cooperatively with colleagues* (C4). Therefore, we assume that Teacher 4 views knowing how to work cooperatively with colleagues as a basis for teacher development to take place. In fact, this construct (C4) was rank ordered as one of her five most important constructs. During our follow-up interview, Teacher 4 commented on her choice of C4 as one of her most important constructs as quoted below:

Quotation 9:

I don't believe teacher development is something individual. If we work in an institution, we should develop ourselves as a group, so that we can improve the conditions of the institution. Otherwise individual development does not mean much. In fact, what I mean by cooperation is sharing.

The construct *skilful in using drama techniques in class* (C10) is Teacher 4's isolated construct. She may construe this construct as a personal quality found in effective teachers, yet she can not associate it with features of a teacher who is open to teacher development yet.

- ***Element Links***

Teacher 4's element tree consists of two main clusters (see Figure 4.10). In the first cluster, E2 and E3 are associated at 98% match level. When we look at the rest of the elements within this cluster, we see that she perceives self as teacher very close to E1 (91% match level). She also associates self as teacher with the features of both her ideal teacher (90%) and T1 (83%). Hence, we assume that although she believes she has the qualities of effective teachers, she has not achieved the features of ideal self as teacher yet.

Her second cluster consists of one main cluster subordinated by one element. In the main cluster I2 and I3 are associated at 92% match level, while I1 is related to these two elements at 86%. At a lower match level (82%), T3 is linked to these three elements (I1, I2, & I3). Therefore, we assume that Teacher 4 has a clear view as to the features of ineffective teachers, and that she believes T3 holds some features of her inefficient teachers.

4.2.4.2 The Content and Structure of Teacher 4's Personal Theories at the End of the Study

Teacher 4's grid data consists of 10 constructs and 11 elements. Figure 4.11 below presents the construct and element trees drawn at 80% cut-off point.

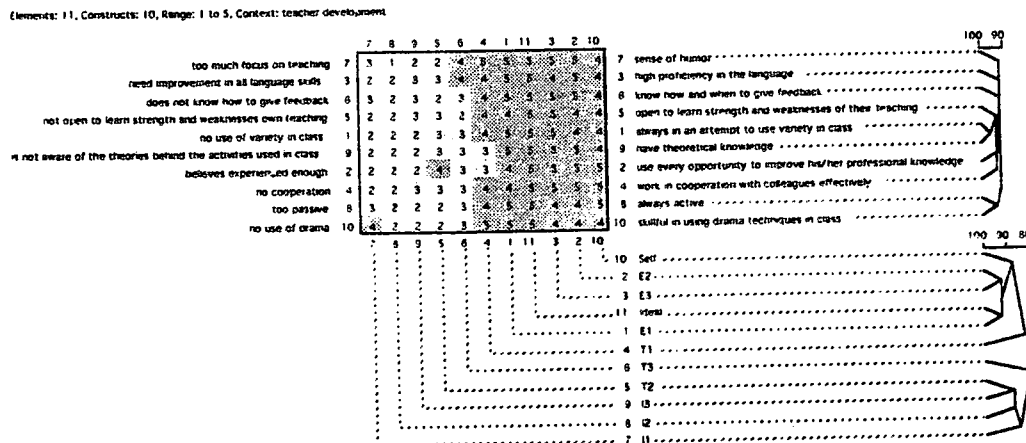


Figure 4.11 Teacher 4's FOCUSED grid at the end of the study.

- Construct Links**

Teacher 4's FOCUS analysis produced two main clusters and five isolated constructs (see Figure 4.11). When we look in the middle of the grid, we see that she associates the constructs *have theoretical knowledge* (C9) and *always in an attempt to use variety in class* (C1) at 97% match level. The construct *open to learning strengths and weaknesses* (C5) is also linked to these (C9 & C1) at 93% match level. For Teacher 4, a teacher who knows the theoretical background of the activities used in class (C9) is always in an attempt to use variety in class (C1). Above all, such a teacher is open to learning the strengths and weaknesses of his/her teaching (C5).

In her second cluster, Teacher 4 associates *skilful in using drama techniques in class* (C10) and *always active* (C8). According to Teacher 4, teachers who are skilful in using drama techniques in class are always active. Moreover, we see the following isolated constructs in this grid : *use every opportunity to improve his/her professional knowledge* (C2), *work in cooperation with colleagues* (C4), *has high proficiency in the*

language (C3), know how and when to give feedback (C6), and has a sense of humour (C7). This could mean that Teacher 4 had been in the process of reorganisation of half of her constructs in her first grid. That is, in the light of new experiences she has been involved in, she might have felt the need to dissociate her constructs in order to make new associations or reunite the old ones.

- ***Element Links***

Teacher 4's FOCUSed grid produced two main element clusters (see Figure 4.11). In the first cluster, E2 and E3 in addition to ideal and E1 form two sub-clusters at 93% match level. These two sub-clusters are linked to Teacher 4's self as teacher at 87% match level. At a lower level (82%), T1 subordinates the whole cluster. Drawing on this, we assume that Teacher 4 perceives herself as teacher similar to her effective teachers and her ideal. However, she also seems to think she holds some qualities of her T1. This suggests that Teacher 4 is aware that she needs progress in order to be identical to her ideal self as teacher.

Her second element cluster does not form a clear-cut distinction among her elements. This cluster contains both her ineffective teachers (I1, I2, & I3) and her typical teachers (T2 & T3). In the main cluster, T2 and I3 are associated at 87% match level. I1 and I2 are isolated elements of this cluster. At a lower match (79%), T3 is linked to the elements of this cluster. Therefore, we assume that Teacher 4 has not got persistent views regarding the distinctive features of ineffective and typical teachers.

4.2.4.3 Changes Observed Between the Beginning and the End of the Study

• The Exchange Analysis

The exchange analysis of Teacher 4's grid displayed no change as illustrated in Figure 4.12 below.

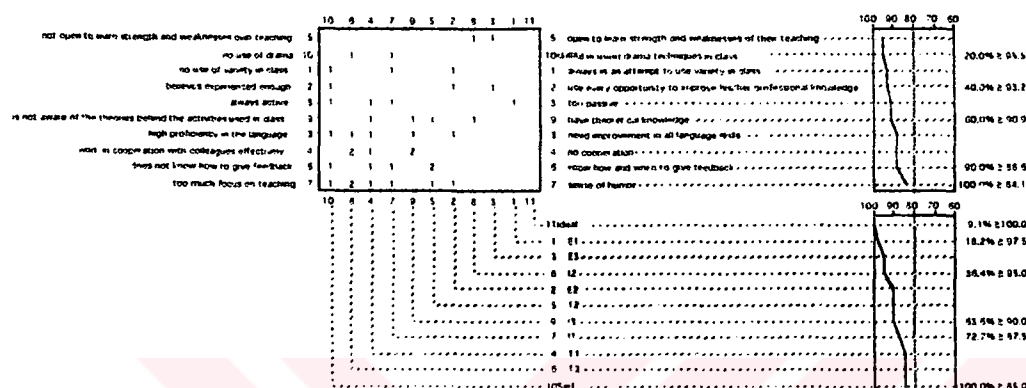


Figure 4.12 The exchange analysis of Teacher 4's FOCUSED 1 and FOCUSED 2 grids.

We observe no significant changes in Teacher 4's perception of both the features that lead to development and the elements considered as identified through Exchange grid analysis at 80% cut-off point.

4.2.5 Teacher 5

Teacher 5 has been teaching English for six years. She is a graduate of the ELT Department of Çukurova University, Adana. She has certificates for COTE and CEELT. She did her MA degree at Bilkent University, Ankara. The title of her thesis is "Use of Translation As a Fifth Skill in ELT". As an EFL teacher, she is interested in testing and translation. She has been a member of the testing committee of YADIM for two years (see Section 4.2.4 for her action research project).

4.2.5.1 The Content and Structure of Teacher 5's Personal Theories at the Beginning of the Study

Teacher 5's grid data consists of 10 constructs and 11 elements. Teacher 5's FOCUSed grid shown in Figure 4.13 below demonstrates the construct and element trees drawn at 80% cut-off point.

Elements: 11, Constructs: 10, Range: 1 to 5, Context: teacher development

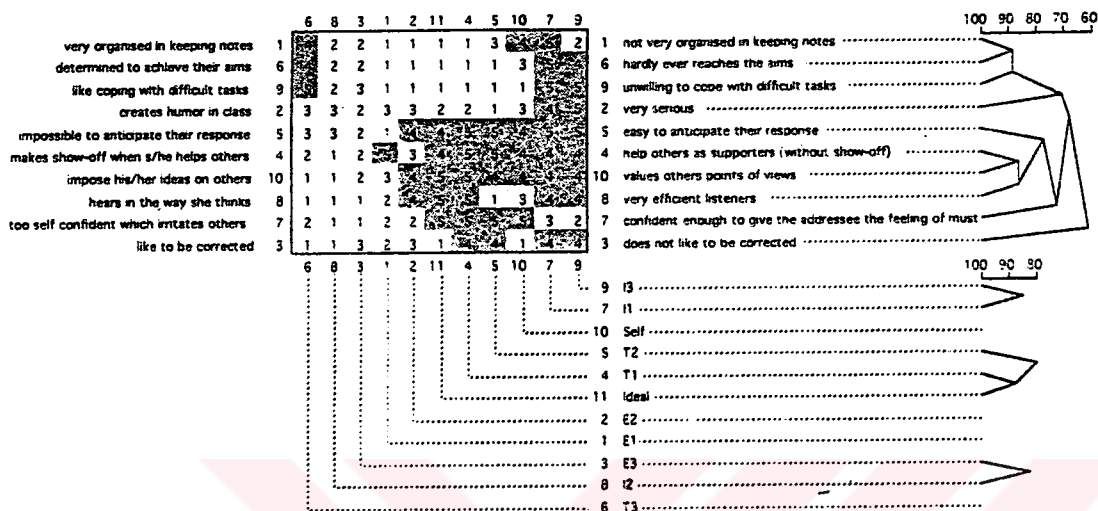


Figure 4.13 Teacher 5's FOCUSed grid at the beginning of the study.

• Construct Links

The FOCUS analysis of Teacher 5's grid produced two main clusters and two isolated constructs (see Figure 4.13). When we look at the top of the grid, we see that constructs *very organised in keeping notes* (C1) and *determined to achieve his/her aims* (C6) form a cluster at 88% match level. The construct *likes coping with difficult tasks* (C9) subordinates this cluster at the same match level. Therefore, Teacher 5 seems to construe that teachers who are open to professional development like coping with difficult tasks. To her, coping with difficult tasks entails being determined to achieve aims, and being very organised in keeping notes. In fact, the construct *determined to achieve his/her aims* (C6) was rank ordered as one of her five most important constructs. The reason behind the importance given to this construct is expressed in the following interview account:

Quotation 10:

Among the constructs I have identified, I find this very important in terms of teacher development. Determined to achieve aims entails knowing the aims, and being aware of what we have been doing. If we don't know our aims, and if we are not determined to achieve them, then we can not train or change ourselves.

In the second construct cluster five constructs are construed similarly. The constructs *helps others as supporters without showing-off* (C4) and *values others' points of views* (C10) are closely linked to each other at 86% match level. The construct *very efficient listeners* (C8) subordinates constructs 4 and 10. Thus, according to Teacher 5, teachers who are open to teacher development not only help others as supporters (without showing-off), but also they value others' points of views. Teacher 5 also believes that these teachers know how to listen to people, (i.e., they are efficient listeners). In fact, the constructs *helps others as supporters without showing-off* (C4) and *very efficient listeners* (C8) were rank ordered as two of her five most important constructs. During the follow-up interview, Teacher 5 rationalised her views regarding construct 4 (see Quotation 11) and construct 8 (see Quotation 12) as follows:

Quotation 11:

If we show-off when somebody asks for help, then that person becomes discouraged and usually do not ask for any help even if s/he really needs it. Then, this would be a hindrance for teacher development for both of the parties involved.

Quotation 12:

I believe the message conveyed with this construct is very important both as a teacher when listening to your students and as a teacher-researcher when observing a friend. I find myself a little bit weak in this area. For example, when I listen to a friend, I hear what I have in my mind. I can not concentrate on the message my friend is trying to give. I want to train myself on this issue.

At a lower match level, the construct *very efficient listener* (C8) is also associated with the constructs *easy to anticipate his/her response* (C5) and *confident enough to give the addressee the feeling of must* (C7). Therefore, Teacher 5 seems to construe that being an efficient listener entails being reachable by others (i.e., colleagues or students). She seems to find it difficult to ask for help from people who seem to be too self-confident or whose reaction to the issue in concern is not easy to anticipate. Constructs *very serious* (C2) and *does not like to be corrected* (C3) are the two isolated constructs of this cluster. Although they seem to subordinate the second

main cluster, Teacher 5 can not associate these constructs with any other construct(s) yet.

- ***Element Links***

The element clustering in Teacher 5's grid does not indicate a clear pattern (see Figure 4.13). That is, each teacher group (Efficient, Typical, & Inefficient) does not form a separate group. When we look at her grid, we see three main clusters. In the first main cluster, I1 and I3 are linked at 84.6% match level. In the second main cluster, T1 and ideal are construed similarly (88% match level), where T2 is a subordinate at 79% match level. Self as teacher is placed in an isolated position among ineffective teachers (I1 & I3) in addition to the element cluster consisting of T1, ideal, and T2. In her third main cluster, however, E3 and I2 are viewed similar at 82.7% match level (see Figure 4.13). Drawing on the associations made, we can suggest the following: Teacher 5 construes herself as a teacher holding the qualities of both the ineffective teachers (I1 & I3) and the typical teachers, especially T2, where her ideal self as teacher is T1. Hence, she may perceive self as teacher being less effective than her ideal self as teacher. Therefore, we believe her perception of self as teacher indicates a need to become a better teacher, although she may have some ambiguities regarding the distinctive features that differentiate each element group (Effective, Typical, & Ineffective). The following quotation taken from the follow-up interview reveals why she places herself as teacher in isolation between ineffective and typical teachers:

Quotation 13:

In some cases, the teachers who are believed to be typical have much better qualities than the effective ones. In addition to this, I believe there are things that I can learn even from the most inefficient teachers.

At this point, we thought it might be quite revealing to identify which of the constructs Teacher 5 perceives self as teacher and ideal self as teacher to be similar or identical to her typical or ineffective teachers. Analysis of her ratings on each construct in her grid (see Figure 4.13) reveals that in nine out of ten constructs, Teacher 5 perceives ideal self as teacher similar or identical to her typical teachers. Moreover, she views her ideal self as teacher and self as teacher similar to inefficient (I1 & I3) and typical (T1 & T2) teachers on construct *easy to anticipate their response* (C5). She also

views both her ideal teacher and self as teacher identical to T3 and I2 regarding the construct *likes to be corrected* (C3). In fact, the construct *likes to be corrected* (C3) was rank ordered as one of her five most important constructs. The reason behind the particular importance given to construct 3 was expressed in her follow-up interview as follows:

Quotation 14:

I believe we should never be against the idea of being corrected by others because it is one of the ways of improving ourselves. Maybe we should first of all accept that everybody has weaknesses in his/her teaching. However, the weaknesses should be pointed out in a constructive way, otherwise, we might be discouraged.

4.2.5.2 The Content and Structure of Teacher 5's Personal Theories at the End of the Study

Teacher 5's grid data consists of 10 constructs and 11 elements. Teacher 5's FOCUSED grid shown in Figure 4.14 below presents the construct and element trees drawn at 80% cut-off point.

Elements: 11, Constructs: 10, Range: 1 to 5, Context: teacher development

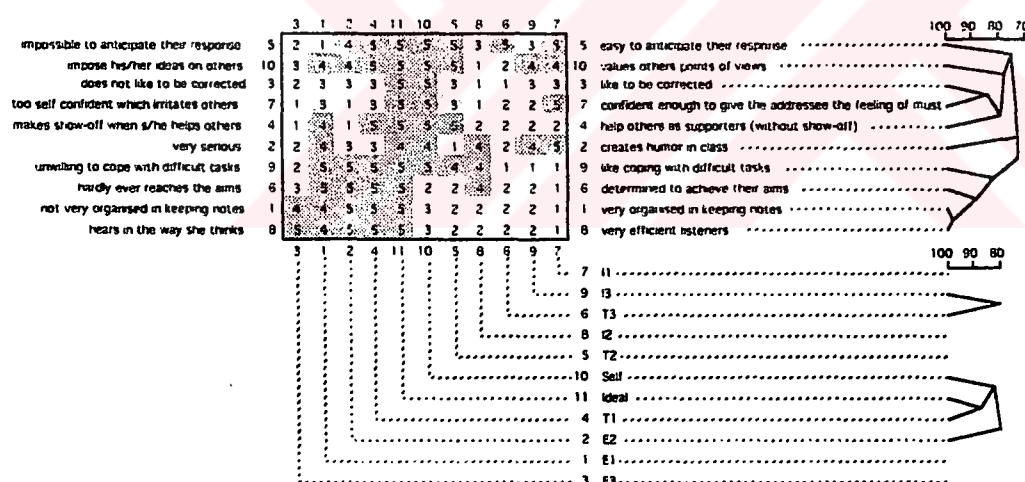


Figure 4.14 Teacher 5's FOCUSED grid at the end of the study.

• Construct Links

The FOCUS analysis of Teacher 5's grid produced two main clusters (see Figure 4.14). When we look at the top of the grid, we see that the constructs *like to be corrected* (C3) and *confident enough to give the addressee the feeling of must* (C7) form a sub-cluster at 83.2% match level. This sub-cluster has a direct link with the constructs

help others as supporters (C4) and *values others' points of views* (C10). Therefore, for Teacher 5, teachers who like to be corrected and teachers whose self confidence do not irritate others are those who help colleagues/students without showing off. Moreover, she seems to believe that these teachers not only value others' points of views, but their responses to the questions are easy to anticipate as well.

In her second cluster, the constructs *very organised in keeping notes* (C1) and *very efficient listeners* (C8) are related at 98.4% match level (see Figure 4.14).

Therefore, Teacher 5 seems to perceive that teachers who are efficient listeners are those who are organised in keeping notes. Besides, she seems to think that a teacher who wants to develop himself/herself should be determined to achieve his/her aims. For her, one way to achieve the aims is to have a desire to cope with difficult tasks.

In the middle of the grid, we see that the construct *creates humour in class* (C2) is still an isolated one. In fact, the construct *creates humour* (C2) was rank ordered as one of her five most important constructs. During the follow-up interview, Teacher 5 stated the following regarding this choice:

Quotation 15:

I believe the ability of creating humour is an important quality. The use of this ability brings variety or fun when we are with our students or colleagues. That is, we should know how to have fun while we work.

• *Element Links*

Teacher 5's element set consists of two main clusters (see Figure 4.14). In the first cluster, I3 and T3 are associated at 79.8% match level. In the second cluster, ideal self as teacher is linked to T1 at 87.2% match level. Within this cluster, we also see that self as teacher is linked to E2, T1, and ideal self at 83.1% match level. When we analyse her ratings of herself as a teacher and ideal self as a teacher on the constructs she offered in her second grid (see Figure 4.14), we see that she sees self as teacher identical to her ideal self in seven out of ten constructs. She seems to be undecided on two constructs. These two constructs are *very efficient listener* (C8) and *very organised in keeping notes* (C1), as it was the case at the beginning of the study (see Figure 4.13).

Construct 8 was also rank ordered as one of her five most important constructs in both grids (see Quotation 12, Section 4.2.5.1, for the reasons behind her choice).

4.2.5.3 Changes Observed Between the Beginning and the End of the Study

• The Exchange Analysis

The exchange analysis of Teacher 5's grids displayed that the construct consensus was 60% and the element consensus was 45.5% over 80% match level.

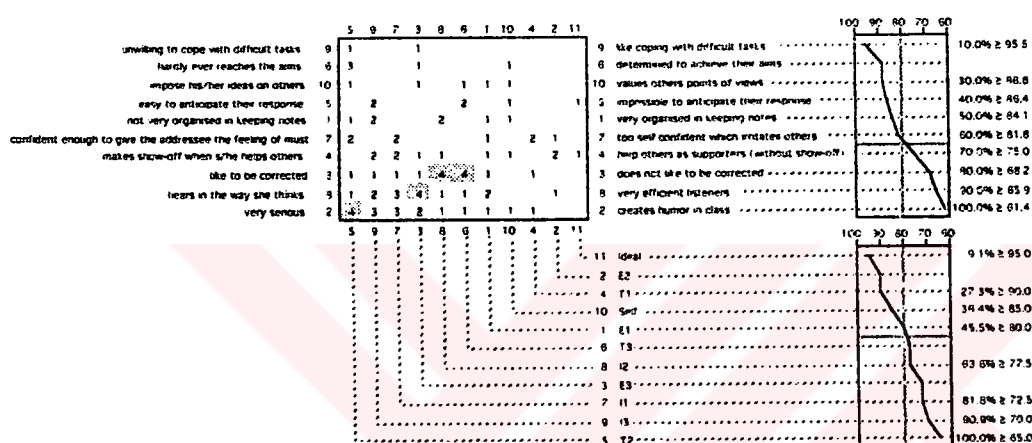


Figure 4.15 The exchange analysis of Teacher 5's FOCUSED 1 and FOCUSED 2 grids.

Teacher 5's constructs which showed structural change include the following in order of the level of difference from the least to the most: *help others as supporters* (C4; 75%), *like to be corrected* (C3; 68.2%), *very efficient listeners* (C8; 65.9%), and *creates humour in class* (C2; 61.4%) (see Figure 4.15).

When we examine her first and second grids to identify the pattern of structural change, the construct *help others as supporters* (C4) had gone through, we identified the following links established. At the beginning of the study, C4 was tightly linked to *values others' points of view* (C10) (see Figure 4.13). However, at the end of the study, this pair became a loosely associated one subordinating the constructs *like to be corrected* (C3) and *confident enough to give the addressee the feeling of must* (C7) (see Figure 4.14). Therefore, we assume, unlike the beginning of the study, Teacher 5 had

been in the process of reorganising her thoughts as to the features held by teachers who help others as supporters. Similarly, at the beginning of the study, the construct *like to be corrected* (C3) was a loosely associated one which had a link with five out of ten constructs in the system (see Figure 4.13). However, at the end, we observed that C3 formed a tight cluster with *confident enough to give the addressee the feeling of must* (C7). Finally, we observed a similar structural change in Teacher 5's construction of *very efficient listeners* (C8). That is, at the beginning of the study, this construct (C8) had a link with a tightly paired construct cluster consisting of *help others as supporters* (C4) and *values others' points of views* (C10). However, at the end, it (C8) formed a tightly linked construct cluster with *very organised in keeping notes* (C1) (see Figures 4.13 & 4.14). Therefore, Teacher 5 seems to be involved in a developmental process within which she tests her existing theories in the light of the new experiences and information gained.

Figure 4.15 also indicated some structural changes regarding Teacher 5's element clustering. The elements which showed structural change included the following in order of the level of difference from the least to the most: T3 (77.5%), I2 (77.5%), E3 (72.5%), I1 (72.5%), I3 (70%), and T2 (65%). The elements with structural change might be thought of as projecting the clarification process Teacher 5 had been involved in as to the qualities held by the teachers in each group. That is, at the beginning of the study, Teacher 5 seemed to have ambiguities regarding the features that differentiate each teacher group (see Figure 4.13 & Quotation 13). However, at the end, she appeared to have further clarified the features possessed by the teachers in each group.

4.2.6 Teacher 6

Teacher 6 has been teaching English for two years. She is a graduate of the ELT Department of Middle East Technical University, Ankara. She has a CEELT. She is interested in doing academic studies. In her action research cycle, Teacher 6 dealt with her responses towards learners' oral errors with the belief that a teacher's way of correcting errors has an important role in motivating students towards learning the language. At the end of the project, Teacher 6 realised that she was using only a limited number of error correction techniques. Having realised this fact, she tried to obtain

information about error correction strategies from various sources. In addition to this, she tried to improve her practice on this issue by working in collaboration with her colleague acting as an Understander. In fact, this awareness led her to work more on this topic at Bilkent University while attending an M.A programme in the following year.

4.2.6.1 The Content and Structure of Teacher 6's Personal Theories at the Beginning of the Study

Teacher 6's grid data consists of 9 constructs and 11 elements. Her FOCUSED grid shown in Figure 4.16 reveals the construct and element trees drawn at 80% cut-off point.

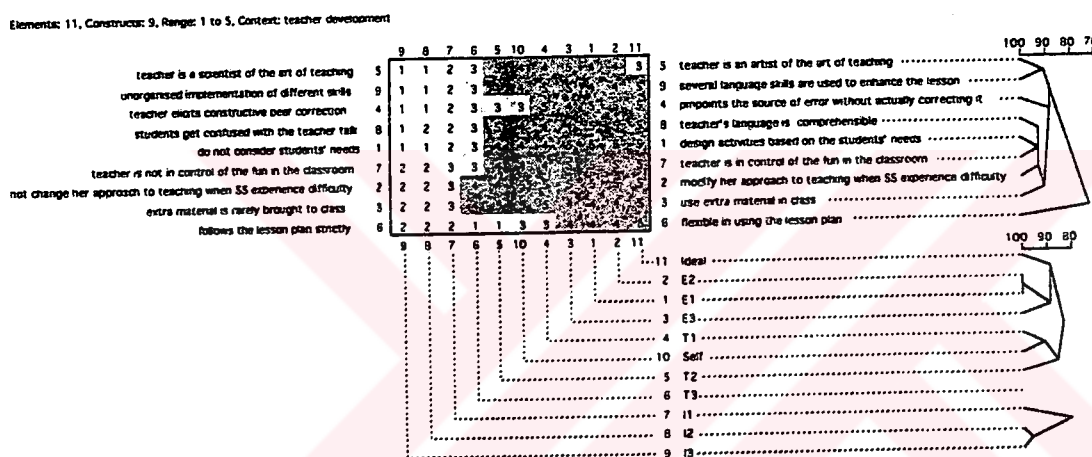


Figure 4.16 Teacher 6's FOCUSED grid at the beginning of the study.

• Construct Links

The FOCUS analysis of Teacher 6's grid produced two main clusters (see Figure 4.16). In the first main cluster, constructs *teacher is an artist of the art of teaching* (C5) and *several language skills are used to enhance the lesson* (C9) are associated at 89.6% match level. The same cluster is linked to construct *flexible in using the lesson plan* (C6) at 72.5% match level. Hence, Teacher 6 seems to think that if a teacher is an artist of the art of teaching, s/he uses several language skills to enhance the lesson. Above all, such a teacher does not follow the lesson plan strictly, instead s/he is flexible in its use.

During the follow-up interview, she explained the meaning she attached to the construct *flexible in using the lesson plan* (C6) as follows:

Quotation 16:

I believe a teacher should consider his/her students' needs and their pace in understanding the point of the lesson. That is, if the students cannot comprehend the point of the unit within the time limits given on the teaching order, s/he should give priority to his/her students' needs rather than the teaching order or the syllabus provided by the institution.

When we analyse her rating scale (see Figure 4.16), we see that Teacher 6 is undetermined about self as teacher in employing this approach in her classes (see Figure 4.16). Therefore, we assume that Teacher 6 wants to change self as teacher on the use of this construct (C6).

In her second main cluster, constructs *designs activities based on students' needs* (C1) and *teacher is in control of the fun in the classroom* (C7) are perceived to be similar at 94.6% match level. At the same level, this sub-cluster is matched with constructs *teachers' language is comprehensible* (C8) and *modifies her approach to teaching when students experience difficulty* (C2). At 92% match level, these four constructs (1, 2, 7, & 8) are subordinated by constructs *uses extra materials in class* (C3) and *elicits constructive peer correction* (C4) (see Figure 4.16). Drawing on the above associations, we may assume that, Teacher 6 thinks teachers who are open to development consider students' needs and designs activities accordingly. Similarly, when using activities, those teachers are thought to be in control of the fun in the classroom. It also seems to be believed that the students of these teachers are not confused with the teacher talk as the teachers' language is comprehensible. Moreover, according to Teacher 6, these teachers modify their teaching approach when their students experience difficulty. Modification of the teachers' teaching approach might involve the error correction strategy used by the teacher, or the use of different kinds of extra materials in class. In fact, the construct *elicits constructive peer correction* (C4) was rank ordered as one of her five most important constructs. Regarding the importance given to this construct, Teacher 6 expressed the following in her follow-up interview:

TC YÜKSEKÖĞRETİM KURULU
DOKÜMANİSYON MERKEZİ

Quotation 17:

In language classrooms, students should not feel inhibited by the teacher's correction as it is the only place where students practice the language. If students feel inhibited by the teacher, then they would be afraid of making mistakes and so would not use the language.

• *Element Links*

Teacher 6's element set consists of three main clusters (see Figure 4.16). When we look at the first element cluster, we see that Teacher 6 perceives E1 and E2 identical at 100% match level. E1 and E2 are also perceived to be similar to E3 and ideal self as a teacher at 89% match level. Her ideal self as a teacher is also linked to her T2 in the second cluster (at 83.5% match level) in which T1 and self as a teacher are associated at 91% match level.

In the third cluster, I2 and I3 are linked to each other at 96% match level and I1 subordinates these two elements at 80% match level (see Figure 4.16). As observed in the above associations, Teacher 6 has a clear view of the features that differentiate the three different groups of teachers (Effective, Typical, & Ineffective). Another important point worth mentioning is her perception of self among the three different groups of teachers that she had identified. When we look at the top of the grid, we see that she places herself as a teacher in the same category as T1, T2, and her ideal self as a teacher. Thus, we assume that Teacher 6 perceives self as teacher as having the features of typical teachers more than that of her ideal self as a teacher. Therefore, we may state that she is ready for conceptual development (or change) as she believes she has not achieved the features of her ideal self as a teacher yet.

4.2.6.2 The Content and Structure of Teacher 6's Personal Theories at the End of the Study

Teacher 6's grid data consists of 9 constructs and 11 elements. Her FOCUSED grid shown in Figure 4.17 reveals the construct and element trees drawn at 80% cut-off point.

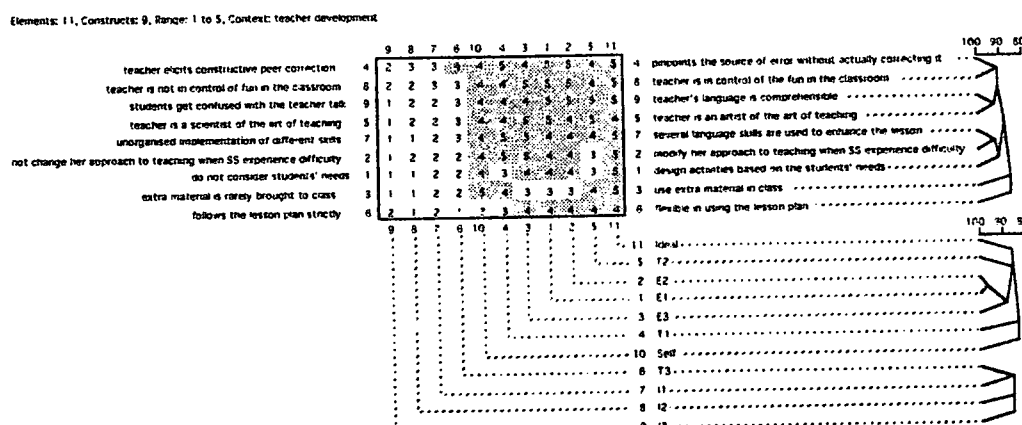


Figure 4.17 Teacher 6's FOCUSED grid at the end of the study.

• Construct Links

At the end of the study, Teacher 6's FOCUSED grid analysis produced three small clusters and two isolated constructs (see Figure 4.17). Her most related constructs are *teacher elicits constructive peer correction* (C4) and *teacher is in control of the fun in the classroom* (C8). That is, according to Teacher 6's point of view, if a teacher pinpoints the source of error without actually correcting it, then s/he is not in control of the fun in the classroom. These two constructs (C4 & C8) are matched at 90% level. Similarly, for Teacher 6, if a teacher is a scientist of the art of teaching, his/her students get confused with the teacher talk. In other words, if the teacher is an artist of the art of teaching, then that teacher's language is comprehensible. These two constructs (C5 & C9) are associated with each other at 93% match level. In fact, the construct *teacher's language is comprehensible* (C9) was rank ordered as one of Teacher 6's five most important constructs, as was the case at the beginning of the study.

Towards the middle of her grid, we see that three constructs make up one cluster. Among these, the constructs *uses several language skills to enhance the lesson* (C9) and *modifies his/her teaching approach when students experience difficulty* (C2) are associated at 93% match level. The construct *designs activities based on students' needs* (C1) subordinates constructs 2 and 9 at 90% match level. Thus, according to Teacher 6, teachers who design activities based on students' needs not only use several language skills to enhance the lesson, but also modify their teaching approach when students experience difficulty. At the bottom of the grid, we see that constructs *uses extra material in class* (C3) and *flexible in using the lesson plan* (C6) are placed in isolation, in other words, contrary to the beginning of the study, at the end of the study, they are not related to any other construct (see Figures 4.16 & 4.17).

- **Element Links**

Teacher 6's FOCUSed grid produced three main element clusters (see Figure 4.17). When we look at the first cluster, we see that it consists of the elements E1, E2, E3, and her ideal self as a teacher. We also observe that this cluster has a direct link with the isolated elements T1, self, and T2. Thus, we assume that Teacher 6 has got a clear view of the features that distinguish effective teachers and her ideal self as a teacher from that of her typical teachers. Another thing worth mentioning is her perception of self in relation to her ideal self as a teacher. That is, at the beginning of the study, she associated self as teacher to T1 at 91% match level (see Figure 4.16). However, at the end of the study, we see that although she places self in isolation with T1, she perceives the typical teachers and self as teacher in the same category with the effective teachers and ideal self as teacher (see Figure 4.17). Therefore, we assume that she thinks she is going to be an efficient teacher, but she does not think she is an ideal one yet.

4.2.6.3 Changes Observed Between the Beginning and the End of the Study

• The Exchange Analysis

The Exchange Analysis of Teacher 6's grid revealed only little change. The overall element consensus was 80.6% and the construct consensus 81.8% over 80% match level.

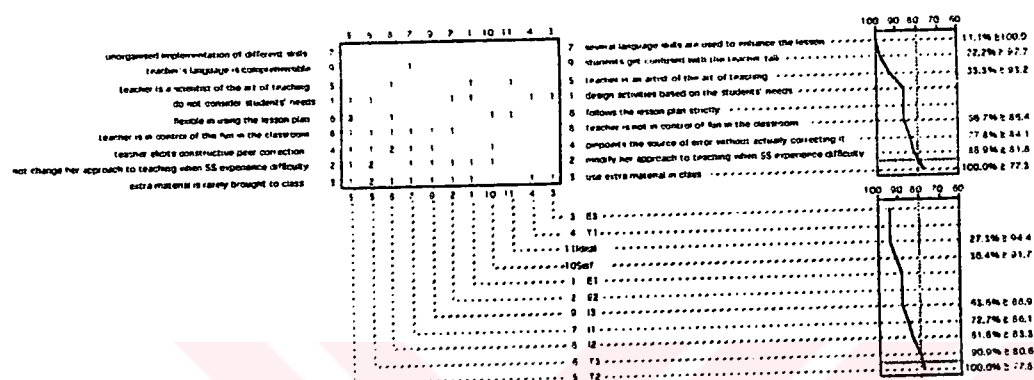


Figure 4.18 The exchange analysis of Teacher 6's FOCUSED 1 and FOCUSED 2 grids.

Teacher 6's construct which showed structural change was *use extra materials in class* (C3) at the level of 77.3% (see Figure 4.18). When we examined the way this construct was viewed at the beginning and at the end of the study, we came up with the following details: At the beginning of the study, the construct *uses extra materials* (C3) had a direct link with the construct *teacher elicits constructive peer correction* (C4). It (C3) also subordinated the constructs 1, 2, 7, and 8 (see Figure 4.16). However, at the end of the study, this construct (C3) was isolated and placed close to the isolated construct *flexible in using the lesson plan* (C6) (see Figure 4.17). Therefore, we assume that Teacher 6 had gone through an integration process in the light of the new experiences she had been involved in. Moreover, within this integration process, she had reflected on the relations between her new experiences and the constructs hypothesised previously. We believe that at the end of the study she will either maintain the meaning previously construed (assimilation) or revise the construct to incorporate the new information (accommodation). Hence, we believe the

fragmentation of this construct (C3) might be to her advantage as isolated constructs are likely to be changed easily compared to the tightly associated ones.

Teacher 6's elements which showed structural change include only T2 (77.8%) at 80% cut-off point (see Figure 4.18). When we analyse the element clustering done at the beginning of the study (see Figure 4.16), we see that T2 was a subordinate to T1 and self at 83.5% match level (see Figure 4.16). However, at the end of the study, we see that T2 was an isolate which had a link with all the effective teachers and ideal self as teacher (see Figure 4.17). Thus, we can observe that Teacher 6 is still in the process of identifying the features that distinguish her typical teachers from that of effective ones and ideal self as teacher.

4.2.7 Teacher 7

Teacher 7 has been teaching English for four years. She is a graduate of the ELT Department of Çukurova University, Adana. She is interested in materials production and vocabulary teaching. Teacher 7's action research project was an attempt to find out the reasons for her students' not speaking English in class. To find out the reasons, Teacher 7 prepared the following exploratory questions:

- When do I prefer speaking in Turkish?
- When do students prefer speaking in Turkish?
- What do I do when students speak Turkish?
- Is the level of language that I use appropriate for students to understand?
- Do students have enough range of vocabulary to complete the tasks?
- Are the students afraid of making mistakes when they speak?
- How do I react to students when they make mistakes?
- What kind of an attitude do I hold towards my students? (friendly, serious, friendly but serious)

At the end of her observations held together with her Understander, Teacher 7 became aware of the following facts:

- i) I seldom speak Turkish at presentation, practice, and production stages.
- ii) I seldom prefer speaking Turkish when I give instructions, explain the meanings of vocabulary, and talked about general things. However, I often use Turkish if students do not understand my explanations.
- iii) Students often prefer speaking English when they answer questions. They usually speak Turkish when they ask questions. They always speak Turkish when they have a chat among themselves.

- iv) I seldom remind students to speak English when they use Turkish. I usually do not mind speaking in Turkish with them.
- v) My language level is appropriate for students to understand what I say.
- vi) Students have enough range of vocabulary to complete the tasks they are given.
- vii) Students are not afraid of making mistakes.
- viii) I correct the students' mistakes by rephrasing it or correcting it promptly.
- ix) My attitude towards my students is friendly but my approach is serious.

In her project, she concluded that her students' use of Turkish rather than English might have stemmed from her attitude (i.e., letting the students speak Turkish when they wanted to). Although, she pointed out that she would be more attentive to this issue, she later reported that she had not arrived at any solution to remedy this problem.

4.2.7.1 The Content and Structure of Teacher 7's Personal Theories at the Beginning of the Study

Teacher 7's grid data consists of 11 constructs and 11 elements. Her FOCUSED grid shown in Figure 4.19 demonstrates the constructs and element trees drawn at 80% cut-off point.

Elements: 11, Constructs: 11, Range: 1 to 5, Context: teacher development

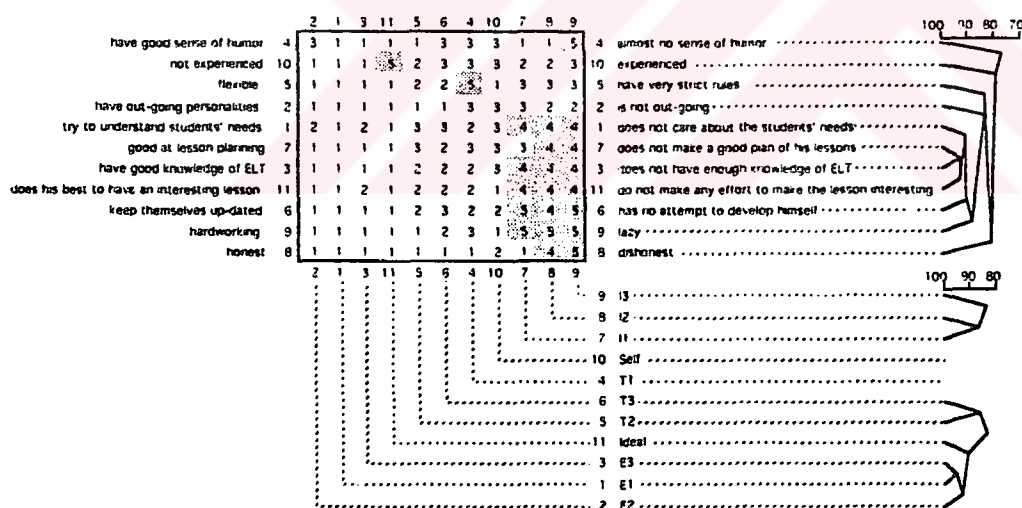


Figure 4.19 Teacher 7's FOCUSED grid at the beginning of the study.

- **Construct Links**

The FOCUS analysis of Teacher 7's grid produced one big cluster and two isolated constructs (see Figure 4.19). When we look at the grid, we see that the constructs *good at lesson planning* (C7) and *have good knowledge of ELT* (C3) are associated closely at 92.8% match level. At the same match level, construct *does his/her best to have an interesting lesson* (C11) subordinates constructs 3 and 7. Similarly, construct *try to understand students' needs* (C1) is linked to (92.8%) the construct *does his/her best to have an interesting lesson* (C11). Drawing on the above associations, we assume that Teacher 7 thinks effective teachers try to understand their students' needs and do their best to have an interesting lesson accordingly. She also seems to construe that these teachers not only have good knowledge of ELT, but at the same time they are good at lesson planning. In fact, the construct *have good knowledge of ELT* (C3) and *try to understand students' needs* (C1) were rank ordered as one of Teacher 7's five most important constructs. During the follow-up interview Teacher 7 stated how she perceived construct 3 (Quotation 18) and construct 1 (Quotation 19), as stated below:

Quotation 18:

if a teacher does not have good background knowledge, that teacher can not teach his/her students properly. But, if s/he is good in the field, then she knows where to use what effectively and hence plan lessons accordingly.

Quotation 19:

A teacher has to understand his/her students' needs so as to be helpful to them. That is, if the students' subject matter is agriculture, then s/he has to find texts related to agriculture. Or, his/her students might need to practice speaking, then s/he has to prepare materials related to speaking. This process is useful for the teacher as well because during the preparation stage the teacher learns many things too.

Moreover, Teacher 7 seems to perceive that these teachers carry the following characteristics: *keep themselves up-dated* (C6), *hardworking* (C9), *flexible* (C5), and *honest* (C8). Finally, we observe that the isolated constructs of the grid *have a good sense of humour* (C4) and *not experienced* (C10) are associated at 77.4% match level. Therefore, we might assume, Teacher 7 thinks teachers who have good a sense of humour are those who are not experienced.

- **Element Links**

Teacher 7's FOCUSed analysis produced two main element clusters (see Figure 4.19). The first cluster consists of ineffective teachers. The second element cluster includes effective and typical teachers except for T1. The most related elements of this cluster are E3 and E1 at 95.8% match level. At the level of 93.8% E2 subordinates this element cluster. We also observe that ideal self as teacher is associated to effective and typical (T2 & T3) teachers. When we look at Teacher 7's self perceptions, we see that she places self as teacher in isolation between ineffective and typical teachers. Hence, we assume that Teacher 7 thinks she holds the features of both ineffective and typical teachers, and that she has to further develop herself to become an effective teacher.

4.2.7.2 The Content and Structure of Teacher 7's Personal Theories at the End of the Study

Teacher 7's grid data consists of 11 constructs and 11 elements. Figure 4.20 demonstrates the construct and element trees drawn at 80% cut-off point.

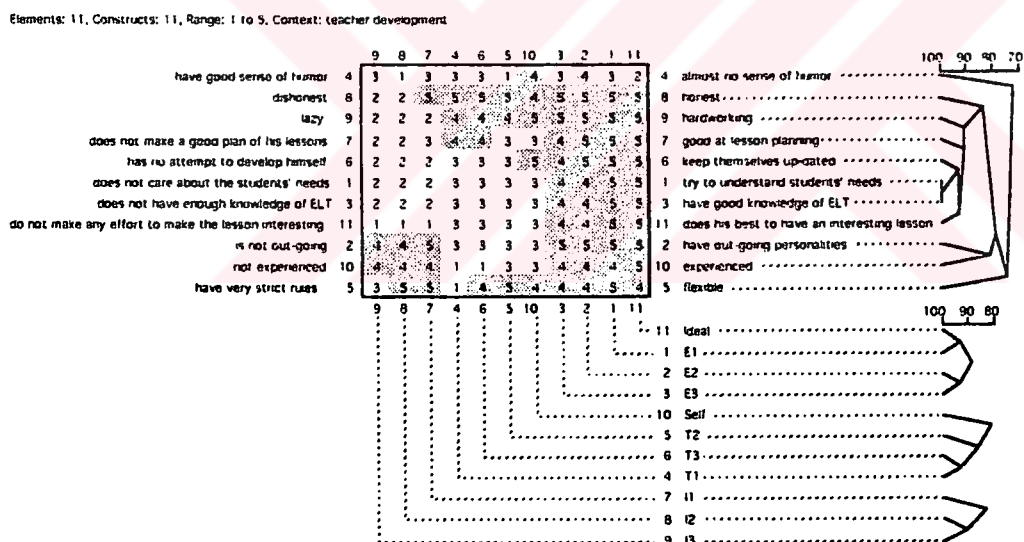


Figure 4.20 Teacher 7's FOCUSed grid at the end of the study.

- **Construct Links**

Teacher 7 has got two main clusters (see Figure 4.20). The first construct cluster consists of six constructs. The most related constructs of this cluster are *have good knowledge of ELT* (C3) and *try to understand students' needs* (C1) at 100% match level.

Therefore, Teacher 7 thinks that having good knowledge of ELT and understanding students' needs are significant features of teachers who are open to professional development. At the level of 93.7%, constructs 1 and 3 are associated with *does his/her best to have an interesting lesson* (C11) and *keep themselves up-dated* (C6). This reveals that, for Teacher 7, teachers who try to understand their students' needs do their best to have an interesting lesson. Moreover, she thinks such teachers have good knowledge of ELT. Two isolated constructs of this cluster are *hard working* (C9) and *good at lesson planning* (C7).

In the second construct cluster, the constructs *experienced* (C10) and *have out-going personalities* (C2) are construed similarly at 78.8% match level. Hence, Teacher 7 seems to think that teachers who have out-going personalities are experienced. Finally, we observe that the constructs *flexible* (C5) and *have a good sense of humour* (C4) are placed in isolation although they are believed to be the qualities possessed by teachers who are open to teacher development.

• *Element Links*

Teacher 7's element clustering shows a clear pattern with reference to three teacher groups (Effective, Typical, & Ineffective) unlike the beginning of the study (see Figure 4.20). Teacher 7's element clustering consists of three groups. In the first one, E1 and ideal (93%), and E2 and E3 (93.5%) are related to each other. In the second element clustering, we see that self as teacher is linked to typical teachers. Therefore, we assume that Teacher 7 is open to development as she believes she has to develop herself to become an effective teacher. At this point, we believe that it is appropriate to identify the areas which Teacher 7 feels herself as needing improvement. On examining her rating scale (see Figure 4.20), we see that she perceives self as teacher as being honest, hardworking, and flexible, which she identifies as being necessary qualities that lead to development. She also seems to think that she does her best to learn about the latest innovations in the field of ELT and in the light of this, she believes she does her best to have interesting lessons. However, we also notice that she feels she needs to improve self as teacher in lesson planning (C7). Moreover, she seems to believe that she has to learn more about the theories behind ELT so as to be better at understanding her students' needs. Finally, she thinks she lacks the personal qualities

such as having a sense of humour and being out-going. In the third element clustering, I2 and I3 are linked to each other at 93.8% match level. Moreover, I1 subordinates these two elements at the level of 84.2%.

4.2.7.3 Changes Observed Between the Beginning and the End of the Study

• The Exchange Analysis

The exchange analysis of teacher 7's grids revealed little change. The overall construct consensus was 63.6% and the element consensus was 81.8% over 80% match level.

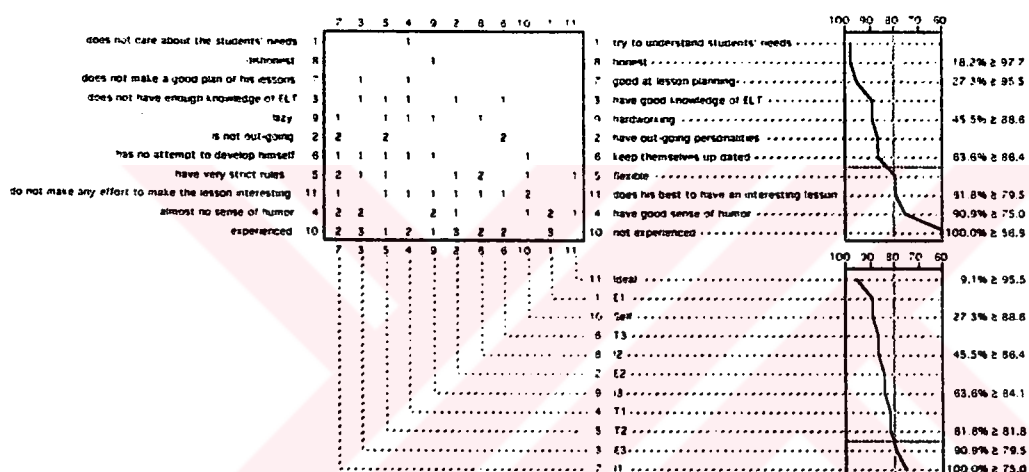


Figure 4.21 The exchange analysis of Teacher 7's FOCUSED 1 and FOCUSED 2 grids.

The exchange analysis of Teacher 7's grids revealed that four of her constructs had gone through remarkable structural change between the beginning and the end of the study (see Figure 4.21). The constructs with remarkable structural change cover, in order of level of difference from the least to the most: *flexible* (C5; 79.5%), *does his/her best to have an interesting lesson* (C11; 79.5%) *have a good sense of humour* (C4; 75%), *not experienced* (C10; 56.8%) (see Figure 4.21). For example, at the beginning of the study, the construct *flexible* (C5) was associated to all the constructs in the system except for the isolated constructs (C4, C10, & C8). However, at the end, it (C5) became an isolated construct which had a direct link with *have a good sense of humour* (C4). Therefore, Teacher 7 now seems to think that teachers who are flexible are those

who have a good sense of humour. During the follow-up interview, Teacher 7 explained the meaning she attached to the word 'flexible' as follows:

Quotation 20:

With this construct I wanted to emphasise the human factor that should be considered by teachers. That is, we are all humans, and from time to time our students may disobey the rules. For example, they may not bring their assignments on time or they may be late to the lesson. In this case, if we are too strict, we may lose our students. But of course we should not be on the extremes, we should be in between.

Similarly, while the construct *have a good sense of humour* (C4) was associated with *being honest* (C8) at the beginning of the study, at the end it was placed in isolation with a direct link with the isolated construct *flexible* (C5). Thus, we assume that in the light of her new experiences she had been involved in, these isolated constructs (C9 & C4) might be reformulated leading to more clearly perceived theories.

Moreover, at the beginning of the study, while the construct *experienced* (C10) was an isolated construct, at the end, it was related to the construct *experienced* (C10). Hence, at the beginning of the study, Teacher 7 seemed to have ambiguities as to the features possessed by experienced teachers. However, at the end, she seemed to view experienced teachers as having out-going personalities. Finally, at the beginning of the study, the construct *does his/her best to have an interesting lesson* (C11) was closely related to the constructs *good at lesson planning* (C7) and *have good knowledge of ELT* (C3). However, at the end, it was related to the following constructs: *keep themselves up-dated* (C6), *try to understand students' needs* (C1), and *have good knowledge of ELT* (C3). Therefore, at the end of the study, teachers who do their best to have interesting lessons were perceived to be those who try to understand their students' needs. These teachers were also believed to keep themselves up to date so as to have good knowledge of ELT.

We also observe some structural changes with regards to Teacher 7's elements. These elements included E3 (79.5%) and I1 (75%) (see Figure 4.21). For example, while E3 was viewed to be similar to E1 at the beginning of the study, at the end, it was linked to E2 (while E1 was associated to her ideal). Similarly, at the beginning of the study, while I1 was related only to I2, at the end, it became a subordinate to I2 and I3. Thus, we assume that the experiences she had been involved in during the time of the

study might have promoted awareness in her as to the features possessed by effective teachers regarding the characteristics that lead to teacher development.

4.2.8 Teacher 8

Teacher 8 has been teaching English for six years. She is a graduate of the ELT Department of Çukurova University, Adana. She has got a COTE. She is interested in computer assisted language teaching, using games in the classroom, and grammar teaching. With her action research project, Teacher 8 wanted to learn the students' feelings about the CALL laboratory, which has been put to students' use recently at YADIM, Çukurova University. At the end of her project, she became aware of the following:

- i) Students like CALL classes very much. They find it very useful to practice both grammar and vocabulary items through CD ROMs.
- ii) Students would also like to use a variety of CD ROMS.
- iii) Students are not happy with the physical setting of the CALL laboratory as they have difficulty in seeing both the teacher and the board.

At the end of this project, although the institution provided the CALL laboratory with some CD ROMS, the administrators could not do anything with regards to the third problem as it is a matter of physical situation that cannot be changed due to the technical setting of the facilities.

4.2.8.1 The Content and Structure of Teacher 8's Personal Theories at the Beginning of the Study

Teacher 8's grid data consists of 10 constructs and 11 elements. Her FOCUSed grid shown in Figure 4.22 presents the construct and element trees drawn at 80% cut-off point.

Elements: 11, Constructs: 10, Range: 1 to 5, Context: teacher development

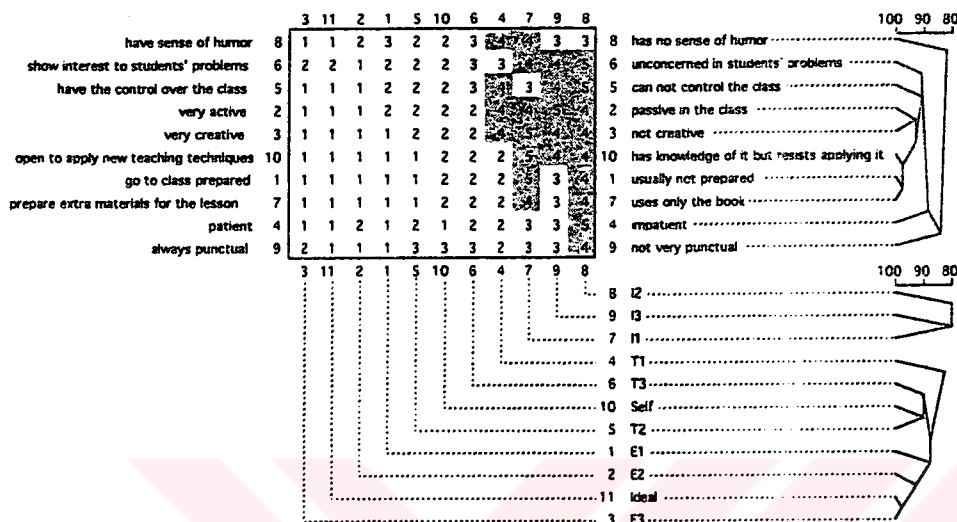


Figure 4.22 Teacher 8's FOCUSed grid at the beginning of the study.

• Construct Links

If we look at Teacher 8's grid, we see that she associates constructs *goes to class prepared* (C1) and *prepares extra materials for the lesson* (C7) very highly (98%) (see Figure 4.22). We also see that construct *open to applying new teaching techniques* (C10) is a subordinate to constructs 1 and 7 at 97% match level. Therefore, we may suggest that she associates teachers who go to class prepared with extra materials with those teachers who are open to applying new teaching techniques in class. In fact, constructs 1, 7, and 10 were also among her five most important constructs. During the follow-up interview, Teacher 8 rationalised the association of these constructs as follows:

Quotation 21:

If a teacher likes doing preparations for the lesson in advance, s/he usually understands that the activities in the book should be supported with some extra materials. And if you are open to applying new teaching techniques in class, you do your best to find out or to design different activities. But, sometimes we see that although some teachers know they need to do some extra preparations, they do not do anything, i.e., they only use the activities in the book. This not only

means they do not think about how to improve the materials used, but also it means they do not develop their teaching. For me, involvement in materials production and using the materials produced in class are two important ways that we can develop ourselves as teachers.

The second most related constructs observed in Teacher 8's grid is *passive in the classroom* (C2) and *not creative* (C3) at 93.6% match level. Subordinate to these constructs (2 & 3) is *can not control the class* (C5) at 91.4% match level. Thus, we assume Teacher 8 thinks that teachers who are open to development are those who are both creative and active in class. She also seems to believe that such teachers have control over their students. Moreover, when we look at the grid, we see that constructs *unconcerned about students' problems* (C6), *can not control the class* (C5), and *impatient* (C4) are viewed similarly at the level of 91%. In addition to this, we observe that these constructs (4, 5, & 6) are subordinated by *not very punctual* (C9) at 87.8%. Thus, teachers who are unconcerned about students' problems and who can not control their class are associated with teachers who are impatient and unpunctual. Finally, construct *has no sense of humour* (C8) seems to be an isolate, not matched highly with any of the construct clustering in the grid. Hence, we assume that Teacher 8 may construe this as a personality feature possessed by some effective teachers, but not as a feature that leads to teacher development.

• *Element Links*

The FOCUS analysis of Teacher 8's grid produced two main element clusters (see Figure 4.22). In the first main cluster, we see that all the ineffective teachers form a separate group. However, we also see that while I1 and I3 are matched at 80%, I2 subordinated (i.e., included the features of I1 & I3 as its elements) I1 and I3 at the same match level. Thus, we can assume Teacher 8 thinks that ineffective teachers possess very different characteristics than that of typical and effective teachers. However, for Teacher 8, the distinguishing features of ineffective teachers are relatively similar to each other.

The second cluster consists of two sub-clusters. In the first sub-cluster, Teacher 8 perceives self as teacher to be similar to T2 (at 90% level). In the second sub-cluster, her ideal self as a teacher is associated with E3 at 97% match level. Hence, there is a link (at 87% match level) between the sub-clusters where she places herself (among

typical teachers) and her ideal self as teacher (among effective teachers). Therefore, we assume that she thinks she is a good teacher, but believes that she is not as effective as her ideal yet.

4.2.8.2 The Content and Structure of Teacher 8's Personal Theories at the End of the Study

Teacher 8's grid data consists of 13 constructs and 11 elements. Her FOCUSED grid shown in Figure 4.23 reveals the construct and element trees drawn at 80% cut-off point.

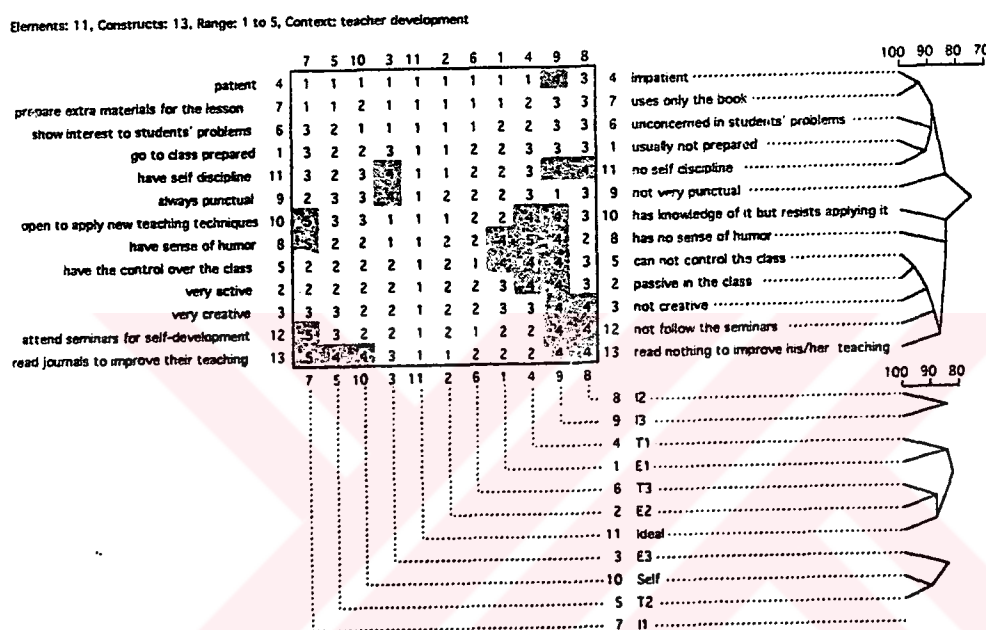


Figure 4.23 Teacher 8's FOCUSED grid at the end of the study.

• Construct Links

The FOCUS analysis of Teacher 8's grid produced two main construct clusters and three isolated constructs (see Figure 4.23). Within the first main cluster, constructs *patient* (C4) and *prepares extra materials for the lesson* (C7) are associated at the level of 93.8%. Similarly, constructs *goes to class prepared* (C1) and *has self-discipline* (C11) have a link at 92.3% match level. Teacher 8 views *shows interest to students' problems* (C6) similar to constructs 1 and 11 at 89% match level. Therefore, according to Teacher 8, teachers who are open to teacher development have the habit of preparing extra materials for their lessons and they are sensitive towards their students as they are patient. She also seems to believe that going to class prepared and having self-discipline

are the features that lead to teacher development. For her, teachers who are open to development show interest in students' problems, and "while trying to solve their students' problems, they improve themselves, too." (**Quotation 22**, taken from the follow-up interview).

Teacher 8's second main construct cluster consists of five constructs that she considers to be related to each other. Among these, *has control over the class* (C5) and *very active* (C2) are the constructs with the highest match level (96%). Thus, Teacher 8 seems to construe that teachers who are active in class have control over their students. At a lower level, *creative* (C3; 92%), *attends seminars for self development* (C12; 89.3%), and *reads journals to improve his/her teaching* (C13; 87%) are viewed as features that lead to teacher development. Similarly, constructs *reads journals to improve his/her teaching* (C13), *has a sense of humour* (C8), and *open to applying new teaching techniques* (C10) are associated with the construct *always punctual* (C9). Therefore, teachers who are open to development are associated with those who read journals to improve their teaching and who are open to applying new teaching techniques. Teacher 8 also seems to believe that having a sense of humour and being punctual are the personal qualities of teachers who are open to teacher development.

• *Element Links*

Teacher 8's FOCUS analysis produced three element clusters (see Figure 4.23). In the first one, I2 and I3 are associated at 84% match level. Her second element cluster consists of two sub-clusters. In the first sub-cluster T1 and E1 are viewed to be similar (84.8%). Besides this, the first sub-cluster has a direct link with ideal self as a teacher at 89% match level. Moreover, at the same match level (89%), T1, E1, ideal self as teacher and the elements of the second sub-cluster (T3 & E2) are associated. Therefore, we may suggest that Teacher 8's ideal self as a teacher is a combination of the features possessed by T1, E1, T3, and E2.

When we look at the bottom of the grid, we see that Teacher 8 places herself as a teacher in the same cluster with T2 (93%) which is subordinated by E3 at 84.9% match level. Hence, we see that Teacher 8 construes herself similar to T2 as was the case at the beginning of the study (see Figures 4.22 & 4.23). This may suggest that she thinks she

still has to put effort into developing herself as a teacher, which we believe is a first step to furthering one's own development. We thought it might be revealing to explore in which qualities she believed she needed improvement. Analysis of her ratings of herself and her ideal (see Figure 4.23) indicates that she needs improvement in:

- i) being punctual (C9)
- ii) applying new techniques in class (C10)
- iii) having self-discipline (C11)
- iv) reading journals or books to improve her teaching (C13)

In fact, two (C11 & C13) out of four of these constructs are the ones which are newly introduced to her existing construct system. Moreover, at the end of the study, constructs 11 and 13 were among her five most important constructs. Regarding the change in the form of adding new constructs to the existing construct system and the priority given to these in rank ordering, she stated the following:

Quotation 23:

During our action research course, I realised that in order to learn something or to fulfil a task we need to have self-discipline. otherwise, we feel we are lost. I mean we should be good at organising our time regarding our personal and professional life. Secondly, I realised that once you make a distinction between your personal and professional life, you begin thinking about "what do I do to develop myself as a teacher?". The answer to this question came from my observations of my colleagues. That is, effective teachers spend some time on their own development by reading books and journals and/or they attend available seminars or conferences.

4.2.8.3 Changes Observed Between the Beginning and the End of the Study

• The Exchange Analysis

The exchange analysis of Teacher 8's grid showed that the construct consensus was 60%, and the element consensus was 72.7% over 80% match level.

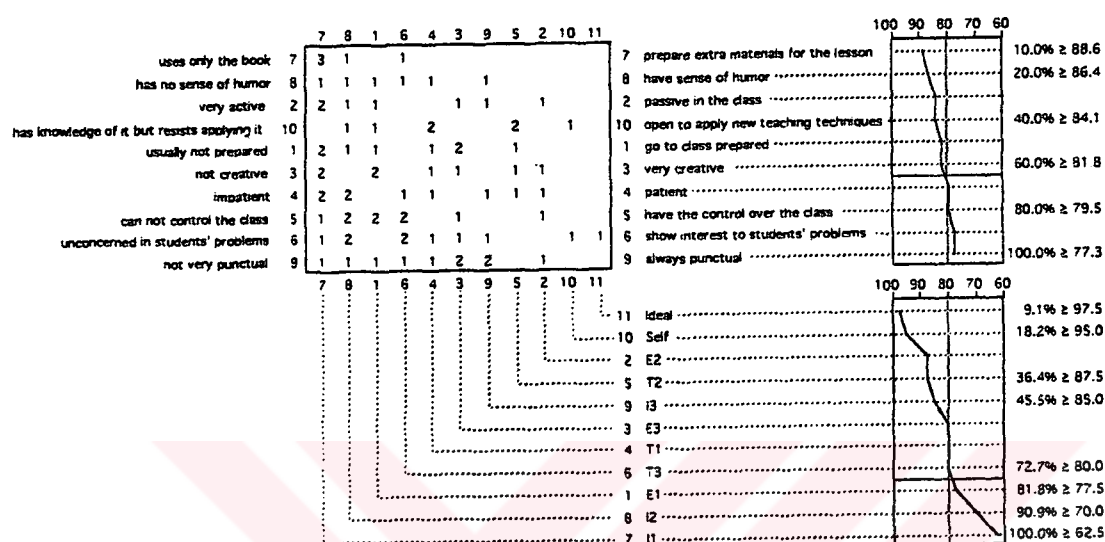


Figure 4.24 The exchange analysis of Teacher 8's FOCUSED 1 and FOCUSED 2 grids.

Teacher 8's constructs which showed significant structural change include the following in order of level of difference from the least to the most: *patient* (C4), *has control over the class* (C5), *shows interest in students' problems* (C6), and *always punctual* (C9). When we examined her first and second grids to identify the pattern of structural change *patient* (C4) had gone through, we came up with the following established links: At the beginning of the study, construct *impatient* (C4) was viewed similarly with *cannot control the class* (C5), and *unconcerned about students' problems* (C6), in addition to the link established with *not very punctual* (C9) (see Figures 4.22 & 4.23). Hence, at the beginning of the study *impatient* (C4) was viewed as one of the features of ineffective teachers who are not open to development. Alternatively, patience was perceived to be one of the most important personality features of teachers who are open to development (see Figure 4.22). However, in the second grid, *patient* (C4) was associated with *prepares extra materials* (C7) (see Figure 4.23). Therefore, at the end of the study, we observe a change of perception in the meaning attached to *patient* (C4) (i.e., from more general to more specific) related only to *prepares extra*

material. In other words, at the end of the study, Teacher 8 views teachers who are open to development as those who prepare extra materials since they are patient. Similarly, the construct *has control over the class* (C5) had gone through a structural change. At the beginning of the study, this construct was thought to be a complementary feature of the qualities *active in class* (C2) and *creative* (C3) (see Figure 4.22). However, at the end of the study, this construct (C5) was associated highly (96%) with *very active* (C2) (see Figure 4.23). Therefore, at the end of the study, it was viewed not as a complementary feature, but as one of the main personal qualities possessed by teachers who are open to development. Finally, we see that *always punctual* (C9) had shown a similar structural change. In other words, at the beginning of the study, being punctual was a secondary subordinate to the features of effective teachers regarding openness to development (see Figure 4.22). Whereas, at the end of the study, it was only a subordinate to constructs *patient* (C4), *prepares extra materials for the lesson* (C7), *shows interest in students' problems* (C6), *goes to class prepared* (C1), and *has self-discipline* (C11). Thus, we can suggest that Teacher 8 had been involved in a reconstruction process that enabled her to clarify the personal meanings she attached to her personal theories and the structural relations she established among them.

Another feature revealed in Figure 4.24 was the structural changes concerning Teacher 8's elements. These elements included the following in order of the level of difference from the least to the most: E1 (81.8%), I2 (90.9%), and I1 (100%). As a result of the analysis of the structural change E1 (the most effective teacher) had gone through (see Section 4.2.8.1 & 4.2.8.2), we see that her role model E1 (which influences her construction of the world, i.e., her perception of the features which lead to teacher development) had not been stable between the beginning and the end of the study. Therefore, we may suggest that she is open to change as she has been in the process of testing her personal theories in the light of the new experiences she has been involved in. Our suggestion can be supported by the three new constructs added to her existing construct system at the end of the course (see Figure 4.23). With regards to the structural change I1 and I2 had gone through (see 4.2.8.1 & 4.2.8.2), we can suggest that Teacher 8's view regarding the distinguishing feature of ineffective teachers is not as clear as it was at the beginning of the study. This might indicate the reconstruction

process which she had been involved in to identify the distinguishing features of ineffective teachers in the light of the new experiences gained.

4.2.9 Teacher 9

Teacher 9 has been teaching English for six years. She is a graduate of the ELT Department of Dokuz Eylul University, Izmir. She has certificates for COTE and CEELT. She completed her MA degree at Çukurova University. Her research topic was on reading strategies (see Section 4.2.4 for her action research project).

4.2.9.1 The Content and Structure of Teacher 9's Personal Theories at the Beginning of the Study

Teacher 9's grid data consists of 10 constructs and 11 elements. Her FOCUSED grid shown in Figure 4.25 illustrates the construct and element trees drawn at 80% cut-off point.

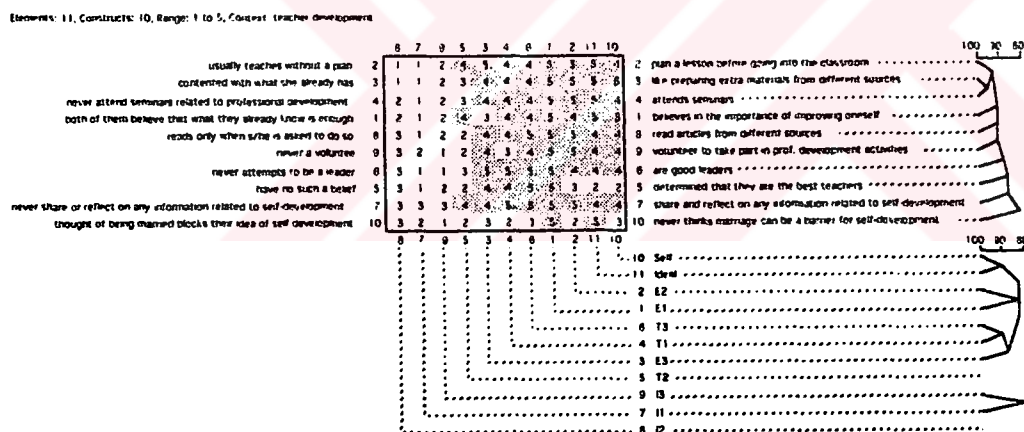


Figure 4.25 Teacher 9's FOCUSED grid at the beginning of the study.

- **Construct Links**

The FOCUS analysis of Teacher 9's grid produced one main construct cluster and seven isolated constructs. In the main construct cluster, constructs *likes preparing materials from different sources* (C3) and *attends seminars* (C4) are associated at 96%

match level. At the level of 92.6%, these two constructs are linked to construct *plan a lesson before going into the classroom* (C2). Drawing on the above links established, Teacher 9 seems to think that teachers who are open to development are those who attend seminars. These teachers are also believed to prepare extra materials from different sources as they are not contented with what they already have. In fact, constructs 3 and 4 were rank ordered as two of Teacher 9's five most important constructs. During the follow-up interview, she explained the importance she attached to construct 3 (Quotation 24) and construct 4 (Quotation 25) as follows:

Quotation 24:

I believe attending seminars or conferences is one of the tools for developing ourselves. First of all, we meet different people from different universities and we exchange ideas in one way or another. When I come back, most of the time I employ the strategies that I learned from the sessions. Secondly, I like to observe how the speakers get their message across, or how they feel during their presentations. For example, I have attended a seminar recently. In that seminar, I realised that even the professors may be nervous or make language mistakes when presenting their topics. This awareness helped me, for example, to lower my anxiety level when I had to present a paper in front of my colleagues.

Quotation 25:

I like preparing extra materials from different sources. This is useful both to my students and myself. That is, if I prepare extra reading materials considering my students' departments, they learn vocabulary relevant to their area. Of course, the preparation stage serves as a tool for me to expand my vocabulary and background information too.

Moreover, we see that seven out of ten of her constructs are placed in isolation (See Figure 4.25). These isolated constructs include: *believes in the importance of improving oneself* (C1), *read articles from different sources* (C8), *volunteer to take part in professional development activities* (C9), *are good leaders* (C6), *determined that they are the best teachers* (C5), *share and reflect on any information related to self development* (C7), *never thinks marriage can be a barrier for self development* (C10). Among these seven isolated constructs, two of them (C1 & C7) were perceived to be very important regarding the features that lead to development. During the follow-up interview, Teacher 9 rationalised her choice of construct 1 (Quotation 26) and construct 7 (Quotation 27), as stated in the following:

Quotation 26:

Improving myself and teaching is a need for me – a driving force. Otherwise, I can't have job satisfaction and I may lose my motivation towards my job. Even when teaching, I try to learn something. For example, I like teaching reading because it is a tool for me to expand my vocabulary.

Quotation 27:

I like sharing with my colleagues the things that I've learned. But, at the same time, I like to learn my colleagues' opinions about the things that I don't know. I don't like teachers who stay far away from the rest of the staff and give their colleagues the feeling that they are the best teachers.

- ***Element Links***

Teacher 9's FOCUSed grid produced two main element clusters (see Figure 4.25). In the first cluster, ideal self as teacher and self as teacher now are construed similarly at 90.1% match level. That is, Teacher 9 perceives herself to be very close to her ideal self as teacher. This association may suggest her limited perceived need for change. When we analyse her ratings to identify how she construes self as teacher, we see that in nine out of ten constructs, she was close to the preferred construct pole, as with her ideal self as a teacher. The only construct she was undetermined about was *never thinks marriage is a barrier to self development* (C10).

In the same cluster, we observe that T1, T3, and E3 are associated; E3 being the subordinate to T1 and T3. Moreover, we also observe in the same cluster that E1 and E2 are viewed to be similar at 82.5% match level (see Figure 4.25). These associations reveal that Teacher 9 has not got a clear view regarding the distinctive features that distinguish the teachers in the typical and effective groups as much as the features of the teachers in the ineffective group.

4.2.9.2 Findings from the Repertory Grid Data at the End of the Study

Teacher 9's grid data consists of 10 constructs and 11 elements. Her FOCUSED grid shown in 4.26 illustrates the construct and element trees drawn at 80% cut-off point.

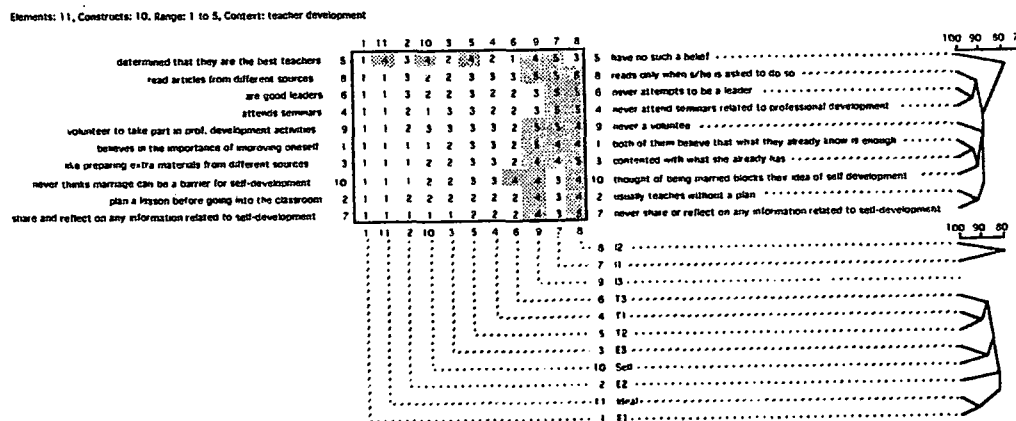


Figure 4.26 Teacher 9's FOCUSED grid at the end of the study.

• Construct Links

The FOCUS analysis of Teacher 9's grid produced three main construct clusters (see Figure 4.26). The first main construct cluster consists of three constructs: *attends seminars* (C4), *is a good leader* (C6), and *reads articles from different sources* (C8). In this cluster, the most closely linked (93%) constructs are *attends seminars* (C4) and *is a good leader* (C6). At the level of 90.5%, the construct *reads articles from different sources* (C8) subordinates constructs 4 and 6 (see Figure 4.26). Then, in Teacher 9's view, attending seminars and being good leaders are important features of teachers who are open to development. In addition to these features, she believes such teachers have the habit of reading articles from different sources.

In her second main cluster, we see a high match (95.5%) between the constructs *believes in the importance of improving oneself* (C1) and *likes preparing extra materials from different sources* (C3). Thus, Teacher 9 seems to construe that one's belief in the importance of personal development is an important feature of being open to development. To her, one way of developing oneself is by preparing extra materials

and/or by producing them from different sources. Constructs 1 and 3 were also ranked as two of her five most important constructs (see Quotation 27 (C1) and Quotation 26 (C3) for the rationale behind her choice). According to Teacher 9, equally related to the issue of improving oneself is a voluntary participation in professional development activities and one's having the belief that marriage is never a barrier to self development.

At 90% match level, Teacher 9 links the constructs *plan a lesson before going into the classroom* (C2) and *shares and reflects on information related to self development* (C7). Therefore, according to Teacher 9, teachers who plan their lessons before going into the classroom are also those who share and reflect on information related to self development.

- ***Element Links***

The element clustering in Teacher 9's grid presents a clear view; that is, each teacher group (Effective, Typical, & Ineffective) forms a separate group (see Figure 4.26). She relates ideal self as teacher to E1 at 91.3% match level. While she places self as teacher within the effective teachers group, she associates self as teacher with E3 at 86.4% match level. Thus, we assume that she thinks she holds the qualities of effective teachers with regards to openness to development, yet she believes she is not the ideal one yet.

4.2.9.3 Changes Observed Between the Beginning and the End of the Study

- *The Exchange Analysis*

The exchange analysis of Teacher 9's grid showed that the construct consensus was 70%, and the element consensus was 81.8% over 80% match level.

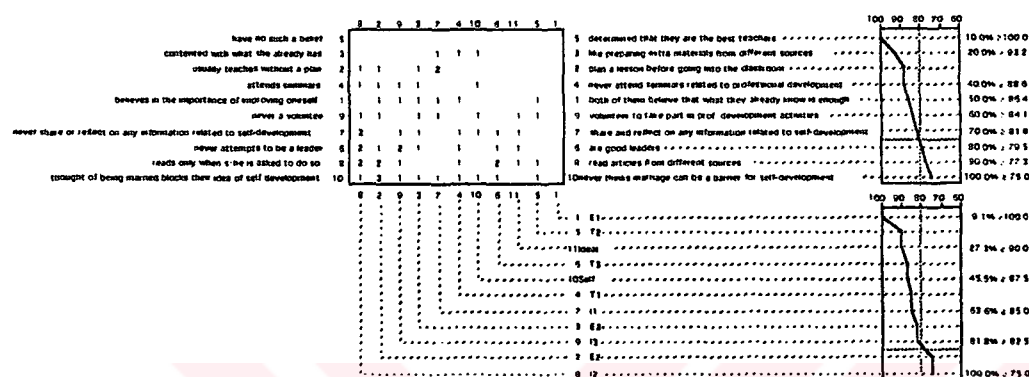


Figure 4.27 The exchange analysis of Teacher 9's FOCUSED 1 and FOCUSED 2 grids.

Teacher 9's constructs which showed structural change include the following in order of the level of difference from the least to the most: *are good leaders* (C6; 79.5%), *reads articles from different sources* (C8; 77.3%), and *never thinks marriage can be a barrier for self development* (C10; 75%) (see Figure 4.27). When we examined her first and second grids to identify the pattern of structural change the construct *are good leaders* had gone through, we came up with the following established links. At the beginning of the study, the construct *are good leaders* was placed in isolation. However, at the end of the study, *are good leaders* was associated closely (93%) with *attends seminars*. Hence, at the end of the study, Teacher 9 seems to find this feature (*are good leaders*) to be an important quality found in effective teachers in terms of openness to development. During the follow-up interview, she rationalised her view as follows:

Quotation 28:

First of all, I should tell you my definition of the term “leader.” When I use the term “leader”, I mean the people who guide the activities in a group, not the group leaders assigned by the institution. That is, leaders are the people who influence the rest of the group with their ideas. These kinds of people are open to discussion and can change their views if they hear something logical. But, in some cases, we have to work with some formal group leaders assigned by the institution. These leaders are difficult to work with because most of the time they want to impose their ideas on us, and if they believe something is true, it is almost impossible to change their views.

Similarly, the construct *reads articles from different sources* (C8) had gone through a structural change. At the beginning of the study, this construct was placed in isolation. However, at the end, it was perceived to be an important feature that is found in teachers who attend seminars related to professional development activities. These teachers were also thought to be good leaders. Moreover, at the end of the study, this construct became one of her five most important constructs which replaced the construct *volunteers to take part in professional development activities* (C9). Regarding this change in the form of replacement, she pointed out the following:

Quotation 29:

Having attended a seminar at METU, I began thinking that seminars are more practical ways of developing ourselves. Reading books or journals is very important as well because we learn the theories behind activities or anything we would like to whenever we want. But, it is one way learning. In seminars we have the opportunity for reflection as well.

Finally, we see that the isolated construct of the first FOCUSED grid *never thinks marriage can be a barrier for self development* (C10) showed a similar structural change. That is, at the end of the study, Teacher 9 seemed to think that such teachers are those who believe in the importance of improving oneself as well as preparing extra materials from different sources.

Figure 4.27 also revealed some structural changes regarding her element clustering. The elements which showed structural change included E2 and I2 at the level of 75% at 80% cut-off point. Thus, at the end of the study, Teacher 9 seems to have clearer views regarding the features that distinguish the elements of effective and ineffective teachers than the beginning of the study (see Figures 4.25 & 4.26 for the details of the element links established).

4.2.10 Teacher 10

Teacher 10 has been teaching English for three years. She graduated from the ELT Department of Çukurova University, Adana. She has got a CEELT. She is interested in materials production. Teacher 10's action research project grew out of a puzzle, "I don't like using the course book." Then she came up with the following exploratory questions to investigate her puzzle:

- Do I really need to use so many extra materials?
- Are my students really bored when using the course book?
- Are we, the students and I, both bored with using the course book? or
- Are my students bored, and do they affect me?

Reflecting on the above questions, Teacher 10 further refined her understanding of the puzzle and ended up with the following exploratory questions:

- What parts of the book do I enjoy using?
- What parts of the book do I not enjoy using?
- Is there a match between the parts that I and my students enjoy using?
- Am I affected by my students' negative comments about the activities in the book?
- What are the differences between the activities I don't like using and the ones I prefer?

At the end of her project, she became aware of the following facts:

- I like using the post activities in the book. In light of the data collected, my motivation seems to be higher during the post activities in the book than at any stage of the lesson.
- I clearly do not like the pre-activities in the book. However, students seem fairly motivated when we deal with these activities.
- There is no direct match between the parts that I and my students enjoy. This may suggest that I am not directly affected by the negative comments of my students.
- Actually, there are no major differences in the lessons. In some cases, the use of extra materials fail to increase student motivation. As a result, I lose my interest towards the lesson, too.

As was the case with Teacher 7 (see Section 4.2.7), Teacher 10's involvement in the action research cycle stayed at the level of problem identification and analysis of some specific practices. However, at the end of this teacher development course, these two teachers (7 and 10) gained an awareness in conceptualising the features of action research. Thus, we can conclude that "if constructs are dynamic and influenced by past and present experience, then it is anticipated that teachers' future practice will ... be more thoughtful and therefore appropriate and productive" (Belleli, 1993, p.74).

4.2.10.1 The Content and Structure of Teacher 10's Personal Theories at the Beginning of the Study

Teacher 10's grid data consists of 8 constructs and 11 elements. Her FOCUSED grid shown in Figure 4.28 presents the construct and element trees drawn at 80% cut-off point.

Elements: 11, Constructs: 8, Range: 1 to 5, Context: teacher development

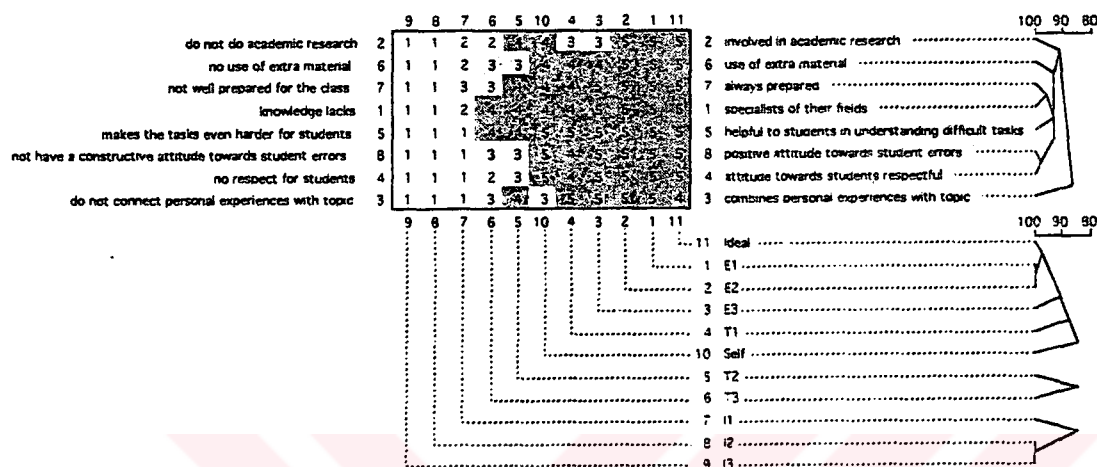


Figure 4.28 Teacher 10's FOCUSED grid at the beginning of the study.

- **Construct Links**

The FOCUS analysis of Teacher 10's grid produced one large cluster consisting of six constructs and one small cluster consisting of two constructs (see Figure 4.28). The most related constructs of the larger cluster are *positive attitude towards student errors* (C8) and *respectful to students* (C4) at 99% match level. Hence, Teacher 10 views teachers who have positive attitude towards errors as being similar to those who are respectful to their students. In fact, the construct *respectful to students* (C4) was rank ordered as one of her five most important constructs. Regarding the priority given to this construct, Teacher 10 stated the following in the follow-up interview:

Quotation 30:

When I say having respect for students is important, I want to point out that we teachers should have an understanding attitude towards our students. I mean, we should check whether our students understand the things we want them to or not, or if they like the activities/materials used in class or not. For example, if a student does not understand a point, the teacher should deal with the students' problems. I believe, teachers' having this kind of attitude towards their students is very important.

The second most related constructs of this cluster are *always prepared* (C7) and *specialist in his/her field* (C1) at 97.2% match level. Thus, teacher 10 associates teachers who are always prepared for their classes with those who are specialists in their fields. When explaining how she construes these two constructs to be similar, she explained one of her experiences as a high school student.

Quotation 31:

I had an English language teacher whose English was worse than mine. It was a terrible experience. I could understand her weakness in language proficiency, but I would expect her to be prepared for the lessons in advance as she knew what she would be teaching on that day. If she had done some preparations according to the teaching order, she would not have been that bad in the lessons. As a result, we wasted our time. On the other hand, we had teachers who were not only good in their field, but also prepared materials for their lessons.

Similarly, at the level of 93.7%, we see that the construct *helps students to understand difficult tasks* (C5) has a direct link with constructs 1, 4, 7, and 8 (see Figure 4.28). In fact, construct five was rank ordered as one of her 5 most important constructs. Regarding the priority given to construct 5, Teacher 10 stated the following in the follow-up interview:

Quotation 32:

I find this very important because the teacher on the opposite pole made the tasks even harder for us (as students). In those lessons, I always asked the teacher the aim of the activities, but I could never get any answers to my questions. Because I didn't know the aim, I could not learn anything. This kind of teacher attitude was a hindrance to my learning.

Therefore, Teacher 10 views teachers who are open to development as those who have respectful and understanding attitudes towards their students, and as those who do preparations before their lessons as well as being specialists in their fields. We also see that construct *use of extra material* (C6) subordinates constructs 7, 1, 5, 8, and 4. In fact, *use of extra material* (C6) was rank ordered as one of her five most important constructs as well. Therefore, for Teacher 10, teachers who use extra materials in class are those who possess most of the qualities of effective teachers.

Finally, we observe a direct link established between the constructs *involved in academic research* (C2) and *combines personal experience with the topic* (C3) at the level of 87%. Therefore, according to Teacher 10, involvement in academic research

and the habit of combining personal experience with the topic they are teaching are the two features that lead to development.

- ***Element Links***

Teacher 10's FOCUS analysis reveals that the first element cluster contains three effective teachers, in addition to T1, self as a teacher now, and ideal self as a teacher (see Figure 4.28). The most related elements of this cluster are E1 and E2 at 100% match level. Ideal self as a teacher subordinates these two elements (E1 & E2) at 97.2% match level. Moreover, ideal self as a teacher has a direct link with the elements E3 (91.1%), T1 (87%), and self as a teacher now (84.7%). Therefore, we assume that Teacher 10 thinks she possesses the features of both the effective teachers and ideal self as a teacher, however, she believes she is not as good as her ideal self yet. When we go through her rating scale (see Figure 4.28), we see that she feels she is similar to her ideal with respect to the features respectful and understanding towards students (C4 & C5), and her positive (i.e., constructive) attitude towards students' errors (C8). However, she feels she needs to be a little bit better in the field of ELT (C1), doing academic research (C2), reflecting on personal experiences related to the topic being taught (C3), using extra materials (C6), and doing preparations before going to class (C7).

Teacher 10's second element clustering contains the inefficient teachers. While I2 and I3 are viewed to be identical (100%), I1 subordinates these two elements at 84.2% match level. Therefore, we assume Teacher 10 has a clear view regarding the features of effective, ineffective, and typical teachers as each group of teacher forms one separate cluster.

4.2.10.2 Findings From the Repertory Grid Data at the End of the Study

Teacher 10's grid data consists of 8 constructs and 11 elements. Her FOCUSED grid shown in Figure 4.29 illustrates the construct and element trees drawn at 80% cut-off point.

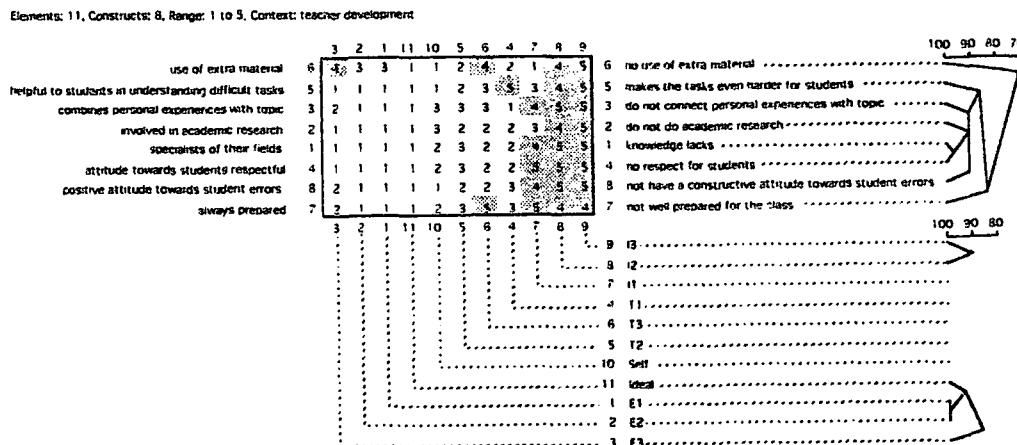


Figure 4.29 Teacher 10's FOCUSED grid at the end of the study.

- **Construct Links**

The FOCUS analysis of Teacher 10's grid produced one main construct cluster and two isolated constructs (see Figure 4.29). When we look at the first cluster, we see that constructs *specialist in his/her field* (C1) and *respectful to students* (C4) are viewed similar at the level of 98.2%. At a lower level (91.3%), these two constructs (C1 and C4) are subordinated by *involved in academic research* (C2). Therefore, teachers who are specialists in their fields and teachers who are respectful to their students are associated with those who are involved in academic research. At a lower level (88%), these teachers are also associated with those who combine personal experiences with the topic of the lesson (C3) and those who have positive attitudes towards student errors (C8). These teachers are also believed to help students in understanding difficult tasks (C5).

Moreover, at the end of the study, we observed that the constructs *use of extra material* (C6) and *always prepared for class* (C7) are placed in isolation. In fact, like the beginning of the study, *uses extra materials* (C6) was rank ordered as one of her five most important constructs. Regarding the importance attached to this construct, Teacher 10 stated the following in her follow-up interview:

Quotation 33:

Teachers' use of new, up-dated extra material is very important. It is useful both for the students and for ourselves. For example, when I prepare materials, I feel I am learning something; and this makes me happy.

- **Element Links**

Teacher 10's FOCUS analysis produced two main element sets (see Figure 4.29). In the first one, I2 and I3 are paired at 89.8% match level. The second element set consists of all the effective teachers and ideal self as a teacher. The most related elements of this set are E1 and E2 (100%). Ideal self as a teacher is associated to E1 and E2 at 94.1% match level. Ideal self as a teacher also has a direct link with E3 at 87.7% match level. Unlike the beginning of the study (see Figure 4.28), we see that she can not relate herself as a teacher particularly with any of the elements in the set, although she seems to perceive herself between typical teachers (T1 and T2) and her ideal which has a direct link with the most effective teachers E1 and E2. This is also reflected in her rating scale (see Figure 4.29). That is, Teacher 10 feels she is uncertain whether she does adequate research (C2), in addition to her queries in combining personal experiences with the topic to clarify the topic to students (C3). When explaining the causes of her uncertainty on these two issues, she stated the following with regards to construct 2:

Quotation 34:

I started thinking about how to reflect back the results of our study to our students. I realised that doing research is good, but if you don't use what you have learnt from that experience, then doing research means nothing. I am not quite sure how good I am in this respect. This necessitates another action research cycle.

However, she could not come up with a specific causal relationship between *combines personal experiences with the topic (C3)* and the uncertainty of her perception of herself on this construct:

Quotation 35:

I am not quite sure, but it might be as a result of the new experiences I gained from my new students. Everything (including your thoughts on certain things) changes according to the new experiences you are involved in.

We find the message conveyed in the above quotation important as it clarifies that Teacher 10 is open to change. That is, she is ready to reconstruct her existing construct system in the light of the new experiences she gains.

4.2.10.3 Changes Observed Between the Beginning and the End of the Study

• The Exchange Analysis

The exchange analysis of Teacher 10's grid showed that the construct consensus between the first and the second grid was 75%, and the element consensus was 63.6% over 80% match level.

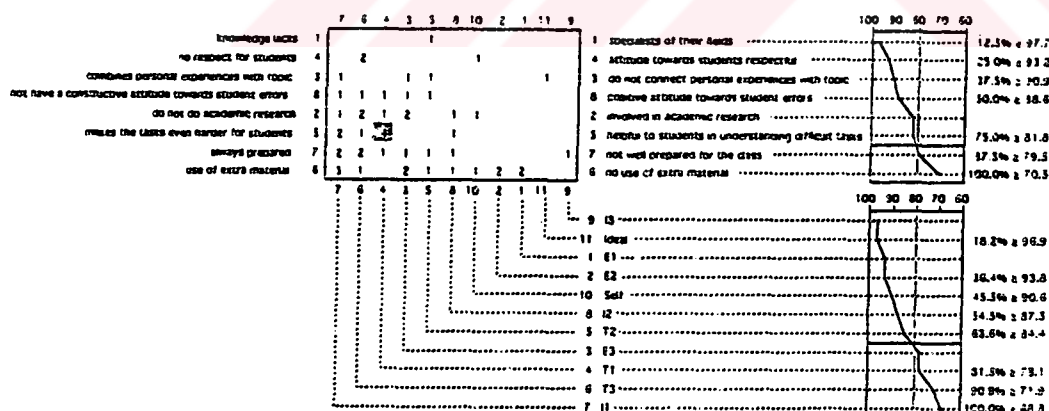


Figure 4.30 The exchange analysis of Teacher 10's FOCUSED 1 and FOCUSED 2 grids.

Teacher 10's constructs which showed structural change at 80% cut-off point occurred in *use of extra material (C6)* and *always prepared for the lessons (C7)* (see

Figure 4.30). For example, at the beginning of the study, construct 6 was associated only with the teachers who help students to understand difficult tasks. However, at the end of the study, it was placed in isolation which had a link with teachers who always do preparations for their lessons. Therefore, the way Teacher 10 construed this construct showed a structural change pattern advancing from specific to general. Moreover, in both of her grids, this construct was perceived to be the second most important feature among five features that lead to teacher development.

Similarly, the construct *use of extra material* (C6) was an isolate which subordinated constructs (7, 1, 5, 8, & 4) of the system. However, at the end, it (C6) subordinated all of the constructs in the whole system.

Figure 4.30 also revealed some structural changes with regards to Teacher 10's elements. These elements included the following in order of level of difference from the least to the most: E3 (78.1%), T1 (78.1%), T3 (71.9%) and I1 (68.8%). Regarding the associations made for E3 in both grids, we see that at the beginning of the study, E3 had a direct link with ideal self as a teacher at 91.1% match level. At the end of the study, E3 and ideal self were viewed to be similar at 87.7% match level. Regarding the decrease at match levels, Teacher 10 could not come up with a causal relationship, yet she stated the following:

Quotation 36:

Towards the end of our action research study, I attended a conference in Ankara. During the conference, I met many professionals and I felt I broadened my horizons. This might have influenced my perception of the features possessed by effective teachers.

We can follow the traces of this experience (see Quotation 36) in Teacher 10's perception of T1 between the beginning and the end of the study. In other words, at the beginning of the study, T1 had a direct link with ideal self as a teacher at 87% match level. However, at the end of the study, T1 was an isolated element. Unlike the beginning of the study, it was distant from effective teachers and ideal self as a teacher. Finally, with regards to the significant structural change observed in I1, we assume that Teacher 10 has clearer views regarding the distinguishing features of ineffective teachers compared to her views at the beginning of the study (see Figures 4.28 and 4.29 for the details of the links established for element I1).

4.3 Overall View of the Content of Personal Theories

The content analysis of the repertory grid data produced a total of 94 constructs at the beginning of the study and 98 constructs at the end of the study (see Table 4.1). As observed in Table 4.1, the content of personal theories might be analysed under 3 categories, these include:

- i) academic qualities of a teacher
- ii) teaching behaviours of a teacher
- iii) personal qualities of a teacher

Table 4.1

The Frequency of the Teachers' Construct Categories Regarding the Features that Lead to Teacher Development

CONSTRUCT CATEGORIES EMERGED FROM THE DATA	N1 *	N2 *	N3 *	N4 *
I. ACADEMIC QUALITIES				
i) Keeps him/herself up-dated (via seminars, teacher development programs and/or reading books, journals)	7	9	7	9
ii) Knows how to work in collaboration with others	5	5	4	5
iii) Has high proficiency in the language	4	4	-	2
iv) Has good knowledge of ELT	3	3	2	2
v) Open to learning the strengths and weaknesses of his/her teaching	3	3	1	3
vi) Reflective (combines theoretical knowledge with experiences in ELT	3	3	1	3
vii) Does research	2	2	-	2
viii) Determined to achieve personal aims	2	2	2	1
ix) Has self-discipline	1	2	-	-
x) Volunteers to take part in professional development activities	1	1	1	-
xi) Organised in keeping notes	1	1	-	-
xii) Likes coping with difficult tasks	1	1	-	1
xiii) Experienced	1	1	-	-
TOTAL	34	37	18	28
II. TEACHING BEHAVIOURS				
A. LESSON PREPARATION				
i) Plans each lesson in advance	8	8	6	2
ii) Considers students' needs, interests, and abilities	3	3	1	3
B. LESSON PRESENTATION				
iii) Helpful to students in explaining difficult tasks	2	2	2	-
iv) Uses comprehensible language for the students	1	1	1	-
C. CLASSROOM MANAGEMENT				
v) Has good control over students	2	2	1	-
vi) Skilful in using drama techniques	2	2	-	-
vii) Welcomes student-teacher interaction	2	2	1	2
D. INSTRUCTIONAL TECHNIQUES				
viii) Open to applying new teaching techniques	5	5	3	4
ix) Uses extra materials	5	5	5	3
x) Uses constructive error correction techniques	2	2	1	-
TOTAL	32	32	21	14

III. PERSONAL QUALITIES				
i) Friendly	4	4	-	-
ii) Has a sense of humour	4	4	3	3
iii) Punctual	3	3	-	1
iv) Active	3	3	1	-
v) Creative	2	3	2	2
vi) Extrovert	2	2	-	-
vii) Good leader	1	1	-	-
viii) Modern	1	1	1	-
ix) Flexible	1	1	1	1
x) Honest	1	1	1	-
xi) Good listener	1	1	1	1
xii) Has a balanced personality	1	1	-	-
xiii) His/her self-confidence does not irritate others	1	1	-	-
xiv) Doesn't think that marriage is a barrier to self-development	1	1	-	-
xv) Hard working	1	1	1	-
TOTAL	27	28	11	8
GRAND TOTAL	93	97	50	50

Note: * N1 = The frequency of teachers with constructs at the beginning of the study

N2 = The frequency of teachers with constructs at the end of the study

N3 = The frequency of rank order (1 – 5) priority at the beginning of the study

N4 = The frequency of rank order (1 – 5) priority at the end of the study

At the beginning of the study, 34 out of 93 constructs fall into the first category (i.e., academic qualities); similarly, 32 fall under the second category (i.e., teaching behaviours), and 27 under the third category (i.e., personal qualities). At the end of the study, however, we see an increase in the number of constructs cited in the grids. As can be observed in Table 4.1, this change is realised in the form of adding new constructs to the system. (Teachers 1 and 8 – see Sections 4.2.1.2 and 4.2.8.2). Two out of 3 of these changes in the form of addition belong to the first category (i.e., academic qualities) and 1 belongs to the third (i.e., personal qualities). Of the 2 changes that occurred in the first category, 1 belongs to the construct (i) *keeps updated*, and the other belongs to (ix) *has self-discipline*. The only change that has occurred in the first category belongs to the construct (v) *creative*. In the second category, however, no changes are observed even when we consider the situation at the end of the study. We should also mention that the changes observed in content were not totally in the form of adding new constructs into the whole system, but in the form of attaching new meanings to the already formed labels. This kind of change is reflected in Quotations 5 and 7 (see Section 4.2.3.2), and Quotation 20 (see Section 4.2.7.3).

At the end of the study, although we observe a small number of content-wise changes, the changes made in the rank-ordering of the five most important constructs are revealing (see Table 4.1). For instance, of the 3 main categories established at the beginning of the study, the constructs that fall under the second category (i.e., teaching

behaviours) have been given the highest priority. This is followed by the first category (i.e., academic qualities), and the third category (i.e., personal qualities) respectively. However, at the end of the study, we see a decrease in concern in the second and third construct categories, but an increase in the first category. Each of the 3 construct categories (see Table 4.1) will be discussed separately in order to be able to analyse the general nature of the changes in the content of teachers' personal theories in terms of the features that lead to development.

4.3.1 The First Category: Academic Qualities

As illustrated in Table 4.1, (i) *keeps updated* in the first category has been the most frequently mentioned feature that leads to development both at the beginning and at the end of the study. That is, at the beginning of the study, while 7 out of 10 teachers cited this construct, at the end, all except one includes this construct in their grids. This is followed by the construct (ii) *knows how to work in collaboration with others*. At the beginning of the study, this construct attracted the attention of 4 teachers in rank-ordering; however, at the end, this number totalled to 5.

A change in the form of an increase in frequency of citation is also observed in constructs (v) *open to learning the strengths and weaknesses of their teaching* and (vi) *reflective (combines theoretical knowledge with experiences in ELT)*. Moreover, at the beginning of the study, although the constructs (iii) *has high proficiency in the language*, (vii) *does research*, (xii) *likes coping with difficult tasks*, and (xiii) *experienced* have not been given any priority in rank ordering, at the end, they have been cited among the five most important features that lead to teacher development (see Table 4.1). The reasons behind this kind of change in the teachers' perspectives are revealed in Quotations 4 (see Section 4.2.2.3), 5 (see Section 4.2.3.1), and 34 (see Section 4.2.10.2).

At the end of the study, we also see low ranking for the constructs (viii) *determined to achieve the aims of the institution* and (x) *volunteers to take part in professional development activities*. The rank-order priority given to construct (iv) *has good knowledge of ELT* remained stable; that is, this construct has not gone through any change. Finally, we observe that the constructs (ix) *has self-discipline* and (xi)

organised in keeping notes have never been included in rank ordering among the five most important constructs.

4.3.2 The Second Category: Teaching Behaviours

As observed in Table 4.1, the second category consists of ten constructs that the teachers in the study think lead to development. There is a change in the frequency of high rank ordering as a result of decrease or increase in concern for the constructs. We observe the first kind of change (i.e., a decrease in the frequency of mention in rank-ordering) in constructs (i) *plans each lesson in advance* (from 6 to 2), (ix) *uses extra materials* (from 5 to 3), (iii) *helpful to students by explaining difficult tasks* (from 2 to 0), (iv) *uses comprehensible language for the students* (from 1 to 0), (v) *has good control over students* (from 1 to 0), and (x) *uses constructive error correction techniques* (from 1 to 0). The latter kind of change (i.e., an increase in the frequency of mention in rank-ordering) is observed in constructs (ii) *considers students' needs, interests, and abilities* (from 1 to 3), (vii) *welcomes student-teacher interaction* (from 1 to 2), (viii) *open to applying new teaching techniques* (from 3 to 4). We also notice that the construct (vi) *skilful in using drama techniques* has never been given priority in rank-ordering.

4.3.3 The Third Category: Personal Qualities

This category consists of 15 constructs, which have been perceived to be the lowest in priority by teachers in the study (see Table 4.1). That is, 6 out of 15 constructs have never been rank-ordered as one of the five most important constructs in terms of teacher development both at the beginning and at the end of the study. These 6 constructs included: (i) *friendly*, (vi) *extrovert*, (vii) *good leader*, (xii) *has a balanced personality*, (xiii) *his/her self-confidence does not irritate others*, and (xiv) *never thinks marriage is a barrier to self development*. In addition to this, 4 out of 15 constructs remained stable: (ii) *has a sense of humour* (3 – 3), (v) *creative* (2 – 2), (ix) *flexible* (1 – 1), and (xi) *efficient listeners* (1 – 1). Moreover, 3 of the constructs have undergone a change in the form of a decrease in concern. These 3 constructs include: (iv) *active*, (viii) *modern*, and (x) *honest*. Finally, there has only been 1 change in the form of an increase in concern: the construct (iii) *punctual* (from 0 – 1).

On the whole, we observe that at the beginning of the study, the 10 teachers in the study seem to give the most priority to the following constructs with regards to the features that lead to development:

- Keeps him/herself up-dated (7 teachers)
- Plans each lesson effectively (6 teachers)
- Uses extra materials (5 teachers)
- Knows how to work in collaboration with others (4 teachers)
- Open to applying new teaching techniques (3 teachers)

However, at the end of the study, we observe the following constructs to be rank-ordered as one of the five most important features that lead to development:

- Keeps him/herself up-dated (9 teachers)
- Knows how to work in collaboration with others (5 teachers)
- Open to applying new teaching techniques (4 teachers)
- Open to learning the strengths and weaknesses of their teaching (3 teachers)
- Reflective (combines theoretical knowledge with experience in ELT) (3 teachers)
- Considers students' needs, interests, and abilities (3 teachers)

When we analyse the constructs mentioned above, we see that *keeps him. herself up-dated*, *knows how to work in collaboration with others*, and *open to applying new teaching techniques* retain their priority at the end of the study with an increase in concern. We also observe that the constructs *uses extra materials* and *plans each lesson effectively* have been replaced by the constructs *open to learning the strengths and weaknesses of his/her teaching*, *reflective*, and *considers students' needs, interests, and abilities*. We find the above mentioned change in the teachers' choice important since the intended messages conveyed with these constructs are in line with the philosophy of the teacher development that our study has been based on (see Sections 1.2, 2.3, and 5.1).

4.4 Overall View of the Structure of Personal Theories

The structure of the personal theories as identified through Exchange Grid Analysis indicates the nature of changes in the structure of personal theories held by the teachers in our study. Contrary to the very few changes observed in the content of personal theories (see Section 4.3), the structural changes are considerable.

Table 4.2 presents the number of personal constructs held by each teacher both at the beginning and at the end of the study (see Section 4.3 for the discussion of the changes in the form of addition as highlighted in the second column). Moreover, it presents the number of structural changes that each teacher has gone through. Finally, it reflects the changes in the teachers' construction of self and ideal self as teacher between the beginning and the end of the study.

Table 4.2

The Structural Changes in Personal Theories Between the Beginning and the End of the Study

Teacher	Frequency of Constructs		Frequency of Constructs with Significant Structural Change	Self	Ideal
	A *	B *			
1	8	9	1	78.1	95
2	9	9	6	69.4	83.3
3	8	8	6	78.1	96.9
4	10	10	-	85	100
5	10	10	4	85	95
6	9	9	1	91.7	94.4
7	11	11	4	88.6	95.5
8	10	13	4	95	97.5
9	10	10	3	87.5	90
10	8	8	2	90.6	96.9

Note: * A = At the beginning of the study
B = At the end of the study

When we analyse Table 4.2, we see that 31 out of 98 constructs obtained from the teachers show patterns of significant change at 80% cut-off point. Table 4.2 also illustrates that 9 out of 10 teachers' personal constructs show patterns of structural change. However, it is also observed that there is a degree of variation among those 9 teachers who experienced structural change. For example, while only 1 out of 8 constructs changed in one individual's grid (Teacher 10), 6 out of 9 constructs changed in another's (Teacher 2) (see Table 4.2).

As for the changes in the teachers' perception of self and ideal self as teacher, we see that 3 out of 10 teachers' construction of self as teacher (see the figures marked with an asterisk) changed at 80% cut-off point (see Table 4.2). The changes in the construction of the remaining 7 teachers are not significant at 80% cut-off point although 2 teachers (Teachers 4 & 5) are close to this level. Similarly, the changes in the teachers' construction of ideal self as teacher remain well below the significance level although one teacher's (Teacher 2) construction is close to 80% cut-off point. This obtained result is natural, as Ruddock (1988) reminds us "if we accept that practitioners' own sense of self is deeply embedded in their teaching, it should not be surprising to us that they find real change difficult to contemplate and accomplish" (p. 208).

4.4.1 Teachers' Construction of Constructs with Change

As indicated in Table 4.3, the constructs with structural change are mostly from the area of *teaching behaviours* (19). This is followed by *personal qualities* (8) and *academic qualities* (4) of a teacher respectively. When we look at the obtained results given in Table 4.3, we realise that there is not a single pattern of change in development. In fact, change seems to be a complex and a non-linear process. We also observe that change is highly variable within and across individuals. Moreover, we realise that constructs are both hierarchically and thematically organised within a person's whole construct system.

Regarding the constructs' hierarchical structuring, we see that, at the beginning of the study, 22 out of 31 constructs are loosely matched (a construct which lead to varying predictions, but which retains its identity; see Sendan, 1995), and the remaining

10 are tightly matched (a construct which leads to unvarying predictions; see Sendan, 1995). At the end of the study, however, we see that from 22 loosely matched construct clusters 6 remain to be a loose match, while the rest of the 11 become tightly associated construct clusters. Similarly, we notice that 6 of the 9 tight associations change into loosely associated constructs, while the 3 tight constructs remain as tight associations (see Table 4.3).

Regarding the thematic organisation of the construct clustering, we observe that none of the 19 themes established at the beginning of the study remain to be the same at the end of the study. We also observe that in two cases (constructs 6 & 20), the second link established at the beginning of the study replaces the highest link established (see Table 4.3). Finally, when we analyse the rank-order priority (1 – 5) to see whether the constructs with change are among those which were given high priority, we still do not find a specific pattern followed by the teachers. That is, we observe that 12 out of 31 constructs have never been cited as one of the five most important constructs.

Table 4.3

The Structural Links Established in Personal Constructs with Significant Change

Constructs with Change	Teachers with Change	Highest Link Established		Second Link Established		Rank Order Priority Given (1-5)	
		A *	B *	A *	B *	A *	B *
I. ACADEMIC QUALITIES							
1) Have a good command of English in speaking	T3	- Isolate (loose match)	- Always punctual for class (tight match)	- Attend all the seminars available - I have a good command of English in speaking	- Feel responsibility for students' success - Provide students with extra materials	5	1
2) Try to attend all the seminars available	T3	- Isolate (loose match)	- Isolate (loose match)	- I have a good sense of humour	- Flexible	2	3
3) Experienced	T7	- Isolate (loose match)	- I have out- going personalities (tight match)	- Are good leaders - Read articles from different sources	- Flexible	-	-
4) Read articles from different sources	T9	- Isolate (loose match)	- Isolate (loose match)	-	- Are good leaders - Read articles from different sources	5	-
II. PERSONAL QUALITIES							
5) Social	T1	- Isolate (loose match)	- Isolate (loose match)	- Friendly	- Know the language very well - Try new techniques in the classroom - I have a personalised style	-	-

6) Modern person	T3	- Isolate	- Provide students with extra materials (tight match) - Isolate	- Provide students with extra materials - Feel responsibility for students' success - Flexible when using the teaching order - Very efficient listeners	- Try to attend all of the seminars available	1	2
7) Help others as supporters	T5	(loose match) - Values others' points of views	(tight match) - Isolate	- Very efficient listeners	- Like to be corrected - Confident enough to give the addressee the feeling of must	2	4
8) Like to be corrected	T5	(tight match) - Isolate	(loose match) - Confident enough to give the addressee the feeling of must	-	- Help others as supporters	3	-
9) Very efficient listeners	T5	(loose match) - Isolate	(tight match) - Very organised in keeping notes	- Help others as supporters - Values others' points of views	- Like coping with difficult tasks - Determined to achieve their aims	4	3
10) Have a good sense of humour	T7	(loose match) - Isolate	(tight match) - Isolate	- Experienced	- Flexible	-	-
11) Are good leaders	T9	(loose match) - Isolate	(loose match) - Attends seminars	-	- Reads articles from different sources	-	-
12) Never thinks marriage can be a barrier for self-development	T9	(loose match) - Isolate	(tight match) - Isolate	-	- Believes in the importance of improving oneself - Like preparing extra materials from different sources	-	-

II. TEACHING BEHAVIOURS									
13) Organised in following the syllabus	T2	- Isolate (loose match)	- Welcome student-teacher interaction during the class (tight match)	-	-	-	1		1
14) Friendly approach	T2	- Welcome student-teacher interaction during the class (tight match)	- Isolate	-	- Do research	-	-	-	-
15) Deal with students	T2	- Creative (tight match)	(loose match)	-	-	-	-	5	
16) Applies different approaches	T2	- Makes connections with real life situations (tight match)	- Isolate (loose match)	-	-	-	-	4	
17) Welcome student-teacher interaction during the class	T2	- Friendly approach (tight match)	(tight match)	-	- Do research - Friendly approach	-	-	-	-
18) Creative	T2	- Deal with students (tight match)	- Applies different approaches (tight match)	-	-	-	4	-	
19) Feel responsibility for students' success	T3	- Uses teaching order strictly (tight match)	- Isolate	-	- usually late for class - needs to improve his speaking skills	-	3	1	
20) Provide students with extra materials	T3	(tight match)	(loose match)	- Modern - Flexible when using the teaching order - Feel responsibility for students' success	- Try to attend all of the seminars available	-	4	-	
21) Flexible when using the teaching order	T3	- Feel responsibility for students' success (tight match)	- Isolate (loose match)	- Modern - Provide students with extra materials	- Modern - Provide students with extra materials - Try to attend all of the seminars available	-	-	4	

22) Creates humour in class	T5	- Isolate	- Isolate	-	-	5	5
23) Use extra materials in class	T6	(loose match) - Isolate	(loose match) - Isolate	- Modify her approach when students experience difficulty - Teacher is in control of the fun in the classroom - Design activities based on students' needs - Teacher's language is comprehensible - Have out-going personalities	- Flexible in using the lesson plan	-	-
24) Flexible	T7	(loose match) - Isolate	(loose match) - Isolate	(loose match) - Isolate	- Have out-going personalities - Experienced	5	-
25) Does his/her best to have an interesting lesson	T7	(loose match) - Isolate	(loose match) - Isolate	(loose match) - Isolate	- Good at lesson planning - I have good knowledge of ELT - Try to understand students' needs - Have good knowledge of ELT - Keep themselves updated	4	-
26) Patient	T8	(loose match) - Isolate	(loose match) - Isolate	(loose match) - Prepares extra materials for the lesson	- Shows interest in students' problems - Has control over the class - Very active - Very creative	-	-
27) Show interest in students' problems	T8	(loose match) - Isolate	(loose match) - Isolate	(tight match) - Goes to class prepared - Has self-discipline (tight match)	- Patient - Prepares extra materials for the lesson	-	4

28) Always punctual	T8	- Isolate	- Isolate	- I has a sense of humour	- Patient - Prepares extra materials for the lesson	-	-
29) Have control over the class	T8	(loose match) - Isolate	(loose match) - Very active in class	- Shows interest in students' problems	- Creative	-	-
30) Use of extra material	T10	(loose match) - Isolate	(tight match) - Isolate	- Always prepared - Specialists of their fields - Helpful to students in understanding difficult tasks	- Always prepared for class	2	2
31) Not well prepared for class	T10	(loose match) - Specialists of their fields	(loose match) - Isolate	-	- Use of extra material	-	-
		(tight match)	(loose match)				

Note: * A = At the beginning of the study

B = At the end of the study

The patterns of change emerged out of our data indicate that the teachers go through a process within which they loosen or tighten their construct associations (i.e., phases of certainty/stability, and uncertainty/instability; Roberts, 1998) depending on the type of experience they have been involved in. This finding is not only in line with Sendan's (1995) study, but with some of the corollaries (e.g., fragmentation, organisation, & experience) of Personal Construct Theory (see Section 2.1.2). With regards to the nature of this developmental process, Bannister and Fransella (in Sendan, 1995) note the following:

Since movement and change are the very essence of the psychology of personal constructs, Kelly saw creativity as being cyclic phenomenon. It 'starts with loosened construction and terminates with tightened and validated construction'.... When we construe loosely we are flexible, perceive subtle possibilities, and tolerate ambiguities. Thus a scientist or person-as-scientist, who always indulges in tight construing, may have a massive concrete output to their credit. But they will never be able to produce new ideas, since creative thinking can only result from loosening the connection between constructs and realigning them in an unusual way. On the other hand, a person who thinks loosely all the time cannot be creative either, since they are unable to tighten up their ideas to the point where they come into clear focus and can be tested. It is by living through succeeding cycles of loosening and tightening that we develop ourselves and our understanding of the world around us. (p. 211)

4.4.2 Teachers' Construction of Self and Ideal Self as Teacher

Analysis of the element links in each teacher's FOCUSed grids both at the beginning and at the end of the study provides us with information regarding the teachers' construction of self and ideal self as teacher. It also indicates whether there is any difference between the teachers' construction of these elements at the beginning and at the end of the study (see Table 4.4).

As illustrated in Table 4.4, at the beginning of the study, the element self as teacher generally has only one, and in two cases (Teachers 3 & 4) two significant links with the other elements in the grids at 80% cut-off point. At the beginning of the study, the element self as teacher has never been linked to ineffective teachers. However, five out of ten teachers associated themselves either with typical teachers (Teachers 6 & 8) or were undecided about themselves; that is, they placed self as teacher in isolation (Teachers 5, 7, 10). When we analyse the second element links of these three teachers who placed themselves in isolation, we see that two of them associated self as teacher either with only typical teachers (Teacher 10) or viewed themselves as holding both

effective and typical teachers' qualities (Teacher 7). Although, the remaining teacher (Teacher 5) seems to view self as a teacher close to ineffective teachers, in Quotation 14 (see Section 4.2.5.1), she pointed out that she, in fact, on some occasions, perceives ineffective teachers as sources of learning on certain areas in her teaching (see Section 4.2.5.1 for the areas she views self and ideal self as teacher similar to ineffective teachers).

Table 4.4

Teachers' Construction of Self and Ideal Self as Teacher

Teacher	Self as Teacher				Ideal Self as Teacher			
	Highest Link		Second Link		Highest Link		Second Link	
	A *	B *	A *	B *	A *	B *	A *	B *
1	E3	T3	E1 E2	-	E1 E2	E1	E3 Self	E2
2	Ideal	Isolate	-	E3 T2	Self	E2	-	-
3	T1 E1	Isolate	E2 Ideal T2	E1 E2 E3 Ideal	E2	E1	T1 E1	-
4	E2 E3	Isolate	E1	Ideal E1 E2 E3	E1	E1	E2 E3 Self	E2 E3 Self
5	Isolate	Isolate	I1 I3 T1 T2	E2 Ideal T1	T1	T1	T2	Self E2
6	T1	Isolate	T2	T1	Isolate	Isolate	E1 E2 E3	T2
7	Isolate	Isolate	E1, E2, E3 T2, T3	T1	Isolate	Isolate	E1 E2 E3	E1 E2 E3
8	T2	T2	T3	E3	E3	E2 T3	E2	T1 E1
9	Ideal	E3	-	-	Self	E1	-	E2
10	Isolate	Isolate	T1	-	E1 E2	E1 E2	-	E3

Note: * A = At the beginning of the study
B = At the end of the study

In addition to the above mentioned element links established, Table 4.4 reveals that two out of ten teachers construed themselves to be very similar to the teachers they classified as effective (Teachers 1 & 4). It is also indicated that while one teacher viewed self as teacher as being the combination of effective and typical teachers

(Teacher 3), the remaining two teachers out of ten (Teachers 9 & 2) perceived themselves to be very close to ideal self as teacher (the teacher they would like to be in the future).

As shown in Table 4.4, at the end of the study, self as teacher has only one significant link, and in two cases (Teachers 2 & 4) two significant links with the other elements at 80% cut-off point. At the end of the study, we also see significant changes at 80% match level in three teachers' (Teachers 1, 2, & 3) perception of self as teacher (see Table 4.2). That is, while at the beginning of the study Teacher 1 perceived self as teacher close to effective teachers, at the end, he related self as teacher to T3 (see Section 4.2.1.3 for his perceived need for development on certain areas of his teaching). Similarly, at the beginning of the study, while Teacher 2 viewed self as teacher close to ideal self as teacher, at the end, she placed self as teacher in isolation which had a link with E3 and T2 (see Section 4.2.2.3 for the areas she thinks she has to improve self as teacher). Moreover, at the beginning of the study, Teacher 3 viewed self as teacher as the combination of T1 and E1, however, at the end, she placed self as teacher in isolation which had a link with all the effective teachers and ideal self as teacher.

Finally, although Teacher 8's perception of self as teacher seem to reflect no change, a detailed analysis of element links established reveal that she might also be regarded as having gone through a thinking (evaluation) process in terms of the qualities held by self as teacher. That is, loosely construed constructs (e.g., isolated constructs) might reflect that the person in concern has been going through a clarification process whereby s/he has tested his/her theories of his self/herself as teacher against the new experiences s/he has been involved in (Williams and Burden, 1997; Sendan in Roberts, 1998).

Regarding the teachers' construction of ideal self as teacher in relation to the way they have classified the teachers (Effective, Typical, and Ineffective), we see that, at the beginning of the study, five out of ten teachers (Teachers 1, 3, 4, 8, & 10) viewed ideal self as teacher very close to effective teachers. Out of the five remaining teachers, two (Teachers 2 & 9) construed ideal self as teacher similarly to self as teacher, and two (Teachers 6 & 7) placed ideal self as teacher in isolation which had direct links with effective teachers, and only one (Teacher 5) had the highest link with a typical teacher

(T1). When we consider the teachers' second links, we do not observe any change as compared to their first established links. That is, still the same number of teachers (7) established links with effective teachers and one with typical teachers, while three had no second links (see Table 4.4).

Similarly, at the end of the study, we see that eight out of ten teachers' (Teachers 1, 3, 4, 5, 6, 7, 8, & 10) perception of ideal self as teacher remained the same, while the two teachers (Teachers 2 & 9), who construed ideal self as teacher very close to self as teacher, changed their views of ideal self as teacher to E2 (Teacher 2) and to E1 (Teacher 9). Therefore, we may conclude that although the teachers ideal self as teacher (i.e., role models) seem to remain stable, their perception of self as teacher is open to change. The structural changes that our data suggest in the teachers' construction of self as teacher is consistent with Sendan's (1995) study about student teachers' thinking processes. It is also compatible with Lennon and James' (1995) findings regarding changes in the teachers' construction of ideal self as teacher, especially with regards to the degree of variation observed between individuals.

4.5 Evaluation of the Teacher Development Program

In this section, we present the analysis of the responses given to the Course Evaluation Questionnaire (CEQ) and the Self-Assessment Questionnaires (SAQ) I and II. In our analysis, we used the opinions expressed in both the teacher diaries and the follow-up interviews. We utilised the questions in the CEQ as a framework for the analysis of the information obtained. We also used the ideas expressed in the SAQs I and II to support and/or exemplify the ideas stated or the conclusions drawn. Since the CEQ consisted of two components (A,B) – as outlined in Section 3.6 – our analysis comprises two separate sections (Sections A and B):

4.5.1 Course Evaluation Questionnaire: Section A

The aim of this section was to elicit the teachers' opinion about the activities that they were offered in addition to the procedures they followed during our Teacher Development Course. To achieve our aim, we asked the teachers to rate their degree of agreement on the usefulness of the employed activities and procedures using a 5-point scale. They were also asked to comment on the reasons for their ratings.

1) Activities Offered for the Acquisition of Attending

Attending is the ability to make someone feel well listened to. It involves silent, but active listening. With these activities, we aimed to have the teachers become aware of how qualities such as interest, negative evaluation, and impatience are signalled within communication (see Section 3.4.1.1). The starting point of the activities was to enable the teachers to ponder over the procedures in making the Speaker feel actively and supportively listened to. Then, they were encouraged to develop their attending ability by the tasks comprising the procedures elicited during the initial discussion..

Engagement in such activities was found beneficial by all ten teachers. The analysis of the teacher comments expressed both in the CEQ and in the teacher diaries supported the teachers' ratings as well. Firstly, the teachers stated that the activities on body language helped them to realise that during communication the non-linguistic

signals that we send each other have an important function in the comprehension of our messages by others. Regarding this awareness, the teachers note the following:

I think I have become more aware of the body language of other people and myself. And I started to analyse whether people's behaviours fit the messages they want to convey.
(Taken from a CEQ)

... from then on, I started to realise other's body movements and their meanings. In addition to this, I began controlling my actions. I tried to learn some useful gestures and mimics in order to be more effective while listening or speaking to someone. (Taken from a teacher diary)

The comments taken from both the CEQ and the diaries also indicate support for our assumption that the abilities gained during the course have not only helped them develop their personal relationships, but also in their teaching situations. That is, as shown in the teacher comment below, the teachers seemed to link the ideas springing from the activities they were engaged in during the course to their teaching situations:

It is also important in the classroom atmosphere, I guess. Because in class the students are Speakers and we teachers are Listeners. So if we cannot use our body language properly, our reaction may be demotivating for our students. (Taken from a CEQ)

2) Activities Offered for the Acquisition of Reflection

All the teachers indicated that they found the activities (see Section 3.4.1.1) offered very useful. The justification of the teachers' ratings relied on two reasons. First of all, they stated that practising the role of an Understander and a Speaker helped them to gain new skills. For example, they pointed out that as Understanders they learned how to listen to and observe the feelings of the Speaker. Similarly, they mentioned that, as Speakers, they formed the habit of identifying and verbalising feelings, in addition to self-questioning and self-monitoring their teaching theories in practice (SAQ-II, Question 2). Thus, we can argue that within our action research cycle, we achieved our aim in helping the teachers to acquire the skills to work as an Understander and a Speaker. Secondly, the teachers stated that involvement in reflection activities helped them to identify the areas of their teaching they were happy with, or the areas of their teaching they felt they needed improvement. Moreover, the teachers pointed out that they also became aware of their students' feelings and needs (CEQ and SAQ-Question 1).

We found the above explanations important, as we believe that the first step in teacher development is the exploration of the components of the working environment; this includes students' needs and expectations, teachers' teaching behaviours, in addition to the procedures employed in different units in the institution like the Material Production Unit or the Testing Office.

3) Activities Offered for the Acquisition of Focusing

The teachers pointed out that they found the activities useful as the Focusing activities (see Section 3.4.1.1) clarified them the ways to choose a focus to explore and/or to evaluate the situations concerned:

These activities really helped me in looking at my puzzle from different view points. They gave me a chance to enlarge my perspective about the situation or the problem. (Taken from a teacher diary)

No class is the same as the other one, no other problem requires the same solution. We should evaluate each and every problem in its own uniqueness. (Taken from a teacher diary)

I found the focusing activity very useful. Because I noticed that it could be used in any problem, either for problem identification or evaluation. (Taken from a CEQ)

Moreover, the teachers pointed out that the Focusing exercises helped them to become aware of their own perceptions of a situation in concern or themselves as individuals which otherwise might have been overlooked:

When I read it first, I didn't believe that something like this would happen! In the "focusing" activity, I really realized some particular details in my own ability.
(Taken from a CEQ)

During the focusing activity, when I talked about my ideas and experiences about my reading classes last year, I found contradictions in my ideas and beliefs.... This is a way to understand myself and others. Moreover, it's a way to help others, too.
(Taken from a teacher diary)

4) Activities Offered for the Introduction of Data Collection Techniques: PEER OBSERVATION

Although one teacher stayed neutral, nine teachers (6 very useful, 3 useful) claimed that the activities (see Section 3.4.1.3) were beneficial. The justification for the teachers' ratings relied on four reasons. First of all, the teachers stated that they became aware of the two principles behind observation:

- i) without a focus, an observation cannot take place
- ii) the procedure used in an observation depends on the type of data to be dealt with.

In relation to the principles mentioned above, the teachers noted in their diaries that:

If the specific focus is identified before the observation, the Speaker gets the data she wants.

For the Understander, a checklist (structured or semi-structured) can be a guide. For example, if a colleague wants me to focus on her error correction strategies, and if I don't have a checklist, I may have difficult times during the observation as I may not remember all the techniques that can be used to correct student errors. But if I have a checklist, it can remind me the details to focus on.

The second point raised was related to checklist preparation. The teachers stated that they became aware of the fact that the first step in designing a checklist was to articulate precisely the sub-questions to be explored related to the main problem/puzzle identified. For us, this cognisance is very important in carrying out action research as it not only helps the teachers to narrow down a topic, but also helps them to collect the sort of data they want to deal with. However, at the beginning, this process was not problem free for the teachers as reflected in the following extracts taken from the teacher diaries:

My Understander and I had a problem in deciding what to focus on (what behavior; student or teacher; verbal or non-verbal). It seems that preparing a checklist is a rather difficult job.

We were asked to identify a specific problem from the video tape and design a checklist on the specific point. First, seemed quite easy but I realized that it wasn't that easy.

Yet, the more whole-group and pair discussions we did, the more confidence the teachers gained in articulating a focus and preparing checklist accordingly. The following teacher comments support our conclusion:

I think I can prepare a better one next time. At least, I have found out how to design a checklist for a specific problem. (Taken from a teacher diary)

I used two different checklists. At least, I was competent in preparing a checklist related to my own situation. (Taken from a CEQ)

Thirdly, the teachers stated that the video activity helped them to appreciate the importance of familiarising oneself (as an Understander) with the checklist to be used before the observation. Regarding this, the teachers noted the following:

Then, we watched a sample and we were asked to identify the language the teacher used utilizing the checklists we were provided. I found this a bit difficult. Because I couldn't get used to the checklist. So I understood that we have to know the checklist well before observing a friend. This made me understand my role better as an Understander.

Before the observation, the Understander should go through the checklist with the Speaker so as to get used to the checklist to be used. For example, one group used the statement "I planned the time appropriately" in their checklist. This statement was a little bit vague for us. We thought it might either refer to the "wait" time given to the students right after the instruction or to the time given for the task completion. So, in order to avoid any misunderstandings, it is necessary that both the Understander and the Speaker get together and clarify such ambiguous statements.

Finally, the teachers stated that they found the activities useful as the activities not only helped them to become aware of the disadvantages of the techniques used in peer observation, but also helped them to come up with ways of avoiding those disadvantages. The following statements taken from the teacher diaries support the teachers' explanations stated in the CEQ:

I guess a structured-checklist may limit the things we would like to voice as Understanders. Maybe we should leave a space for the Understanders to take notes as these might be more helpful in order to have a better understanding of the meanings of the "ticks" or the "crosses" used.

When you bring a video camera into the classroom, your students and you yourself will start to act. This is unavoidable. To minimize this handicap you will have to make your students accustomed to a camera filming them.

One advantage of audio-taping is the transcription process. As it might be time-consuming and boring for the researcher. And also, in the case of audio-recording, non-verbal communication would be totally ignored.

5) Activities Offered for the Introduction of Data Collection Techniques: QUESTIONNAIRES

All the teachers pointed out that they found the activities (see Section 3.4.1.3) useful as they had almost been fully engaged in the process of using questionnaires to collect data. Referring to this experiential process, one teacher makes the following remark:

Actually we were given a task of evaluating a bunch of questionnaires in groups. All groups evaluated the questionnaire in every aspect. Whole class discussion was great. It was a good way of learning for us. We were all involved in the task before, during and after the task completion. (Taken from a teacher diary)

We observed similar remarks in their CEQs:

I found examining some authentic samples very useful.
Both the discussions and the preparation stages were highly gainful.

6) Activities offered for the Introduction of Data Collection Techniques: INTERVIEWS

All the teachers stated that they found the activities (see Section 3.4.1.3) useful as the activities helped them to become aware of the main points to be considered when using interviews as a data collection tool:

We can either note down or record the answers of an interview, but the best and the safest way is to do the both. First of all, if anything goes wrong with the recording our notes can be of help to us. Secondly, using the recording, we can get detailed information as to what was important to the interviewees. (Taken from a teacher diary)

Finally, the teachers mentioned that the activities helped them to rationalise the use of follow-up interviews after collecting data through questionnaires. The following comments taken from the teacher diaries support the teachers' explanations as stated in the CEQ:

Follow-up interview is very important. Because the interview help the researcher to get detailed data. For example, some words might have different meanings for some people. So, by asking the interviewee what s/he meant with a specific word, understanding and evaluating the data will be more reliable.

A semi-structured interview would help a lot in order to identify some uncertainties or vague points in our questionnaire through probing, an opportunity for us to bring particular issues in discussion.

7) Activities Offered for the Introduction of Data Collection Techniques: DIARY KEEPING

Although one of the teachers stated that she did not find this component of the course useful, the rest of them indicated that keeping diaries was useful for them (4 very useful; 5 useful). We believe that we have achieved our aim regarding the use of diaries as a learning tool (see Section 3.4.1.3). The following teacher comments taken from a CEQ support our belief:

Keeping a diary helped me to examine my attitudes and self-correct my misbehaviours.

I read my diary again a few days ago. I really could understand the aim of the activities we did better now than before.

While writing into my diary, I had the chance to review the things we learnt and experienced in the sessions. So, this was, in a way, interpreting or judging the things we learned together with our teaching, students and the materials we use.

Moreover, the teacher diaries served as a means of immediate feedback for us to evaluate the teachers' uptake of the course components. For example, while the teachers were experiencing the roles of an Understander and a Speaker, we realised from the teachers' comments that they needed some more activities to get used to their roles. Hence, we provided them with some additional experiential activities (see Section 3.4.1.3) to help them conceptualise the features of their roles. In addition to this, the teachers were provided with some supplementary input and time for discussion when designing their data collection tools.

Finally, we can conclude that this tool served to build up a relationship of trust between the researcher and each individual teacher, which is one of the objectives of this study:

It is mostly through this channel of communication that we discover which teachers are nervous or lacking confidence in trying out new ideas and/or suggestions. And, in turn, we take action steps to lower their anxiety levels. (Taken from the researcher's diary)

As indicated by one of the teachers, one undeniable drawback of this process was the extra time and effort expected from the teachers to devote. The teacher, who said she did not find keeping diaries useful, indicated that she could not benefit from diary keeping as much as she wanted because of time constraints. On reflection of the teacher's comment, we realised that we should have encouraged that teacher more towards keeping diaries by making her aware of the advantages of the writing process in enabling her to reflect on and hence process both the course input and the experiences gained.

8) Organising and Presenting a Seminar or Workshop

Although one teacher stayed neutral, nine teachers indicated that they found organising and presenting a seminar or workshop very useful. When explaining the reasons why they found this component of the course useful, the teachers referred to five bases:

i) The teachers stated that they became aware of the features of team work, such as the importance of sharing and exchanging ideas, taking responsibility, and encouraging one another. The following extracts taken from teacher diaries support the teachers' ratings and their comments expressed in the CEQ:

We reported the information that we got from different sources. Then, what we needed was to organize the information. This was the greatest advantage of group work. Sharing information to form the whole.

In these tasks, I especially liked the cooperation among us. Each group member was aware of her responsibility and we shared the information discussing the topics in detail. We learned a lot from each other.

I think I'm lucky because my group members are aware of their responsibilities. In a group work, I believe that the most important thing is sharing responsibilities.

We believe the teachers' use of the phrases "sharing information and responsibilities" and "taking responsibility either to fulfil a requirement or to develop oneself" explicitly state that we achieved our aim in at least laying the grounds in the teachers of some of the features of development which we believe is a first step in establishing a "culture of empowerment" (Edge, 1993) based on reflective self-awareness and collaboration among parties.

ii) The teachers mentioned that this activity helped them not only to learn, but also to develop the ability to present the information in concern in front of an audience. The following teacher comments taken from the CEQ illustrates this point in detail:

The activities helped us overcome the fear of giving presentations. Besides, it was enjoyable listening to different topic.

Such activities broadened my perspective and made me feel self-confident.

iii) The process of preparation gave insights into some teachers as to the variety of styles that might be used when giving presentations to colleagues (Quotations 1 & 2), or when practising newly learned items in a classroom with students (Quotation 3):

They used the OHP very effectively. X prepared a C-test type OHT which made the audience participate in the presentation. This stated a good presentation example to me. What I wonder is that, would it be considered an imitation, if I use the same technique in my future presentations?

Most of us in the group read some of our notes instead of speaking out. This, I felt, bored the audience. Using OHTs helps a lot. The next time I give a presentation, I won't do the same thing. Anyway, it was a good experience.

I realized that other people can inspire creativity in our teaching... One member of the group suggested that we should present the seminar in a game-like session. We also prepared note-pads for the audience to actively involve them in the listening. After this experience, I started to think about my own teaching. I don't use games in my classes, and I think I should use them.

iv) The following quotations taken from the teacher diaries show that the teachers consider involvement in organising and presenting a seminar or workshop is useful for them to become aware of their own strengths and weaknesses:

This was a good experience. It helped me a lot to look over my strengths and weaknesses, and awakened a sense of awareness in me.

Even we ourselves sometimes do not know how much we know or how much we've learned. But, when you try to tell it to someone else, it becomes clearer to us. As we're telling it, the listener asks questions and responds to what we are saying, and this helps us to realize how much we know. As a result, I became happy and encouraged.

v) The teachers stated that they viewed this activity as a learning tool both as listeners (Quotations 1 & 2) and as presenters (Quotations 3 & 4). Related to this aspect, the teachers noted in their CEQs that:

This activity combined the literature review and the group members' opinions and experience. For this reason, presentations were very informing for me.

I enjoyed listening to other's presentations because each presentation helped me a lot in checking my own presentation. I can evaluate mine and better prepare myself for future ones.

I learned a lot when preparing my workshop because I had to read, write, and discuss some points with colleagues.

One learns more when presenting a topic. It was the best part of the program.

Drawing on the points mentioned in this section, it can be argued that this preparation process not only laid the grounds for teachers a collaborative working atmosphere, but also resulted in an increase in teacher awareness of their own strengths and skills, appreciation of the strengths and skills of others, and confidence in their capacity to empower themselves.

9) Working as a Speaker/Understander Throughout the Action Research Cycle

All the teachers indicated that they benefited from working collaboratively with a colleague during their action research cycle. The teachers emphasised two of the stages of an action research cycle when explaining the reasons why and when they found working as a Speaker and Understander useful.

The first stage emphasised was the problem identification stage. That is, the teachers mentioned that they gained a lot while working with a colleague during the process of exploring their own situations. The following extracts taken from the CEQ illustrate why this collaboration among teachers was useful to them at this stage:

When you think on your own, there may be some lacking points that you can't think of. Thus, discussion with your partner is helpful.

My Understander helped me to see the points which I could not have recognized.

The Understander can indirectly pinpoint the areas the Speaker has missed. It was a learning experience for both of us about our teaching.

The second stage that the teachers found working with a colleague useful was the evaluation stage. The teachers rationalised their view by stating that the reflection sessions was of help to them not only in arriving at conclusions, but also in becoming aware of the details of the situation dealt with. The following quotations from the CEQ represent their satisfaction:

Audio-tapes and checklists helped us up to a certain level in order to be aware of the class and the students. However, reflection sessions held after the observation with the Understander is of great help for the Speakers as they have the chance to elaborate on certain issues.

It wasn't like giving/getting feedback. But more than that. We reflected on certain topics cooperatively. There was no boss.

Getting together with my Understander after each observation helped me understand my weaknesses and strengths.

Moreover, the teachers, commenting on their experiences as a Speaker, were able to link the ability they gained during the process of working with a colleague to their everyday life situations, which was one of the aims of the study:

Talking about my experiences as a Speaker. I can say that it was nice to be listened to because this way I heard my thoughts and learned some of the things better as I had to tell the things in a clear way so as to make my Understander capture my ideas better. As a Speaker, in my opinion, we should train ourselves on speaking to the point. That would help us both as a teacher and as a human being since we always have a listener in way or another, i.e., student, friend, etc.

(Taken from a CEQ)

10) Writing an Action Research Project

Although one teacher stated that she did not favour project writing, nine teachers indicated that writing action research project papers was useful in developing their writing skills as EFL teachers. This is expressed in the following two quotations taken from the CEQ:

To write such a project, I used my background information, read some articles, and reflected on my findings which all helped me to improve my academic skills.
It's a reflection of what I have experienced. In other words, this is the outcome of the study.

The teacher, who said that she did not favour project writing, stated in her CEQ that she “experienced a lot of difficulty in putting all the staff together.” The same teacher also pointed out that she could not understand the rationale behind project writing when feeling the improvement in herself. We found the teacher's comment appropriate as we could not provide the teachers with some examples of action research projects to be taken as a model. We assume that we will not encounter comments of this type at the end of courses to be given in the future as we would already have established an action research project bank.

4.5.2. Course Evaluation Questionnaire: Section B

In this section, we asked the teachers two open-ended questions related to the future implications of the teacher development course. With these questions, we aimed to elicit the teachers' opinions about the strengths and weaknesses of the teacher development course in general.

1) The Strengths of the Course

The teachers' identification of the strengths of the course covered three main areas:

- i) the atmosphere created during the sessions
- ii) the procedures employed to run the course
- iii) the abilities and the concepts the teachers gained at the end of the course.

i) The Atmosphere Created During the Course

The teachers stated that they liked the non-threatening participatory atmosphere created among the course participants as this atmosphere helped them feel secure when dealing with an unfamiliar task:

Because there was no formal evaluation of our teaching, the atmosphere was relaxing. So I felt comfortable when talking to my colleague about the problems in my teaching.
(Taken from a CEQ)

This opinion arrived at by the teachers support our argument that in teacher development programs special attention must be paid to make the teachers feel that teachers and teacher development unit staff are colleagues on equal terms complementing each other. In other words, teacher development unit staff members are to ensure that they do not impose their own ideas and/or beliefs on the course participants taking on superior roles. In contrary, the teacher trainers should conceptualise the fact that one cannot develop someone, but one can only develop from where s/he is (Edge, 1992; Wallace, 1991). This notion implies showing the teachers

the ways to engage in their own evaluation: “ a type of evaluation which insists on personal responsibility and interpersonal respect for diversity” (Edge, 1993, p. 129).

ii) The Procedures Employed to Run the Course

Within this category, the teachers found three points worth mentioning. First of all, they stated that having been given the responsibility of informing the group members about certain topics and doing preparations accordingly helped them a lot in furthering their own development:

Preparing and presenting workshops/seminars with my small group was the best part of this program because that was the part I learned the most. (Taken from a CEQ)

Secondly, the teachers mentioned that they found the participant-oriented nature of the sessions beneficial as they could find answers to their questions at the right time. Regarding this point, the teachers noted the following:

The sessions were flexible. That is, we could raise our individual questions without feeling threatened and we could discuss and try to find solutions whenever we needed.

You feel you are doing something for yourself, and this motivates you to further your development.

I gave a lecture, I was active. My ideas were asked and were considered important. There was no tension or stress.

Finally, the teachers agreed strongly with the usefulness of establishing cooperation among colleagues during a teacher development course. They rationalise their reviews as indicated in the following quotations taken from the CEQ:

It is a variety in your professional development. This time you work with your colleagues, not just with your advisor, books, or articles. It's a chance where you can share, cooperate, and collaborate with other teachers. Moreover, with your colleague you observe, evaluate, and develop yourself. It's a different perspective in your teaching life.

We became closer friends within the group. We improved ourselves cooperatively.

We assume that the teachers' conclusions support the postulate that working with a colleague in an action research cycle releases the tension when facing the problematic realities of one's own teaching (Nunan, 1989).

iii) The Abilities and the Concepts the Teachers Gained at the End of the Course

The third and the final area of the strength of the course was related to the outcome. The following quotations from the CEQ reflect the skills gained at the end of the course:

I believe the course was very useful. You learn many things. You read articles. You try to assess and understand yourself, your feelings, and thoughts. Have you got any problems? Is what you do correct? Should you change yourself? How can you improve yourself? Those sessions make you think of yourself.

The program helps one to see his/her own inefficiencies, mistakes, and virtues as well. It helps to develop teaching skills, improve in reading and writing, and gain self-confidence.

It teaches us how to take action steps to solve a problem and deal with it.

2) The Weaknesses of the Course

The teachers' identification of the weaknesses of the course covered two domains. These weaknesses included the participants' need for

- iii) an action research project bank,
- iv) individual feedback given by the researcher to the teacher comments expressed in the teacher diaries.

i) An Action Research Project Bank

Before asking the teachers to write their projects, we provided them with an article which presented ways of writing action research projects (Clarke et al., 1993). This article included information as to how to state the points of interest to the reader, and how to analyse the data to arrive at context-specific conclusions, etc. In addition to this article, we provided the teachers with an action research project plan which demonstrated possible ways of organising an action research project (see Appendix II).

The CEQ revealed that three teachers did not find these information-based texts adequate, but in contrary, had the need to examine some action research project samples to find out how the information is presented in practice:

Some studies that were carried out can be shown as a model for the teachers so that we could know whether we are doing the right thing or not. (Taken from a CEQ)

This deficiency of the teacher development course, which led to some confusions among some of the teachers as to what style to employ when writing action research projects, will be conquered in the following years, as we will have established an action research project bank using the ones handed in this year.

ii) Individual Feedback Given by the Researcher to the Teacher Comments Expressed in the Teacher Diaries

One of the dangers of using diaries as a learning process in teacher education and development is that “the relationship between journal writer and responder could get out of control in the sense that a trainee might expect more emotional involvement and support from the trainer than the latter can give” (Rinvolduri in Haill, 1990, p. 9). In our study, we experienced a similar situation as stated in the following extract by one of the teachers:

I would have liked some more detailed individual feedback on the diary I give. I would have especially wanted to learn whether my ideas or my conclusions were what we were expected to achieve. (Taken from a CEQ)

During our teacher development course, instead of giving individual feedback to the teachers regarding their uptake of the course components, we, in most cases, gave general feedback as how to be more involved in both reflection-on-action and reflection-in-action. That is, we reminded the teachers that the aim of using diaries in this course was to engage them in a process of reflection-on-action and reflection-in-action. In order for the teachers to achieve their goals they not only had to focus on what had been useful and why it was useful, they had to pose solutions to their identified problems. We also showed them some examples of “reflective” as well as “non-reflective” statements focusing on the features that make statements reflective. Moreover, drawing on the feedback we got from the teacher diaries, we took action steps to remedy the problems the teachers mentioned regarding our teacher development course in terms of the content and procedures employed. This included allotting extra time to the teachers to process the course input and/or providing extra materials that the teachers needed.

Reflecting on the teachers' comments, we came up with the conclusion that there is nothing we can do to remedy the disturbance felt by the three participants as those teachers' needs contradict with our description of a teacher trainer's role. In our study, a teacher trainer's role is limited to a collaboration and advice rather than direction and control when providing assistance and support for individuals (see Section 1).



CHAPTER 5

CONCLUSION

5.1 Summary of the Study

In this study we argued that teacher development is more likely to take place if the conditions, theories and principles for development have been discovered by the teachers who themselves have to put these issues into practice. Therefore, throughout the course of our study, we focused on the teachers' understanding and identification of their own teaching approaches together with the materials used in the institution. The underlying premise was that it is only when teachers get to reflect on their teaching practice that they find the opportunity to develop themselves.

Taking up the above line of argument, we believed we would achieve two goals simultaneously:

- 1) to develop in the teachers a heightened understanding of themselves as teachers and their own situations so as to find solutions to the problems that they identify;
- 2) to develop in the researcher an understanding of how to design and conduct teacher development courses by engaging in the same process as teachers.

Therefore, we focused on the following exploratory research questions to achieve the above mentioned aims:

- 1) Does involvement in an action research cycle help teachers become aware of their own strengths and weaknesses as EFL teachers?
- 2) What are the factors (regarding the approach employed and the environment created by the teacher development unit) that affect teacher development?

- 3) What is the structure and content of teachers' personal theories regarding the features that lead to teacher development?
- 4) Do changes occur in the content of teachers' personal theories regarding the features that lead to teacher development?
- 5) What is the nature of teachers' construction of self as teacher and ideal self as teacher in relation to different types of teachers (Effective, Typical, and Ineffective) they know?

The next step we followed in our action research was how to make our tacit knowledge of the situation in concern (research questions 1-6) explicit. That is, the praxis (informed, committed action) described in this study is not the product of a conscious application of some theories, yet it has been developed independently. In other words, at the beginning of the study, we were influenced by our tacit knowledge of certain theories, but most of these were read either during or after the development of this study, thus making us become more aware of their relevance to our situation in concern.

In Chapter 2, we reflected on the connections between certain theories by reconstructing those ideas and models which are coherent with the action research described in this study. Hence, overall, we have reflected on our action research study into teacher development with respect to:

- 1) Kelly's personal construct theory (1955)
- 2) Leontiev's action theorists (in Zuber-Skerritt, 1992a)
- 3) Kemmis and Mc Taggart's action research cycle (1982)

As implied above, we viewed action research as a tool for professional development through experiential learning, problem-solving, and "reflection-on and reflection-in action" to take action steps for improved practice (Carr & Kemmis, 1986; Kemmis & Mc Taggart, 1988; Nunan, 1993; Özdeniz, 1993; Watt & Watt, 1993; Lomax, 1995; Toros, 1995). Moreover, we considered Kelly's repertory grid as a tool for exploring the nature of and changes in the teachers' personal theories (Pope & Keen, 1981; Shaw, 1984; Diamond & Zuber-Skerritt, 1986; Diamond, 1991; Sendan, 1995).

5.2 Conclusions of the Study for Teacher Development Framework Design: Research Question 1

The premise of our action research study has been that the teachers are more capable of changing or adjusting their practice if they are actively involved in identifying, analysing, and solving the problems hidden in their practice, rather than having this research done for them by experts. At the end of this study, we observed that both the teachers and the researcher have learned from this experience. That is, the teachers realised that they had the ability and responsibility to constantly develop and revise their learning and teaching skills. Above all, within their action research cycle, the classroom teachers experienced a heightened understanding of their students' problems in learning the language (see Section 4.2; Teachers 1, 2, 3, 6, 7, 8, 10). Similarly, the teachers who had been working for the administrative units of the institution became aware of the rationale behind some teachers' complaints regarding the decisions taken by the administrative units for the running of the language teaching programme (see Section 4.2; Teachers 3, 4, 9). Hence, they took action steps accordingly to remedy the perceived need for change. Finally, the teachers seemed not to be resistant to the newly learned information in their teaching approach as well as their behaviours since they were actively involved in and felt the responsibility for the design and development of the innovation (see Section 4.2 for the details of the action research projects carried out by the teachers). The conclusions drawn so far is completely in line with the findings of Belleli (1993), Watt and Watt (1993), Lomax (1995) and Toros (1995).

5.3 Conclusions of the Study for the Procedures to be Employed and the Environment to be Created in Teacher Development Programs: Research Question 2

With regards to our second research questions, we came up with the following conclusions:

- Teachers learn best “by doing,” through personal experience, problem-solving and discussion in a non-threatening atmosphere, rather than by being told what to do and how to do it (problem-solvers, rather than respondents) (see Sections 4.5.1 – 3 & 4.5.2 – i, ii).

- Facilitation of learning through team work decreases the teachers' anxiety level when facing the problematic realities of one's own teaching as in team work, the emphasis is on the importance of sharing and exchanging ideas, taking responsibility for the accomplishments of a task, and collaboration among colleagues (see Section 4.5.1 – 8, 9).
- If a teacher development programme is organised around group work, coupled with discussion and interaction among colleagues, teachers discover for themselves that there are no definite answers to any of the problems they raise. This understanding arose in the teachers an increased motivation towards their jobs, self-confidence in themselves as persons, and an understanding attitude towards other teachers' views (see Sections 2, 3, & 4.5.2 – ii).
- Workshop-oriented approach to teacher development activities contribute to the uptake of the course components as it creates an open and cooperative environment for mutual learning and reflection. This raises an awareness in the teachers regarding their own strengths and skills, as well as arousing appreciation of the strengths and skills of others (see Section 4.5.1 – 8).
- Teachers gain new insights and perspectives on teaching practice by being involved in writing tasks (e.g., diary-keeping, and project writing) to articulate, explain or judge actions, experiences, and the obtained data. However, it takes time for the teachers to get involved in the thinking process and to put their thoughts into writing. It is only after they experience diary-keeping that they become aware of the advantages involved in this process (see Section 4.5.1 – 7, 10, & 4.5.2 – iii).

The conclusions cited above are consistent with the findings arrived at in action research studies undertaken by Hail (1990), Vulliamy and Webb (1991), Belleli (1993), Burton and Mikan (1993), Elliot (1993), Keiny (1994).

At the end of the study, we also observed that the skills obtained as a result of Cooperative Development (Edge, 1993) help teachers to go through the cycles of action research easily. Thus, the foundation of the special kind of communication needed in action research studies is laid in the teachers. This finding echoes the conclusions drawn from the action research studies conducted by Özdeniz (1993) and Toros (1995).

5.4 Conclusions of the Study for Teacher Change: Research Questions 3, 4, 5, 6

We may conclude the following regarding the change observed in teachers' personal theories:

- Teachers go through a developmental process (i.e., change) which involves testing their existing theories against newly obtained information and experience. Hence, they become capable of elaborating or clarifying their personal theories, which most of the time results in restructuring the already formed hypothesis of the world (see Sections 4.2 & 4.4.1).
- Personal theories are idiosyncratic, and they are both hierarchically and thematically organised (see Sections 4.2 & 4.4.1).
- The content of personal theories change only to a small degree (most of the time in the form of attaching new meanings onto the already existing labels) on the basis of validation or invalidation of the theories put to test (see Sections 4.2 & 4.3.1).
- The structure of personal theories change following a pattern of “certainty/stability” and “uncertainty/instability” (Roberts, 1998, p.236) (see Sections 4.2 & 4.4.1).

These findings are also consistent with the studies that focused on the change in individual's personal theories (Diamond & Zuber-Skerritt, 1986; Zuber-Skerritt, 1988; Diamond, 1991; Lennon & James, 1995; and Sendan, 1995). Our findings are also in line with Kelly's (1955) Personal Construct Theory, especially with reference to individuality, experience, fragmentation, construction, range, and organisation corollaries. Drawing on the above stated conclusions regarding change in personal theories, we can suggest that at the outset of a teacher development program, the focus should be on uncovering teachers' explicit theories through consciousness-raising activities. Having made the personal theories explicit, the emphasis should be on designing a variety of activities that build on the teachers' perceived needs for development.

5.5 Suggestions for Further Research

In this study, we aimed at explaining and interpreting the teachers' and the researcher's action as behaviour-with-meaning as a source of personal knowledge building. The conclusions we have drawn evolved from the situations the teachers were in. That is, they were grounded in the data generated by the teachers working at YADIM. Although we checked and negotiated our interpretations with the teachers in the follow-up interviews, their validity applies only to this study. It is up to other action researchers to investigate whether these grounded theories are valid in other teaching contexts.

We would also like to note that the use of repertory grids in this study stayed at the level of data collection and analysis; it was not used as a learning tool. Therefore, we hope that this research would stimulate further investigation and improvement in teacher development programs through the use of action research coupled with repertory grids as sources of individual learning. Further areas of enquiry might include the following:

- **In establishing a framework for self evaluation schemes:** Teachers are more likely to take responsibility for their own learning and teaching when they are encouraged to assess their own teaching.
- **In establishing frames of reference for effective team work in teacher development units:** Since teacher trainers' personal perceptions may differ or need to be explicit, an action research study coupled with a repertory grid technique could help to review perceived aims and objectives of teacher development programs. This in turn, may lead to shared approaches among the teacher development unit members to bring about change (i.e., learning) in the teachers.
- **In course evaluations:** Teachers are likely to make changes in their teaching practice when they are actively involved in identifying, analysing, and solving problems in the curriculum and student learning.

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APPENDIX I

Keeping Diaries

Aim: to give ourselves the opportunity to relate the information we achieve and/or work of the course to our own teaching.

Type of Information in Diaries:

- putting-into-words of what we had though was happening in class or we discuss in teacher development sessions
- our comments on the personal usefulness of anything we *DISCOVER* or *EXPERIENCE*
- any questions or doubts we might have

ON THE WHOLE THE FOCUS IS ON SELECTING WHAT WE THINK WE LEARN FROM WHAT WE ARE DOING!

Possible Ways of Achieving Our Aim:

- highlighting what is personally significant: one sign of this is to *SUMMARIZE* or *HIGHLIGHT* aspects of the course, then *ADD* a statement of the principle or background understanding we *WORK OUT*
- *EXEMPLIFICATION*
- *COMMENTING*

APPENDIX II

Action Research Project Plan

1) Teaching Situation:

- aims and objectives of the institution you work for;
- your students' profile;
- your job description, i.e., listing various tasks which you are responsible for in order to identify areas for specific focus.

2) Puzzle or Problem

- the rationale behind it;
- why is it a problem?
- is it important for you, for your students, and/or for the institution?
- how does this affect the teaching/learning environment?

3) Exploratory Questions: refining your understanding of your own puzzle.

- what exactly are you looking for?
- possible sub-questions to explore related to your main problem/puzzle.

4) Data Collection Tool(s):

- the rationale behind it;
- does it match your problem? Why? How?

5) Data Analysis:

- what exactly did you find?
- did you find any answers to the problems that you posed?
- are your findings based on your intuition or on your data?

6) Implications:

- did you offer any possible solutions to your problems? What? Why? How?

7) Have You Acted Upon These?

- if not what are you planning to do? Why?

APPENDIX III

Name:

Self-Assessment Questionnaire I

Please answer the following questions as truthfully as possible.

- 1) What pleased you in your work as a language teacher last year?
- 2) What contributions do you make to:
 - i) Your department
 - ii) The small group you work for.
- 3) Could you contribute to any different responsibilities within the department?
- 4) Do you seek opportunities to review and to improve your teaching performance? If yes, what do you do to further your own professional development?
- 5) Do you have any personal ambitions for the future? If yes, what targets can you set yourself to realise them?

Thank you for your collaboration.

APPENDIX IV

Name:

Self-Assessment Questionnaire II

Please answer the following questions as truthfully as possible:

- 1) What has pleased you in your work as a language teacher since you last assessed yourself?
- 2) What contributions do you make to:
 - a) your department.
 - b) the small group you work for.
- 3) Could you contribute to any different responsibilities within the department?
- 4) What have you done to further your own professional development?
- 5) What progress have you made towards the targets which were last agreed between us? Targets agreed for the future?

Thank you for your collaboration.

APPENDIX V

Course Evaluation Questionnaire

Please answer the following questions as truthfully as possible in order to help us make the necessary changes for future courses.

A) Rate the following course components and the procedures employed considering the extent you think they have been useful to you in both carrying out your action research projects and developing yourself as an EFL teacher.

1) Activities offered for the acquisition of Attending.

5	4	3	2	1
Very useful				Not very useful
.....				
.....				
.....				
.....				
.....				

2) Activities offered for the acquisition of Reflecting.

5	4	3	2	1
Very useful				Not very useful
.....				
.....				
.....				
.....				
.....				

3) Activities offered for the acquisition of Focussing.

5 4 3 2 1

Very useful Not very useful

[illegible]

4) Activities offered for the introduction to data collection techniques:

Peer Observation

5 4 3 2 1

Very useful Not very useful

.....

5) Activities offered for the introduction to data collection techniques:

Questionnaires

5 4 3 2 1

Very useful Not very useful

[illegible]

6) Activities offered for the introduction to data collection techniques:

Interviews

5

4

3

2

1

Very useful

Not very useful

7) Activities offered for the introduction to data collection techniques:

Diary-keeping

5

4

3

2

1

Very useful

Not very useful

.....

8) Organising and presenting a seminar or work-shop.

5

4

3

2

1

Very useful

Not very useful

[illegible]

9) Working as a Speaker/Understander throughout your action research cycle.

5

4

3

2

1

Very useful

Not very useful

[illegible]

.....

.....

.....

10) Writing an action research project.

5

4

3

2

1

Very useful

Not very useful

.....

.....

B) Please answer the following questions:

1) What are the strengths of the course?

.....

.....

.....

.....

2) What areas of the course need improvement?

.....

.....

.....

.....

Thank you for your collaboration.

APPENDIX VI

Repertory Grid

Participant:

E = Effective
T = Typical
I = Ineffective

Construct No.	Triads	Emergent Constructs (Similarities)	Rating Scale										Implicit Constructs (Contrasts)
			1 ← 2			← 3 →			4 → 5				
			E1	E2	E3	T1	T2	T3	I1	I2	I3	Self	
1													
2													
3													
4													
5													
6													
7													
8													
9													
10													
11													
12													
13													
14													
15													
16													
17													

Rank Order: 1.

2.

3.

4.

5.

CURRICULUM VITAE

Name : Hülya YUMRU

Institution : English Language Education Department,
Faculty of Education, Çukurova University

Date of Birth : August 26, 1961

Place of Birth : Tarsus

Address : Çukurova University, Eğitim Fakültesi
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E-mail : hyumru@yahoo.com

ACADEMIC

<u>Degree</u>	<u>Date</u>	<u>Department</u>	<u>Institution</u>
Ph.D.	February, 2000	ELT	Çukurova University, Adana, Turkey
M.Sc.	July, 1996	TEFL	Aston University, Birmingham, England
M.A.	August, 1991	TEFL	Bilkent University, Ankara, Turkey
B.A.	June, 1984	ELT	Gazi University, Ankara, Turkey

M.A. Research Topic : A Comparison of Writing Improvement in a Traditional Approach Class and a Process Approach Class as Measured Through Contextual Cohesive Devices.

M.Sc. Research Topic : Experiencing Action Research Through Action Research.

Ph.D. Research Topic : An Ownership Approach to Teacher Development: A Constructivist View.

EMPLOYMENT AND POSTS

<u>Date</u>	<u>Institution</u>	<u>Duty</u>
1999-present	English Language Teaching Department, Faculty of Education, Çukurova University, Adana, Turkey	Instructor (see the list for the courses offered)
1990-1999	Foreign Languages Center, Çukurova University, Adana, Turkey	Instructor (see the list for the courses offered)
1992-1998	Foreign Languages Center, Çukurova University, Adana, Turkey	Administrative Board Member
1992-1993	Foreign Languages Center, Çukurova University, Adana, Turkey .	Testing Office Coordinator
1994-1998	Foreign Languages Center, Çukurova University, Adana, Turkey	Inservice Teacher Training Coordinator
1985-1990	Agriculture Faculty, Çukurova University, Adana, Turkey	Instructor (ESP)
1984-1985	Ayas College, Adana, Turkey	Teacher
1979-1980	Chamber of Commerce and Industry, Mersin, Turkey	Translator

SEMINARS AND COURSES ATTENDED IN TURKEY AND ABROAD

<u>Date</u>	<u>Institution</u>	<u>Title</u>
July 1-August 30, 1995	Aston University (British Council Scholarship) Birmingham, England	Post-graduate summer school in ELT
July 31-August 13, 1994	Pilgrims British Council Summer School, Canterbury, England	Trainer Development

July 12-30, 1993	Durham British Council Summer School, Newcastle-upon-Tyne, England	Contemporary Approaches in the English Language Classroom
September, 1993	Bilkent University, Ankara, Turkey	Cambridge University Orientation Programme for UCLES (University of Cambridge Local Examinations Syndicate) COTE (Certificate for Overseas Teachers of English) tutors
September, 1992-June, 1993	Çukurova University, British Council English Language Advisor Adana, Turkey	Induction Course for UCLES CEELT (Cambridge Examination in English for Language Teachers) Teacher Trainer Candidates
September, 1992-June, 1993	Çukurova University, British Council English Language Advisor Adana, Turkey	Induction Course for UCLES COTE Course Tutor Candidates
October-May, 1992	Çukurova University, (British Council Overseas Development Project) Adana, Turkey	UCLES CEELT Level II Preparation Course
March 26-29, 1990	Çukurova University (in collaboration with the British Council) Adana, Turkey	English Literature Seminar: Literature in the Classroom
May 17-18, 1990	Boğaziçi University, İstanbul, Turkey	IV. Linguistics Symposium
September 26-28, 1990	Hacettepe University, Ankara, Turkey	Tradition and Innovation: ELT and Teacher Training in the 1990s
November, 1990	Elazığ University (in collaboration with the United States Information Service (USIS)) Elazığ, Turkey	Teaching Language Skills

November 29-30, 1990	Gaziantep University (in collaboration with the USIS) Gaziantep, Turkey	ELT Seminar on classroom Methods that Work: Hows and Whys
July-August, 1987	Robert College (USIS) İstanbul, Turkey	Fulbright Summer School

PAPERS DELIVERED

May 5-7, 1994	Action Research (in collaboration with Hilal Ün) Gaziantep ELT Convention 1994: Focused Teaching and Focused Learning Gaziantep University (in collaboration with the USIS) Gaziantep, Turkey
February 11, 1993	Using Checklists in a Writing Classroom The USIS English Language Teaching Conference. Incorporating the 1990's Focus on Language Learning Strategies: A Look at Materials Adaptation and Materials Development Adana, Turkey
May 27-29, 1992	A Process Approach to Writing Instruction ELT METU Convention, 1992 Middle East Technical University, Ankara, Turkey

COURSES OFFERED

Undergraduate Courses at the English Language Education Department

1999-present	- Y1 113 Speaking I - Y1 114 Speaking II - Y1 109 School Experience - Y1 116 Reading and Study Skills I - Y1 212 Advanced Writing - Y1 210 Approaches in ELT
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Graduate and Undergraduate Courses at the Foreign Languages Center

1990-1999	- Reading - Writing - Project Writing - Grammar - Preparation Courses for KPDS (for Ph.D. Candidates of Çukurova University)
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Inservice Teacher Training Courses (1993-1998)

<u>Dates</u>	<u>Course</u>	<u>Participants</u>	<u>Duty</u>
1997-1998 1996-1997 1995-1996 1994-1995 1993-1994	Preparation for UCLES CEELT Level II	ELT instructors working at the Foreign Languages Teaching Center of Çukurova University	Course Tutor
1994-1995	Preparation for UCLES CEELT Level II	ELT teachers working in the Adana area	Course Tutor
1997-1998	Induction Course for CEELT Course Tutor Candidates	ELT instructors working at the Foreign Languages Center of Çukurova University	Course Tutor
1995-1996 1994-1995 1993-1994	UCLES COTE	ELT instructors working at the Foreign Languages Center of Çukurova University	Course Director and Tutor
November 25-26, 1997	Induction Course: The Procedures to be Followed in Using the Process Approach to Teaching Writing	ELT instructors working at Beykent University, İstanbul	Tutor
1995-1996 1994-1995	Action Research	ELT instructors working at the Foreign Languages Center of Çukurova University	Course Designer and Tutor