REPUBLIC OF TURKEY
ÇUKUROVA UNIVERSITY
INSTITUTE OF SOCIAL SCIENCES
DEPARTMENT OF ENGLISH LANGUAGE TEACHING

PRACTICING LESSON STUDY WITH EFL TEACHERS: A SOCIAL CONSTRUCTIVIST PERSPECTIVE FOR EFL TEACHER PROFESSIONAL DEVELOPMENT

Ferhan KARABUĞA

Ph.D DISSERTATION

ADANA / 2018

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Ph. D DISSERTATION

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- Tez çalışmasında yararlandığım eserlerin tümüne uygun atıfta bulunarak kaynak gösterdiğimi,
- Kullanılan verilerde ve ortaya çıkan sonuçlarda herhangi bir değişiklik yapmadığımı,
- Bu tezde sunduğum çalışmanın özgün olduğunu,

bildirir, aksi bir durumda aleyhime doğabilecek tüm hak kayıplarını kabullendiğimi beyan ederim. 05/04/2018

Ferhan KARABUĞA

ÖZET

İNGİLİZCEYİ YABANCI DİL OLARAK ÖĞRETEN ÖĞRETMENLERLE DERS ARAŞTIRMASI UYGULAMASI: İNGİLİZCEYİ YABANCI DİL OLARAK ÖĞRETEN ÖĞRETMENLERİN MESLEKİ GELİŞİMİ İÇİN SOSYAL YAPILANDIRMACI BIR BAKIŞ AÇISI

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Nisan 2018, 308 sayfa

Gerçek sınıf içi uygulamalara dayanan mesleki gelişim sürecinin etkin öğretmenlerin teşvik edilmesi için güçlü bir araç olduğu üzerine yaygın bir kanaat vardır (Lieberman, 1996). Bununla birlikte, öğretmenlere sınıf içi uygulamaları göz önünde bulundurarak öğrenme deneyimlerinin nasıl tasarlanacağı (Ball, 1996) ve öğretmenlerin sınıf içi uygulamalarını incelemeleri, tartışmaları ve bu uygulamalardan öğrenebilmeleri için hangi yolların sağlanması gerektiği (Fernandez, 2002) konuları henüz açıklığa kavuşmamıştır. Bu bağlamda, sınıf içi uygulamaların incelenmesinde iyi yapılandırılmış bir yaklaşım olan Japon Ders Araştırması (Fernandez, 2002) mesleki gelişim yöntemi olarak ümit vaat etmesinden dolayı pek çok eğitim çevresinde popülerlik kazanmıştır. Meslektaş dayanışmasına, yansıtmacı düşünmeye ve gerçek sınıf içi uygulamalara dayanan Ders Araştırması modeli öğretmenlerin öğrenme ve mesleki gelişimlerini şu şekilde desteklemektedir; öğrencilerin öğrenmesiyle ilgili bir problem öğretmenler tarafından işbirliği içerisinde incelenir, bir araştırma dersi geliştirilir, uygulanır ve bu ders aracılığıyla probleme yönelik yeni çözümler üzerinde derinlemesine düşünülür (Tasker, 2014).

Bu çalışma öğretmenlerin etkin öğretmen niteliklerine yönelik inanışlarının öğretmenler tarafından yönlendirilen işbirliğine dayalı mesleki gelişim aktivitesi olan Ders Araştırmasına katıldıklarında nasıl şekillendiği konusunda fikir sunmayı amaçlamaktadır. Ayrıca, öğretmenlerin öğrenmesinin sosyal çevre ve meslektaşlar arası işbirliği aracılığla nasıl yapılandırıldığı ve bu öğrenmenin öğretmenlerin kendilerine yönelik ve Ders Araştırması modeline yönelik algılarında nasıl algısal değişimlere yol

açtığı irdelenmiştir. Son olarak, bu çalışma Ders Araştırması uygulamasının öğretmenlerin mesleki gelişimine nasıl katkıda bulunduğu üzerine odaklanmıştır. Bu araştırma amaçlarını gerçekleştirebilmek için bu çalışma yirmi hafta boyunca bir Yabancı Diller Yüksekokulu'nda İngilizceyi yabancı dil olarak öğreten beş öğretmen ile yürütülmüştür.

Bu çalışma nitel araştırma yöntemini benimsemiş ve çalışma amaçları doğrultusunda nitel veri toplama araçlarından faydalanmıştır. Veri toplama araçları katılımcı öğretmenlerle yapılan görüşmeler (uygulama öncesi ve sonrası), bir öğretmen eğitimcisiyle yapılan görüşme, öğretmenler tarafından tutulan yansıtmacı günlükler, araştırmacı tarafından tutulan notlar, toplantıların video kayıtları, araştırma derslerinin video kayıtları, repertuar çizelgeleri (uygulama öncesi ve sonrası), araştırma ders planı, katılımcı öğrencilerden alınan günlükler ve ders gözlem formlarından oluşmaktadır. Öğretmenlerin repertuar çizelgeleri Rep Grid 5 PC-Uyumlu Bilgisayar Programı aracılığıyla analiz edilmiştir. Rep-Grid Bilgisayar Program paketinden FOCUS ve EXCHANGE analiz programları özellikle öğretmenlerden elde edilen yapıları göstermek için kullanılmıştır. Öte yandan, görüşmeler (uygulama öncesi ve sonrası) aracılığıyla elde edilen veriler içerik analizi yoluyla analiz edilmiştir.

Repertuar çizelgelerinden elde edilen sonuçlar katılımcı öğretmenlerin Ders Araştırması modelini uygulamanın sonucu olarak etkin öğretmen niteliklerine yönelik inanışlarında çok fazla değişiklik yaşamadıklarını göstermiştir. Bununla beraber, öğretmenlerin değişim yolunda adım attıklarını göstermiştir; çünkü çalışmanın başında çoğunlukla Kişisel Nitelikler kategorisinde yer alan yapılardan bahsedilmesine karşın öğretmenlerin çalışmanın sonucu olarak Öğretmen-Öğrenci ilişkilerine yönelik yapılardan bahsettikleri ve Profesyonellik kategorisine yönelik yapılar ekledikleri gözlemlenmiştir.

Öğretmenlerin Ders Araştırması uygulaması sonrası Ders Araştırması modeline yönelik algılarındaki değişiklikler dikkate alındığında hem çalışmanın başında hem de sonunda öğretmenlerin uygulamaya yönelik olarak pozitif bir tutum içerisinde oldukları fark edilmiştir. Öğretmenler çalışmanın başında bazı endişelere sahip olmalarına ve böyle bir uygulamayı ilk defa tecrübe ediyor olmalarına rağmen, uygulamanın beklentilerini karşıladığı; öğretmenlerin bilgilerinde, sınıf içi uygulamalarında ve bakış açılarında gelişmelere yol açtığı; öğretmenlere kişisel ve mesleki gelişim yönünden fayda sağladığı, ve son olarak öğrencilerin öğrenme sürecine aktif olarak katılmaları için ilgi ve heveslerini teşvik ettiği gözlemlenmiştir.

Ders Araştırması modelini uygulamanın öğretmenler, öğrenciler ve araştırmacı açısından etkilerine gelince, sonuçlar bu uygulamanın öğretmenlere kişisel ve mesleki gelişim, öğretmenlerin bilgisi ve öğretmenlik uygulamalarında gelişmeler, öğretmenlerin kendilerine, öğrencilerine ve kabiliyetlerine yönelik öz güvenlerinde artış, mesleki gelişim, öğrenciler ve öğretmenlik mesleğine karşı olumlu tutum geliştirme gibi bir çok açıdan fayda sağladığını göstermektedir. Ayrıca, süreç boyunca tecrübe edilen gelişmeler ve değişimler öğrencileri de öz güvenlerini teşvik etmek, akranlarla işbirliği yapmak ve öğrenme sürecine aktif katılmak açısından etkilemiş görünmektedir.

Anahtar Kelimeler: Mesleki gelişim, ders araştırması, İngilizceyi yabancı dil olarak öğreten öğretmenler, repertuar çizelgesi, algılar, öğretmenlerin öğrenmesi

ABSTRACT

PRACTICING LESSON STUDY WITH EFL TEACHERS: A SOCIAL CONSTRUCTIVIST PERSPECTIVE FOR EFL TEACHER PROFESSIONAL DEVELOPMENT

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Doctor of Philosophy, English Language Teaching
Supervisor: Assoc. Prof. Dr. Gülden İLİN
April 2018, 308 pages

There is an extensive agreement upon the idea that the professional development process based upon actual classroom practice is a highly powerful means of fostering effective teachers (Lieberman, 1996). However, the issue of how to design types of learning experiences for teachers which focus upon teachers in accordance with their classroom practice (Ball, 1996), and how to provide powerful ways for teachers to examine, discuss, and learn from their daily classroom work (Fernandez, 2002) has not been clarified. In this respect, Lesson Study, a well-established Japanese approach to examining classroom practice (Fernandez, 2002), has gained widespread popularity among educational contexts due to the fact that it holds great promise as a form of professional development. Based upon collegiality among teachers, reflection and actual classroom practice, Lesson Study promotes teacher learning and development by making teachers examine a student learning issue collaboratively; and then develop, implement and reflect critically on novel solutions to the issue by means of a research lesson taught to their students (Tasker, 2014).

The present study aims to provide insights into how teachers' beliefs about the qualities of effective teachers are shaped when they take part in Lesson Study practice as a teacher-led, collaborative professional development activity and how teacher learning is structured through the social context and collaboration between colleagues, how that learning leads to perceptual changes in teachers' views of themselves and in their views of Lesson Study model, and lastly how Lesson Study practice contributes to professional development of teachers. To achieve the research aims, the study was carried out for twenty weeks with five EFL teachers

working at a School of Foreign Languages.

The present study adopted qualitative research methodology and utilized from the qualitative data collection means in accordance with the research aims. The data collection instruments involve interviews with participant teachers (pre- and post), interview with the teacher trainer, teachers' reflective journal entries, field notes of the researcher, video recordings of the teacher workshops, video recordings of the research lessons, rep-grids (pre-and-post), research lesson plan, minute papers from the participant students, and finally the lesson observation forms. The participant teachers' pre- and post-repertory grids were analysed through Rep Grid 5 PC-Compatible Computer Program. FOCUS and EXCHANGE analysis program of Rep-Grid Computer Program package were utilized specifically to illustrate the constructs obtained from the teachers. On the other hand, the data obtained through interviews (i.e. pre-, post-, follow-up interviews) were analysed by means of content analysis.

The results from repertory grids reveal that the EFL teachers in the study context do not experience a great deal of change in their beliefs regarding the qualities of effective language teachers as a result of practicing Lesson Study model. Nevertheless, they can be claimed to step in the process of change since they are observed to cite constructs related to Teacher-Student relationships and add new constructs under the category of Professionalism in comparison to the constructs which are cited mostly under the category of Personal Qualities at the beginning of the study.

Considering the changes in teachers' perceptions of Lesson Study model after practicing it in their own context, it is realized that the teachers had a positive attitude towards LS practice both at the beginning and at the end of the study. Despite the fact that the teachers had some concerns at the beginning of the study and they experienced such a practice for the first time, the practice is observed to meet their expectations; lead to improvements in teachers' knowledge, teaching practices and perspectives; benefit teachers in terms of personal and professional development; and lastly fostered students' enthusiasm and desire to participate actively in learning process.

As for the effects of practicing Lesson Study model from teachers, students and the researcher's perspectives, the results indicate that the teachers benefitted from the practice in various aspects such as personal and professional growth, improvements in teachers' knowledge and teaching practices, an increase in teachers' confidence towards themselves, their students, and their teaching abilities, and development of positive attitude towards professional development, students, and teaching profession. Besides,

the improvements and changes experienced during the process seem to affect the students in terms of fostering their self-confidence, triggering collaboration with peers, and encouraging active participation in the learning process.

Key words: Professional development, lesson study, EFL teachers, repertory-grid, perceptions, teacher learning

DEDICATION

Dedicated to my dear children;

Işık Zerya and Burak Sertan

ACKNOWLEDGEMENTS

This study has been prepared at Çukurova University with the support of TÜBİTAK's (The Scientific and Technological Research Council of Turkey) scholarship program for graduate students (2211-A Genel Yurt İçi Doktora Burs Programı).

There are so many people who have contributed to this dissertation in some way; it would require an extra volume to mention them all. However, I would like to express my deepest gratitude and appreciation to the following people who have made this dissertation possible.

I am greatly indebted to my supervisor, Assoc. Prof. Dr. Gülden İLİN for her patience, understanding and guidance at every stage of this dissertation. Words cannot express my gratitude. I promise that she will always be proud of my works as I will always be proud of having such a guide and a true friend.

I am particularly grateful to the members of the examining committee; Prof. Dr. Ergün SERİNDAĞ, Assoc. Prof. Dr. Hasan BEDİR, Assist. Prof. Dr. Safiye İpek KURU GÖNEN, and Assist. Prof. Dr. Fadime YALÇIN ARSLAN who provided me precious comments, constructive feedback, and insightful suggestions.

My wholehearted thanks go to the teachers who voluntarily participated in this study and showed a great effort to make this study possible. This study is indebted to their invaluable contribution.

An exclusive and unique thank is reserved to my husband Şemistan Karabuğa and my children Işık Zerya and Burak Sertan who have been a constant source of love, encouragement and support for me, morally and emotionally. However, this thank-you falls short of words to describe their value and importance in my life. So glad I have you.

Ferhan KARABUĞA

Adana / 2018

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LIST OF ABBREVIATIONS

LS: Lesson Study

EFL: English as a Foreign Language

ESL: English as a Second Language

ZPD: Zone of Proximal Development

ZPTD: Zone of Proximal Teacher Development

REP-GRID: Repertory Grid

SPSS: Statistical Package of Social Sciences

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CHAPTER I

INTRODUCTION

1.1. Background to the Study

Change can be described as a process of learning new things and ideas (Fullan, 1992) and involves the adoption of an innovation in order to improve outcomes by means of alteration in practices (Carlopio, 1998). It is a part of the way we live and shifting tides of change surround everybody in their daily lives (James, 2001), which gives the idea that change is a process of improving our practices and bringing about the need for change. In this regard, the field of education is no exception and is susceptible to change as we have been experiencing a tidal wave of educational reform and improvements gaining momentum with every passing year (Stigler & Hiebert, 2009). These educational reforms require finding ways to provide students with learning opportunities to meet the demands of changing world. Besides, these reforms have subsequently required teachers to face with the challenge of adjusting to the diversity of classrooms and improving teaching as they are regarded as the main roles of implementation (Shen, 2008). Stigler and Hiebert (2009) draw attention to the crucial role of teachers by stating that:

> Improving something as complex and culturally embedded as teaching requires the efforts of all the players, including students, parents, and politicians. But, teachers must be the primary driving force behind change. They are best positioned to understand the problems that students face and to generate possible solutions (p. 135).

In the field of language education, Hiebert and Morris (2012) hold the belief that working directly to improve teaching can provide the most rewarding challenge that would engage teachers in the profession. Teachers are suggested to have access to sustainable, high quality professional development with the aim of improving teaching and learning (Wright, 2009). However, teachers work alone when they prepare instructional activities and materials (Cerbin & Kopp, 2006). Besides, teacher isolation is one of the main reasons behind needing professional development opportunities as teachers have no support from others when they want to learn new

ways of teaching and change their practices (Swafford, 1998). Despite the fact that teachers may individually improve and reflect on their teaching practice, they have few opportunities to share what they have discovered about teaching and learning with their colleagues, which in turn may affect language teachers' perception of teaching in a negative way (Tasker, 2014). Nevertheless, sharing their ideas or experiences with others could contribute to their practitioner knowledge and thereby to the professional knowledge base. The question of how teachers can improve their teaching practice and contribute to the formation of a professional knowledge base calls for ideas on professional growth of teachers practicing in the field of language education. Recently, research in EFL/ESL has shifted its attention from almost exclusively concerning with the learners and begun to focus mostly upon teachers as a result of which research in teacher education and teacher development has grown (Johnston, 1997). Furthermore, researchers have become interested in larger-scale, long-term professional development matters of teachers (i.e. Bailey, 1992; Borko, 2004). The reason behind the utmost significance noted to professional development of EFL/ESL teachers is that a better understanding of professional development opportunities they receive and the institutions in which they work could shed light on how teacher professional learning affects practice of teaching (Johnson, 2009) and, therefore, could bring about changes in in-service teacher programs that are expected to enable more opportunities for teacher learning and student achievement.

Traditionally, professional development of teachers has been regarded as something prepared by others for teachers, which has been conducted through seminars, workshops or single conferences offering no sustained program of study and lacking any type of implementation accountability. In some educational settings, those top-down models of professional development mentioned above impose some kind of innovations to teachers and pay little or no attention to how the ideas obtained could be integrated into teachers' actual classroom practices (Johnson, 2006). However, in recent times, a great number of alternative professional development approaches which have made teacher-directed, collaborative and inquiry-based teacher learning possible have begun to be developed (Johnson, 2009). These alternative professional development approaches recognize the fact that participation and context are fundamental to teacher learning and encourage teachers to be actively engaged with ongoing, comprehensive and reflective questioning of their practices and students' learning (Rogers, 2002). In this sense, Williams (2010) suggests that a well-structured, effective model of instructional

collaboration among teachers can bridge the gap created by traditional professional development activities and enable teachers professional learning opportunities that could have a prominent impact on their instructional practices.

As an inquiry-based approach to professional development, Lesson Study (LS) has originated in the context of Japanese elementary education and recently gained attention in other countries. Based upon collaboration among teachers, reflection and classroom practice, LS aims to promote teacher learning by making teachers examine a student learning issue collaboratively and then develop, implement and reflect critically on novel solutions to the issue through a research lesson taught to their students (Tasker, 2014). The results of teachers' work can be made available to the teaching community and can contribute to teacher knowledge base. In this practice, teachers collect information about what supports or prevents student learning in classroom lessons, share these data in order to form a picture of the learning of the whole class, and subsequently use that information to improve their teaching. Lewis (2000) suggests that LS provides teachers the role of a researcher in their classrooms through a teacher-led process of professional development.

Bearing the importance of professional development of EFL teachers in mind, the present study aims to explore how the sociocultural context of a school of foreign languages contributes to the trajectory of EFL teacher development as teachers take part in a teacher-led professional development activity. Besides, this study hopes to investigate whether participation in such an activity would, in any ways, re-shape EFL teachers' beliefs about the qualities of effective teachers. Via an analysis of the interaction between EFL teachers, their students and teacher educators, the current study intends to contribute to research conducted on in-service professional development programs that support teacher-directed collaboration and teacher learning in the workplace.

1.2. Statement of the Problem

In recent times, the standards movement happening in all fields including the field of education has also called for higher standards for teachers which in turn influenced the expectations from students such as meeting the demands of new assessments and standards (Wilson & Berne, 1999). These expectations from students forced teachers to

serve up students differently through making changes and/or improvements in their teaching practices. New ways of teaching required teachers to develop professionally, which paved the way for professional development models. Professional development is crucial as it would be impossible to expect teachers to change instruction simply by being told to do so because of the fact that they would need opportunities to reconsider their actual practices and to observe others, as well as to learn more about the subjects and students they teach (Ball & Cohen, 1999). To draw attention to the significance of teachers' professional development and why it is needed, Zepeda (2012) points out that learning to teach is a lifelong profession as it involves continuing development that is never completed.

Bearing the importance of professional development of teachers in mind, the reformers provide in-service training opportunities to the teachers in the form of one-shot workshops, seminars or conferences consisting of outside experts with little information about the local context (Wilson & Berne, 1999) and being presented in the form of a prescription with lots of advices and tips to do, which seem irrelevant and teach little to the teachers. However, the teacher development promoting joint inquiry, teaching practice and reflection is more likely to result in professional growth (Kotelawala, 2012). Moreover, high quality professional development practices are regarded to have a relevance to the needs of teachers and their students, and provide teachers an opportunity to be involved in the process of deciding about content and process. In order to draw attention to the core features of professional development, Darling-Hammond (2003) states: "Teachers learn best by studying, doing, and reflecting; by collaborating with other teachers; by looking closely at students and their work; and by sharing what they see" (p. 278).

In parallel with increasing popularity on professional development of teachers, there has been a growing international interest on Lesson Study as a model of high-quality professional development which forms a link between teacher learning and teacher practice (Doig & Groves, 2011). LS involves collaborative planning, peer observation, collaborative dialogue, re-teaching and reflection in order to be able to improve teaching practice (Kotelawala, 2012). That growing international interest has resulted in a substantial body of research on the effectiveness of LS in terms of promoting teachers' professional development (i.e. Fernandez, 2002; Hurd & Lucciardo-Musso, 2005; Kotelawala, 2012; Nami, Marandi & Sotoudehnama, 2015; Rock & Wilson, 2005).

Originated in Japanese educational system, lesson study is an inquiry-based approach to professional development of teachers and it is mainly based upon teachers' collaboration, reflection, and classroom practice (Johnson, 2009). In LS practice, a group of teachers collectively identify and formulate the learning goals, design a detailed lesson plan, teach the lesson, debrief the comments collected during instruction, draw conclusions and teach the revised lesson in another session (Lewis, 2002). The final product of this collaborative process is a detailed lesson or research plan, during which teachers can have various opportunities to reflect, evaluate, analyse and share knowledge with their peers.

Although lesson study was originally practiced in Japan and has recently drawn wide attention in the U.S., to our knowledge, no study has been conducted with university level English as foreign language (EFL) teachers in Turkey. In this regard, the current study aims to put a light on the benefits of practicing lesson study with prep school EFL teachers in order to see how, if any, this practice may contribute to their professional development and lead to change in their beliefs and perceptions regarding LS model of professional development. To elaborate, this study additionally sets out to investigate whether or not and if so how teachers' beliefs about the qualities of effective teachers are shaped when they participate in such a teacher-led, collaborative professional development activity.

This study also deserves attention in that it examines how teacher learning is shaped by means of the social context and collaboration between colleagues, and how teacher learning leads to perceptual changes in their views of themselves as teachers and in their views of LS model. In addition, the current study addresses the gap between teachers and teacher educators by incorporating a teacher educator into LS process to collaborate with the participating EFL teachers with the content or pedagogy in planning a research lesson.

1.3. Purpose of the Study

The main purpose of the present study is to track the probable professional development of five EFL teachers as they participate in Lesson Study, a collaborative, teacher- directed professional development activity. The main aims of the study may be displayed as follows:

- to find out about the EFL teachers' views regarding the qualities of effective teachers and whether those beliefs undergo any changes when those teachers are provided with an opportunity to attend inquiry-based professional development practices and collaborate with others in the field through LS model.
- to provide a broad description of whether professional interactional exchanges among teachers, students and the teacher trainer influence teachers in any way and to identify the extent of this probable influence on the teachers.
- to draw a general frame of the happenings while practicing Lesson Study model and some practical suggestions based upon the researcher' observations and notes during the process.

To attain these aims, following research questions are to be investigated:

1. How does teachers' experience with Lesson Study model affect their beliefs about the qualities of an effective language teacher?
   a. How do EFL teachers at a university level preparatory program perceive an effective language teacher?
   b. Does the teachers' participation in Lesson Study cycles lead to any changes in their beliefs on the qualities of an effective language teacher?

2. How does practicing Lesson Study model affect teachers' perceptions regarding Lesson Study model of professional development?
   a. How do the EFL teachers perceive Lesson Study model as a form of professional development before they practice it?
   b. Does the teachers' participation in Lesson Study cycles lead to any changes in their perceptions regarding Lesson Study model in the process of professional development?

3. Does a systematically constructed professional interactional exchange among teachers, students and a teacher trainer in the form of Lesson Study affect teachers' professional development? If any, in what ways?

1.4. Limitations

The present study was conducted with five teachers working at a School of Foreign Languages at a state university, and the findings are related to the participants and the study context; therefore, they can not be generalized other educational contexts. Furthermore, the data related to teachers' use of new knowledge and skills obtained and improved through their experiences with LS practice in the present study context could not be provided, which requires follow-up research and enough time to pass after the practice. Besides, the effects of practicing LS model and the effects of improvements in teachers' knowledge and skills on student achievement could not be investigated within the scope of the present study.

1.5. Operational Definitions

Professional Development: "an evolving process of professional self-disclosure, reflection, and growth yielding the best results when it is sustained over time in communities of practice and when it is focused upon job-embedded responsibilities" (Diaz-Maggioli, 2003).

Lesson Study: "a professional learning approach in which teachers work together to formulate goals for student learning and long-term development; collaboratively plan a 'research lesson' designed to bring to life these goals; conduct the lesson in a classroom, with one team member teaching and others gathering evidence on student learning and development; and discuss the evidence gathered during the lesson, using it to improve the lesson, the unit, and instruction more generally" (Lewis, 2009, p. 95)

Research Lesson: "actual classroom lessons providing opportunities for teachers to bring their ideas about effective teaching to life while learning how to carefully record student learning in order to evaluate the research lesson, the students, and their own understandings about teaching and learning" (Lewis, 2002).

Repertory-Grid: "the technique providing the researcher an opportunity to elicit constructs which are customarily used by the subjects in order to interpret and estimate the behaviours of the people that they know well and/or of importance for them" (Zuber-Skerritt, 1992).

Effective Teacher: "the human in the full sense of the word meaning those characterized by humor, honesty, empathy, more democratic than autocratic able to create

report with students, both individually and in groups, open, spontaneous adaptable to change" (Duta, Tomoaica & Panisoara, 2015, p. 1229).

1.6. Abbreviations

The abbreviations used in this study are as follows:

LS: Lesson Study

EFL: English as a Foreign Language

ESL: English as a Second Language

ZPD: Zone of Proximal Development

ZPTD: Zone of Proximal Teacher Development

REP-GRID: Repertory Grid

SPSS: Statistical Package of Social Sciences

CHAPTER II

REVIEW OF LITERATURE

2.1. Introduction

This chapter provides background information about professional development of teachers and Lesson Study (LS) model. It begins with theoretical perspectives that form the basis for continuous professional development of teachers and LS model. It also deals with the approaches to professional development and evaluation of professional development. Finally, it gives information about LS model and an overview of studies conducted in the field of education and foreign language learning.

2.2. Theoretical Perspectives and Review of Research Findings

The use of Lesson Study model, forming the basis for the present study, can be supported with theory of social constructivism as a theoretical framework. The primary theoretical principle of social constructivist perspective asserts that "human cognition is formed through engagement in social activities, and that it is the social relationships and the culturally constructed materials, signs, and symbols, referred to as semiotic artefacts, that mediate those relationships that create uniquely human forms of higher-level thinking" (Johnson, 2009, p.1). This theory assumes that cognition is the result of an interactive process which is mediated by social interaction, culture, context and language.

The social constructivist principle emphasizing that knowledge is constructed through social interaction, discourse, reflection and explanation suggests that teachers should be enabled an opportunity to be engaged in activities requiring interacting verbally and communicating with both novices and experts in their field of study (Rock & Wilson, 2005). In this regard, LS establishes an environment in which teachers of various levels of experience and knowledge collaborate with the aim of studying their teaching practice by means of conducting a research lesson.

Moreover, social constructivism remarks that cognitive development is a process of reconstruction and transformation of sociocultural resources and practices in order to give response to individual and local needs (Johnson, 2009). Hence, teachers should be made to collaboratively seek and test answers to problems. In LS practice, teachers try to

find a main goal that describes qualities that they would like to improve in their students by discussing the problems encountered in their classrooms.

Lastly, social constructivism assumes that knowledge is constructed as a result of active cognizing by the individual in a social context (Cobb & Yackel, 1996). Taking teacher development into account, this principle suggests that teachers should be encouraged to reflect upon their experiences to have a deeper understanding of themselves and their practices and to share that understanding with others in the field. Therefore, LS enable teachers many opportunities to investigate, plan and reflect (Lewis et al., 2009), which would lead to changes in teachers' practices, knowledge and beliefs.

Besides, LS enables teachers an opportunity to observe each other, give feedback and reflect on classroom practice in accordance with the observations. In this regard, this practice leads to creation of a space in which dialogic mediation, scaffolded learning, and assisted performance promote teachers through the process of planning, teaching, and reflecting on a lesson (Johnson, 2009). Having all these principles of social constructivism mentioned in mind, the perspective can be suggested to underlie LS model and verify why each stage of the LS practice is significant in order to contribute to professional knowledge and skills.

The detailed information about social constructivism and other theoretical perspectives supporting the use of LS model in the process of teacher professional development is provided through following sections.

2.2.1. An Overview to Social Constructivism in Teaching-Learning Process

Building on the foundations of constructivism, social constructivism can be defined as an approach which involves the whole person together with thoughts, emotions and actions and triggers all members of a community to present and share their ideas and being open to ideas of others (Beck & Kosnik, 2006). Constructivist learning theory was greatly influenced by the ideas of Lev Vygotsky who mainly centered upon how social interaction, language, and culture made an influence on learning and emphasized the significance of dialogue in the process of learning (Fosnot & Perry, 2005). In this regard, sharing different perspectives, experiences and ideas with others leads to learning, which describes the core of social constructivism. Therefore, social constructivism can be stated to be a combination of social interactionism and constructivism.

Taking the epistemological underpinnings of this perspective into consideration, human cognition is claimed to originate in and emerge out of attending social activities (Johnson & Golombek, 2011). In this perspective, human learning is described as a dynamic social activity situated in physical and social contexts and dealt across people, tools and activities (as cited in Johnson, 2009). There are different types of social constructivism including situated constructivism, social reconstructivism, sociocultural constructivism, sociohistorical constructivism, and emancipatory constructivism (Ilin, 2003). Forming the base for the present study, the social constructivist perspective asserts that social interactions pave the way for individual development; members of the group share cultural meanings and eventually, those meanings are internalized by individuals (Ilin, 2003).

This approach puts forward four key sets of factors that affect the process of learning including teachers, learners, tasks, and contexts, which are displayed diagrammatically in Figure 1.

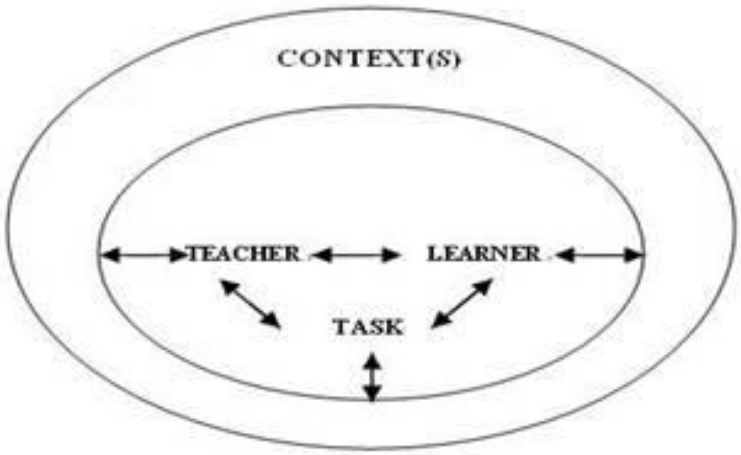

Figure 1. A social-constructivist model of the teaching-learning process
Source: Williams & Burden, 1997, p. 43

The interaction among those factors is explained by Williams and Burden (1997) as follows;

> Teachers select tasks which reflect their beliefs about teaching and learning. Learners interpret tasks in ways that are meaningful and personal to them as individuals. The task is therefore the interface between the teacher and learners. Teachers and learners also interact with each other; the way that teachers behave in

> classrooms reflects their values and beliefs, and the way in which learners react to teachers will be affected by the individual characteristics of the learners and the feelings that the teacher conveys to them. These three elements: teacher, task and learner are in this way a dynamic equilibrium (p. 43-44).

In this sense, learning is the result of the appropriation of socially derived forms of knowledge which individuals do not simply internalize over time but transform it in idiosyncratic ways during the process of appropriation (Palinscar, 1998). Learning can be stated to take place as a result of interaction, cooperation and negotiation in a social context. In addition, teaching cannot be performed in an isolated way since it is a social process in which teacher interacts and cooperates with other teachers and students as well.

Moreover, social constructivism assumes that learning is a process of active knowledge construction (Woolfolk, 1993) and this process is the product of social interaction, interpretation and understanding (Vygotsky, 1962, as cited in Adams, 2006, p. 245). The process of learning is suggested to be most effective and productive when it is goal-oriented, self-regulated, comes true through interaction and collaboration with others and if it is grounded upon knowledge construction and skill acquisition (Buchberger, 2001, as cited in Ashton-Hay, 2006, p. 3).

The role of social interaction in learning process is usually mentioned through the name of Vygotsky who claimed that “mental functioning of the individual is not simply derived from social interaction; rather, the specific structures and processes revealed by individuals can be traced to their interactions with others” (as cited in Palinscar, 1998, p. 351). The basic premise behind Vygotsky’s Sociocultural Theory (SCT) is that “development is social: Knowledge is constructed by interactions of individuals within society, and learning is the internalization of the social interaction” (Storch, 2002, p. 121). Vygotsky puts emphasis on interaction, the social environment and mediation in the process of teaching/learning. According to Ellis (2000), the sociocultural theory of Vygotsky holds forth that learning does not take place through interaction but in interaction as learners first try to achieve a new task with the help of another person and then internalize it in order to be able to perform it individually. In this regard, social interaction in which learners are scaffolded mediates learning. The most essential argument of sociocultural theory of Vygotsky is that human learning is mediated (Lantolf, 2000), which suggests that developmental processes occur via “participation in cultural, linguistic and historically formed settings such as family life, peer group interaction, and

institutional contexts" (Lantolf, Thorne & Poehner, 2015). Vygotsky presents the main principles of his learning theory as follows;

- Learning precedes development, ·
- Language is the main vehicle of thought, ·
- Mediation is central to learning, ·
- Social interaction is the basis of learning and development.
- Learning is a process of apprenticeship and internalization in which skills and knowledge are transformed from the social into the cognitive plane. ·
- The Zone of Proximal Development (ZPD) is the primary activity space in which learning occurs (as cited in Walqui, 2006, p. 160).

From Vygotskian sociocultural perspective, cognitive development is explained through constructs of mediation, internalization, regulation, and the zone of proximal development (ZPD), which is discussed in detail in the following sections.

2.2.1.1. Mediation

Sociocultural theory asserts that human mental functioning is a mediated process that is organized by three cultural factors such as artefacts, activities, and concepts (Lantolf et al., 2015). Proposing a new understanding of humans as mediated beings, Vygotsky claims that biologically determined mental systems such as memory, attention, and reflexes are rearranged into a new human psychological system as a results of humans encountering cultural artefacts, activities, and concepts empowering humans with the capacity to be able to mediate and control their mental functions which are biologically endowed (Lantolf, 2006).

Furthermore, Vygotsky states that people use symbolic tools or signs created by human culture over time in order to mediate and regulate their relationships with themselves and others (Lantolf, 2000). The symbolic tools include numbers, arithmetic systems, music, art and language while the physical tools involve symbolic artefacts (i.e. culturally constructed objects) used to establish an indirect and/or mediated relationship between themselves and the world and provide people an opportunity to change the world and the way they live in the world (Lantolf & Thorne, 2006). When looked from the learning and teaching perspectives, the construct of mediation refers to a process in which

specific people in learners' life has a significant and influential role in learners' learning by means of selecting and shaping the learner experiences (Ilin, 2003). Mediation is emphasized in the process of learning and Moll (2000) summarizes the centrality of mediation as follows:

> To put it simply, human beings interact with their worlds primarily through mediational means; and these mediational means, the use of cultural artefacts, tools and symbols, including language, play crucial roles in the formation of human intellectual capacities (p. 257).

The concept of mediation is regarded as the instrument of cognitive change (Donato & McCormick, 1994). In teaching/learning process, the mediation can be enabled in the form of textbook, materials, discourse patterns in the classroom, interactive opportunities, direct instruction, and different kinds of teacher support. The learning and teaching which mainly aim to trigger some kind of changes in learners require sociocultural mediation as a central means so that change can occur as change is suggested to be a social process (Jacob, 1992).

2.2.1.2. Internalization / Regulation

Internalization is another concept that is central to sociocultural theory and it is defined as the concept underlying the process of self-regulation and an essential moment while transmitting from external to internal action or from other regulation to self-regulation (Wertsch, 2011). Internalization is the process allowing individuals to move the relationship between them and their environment to later performance (Gass, Behney & Plonsky, 2013). In Vygotsky's sociocultural theory, internalization connects mental processes with culture and that concept is of great importance as the theory collapses without it. Besides, Aimin (2013) refers to internalization as a negotiated process in which the relationship of the individual is reorganized to her/his social environment and carried into future performance in general.

Furthermore, Lantolf and Thorne (2006) describe it as the "means of developing the capacity to perform complex cognitive and motor functions with increasingly less reliance on externally provided mediation" (p. 266). Tasker (2014) summarizes the constructs of internalization and regulation through explanation of Vygotsky as follows:

> … cognitive development proceeds as individuals participate in socially meaningful patterns of activity, at first relying on external material and symbolic artefacts to perform the action. Over time, individuals transform idealized forms of external artefacts into internal representation, eventually integrating them into their thinking activity though a process of internalization / externalization, resulting in self-regulation of the action, and development of the higher mental functions (Valsiner, 1998). Self-regulation means that individuals no longer need to rely on the external mediational means because those means have become internalized (p. 39).

On the other side, Gass et al. (2013) clarify the development of self-regulation by suggesting three stages. The first stage contains the use of objects as a way of thinking, which is referred to as object regulation. The second stage, named as other regulation, involves regulation of learning by others instead of objects. The final stage, known as self-regulation, takes place when activities are conducted with little or no external support. All of those stages happen through internalization of information.

2.2.1.3. The Zone of Proximal Development

Another concept that is central to Vygotsky's sociocultural theory is the concept of zone of proximal development. The zone of proximal development (ZPD) is defined as the distance between what can be actually achieved independently through problem solving and the level of potential development which can be accomplished under adult guidance or through collaboration with more knowledgeable or expert peers (Gass et al., 2013). Furthermore, Johnson and Golombek (2011) define ZPD as "the metaphoric space where individual cognition originates in the social collective mind and emerges in and through engagement in social activity" (p. 6). They also describe the ZPD as an area of potentiality, a space in which one can observe what an individual could do with assistance; one's potential versus what has already been internalized and thus can be achieved by oneself.

The concept of ZPD is suggested to typify two significant aspects of human development (Mercer & Fisher, 1998). The first one is that learning through assistance and instruction is a fundamental quality of human mental development and the second one is that providing the right kind of assistance and instruction can expand the limits of

a person's learning ability or problem-solving skill. Cook (2008) suggests that the distinctive aspect of Vygotsky's ZPD asserts that the gap between the learners' present state and their future knowledge is bridged through support from others and social interaction is required for learning so that the knowledge can be internalized out of external action. The concept of ZPD suggests that learning initiates the processes of development functioning only through interaction with others in a meaningful social activity. From a Vygotskian perspective, full development of the ZPD is based upon full social interaction and the range of skill to be developed with the help of adult guidance or peer collaboration goes beyond what can be achieved alone (Fani & Ghaemi, 2011).

Taking teaching and learning perspectives into consideration, the ZPD is regarded as a framework which brings all pieces of learning process together including teacher, learner, the social and cultural history, the goals, and the available resources (Aljaafreh & Lantolf, 1994). The basic idea behind ZPD is that joint collaboration with others paves the way for learning best and collaborative endeavours with more skilled and knowledgeable persons encourage internalization of new concepts, psychological tools and skills (Shabani, Khatib & Ebadi, 2010). That is to say, in an educational setting, learners should be kept in their own ZPDs as often as possible by providing them culturally meaningful and interesting learning opportunities and problem-solving tasks which are a bit more challenging than what they can do individually so that the learners will feel the need for working collaboratively with another person such as a more competent peer, a teacher or an adult and the like. (Roosevelt, as cited in Shabani et al., 2010). This is because of the fact that the learners are expected to be able to complete the task individually next time and in this way, the learners' ZPD towards the mentioned task will have been raised. Moreover, Williams and Burden (1997) hold the belief that the ZPD "provides a particularly positive message about how to help learners when they are 'stuck' at any stage in their learning" (p. 66). They also suggest that teachers should design the tasks which are at a level just beyond at which learners can perform currently, and teach principles that will encourage the learners perform the next step without assistance.

Originally put forward to draw attention to adult guidance or peer support which helps a child achieve a learning task, the concept of ZPD has also begun to be applied in teacher education and development. Warford (2011) has suggested the model of zone of proximal teacher development (ZPTD) which integrates Vygotskian theory into Western models of teacher education and sees the education of teachers as situated learning. He

defines the concept of ZPTD as “the distance between what teaching candidates can do on their own without assistance and a proximal level they might attain through strategically mediated assistance from more capable others (i.e. methods instructor or supervisor)” (p.253). According to Shabani et al., (2010), the definition of ZPTD demands us not to restrict ourselves to see teacher educator as the only source of support or scaffolding and think of some other sources such as the teacher's colleagues, researchers in the field, student achievement data, narratives, observation, and action research as other possible sources of scaffolding which could possibly change the teacher's ZPD.

Warford (2011) proposes four stages of ZPTD which proceed from expert to self-assistance (Stages I&II) and from internalization to recurrence (Stages III&IV). The initial stages of ZPTD (i.e. self- and teacher assistance) begin with teacher candidate’s reflections on prior experiences and assumptions and involve some mediation provided by the teacher educator. On the other hand, the advanced stages of the ZPTD (i.e. internalization and recurrence) involve progressing towards internalization and repeated application of the pedagogical concepts learned. However, the recurrence stage is regarded as the stage in which theory is put into practice (Fani & Ghaemi, 2011).

Teachers’ zone of proximal development is influenced directly by some factors such as peers and mentors, contextual factors, mediatory artefacts and technology (Fani & Ghaemi, 2011). However, the ZPTD is also suggested to be improved through diary keeping, self-scaffolding, conducting action research, analysing teaching practices, and having discussions with learners about strengths and weaknesses of the classroom. The idea that teachers benefit from the collaborative support or encouragement from their colleagues is widely accepted because Vygotsky’s theory encourages a situated and more transformative approach to the development of teachers rather than traditional teacher training schemes (Warford, 2011).

2.2.2. Transformative Learning

As an evolving theory of adult learning (Mezirow, 1996), transformative learning is grounded in cognitive and developmental psychology (Mezirow, 1991) and offers a theory of learning which is partly developmental and based upon the nature of human communication (Taylor, 2007). Mezirow (1991) suggests that meaning is made from our experiences by means of reflection, critical reflection and critical self-reflection.

Furthermore, this view regards adult learning as a means of adapting to the requirements and demands of the sociocultural context and as a meaning-making process which aims to promote a democratic vision of society and self-actualization of individuals (Dirkx, 1998). As a reconstructive theory in nature, the transformative learning theory tries to formulate a general, abstract, idealized model of learning for adult education (Taylor, 2007). In transformative learning process, knowledge is seen as something outside of the learner to be comprehended during learning process (Dirkx, 1998).

Mezirow (2000) proposes ten phases of transformative learning which are presented as follows;

1. A disorienting dilemma.
2. Self-examination with feelings of fear, anger, guilt, or shame.
3. A critical assessment of assumptions.
4. Recognition that one's discontent and the process of transformation are shared.
5. Exploration of options for new roles, relationships, and actions.
6. Planning a course of action.
7. Acquiring knowledge and skills for implementing one's plans.
8. Provisional trying of new roles.
9. Building competence and self-confidence in new roles and relationships.
10. A reintegration into one's life on the basis of conditions dictated by one's new perspective (p. 22).

Taking those phases into consideration, it can be deduced that transformative learning is a process through which the learner transforms frames of reference points such as perspectives and habits with the aim of making them more comprehensive, open, flexible, showing tendency to change and reflective (Gezer, 2010). The ultimate goal of transformative learning is to trigger autonomy and promote self-actualization through self-knowledge and self-reflection. Through transformative learning process, individuals can gain an awareness towards their current habits of mind and resulting points of view, which is followed by a critique of underlying beliefs and assumptions (Gravett, 2004). Besides, Gravett (2004) points out that this process enables the individuals an opportunity to assess alternative views and deciding on abandoning an old view in favour of a new

one, or to make a synthesis of them, which ends up with more dependable knowledge and justified beliefs.

In the field of professional development, Cranton (1996) holds forth that transformation about teaching takes place when the educators examine their teaching and/or training practices critically and adapt alternative ways to comprehend what they are doing (as cited in Cranton & King, 2003). This is because of the fact that we only become automatons who just follow an infinite set of rules or principles, which do not seem relevant in the ever-changing, complex context of teaching and learning, without consciously thinking about and reflecting on our practice (Cranton & King, 2003).

2.2.3. Situated Learning

Introduced by Lave and Wenger (1991), the situated learning theory is regarded as an extension of the ideas of cognitive constructivism and socio-cultural learning theory, which aims to develop a constructivist view of learning (Keown, 2009). This view of cognition is not completely new and shares similar aspects of the theories of Dewey and Vygotsky as it emphasizes participation in a community of learners and the culture of that community.

Lave and Wenger (1991) regarded learning as a situated activity and they have called the central defining characteristics of the process as "legitimate peripheral participation" (p. 29). They suggest that the model enables the learners participate in communities of practice in which the newcomers or novices have the opportunity to acquire the skills and knowledge that could pave the way for them to become full participants in a sociocultural environment. From this perspective, learners are seen as participants within communities of practice rather than as isolated individuals (Pitsoe & Maila, 2013). According to Lave and Wenger (1991), legitimate peripheral participation enables a way to discuss about the relations between newcomers and the old ones and about activities, artefacts, communities of practice and knowledge, a process in which newcomers are entirely involved in communities of practice.

Lave and Wenger (1991) hold the belief that learning should not be regarded as a process of transmission of abstract and decontextualized knowledge from one individual to another, but as a social process in which knowledge is co-constructed through participation in a social environment. In this respect, situated teacher development emphasizes the significance of collaborative learning experiences in the context of

authentic tasks and regards teachers as contributors to the construction of knowledge rather than the deliverer of knowledge (Schlager, Poirier & Means, 1996). Moreover, Johnson and Freeman (2001) argue that what teachers know and how they put that knowledge into practice in the classrooms grow into be interpretative and contingent on knowledge of self, setting, students, curriculum, and community if teacher learning and teaching are to be promoted out of participation in the social practices in classrooms.

In the field of professional development, Borko (2004) suggests that professional growth could take place in daily encounters with enterprises, colleagues, structured or unstructured settings or in classroom practice, which paves the way for further study of situated professional development within and across various contexts. Besides, she adds that understanding of teacher learning requires studying it within these multiple contexts by taking both the individual teacher-learners and the social systems in which they are participants into consideration. Additionally, situative perspectives are claimed to enable a powerful research tool which leads researchers to focus their attention on individual teachers as learners and on their participation in professional learning communities as the situative approach has significant implications for research on the learning of pre-service and in-service teachers (Putnam & Borko, 2000).

2.3. Professional Development of Teachers

It is commonly observed that teachers have different requirements at different times during their careers, which show a tendency to change in accordance with the changes arising in the needs of the schools or the institutions in which they work (Richards & Farrell, 2005). Those changing requirements urge teachers to update themselves as teacher education should not be regarded as a process which begins and ends with formal training solely but as a continuing process. Teacher education merely cannot be expected to prepare teachers to cope with all the challenges they may face during their careers, which gives birth to the need for professional development opportunities.

The literature on teacher professionalism suggests that the terms teacher development, professional development, professional growth, and professional learningare often used interchangeably. Nevertheless, it should be kept in mind that these terms have also been defined and conceptualized in different ways. Professional development in abroad sense when compared to the term teacher development is

described as an ongoing learning process in which teachers are involved voluntarily with the aim of learning how to make adjustments in their teaching in accordance with the learning needs of their students (Diaz-Maggioli, 2003). Aiming to encourage teachers to fine-tune their teaching in accordance with students' needs, professional development enables teachers a fertile development ground for educational transformation (Diaz-Maggioli, 2004). As Freeman (1989) states, development involves helping teachers to create an awareness of their experiences as professionals.

Drawing attention to the importance of professional development for teachers, Little (1993) points out that professional development holds forth meaningful, intellectual, social, and emotional occupation with ideas, materials, and colleagues both in and out of teaching. Day (1999) gives the concept of teacher professional development as follows:

> Professional development consists of all natural learning experiences and those conscious and planned activities which are intended to be of direct or indirect benefit to the individual, group or school and which contribute, through these, to the quality of education in the classroom. It is the process by which, alone and with others, teachers review, renew and extend their commitment as change agents to the moral purposes of teaching; and by which they acquire and develop critically the knowledge, skills and emotional intelligence essential to good professional thinking, planning and practice with children, young people, and colleagues through each phase of their teaching lives (p. 4).

Professional development has gained increasing significance as a way to provide an opportunity for teachers to match their teaching goals with their students' learning needs as a result of innovations and reforms (Diaz-Maggioli, 2003). The innovations and reforms have brought about changes in the roles of teachers in classrooms as teachers have begun to be supposed to keep up with the new curriculum, assessment, methods, techniques and so on. Put it differently, the more there has existed a change in the role of teachers, the more teachers has had to catch up the latest trends in order to improve themselves for the sake of their own professional development (Turhan & Arıkan, 2009). Leu (2004) compares the different approaches to teacher learning in professional development by stating that the approaches to student learning resulted in the changes in approaches to teacher learning, which is represented briefly in the following table;

Table 1

Teacher Learning

Teacher Learning	
Previous approaches	**Present approaches**
• Goal is teachers who are competent in following rigid and prescribed classroom routines • Teachers are "trained" to follow patterns & Passive learning model • Cascade model – large centralized workshops or programs • "Expert" driven • Little inclusion of "teacher knowledge" and realities of classrooms • Positivist base	• Goal is teachers who are reflective practitioners who can make informed professional choices • Teachers are prepared to be empowered professionals • Active and participatory learning model • School-based model in which all teachers participate • Teacher facilitated (with support materials) • Central importance of "teacher knowledge" and realities of classrooms • Constructivist base

Source: Leu, 2004, p. 6

According to Murray (2010), being an effective teacher necessitates a combination of professional knowledge and specialized skills together with personal experiences and qualities. One of the main reasons for participating in professional development activities is to add to teachers' knowledge base and to attain new skills (Bailey, Curtis & Nunan, 2001) since the general agreement is that learning to teach is a lifelong process.

Regarding knowledge base of teachers, Shulman(1987) presents seven categories of knowledge which underlie teacher understanding including content knowledge, general pedagogical knowledge, curriculum knowledge, pedagogical content knowledge, knowledge of learners and their characteristics, knowledge of educational contexts, and lastly knowledge of educational ends, purposes and values. Among those categories, Shulman draws special interest to the pedagogical content knowledge by suggesting that pedagogical content knowledge "represents the blending of content and pedagogy into an understanding of how particular topics, problems, or issues are organized, represented

and adapted to the diverse interests and abilities of learners, and presented for instruction" (p. 8). That special interest to pedagogical content knowledge asserts that teaching should not be regarded solely as a process of having the knowledge of subject matter. On the contrary, teaching demands teachers to transform their knowledge of subject matter with the aim of teaching, which differentiates teachers from being subject area experts (Cochran, King & DeRuiter, 1991). Pedagogical content knowledge involves the knowledge of how to enhance student learning through various ways (Van Driel & Berry, 2012) as it includes the knowledge of how to represent subject matter to the learners, an understanding of learner conceptualizations and the difficulties that the learners encounter during the process of learning and teaching. In this sense, acquisition of pedagogical content knowledge requires teachers to develop themselves professionally due to the fact that teachers need to update themselves in order to meet the demand that educational reforms bring about. The notion of ongoing and lifelong professional learning brought about by educational reforms calls attention to the fact that professional development should not be regarded as a one-shot, one-size-fits-all act, but as a process of professional self-revelation, reflection, and development that results in the best gains when maintained over time in communities of practice and when the focus is upon job-embedded responsibilities (Diaz-Maggioli, 2003).

2.3.1. Approaches to Teacher Professional Development

There are a great number of approaches developed and implemented in different contexts with the aim of promoting teachers' professional development from the beginning of teaching career to the end. Wallace (1991) examines the issue of teacher professional development by suggesting three models involving the Craft Model, the Applied Science Model and the Reflective Model which will be explained in detail.

2.3.1.1. The Craft Model

Derived from behaviourist approaches to learning and teaching, the craft model was the dominant approach in teacher education until the end of Second World War. In this model, an experienced professional practitioner (i.e. craft) is expected to teach his/her practices to the young trainee who imitates and follows his/her instructions and advices (Wallace, 1991). Through this process, the expertise in the craft is transferred from

generation to generation. The content of this model is simply represented as in the following:

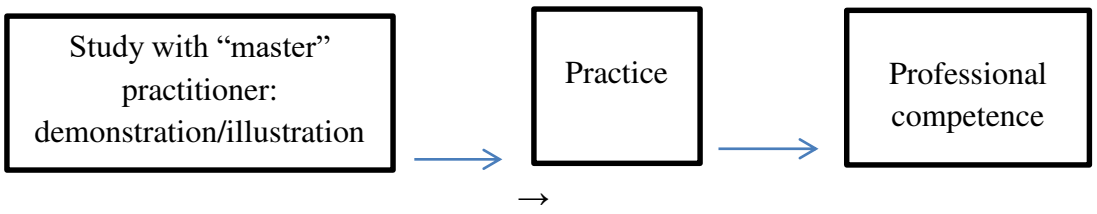

Figure 2. The craft model of professional education adapted
Source: Wallace (1991)

In the field of in-service teacher education, craft model regards teacher learning as skill learning because teacher learning is viewed as the development of a range of different skills or competencies which should be mastered for successful teaching (Richards & Farrell, 2005). In this view, teacher education is based upon the notion that "knowledge about teaching and learning can be transmitted to teachers by others" (Johnson & Golombek, 2002), a process in which teachers are informed about what they should know and how to use that knowledge.

The craft model referred also as mentor model relies basically on the knowledge of master teachers (i.e. experienced practitioners) who may conduct workshops or serve as mentors in their own programs in order to mentor less experienced practitioners (Wrigley & Guth, 1992). The master teachers can hold discussions, demonstrate teaching methods and techniques or give feedback to teachers after observing them in their classrooms. Crandall (1993) provides examples of professional development programs adopting the craft model in which experienced teachers are paired with inexperienced ones with the aim of learning through developing curriculum, lesson plans, materials, and teaching activities. Despite of the fact that the craft model has the capacity to reach larger groups of people having common concerns or special needs, it is not without shortcomings which are put forward by Wrigley and Guth (1992) as follows:

1. The master teacher may not be aware of new developments in the field (e.g. advances made by socio-linguistics) and may not be able to move new teachers beyond the limits of the master teacher's own experience and training.

2. Master teachers and mentors may have been chosen for the "wrong" reasons, such as popularity, rather than teaching expertise.
3. Master teachers often present techniques without explaining the theory behind the techniques. As a result, techniques may be overgeneralized or misapplied when teachers try to use them (p. 159-160).

In spite of being one of the oldest models of teacher development and offering some benefits for those teachers who need support in teaching skills from experienced teachers, the craft model is not without its drawbacks since that approach seems to deal mainly with the “how” aspect of teaching rather than giving an explanation for why a technique or method is successful or not, which calls for alternative models that may compensate for the lacking points.

2.3.1.2. The Applied Science Model

The applied science model has been put forward by information theorists in 1980s and attains its authority from empirical science. It mainly focuses on information in learning how to teach and practical knowledge of anything is stated to be “simply a matter of relating the most appropriate means to whatever objectives have been decided on” (Wallace, 1991, p. 8). Briefly, this model requires trainees to utilize scientific knowledge in order to achieve certain objectives and designed to link relevant research in the field with teaching practice. The applied science model is schematized as follows:

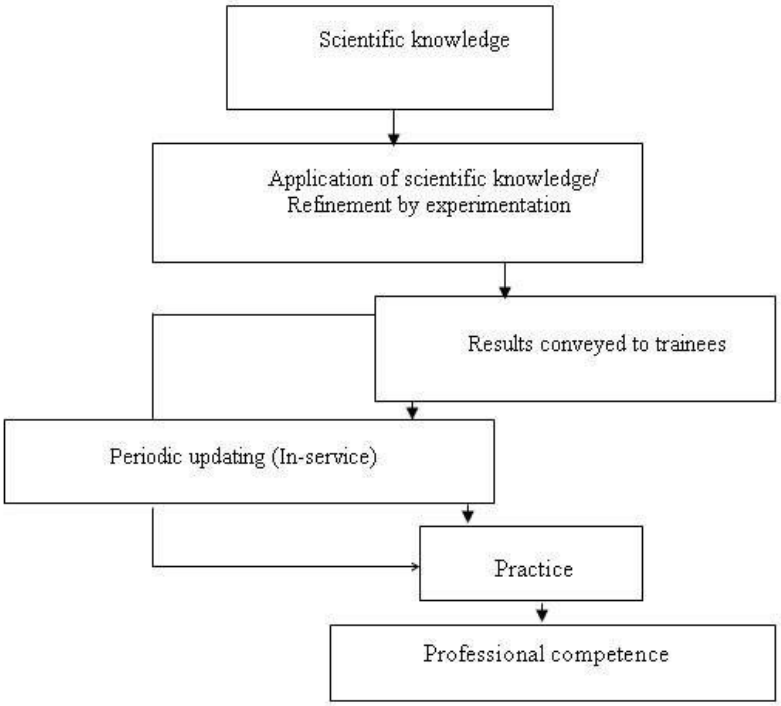

Figure 3. The Applied Science Model

Source: Wallace, 1991

> Wallace (1991) suggests that the model is one –way and explains;
>
> The findings of scientific knowledge and experimentation are conveyed to the trainee by those who are experts in the relevant areas. Thus, trainee teachers who are concerned with maintaining discipline might receive instruction from a psychologist on what has been discovered about behaviour modification. It is up to the trainees to put the conclusions, from these scientific findings into practice. If the trainees fail, it is perhaps they have not understood the findings properly, or because they have not properly applied the findings, or whatever (p.9).

The applied science model is the traditional and the most frequent model adapted by most training or education programs. In the field of in-service teacher development, this model builds the basis for the traditional training model. Throughout most of the twentieth century, training has been the primary model of teacher professional development, which regards teaching as a technical skill and aims mainly to develop competence in specific behaviours (Daugherty, 2008). These models view teacher learning as "a patchwork of opportunities-formal and informal, mandatory and voluntary, serendipitous and planned--stitched together into a fragmented and incoherent

"curriculum" (Wilson & Berne, 1999, p. 174). The professional development practices that could be put under the title of traditional models involve seminars, workshops, lectures and so on. Ball and Cohen (1999) draw attention to the inadequacy of those traditional trainings for teachers by suggesting that the one-shot workshops offer teachers advice and tip of things to try in the classroom, catalogues filled with activities for recent educational ideas, and plans for teaching challenges. Moreover, they give explanation for those offerings as follows;

> These offerings get a steady stream of subscribers. Participation in modal staff development is the professional equivalent of yo-yo dieting for many teachers. Workshop handouts, ideas, and methods provide brief sparks of novelty and imagination, most squeakily practical. But most teachers have a shelf overflowing with dusty vinyl binders, the wilted cast-offs of staff development workshops. Since professional development is rarely seen as a continuing enterprise for teachers, it is only occasionally truly developmental (p. 4).

Many researchers (i.e. Guskey, 1994; Showers, Joyce & Bennett, 1987) have attempted to call for rejection of traditional by replacing the old with new meaningful professional development practices although there is a lack of substantial empirical evidence on what teachers learn or do not learn when they participate in traditional professional development activities (Wilson & Berne, 1999). On the insufficiency of traditional training models, Little (1993) argues that "the dominant training model of teachers' professional development-a model focused primarily on expanding an individual repertoire of well-defined and skillful classroom practice-is not adequate to the ambitious visions of teaching and schooling embedded in present reform initiatives" (p. 129). Although those traditional models such as post-secondary coursework, workshops or educational seminars done by others for teachers will continue to have an important role in professional development of teachers, a great number of alternative models allowing for self-directed, collaborative and inquiry-based learning have emerged (Johnson, 2009) which will be explained in detail in the following sections.

2.3.1.3. The Reflective Model

The reflective model holds forth that teachers can learn through reflection on their own experience and application of what they have learned with the aim of developing their professional abilities further (Ur, 1997). Referred also as inquiry model, the reflective model involves a process in which teachers work individually or collaboratively in order to reflect upon their own practice or their programs and provides teachers an opportunity to develop their own theories of teaching and to arrive at a greater understanding of the nature of decision making in their classroom (Wrigley & Guth ,1992).

Reflective teaching is regarded as a process which has the capacity to facilitate teaching, learning and understanding, and which serves a significant role in teacher professional development (Ma & Ren, 2011). Many scholars account for the importance of reflective teaching in teachers' professional development. Dewey (2007) defining reflection as "active, persistent, careful consideration of any belief or supposed form of knowledge in the light of the grounds that support it, and the further conclusions to which it tends" (p. 6) was one of the first scholars who advocated reflection as a means of teacher professional development. He suggests that critical reflection is the most significant quality that a teacher might have and it has much more influence on the quality of schools and instruction than the teaching techniques used.

Defining reflective thinking as the process of informed and logical decision-making on educational matters, Taggart and Wilson (2005) propose three levels of reflective thinking including technical level, contextual level and dialectical level, which are presented in Figure 2.3.

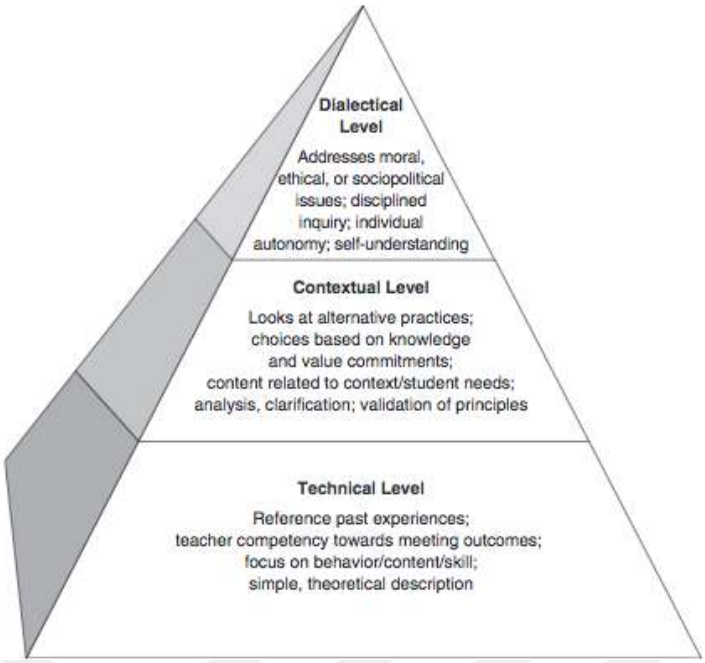

Figure 4. Reflective thinking pyramid adapted
Source: Taggart and Wilson (2005)

As a first level of reflection, technical level is mainly concerned with methodological application of educational knowledge and development of theory in order to attain the curriculum objectives without considering any problems regarding school, classroom or social context (Zeichner & Liston, 1987). On the other hand, the contextual level deals with pedagogical matters and involves clarification of the underlying assumptions and predispositions and assessment of educational consequences (Taggart & Wilson, 2005; Zeichner & Liston, 1987). The third and the highest level, dialectical level takes moral and ethical values about practical action into consideration (Dervent, 2015).

Extending Dewey's foundational aspects on reflection, Schön (1983) proposes two new terms related to reflective thinking: reflection-in-action and reflection-on-action. While reflection-in-action is defined as the internal conversation of the practitioner when taking hold of the experience or process (Pacheco, 2005), reflection-on-action is described as "teachers' thoughtful consideration and retrospective analysis of their performance in order to gain knowledge from experience" (Leitch & Day, 2000, p. 180). To draw attention to the utmost importance of reflection for practitioners, Johns (2009) suggests that;

> Reflection is learning through our everyday experiences towards realizing one's vision of desirable practice as a lived reality. It is a critical and reflexive process of self-inquiry and transformation of being and becoming the practitioner you desire to be. As such, reflection is always purposeful, moving towards a more reflective, effective and satisfactory life. Reflection is a special quality of being. It is necessary to learn its right posture to tap into its mystery to gain most benefit from its learning potential (p. 3).

Reflective teaching has begun to be perceived as having an essential role in learning process of effective teachers and Leitch and Day (2000) propounds three reasons for the popularity of reflective teaching. The first reason is suggested to be related to the complex nature of teaching and learning and improvement is argued to be led by reforming past understandings and current practices. Secondly, dealing in reflective practice is claimed to be a means of encouraging greater self-knowledge and self-challenge which may finally eventuate in personal development. Lastly, reflective practice is regarded to be essential to the growth of teachers as inquirers who get involved in a collaborative research process with others from inside and outside the school in order to generate knowledge of practice instead of finding themselves as objects whose main role is to put existing theory into practice in their classrooms.

The reflective teaching model proposed by Wallace (1991) presents the role of reflection in the process of teacher professional development as indicated in Figure 2.3.

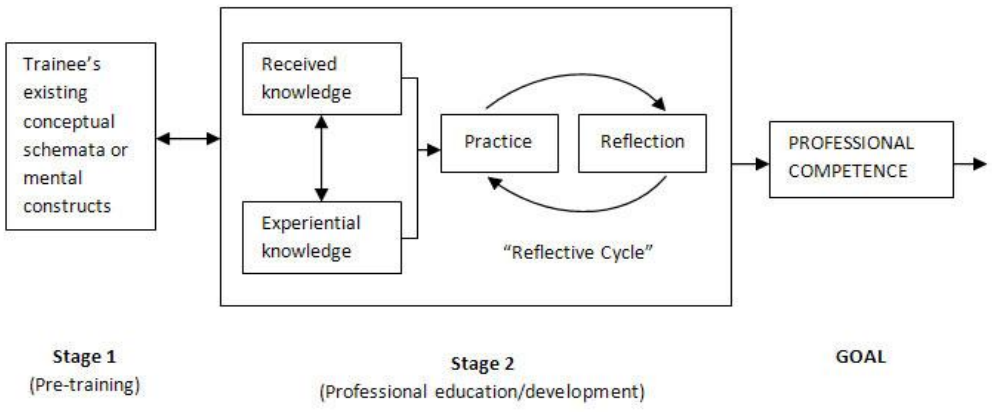

Figure 5. Reflective model of professional education/development adapted
Source: Wallace (1991)

The reflective model provides teachers an opportunity to move beyond a knowledge base of various skills into a stage in which they can adapt those skills to their own contexts and ultimately to a point in which they internalize those skills and formulate new strategies, as a result of which they develop professional competence (Larrivee, 2000). Teachers as reflective practitioners who continuously engage in reflection and inquiry are suggested to make a progress towards becoming an effective teacher (Cimer, Cimer & Vekli, 2013) as they can revise their beliefs and practices regularly, make choices between options and decide on the most suitable for their situation in order to reinforce their effectiveness.

The reflective teaching movement and popularity of action research together with teacher researcher movement have set forward to recognize the essential significance of reflection and inquiry as tools for triggering changes in classroom practices and contributing to professional development of teachers as well (Johnson, 2009). That growing interest towards teacher reflection and inquiry has led to a variety of school-based, practitioner-driven, collaborative, and inquiry-based approaches to professional development.

2.3.2. Inquiry-Based Approaches to Professional Development

When viewed from a sociocultural perspective, teachers are not only regarded as possessors of knowledge but also the creators of that knowledge as their learning is constructed through experiences in social contexts with social practices (Richards, 2002). This view asserts that professional development cannot be regarded as merely a process of uploading new theories, methods, techniques or materials on teachers, but as a process of restructuring teachers' beliefs, knowledge and practices through social interaction and systematic inquiry by teachers.

Inquiry-based approaches enable mediational spaces for teachers to cooperate with others with the aim of exploring questions about students, teaching practices and how those practices influence student learning, a process which involves observation of classroom practices and an examination of teaching and student artefacts through dialogic mediation (Tasker, 2014). Consistent with socio-cultural perspective, inquiry-based approaches encourage teachers to be involved in an ongoing, in-depth, systematic, and reflective reviewing process of their teaching practices and their students' learning (Johnson, 2009). In the forthcoming sections, several models of inquiry-based approaches

to professional development will be explained in detail. These are including Critical Friends Group, Collaborative Action Research, Teacher Support Groups, and Peer Coaching. Although there are a number of inquiry-based models more in the literature, these four models are selected due to their collaborative, practitioner-driven, inquiry-based and reflective nature.

2.3.2.1. Critical Friends Group

Critical Friends Group (CFG) was initially introduced by the Annenberg Foundation and currently gets support from the National School Reform Faculty, which refers to a network of people, schools, and organizations whose main target is to sustain significant change in schools via development of learning communities. The concept of critical friend is described by Costa and Kallick (1993) as;

> ... a trusted person who asks provocative questions, provides data to be examined through another lens, and offers critiques of a person's work as a friend. A critical friend takes the time to fully understand the context of the work presented and the outcomes that the person or group is working toward. The friend is an advocate for the success of that work (p. 50).

The CFG, a significant movement which aims to improve student learning through teacher collaboration and inquiry (Norman, Kolian & Hooker, 2005), can be defined as a method in which critical friends referring to the colleagues from the same educational institution work together in order to help each other (Vo & Nguyen, 2010). According to Bambino (2002), the Critical Friends Group process reveals the complex nature of teaching and enables teachers an opportunity to improve their teaching through giving and receiving feedback.

This method involves the collaboration of 4–10 members who voluntarily engage in a learning together process which is carried out in a long-term and regular basis. A coach (i.e. a colleague) has the role of a facilitator at meetings by helping group members use various protocols. Aimed at sharing the practices and improving student learning, the participant teachers in CFGs make use of structured protocols in order to examine teaching strategies, carry out peer observations and make an analysis of their students' growth (Franzak, 2002). Those structured protocols are designed to draw the attention of

group on specific student learning issues through careful analysis and examination of a piece of student work or a classroom dilemma and reflection on the matter (Johnson, 2009). Through this method, the group tries to examine teacher and student work, solve problems, discuss professional literature, and observe each other's teaching (Bambino, 2002). The process of CFG involving commonly used protocols is explained by Franzak (2002) as follows;

> … a teacher brings a sample of student work and presents the work along with a focusing question. Members of the group then take turns describing and hypothesizing about the work while the presenting teacher takes notes. After several rounds of the comments, the presenting teacher shares what she found useful in the conversation. Then the group debriefs the entire process (p. 261).

On the other hand, peer observation protocols suggest that two teachers use a predetermined format to observe each other's teaching and then give feedback. Furthermore, the problem solving protocols begin with a question about a specific dilemma put forward by the presenter. The other teachers ask questions and discuss on the problem while the presenter takes notes until the end of the discussion. At the end of discussion, the presenter shares her/his notes regarding what was useful or significant for his/her problem.

The theoretical foundation for CFG is that this model of teacher professional development helps teachers to improve their teaching performance since they can learn about others' instructional techniques through peer observation and discussion with other colleagues (Vo & Nguyen, 2010). The feedback sessions lead to greater reflection on teaching which then brings about changes in teaching practices.

2.3.2.2. Collaborative Action Research

The term action research was suggested by Lewin (1944) in connection with research whose main aim was to promote social action via democratic decision making and active participation of practitioners in the research process (Bryant, 1995). He thought that action research could produce more advances in theory and social change. Regarding those qualities suggested by Lewin, action research can be defined as teacher-conducted classroom research which intends to shed light on and/or overcome issues and problems encountered during practice (Richards & Farrell, 2005). Lytle and Cochran-Smith (1990)

describe teacher action research as “systematic, intentional inquiry by teachers” (p.83), which suggests that action research promotes teacher inquiry; reflection and problem-solving in order to achieve personal/professional change. Gaining wide interest in the field of teacher professional development, action research is claimed to give teaching back to teachers (Carson, 1990) as the attention has moved away from regarding teachers as implementers of reforms to teachers as active participants or teachers as learners. Richards and Farrell (2005) outline the basic characteristics of action research as follows;

- Its primary goal is to improve teaching and learning in schools and classrooms and it is conducted during the process of regular classroom teaching.
- It is usually small-scale and is intended to help resolve problems rather than simply be research for its own sake.
- It can be carried out by an individual teacher or in collaboration with other teachers (p. 171).

The significant components of action research involve planning, acting, observing and reflecting which follows a spiralling and evolving cycle. Following those cycles, action research provides teachers an opportunity to take a central role to identify and explore curriculum and other professional issues, which enable them test out and refine key questions of practice (Burns, 2000). Through a collaborative, systematic and cyclical process of action research, participants (i.e. practitioners) endeavour towards meaningful change by means of strategic action, systematic data collection and analysis, which involves ongoing, critically reflective practice, broader understanding and interpretation of the educational context (Burns, 2011).

Bearing the significance of action research in the process of teacher professional development, Burns (1999) suggests Collaborative Action Research as an alternative way of conducting action research without denying the relevance and necessity of individually conducted action research in certain contexts. Collaborative Action Research, from her perspective, is argued to be advantageous in terms of leading teachers into a process in which they can share their common problems and collaborate as a research community to examine their already existing beliefs, values and assumptions within the sociopolitical context of institutions they work in.

Furthermore, defining the collaborative action research as the joint research between two or more teachers or between universities and teachers, Vula and Berdynaj

(2011) claim that collaborative action research enables teachers to collaborate and hence have an influence in changing the curricular approach by focusing mainly on practical problems of individual teachers or schools. Besides, Bryant (1995) makes a comparison between traditional research and collaborative action research. According to his explanation, the traditional researcher probes to investigate an educational matter, presents the findings and leaves the implementation of findings to the practitioners. On the other hand, he elaborates on the content of the Collaborative Action Research as follows;

> ….educators involved in collaborative action research think about a specific group in a particular setting with the main goal of finding better ways to do their job. Collaborative action research takes place when educators initiate and control the research in conjunction with the other day-to-day activities of leading a school or classroom. It's a search for answers to questions relevant to educators' immediate interests, with the primary goal of putting the findings immediately into practice. It is very practical in orientation in that it deals with real life problems of the classroom or school life (p. 9).

In order to contribute to the effectiveness of schooling, collaborative action research is required to be conducted in an atmosphere of support, trust and collegiality (Sagor, 1991). Providing teachers a medium for systematically examining the problems encountered in the classrooms and finding practical solutions (Raymond & Leinenbach, 2000) in a collegial relationship process, collaborative action research has gained great interest as a way of field-based research, improved practice, and staff development and studies suggest that it serves so many benefits such as;

- increased awareness of effective instructional practices by the sharing of ideas among group members;
- giving teachers a voice to communicate significant ideas and encouraging them to speak about their concerns and their experiences; and
- developing a supportive atmosphere for problem-solving regarding instructional challenges as people from different sites have different strengths (as cited in Aspland, Macpherson, Proudford & Whitmore, 1996, p. 96).

2.3.2.3. Teacher Support Groups

A teacher support group can be described as a professional development practice in which two or more teachers collaborate with the aim of achieving their individual or common problems based upon the idea that working within a group could lead to more effectiveness when compared to working on one's own (Richards & Farrell, 2005). Being also referred to by other names such as study groups, teacher networks, and learning circles, teacher support groups enable a structure which "brings everybody back to the basics of being a learner, of taking responsibility for our own learning, the learning of our colleagues, and the learning of those for whom we are responsible (Murphy, 1992).

Furthermore, Birchak et al., (1998) suggest that the study/support group can be regarded as a place in which a shared agenda could be shared rather than someone else's agenda being imposed on and as a process which focuses on accepting collaborative dialogue as a way of thinking through shared issues and concerns. Murphy (1992) illustrates three main purposes for teacher support groups, which suggests that teacher support groups can expedite the implementation of curricular and instructional innovations, plan school improvements, and lead the way for educators to study research-based practices.

Being involved in a teacher support or study group could provide a number of benefits such as greater awareness towards language teaching issues, increased motivation towards participating in other professional development projects, changes in effective teaching practices, overcoming isolation by fostering a sharing attitude among teachers, increased self-confidence, and lastly facilitating teacher initiatives through sharing experiences with others (Richards & Farrell, 2005). Although teacher study groups sound persuasively appealing to the teachers who long for meaningful collaborative learning and development, it requires six important elements to be taken into consideration, which are suggested to contribute to the effectiveness of practice. These elements involve the;

a) length and quality of participants' commitment to the group;
b) tension between the goals of improving content-area knowledge and pedagogical skills;
c) way that teachers with varied goals for development participate and assume different roles within the group;

d) group's mechanisms for honest examination of teaching practices and its structures for conversation;
e) teaching assignments represented within the group membership; and
f) support for classroom implementation of new ideas and skills (Stanley, 2011, p. 74).

Within a collaborative framework for finding solutions to the problems, teachers in teacher study groups are claimed to be able to take control of their own learning through active participation in problem-centered discussion activities (Tichenor & Heins, 2000) since they have the opportunity to ask questions and realize various perspectives for their concerns. The studies conducted so far (i.e. Arbaugh, 2003; Gersten, Dimino, Jayanthi, Kim & Santoro, 2010; Stanley, 2009) have indicated that collaborating with peers on a regular basis and in a meaningful manner is one of the most beneficial aspects of teacher study group practice and this practice helps teachers to reflect on their own teaching practices, build new pedagogical knowledge and increase confidence in professional knowledge as a result of collaborative discussions with others.

2.3.2.4. Peer Coaching

Introduced by Joyce and Showers (1982), the concept of peer coaching involves supporting teachers while applying and reflecting on new ways of teaching. Peer coaching can be defined as "a confidential process through which two or more professional colleagues work together to reflect on current practices, expand, refine, and build new skills, share ideas; teach one another; conduct classroom research; or solve problems in the workplace" (Robbins, 1991, p. 1). In peer coaching practice, two or more teachers collaborate in order to help each other in terms of improving some aspect of their teaching (Richards & Farrell, 2005). The peer coaching procedure follows a cycle of observation, feedback, and strategy planning, which involves a teacher observing another colleague, then using the results of the observation with the aim of collaboratively setting an informal goal for developments and/or improvements in their instructional skills, strategies and techniques (Hudson, Miller, Salzberg & Morgan, 1994).

Vidmar (2006) defines peer coaching as a vehicle that gives teachers a chance to deal in meaningful professional dialogue as well as enabling a nonthreatening professional relationship. The practice of peer coaching is claimed to raise teachers'

awareness towards teaching practice and promote long-term change (Moss, Sloan & Sandor 2009). In this respect, Seferoğlu (2001) refers to peer coaching as a practice in which one teacher supports another colleague in terms of improving his/her instructional skills and develop a new teaching practice through observation, knowledge sharing and in this way learning from each other. Building foundation for the research regarding peer coaching process, Joyce and Showers (1982) propose five important functions of the peer coaching process: provision of companionship, providing technical feedback, analysis of application, adapting to the students, and personal facilitation. Research on peer coaching has demonstrated that the implementation of peer coaching opens up opportunities as the transfer of training, promotion of collegiality between teachers and reflection that would contribute to their efficacy and classroom management skills (i.e. Arslan & Ilin, 2013; Göker, 2006; Prince, Snowden & Matthews, 2010).

Garmston (1987) proposes three types of peer coaching which include technical coaching, collegial coaching, and challenge coaching. Technical coaching refers to a process in which a teacher wants to learn about a new teaching method and/or technique and needs support from another teacher who is more knowledgeable and experienced (Richards & Farrell, 2005), as a result of which teachers transfer the outcomes of training into classroom practice. On the other hand, collegial coaching involves a process which aims to refine already existing teaching practices, to deepen collegiality, to promote professional dialogue and to encourage teachers to think deeply on their work. Lastly, challenge coaching intends to help teachers in terms of resolving the problems encountered in some aspect of teaching through joint work.

The issue of peer coaching for professional development of teachers has inspired numerous studies both in the field of pre-service teacher education and in-service teacher development. For instance, Bagheridoust and Jajarmi (2009) examined the impact of peer coaching on the professional development of teachers by assessing the self-efficacy that would result from peer coaching practice and attitudes of the participants towards that practice. The participating teachers suggested that peer coaching process provided teachers a low-stress and non-evaluative nature to reflect upon and improve their teaching. Moreover, the study suggests that peer coaching is beneficial and strong in that it promotes a culture of collaboration and professionalism among teachers as a result of being a mutually reciprocal process.

Furthermore, Zwart, Wubbels, Bolhuis & Bergen (2008) were interested in what and how eight experienced teachers learned during a one-year reciprocal peer coaching

circle through an examination of their learning activities, their learning outcomes, and the relations between these variables. The results revealed that different activity sequences undertaken by the teachers in the process of a reciprocal peer coaching circle encouraged different aspects of their professional development. Additionally, in the field of language teaching, Arslan and Ilin (2013) conducted a study on how peer coaching affected classroom management skills of English language teachers at university level and suggested that peer coaching was useful for improving classroom management skills of teachers including lesson design, creating a positive atmosphere, triggering student participation, and time management.

2.4. Professional Development of EFL Teachers

The rapidly changing student population, nationwide education reform, and the development of national standards (i.e. Common European Framework) for foreign language learning are leading teachers to meet new demands. Ongoing professional development of language teachers is suggested to be essential, especially in today's world of rapidly changing technology (Murray, 2010). The need for ongoing development/improvements in professional skills and knowledge does not reflect inadequate training but simply sheds light on the fact that the pre-service teacher education can not provide everything that teachers need to know, as well as the fact that changes constantly take place in knowledge base of teachers (Richards & Farrell, 2005). In the case of second and/or foreign language teachers, professional development is necessary in terms of enabling teachers an opportunity to help their students develop proficiency in the target language and to promote an understanding of the cultures associated with that language (Diaz-Maggioli, 2003).

Recently, the field of language teaching has begun to regard professional development not as a process involving accumulation of skills but as a highly critical process (Giraldo, 2014). The core features of language teacher development are proposed by Mann (2005) stating that language teacher development;

- is a bottom–up process and as such can be contrasted with top–down staff development programmes;
- values the insider view rather than the outsider view;

- is independent of the organisation but often functioning more successfully with its support and recognition;
- is a continuing process of becoming and can never be finished;
- is a process of articulating an inner world of conscious choices made in response to the outer world of the teaching context;
- is wider than professional development and includes personal, moral and value dimensions;
- can be encouraged and integrated in both training and education programmes (p. 105).

Research in the field of EFL has revealed that teachers select different processes while pursuing their professional development. In this regard, Bailey, Curtis and Nunan (2001) give the examples of journals, action research, team teaching, portfolios, mentoring-coaching and reflective teaching for professional development which can provide teachers with opportunities to develop during their teaching careers (Salas, 2016). They also suggest several reasons for teacher development:

- to acquire new knowledge and skills,
- to keep pace with change,
- to increase our income or/and prestige,
- to add an impressive line to our curriculum vitae,
- to increase our power by increasing our knowledge,
- to avoid burnout,
- to combat negativity (Bailey, Curtis & Nunan, 2001, pp. 6-7).

Borg and Sanchez (2015) on the other hand suggest seven characteristics for what constitutes effective professional learning in order to refine his ideas regarding language teacher professional development as follows;

- It is seen by teachers to be relevant to their needs and those of their students;
- Teachers are centrally involved in decisions bou ontet and process;
- Collaboration and the sharing of expertise among teachers is fostered;

- It is a collective enterprise supported by schools and educational systems more broadly;
- Exploration and reflection are emphasized over methodological prescriptivism;
- Expert internal and/or external support is available;
- Classroom inquiry by teachers is seen as a central professional learning process (p. 5-6).

2.5. Key Factor for Teacher Professional Development

The professional development is widely acknowledged to be of great significance for the individual (i.e. teacher), the group (i.e. peers, teacher networks etc.), the institution (i.e. school) and the students. In the previous literature, there is a considerable amount of research describing "best practices" in professional development based upon the experiences with different model or methods of professional development. Substantial amount of effort is paid to the issue of professional development, which draws attention to critical importance of understanding what makes professional development effective and particular characteristics of high quality professional development in order to gain insight into the success or failure of many educational reforms (Desimone, Porter, Garet, Yoon & Birman, 2002; Desimone, 2009).

For a long time, the research on professional development focused mainly on teacher satisfaction, attitude change, or commitment to innovation undertaken in the form of participants' satisfaction questionnaires (Guskey, 2000) instead of the results of professional development and/or the processes that help it work which requires more empirically valid methods (Desimone, 2011). Despite the fact that there are heightened expectations for outcomes from professional development and evaluating its effectiveness is very important, an instrument for this purpose is not available yet (Main & Pendergast, 2015) and the core features of effective professional development are not clearly stated.

The issue of evaluating professional development and change is focused upon mainly from two points of view; the effectiveness of professional development practice and the core features of professional development practice. Upon the effectiveness of professional development, Guskey (2000) suggests five critical levels of information

required for effective professional development evaluation, which are presented in Figure 2 below.

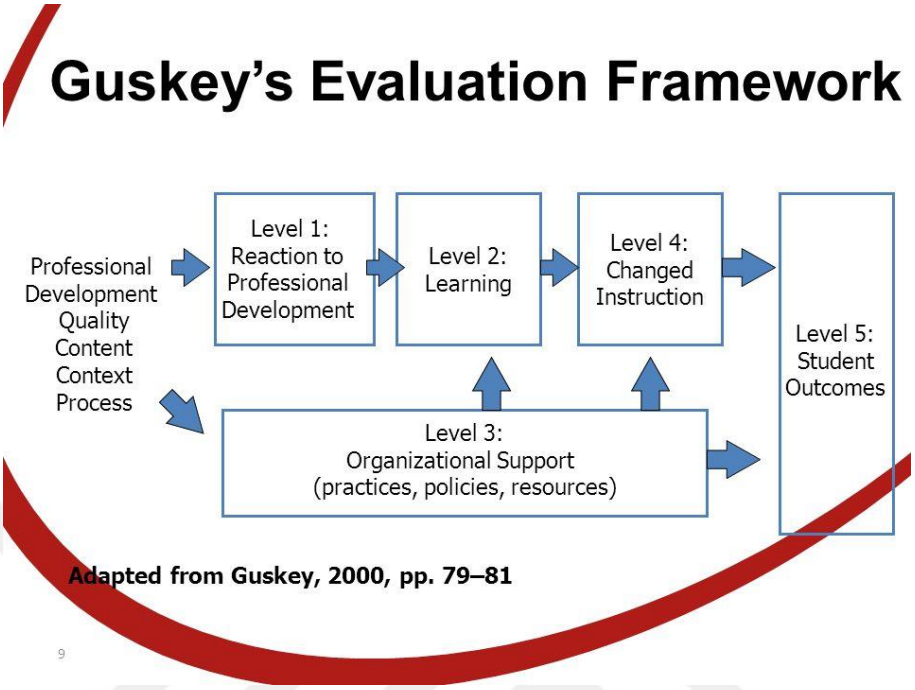

Figure 6. Five Critical Levels of Professional Development
Souce: Guskey (2000)

Level 1: Participants' Reactions: Being the most common form of professional development evaluations and the easiest type of information to gather and analyse, the first level is concerned with the reactions of participants to the experience of professional development (Guskey, 2002a). Measuring the participants' satisfaction with the experience can be helpful in terms of improving the design and delivery of programs or activities.

Level 2: Participants' Learning: Focusing upon the knowledge and skills gained as a result of participating in a professional development process, the second level can be helpful in terms of forming the basis for the improvements in content, format and/or organization of the program involved (Guskey, 2000).

Level 3: Organizational Support and Change: The third level mainly concentrates upon organization through which the focus shifts to the characteristics of the organization and attributes necessary for success (Guskey, 2002a). The support from organization is of great significance because the lack of support affects the process and effectiveness of professional development in a negative way.

Level 4: Participants' Use of New Knowledge and Skills: The forth level basically deals with whether the participants are actually using the knowledge and skills they acquired through professional development process (Muijs & Lindsay, 2008). The information gathered through this level to help in terms of restructuring future programs and activities in order to facilitate better and more consistent implementation (Guskey, 2002a).

Level 5: Student Outcomes: The last level focuses upon the impact of professional development on students (Guskey, 2000). The information on the fifth level can guide improvements in all aspects of professional development such as program design, implementation, and further practices (Guskey, 2002a).

Considering the relationship between professional development and teacher change, Desimone et al., (2002) identified six key features of professional development that could be hypothesized as effective in improvement of teaching practice and as critical components for effective teacher professional development. Those features involve; reform type, content focus, active learning, coherence, duration and collective participation.

The *reform type* deals with the form or the organization of the activity including a study group, teacher network, mentoring relationship, committee or task force, internship, individual research project, and/or teacher research in comparison to a traditional work-shop, course, and/or conference (Desimone et al., 2002). The previous literature criticize traditional forms of professional development by stating that they are ineffective in terms of providing teachers with enough time, activities, and content required for increasing teacher's knowledge and fostering meaningful changes in classroom practices of teachers (Loucks-Horsley, Hewson, Love & Stiles, 1998). However, the reform type activities are suggested to be more responsive to the learning of teachers (Ball, 1996) and to have more effects on changing teaching practice (Darling-Hammond, 1995) as they mostly take place during the regular school day of teachers.

The *content focus* is mainly concerned with what teachers learn as a result of professional development. Garet, Porter, Desimone, Birman & Yoon (2001) claim that professional development activities should focus upon subject matter content and how that content is learned by students (i.e. pedagogical content knowledge). Desimone (2009) suggests that pedagogical content knowledge is the most significant feature of effective professional development.

The feature of *active learning* implies that teachers should be provided opportunities to be actively engaged in the process of professional development through practices such as observing and receiving feedback, analysing student work, or making presentations in contrast to passively sitting and listening to lectures (Desimone, 2011). Upon the relationship between active learning through professional development and teachers' knowledge or teaching practice, Desimone et al. (2002) suggest that the professional development process promoting active learning in which teachers are not passive recipients of information enhance the impact of professional development activities.

The feature of *coherence* proposes that teachers' learning in any types of professional development should have consistency with other professional development, with teachers' knowledge and beliefs, and with school, district, and state reforms and policies (Desimone, 2011). Professional development processes in which the activities are disconnected from one another and individual activities do not form part of a coherent program are generally criticized; therefore, professional development activity is suggested to be effective in improving teachers' knowledge and skills when it forms a coherent part of a larger set of opportunities provided for teacher learning and development (Garet et al., 2001).

The *duration* is described as the number of contact hours allocated to the professional development and the length of time over which involvement in the activity spans (Hochberg & Desimone, 2010). Although there does not exist an exact duration for professional development activities, the activities that are spread over a semester and involve 20 hours or more contact time are supported (Desimone, 2009).

The last feature *collective participation* suggests that building an interactive learning community requires groups of teachers from the same grade, subject, or school to participate in professional development activities together (Desimone, 2011). In this regard, Desimone et al. (2002) pointed out that professional development becomes more effective in changing teachers' classroom practices when collective participation of teachers from the same school, department, or grade is encouraged.

2.6. Lesson Study

Originated in Japanese elementary education especially in the fields of mathematics and science and having been in use since 1970s, Lesson Study is a translation

of the Japanese words ‘jugyou’ which means instruction, lessons or lesson and ‘kenkyuu’ which means research or study (Lewis, Perry, Hurd & O’Connell, 2006). Lesson Study (LS) can be briefly defined as a teaching improvement and knowledge building process during which teachers work in small teams in order to plan, teach, observe, analyze, and refine individual class lessons, called research lessons (Cerbin & Kopp, 2006). Besides, Dudley (2014) describes Lesson Study (LS) as a highly specified form of classroom action research which focuses upon the development of teacher practice knowledge.

Tasker (2014) identifies LS as a framework used by teachers in order to find out a gap between where their students are now, and where they would like them to be, then look for ways that would bridge that gap by means of creating a research lesson which focuses on re-directing student learning through changes in teaching practices and design of artefacts that will help their learners achieve the long-term goal they have established. It is a reflective process as teachers are expected to reflect upon their practices, students’ learning and the relationship between them. In spite of being actual classroom lessons with students, the research lessons designed throughout LS process typically have five special characteristics stated as follows;

1. Research lessons are observed by other teachers.
2. Research lessons are planned for a long time, usually collaboratively.
3. Research lessons are designed to bring to life in a lesson a particular goal or vision of education.
4. Research lessons are recorded.
5. Research lessons are discussed (Lewis, 2000, p. 4-5-6).

Like other inquiry-based models of professional development, LS is teacher-directed, collaborative, and non-evaluative, and based on concrete everyday classroom practices, in which groups of teachers try to co-plan a lesson focusing on a particular content or unit of study (Johnson, 2009). To draw attention to significant qualities of LS, Lewis (2006) states that Lesson Study is;

> … a flexible system for learning from practice that requires particular supporting materials and knowledge, conditions, habits of mind, and institutional structures to flourish…[it] interconnects intimately with many local structures, both adapting itself to them and is also transforming them (p. 12-13).

In this practice, teachers collaborate with other teachers and plan, teach, observe and analyze learning and teaching in collaboratively designed research lessons. After practicing the research lessons, teachers record their findings and share them with other colleagues through public research lessons, and through the publication of a paper outlining what they have done. The LS cycle is represented in Figure 2.4.

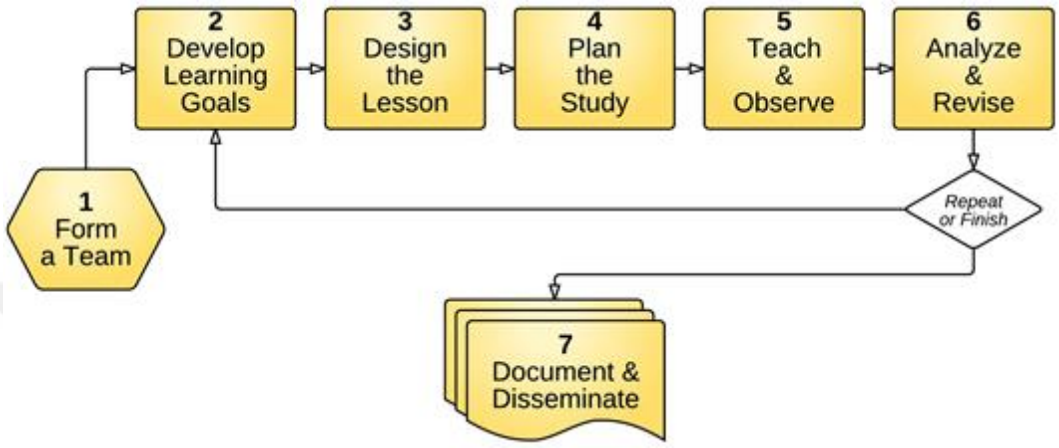

Figure 7. Lesson Study Cycle
Source: Cerbin & Kopp, 2011

To fully understand the concepts and processes of LS necessitates a great deal of unpacking of each step. In this regard, the LS practice begins with forming a team which involves a group of teachers (i.e. from at least four to six teachers) who are likely to enjoy the challenge of starting up a new professional learning approach in the school. The teachers in the group begin to hold meetings regularly to complete the other stages. During those meetings, the teachers discuss on the problematic issues they face and try to develop a long-term goal which could be about behaviour, learning or attitude. Goal setting stage is one of the most critical underpinning of LS, which is emphasized by the metaphor of "an iceberg to represent the extent of 'underwater' support needed for planning the lesson" (Doig & Groves, 2011, p. 80). The long-term goals should address the gap between the qualities the students currently have and the ideals held by the teachers. Upon agreeing on the goal, the teachers begin to plan the research lesson considering the students' needs, curricular content, teaching approaches, and materials and the like. The teachers then create research questions based on their long-term goal, and collaboratively design a research lesson addressing those research questions. The lessons themselves focus on the content and pedagogical issues touching upon

weaknesses in the curriculum, or topics causing difficulty while learning or teaching (Tasker, 2014).

After teachers have finished writing the research lesson plan, one member of the group teaches the lesson to the class determined beforehand while the other members observe and take detailed notes. Besides, the teachers pay attention to students' learning not to teachers' teaching in order to see whether the research lesson plan addresses the overarching goal. Soon after the lesson is taught, the teachers in the LS group meets for reflection and evaluation of the lesson, upon which the group makes revisions in the lesson plan. Following the revisions, another teacher in the group teaches the lesson to another class, and the other members of the group observe the lesson by taking notes. Following that, the teachers meet again and share their feedbacks on how well the lesson achieved their aims and make suggestions related to how it could be improved. After completing the steps of research lesson, a reflective record of the entire Lesson Study process is often produced, which involves discussion on the research lesson, the whole process with problems and challenges faced. Lastly, the group holds a dissemination meeting to share their observations, findings and experiences with others. The research lesson plan with prepared materials and handouts can be made public at this stage.

2.6.1. Research on Lesson Study in Language Teacher Development Context

Although lesson study has been mainly practiced in mathematics and science, it has started to gain interest in other disciplines including language teaching due to its potential for promoting teacher practice and growth. Lesson Study model situates teacher learning in real classroom practice, and in this way helps teachers relate what they have learnt to what they do in the classroom and raise teachers' awareness towards different ways for putting their knowledge into practice (Loughran, 2002).

In spite of sparking a great number of research in the fields of mathematics and science teacher development, there are very few studies which report on the application of Lesson Study in English language teaching contexts since it is mainly practiced in mainstream education. For instance, Hurd and Licciardo-Mosso (2005) focused upon whether LS could help teachers in the process of implementing differentiated instruction by conducting a case study. The results of the process revealed that lesson study esteemed teachers as professionals and paved the way for them to use skills and experiences in a way that would increase student achievement while increasing their knowledge as

professionals as well. LS was regarded as a tool that encouraged teachers to be effective learners themselves in a safe and collaborative environment and contributed to the building of efficacy for teachers as teachers realized that they could be able to improve themselves and their students.

Furthermore, Stillwell, McMillan, Gillies & Waller (2010) carried out a study to see how LS model benefitted four teachers in terms of enhanced materials and professional development. The study bore some differences from the usual context in which LS is conducted in Japan, which were; (a) the participant students were at university level and (b) the participant instructors were coming from a variety of English-speaking countries. The study suggested that the teachers involved in LS project enjoyed the freedom of being able to adapt the process in a way that would fit the needs of their particular classroom situations as they initiated the whole process. Moreover, the results indicated that LS offered many benefits to the teachers in terms of professional development as well as development of materials ideally suited to the students. Those benefits involve providing a safe context within which peers had the opportunity to visit one another's classrooms to witness how their material affected the students and to gain further insight on effective practices, triggering a sense of affiliation and professionalism, and lastly promoting fresh perspective onto teachers' classroom practices.

In the field of professional development of language teachers, Tasker (2014) conducted a study which investigated EFL teacher learning through participation in lesson study. Having been mainly interested in cognitive development of teachers, this study found that lesson study provided teachers with an effective conceptual tool that mediated their learning and brought about expansive transformation. As the study incorporated administrators into the process, the results suggested that school administrator involvement was necessary for school change.

Moreover, Nami et al. (2015) carried out a study to investigate EFL teachers' perceptions of lesson study for their computer-assisted language learning (CALL) professional development. Benefiting from interviews and reflection journals, that case study indicates that participant EFL teachers appreciated this strategy as it promoted their knowledge of technology, technological pedagogical knowledge and their confidence in teaching with technology.

2.6.2. Research on Lesson Study in Turkish Context

Originating in Japan, LS has become one of the most popular models in the field of teacher professional development in the United States (Lewis, Perry, Hurd, & O'Connell, 2006) and in other countries. However, there have been relatively few studies conducted upon LS practice in Turkey, which involve studies mostly in the field of mathematics education.

The studies generally discuss the applicability and/or adaptability of LS model in Turkish education context. For instance, Eraslan (2008) points out that LS model can be an answer for Turkey to improve both student learning and teacher professional development through an explanation of the model from different perspectives. However, he also draws attention to the educational facts of Turkey and argues that adoption of the model into Turkish education system will not be easy, which mainly results from the differences between education culture of Turkey and that of Japan.

In the field of mathematics education, Bozkurt and Yetkin-Özdemir (2016) investigated the feelings and opinions of a group of middle school mathematics teacher about LS by taking their experiences in this model into consideration. The results obtained through qualitative data revealed that the participants thought Lesson Study had quite important features such as promoting active engament, enhancing teacher knowledge and increasing student motivation as a professional development model. The study also provides information about challenges faced during implementation of LS model, which involve reluctancy of participant teachers, physical conditions of schools and lack of support from administrations.

Moreover, Ozen and Kose (2016) carried out a study in order to reveal the LS experiences of secondary school mathematics teachers participating in the professional development project for the first time. The results indicate that the ways of thinking of each other in planning, implementing and discussing the implementation benefit the teachers and their experience with LS model enabled them to see different methods and points of views. Besides, LS model was suggested to create a rich discussion environment and to encourage team spirit and collaborative decision-making.

In the field of English language teaching, Yüzbaşıoğlu & Babadoğan (2016) aimed to construct a base for LS model by considering the recommendations of the participating teachers joining a LS cycle to eliminate the problems caused by the current teaching culture against LS model and to determine the barriers regarding the current

education system. Taking mainly the problems faced by the teachers into consideration, the study suggests that practicing LS model will only be effective when those problems stemming from the current education system in Turkey are eliminated.

Besides, Coşkun (2017) focused upon the application of LS in English language teaching context of Turkey in order to foster awareness towards professional development for Turkish EFL teachers and to help facilitate the integration of LS into both curriculum and professional development programs. The results of the study draw attention to the need for discussing the principles of ideal in-service EFL teacher training in order to integrate LS into the EFL context in Turkey. Besides, the study suggests that there is a need for more LS practices in other EFL contexts in order to evaluate the effectiveness of LS in terms of EFL teachers' professional development.

The previous research on LS in English language teaching contexts indicate that LS process has significant positive effects on increased teacher knowledge, skills and changes to instructional practice because of the sustained, on-going nature of the model involving the processes of researching, collaborating, active learning, observation, reflection and discussion. Although previous research has added to our understanding of how LS benefits teachers and students from different disciplines, backgrounds and with diverse abilities, much remains unaddressed, which needs to be further examined by English language teachers and researchers in the field. Therefore, the present study has been conducted to contribute to the unaddressed points regarding the practice of Lesson study in the field of language teacher development in Turkish education context.

CHAPTER III

METHODOLOGY

3.1. Introduction

This chapter presents information about the methodology of the present study which involves subparts such as the research design, the participants, data collection tools, and the procedures followed during data collection and analysis.

3.2. Research Design

Considering the scope and the aim, the present study was designed and carried out as a case study. The term ‘case study’ used in this study is defined as “… an empirical inquiry that: investigates a contemporary phenomenon within its real-life context, especially when the boundaries between phenomenon and context are not clearly evident" (Yin, 1984; p. 13).

Case study is also described as a type of ethnographic study focusing upon one individual, one group, one program or one organization and aims to arrive at a detailed analysis, description or understanding of the case (Ary, Jacobs, Sorensen & Walker, 2014). Based upon the definitions given, this study probes to investigate the trajectory of EFL teacher learning when they participate in a professional development process through Lesson Study procedures.

Besides, with the aim of achieving the research aims, formative intervention methodology which is inspired by the methodological ideas and experiences of Vygotsky and his colleagues (Engeström, 2011) is adopted in the present study. In formative intervention research, researchers are involved in projects in which design, implementation, and research are closely raddled (Penuel, 2014). In this type of methodology, the participants are engaged in the design process which begins with a problem of practice that participants experience in a system instead of beginning with a goal put forward by the researcher with the aim of improving teaching or learning. The process does not include any prescription for the design by the researcher and encourages the participants to construct and hence support their practice. The main objective of the design is to elaborate the agency and transformation of participants by providing emergent forms of collective activity as a result of dealing directly with the context

specific contradictions in practice (Penuel, 2014) and to incorporate participants into a search for solutions process (Tasker, 2014).

The basic features of formative intervention research methodology are summarized by Engeström (2011) as follows;

1. Starting point: In formative interventions, the participants (whether children or adult practitioners, or both) face a problematic and contradictory object, embedded in their vital life activity, which they analyse and expand by constructing a novel concept, the contents of which are not known ahead of time to the researchers.
2. Process: In formative interventions, the contents and course of the intervention are subject to negotiation and the shape of the intervention is eventually up to the participants. Double stimulation as the core mechanism implies that the participants gain agency and take charge of the process.
3. Outcome: In formative interventions, the aim is to generate new concepts that may be used in other settings as frames for the design of locally appropriate new solutions. A key outcome of formative interventions is agency among the participants.
4. Researcher's role: In formative interventions, the researcher aims at provoking and sustaining an expansive transformation process led and owned by the practitioners (p. 606).

3.2.1. Role of the Researcher

In formative interventions, the researcher plays an active role by encouraging and sustaining the participant-driven inquiry and transformation. The researcher in the present study took part in the process as a facilitator of the teachers' inquiry via giving explanations for the steps in the Lesson Study process, summarizing previous discussions and/or meetings, keeping track of the decisions taken by the group, and asking questions in order to guide the discussion in a way to complete each step in the process.

3.3. Participants

The present study utilized convenience sampling strategy in order to achieve research aims. Therefore, in order to find volunteer participants for the present study, an

invitation letter (See Appendix K) that informed the teachers working at the department about the content of the study (i.e. goals, time, expectations etc.) were sent through e-mail and the teachers were asked to state whether they would volunteer or not. An introducing meeting was held with some teachers who wanted to learn about the study and the process in detail and a presentation was made by the researcher.

Seven teachers volunteered for the study, however one of the teachers dropped out during the fourth week because he was assigned a weekly program that conflicted with the workshop time. Besides, among those six teachers left, one teacher could not complete pre- and post- grids and the interviews although he attended all the meetings held during the process. The information regarding the qualities of five teachers participating in the whole research process is presented in Table 2 below.

Table 2

The EFL Teacher Participants in the Study

Name of the participant teacher	**Nationality Gender Age**	**Educational Background**	**Teaching Experience**
Participant Teacher 1	German Male 47	BA in Latin/History MA in English Language Teaching	16 years teaching adults
Participant Teacher 2	Turkish Female 29	BA/MA in English Language Teaching	7 years teaching adults
Participant Teacher 3	Turkish Male 53	BA in English Language Teaching	31 years teaching children and adults
Participant Teacher 4	Turkish Male 41	BA/MA in English Language Teaching	17 years teaching children and adults
Participant Teacher 5	American Male 29	BA in European History Minor Degree in Spanish and Psychology MA in Education and TESOL	5 years teaching adults 1 year teaching adolescents

The five teachers who completed the study were a German male with sixteen years of teaching experience, a Turkish female with seven years of teaching experience, a Turkish male with thirty one years of teaching experience, a Turkish male with seventeen

years of teaching experience, and an American male who had six years of teaching experience and one year of which he taught in Turkey. Furthermore, a teacher trainer participated in the present study with the aim of supporting and scaffolding the teachers in their professional development process. The teacher trainer helped the researcher while practicing the steps by giving feedback and attended one of the meetings held by the participants. Besides, forty six (twenty eight in the first lesson and eighteen in the revised lesson) students took part in the study as the research lesson plan was practiced in their regular language classes. The participant students were of different age, gender, departments and backgrounds, but in order to represent the actual profile of the students at the prep school, the present study did not take these variables into consideration.

Informed consent (See Appendices H and I) was obtained from the teachers and the students who were involved in the study as they were digitally recorded many times throughout the process. The participant students were also informed about the study and how they would contribute to it before conducting the research lesson.

3.4. Data Collection Tools

In this study, qualitative research methodology was adopted and the qualitative data collection means used throughout the process involve a variety of instruments. These are interviews with participant teachers (pre- and post), interview with the teacher trainer, teachers' reflective journal entries, field notes of the researcher, video recordings of the teacher workshops, video recordings of the research lessons, rep-grids (pre-and–post), research lesson plan, minute papers from the participant students, and finally the lesson observation forms. Some of those tools were adopted from previously conducted studies and others were prepared by the researcher in accordance with the research aims and research questions.

The data collection tools utilized in the present study concerning each research question are illustrated in Table 3. below.

Table 3

Data collection Tools

Research Questions	Data Collection Tools
1. How does teachers' experience with Lesson Study model affect their beliefs about the qualities of an effective language teacher?	Repertory-Grids & Follow-up Interviews
a. How do EFL teachers at a university level preparatory program perceive an effective language teacher?	Repertory-grid **(Pre-)** Follow-up Interview
b. Does the teachers' participation in Lesson Study cycles lead to any changes in their beliefs on the qualities of an effective language teacher?	Repertory-grid **(Post-)** Follow-up Interview
2. How does practicing Lesson Study model affect teachers' perceptions regarding Lesson Study model of professional development?	Interviews
a. How do the EFL teachers perceive Lesson Study model as a form of professional development before they practice it?	Interview with the EFL teachers **(Pre-)**
b. Does the teachers' participation in Lesson Study cycles lead to any changes in their perceptions regarding Lesson Study model in the process of professional development?	Interview with the EFL teachers **(Post-)**
4. Does a systematically constructed professional interactional exchange among teachers, students and a teacher trainer in the form of Lesson Study affect teachers' professional development? If any, in what ways?	Reflective Journal Entries from Teachers Interview with a Teacher Trainer Field notes kept by the researcher Video-recordings of the meetings Lesson Observation Forms Minute Papers

3.4.1. Repertory Grid

A repertory grid, designed by Kelly (1955), can be defined as a two-way classification of data which interlace events with abstractions (Shaw, 1980). This technique provides the researcher an opportunity to elicit constructs which are customarily used by the subjects to interpret and estimate the behaviours of the people that they know well and/or of importance for them (Zuber-Skerritt, 1992). It is of great value in that the researchers can elicit the constructs from subjects without influencing their beliefs or thoughts through use of directive questions as is the case in interviews or questionnaires.

Repertory grid technique can be regarded as an alternative research methodology as it indicates how individuals (i.e. subjects) construct elements of their experiences and externalize their personal beliefs by revealing, monitoring, and reflecting upon them (Roberts, 1998). This technique can be utilized to observe changes that may occur in beliefs of individuals as they experience some kind of training. In accordance with the aims of the present study, it has been decided to benefit from repertory grid to elicit beliefs of EFL teachers in terms of qualities of an effective English language teacher and to explore any changes in their beliefs as a result of participating in LS process.

The repertory grid administration procedure consisted of three phases. The first one the participants involved in was the construct elicitation phase, second the ranking of the constructs, and finally giving priorities to the constructs cited. In line with the nature of the procedure, the participants were informed about the phases, and then after an introduction to the repertory grid form in groups, the participants went through an individual work on the elicitation of the elements and constructs, the explanation of scaling used in repertory grid in detail. After the researcher summarized the whole process of the administration, repertory grid forms were handed out to in-service teachers (i.e. the participant teachers) and the first phase began. In order to trigger the participants' thoughts on the qualities of an effective teacher, triadic elicitation technique (see Sendan, 1995, p. 95 for a detailed explanation of the technique) was also utilized. . The participant teachers were asked to write their constructs regarding the qualities of an effective language teacher in their own words. To achieve this, the teachers were asked to think of three effective (E1-3), three average/typical (T1-3) and three ineffective (I1-3) teachers they had known. Nine teachers were coded from 1 to 9 as E1, E2, E3, T1, T2, T3, and I1, I2, I3 (See Appendix A). In this regard, the participant teachers were provided with three

random elements (i.e. E2, E3 and I1) and were asked to distinguish two teachers who were similar to each other and hence different from the third. They wrote down their selections on "triads" pole. Following their selections, they were asked "in what ways two of those teachers are similar to each other in a way that distinguishes from the third?" They noted down their responses on "emergent" (similarity) pole. Following that, they were asked "what made the third teacher different from the pair", and they recorded their responses on "implicit" (differences) pole. The same procedure was pursued to obtain as many constructs as they could suggest. When they could not produce more triads to elicit constructs, they were allowed to write mere constructs without considering triads.

As the second phase of the elicitation procedure, five-point scaling (1-5) was utilized to rate teachers, namely the elements on the basis of each construct cited. To elaborate the details, the participant EFL teachers were asked to assign each element a rating which specified its relative position to construct poles. 1 represented the closest fit to similarity pole, 3 to the midpoint, and 5 was the representative of the closeness to the contrast pole. The teachers were asked to rate effective teachers (E1, E2, E3), typical teachers (T1, T2, T3), ineffective teachers (I1, I2, I3), current self (Self) and finally the ideal teacher (Ideal) accordingly. After that, they were invited to choose five constructs among the ones they had written on repertory grid form and rank order them in order of importance and meaningfulness from their own perspectives. The reason behind this procedure followed both at the beginning and at the end of the study is to find out the participant teachers' most important or high priority constructs and as well as to observe whether those constructs undergo any change as a result of the experience they had throughout the lesson study process.

This procedure of repertory grid administration as also briefly explained above was repeated at the end of lesson study process as well. The participant teachers were handed out new rep-grid forms and asked to write their constructs regarding the qualities of an effective English language teacher by following the same procedure that they did at the beginning of the research.

Upon getting rep-grids (pre and post-) back from the teachers, they were interviewed in order to gain more insight on their constructs and ratings, and to clarify the points that seemed to need more elaboration. Besides, in order to have a deeper understanding of teachers' beliefs regarding the qualities of an effective English language teacher and to investigate whether or not the teachers changed their beliefs as a result of

being involved in the research process, the teachers were interviewed after their grids were analysed.

3.4.2. Interviews

The interviews are regarded as one of the most commonly used method of obtaining qualitative data in educational research. They are mainly used to gather data by seeking for opinions, feelings, beliefs of people and provide a deeper understanding into the experiences people have and the meaning they get from them instead of testing hypotheses (Ary, Jacobs, Sorensen & Razavieh, 2009).

The structure of interviews changes according to the extent to which the questions to be asked have been developed prior to the interview. In this regard, four types of interviews can be used in educational research; structured, semi-structured, informal and retrospective (Fraenkel & Wallen, 2006). The structured and semi-structured interviews, consisting of a series of questions developed with the aim of eliciting specific answers from the respondents, are utilized in order to obtain information that can later be used to make comparisons and contrasts. On the other hand, informal interviews , being the most widely used type of interview, do not contain questioning or specific questions as those types of interviews mainly intend to find out what respondents think and how thoughts change with regard to each individual. Lastly, retrospective interviews are generally conducted to get information from the respondents by making them recall and later reconstruct from memory something which took place in the past.

In virtue of the explanations given above, the present study benefited from structured and semi-structured types of interviews in order to achieve research aims. Interviews were conducted with participant teachers and the teacher trainer. The pre- and post-interviews conducted with the participant teachers and the teacher trainer about their ideas on Lesson Study were structured as the questions in the interviews were determined prior to the interview by the researcher in accordance with the research aims. Besides, the present study adopted standardized open-ended interviewing strategy while conducting the interviews. Standardized open-ended interviewing strategy involves wording the questions in a completely open-ended format and asking the same basic questions in the same order to all interviewees (Fraenkel & Wallen, 2006). However, the interviews conducted as based upon repertory-grids were semi-structured and involved emergent type questions which were determined as based upon the findings obtained through

repertory-grids. The questions were directed to the teachers in accordance with their own constructs in the grids and the analysis results.

3.4.2.1. Pre- and Post-Interviews with Participant Teachers

The participant teachers were interviewed both at the beginning and at the end of research process which lasted for twenty weeks. The initial interviews involved structured questions that aimed to find out participant teachers' ideas, expectations and suggestions regarding LS model. The pre-interview consisted of two parts (See Appendix B). The first part comprising four questions aimed to seek for teachers' ideas about English language teaching and this part would be used to make a comparison between teachers' ideas before and after the research process. On the other hand, the purpose of second part involving seven questions was to have an understanding of teachers' ideas about lesson study (i.e. expectations, ideas, suggestions etc.). The initial interview was delivered to the participant teachers at the beginning of the research process, that is, just after they were given a presentation about LS by the researcher.

The post-interview was conducted at the end of research process after the dissemination workshop. The final interview (See Appendix C) consisted of structured questions in two parts as in the pre-interview. The first part was related to their ideas about English language teaching to see whether their beliefs or thought changed or not as a result of taking part in lesson study. The second part involved questions which demanded teachers to reflect upon LS process by taking discussions, classroom practices, observations into consideration.

3.4.2.2. Interview with Teacher Trainer

The teacher trainer attended one of the revision meetings, that is, the meeting held at eighteenth week. First, the researcher made a brief presentation about the things done during research process and was informed that it was the last revision meeting. After the presentation, the participant teachers discussed about the last research lesson and gave feedback. The necessary changes were made on the research lesson and the research lesson was given final form.

Following that, the participant teachers talked about their experiences with lesson study model and the teacher trainer commented on their ideas. After the meeting, the teacher trainer was delivered some structured questions (See Appendix D) that aimed to

learn about her ideas about lesson study model based upon her observations at the meeting.

3.4.3. Minute Papers

Minute papers, also known as One-Minute Paper and Half-Sheet Response, have been suggested by Angelo and Cross (1993) as a classroom assessment method that enables a quick and simple opportunity to collect feedback on student learning through students' writings. Through one-minute paper, instructors can learn about what students think, what additional information they are in need of, points requiring clarification, and lastly the gaps in curricular content (Anderson & Shari, 2013).

In the present study, minute papers (See Appendix E) were utilized after research lessons were practiced in the classrooms. They were intended to be used for getting feedback from students about strengths and/or weaknesses of the lesson conducted in their classrooms. The minute papers consisted of two questions that asked for students' opinions on what they enjoyed in that lesson, the strong points of the lesson and the points that needed to be changed from their viewpoints. An open-ended survey (i.e. in Turkish) including the following questions suggested by Dudley (2014) was delivered to students to obtain their opinions about the research lesson they experienced: 'What did you enjoy most about that lesson?' and 'If the same lesson is being taught to another group what would you change. Why would you change that aspect?'.

The research lesson was practiced in two separate classes for four weeks (two weeks with prep-class students and two weeks with undergraduate students). The minute papers were delivered to the students at the end of each research lesson and the students were asked to reflect upon the research lesson.

3.4.4. Reflective Journal Entries

Reflective writing is regarded as an activity which can capture the experience so it will not be lost (Hoover, 1994) and which enables feedback for others. Reflective journals and/or reflective logs used to promote reflective writing are personal records of learning experiences which are utilized by the researchers during or after learning or research project has occurred. The significance of reflective journals is stated by Richards and Farrell (2005) as follows;

> A journal can serve as a way of clarifying own thinking and of exploring their own beliefs and practices. It can be used to monitor their own practices, to provide a record of teaching for others to read, and to document successful teaching experiences. It can provide collaborating with others. It serves a means to foster reflective inquiry and can facilitate resolving problems and concerns. Writing journal provides opportunity for teachers to use the process of writing to describe and explore their own teaching practices (Ho & Richards, 1993). Journal writing offers a simple way of becoming more aware of one's teaching and learning (p.28).

In the present study, the teachers were asked to write weekly entries in a structured journal (See Appendix F) handed to them by the researcher by reflecting on the work they did during the LS meetings, and send their entry to the researcher before the next meeting took place. After a few weeks, some of the teachers stated that it was difficult to write reflective journals in paper-pen format and they suggested writing journals via computers and send them through e-mail. Therefore, the means of correspondence transformed into a computer aided one.

3.4.5. Field Notes

Field notes are defined as the " … detailed notes researchers take in the educational setting (classroom or school) as they observe what is going on or as they interview their informants" (Fraenkel & Wallen, 2006). Via field notes, the researchers have the opportunity to write about what they have experienced, observed or thought while collecting the data.

The present study benefitted from field notes for the participants to reflect on experiences and observations at LS meetings. The field note template (See Appendix G) comprised of two parts. The first part guided the researcher to take notes based upon her observations during the meetings and the second part (i.e. Notes to self) provided the researcher with space to reflect upon those observations and make comments. The researcher kept field notes at each LS meeting as the discussions were ongoing among participant teachers. While making comments on the observations for each meeting, the researcher took video-recordings and reflective journals of that meeting kept by the teachers into consideration to check whether her subjective observations coincided with the participants' concrete data and thus, could be validated or not.

3.4.6. The Research Lesson Plan

Being an important stage of LS model, the research lesson plan was collaboratively produced by participant teachers, which explains in detail the goal of the LS group, the background to understand the context and the process of the research lesson. The teachers produced a document that provided the rationale for doing the research lesson and a step-by-step plan for teaching it (See Appendix O).

3.4.7. The Lesson Observation Form

The lesson observation form was prepared by the researcher in accordance with the sample lesson observation forms suggested by Dudley (2014) and the stages of the research lesson plan to be applied in the classroom (See Appendix M). During observation, the observers were required to choose three case students and focus upon them by considering the stages and how students respond to each stage in order to evaluate the effectiveness of the stage. Therefore, the form included the stages, approximate time spent on each stage, the observations for each case student and other comments based upon the observations.

3.5. Procedure

The procedures of practicing Lesson Study model with EFL teachers and data collection were completed in twenty weeks. The stages followed during the research process are summarized in Table 4.

Table 4

The Stages Followed During Research Process

No	The Stages	Time Limit
1	Sending an invitation letter to the teachers in the department	1 Week
2	Determining voluntary teachers and signing consent forms/ Delivering handouts related to Lesson Study and research schedule	1 week
3	Induction stage/Delivering pre-repertory grids and pre-interviews (for participant teachers)	3 weeks
4	Holding meetings with participant teachers to complete each step of Lesson Study	13 weeks
5	The meeting with teacher trainer	1 week
6	Dissemination meeting with the other teachers in the department/ Delivering post-repertory grids and post-interviews (for participant teachers)	1 week

At the beginning, an invitation letter (See Appendix K) which gives information about the research process, aims and expectations was sent to the EFL teachers teaching at a School of Foreign Languages in Turkey. The researcher explained that the teachers should respond to the letter stating whether they would volunteer to participate in the research. Upon getting positive responses from some of the respondents, the researcher invited the teachers to a meeting which informed the teachers about LS, the research process, their expected roles during the process and the tasks to be completed. Following the presentation, the teachers were delivered the consent forms (See Appendix H) to be signed if they agreed to participate in. Upon determining the voluntary participants, the teachers were given the research schedule (See Appendix L) that indicated the tasks to be completed each week and handouts (i.e. articles and documents) to be read until the next meeting to be held one week later in order to accumulate the basic knowledge about LS (See Appendix L).

Upon reading the documents given, the induction stage was followed. During that stage, the teachers were given presentations by the researcher about LS, the steps to be covered, earlier practices of LS and its outcomes for three weeks. During these presentation meetings, the teachers discussed about each step and asked questions related to LS as it would be a new practice for them. Having completed the induction stage, the

teachers began to practice the steps of LS by meeting once a week (twice a week if needed). Moreover, the teachers were handed the pre-rep grids to learn about their beliefs regarding effective language teacher qualities and pre-interviews to see teachers' ideas about and expectations from LS model after they completed the induction stage.

The LS practice adopted in the present study was completed through four steps which are presented together with information about how much time was devoted for each step in Table 5.

Table 5

The Steps Followed During Lesson Study Practice

The steps of Lesson Study model	Time devoted to the step
Finding a goal	3 weeks
Designing the research lesson	5 weeks
Practicing the research lesson/Revising the research lesson	5 weeks
Dissemination	1 week

The stage of "finding a goal" was completed in three weeks until the teachers agreed upon a common problem to be focused on during LS practice. Upon agreeing on the main goal through discussions, the teachers decided to make a needs analysis and therefore, they developed a needs analysis survey that consisted of three parts (See Appendix N). They wanted to learn about students' ideas about English language learning and their English language classes, and their opinions regarding teachers' role, and the reasons behind failure of English language teaching in Turkey. Besides, the teacher added a question that asked for whether the students liked the book (i.e. Stretch 2) they used in their regular classrooms or not as the teachers had some problems related to the course book. The needs analysis survey was firstly piloted with the students from preparatory classes and the results were presented to the teachers by the researcher. Then, it was applied to the students at target class (i.e. undergraduate students). The results were analysed and presented to the teachers in one of the meetings, which paved the way for designing the research lesson plan. The results revealed that the students favoured the course book in spite of the fact that they suggested that the course book could be supported with extra activities. Taking into account the results they gained, the teachers

decided to design the research lesson for Unit 10 in the course book and support the unit with extra activities and handouts.

The stage of setting a goal was followed by the stage of designing the research plan which lasted for five weeks. The research lesson plan consisted of two parts since the regular English language classrooms were two hours a week and each unit of the course book was expected to be completed in four classroom hours, that is in two weeks. The teachers decided to design the research lesson that would cover the whole unit and to be practiced for two weeks. While designing the research lesson, the teachers discussed on each part of the unit and tried to agree on which parts to skip and/or support with extra materials and time to be allocated for each part. The research lesson plan was completed in five weeks and supporting activities and handouts were prepared. Following that, the teachers talked about the classroom practice including seating arrangement, and the observer teachers.

Afterwards, the stages of practicing the research lesson and revising the research lessons took five weeks as the research lesson was practiced in two classes, that is, two weeks with prep-class students and two weeks with undergraduate level students. Furthermore, that stage was carried out together with the stage of analysing and revision. The first part was practiced with voluntary prep-class students who were informed about such a lesson and invited to participate if they wanted. One member of the LS group practiced the lesson and another member observed the lesson. The observer teacher was given an observation form (See Appendix M) and the research lesson plan to help him during observation process. That specific research lesson was video-recorded in order to provide other members an opportunity to watch and give feedback. Besides, minute papers were collected from the students that asked for their opinions regarding the lesson. The video-recording was shared with other teachers and they were informed that they would have a revision meeting and asked to watch the video before the meeting to discuss about their observations. The revision meetings were conducted as based upon observers' observations, teachers' observations after watching the video and the minute papers collected from the students and analysed by the researcher before the revision meeting to be shared with the teachers. The other part was practiced and revised in the same way and the research plan was designed to be practiced with undergraduate level students in accordance with the feedbacks and observations.

Later on, the students at target class were informed about the research lesson by their teacher and given consent forms (See Appendix I) to be signed. The first part of the

revised research lesson plan was practiced by the students' regular teacher in their regular classroom hour and four members of Lesson Study group observed the lesson. At the end of the lesson, the students were asked to complete minute papers and state their opinions on the lesson. The lesson was video-recorded and shared with other two members to enable them an opportunity to watch the lesson. The first part was revised and took its final form in accordance with observations and minute paper results. Afterwards, the second part was practiced at the same class and three teachers attended the class to observe the research lesson. The lesson was video-recorded and the video was watched by other three teachers. The last revision meeting was conducted in company with the teacher trainer who was invited to attend one of the meetings to see LS process from teachers' eyes and provide scaffolding. During that meeting, the research lesson plan was given its final form and the participant teachers discussed about the whole process and talked about their experiences. The teacher trainer listened to the teachers and made comments by sharing examples from her experiences and from the literature. After the meeting, the teacher trainer was sent a structured interview (See Appendix D) through e-mail to find out her ideas about LS based upon her observations at the meeting.

Finally, the LS process was completed with dissemination stage. At this stage, the researcher invited the teachers teaching at the school of practice to the dissemination workshop. Voluntary teachers participated in the workshop and the researcher made a presentation about the process from the very beginning to the end. The research lesson plan and the handouts were shared with them and the participant teachers talked about their experiences.

Upon completing the process, the participant teachers were given post-repertory grids to see whether their beliefs changed or not as they experienced such a professional development process. The grids were analysed and each teacher was interviewed according to the results of grid analysis. The interviews were semi-structured and they were video-recorded by the researcher. Following rep-grids, the researcher conducted post-interviews (See Appendix C) with participant teachers to see whether their beliefs about LS changed or not when they participated in the practice.

Throughout the process, the teachers met at Teachers' Lounge at the school and the meetings lasted for about one and a half hour. All the meetings were video-recorded and the researcher kept field notes during each meeting. Before each meeting started, the researcher summarized the previous week's discussions considering the previous meeting, field notes she kept and the reflective journals written by the teachers and gave

brief information about the task to be completed that week. During the meetings, the researcher took the responsibility of guiding the participants when necessary and facilitating the discussions. After each meeting, the participant teachers were given reflective journal templates and asked to complete before the next meeting.

3.6. Data Analysis

The analysis utilized in the present study is fundamentally based upon the analysis of data from pre- and post- repertory grids of teachers, reflective journals, field notes of the researcher, pre- and post- interviews with teachers and teacher trainer. Data analysis process of each instrument is given in detail in subtitles below.

3.6.1. Repertory Grid Data Analysis

The participant teachers' pre- and post- repertory grids were analysed via Rep Grid 5 PC-Compatible Computer Program. FOCUS and EXCHANGE analysis program of Rep-Grid Computer Program package were utilized specifically to illustrate the obtained constructs. Furthermore, content analysis was used to illustrate the Repertory Grid Data and follow-up interviews.

3.6.1.1. FOCUS Analysis

The FOCUSed grid is stated to be developed to produce "results in a form which allows the person to reflect on his patterns of meaning by retaining the original responses, grouped using cluster analytic techniques" (Shaw, 1980, p. 33). That is to say, this program makes it possible to put the obtained constructs into a linear order in a way which groups the closest constructs together. Besides, it hierarchically arranges the constructs and elements cluster of each participant. This program displays the construct and elements clusters as tree diagrams and leaves the unsorted constructs and elements in isolation (Ilin, 2003).

In the present study, each of the repertory grid data obtained from a total of five teachers (at Time 1 and Time 2) were subjected to FOCUS analysis separately. The cut-off point accepted to decide on similarity level is 80% which suggests that the lower level than 80% is not taken into consideration for similarity (Armutcu, 2012). This program enabled an opportunity to explore the structure and content of personal theories and to discover participants' perceptions of self and ideal self.

3.6.1.2. EXCHANGE Analysis

The EXCHANGE grid analysis provides the researcher to observe and identify any structural changes experienced by the participants within a certain time period. In the present study, EXCHANGE analysis was used to reveal any structural change in participant teachers' beliefs regarding the qualities of effective language teachers at the beginning and at the end of LS process. The significance level adapted to indicate any structural change is 80%, hence, the elements and construct that fall below this level are assumed as indication of structural change.

3.6.2. The Content Analysis of Interviews

The structured and semi-structured interviews were analysed via content analysis. The qualitative content analysis requires data to be categorized by using categories that are generated, at least in part, inductively and can be conducted by counting words or categories in order to discover patterns in the data, then analysing those patterns to sort out what they mean (Forman & Damschroder, 2008). Content analysis provides the researcher an opportunity to test theoretical issues in order to have a deeper understanding of the data and also makes it possible to separate words into fewer content related categories (Elo & Kyngas, 2007).

In the present study, the content analysis of interviews began with listing the responses of participants. Afterwards, frequency of citations was identified and similar responses were collected under a common category to determine the categories. Following that, codes were placed into the related categories. This process paved the way for labelling the data and displaying findings through tables.

The data obtained through follow-up interviews were used to interpret and support the findings from analysed grids. Additional questions were asked to have a deeper understanding of the teachers' beliefs by making comments on their constructs and elements. Furthermore, the follow-up interview of EXCHANGE grids involved questions regarding whether they experienced any kind of changes in their beliefs and why their constructs changed as a result of participating in LS professional development process. The interview accounts were presented with their repertory grid analysis as extracts.

On the other hand, the interviews conducted with participant teachers and the teacher trainer enabled to observe the beliefs related to LS before and after practicing LS model. Comparing the responses of the teachers in pre- and post- interviews revealed

whether practicing such a process led to any changes in teachers' beliefs or not. Besides, the interview with teacher trainer provided an opportunity to see the process from an expert's perspective and support the data obtained from the teachers.

3.6.3. The Analysis of Minute Papers

The data obtained by means of minute papers were subject to content analysis, which was carried out by following a similar process as experienced in the analysis of interviews. The data were utilized in order to observe the effectiveness of the research lesson plan from students' point of view. The data also helped the participant teachers in revision process of research lesson plan.

3.6.4. The Analysis of Reflective Journals

The data obtained from reflective journals were analysed through content analysis. The results of the content analysis are seen as the representatives and indicators of reflections of participant teachers on their experiences with LS model. The data underwent the same process as in the analysis of interviews mentioned above.

3.6.5. The Analysis of Field Notes

The data collected with the help of field notes of the researcher were analysed by content analysis, which was performed through the same process as done in the analysis of interviews mentioned above. The results reached at the end of the content analysis process as categories and codes identified shed light on the applicability of LS model with EFL teachers in Turkey and provide some practical advices for the ones who would like to apply it in their own settings.

CHAPTER IV

FINDINGS

4.1. Introduction

This chapter presents information about the findings obtained through statistical and content analyses of the data gathered in order to achieve research aims. The findings obtained through each data collection instrument are presented under subtitles representing the research questions of the present study.

4.2. The Relationship between Teachers' Beliefs Regarding the Qualities of Effective Language Teachers and Their Experience with Lesson Study Model

Through this section, the EFL teachers' personal theories regarding the qualities of effective language teachers are displayed. The construct and element links established by the participant teachers are presented. Moreover, the repertory-grids at Time 1 (i.e. at the beginning of the study) and at Time 2 (i.e. at the end of the study) indicated whether any significant changes were observed in the content and structure of each teachers' personal constructs. The follow-up interviews helped to triangulate and validate the data gathered through repertory-grids.

4.2.1. Teacher 1's Personal Theories Regarding the Qualities of Effective Language Teachers at Time 1

Teacher 1's grid data at Time 1 involves fourteen constructs and eleven elements. Figure 8 displays the construct and element links in his FOCUSed grid at 80% cut-off point.

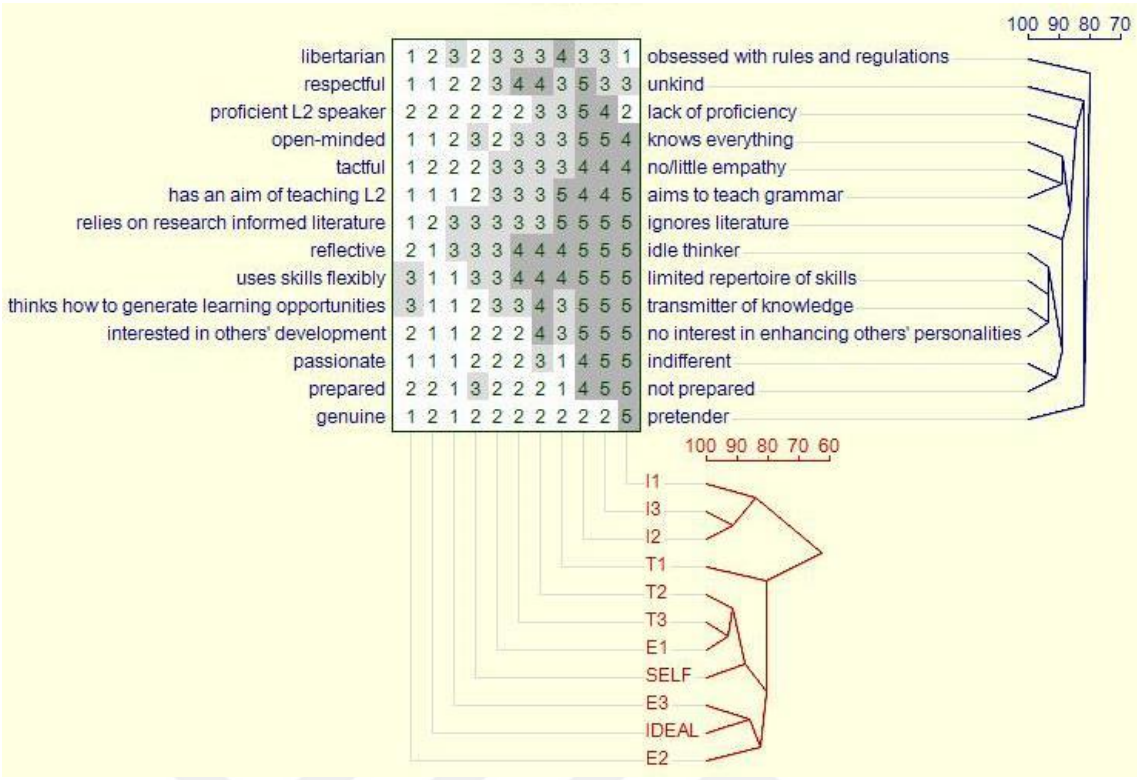

Figure 8. Teacher 1's FOCUSed grid at Time 1

When the construct cluster of Teacher 1 is considered, it is observed that there appears one main construct cluster with two isolates and one sub-cluster. Within the main construct cluster, there is a superordinate construct involving the constructs of "genuine" and "libertarian". Teacher 1 elaborates on those constructs as follows:

Extract 1:

I mean people are different. Some people are funny, some are strict. I think, as teachers, you have to be yourself in the classroom. If I don't have the qualities of an entertainer; but I pretend to be an entertainer in the classroom, then I wouldn't be effective. Libertarian means giving freedom to students. If there is a very strict teacher, then he should be strict also in the classroom. A teacher can be a strict person, but this does not mean that he has to be authoritarian.

The sub-cluster involves three isolates and one tight pair and another two sub-clusters with one tight, one loose pair and three isolates. In the main sub-cluster, the constructs of "respectful, proficient L2 speaker and relying on research informed

literature" are placed in isolation in the second main cluster. This result suggests that the teacher has not made up his mind regarding those constructs in isolation and he may need time and experience to establish any relationship with other qualities.

Moreover, it is observed that the constructs of "passionate" ranked as top priority construct of Teacher 1 and "prepared" associate at approximately 90% level forming a construct pair, which suggests that the teacher holds the view that an effective language teacher has a strong desire towards teaching and this passion encourages him/her to make necessary preparations for classroom instruction. The teacher elaborates on the construct of "passionate" as follows:

Extract 2:

> Some teachers have chosen the wrong job because they lack passion. If a teacher is not passionate, they do not like students. Such a teacher will not become an effective teacher. If you are a mechanic, you have to be interested in cars. If you do not love cars and you do not have positive feelings towards cars, you have chosen the wrong job.

On the other hand, the sub-clusters within the main cluster consist of two pairs and three isolated constructs. The constructs "tactful" and "has an aim of teaching L2" ranked as one of the high priority construct of Teacher 1 are observed to associate at 90% level forming the first pair. That pair is subordinated by the construct of "open-minded" which is among the high priority constructs of that teacher. This result suggests that the teacher sees a strong relationship between being thoughtful and formulating an aim for teaching a second language as he remarks that a teacher who has formulated an aim of teaching a second language treats his/her students kind and is open to new things, ideas or criticisms. Teacher 1 elaborates on those constructs in the following account:

Extract 3:

> There is a strong relationship between being tactful and open-minded because when you are tactful, then you see that people are different and you respect for the differences. When you accept the differences, you accept your students as they are and you have formulated your aim for teaching a second language. Your main responsibility is to teach without feeling concerned much with the differences.

Similarly, the constructs “thinks how to generate learning opportunities” ranked as the second most important construct of Teacher 1 and “interested in others’ development” form the second pair and match at approximately 92% level. Teacher 1 seems to believe that generating learning opportunities encourages teachers to have an interest towards collaborative professional development. Besides, the constructs of “reflective” and “using skills flexibly” subordinate that second pair although they seem to be placed in isolation, which indicates that the teacher sees a relationship between those qualities despite the fact that the teacher has not made up his mind regarding those two constructs. Teacher 1 comments on those subordinating constructs as follows:

Extract 4:

> Effective teacher is at the same time a reflective teacher and when you reflect upon your teaching practices, you begin to check your instructional practices and use skills effectively and arrange your teaching in accordance with your students’ level, needs and the like.

However, Figure 8 reveals that the construct of “relying research informed literature” is placed in isolation and has not formed a relationship with other constructs. This result holds out that Teacher 1 has not formed a certain belief regarding that quality and needs time and experience to establish a certain relationship in his mind. The teacher comments on that construct as follows:

Extract 5:

> This quality is an outcome of my studies as an MA student and Ph.D student. Not every teacher is interested in research informed literature. I explicitly stated as research informed literature not research because I believe that normal teachers will not read things related to Applied Linguistics but there are also practical magazines for teachers to read. If a teacher deals with research informed literature, he/she can check his/her instructional practices in accordance with what research says and it has an impact on teaching practice. Effective teacher is a reflective teacher, and a reflective teacher is interested in literature and can look beyond the classroom. Research informed literature will make them more effective.

When the element links of Teacher 1 are taken into consideration, there appears one element cluster with one tight pair, one loose pair, and three isolates and a sub-cluster with one pair and two isolates. As displayed in Figure 4.1., the associations reveal that Teacher 1 has got a clear view regarding the features that distinguish the ineffective teacher group although he does not seem to have made up a clear classification regarding other teacher groups. Teacher 1's two ineffective teachers (I3 and I2) form a pair associating at approximately 92% level and they are subordinated by another ineffective teacher. We may assume that those two teachers share nearly the same qualities. Besides, we find that one of Teacher 1's effective teachers (E1) associate with one of his typical teachers (T3) at approximately 95% level forming a pair which is subordinated by another typical teacher (T2). Also, it is worth to note that Teacher 1 sees himself close to his typical teachers and one of his effective teachers as his self forms a link with those teachers. This indicates that although Teacher 1 does not link himself so much with those teachers, he starts to construe himself as a teacher who shares some characteristics with his effective and typical teachers. The teacher explains the rationale behind why he does not perceive himself as an effective teacher as follows:

Extract 6:

I think as a teacher I have good sides and bad sides. I would not claim that I am an effective teacher because I sometimes realize that my students get bored when I teach in the class. I believe that an effective teacher should be able to engage all students in an ongoing way.

Another point worth mentioning is that Teacher 1's one of typical teachers (T1) does not form a link with any other teacher as it is placed in isolation; that is, he does not think his typical teacher (T1) teacher sharing any characteristics with other teachers. Moreover, Figure 8 indicates that Teacher 1's self ideal forms a pair with his third effective teacher (E3) matching at 88% level, which suggests that E3 seems to be his role model since this teacher has the closest links with his ideal self as teacher.

4.2.2. Teacher 1's Personal Theories Regarding the Qualities of Effective Language Teachers at Time 2

The grid data of Teacher 1 at Time 2 consists of twelve constructs and eleven elements. His FOCUSed grid displayed in Figure 9 presents the construct and element links in his FOCUSed grid at 80% cut-off point.

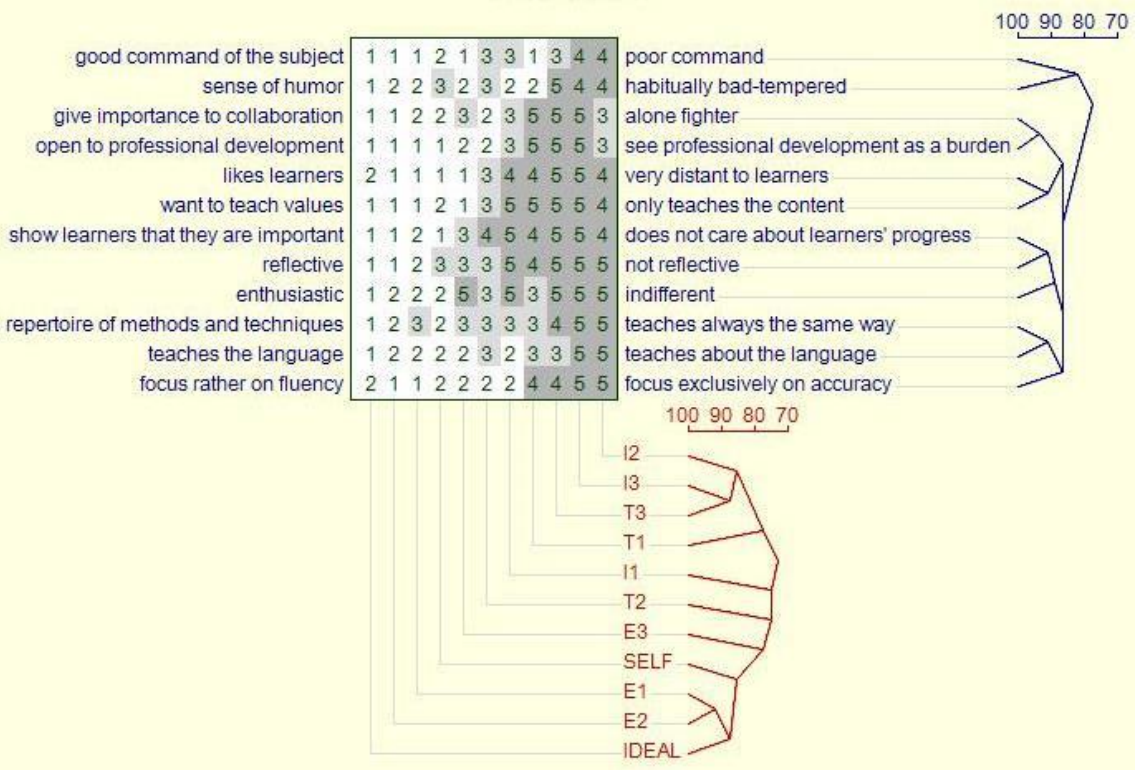

Figure 9. Teacher 1's FOCUSed grid at Time 2

When the grid data is illustrated, we see that all of Teacher 1's constructs are linked to one big main construct cluster with four pairs and two isolates. Besides, there appears a sub-cluster with a rather loose pair. Within the sub-cluster, it is observed that there is one loose pair matching at 82% level. That is to say, the constructs; "good command of the subject" and "sense of humour" are associated; however, loosely matched with each other, which suggests that Teacher 1 believes that a teacher who has good command of the subject he/she is responsible for teaching has also a good sense of humour. Teacher 1 clarifies the construct of "good command of the subject" by stating that language teachers should have knowledge about grammar, discourse, writing paragraphs. The teacher elaborates on those constructs as follows:

Extract 7:

If you know the subject, you feel secure and it is more likely that you explicate your personality in the classroom.

Teacher 1's main cluster reveals four pairs, two of which subordinate each other. When the pairs are clarified, we see that the constructs; "give importance to collaboration" and "open to professional development" form a pair associating at approximately 92% level. Furthermore, that pair is subordinated by another pair involving the constructs of "likes learners" and "want to teach values" associating at 90% level. This result indicates that Teacher 1 sees a close relationship between those four constructs. For the first pair, Teacher 1 puts emphasis mainly on collaboration and comments on those constructs as follows:

Extract 8:

This is definitely an outcome of practicing Lesson Study. Collaboration is not a luxury, but a condition for being a teacher. If you take your own profession as a teacher seriously, you need to collaborate with other people. This is the only way for you to become an effective teacher. A lot of teachers go to their classes alone and nobody ever looks what they are doing. After class, they go into their office; they do not talk to anybody about their classes. That way, teachers can not become effective.

Additionally, Teacher 1 elaborates the construct of "wanting to teach values" by signifying that foreign language is a good vehicle to teach tolerance because teachers introduce students to a different culture and hopefully it makes them more tolerant towards people who are different from them. When the second pair is considered, Teacher 1 explains the rationale behind his thought as follows:

Extract 9:

If you like the learners, you want to develop their personality. If you want to improve someone's personality, then you want to make him a more ethically grounded person, somebody who has values.

As seen in Figure 9, there appears another tight pair at the middle of the grid data. Matching at 90% level, that pair involves the constructs “show learners that they are important” and “reflective”. Besides, the isolate construct “enthusiastic”, which is the high priority construct, subordinates that pair which suggests that Teacher 1 sees a relationship between being enthusiastic, reflective and making students feel that they are important although it seems that he needs time to think about the construct “enthusiastic” to form a strong link with other qualities in his mind. The extract below illustrates the relationship between those qualities from the teacher’s perspective

:

Extract 10:

There is a mutual relationship between being reflective and giving importance to the students. If you are reflective, then you may come to the conclusion that to be a good teacher requires giving importance to the students. When I give importance to my students, I will more likely be in a position to reflect. You begin to question yourself because I want to give importance to my students, but what did I do? You start to reflect.

Moreover, the constructs; “repertoire of methods and techniques” and “teaches the language”, which are among high priority constructs of that teacher, form a pair in the main cluster associating at 90% level and the construct of “focus rather on fluency” forms a link with that pair. As it is noticed in the grid data, Teacher 1 highly thinks that if a teacher owns a good repertoire of methods and techniques, he/she can teach the language and in this way become more effective in the classroom. Teacher 1 seems to value communicative function of teaching and illustrates the construct of teaching the language through extract below:

Extract 11:

Do I want my students to know all the rules for present perfect or to be able to use the present perfect? This is the main question that a teacher should answer. Traditionally, teaching about language is done by grammar translation method and this method has a very restricted set of methods and techniques. However, if you really want to teach the language, then you need a variety of methods and techniques. Teaching the language means teaching

learners how to speak, how to listen, understand and how to produce by writing. Each of these skills requires a variety of techniques.

At the bottom of grid data, it is seen that the construct "focus rather on fluency" is placed in isolation. Teacher 1 clarifies that quality by stating that we can not be as accurate as we are in our mother tongue; so, there should be much more focus on fluency. Despite the fact that Teacher 1 puts emphasis on focusing on fluency in the process of teaching, he does not form a link with other effective teacher qualities in his mind. This may be due to the fact that Teacher 1 needs time and experience to construe this quality.

In the element links at Time 2, it is observed that there is a main element cluster involving two pairs with two subordinating elements and five rather loose isolates linked to the main cluster. As seen in Figure 9, one typical (T3) and one ineffective teacher (I3) from the repertoire of Teacher 1 form a loose pair at approximately 88% level. Furthermore, another ineffective teacher (I2) of Teacher 1 subordinates that pair, which suggests that T3 and I3 share almost similar characteristics while the second ineffective teacher (I2) seems to share somehow similar characteristics with the teachers in that pair. Besides, it is seen that two of Teacher 1's effective teachers (E1 and E2) match at 90% level forming a tight pair and being subordinated by Teacher 1's ideal teacher. Based on this finding, we may construe that Teacher 1 seems to think that his ideal teacher shares most of the characteristics that his two effective teachers own, but he also needs time to make up his mind regarding what qualities an ideal language teacher should really have. What is notable is that Teacher 1 does not link himself as a teacher (self) with other teachers in the element links as self is isolated. He seems to think himself as a teacher different from other teachers; therefore he does not directly or closely link himself with other teachers. Similar to self as a teacher, his two typical teachers (T1 and T2), one ineffective teacher (I1) and one of the effective teachers (E3) are isolated from other teachers, but they are somehow loosely linked to the main element cluster.

4.2.3. The Exchange Analysis of Teacher 1's Time 1 and Time 2 Grids

The Exchange analysis of Teacher 1's grids at Time 1 and Time 2 (see Figure 10) does not reveal statistically significant changes in regard to his constructs and elements. The overall construct consensus is 85.71% over 80% match level.

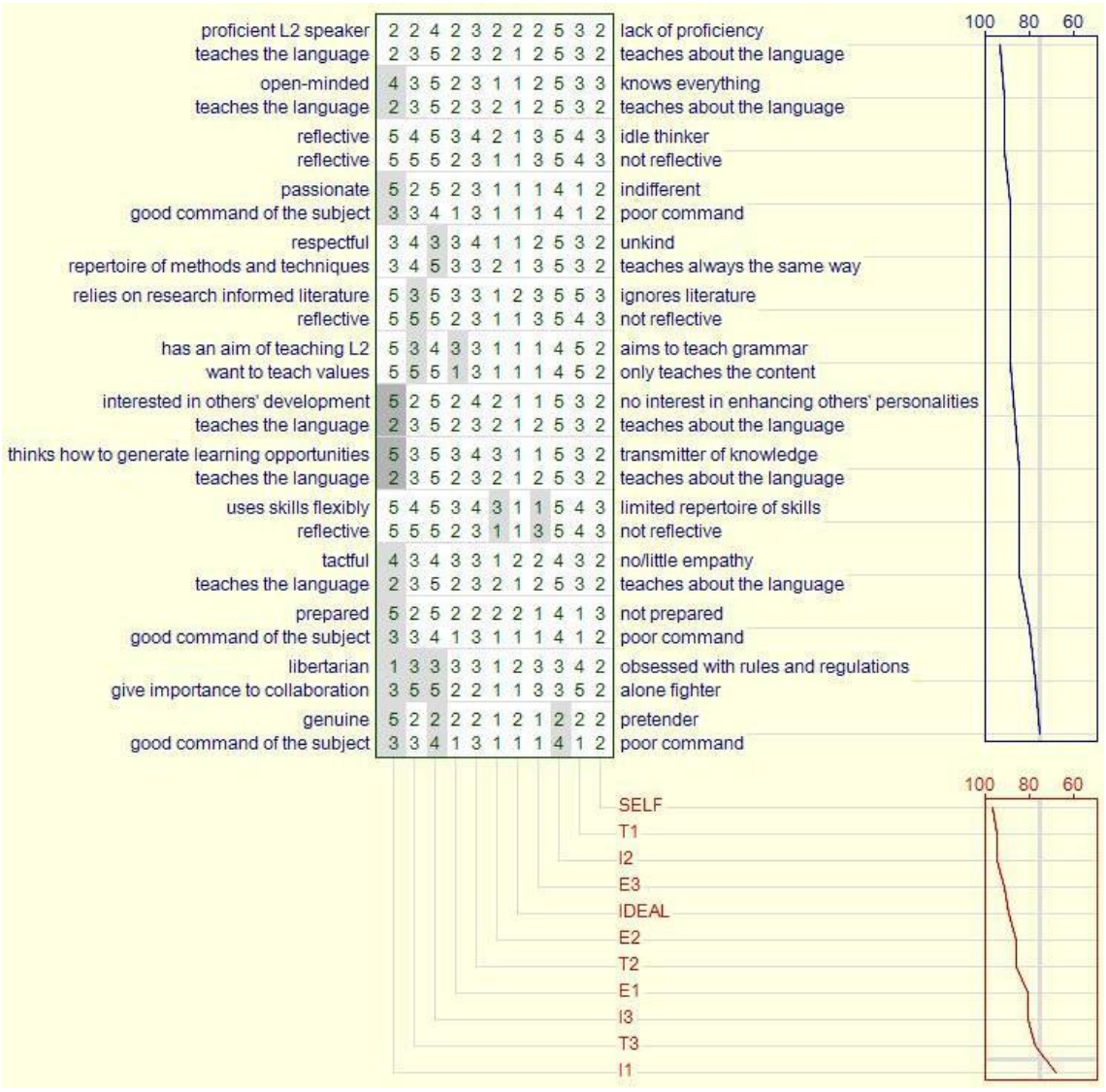

Figure 10. The Exchange Analysis of Teacher 1's FOCUSed 1 and FOCUSed 2 Grids.

As to structural changes in the element links, there seems a small change in one of the ineffective teachers (I1) of Teacher 1. At the beginning of the study, I1 subordinated the pair formed by other ineffective teachers (I2 and I3). However, when Teacher 1's second grid is considered, it is seen that I1 is construed as an isolated element. What appears as important is that Teacher 1 has no change in the perception of self as a teacher (Self), he thinks himself the same both at the beginning and at the end of the study. As there is no end for learning and the only thing that does not change is the change itself, the teacher can be suggested to need more time to accommodate things based upon his experience with LS and his observations throughout the process.

4.2.4. Teacher 2's Personal Theories Regarding the Qualities of Effective Language Teachers at Time 1

Teacher 2's grid data at Time 1 consists of eight constructs and eleven elements. Her FOCUSed grid in Figure 11 reveals the construct and element links at 80% cut-off point. According to construct clusters of Teacher 2, there appears one main construct cluster with one isolate and two sub-clusters with two pairs and three isolates linked to the rest of the constructs. When the main construct cluster is considered, it is seen that the construct of responsible is placed in isolation as it does not form a link with other constructs.

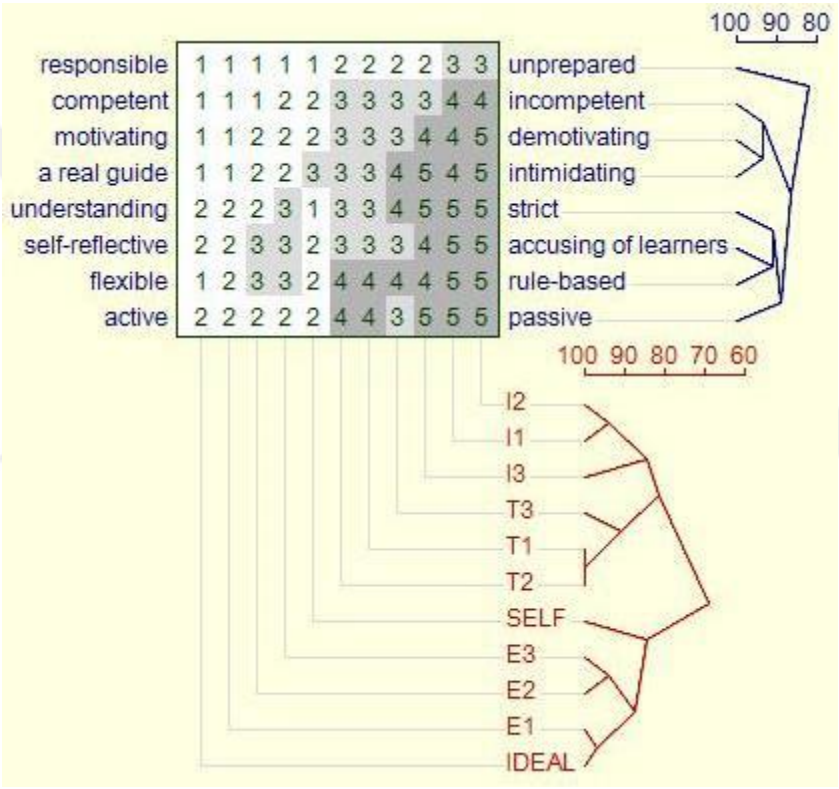

Figure 11. Teacher 2's FOCUSed grid at Time 1

As to the first sub-cluster, it is observed that the constructs of "motivating" and "a real guide" form a pair at approximately 92% level which suggests that the teacher holds the belief that an effective language teacher motivates the students and has the role of a guide in the classroom. The construct "competent" staying as Teacher 2's top priority construct subordinates this pair at around 92% matching level. This teacher explains the rationale behind her thought as follows:

Extract 12:

A teacher is not only responsible for teaching. He/she has other roles which involve being a real guide. A teacher is at the same time a trainer and plays the role of a guide in the classroom. The teachers who do not only take the responsibility of teaching in the class can guide the students and in this way contribute to the motivation of students.

Furthermore, two of Teacher 2's constructs involving the constructs of "self-reflective" and "flexible" associate at 90% level which indicates that the teacher believes that a language teacher who is reflective enables flexibility in the classroom since Teacher 2 remarks the construct of being reflective and flexible among her top priority constructs at Time 1. The comment that the teacher made on those constructs and why she had that idea was as follows;

Extract 13:

A teacher who reflects upon his/her practices by thinking about what he/she is doing wrong in the classroom and whether his/her practices are efficient or not is on the way to change his/her practices. When I ask reflective questions in terms of my teaching practices and behaviours, I try to change the materials, techniques and so on. And, in this way I try to enable flexibility in my practices.

On the other hand, we observe that the constructs of "understanding" and "active" are placed in isolation and have tight links with the constructs in the sub-cluster. It seems that this teacher could not associate these qualities with the other qualities of an effective language teacher and she might need more time and experience to establish an association.

When the element links of Teacher 2 are considered, it is observed that the FOCUSed grid of Teacher 2 produced one element cluster with four tight pairs and one tight and two loose isolates. Teacher 2's two typical teachers (T1 and T2) are linked to each other at 100% match level, which shows that they share completely the same characteristics and subordinated by her another typical teacher (T3). Besides, the ineffective teachers of the teacher (I1 and I2) associate at approximately 95% match level while the third ineffective teacher (I3) is formed as isolate, which suggests that the third

typical teacher does not have very close relationships with other typical teachers. However, Figure 11 reveals that the effective teachers (E3 and E2) match at 95% level while another effective teacher (E1) associates with the ideal teacher. This teacher seems to regard her E1 teacher as an ideal language teacher which suggests that E1 seems to be her role model since this teacher has the closest links with his ideal self as a teacher. On the other hand, it is observed that the self remains as isolate, which shows that Teacher 2 has not established a certain self perception and has not made an association with other teachers in terms of the constructs.

4.2.5. Teacher 2's Personal Theories Regarding the Qualities of Effective Language Teachers at Time 2

Teacher 2's grid data at Time 2 consists of nine constructs and eleven elements. The FOCUSed grid results in Figure 12 indicate the construct and element links at 80% cut-off point.

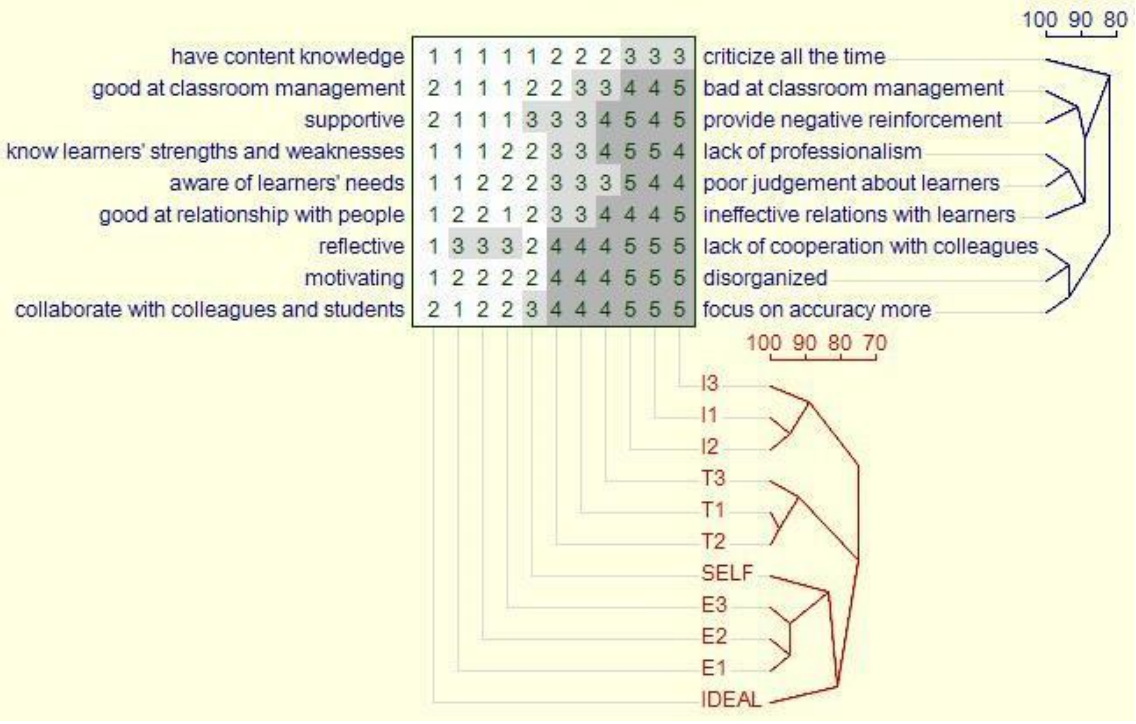

Figure 12. Teacher 2's FOCUSed grid at Time 2

In accordance with the results, it is observed that there appears one main construct cluster with two sub-clusters and one isolate. The sub-clusters involve two tight pairs, one loose pair and two isolates linked to the pairs. In the main construct cluster, the construct

"have content knowledge" stands as isolate, which offers that the teacher has not made an association with other constructs in her mind and she may need time to think about this construct. The meaning that Teacher 2 attaches to that construct is presented in the extract below:

Extract 14:

> All the teachers have already content knowledge to some extent. I do not mean knowing English. When I say content knowledge, I mean how much I can use that language in the classroom, how much the students feel that language's function. If the teacher really owns that content knowledge, he/she can make the students feel that English is not a lesson but a language which has the function of establishing communication.

When the first sub-cluster is considered, it is observed that the constructs of "good at classroom management" and "supportive" match at 90% level, which suggests that Teacher 2 believes that a teacher who can manage the classroom effectively can also support the students. The interview account in Extract 15 indicates the extent the teacher puts emphasis on those constructs:

Extract 15:

> When you are good at classroom management, you know your students well enough and you are aware how you can support them. You can control your students because you know to what extent your students need support.

Similarly, the constructs of "know learners' strengths and weaknesses", which is the second high priority construct of the teacher, and "aware of learners' needs" associate at 92% level. This finding holds forth that knowing about the strong and weak points of students paves the way for awareness towards what her students need in fact. These two constructs are subordinated by the construct of "good at relationship with people", which may offer that this teacher sees a strong relationship between knowing students' strengths and weaknesses, being aware of their needs and having good relationship with students. The rationale behind this belief is explained by the teacher as follows:

Extract 16:

> The teacher should know what kind of motivation they have, what their expectations are, which skill they are good at. If a teacher knows his/her students' needs, their weaknesses and strengths, then that teacher can establish a good relationship with his/her students, enable positive reinforcement and support them.

Moreover, Figure 12 demonstrates that the teacher associates the constructs of "reflective", top high priority construct of the teacher, and "motivating", one of high priority construct of the teacher, at 92% level and these two constructs are subordinated by the construct of "collaborate with colleagues and students" which is among high priority constructs of the teacher at the same level. To this teacher, a reflective teacher can motivate the students and collaborate with his/her colleagues and students. The teacher states the reasons behind this finding as follows:

Extract 17:

> If, as a teacher, you can evaluate yourself in terms of what you could give your students, then the results change in parallel with what you did. When you reflect, you are aware of your students, your efforts, your practices and your expectations move in accordance with your reflections. If you want to motivate your students, you should first be aware of what you did and how it affected your students.

Taking the element links of Teacher 2 at Time 2 into consideration, it is observed that there appears one element cluster with two tight pairs and three isolates, and one sub-cluster with one pair and two isolated elements. Besides, the teacher seems to have a clear cut-off point regarding the qualities of effective, ineffective and typical teachers as those are grouped in a separate cluster. In the first pair cluster, it is shown that the ineffective teachers (I1 and I2) match at 92% level and they are subordinated by another ineffective teacher (I3), which suggests that those three teachers have almost the same qualities. Furthermore, the typical teachers form a second cluster in which typical teachers (T1 and T2) associate at 95% level and they are subordinated by the third typical teacher (T3) at 90% level. On the other hand, the effective teachers (E1, E2 and E3) form a separate sub-cluster by associating at 92% level and the current self subordinates them at 82% level.

This finding reveals that the teacher has clear perceptions regarding effective teacher qualities and sees herself a bit close to be an effective language teacher. Finally, it is observed that the ideal teacher remains as an isolated element as it has not matched with any other elements in the cluster, which may suggest that the teacher has not made up her mind regarding how the ideal teacher should be when the constructs are considered and she may need time and experience to state exactly the qualities of ideal language teachers.

4.2.6. The Exchange Analysis of Teacher 2's Time 1 and Time 2 Grids

The comparison of Teacher 2's two grids at Time 1 and Time 2 does not demonstrate any statistically significant changes in regard to her constructs and elements as displayed in Figure 13. The overall element and construct consensus is 94.03% over 80% match level.

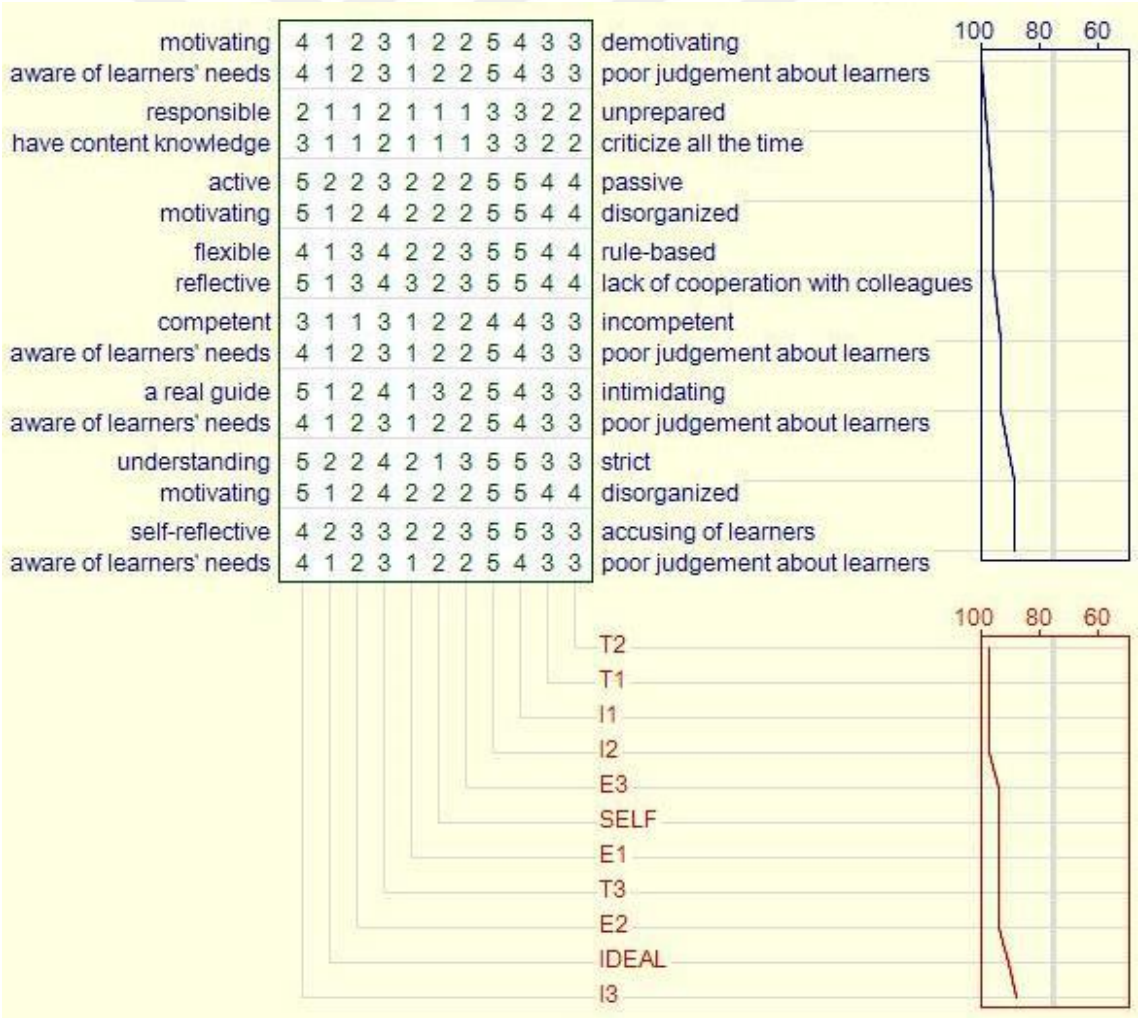

Figure 13. The Exchange Analysis of Teacher 2's FOCUSed 1 and FOCUSed 2 Grids

However, the change is a process and we can not ignore the differences in teacher's thoughts which have not been accommodated yet. Although there are small changes in the structure of constructs, those changes are not statistically clarified.

4.2.7. Teacher 3's Personal Theories Regarding the Qualities of Effective Language Teachers at Time 1

Teacher 3's data grid consists of eight constructs and eleven elements. The FOCUSed grid of Teacher 3 displayed in Figure 14 illustrates the constructs and element links drawn at 80% cut-off point.

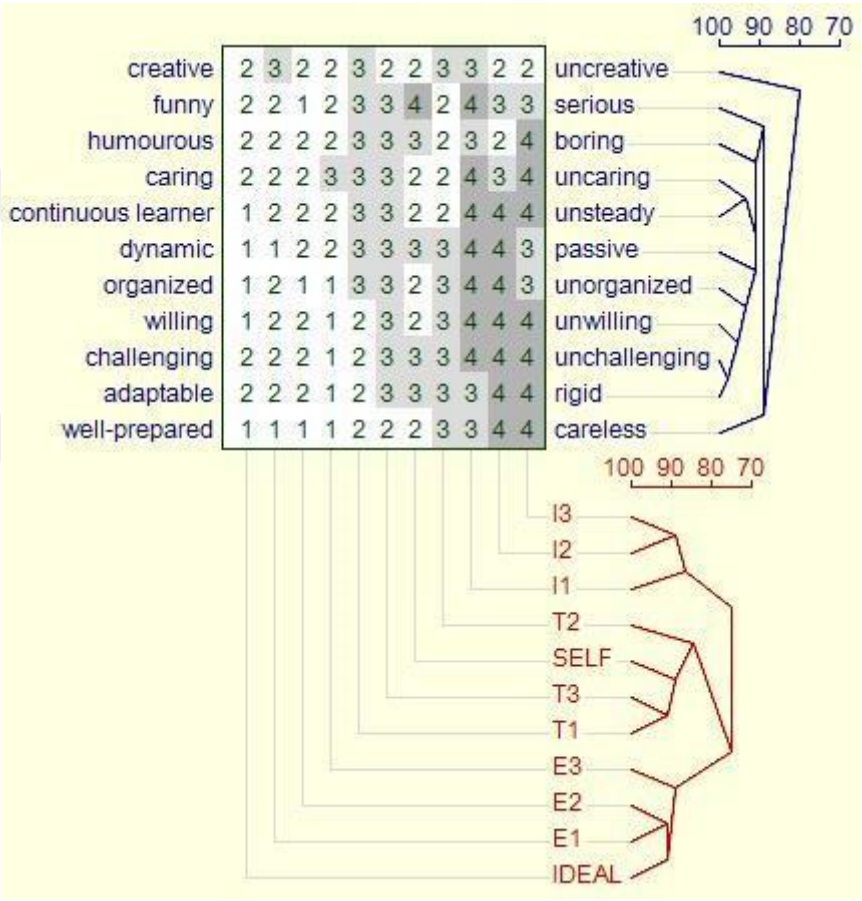

Figure 14. Teacher 3's FOCUSed grid at Time 1

As Teacher 3's FOCUSed grid data is illustrated, it is found out that his grid data is formed by one cluster with two tight pairs, and five isolated constructs. Within the main cluster, there appears one superordinate construct cluster. When the main cluster is identified specifically, it is observed that the constructs "funny" and "well-prepared", being among high priority constructs of Teacher 3, can be regarded as superordinate construct cluster which associate at 90% matching level. Regarding this organisation, it

can be suggested that believes that a teacher who is funny is a well-prepared teacher. Teacher 3' comments for those constructs are presented in the interview account below:

Extract 18:

When teachers are well-prepared, they feel more comfortable in the classroom. Therefore, they can make jokes, tell funny stories. However, you can not do extra interesting things when you have not made any kind of preparation for the class.

At a higher level, Teacher 3 seems to relate "challenging" and "adaptable", his fifth high priority construct, associate tightly at approximately 98% level. Referring to teachers who can adapt to the new things such as changing technology, Teacher 3 thinks that a teacher who is diligent in nature can easily make adjustments when he/she confronts new things especially technology use in the classroom. Besides, Figure 14 displays that another tight pair is formed by the constructs "caring" and "continuous learner" which are matched at around 92% level. Teacher 3 considers these two characteristics as mutually complementary in that a teacher who really cares for his students is the one who has internalised lifelong learning in order to develop professionally. This result is supported by Teacher 3's comments in Extract 19 below:

Extract 19:

The teacher who really cares for his/her students knows that there will be questions from the students. He/she has to be prepared towards those questions and expectations. Therefore, that teacher continuously works like a student and makes preparations.

Moreover, the constructs "humorous", "dynamic", "organized" and "willing" are placed in isolation, which suggests that Teacher 3 can not directly associate these constructs with others yet and organise his personal beliefs neatly. Among those isolated constructs, one of them (dynamic) was perceived to be a significant construct regarding the qualities of an effective language teacher.

The element links of Teacher 3 display one main element cluster consisting of two pairs and three isolates linked to the constructs in the main cluster. Besides, there appears a sub-cluster involving one pair and two isolated elements. Teacher 3 is observed to

associate his two ineffective teachers (I2 and I3) with each other at around 89% level and this pair is subordinated by another ineffective teacher (I1). Furthermore, his typical teachers (T3 and T1) are construed similarly at 90% level. In the same cluster, Teacher 3 construes his current self and his second typical teacher (T2) very close to those typical teachers. He seems to perceive himself very close to be a typical teacher.

In the sub-cluster, it is observed that Teacher 3 views his two effective teachers very close to each other as they form a pair associating at 90% match level. In the same cluster, his third effective teacher and ideal self subordinate that pair at approximately 88% match level. Teacher 3 seems to regard his effective teachers to be his model teacher, since those teachers have the closest links with his ideal self as a teacher. Those associations reveal that Teacher 3 has got a clear view regarding the features that distinguish the typical and ineffective teacher groups as well as the features of the teachers in the effective group.

4.2.8. Teacher 3's Personal Theories Regarding the Qualities of Effective Language Teachers atTime 2

Teacher 3's FOCUSed grid at Time 2 reveals eight constructs and eleven elements which are displayed in Figure 15. His FOCUSed grid illustrates construct and element trees drawn at 80% cut-off point.

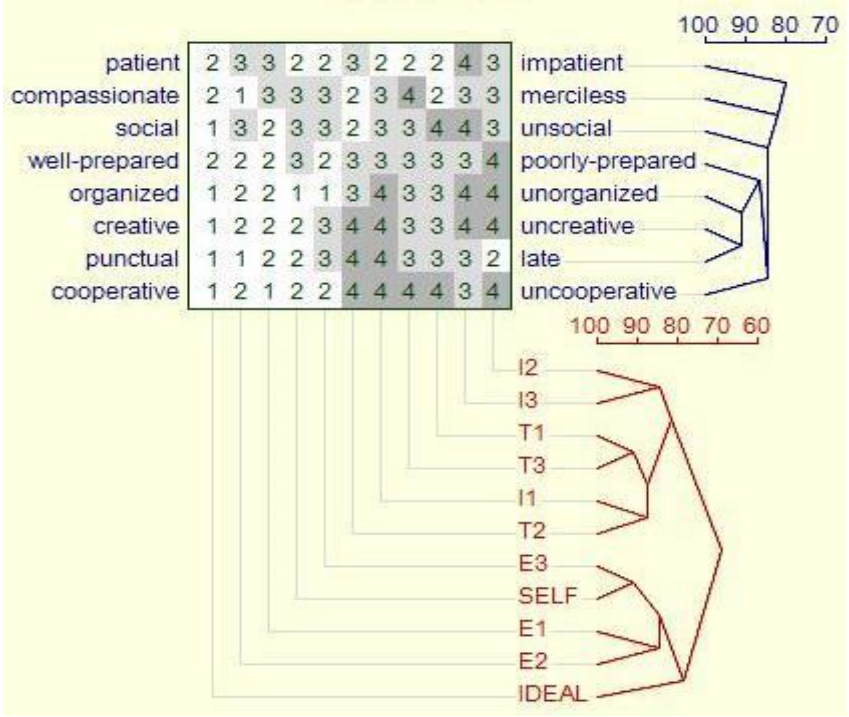

Figure 15. Teacher 3's FOCUSed grid at Time 2

Teacher 3's FOCUS analysis produced one main construct cluster with four isolates linked to the main cluster and one sub-cluster with a tight pair and two isolates. In the main cluster, it is observed that the constructs "patient", "compassionate", "social" and "cooperative", three of which are among high priority constructs of Teacher 3, are placed in isolation. This result suggests that Teacher 3 may be construing those as general characteristics of effective language teachers and he may need extra time and experience to associate those qualities with other constructs. Moreover, in the sub-cluster, there appears a tight pair associating at 89% matching level which is formed by the constructs "creative" and "punctual". In Teacher 3's opinion, if a teacher is punctual, he/she can create new teaching opportunities for students.

In the element set, it is seen that there appears one big element cluster with a loose pair, an isolate and two sub-clusters with four pairs, all of which are somewhat linked to each other. Within the big cluster, Teacher 3's two ineffective teachers (I2 and I3) form a loose pair associating at approximately 85% match level. In this regard, Teacher 3 seems to view his two ineffective teachers sharing almost the same characteristics. His ideal teacher (Ideal), as one of the isolated elements, is linked to the big cluster at around 75% match level, which suggests that Teacher 3 does not have clear idea about the features of an ideal teacher yet. Furthermore, the first sub-cluster contains one loose and one tight pair. Two of his typical teachers (T1 and T3) are observed to associate at around 90% level. Within the same sub-cluster, it is seen that one of Teacher 3's typical teachers (T2) and one ineffective teacher are construed similarly as they form a loose pair at around 88% level. Besides, in the second cluster, one of his effective teachers (E1) is associated with another effective teacher (E2) forming a loose pair at 82% level. Lastly, Teacher 3 seems to construe himself very closely to his third effective teacher (E3) at 85% match level, which shows that he perceives himself as an effective teacher already. Another point to note is that Teacher 3 seems not to have established a clear view regarding the features that distinguish the typical and ineffective teacher groups as well as the features of the teachers in the effective group.

4.2.9. The Exchange Analysis of Teacher 3's Time 1 and Time 2 Grids

The Exchange analysis of Teacher 3's grids at Time 1 and Time 2 (see Figure 16) reveals no structural change in regard to his constructs and elements. The overall element

and construct consensus is 100% over 80% match level. This finding suggests that the teacher needs more time to absorb the consequences of his experience with LS practice.

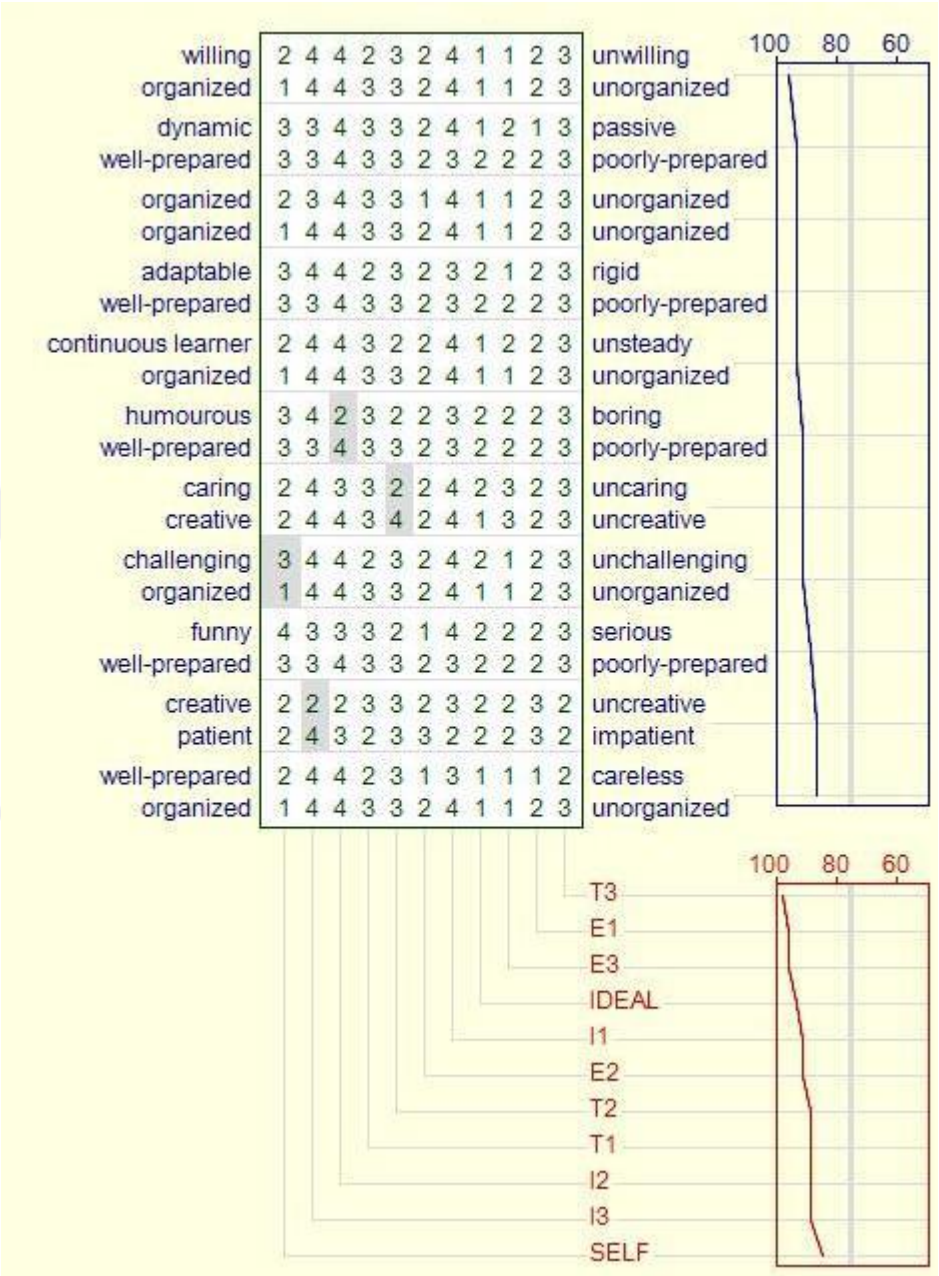

Figure 16. The Exchange Analysis of Teacher 3's FOCUSed 1 and FOCUSed 2 Grids

4.2.10. Teacher 4's Personal Theories Regarding the Qualities of Effective Language Teachers at Time 1

Teacher 4 has fifteen constructs and eleven elements in his FOCUSed grid data at Time 1. The FOCUS printout in Figure 17 displays the construct and element trees drawn at 80% cut-off point.

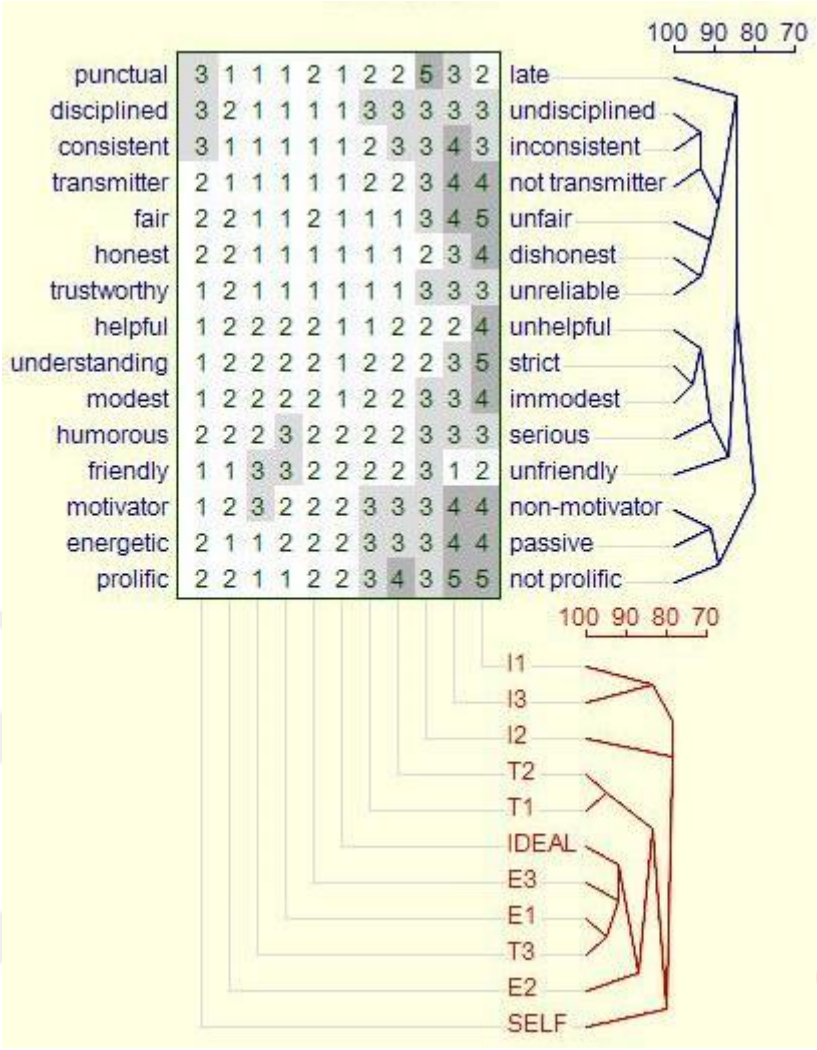

Figure 17. Teacher 4's FOCUSed grid at Time 1

The FOCUS analysis of Teacher 4 produces one main construct cluster, one tight pair and two isolated constructs, all linked to each other at 80% match level in a big cluster. The main construct cluster of Teacher 4 consists of two sub-clusters. In the first sub-cluster, there appear two tight pairs and two isolates while the second sub-cluster involves one rather tight pair and three isolates.

At the top of grid data, there is one tight pair formed by the constructs "disciplined" which is top priority construct of that teacher and "consistent" being his second high priority construct at 92% match level. Teacher 4 seems to believe that a disciplined teacher referring to the teacher who knows his/her responsibilities from Teacher 4's perspective is a consistent teacher who really performs the things that he/she promises to do. Besides, this pair is observed to be subordinated by the construct

"transmitter" at 92% level. The rationale behind those associations is explicated in Extract 20 below:

Extract 20:

When I say consistent, I mean a teacher who keeps his/her promises. For example, a teacher should control the home works if he/she told students that he/she would control them. The disciplined teacher is not someone who has the authority on students but someone who is aware of his/her responsibilities. Awareness towards your responsibilities encourages you to keep your promises.

Furthermore, Figure 17 indicates that the constructs "honest" and "trustworthy" form the second tight pair in the first cluster at 90% match level. In the same cluster, the construct "fair" subordinates that pair which suggests that Teacher 4 seems to construe a relationship between being honest, trustworthy and fair and organise his personal beliefs regarding those qualities neatly. The teacher explains the importance he attaches to those constructs as follows:

Extract 21:

Trust is an important quality both in your usual life and in your teaching process. Those three constructs can be collected under the title of trust. If you want to trust and to be trusted, you should be fair and honest.

In the second sub-cluster, there is one rather tight pair at approximately 96% match level; that is to say, the constructs "understanding" which is among high priority constructs of Teacher 4 and "modest" are highly associated to each other. Drawing on the established link between those constructs, Teacher 4 seems to think that the teachers who understand their students' needs and show tolerance towards their students are also modest and do not look down on the students. Moreover, the construct "helpful", being among high priority construct of Teacher 4, is observed to subordinate that pair at 90% match level.

On the other hand, there are two isolated constructs in the second sub-cluster which involve the constructs "humorous" and friendly". Similarly, at the top of grid data, the construct "punctual" seems isolated, having close links with the constructs in the main

cluster at around 85% match level. Those findings suggest that Teacher 4 holds the belief that being humorous, friendly and punctual are significant features of effective language teachers but has not established direct links with any of the particular constructs yet.

At the bottom of the grid, there appears one more pair associating at around 88% match level. Teacher 4 is seen to match the constructs "motivator" and "energetic" with each other in that he seems to believe that an effective language teacher should be energetic in order to motivate his/her students. Moreover, the isolated construct "prolific" subordinates that pair at the same level. The rationale behind that result is explained as follows:

Extract 22:

> All the teachers should be energetic and active in the classroom. Your energy and performance affects your students' motivation in a direct way. When you have low energy, you can not expect your students to have a high motivation to learn.

When the element links are considered, it is observed that Teacher 4's FOCUSed grid produces one main element cluster with a loose pair and two isolates and one sub-cluster with two tight pairs and three isolates. Within the main cluster, two ineffective teachers of Teacher 4 (I1 and I3) form a rather loose pair at 82% match level. He seems to view those two ineffective teacher share almost the same characteristics about effective language teaching. In the same cluster, Teacher 4's current self, as an isolated element, seems to subordinate that pair at 80% match level, which suggests that Teacher 4 seems to perceive himself as an ineffective teacher already. The rationale behind his thought is explained as follows:

Extract 23:

> When I reflect upon myself, my teaching practices, I see that I have somewhat lacking points. Therefore, I can not claim that I am an effective teacher because an effective teacher should have the necessary qualifications.

Furthermore, his second ineffective teacher, as another isolated element in the main cluster, is linked to the big cluster at around 80% match level. In the sub-cluster, two of Teacher 4's typical teachers form a tight pair in which his first and second typical

teachers associate at nearly 95% match level. Another pair is formed by his first effective teacher and third typical teacher at 95% match level. Besides, this pair is subordinated by his ideal self and his third effective teacher at 92% level. This result reveals that Teacher 4 does not have clear idea about the features of his effective and ideal teachers yet. Another point is that his second effective teacher is placed in isolation; that is, it does not have a direct link with other elements. When his classification for each teacher group is considered, it can be assumed that Teacher 4 does not have a clear idea of the features of typical and effective teachers yet.

4.2.11. Teacher 4's Personal Theories Regarding the Qualities of Effective Language Teachers at Time 2

The grid data of Teacher 4 at Time 2 consists of ten constructs and eleven elements. His FOCUSed grid displayed in Figure 18 presents his construct and element trees at 80% cut-off point.

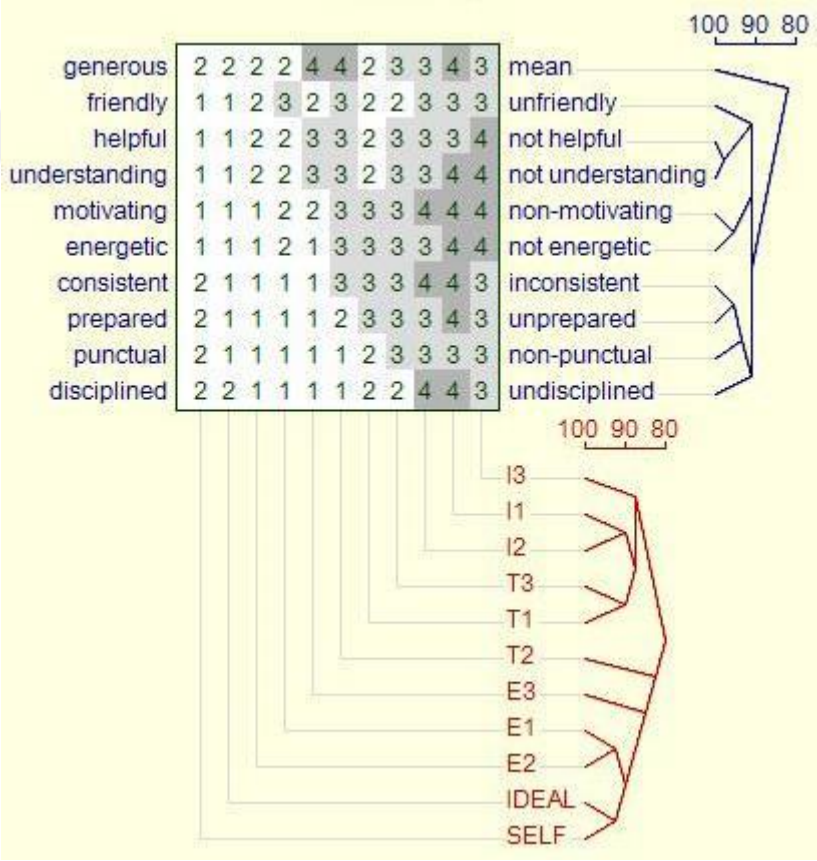

Figure 18. Teacher 4's FOCUSed grid at Time 2

When the grid data is illustrated, it is noticed that there appears one main cluster and one isolate construct linked to the main cluster. Besides, within the main cluster, there are three tight pairs and three isolates. The constructs “helpful” and “understanding” are observed to form a rather tight pair at 98% match level. This pair is subordinated by the construct “friendly” at 90% match level. This finding reveals that Teacher 4 thinks that a teacher who helps his/her students can easily understand his/her students and has a friendly nature. Teacher 4 verbalizes his thoughts regarding those constructs as follows:

Extract 24:

If you want to help your students, you should first understand them. Their expectations, beliefs, levels are very important. You become their friends if they feel that you try to understand them.

Another tight pair formed within the main cluster involves the constructs “motivating” and “energetic” which associate at approximately 95% match level. Those two constructs are placed among high priority constructs of Teacher 4, which suggests that Teacher 4 seems to believe that a teacher who is energetic can motivate the students. Furthermore, towards the end of the grid, it is seen that the constructs “consistent” and “prepared”, being two of Teacher 4’s important constructs, form the third pair matching at 95% level. Two isolates involving the constructs “punctual”, which is one of the high priority constructs of that teacher, and “disciplined” are observed to subordinate that pair. Teacher 4 explains the reason why he sees a relationship between being consistent and prepared as follows:

Extract 25:

A consistent teacher does the things he really promised to do and he/she prepares materials, activities and the like, that he/she told the students that he/she would use or perform.

Finally, the construct “generous” is seen to be placed in isolation although it is believed to be the quality possessed by teachers who are regarded as effective language teachers. He probably considers that construct as a feature that a teacher is to have for being effective; however, he needs time to relate it with the rest. Teacher 4 explains the meaning he attaches to the construct “generous” as follows:

Extract 26:

Generous means a teacher who does not limit his students in terms of teaching materials and activities. The generous teachers are not stick to one source while teaching.

The element links of Teacher 4 produced one main element cluster with two tight pairs and two isolates and one sub-cluster with two tight pairs and one isolated element. Within the main element cluster, two effective teachers of Teacher 4 (E1 and E2) are observed to form a pair at 90% match level. Similarly, the ideal self and current self form a pair in the same cluster at 90% match level, which suggests that Teacher 4 perceives himself to be very close to be an ideal teacher. Besides, this association may suggest that Teacher 4 perceives a very limited need for change. Moreover, there appear two isolated elements consisting of the second typical teacher and the third effective teacher of Teacher 4 which reveals that those teachers do not share any similar characteristics with other teachers.

In the sub-cluster, it is seen that two ineffective teachers of Teacher 4 are viewed as similar as they form pair at approximately 88% match level. Likewise, two of his typical teachers are observed to share almost the same characteristics as they form a pair at 88% match level. Furthermore, the third ineffective teacher is placed in isolation as it does not have a link with other teachers. Drawing on the associations made, it can be suggested that Teacher 4 has got somehow a clear perception regarding distinctive features that differentiate each teacher group.

4.2.12. The Exchange Analysis of Teacher 4's Time 1 and Time 2 Grids

The Exchange analysis of Teacher 4's grids at Time 1 and Time 2 (see Figure 19) reveals no significant change in regard to his constructs and elements. The overall construct consensus is 87.27% over 80% match level.

As to changes in the element links, there seems a statistically significant change in one of the typical teachers (T3) of Teacher 4. At the beginning of the study, T3 was observed to form a pair with one of his effective teachers (E1) while it formed a pair with his first typical teacher (T1) at the end. It can be inferred from this finding that Teacher 4 started to view T3 as possessing more common features with T1.

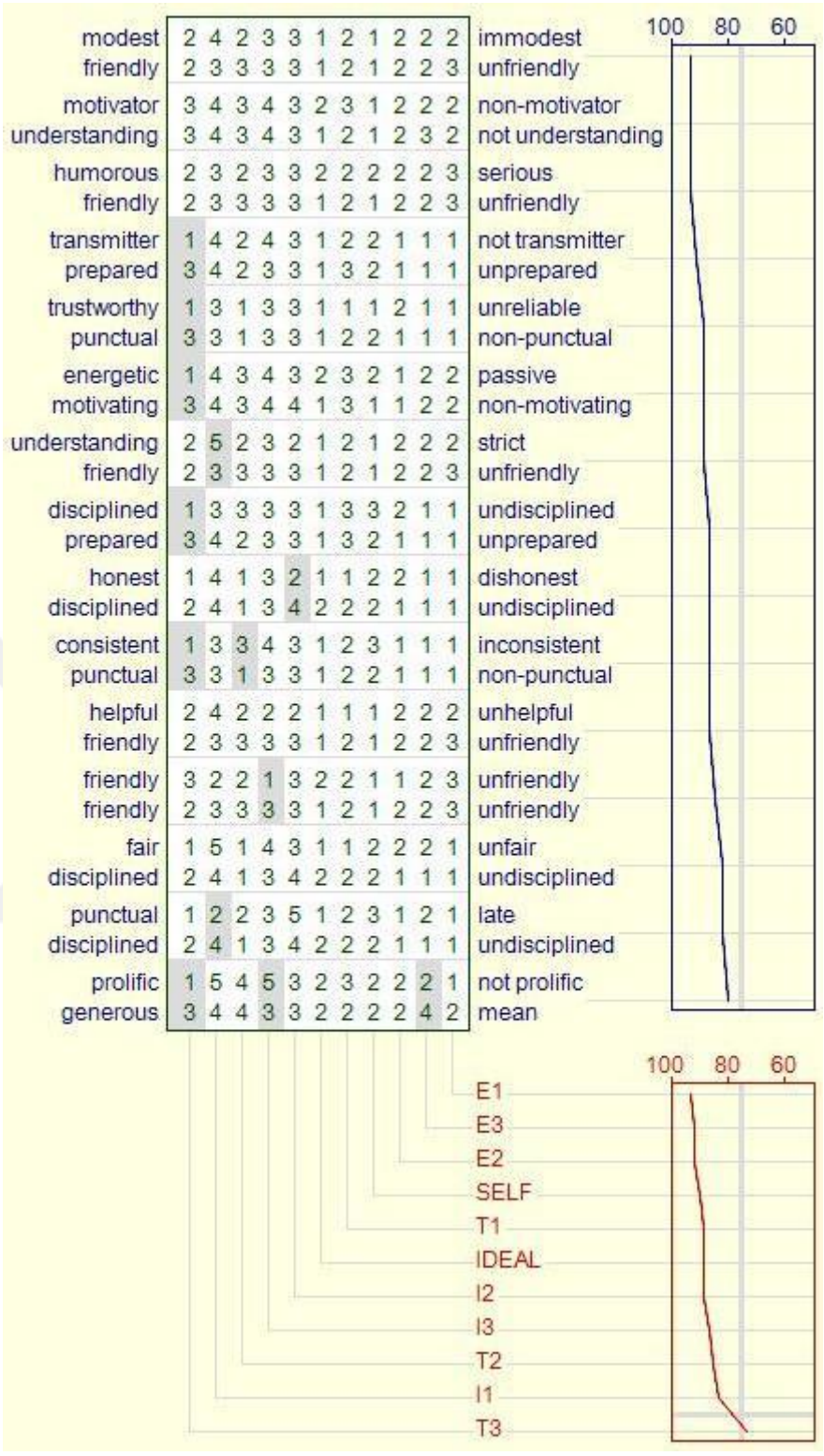

Figure 19. The Exchange Analysis of Teacher 4's FOCUSed 1 and FOCUSed 2 Grids

4.2.13. Teacher 5's Personal Theories Regarding the Qualities of Effective Language Teachers at Time 1

Teacher 5's grid data consists of twelve constructs and eleven elements. His FOCUSed grid displayed in Figure 20 illustrates the construct and element trees drawn at 80% cut-off point.

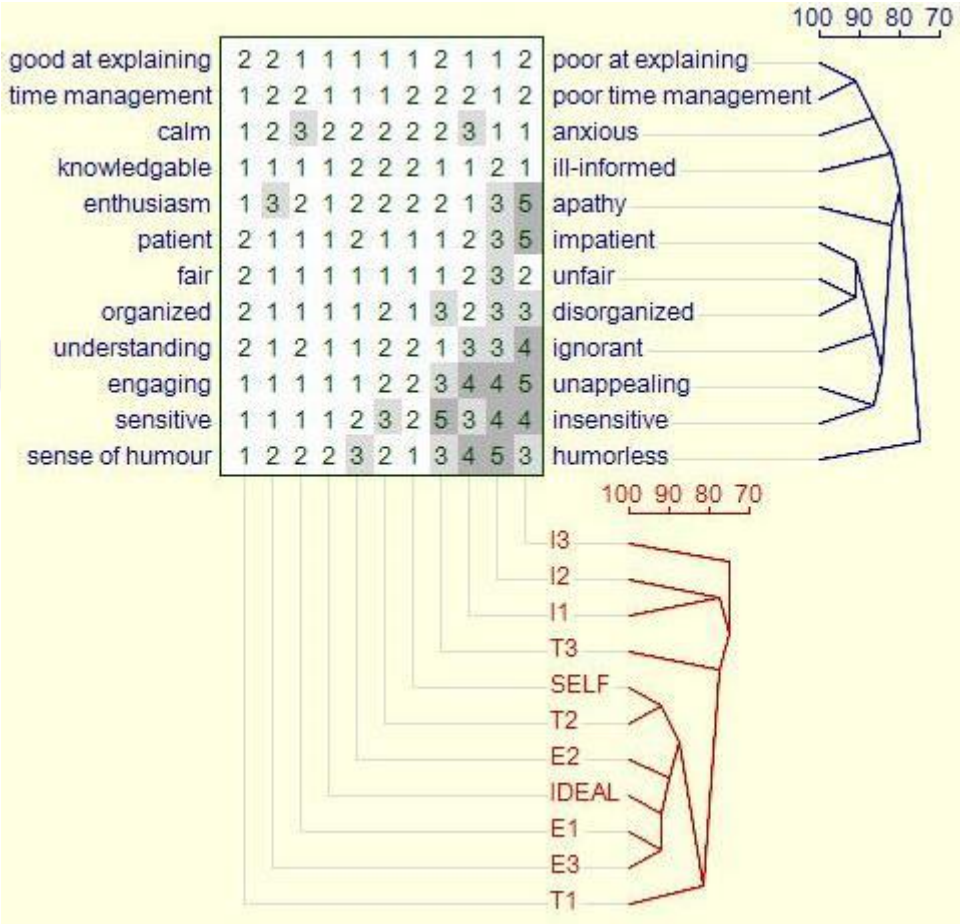

Figure 20. Teacher 5's FOCUSed grid at Time 1

When the grid data is illustrated, it is noticed that all beliefs of Teacher 5 are linked to one big construct cluster which consists of one main construct cluster, one pair and three isolates. Within the big construct cluster, there appears one pair which consists of the constructs "good at explaining" which is the top priority construct of Teacher 5 and "time management" associating at 90% match level. From Teacher 5's perspective, the teacher who is effective at explaining subject matter can also manage the time effectively. Teacher 5 comments on the importance of those constructs and how they are related to each other as follows:

Extract 27:

I think if you are efficient in general, you can explain subject matter between your time constraints (i.e. class hour) effectively.

Furthermore, in the big construct cluster, there are three isolates which involve the constructs "calm", the third most important construct "knowledgeable" and "sense of humour" having loose links with the constructs in the cluster. Although Teacher 5 regards those constructs as qualities of an effective language teacher, he can not associate them with other qualities, which suggests that he may need time to make an association.

When the main construct cluster is considered, it is seen that there is one loose pair, one isolate and one sub-cluster with a tight pair and two isolates. The loose pair in the main construct cluster is observed to be formed by the constructs "engaging" and "sensitive" at 85% match level. To Teacher 5, teachers who can engage students and draw their attention act sensitively towards students.

On the other hand, the construct "enthusiasm" is placed in isolation in the main construct cluster. This shows that this construct is in the process of accommodation within the belief system of Teacher 5 and he needs time to link this construct with others in the belief system. Within the sub-cluster, the construct "understanding" is observed to remain in isolation as it does not have a link with other constructs. He might need some more time to associate that characteristic with other characteristics of an effective language teacher. Besides, the tight pair in the sub-cluster is formed by the constructs "fair" and "organized" which associate at 90% match level. Besides, the construct "patient" is observed to subordinate that pair at the same match level. Those three constructs are in fact among top priority constructs of Teacher 5. This association reveals that Teacher 5 sees a strong relationship between being fair and organized and Teacher 5 explains how he perceives that relationship as follows:

Extract 28:

I think when people are fair or when there is equity, you do have to have some sort of organization in your head because you need to recall what you did for this person and what you are going to do for another person. So you have to be organized because if you are not organized, you could be showing someone favour one day and then showing someone even more favour the next days. So, there is a correlation between them.

When the element links of Teacher 5's FOCUSed grid analysis at Time 1 are displayed, it is seen that it produces one main element cluster with a rather loose pair and three loose isolates and one sub-cluster with two tight pairs and two isolates. At the top of element set, two ineffective teachers (I2 and I1) are viewed as pair at 78% match level. The third ineffective teacher remains in isolation. Within the main element cluster, two of Teacher 5's typical teachers (T3 and T1) are also observed to be placed in isolation. Teacher 5 can not associate those teachers with any of other elements.

However, the sub-cluster in the element set consists of two tight pairs and two isolated elements. The first pair is formed by Teacher 5's current self and his second typical teacher (T2) at 92% match level. Teacher 5 can be assumed to see himself very close to one of his typical teachers and the rationale behind this thought is explained by Teacher 5 as follows:

Extract 29:

I have always felt kind of humble about myself. I don't like to make myself look better than I should be. So, that is part of this feeling. I don't think I am at the level of effective teachers yet. In the future, I could be effective if I could achieve to improve myself.

Furthermore, the second pair in the sub-cluster is observed to be formed by two of Teacher 5's effective teachers (E1 and E3) at 92% match level. The ideal self and second effective teacher of Teacher 5 subordinate this pair, which suggests that Teacher 5 sees his effective teachers as his role model and the characteristics of an ideal teacher concur with the effective teacher to a large extent. The associations in the element set indicate that Teacher does not have a clear view regarding the distinctive features of each teacher group.

4.2.14. Teacher 5's Personal Theories Regarding the Qualities of Effective Language Teachers at Time 2

Teacher 5's Time 2 grid consists of nine constructs and eleven elements. His FOCUSed grid shown in Figure 21 illustrates the construct and element trees drawn at 80% cut-off point.

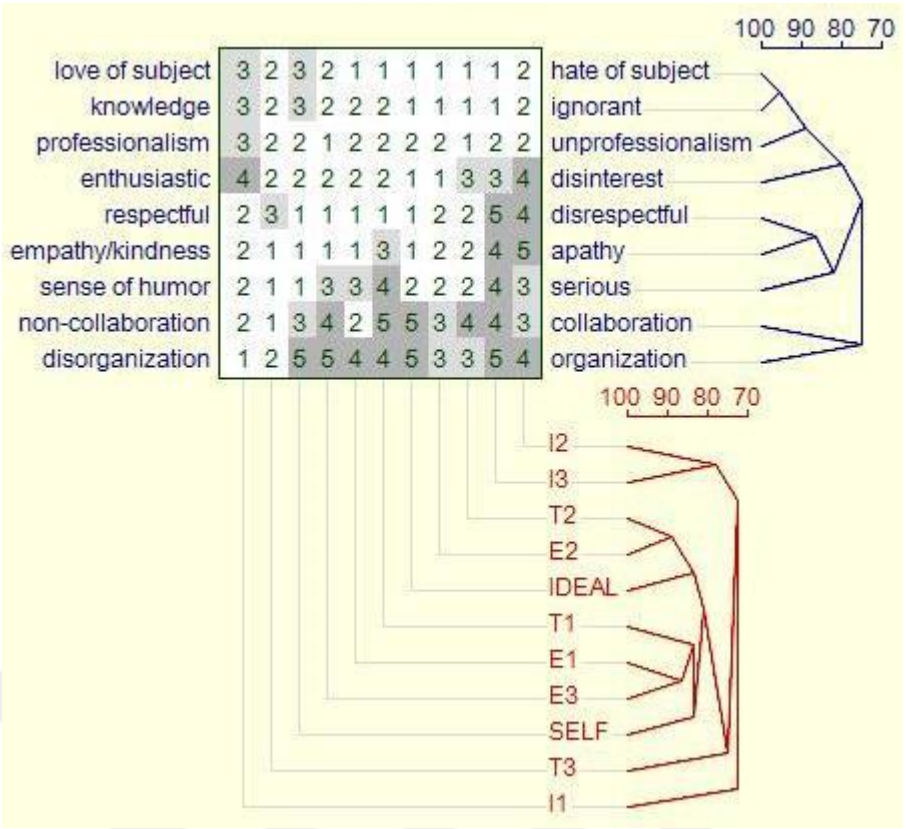

Figure 21. Teacher 5's FOCUSed grid at Time 2

When the grid data is illustrated, it is seen that Teacher 5's FOCUSed grid at Time 2 produced one main cluster with a rather tight pair, a rather loose pair and two isolates and one sub-cluster with a loose pair and one isolate. Within the main cluster, it is noticed that the first pair is formed rather tightly by the constructs "love of subject" and the top priority construct of Teacher 5 "knowledge" at approximately 96% match level. To Teacher 5, it seems that one way of being knowledgeable is to have love of subject. Teacher 5 explains the reason why he sees a strong relationship between those constructs in Extract 30:

Extract 30:

I mean if you are knowledgeable, you love the subject. In the past, I had some teachers who were extremely knowledgeable and loved their subject. I remember that I was very interested in the class.

Moreover, the loose pair in the main cluster is observed to be formed by the constructs "collaboration" and one of the high priority constructs of Teacher 5

"organization" which associate at 75% match level. This result suggests that Teacher 5 associates teachers who are open to collaboration with peers or students with those who are well-organized. The meaning that Teacher 5 attaches to those constructs is explicated as follows:

Extract 31:

If you collaborate with others, you do have to have some sort of organization because you are trying to gather all of the ideas. If you are a very disorganized person, it can create chaos. Being organized is very important for collaboration.

The constructs "professionalism" and "enthusiastic" seem to be isolated constructs linked to the main cluster. However, the construct "enthusiastic" is Teacher 5's most important construct. Although those constructs are believed to be the features possessed by teachers regarded as effective language teachers, they need extra time to be accommodated and associated with others. On the other hand, in the sub-cluster, two top priority constructs of Teacher 5 "respectful" and "empathy/kindness" are observed to form a loose pair associating at around 82% match level. This pair indicates that teachers who respect for his/her students can empathise with them as well. Lastly, the construct "sense of humour" seems to subordinate that pair at 80% match level, which suggests that Teacher 5 is in the process of forming a relationship between being respectful, kindness and having sense of humour.

Element links of Teacher 5 display one main element cluster with a loose pair and one isolate and one element cluster with one tight pair, two isolates and one sub-cluster with one pair and two isolates. Within the main element cluster, Teacher 5's two ineffective teachers (I2 and I3) are observed to form a loose pair at around 78% match level and the isolated element, the first ineffective teacher (I1), subordinates that pair at around 72% match level. However, in the element cluster, one typical teacher (T2) and one effective teacher (E2) are linked to each other forming a tight pair at 88% match level. Moreover, Teacher 5's ideal self and third typical teacher (T3) are formed as isolates. That is, Teacher 5 seems not to have formed a clear idea in his mind regarding the features of an ideal language teacher yet.

Within the sub-cluster, two effective teachers of Teacher 5 (E1 and E3) form a pair at approximately 82% match level. This pair is subordinated by the first typical

teacher (T1) of Teacher 5. Lastly, Teacher 5's current self is placed in isolation, which suggests that Teacher 5 may see himself as a teacher different from other teachers; therefore, he does not directly and closely link himself with other teachers. Besides, it may be further suggested that he either lacks self confidence or he feels a need to improve more to become an effective teacher. The rationale behind why Teacher 5 does not form a direct link with other teachers in Extract 32 below:

Extract 32:

I am so young and inexperienced. I am confident about my teaching ability but I have a lot of room to improve especially when it comes to content knowledge, classroom management. There are certain areas I should really improve on.

Another point worth mentioning is that Teacher 5 has not established a clear cut pattern of grouping for his effective and typical teachers, his current self and ideal self yet in his mind when the organisation of elements is considered. However, he has got a clearer picture in his mind for his ineffective teachers.

4.2.15. The Exchange Analysis of Teacher 5's Time 1 and Time 2 Grids

The Exchange analysis of Teacher 5's grids at Time 1 and Time 2 (see Figure 22) reveals no statistically significant changes in regard to his constructs and elements. The overall element and construct consensus is 86.17% over 80% match level. Despite the fact that statistically significant changes are not observed between the grids at Time 1 and Time 2, this does not imply that the teacher has not experienced any changes in his constructs. The teacher needs more time to think about the qualities of effective teachers based upon his experience and observations through LS practice in order to accommodate.

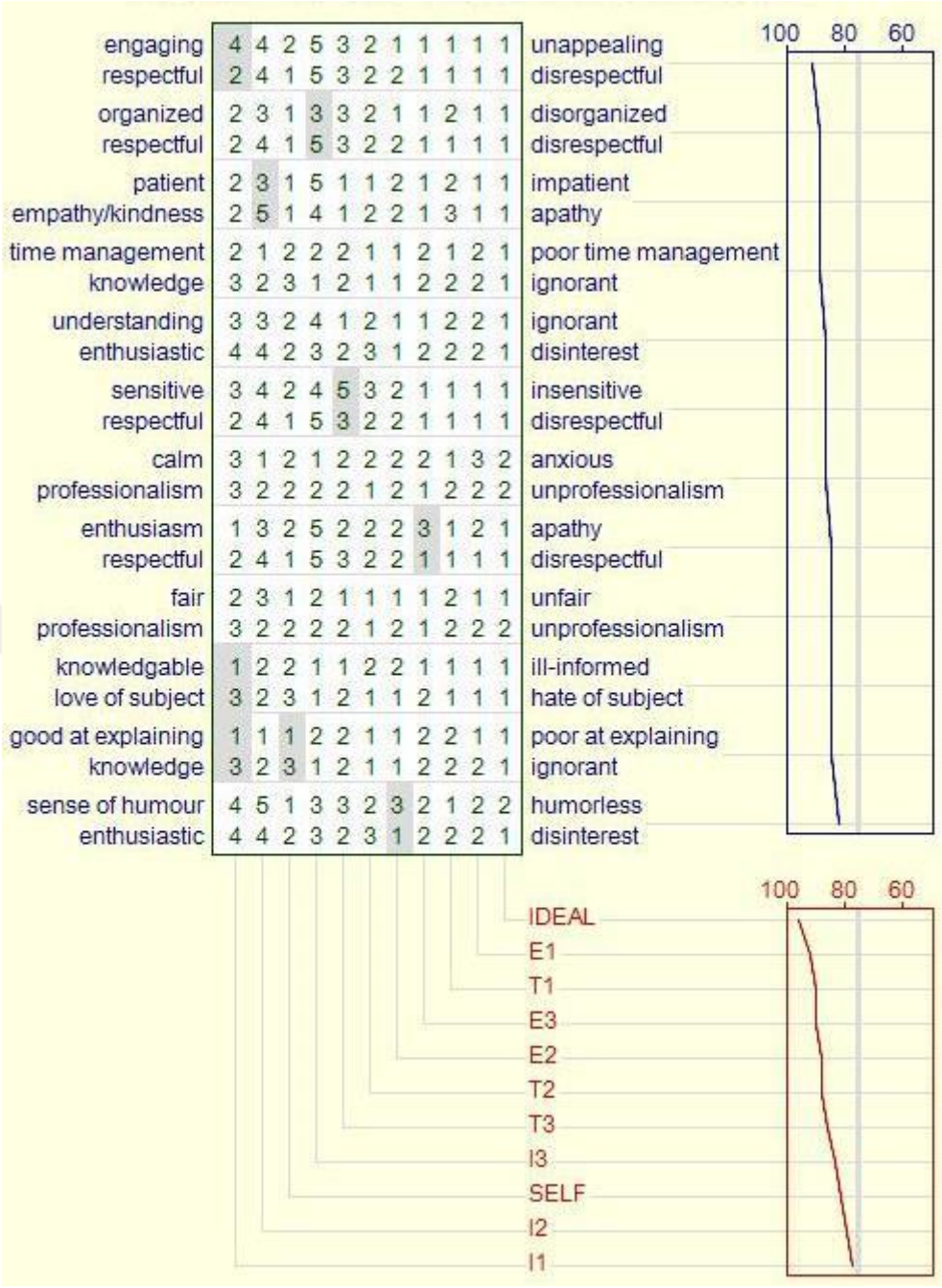

Figure 22. The Exchange Analysis of Teacher 5's FOCUSed 1 and FOCUSed 2 Grids

4.3. Overall Results of Teachers' Beliefs on Qualities of Effective Language Teachers at Time 1 and at Time 2

In this part, overall beliefs of EFL teachers, who participate in this study, on qualities of effective language teachers are presented. The beliefs of five EFL teachers will be dealt with in terms of the nature and changes in the content, structure, and high priority.

4.3.1. Overall View of the Content of Beliefs Obtained both at Time 1 and Time 2

The content analysis of the repertory grid data obtained from five teachers produced a total of sixty constructs at Time 1 and a total of forty eight constructs at Time 2. The content of personal theories can be analysed under four categories. The categories were determined and the constructs were placed under each category. For the validity and reliability, three EFL teachers were firstly asked to categorize the raw data and name these categories. One of the teachers was participant of the present study while other two were not the participants, but working as EFL teachers at the school in which the study was conducted. Following the categorization of the raw data, the categories and its sub-categories were discussed with the teachers until the categories and the constructs were agreed upon. Corrections were made based upon the feedbacks of those teachers. The categories are presented as follows:

I. Instructional Practice
II. Teacher-student Relationships
III. Personal Qualities
IV. Professionalism

The frequencies and percentages of EFL teachers' beliefs on the qualities of an effective language teacher both at Time 1 and at Time 2 are presented in Table 6 below.

Table 6

The frequency of all teachers' constructs at Time 1 and at Time 2

Constructs	Time 1 (f)	Time 2 (f)
A. Instructional Practice		
1. Thinks of how to generate learning opportunities	1	-
2. Is prepared	2	2
3. Has formulated an aim of teaching	1	-
4. Uses skills flexibly	1	-
5. Teaches the language	-	1
6. Focuses on fluency	-	1
7. Has good command of the subject	-	1
8. Is aware of learners' needs	-	1
9. Knows learners' strengths and weaknesses	-	1

10. Is good at classroom management	-	1
11. Is transmitter of knowledge	1	-
12. Is good at explaining	1	-
13. Is engaging	1	-
14. Is good at time management	1	-
15. Has repertoire of methods and techniques	-	1
Total: 15	**9**	**9**
B. Teacher-Student Relationships		
16. Likes learners	-	1
17. Shows learners that they are important	-	1
18. Is good at relationship with students	-	1
19. Is supportive	-	1
Total: 4	**0**	**4**
C. Personal Qualities		
20. Is genuine	1	-
21. Is respectful	1	1
22. Is libertarian	1	-
23. Is tactful	1	-
24. Is open-minded	1	-
25. Is enthusiastic	1	2
26. Has a sense of humour	3	2
27. Is motivating	2	2
28. Is a guide	1	-
29. Is active	1	-
30. Is flexible	1	-
31. Is responsible	1	-
32. Is understanding	3	1
33. Is funny	1	-
34. Is dynamic	1	-
35. Is caring	1	-
36. Is willing	1	-
37. Is creative	1	1
38. Is challenging	1	-
39. Is adaptable	1	-
40. Is punctual	1	2
41. Is patient	1	1
42. Is social	-	1
43. Is compassionate	-	1
44. Is prolific	1	-
45. Is friendly	1	1

46. Is consistent	1	1
47. Is energetic	1	1
48. Is trustworthy	1	-
49. Is fair	2	-
50. Is honest	1	-
51. Is helpful	1	1
52. Is modest	1	-
53. Is generous	-	1
54. Is calm	1	-
55. Is sensitive	1	-
56. Has empathy	-	1
57. Is organized	2	2
58. Is disciplined	1	1
59. Is passionate	1	-
Total: 40	**43**	**23**
D. Professionalism		
60. Is proficient L2 speaker	1	-
61. Is interested in others' development	1	-
62. Is reflective	2	2
63. Relies on research-informed literature	1	-
64. Gives importance to collaboration	-	4
65. Wants to teach values	-	1
66. Is open to professional development	-	1
67. Is competent	1	-
68. Has content knowledge	-	1
69. Is knowledgeable	1	1
70. Has professionalism	-	1
71. Has love of subject	-	1
72. Is continuous learner	1	-
Total: 13	**8**	**12**

As presented in Table 6, sixty constructs are elicited from five EFL teachers at the beginning of the study. However, forty eight constructs are used to define the qualities of an effective language teacher at the end of the study. The frequencies of constructs for each category at Time 1 and Time 2 are displayed in Table 7. Table 7 reveals that most of the constructs elicited from the teachers at Time 1 and Time 2 are gathered under the category of "Personal Qualities". The second most frequent category is found as "Professionalism" and then it is followed by "Instructional Practice" and lastly "Teacher-student Relationships" from most to the least frequent one.

Table 7

Frequency of Constructs at Time 1 and Time 2

Construct Categories	Frequency of constructs at Time 1	Frequency of constructs at Time 2	Total
A. Instructional practice	9	9	18
B. Teacher-student relationships	0	4	4
C. Personal qualities	43	23	66
D. Professionalism	8	12	20
TOTAL	60	48	108

When the comparison is made between the constructs at Time 1, it is seen that forty three of the constructs at the beginning of the study (i.e. Time 1) are concerned with the "Personal Qualities" category- nine of them are associated with "Instructional Practice"- eight of them are concerned with "Professionalism". Besides, it is observed that there is no construct elicited at the beginning of the study and belonging to the category of "Teacher –Student Relationships".

On the other hand, five EFL teachers cited forty eight constructs in total at the end of the study (i.e. Time 2), as indicated in Table 7. Twenty three of those constructs are gathered under the category of "Personal Qualities"; twelve of them belong to the category of "Professionalism"; nine constructs are concerned with the category of "Instructional Practice" and four constructs are associated with the category "Teacher-student Relationships".

When each construct at Time 1 as presented in Table 6 is examined in detail, it is found that the most frequently cited constructs at Time 1 are "has a sense of humour" (3 times) and "understanding" (3 times) which are placed under the category of "Personal Qualities" and have the same frequency number. The second most frequent constructs are the constructs "prepared" (2 times) under the category of "Instructional Practice; "motivating, fair and organized" (2 times) under the category of "Personal Qualities"; and lastly the construct "reflective" (2 times) under the category of "Professionalism".

The most frequently cited constructs mentioned at Time 1 show that the EFL teachers, in the study, give importance mostly to personal qualities while defining the qualities of an effective language teacher. That is, an effective language teacher should have a sense of humour and understand his/her students, be well-prepared when he/she comes to the classroom, motivate his/her students towards learning. Besides, the teacher

should be fair and organized while teaching his/her students. Furthermore, the teacher should reflect upon himself/herself, his/her teaching practices, beliefs and the like in order to maintain an effective language learning process.

When the constructs at Time 2 as indicated in Table 6 are considered, it is realized that the most frequently cited construct at Time 2 is the construct "gives importance to collaboration" (4 times) which is placed under the category of "Professionalism". The second most frequent constructs are the constructs "prepared" (2 times) under the category of "Instructional Practice"; "enthusiastic, has a sense of humour, motivating, punctual and organized" (2 times) under the category of "Personal Qualities"; and lastly the construct "reflective" (2 times) under the category of "Professionalism".

The most frequently cited constructs mentioned at Time 2 are observed to be almost the same with Time 1 constructs. Only the constructs "gives importance to collaboration", "enthusiastic" and "punctual" take place among the most frequently cited constructs at Time 2 instead of the constructs "understanding" and "fair" cited at Time 1. What is striking is that the EFL teachers were found to be concerned with collaboration while defining the qualities of an effective language teacher. From their perspectives, an effective language teacher should collaborate with his/her colleagues. Besides, the teacher should be enthusiastic, have a sense of humour, motivate his/her students, come to the classroom on time and be organized. Moreover, reflection is emphasized to pave the way for effective language teaching as at Time 1.

Following the specification of content categories and the constructs under these categories, it may be relevant to look closer to the content categories and constructs under these categories in a more detailed way in order to explain the general nature of constructs before presenting overall changes in content.

4.3.1.1. Instructional Practice

Under this category, there are fifteen constructs in total and they are cited nine times at Time 1 and nine times at Time 2. Table 6 shows that the frequency of the construct "prepared" is the highest as it was cited most at the beginning and the end of the study (two times at Time 1 and two times at Time 2). This construct was mentioned twice among the higher order constructs of the participant EFL teachers in the study; once at the beginning (i.e. Teacher 3) and once at the end of the study (i.e. Teacher 4). As other

participants mentioned this construct as well, it might be assumed that the participants regard it as one of the most essential qualities of effective language teachers.

The remaining constructs within this category are cited once either at the beginning or at the end. For example, the constructs "thinks of how to generate learning opportunities, has formulated an aim of teaching, uses skills flexibly, transmitter, good at explaining, engaging and good at time management" are cited once only at Time 1. On the other hand, the constructs "teaches the language, focus rather on fluency, good command of the subject, aware of learners' needs, know learners' strengths and weaknesses, good at classroom management and repertoire of methods and techniques" are cited once only at the end of the study (i.e. at Time 2).

4.3.1.2. Teacher-Student Relationships

The second category consists of four constructs regarding the relationship between teachers and students. The EFL teachers cited those constructs four times and all of those citations were at the end (i.e. at Time 2). Each construct was cited once at Time 2. The EFL teachers were observed not to mention about those qualities at the beginning of the study. The teachers seemed to add those constructs as they may have begun to regard those constructs as important at Time 2. The construct "show learners that they are important" is found to be among the higher order constructs of one of the participant EFL teachers at the end of the study (i.e. Teacher 1).

4.3.1.3. Personal Qualities

In the third category, there are forty constructs and the EFL teachers cited those constructs sixty six times throughout the study. They referred to this category forty three times at Time 1 and twenty three times at Time 2. Consequently, this category was the most frequently referred one with the highest change in the content.

As displayed in Table 6, the most frequently cited construct under this category is "has a sense of humour" which was cited three times at the beginning and twice at the end of the study. The second most frequent constructs are "motivating, understanding and organized" cited four times throughout the study. The construct "motivating" was cited twice at the beginning and twice at the end; "understanding" was cited three times at the beginning and once at the end; lastly "organized" was cited twice at the beginning and twice at the end. The construct "motivating" was observed to be mentioned twice among

the higher order constructs of the participant EFL teachers at the end of the study (i.e. Teacher 4 and Teacher 2). As other teachers have mentioned this construct as well, it might be assumed that the participants regard it as one of the most significant qualities of effective language teachers. On the other hand, the construct "understanding" was placed among the higher order constructs of one EFL teacher (i.e. Teacher 4) at the beginning of the study. Besides, the construct "organized" was realized to be mentioned among higher order constructs of two EFL teachers. Teacher 5 cited it among his higher order constructs both at the beginning and at the end of the study while Teacher 3 cited it among his higher order constructs at the end of the study.

The third most frequently cited constructs are "enthusiastic" and "punctual", both of which are cited once at the beginning and twice at the end of the study. The construct "enthusiastic" are mentioned among high priority constructs of two EFL teachers (i.e. Teacher 1 and Teacher 5) at the end of the study. On the other hand, the construct "punctual" is found to be placed among high priority construct of another EFL teacher (i.e. Teacher 4) at the end of the study. There is another construct "fair" which is cited twice only at the beginning of the study. The construct "fair" is mentioned among high priority constructs of one EFL teacher (i.e. Teacher 5) at the beginning of the study.

The eight constructs cited twice in this category, once at Time 1 and once at Time 2 are; "respectful, creative, patient, friendly, consistent, energetic, helpful and disciplined". The participants seemed to deem these constructs equally important both at Time 1 and at Time 2. The construct "respectful" is mentioned among high priority constructs of one EFL teacher (i.e. Teacher 5) at the end of the study. The construct "creative" is placed twice among high priority constructs of the same EFL teacher (i.e. Teacher 3) both at the beginning and at the end of the study. On the other hand, the construct "patient" is mentioned twice among high priority constructs of two EFL teachers; once at the beginning (i.e. Teacher 5) and once at the end of the study (i.e. Teacher 3). Besides, the construct "consistent" is placed among high priority constructs of the same EFL teacher (i.e. Teacher 4) twice; once at the beginning and once at the end of the study. Furthermore, the constructs "energetic", "helpful" and "disciplined" are found to take place among high priority constructs of one EFL teacher (i.e. Teacher 4); the first construct at the end and the other two constructs at the beginning of the study.

The remaining twenty five constructs within this category are cited once either at the beginning or at the end. The constructs cited once only at the beginning of the study are "genuine, libertarian, tactful, open-minded, guide, active, flexible, responsible, funny,

dynamic, caring, willing, challenging, adaptable, prolific, trustworthy, honest, modest, calm, sensitive and passionate". However, the constructs cited once only at the end of the study involve the constructs "social, compassionate, generous and empathy".

4.3.1.4. Professionalism

In the last category, there are totally thirteen constructs which are cited eight times at the beginning and twelve times at the end of the study. Among the academic features to be found in effective language teachers, the constructs that were mentioned with the highest frequency are "reflective" and "gives importance to collaboration" cited four times throughout the study. The construct "reflective" is realized to be cited twice at the beginning and twice at the end of the study. Besides, that construct is found to be mentioned among high priority constructs of one EFL teacher (i.e. Teacher 2) both at the beginning and at the end of the study. On the other hand, the construct "gives importance to collaboration" is cited four times only at the end of the study. Moreover, that construct is placed among high priority constructs of three EFL teachers (i.e. Teacher 1, Teacher 2, Teacher 3) at the end of the study.

As revealed in Table 6, the construct "knowledgeable" is referred once at the beginning and once at the end of the study. Additionally, that construct is cited among the high priority constructs of Teacher 5 both at the beginning and at the end of the study. The remaining ten constructs within this category consist of the constructs which were cited once; either at the beginning or at the end of the study. The constructs which were referred only at the beginning are "proficient L2 speaker, interested in others' development, relies on research-informed literature, competent and continuous learner" while the constructs cited only at the end are "wants to teach values, open to professional development, have content knowledge, professionalism and love of subject". Just as the constructs in the other categories, those constructs are cited among the high priority constructs of the participant teachers as well.

4.3.2. The Overall View of High Priority Constructs at Time 1 and Time 2

In the analysis of high priority constructs, it is aimed to illustrate each EFL teacher's high priority beliefs (i.e. top five) on the qualities of an effective language teacher both at Time 1 and Time 2. Moreover, it is investigated whether these high priority

constructs have changed within time in EFL teachers' second grid data. The high priority constructs of each EFL teacher both at Time 1 and Time 2 are displayed in Table 8.

Table 8.

High Priority Constructs of Each EFL Teachers both at Time 1 and Time 2

Teachers	**High Priority Constructs at Time 1**	**High Priority Constructs at Time 2**
Teacher 1	Passionate Thinks of how to generate learning opportunities Has formulated an aim of teaching Open-minded Uses skills flexibly	• Enthusiastic • Teaches the language • Repertoire of methods and techniques • Gives importance to collaboration • Show learners that they are important
Teacher 2	Competent A guide Reflective Responsible Flexible	• Reflective • Know the learners' strengths and weaknesses • Gives importance to collaboration • Motivating • Have content knowledge
Teacher 3	Creative Funny Prepared Dynamic Adaptable	• Gives importance to collaboration • Organized • Patient • Creative • Social
Teacher 4	Disciplined Consistent Transmitter Understanding Helpful	• Prepared • Consistent • Punctual • Motivating • Energetic
Teacher 5	Good at explaining Patient Knowledgable Organized Fair	• Enthusiastic • Respectful • Empathy • Knowledgable • Organized

As it is presented in Table 8, all the EFL teachers somehow change their high priority constructs; that is, they change and/or reorganize their five important constructs. The changes above imply that the participant teachers have gone through a change process making them rethink their personal theories on the qualities of effective language teachers.

The findings suggest that three teachers (i.e. Teacher 2, Teacher 3 and Teacher 4) have one common high priority construct and one of the teachers (i.e. Teacher 5) has two common high priority constructs between Time 1 and Time 2. Those mentioned common high priority constructs teachers cited both at Time 1 and Time 2 are: "reflective, creative, consistent, knowledgeable and organized", the positions of which are observed to change within themselves between Time 1 and Time 2 except for the construct "consistent". For instance, while the construct "reflective" was the third most important construct of Teacher 2 at Time 1, it became her first important construct at Time 2, which suggests that she began to regard being reflective more important than being competent which she cited as her first important construct at Time 1. Her first most important construct at Time 1 has lost its top position and was not seen in the rank order at Time 2.

Similarly, the construct "creative" was the top priority construct of Teacher 3 at Time 1, it changed its position and became his fourth most important construct, which revealed that Teacher 3 began to see some other qualities much more significant than being creative at Time 2. The third common high priority construct "consistent" belongs to Teacher 4 and what is striking is that its position does not change between Time 1 and Time 2. It is observed to be Teacher 4's second most important construct both at Time 1 and Time 2. Two other common high priority constructs were cited by Teacher 5 and their positions showed changes between Time 1 and Time 2. For example, the construct "knowledgeable" changed its position from his third most important construct at Time 1 and became his fourth most important construct at Time 2. Likewise, the construct "organized" was seen his fourth most important construct at Time 1. However, it changed at Time 2 and became the last important construct in the rank order. Another point worth noting is that Teacher 1 cited none of his Time 1 constructs at Time 2. This finding may be due to revising his personal theories and the constructs he added at Time 2 and suggests that the teacher needs time to accommodate his belief system.

The high priority constructs were also analysed in terms of their categories to show whether the frequency of constructs showed changes in accordance with the categories between Time 1 and Time 2, which is presented in Figure 23. When the high

priority constructs of all EFL teachers are examined as a whole, it can be concluded that the high priority constructs have not shown a considerable change in terms of their categories. The most considerable change is found to be in the category of professionalism when the high priority constructs between Time 1 and Time 2 are examined. These results suggest that the teachers may have begun to concern about professionalism and academic qualities as they took part in a professional development practice.

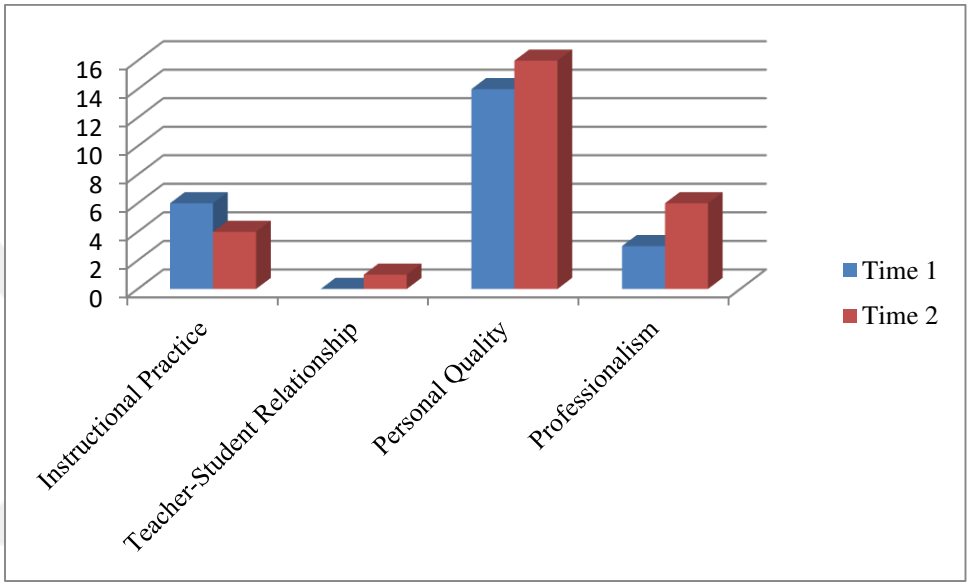

Figure 23. High priority constructs and their categories at time 1 and Time 2

Besides, Figure 23 reveals that there has been a slight decrease in high priority constructs of the EFL teachers in terms of instructional practice category, which suggests that the teacher may have benefited to some extent from the teacher development practice through LS model and had changes in their constructs within this category and the importance they attached to them.

What is striking is that there was no high priority construct cited in the category of Teacher-Student Relationship at Time 1 and one construct in this category was incorporated into high priority constructs at Time 2. On the other hand, there has been a small increase in the most important constructs in the category of Personal Qualities between Time 1 and Time 2. The EFL teachers added new constructs into their high priority constructs within this category at the end of the study, which suggests that the EFL teachers may have begun to deem those qualities added at the end of the study

important although they did not incorporate them into their high priority constructs at the beginning.

When top high priority constructs are investigated in order to illustrate the EFL teachers' most important and top high priority constructs at Time 1 and Time 2 and to monitor any change in these high priority constructs specifically in time, high priority constructs at Time 1 and at Time 2 and their categories with which they are associated are tabled and presented in Table 9.

Table 9

The Top Priority Constructs at Time 1 and Time 2

Teachers	**Time 1**	**Time 2**	**Category Change**
Teacher 1	Passionate	Enthusiastic	Personal Quality
Teacher 2	Competent	Reflective	Professionalism
Teacher 3	Creative	Gives importance to collaboration	Personal Quality-Professionalism
Teacher 4	Disciplined	Prepared	Personal Quality
Teacher 5	Good at explaining	Enthusiastic	Instructional Practice-Personal Quality

As indicated in Table 9, the construct "enthusiastic" was cited as the first most important construct by two EFL teachers (i.e. Teacher 1 and Teacher 5) at the end of the study. The remaining constructs were mentioned as the top priority constructs only once; that is, either at Time 1 or at Time 2. The EFL teachers seem to have experienced changes in their perceptions regarding top priority qualities of an effective language teacher between Time 1 and Time 2 as none of the teachers cited the same constructs as his/her top priority construct at Time 1 and Time 2. For instance, Teacher 1 regards being passionate as the most important construct of an effective language teacher at the beginning while he was observed to focus upon being enthusiastic which he defined as having desire to achieve the aims in the process of effective language teaching at the end of the study. When the category of top priority constructs of Teacher 1 are considered, it is realized that there has been no change in construct category between Time 1 and Time 2 as both of the constructs take place in the category of Personal Qualities.

On the other hand, Teacher 2 mentioned about being competent as her top priority construct at Time 1and she seemed to change her mind and began to see being reflective

as top priority quality of an effective language teacher at Time 2. In this respect, it is found that the category of the constructs did not change between Time 1 and Time 2 and both of the top priority constructs of Teacher 2 were within the category of Professionalism.

Furthermore, the first most important construct of Teacher 3 was observed to be the construct "creative" at Time 1 while the teacher cited giving importance to collaboration as his first most important construct at the end of the study. Besides, the category of Teacher 3's top priority construct changed as the construct "creative" took place in the category of Personal Qualities while the construct "gives importance to collaboration" was within the category of Professionalism.

Moreover, Teacher 4 changed his top priority construct between Time 1 and Time 2 because he regarded being disciplined as the most important quality of an effective language teacher at Time 1 and he cited being prepared as his top priority construct at Time 2. In terms of category change, Table 9 reveals that the category of the top priority constructs at Time 1 and Time 2 were the same; that is, in the category of Personal Qualities.

Lastly, Teacher 5 cited being good at explaining as his top priority construct at Time 1 and he was observed to mention about being enthusiastic as his first most important construct at Time 2. In this respect, it is also found that the construct categories of those top priority constructs changed as the construct "good at explaining" was in the category of Instructional Practice" while the construct "enthusiastic" was in the category of Personal Quality.

4.3.3. The Overall View of Changes in Teachers' Construction of "Self" and "Ideal" between Time 1 and Time 2

In this part, the element links of the EFL teachers' self as teachers and ideal self as teachers at Time 1 and Time 2 are presented in Table 10.

Table 10

Teachers' Construction of Self and Ideal Self as Teacher

The EFL Teachers	Self as Teacher				Ideal Self as Teacher			
	Highest Link		Second Link		Highest Link		Second Link	
	Time 1	Time 2	Time 1	Time 2	Time 1	Time 2	Time 1	Time 2
Teacher 1	-	Isolate	T2, T3, E1	-	E3	-	E2	E1, E2
Teacher 2	Isolate	-	-	E1, E2, E3	E1	Isolate	E2, E3	-
Teacher 3	-	E3	T1, T2, T3	E1, E2	-	Isolate	E1, E2	-
Teacher 4	Isolate	Ideal	-	E1, E2	-	Self	E1, E3, T3	E1, E2
Teacher 5	T2	-	T1	E1, E3, T1	-	Isolate	E1, E2, E3	-

As displayed in Table 10, only one of the EFL teachers seemed to have a clear association for his current self; that is, he associated his current self with his second typical teacher at the beginning of the study. The other teachers were observed not to associate themselves with any of the teacher categories. Two of the EFL teachers' second link elements were construed as typical while one EFL teacher' s second link elements associated with his second and third typical teachers and first effective teacher.

On the other hand, at the end of the study, only two teachers were observed to associate their current self with teacher categories. That is to say, Teacher 3 seemed to view himself very similar to his third effective teacher and Teacher 4 associated himself with his ideal teacher. When the second element links of all EFL teachers at Time 2 are considered, it is seen that four EFL teachers associated themselves mostly with their effective teachers.

When the EFL teachers' construction of ideal self at Time 1 is considered, it is found that only two teachers could view their ideal self very similar to their effective teachers and the other teachers could not associate their ideal self with any teacher categories. However, their second element links reveal that all of the teachers related their ideal self with the teachers in their effective categories.

Nevertheless, at the end of the study, one of the EFL teachers was observed to relate his ideal teacher with his current self and the other teachers did not make an association with any of the teacher categories. Only two of the EFL teachers' second element links construed their ideal teacher as effective.

4.4. The Relationship between Teachers' Perceptions Regarding Lesson Study Model and Practicing the Model in the Study Context

This section considers teachers' perceptions of Lesson Study model before teachers experience it in their occupational context and whether their experience with LS model lead to changes in their perceptions after they practice it. The findings are presented in accordance with the data collected through interviews with teachers conducted at the beginning and at the end of the study. Besides, the findings are supported with extracts from teachers' statements in the interviews.

4.4.1. Teachers' Perceptions Regarding Lesson Study Model Before Practising: The Analysis of Pre-Interviews

The interview that was conducted with the teachers at the beginning of the study involved seven questions, each of which aimed to seek for teachers' perceptions of Lesson Study, their expectations, and ideas about it. To see how EFL teachers perceived Lesson Study model before they practiced it, the teachers were asked to participate in the interview after they completed the induction stage that lasted for four weeks. The teachers were enabled to have some ideas on Lesson Study and that process served as an opportunity to see what their perceptions were from various aspects and whether those perceptions would change as a result of practicing it.

The analysis results of the pre-interview were presented through questions asked during the interview. The interview questions focused on the following:

- The descriptions given for LS model
- The most appealing or helpful aspects of LS model
- The most challenging aspects of LS model
- The benefits to be expected from LS model
- The evidence expected to be seen

- The possible effects of LS model on teaching practices
- The suggestions to design a professional development process

Besides, the results were supported with extracts from the interview with the teachers and the teacher educator.

4.4.1.1. The Descriptions Given for Lesson Study Model of Professional Development

The first question aimed to see how the EFL teachers defined LS model before they experienced it and the results are presented in Table 11.

Table 11

The Descriptions Given for LS model

Key Words	**f**
Collaboration among teachers	3
Aid for solutions to difficulties/problems	2
Lesson planning	2
Leading discussions to improve a lesson	2
Attempt to overcome occupational isolation	1

The most commonly stated descriptive expressions in the first interview question is that LS model is a collaborative activity and requires collaboration between teachers. The EFL teachers seemed to focus mostly upon collaborative part of the process, as indicated in the following extract:

Extract 33:

It demands a few teachers to come together and work cooperatively on teaching problems.

As displayed in Table 11, there were also descriptions on LS model being a process in which solutions are found to cope with difficulties, a lesson plan is created, occupational isolation is overcome, and discussions are hold to improve a lesson. When the frequencies are considered, it is seen that the EFL teachers were of the opinion that

LS practice mainly aimed to find solutions to the problems faced in the process of teaching, as illustrated below:

Extract 34:

Lesson study is a kind of study in which a group of teachers try to find the difficulties preventing learning and teaching in classes and try to solve those problems.

Besides, Table 11 reveals that some EFL teachers focused upon lesson planning part of the practice and they defined LS model as a process in which a lesson plan was aimed to be developed. One of the teachers comment on that part of LS model as in the following extract:

Extract 35:

It is not something unfamiliar for language teachers, but the process goes reversely than we are used to. It is a detailed, student-centered, needs analysis focused lesson planning.

Furthermore, some EFL teachers also regarded LS model as a practice in which teachers were expected to hold discussion in order to improve their actual lessons, as can be realized in the following extract:

Extract 36:

It is a process involving meetings during which teachers come together, discuss things and try to improve their lessons by designing a lesson.

Lastly, Table 11 displays a striking expression stated by one of the EFL teachers in order to define LS model before practicing it actually. That EFL teacher was observed to have complaints about occupational isolation and regard LS practice as a way to overcome it, as presented below:

Extract 37:

I would describe it as an attempt to overcome occupational isolation by identifying a problem and working collaboratively on solutions to resolve it.

4.4.1.2. The Most Helpful Aspects of Lesson Study Model of Professional Development

The second question in the interview probes to seek for the most appealing or helpful aspects of LS model from EFL teachers' perspectives participating in the study. Table 12 shows that the EFL teachers mainly perceived the LS as a model which triggered collaboration between teachers, as revealed in the following extract:

Extract 38:

The most appealing aspect is encouragement of collaboration. Lesson Study will hopefully generate an understanding that colleagues' views, experiences, perspectives are valuable.

Besides, LS model is regarded as a process which contributes to the professional development of teachers. Teachers seem to consider that it is something that will support them in terms of professional development. However, they do not know much about how and to what extent it will make contribution to them.

Table 12

The Most Appealing or Helpful Aspects of LS model

Key Words	**f**
Triggering collaboration	4
Contributing to professional development	2
Being student centered	2
Leading to discussions between teachers	1
Contributing to the quality of teaching/learning	1

Another point worth mentioning is that the participant teachers are of the opinion that LS model puts the students at the center of process. The following extract from the pre-interview illustrates how one of the EFL teachers sees LS model helpful in terms of students:

Extract 39:

I think the most appealing aspect of it will be the inclusion of students' needs. This is because it is a student-centered, needs-analysis based process of lesson planning.

Furthermore, Table indicates that LS model has been found to be perceived as appealing by EFL teachers as a result of involving discussions between teachers and aiming to enhance the quality of teaching. The perception that LS will enhance the quality of teaching is revealed below:

Extract 40:

A group of teachers come together with the aim of trying and finding solutions to the difficulties affecting learning and teaching in classes. Perhaps, the quality of teaching and learning will enhance rapidly as a result of being involved in LS process.

4.4.1.3. The Most Challenging Aspects of Lesson Study Model of Professional Development

The next question to be responded in the pre-interview was related to EFL teachers' ideas on the most challenging aspects of LS model before they were completely involved in it. As seen in Table 13, the most frequent key words stated for the expected challenging aspects of LS model were that it would take much time and problems might arise because of conflicting views of teachers while designing a lesson plan. The concern of the EFL teachers regarding the issue of conflicting views of teachers is illustrated through the statements of teachers below:

Extract 41:

What if the views of teachers are in conflict and the design of a lesson gets difficult?

Extract 42:

The teachers may not always agree on how to go about conducting the Lesson Study. The ideas change, the beliefs change, the teaching perspectives change.

Table 13

The Most Challenging Aspects of LS model

Key Words	**f**
Demanding a long time	3
Conflicting views	3
Demanding much effort	2
Finding a way to generalize the results	2
Increasing teachers' responsibility	2
Having students with low motivation	1
Being likely not to get a result	1

As illustrated in Table 13, the EFL teachers also were of the opinion that LS model would demand much effort as teachers would have to attend meetings, discuss the problems faced in the classrooms, set objectives focusing upon those problems, prepare a detailed lesson plan, develop materials, observe each other and reflect upon their practices. As expressed in the following extract, all of those activities would inevitably increase teachers' responsibility as LS is a teacher-led model of professional development:

Extract 43:

It is not a short process which will take about sixteen weeks. So, the process seems to demand much more effort than I thought at first.

Moreover, the EFL teachers in the present study seemed to be concerned about the low motivation of the students they were teaching. They thought that their students were not much eager to learn English and this would lead LS model to be ineffective. The following statement reveals that concern:

Extract 44:

I think our students see English just as a lesson to be passed. Their motivation will cause problems. LS sounds as a beneficial process, but our students do not have enough motivation to improve themselves. Highly motivated students would benefit from LS more effectively.

Lastly, it is found that one of the EFL teachers seemed to have doubts about whether LS would prove itself to provide benefits for them and their students. The teacher states her concerns on that they might not have good or effective results from practicing LS as they expected. That teacher draws attention to this issue as a challenging aspect of LS from her own perspective, which is presented below:

Extract 45:

In this model, you are expected to spend effort and time in order to achieve something. However, there is the possibility of not getting a result that you expect.

4.4.1.4. The Possible Benefits of Lesson Study Model of Professional Development

The fourth question aimed to have a better understanding of how EFL teachers expected to benefit from LS model. They were demanded to take themselves, their LS group, school and students into consideration while responding to that question. The expectations of the EFL teachers are displayed in Table 14.

Table 14

The Benefits to be Expected from LS model

Key Words	**f**
A means for developing professionally	4
Leading to improvements/differences in instructional practice/teaching	4
An aid for finding solutions to problems in the classroom	2
Providing teachers with a lesson plan to be used as an example	2
Understanding of professional development practices	2
Creating a stronger feeling of belonging	2

As displayed in Table 14, the EFL teachers participating in the present study mostly expected to benefit from LS model in terms of developing themselves professionally. The teachers seemed to believe that the practice would contribute to their professional development as it was a professional development model. The rationale behind this belief is revealed below:

Extract 46:

I really hope to develop myself professionally. I mean I want to see a difference. I have been teaching for many years and I really hope that some things will change.

Extract 47:

In collaboration, I hope to develop myself in terms of knowledge and my teaching methods. It is a process in which you see different experiences and perspectives.

Another point mentioned in the pre-interviews regarding the expected benefits from practicing LS model was found to be related to improvements in instructional practices. The EFL teachers appeared to consider that participating in such a process would lead to improvements or differences in their teaching practices as it mainly aimed to contribute to their teaching in actual classrooms. The following extracts provide an insight into why the EFL teachers consider LS model beneficial in terms of instructional practices:

Extract 48:

If we expect Lesson Study to develop us professionally, then teacher development undoubtedly will improve our instructional practices, which in turn benefits everybody (the school, students etc.)

Extract 49:

As Lesson Study is going to be something new for us and for our school, I believe that it won't be welcomed at first. But, if the study works, I am sure it will make a difference for the teaching here, in our school.

Moreover, Table 14 indicates that the EFL teachers felt that LS would help them find solutions to the problems they faced during their teaching process as one step of LS model focused upon determining problematic issues in the classrooms and developing long-term goals that would address possible solutions to eliminate those issues, which is conveyed in the following extract from one EFL teacher's perspective:

Extract 50:

As we have a lot of problems in the classroom setting, this practice will probably find solutions to these problems.

Likewise, the teachers seemed to think that LS practice would enable them an example lesson plan to be benefitted by other teachers experiencing the same problems. They held the belief that they already were discussing the usual problems, developing goals, designing a lesson, observing whether it worked or not, which would enable the others an opportunity to see a direction for their own situations by taking that lesson plan as an example or as a basis for their own lesson plan. Additionally, some EFL teachers in the present study focused upon the benefits of LS model in terms of professional development as they were observed to think that practicing LS would provide them an understanding of professional development practices like LS and other models, which is expressed by one of the teachers as follows:

Extract 51:

Hopefully, we can have a better understanding of professional development practices such as Lesson Study as it is a professional development model. We are getting involved in such a process and at the end we may desire to attend some others.

The last point worth mentioning according to Table 14 is that two EFL teachers in the present study seemed to regard LS model as a process which would develop a stronger feeling of belonging at the beginning of the study. They held the belief that working collaboratively with other teachers would encourage a feeling of belonging to a group that aimed to develop professionally. That expected benefit from LS model is revealed in the following quote from one of the teachers' interview account:

Extract 52:

I really hope to get out of lesson study a stronger feeling of belonging as it involves collaboration between teachers. You feel that you are not alone. We are experiencing the same problems in the classrooms. This collaboration will eliminate the feeling that you are the one facing such problems.

4.4.1.5. The Evidence Expected from Lesson Study Experience

The next question posed to the teachers focused upon what evidence they could suggest if they perceived LS model to be effective and to meet their expectations. The following key words were extracted from the participant EFL teachers' expressions:

Table 15

The Evidence Expected to be Seen While Practicing LS model

Key Words	**f**
Positive feedback from students	3
An increase in commitment of teachers	2
Showing an effort to evaluate themselves	1

As revealed in Table 15, the evidence that would show that LS was working and providing benefits were not explicated clearly, which may stem from the fact that they tried LS model for the first time and they were not sure how the process would go on. The most frequent evidence stated by the teachers indicates that the EFL teachers expected to see that there would be an increase in excitement or motivation of their students towards English classes when they participated in LS process, which showed that they expected to obtain positive feedback from their students. The extracts below demonstrate how the EFL teachers thought that the LS model would provide them with benefits in terms of their students:

Extract 53:

Of course, I would like to see that the students are attentive, participate in the learning activities. They show excitement and they are fun during classroom teaching.

Extract 54:

If it works, the most obvious evidence will be more autonomous learners who know why they are learning and who know how to learn it best.

Moreover, the EFL teachers were observed to expect that practicing LS model would lead to an increase in commitment of teachers towards teaching. One of the EFL

teachers especially paid attention to the commitment and remarked the significance he attached to this quality as follows:

Extract 55:

The kind of evidence I would like to see is an increase in commitment. I believe commitment or passion is what teachers need to be effective. If learning needs to be effective, we need passionate teachers.

The other evidence displayed in Table 15 is observed to be concerned with teachers' expectation to see that they would begin to make an effort to evaluate themselves through reflecting collaboratively while practicing LS model. That teacher paying attention to the issue of self-evaluation illustrates his thoughts:

Extract 56:

I think we teachers will begin to learn the defects we have and try to correct ourselves through evaluating ourselves.

4.4.1.6. The Possible Effects of Lesson Study Model on Teaching

The sixth question asked in the pre-interview probed to investigate the possible effects of LS model on teaching practices from the EFL teachers' perspectives. The statements of the EFL teachers suggest that they held the belief that getting involved in LS practice would have a positive impact on their teaching practices. The key words extracted from the interviews are presented in Table 16.

Table 16

The Possible Effects of LS Model on Teaching Practices

Key Words	**f**
Being more reflective	3
Being more solution-oriented	3
Being more tolerant	1
Being more critical	1
Being adaptable to all classes	1

As displayed in Table 16, the EFL teachers were of the opinion that they would be more reflective and more solution-oriented in their teaching process when they got involved in LS practice. They seemed to think that LS model would trigger teacher reflection and the following extract pays attention to this issue:

Extract 57:

I hope it will make me to be more reflective. The dialogue with other teachers is important to widen my horizon.

Furthermore, the EFL teachers suggested that discussing on common problems faced during teaching process would encourage them to focus on instant solutions that would compensate for the inefficiencies in the classrooms. They were observed to think that the collaboration with their colleagues would help them to eliminate those common problems on condition that practicing LS model would not be limited to that group and that semester, as illustrated below:

Extract 58:

I hope so. We have already been trying to find out some basic problems to tackle with. I will follow the ways we will find as solutions. That will of course affect my teaching practices.

Another point worth to point is that some of the teachers suggest that practicing LS model would encourage them to be more tolerant towards their students and more critical of their teaching practices. The EFL teacher who thought that he would be more tolerant was asked why he had such an expectation and he clarified his thoughts:

Extract 59:

This practice will make me to be reflective and tolerant because of some collaborative enterprise. You will listen to other people's opinions and the way to become more tolerant is listening to other people. Because when you get other ideas and if you are a little bit open-minded, you will question your own ideas and beliefs about your teaching because listening to other people will tell you something which you are not aware of and you will learn

something. If you process it, you will adapt something. I mean the process in itself is something that makes you more tolerant.

The last key word related to teachers' expectation on whether LS model will have an impact on their teaching practices or not suggests that one of the EFL teachers considered that she could adapt what she learned during the process into all of her classes. She seemed to believe that the discussions held collaboratively, the sample lesson plan, the materials developed and the suggestion would all influence their teaching practices, as indicated in the following extract:

Extract 60:

If the process goes well, I think it may affect my teaching. I may adapt it to my classes and schedules which may be very helpful.

4.4.1.7. Teachers' Suggestions to Design a Professional Development Process

The last question in the pre-interview demanded the EFL teachers to specify their suggestions to design a professional development process like LS. This question also focused upon what they expected from the process and how they perceived it to be involved in a professional development practice. The findings based upon the key words extracted from the interviews are reflected in Table 17 below.

Table 17

The Suggestions to Design A Professional Development Process

Key Words	**f**
Forming several LS groups	3
Finding a common ground	2
Setting objectives for each meeting	2

Table 17 reveals that the EFL teachers mostly suggested several LS groups to be formed instead of practicing it with one group. They suggest that forming several groups would help them to discuss as many problems as possible and share them with each other in order to find solutions, which is illustrated by one of the EFL teachers' perspective:

Extract 61:

Several Lesson Study groups would be more beneficial because I could have the opportunity to talk to as many teachers as possible and learn their ideas about solutions for the problems. Working together with different groups of teachers is the best way.

Another suggestion stated by the teachers showed that the EFL teachers believed that they needed to find a common ground in order to achieve an efficient professional development process. One of the EFL teachers explains what meaning he attached to finding a common ground as follows:

Extract 62:

I would have the participants explain their ideas of teaching and learning to each other. It is important to find a common ground: What is teaching/learning? What is our target in teaching?

Moreover, the EFL teachers suggested that they would set objectives for each meeting before the meeting was held. They drew attention to the significance of objectives so that the professional development practices become effective and efficient. The significance of setting objectives is stated by one of the EFL teachers as presented in the next extract:

Extract 63:

I would set the objectives before each meeting to encourage the teachers to take responsibility for their own development. Effectiveness of each meeting is directly proportionate to the effort that the teachers show in order to achieve those objectives.

4.4.2. Teachers' Perceptions Regarding Lesson Study Model After Practising: The Analysis of Post-Interviews

The interview that was conducted with the teachers at the end of the study consisted of seven questions which probed to investigate teachers' perceptions of Lesson Study, their expectations, and ideas after they practiced LS model collaboratively with

their colleagues. With the aim of finding out how EFL teachers perceived LS model after they practiced it, the teachers were invited to participate in the interview at the end of the study. The post-interview enabled an opportunity to see whether the EFL teachers' perceptions changed or not when the results were compared to the ones obtained through pre-interview applied before the teachers began to practice LS model.

The analysis results of the post-interview were presented via questions asked during the interview. The interview questions focused on the following:

- The descriptions given for LS model
- The most appealing or helpful aspects of LS model
- The most challenging aspects of LS model
- The benefits obtained upon practicing LS model
- The evidence showing that LS worked for them
- The effects of LS model on teaching practices
- The suggestions to design a professional development process

Furthermore, the results were supported with extracts from the interview with the teachers and the teacher educator.

4.4.2.1. The Descriptions Given for Lesson Study Model of Professional Development

Through the first question in the post-interview, the teachers were demanded to describe Lesson Study based upon their experiences, and observations during the process. The main aim was to see how they could define LS model after they got involved in a process in which they collaboratively experienced it. Besides, this question enabled the researcher an opportunity to see whether the teachers' descriptions changed or not. The key words regarding teachers' descriptions for LS model were presented with their frequencies in Table 18.

Table 18

The Descriptions Given for LS Model After Practicing

Key Words	**f**
Aid for solutions to problems	5
Collaboration among teachers	5
Lesson planning	3
Coming together with an aim	2
Enhancing teachers' teaching abilities	1
Triggering students to take responsibility	1
Redesigning the lesson to the benefits of learners	1

As shown in Table 18, one of the mostly stated expressions used to describe LS model after LS model was practiced is finding solutions to the common problems faced during teaching process. The EFL teachers in the present study are observed to regard the model as a practice which mainly aimed to solve the problems encountered in their classrooms. The extracts below reveal how the teachers perceived the model based upon their experience with it in the present study:

Extract 64:

Lesson Study is an applied study in a classroom setting that brings about educational problems and tries to find solutions for them.

Extract 65:

I would describe "lesson study" as a group of teachers collectively coming together to solve a problem through the study.

Furthermore, the expression "collaboration between teachers" is seen to be another key word having the highest frequency according to the results obtained through the post-interview with the teachers. The EFL teachers were observed to regard LS practice as a process which was based mainly upon collaboration between teachers. That focus upon collaboration between teachers is illustrated through one of the EFL teacher's perspective:

Extract 66:

A lesson study is a collaborative form of professional development in which teachers work on a specific aspect of instructional practice to address a problem they perceived as affecting learning negatively.

Moreover, the EFL teachers seemed to define LS model as a practice that resulted in development of a lesson plan in accordance with the problems observed in the classes. They suggested that the teachers were expected to meet at regular intervals in order to develop a lesson that aimed to improve a certain part of lessons. Besides, the EFL teachers pointed out that the LS model was a practice that made the teachers come together with an aim as revealed in the following extract:

Extract 67:

A few colleagues come together with an aim. The aim is to create a lesson plan and to improve teaching. Also, the aim is to develop.

One of the most striking points to mention according to Table 18 is that one of the EFL teachers tried to define LS model from teacher development perspective because he stated that LS model was a practice which could enhance their teaching abilities at the end. The teacher explains why he thought that way as follows:

Extract 68:

Teachers collaborating to create, implement, and improve upon a lesson; in turn to improve our way of teaching and teaching abilities.

The last point worth mentioning is that there were two key words used to define LS model from students' perspective. One of the EFL teachers stated that LS could be described as a practice which encouraged students to take responsibility for their own learning. This result seems to stem from the fact that the LS groups in the present study mostly complained about the students' reluctance to take responsibility in the classrooms. The teachers focused upon this problem and they aimed to trigger students to be more active in the classroom. Lastly, one of the EFL teachers suggested that LS was a process in which a lesson was redesigned for the benefits of their students as displayed in the next extract:

Extract 69:

Lesson Study is a kind of study that needs cooperation among colleagues for designing the lesson for the benefits of their learners. It is a challenging process, but it finally makes both sides content.

4.4.2.2. The Most Helpful Aspects of Lesson Study Model of Professional Development

The second question focused upon the teachers' perceptions regarding LS model after they experienced it. The teachers were demanded to state their opinions as based upon their experiences and observations. Besides, this question made it possible to see whether the teachers' beliefs regarding the helpful sides of LS model changed or not when they practiced it within their group. The following key words were extracted from the EFL teachers' expressions:

Table 19

The Most Appealing or Helpful Aspects of LS Model After Practicing

Key Words	**f**
Sharing ideas	5
Triggering collaboration	4
Providing experiences	3
Attempt to overcome isolation	2
Creating opportunity to learn new things	2
Helping to see the shortcomings	2
Taking ownership over profession	1

As presented in Table 19, the most commonly stated expression regarding the helpful or appealing aspects of LS model is its providing opportunity to share ideas with each other. Sharing their ideas with their colleagues seemed to have a positive impact on teachers as indicated below:

Extract 70:

I found the most helpful aspect of Lesson Study to be the collective knowledge of all of the teachers. As an outsider in this educational culture, it

was helpful for me to have a number of insiders who have experience here and whom I could share my ideas with and I could listen to.

Extract 71:

The bonding process was very important. Knowing you could go to anyone at any point of the study, asking for advice, have their ideas was reassuring.

Another point stated as the helpful aspect of LS model was the collaboration among teachers. The EFL teachers mostly seemed to feel content as they could collaborate with their colleagues albeit it was a process which lasted for a short time (i.e. twenty weeks). The extract below reveals the satisfaction of teachers with the opportunity of collaborating with others through LS practice:

Extract 72:

Undoubtedly, the most helpful aspect is the collaboration among teachers that actually generated a feeling of collaboration that wasn't there before.

The opportunity to provide experiences is observed to be regarded as another helpful aspect of practicing LS model. One of the EFL teachers noted this aspect of LS model as follows:

Extract 73:

This practice provides real world experiences with which to constructively criticize each other in an effort to make the best lesson we possibly could.

Moreover, Table 19 shows that some EFL teachers held the belief that LS practice was appealing as it served as a tool which helped them to overcome isolation they had been already experiencing in their daily teaching life. The teacher remarks his thoughts about how LS could benefit them in terms of dealing with isolation as in the comment below:

Extract 74:

I believe, if institutionalized, it is a powerful tool to transform the staff in a school consisting of isolated teachers into a group of professionals longing to

shape their institution. In other words, lesson study can build up a school culture.

Having the opportunity to learn new things was another dimension stated as helpful aspect of practicing LS model. The EFL teachers are observed to regard their experience with LS model as a process in which they could learn new things from each other through discussions held as part of LS practice and analyses based upon questionnaires with students. The extract below touched upon that point and reflected one of the teachers' experiences with LS model:

Extract 75:

I had the opportunity to learn new truths. The questionnaire results were very surprising. For example, they stated that they liked the coursebook in the questionnaire. In fact, they seemed to feel as if the coursebook was not relevant to them.

As indicated in Table 19, some EFL teachers also felt that LS practice was helpful because it made them evaluate themselves and see their lacking points. One of the EFL teachers expresses her feelings as follows:

Extract 76:

It was a good way for me to see the lacks and failures in my own teaching profession. I learned so much from it. I could see how much we can do for the best of our students when we desire. I could see that we shouldn't be the slaves of our course books.

One of the most striking expression stated for helpful aspects of LS model is that LS was suggested to encourage ownership over their profession; that is, over teaching profession. That teacher comments on this point:

Extract 77:

The collaboration among teachers empowers teachers and allows them to claim ownership over their own professional acting and immediate environment because you do not feel isolated as I stated before.

4.4.2.3. The Most Challenging Aspects of Lesson Study Model of Professional Development

The EFL teachers were also asked to state their opinions regarding the most challenging aspects of LS model through third question in the post-interview. The third question enabled the researcher an opportunity to see the points that caused difficulty while practicing LS model from the EFL teachers' perspectives and to compare the results with the ones obtained through the pre-interview. Table 20 displays the key words extracted from the post-interviews conducted with the EFL teachers.

Table 20

The Most Challenging Aspects of LS Model After Practicing

Key Words	**f**
Demanding a long time	4
Experiencing difficulty in criticizing peers	3
Being unfamiliar with the model	2
Conflicting views	2
Experiencing difficulty in finding realistic solutions	2
Having problems with active participation	2
Finding a way to generalize the results	1

As shown in Table 20, the most common expression stated for the challenging aspects of LS model was related to duration of the study because the EFL teachers mostly stated that practicing LS model lasted for a long time. The following extracts reveal the complaints of the EFL teachers in terms of duration of the study:

Extract 78:

The most challenging aspect of lesson study was the duration of the study. It is slightly disheartening to realize the length of preparation for the short two to three hours of lessons developed. Considering doing this for every class seems like it would be immensely time consuming though it appears like it would also be very beneficial.

Extract 79:

It is a long process and proceeds slowly. So, it requires patience.

Another commonly expressed challenging aspect of LS model was that the EFL teachers sometimes found it very difficult to criticize their peers during discussions, as put by one of the teachers:

Extract 80:

When evaluating lessons, it is sometimes difficult to criticize peers (which is entirely normal because you don't want to offend other teachers). After I had conducted one of the lessons, I think I didn't receive the feedback that I wished to receive (i.e. some negative points about my teaching).

As seen in Table 20, some EFL teachers seemed to find LS model as challenging because it was not a familiar practice for them and they experienced such a practice for the first time. They suggested that such an experience caused some difficulties and it required much effort to adopt as indicated in the extract below:

Extract 81:

The most challenging aspect was that it was a very new concept for me. I didn't hear about it before. It needed much time and effort first to grasp what it was, then to be a team member, and lastly to design it.

Besides, LS practice was observed to be found as challenging as a result of conflicting views of teachers. During meetings, the teachers were expected to discuss about problems, decide upon aims and design a lesson to achieve those aims. Each teacher had normally different views and it was sometimes difficult to make decisions that would result in a common satisfaction, which is illustrated in the following extract from one of the teachers' perspective:

Extract 82:

The challenging point for me was not getting to do things the way you think they should be done because of contradictory ideas and beliefs.

Likewise, some EFL teachers thought that finding realistic solutions to the problems discussed caused them difficulty. In one of the meetings, one teacher stated that students could be provided opportunities to speak English and suggested to call foreign teachers to the class and encourage students to talk to them in English. However, other teachers did not support that idea and they noted that it was not realistic because it was not always possible to have foreign teachers in all schools, as noted by one of the teachers below:

Extract 83:

> We were discussing real problems we were facing and it was difficult to find realistic solutions. We had to overthink because we had a realistic aim to achieve.

Furthermore, the EFL teachers stated that they had difficulty in meetings as they thought that all the teachers were not equally contributing to the process. They were of the opinion that some teachers were more active when compared to others, as can be realized in the next extract:

Extract 84:

> The other challenging thing was that I found it difficult not to dominate the group sessions. I think I have a lot of (good or bad) ideas for classes, but I think it was sometimes necessary to slow down and not to present everything immediately.

Lastly, as presented in Table 20, one of the EFL teachers noted that the most challenging aspect of practicing LS model was that it did not sound effective as the results could not be generalized to other settings and the aims could be achieved only for a short time. The teacher explains his belief as follows:

Extract 85:

> To be honest, I held skepticism grounded in the idea that collaboratively preparing a limited number of class hours could have a longer lasting impact. My doubts were as follows: “Well, we will prepare four class hours, but the rest of the classes will be the same as usual.”

4.4.2.4. The Benefits of Lesson Study Model of Professional Development

The fourth question in the post-interview probed to find out what benefits practicing LS model enabled for the EFL teachers' themselves, their group, school and students. The EFL teachers were demanded to mention about whether they could benefit from LS practice based upon their experiences and observations. That question enabled the researcher to see whether teachers' expectations were met by comparing the findings with the pre-interview. The following key words were extracted from the post-interviews and were displayed in Table 21 together with their frequencies.

Table 21

The Benefits Provided By LS Model

Key Words	**f**
An aid for finding solutions to problems in the classroom	3
Understanding the importance of peer critique/feedback	3
Understanding of Lesson Study model	2
Contributing to classroom management	2
Being more student centered	2
Understanding of professional development practices	2
Triggering mutual respect and appreciation	1
Triggering a feeling of ownership	1

As presented in Table 21, the EFL teachers mostly stated that they could benefit from LS practice as they had the opportunity to discuss the problems they were facing in their classrooms and they tried to find a solution for one of those problems through carrying out a LS practice. They seemed to perceive LS model as a process in which problems were tried to be solved collaboratively, as remarked by one of the teachers:

Extract 86:

Group study was helpful in terms of finding solutions for the problems that prevent effective teaching and learning.

Another point noted by the EFL teachers regarding the benefits they had from LS practice is observed to be related to peer critique and feedback. As illustrated in the following extracts, The EFL teachers remarked that they realized how significant the peer discussion and feedback were in the process of professional development and teaching:

Extract 87:

I learned a lot from lesson study as a result of the immense benefits of peer critique.

Extract 88:

Feedback from my colleagues is important, there are a lot of ideas I wouldn't have come up with but learned from my peers. Collaboration is crucial in teaching profession.

Furthermore, some EFL teachers suggested that the most advantageous result of LS practice was that they could have a deeper understanding of LS model. They had an opportunity to learn what LS was, how it was practiced, what contributions it could make and the like. The extract below draws attention to that benefit of LS practice:

Extract 89:

For me, lesson study is not a scary concept any more. If we can fully understand the core of it, we can gain so many advantages from it.

Besides, Table 21 shows that some EFL teachers drew attention to the issue of classroom management and they suggested that LS could contribute to their knowledge and performance in terms of managing their classrooms. The following statement indicates teachers' suggestions regarding the benefits of LS practice in terms of classroom management:

Extract 90:

I learned a lot from lesson study including some classroom management techniques by bringing relevancy to lesson planning.

As the following extracts demonstrate, another benefit that the EFL teachers got out of practicing LS model was that LS was stated to make the teachers put the students

into the center by providing them opportunities to produce and by not seeing them the main reason behind every failures experienced in teaching process:

Extract 91:

I realized that if we had cooperation as the school members, we could stop blaming our students for the failures in the classrooms. We could make the subject matter relevant to our students.

Extract 92:

I observed that students should be given more chances to produce. Classes should be more-student centered and we should trust on our students.

Moreover, the LS model was stated to be found as helpful in terms of paving the way for experiencing different professional development models or practices. As revealed in the following extract, experiencing a professional development practice such as LS model seemed to encourage the EFL teachers to take part in other professional development processes as they were enabled an opportunity to have a deeper understanding of professional development practices:

Extract 93:

It encouraged me to try new ideas in regards to professional development in the future. I may even implement a practice like lesson study at my next university.

One of the EFL teachers mentioned about respect and appreciation formed as a result of attending a collaborative process. During meetings, the EFL teachers discussed so many things and different views, beliefs, and ideas, which required respect towards each other. That teacher seemed to realize that the process formed the feelings of appreciation towards each other:

Extract 94:

As a group, I think the feelings of mutual respect and appreciation were formed as a result of working towards a collaboratively set aim.

4.4.2.5. The Evidence Suggesting the Efficiency of Lesson Study Experience

Another question in the post-interview aimed to see what evidence the EFL could suggest if they thought that LS model became effective and met their expectations. Table 22 presents the key words extracted from the teachers' responses in the post-interview conducted at the end of the study.

Table 22

The Evidence for The Benefits After Practicing LS Model

Key Words	**f**
Positive feedback from students	5
Happiness of teachers	3
Changes in teachers' beliefs	2
Showing an effort to evaluate themselves	1

As presented in Table 22, the most common evidence suggested by the EFL teachers was positive feedbacks from the students. As illustrated in the following extracts, the EFL teachers noted that they observed that their students showed enthusiasm towards the class and they were more active:

Extract 95:

Lesson Study worked on the students since they really enjoyed the lesson. We could observe them during the lesson. They saw they could do more. They were more active. They had pleasure from it, which was also proven in their comments.

Extract 96:

I believe the happiness of the students speaks a lot to the success of our lesson study practice.

Extract 97:

The students would respond positively to it. In this case, they did.

Another evidence for the effectiveness of LS practice was teachers' happiness with the practice. The EFL teachers pointed out that they were pleased as a result of practicing LS model, as put by one of the teachers:

Extract 98:

I also believe that our happiness as teachers with the outcome is some evidence of success.

Additionally, some EFL teachers expressed that there had been some changes in their beliefs at the end of the study. The EFL teachers experiencing changes suggested that LS practice encouraged them to do things that they could not do before. One of those EFL teachers comments on how LS affected him as follows:

Extract 99:

As evidence, I can give my own convictions and beliefs which have become stronger I think. A practical consequence was that I sent a mail to my colleagues by means of which I invited them to participate in peer observation, that is, to observe me. I wouldn't have offered this if I hadn't taken part in the lesson study.

Lastly, another EFL teacher suggested that she began to evaluate herself and her teaching practices which she could give as an evidence for the effectiveness of LS model. The teacher comments on his experience as follows:

Extract 100:

It really worked for me because I learned so much for my own teaching. I shed light into myself and reflected upon my own teaching style.

4.4.2.6. The Effects of Lesson Study Model on Teaching

The sixth question in the post-interview aimed to find out teachers' ideas on whether LS practice had any effect on their teaching based upon their experiences and observations. Through that question, the researcher had the opportunity to see how LS experience affected teaching practices of the EFL teachers and make a comparison between their suggestions at the beginning and the observed affects at the end. The participant teachers' perceptions of the effect of LS model on their teaching were mostly positive. The following key words were extracted from the post-interviews conducted with the teachers and they were displayed in Table 23 together with their frequencies.

Table 23

The Effects of LS Model on Teaching Practices

Key Words	**f**
Being more reflective	4
Triggering changes/shifts in teaching perspectives	3
Being open to collaboration	2
Contributing to self-confidence	1

The EFL teachers in the present study mostly stated that LS model encouraged them to be more reflective in their teaching process. During discussion meetings, the teachers collaboratively reflected upon their teaching practices, the problems, the possible reasons behind the problems and so on. Besides, they were required to keep reflective journals at the end of each meeting and they had to reflect upon the meeting held that week. Taking the expressions of the EFL teachers into consideration, it can be assumed that the EFL teachers seemed to begin to question themselves, their practices, beliefs and the like as they got involved in such a professional development practice, as can be realized in the following extracts:

Extract 101:

It definitely made me more reflective of my lesson designs.

Extract 102:

I should ask myself if something I am planning will activate the students.

Extract 103:

I believe that lesson study did affect my teaching in that it made me a more reflective teacher. I am questioning every step I take now.

Another effect on teaching was observed to be related to changes in teaching perspectives. The EFL teachers suggested that they were experiencing a shift towards different ways of teaching or instructional methods, as stated by some of the teachers:

Extract 104:

I believe it made me more aware of the need not to cover everything (what's in the book, for example) and to shift towards task-based instruction.

Extract 105:

I normally use pair work in my classes and I can see that they enjoy it. Now, I see that group work also works; students like it. Not only speaking but also writing tasks can work.

Moreover, some EFL teachers stated that LS practice triggered enthusiasm towards collaborating with peers in order to increase effectiveness in the classrooms. As demonstrated in the following extract, LS model was appreciated in terms of encouraging peers to collaborate:

Extract 106:

I will probably work more frequently with my colleagues when I confront any kind of obstacles preventing learning in the classroom.

Another striking point to mention is that one of the EFL teachers suggested that she felt more confident and she thought that she could achieve things she would really like to do in her classroom. In this respect, it is possible to state that LS practice showed teachers that they had the capacity to achieve if they really wanted to do so, as indicated in the following extract:

Extract 107:

It affected me so much as a teacher. Now, I am more open to changes in the schedule I am given. I know that I can make learning more meaningful and communicative for my learners. I can help them be more autonomous. I can also help them to feel more confident because I feel more confident.

4.4.2.7. Teachers' Suggestions to Design a Professional Development Process

Another question in the post-interview was asked to the EFL teachers with the aim of finding out their suggestions for designing a professional development practice by taking their experiences with the LS model into consideration. In this way, the researcher could have the opportunity to see the lacking or weak points of LS practice. Besides, that question made a contribution to the LS practices aimed

to be carried out in the future. The key words extracted from the post-interviews were presented in Table 24 below.

Table 24

The Suggestions to Design a Professional Development Process After Practicing

Key Words	**f**
Reducing the amount of time	3
Setting objectives for each meeting	2
Reducing the number of participants	2
Giving responsibility to teachers	1

As shown in 24, the EFL teachers mostly were concerned about the amount of timed devoted to the practice. As can be realized in the following extracts, they suggested that it was a long process and it could be conducted in a shorter time:

Extract 108:

I felt like the professional development process that we used was sufficient though I would try to find ways to reduce the amount of time that it took to develop.

Extract 109:

I would design it the same way, but conduct it in a shorter time.

Besides, two EFL teachers suggested that the process could be started by setting the objectives first as objectives were regarded as guides which would lead the whole process. The following extract indicates the significance of objectives for the EFL teachers in the process of professional development:

Extract 110:

I would design it the same way, but I would start with objectives first because objectives help you to make the right decisions to achieve.

Furthermore, some EFL teachers seemed to have problems with the number of the participants and they suggested that the process would be more effective when it was practiced with fewer participants. One of the teachers comments on that issue as follows:

Extract 111:

The group was too big. 2-4 participants would be ideal, we were six and the researcher. The number of the participant did not increase the effectiveness of the study.

Another point worth mentioning is that one of the EFL teachers suggested that the teachers could be more active in each step of the process and take the responsibility. The EFL teacher believed that the teachers could have a feeling of ownership for the whole process and the researcher could only monitor the process, as illustrated in the following extract:

Extract 112:

If I were the organizer of a lesson study group, I would introduce the concept "lesson study" and monitor the process at all stages. Also, I would help when things get struck, but I would leave all the decisions to the teachers (i.e. reviewing the literature, collecting data, analysis, planning, evaluating and the like).

4.4.3. The Comparison between Pre- and Post-Interview Results of the EFL Teachers Regarding Their Perceptions of Lesson Study Model

The findings obtained through pre-interviews were compared with the ones obtained through post-interviews in order to see whether the perceptions of the EFL teachers showed changes after practicing LS model. The key words extracted from pre-interviews and post-interviews for each question were displayed in tables together with their frequencies at the beginning and at the end of the study.

The first question in the pre- and post-interviews aimed to see how the EFL teachers could define LS model before and after practicing it. In Table 25, the key words extracted from pre- and post-interviews regarding the first question were compared and the results were displayed with their frequencies at Time 1 and at Time 2.

When Table 25 is considered, it is observed that the LS model was mainly defined as a process which involved collaboration among teachers. Although that key word was expressed by three teachers at the beginning of the study, it was stated by all of the participant teachers after they practiced LS model.

Table 25

The Frequencies of Descriptions Given for LS Model at Time 1 and Time 2

Key words	**Frequencies**		
	Time 1 (Pre-)	**Time 2 (Post-)**	**Total**
Collaboration among teachers	3	5	8
Aid for solutions to difficulties/problems	2	5	7
Lesson planning	2	3	5
Leading discussions to improve a lesson	2	-	2
Coming together with an aim	-	2	2
Enhancing teachers' teaching abilities	-	1	1
Triggering students to take responsibility	-	1	1
Redesigning the lesson to the benefits of learners	-	1	1
Attempt to overcome occupational isolation	1	-	1

As shown in Table 25, another statement expressed most commonly by the EFL teachers is finding solutions to the problems faced in the classrooms. Before practicing, only two teachers defined it as a practice aiming to find solutions to the problems. However, it is seen that all of the EFL teachers perceived LS model in this way after they experienced it with their LS group.

Furthermore, the statement describing LS practice as a lesson planning process was used by two EFL teachers at the beginning while it was used by three teachers at the end of the study as shown in Table 25. Some EFL teachers seemed to regard LS practice as a process which only aimed to plan a lesson by bringing a few teachers together.

Table 25 demonstrates that although two of the EFL teachers mentioned about holding discussions with the aim of improving a lesson while defining LS model before they experienced it, it is observed that nobody referred to such a point after practicing. Besides, Table 25 suggests that some EFL teachers were observed to identify LS practice as coming together with an aim after they experienced it for sixteen weeks with their colleagues. However, any of the teachers did not address that point at the beginning of the study.

Similarly, Table 25 indicates that there were other statements which were used after the teachers experienced LS model although they were not touched upon at the beginning of the study. For example, LS model is suggested be a model which can

enhance teachers' teaching abilities by one of the teachers at the end of the study despite the fact that LS model was not looked at from this aspect. Additionally, the other two statements used to define LS model at the end of the study involved triggering students to take responsibility and redesigning the lesson to the benefits of learners and those statements were not used by any of the teachers at the beginning. That teacher seemed to reframe LS model based upon the observations during the process and the experiences and look LS practice from students' perspective. Lastly, another expression used to describe LS model was overcoming occupational isolation and Table 25 illustrates that it was referred only by one of the EFL teachers before practicing it. That statement was not observed to be used by any of the EFL teachers to describe LS model after they were involved in LS practice.

When the findings in Table 25 are handled as a whole, it can be inferred that the EFL teachers mostly regarded LS practice which required teachers to collaborate, to discuss about the difficulties experienced while teaching, to show a collaborative effort to solve those problems through planning a lesson before they practiced it. Likewise, those teachers are observed to focus on those aspects to describe LS model after they practiced it. However, some EFL teachers added new statements regarding the practice as a process which demanded teachers to come together with an aim, had the capacity to enhance their teaching abilities, encouraged students to take responsibility for their own learning and to redesign the lesson by taking students into consideration.

The second question in the pre- and post-interviews aimed to find out the most helpful or appealing aspects of LS model before and after practicing it. To achieve this aim, the key words extracted from pre- and post-interviews regarding the second question were compared and the results were presented with their frequencies at Time 1 and at Time 2 in Table 26.

Table 26

The Frequencies of Helpful or Appealing Aspects of LS Model at Time 1 and Time 2

Key words	**Frequencies**		
	Time 1 (Pre-)	**Time 2 (Post-)**	**Total**
Triggering collaboration	4	4	8
Sharing ideas	-	5	5
Providing experiences	-	3	3
Contributing to professional development	2	-	2
Being student centered	2	-	2
Attempt to overcome isolation	-	2	2
Creating opportunity to learn new things	-	2	2
Helping to see the shortcomings	-	2	2
Leading to discussions between teachers	1	-	1
Contributing to the quality of teaching/learning	1	-	1
Taking ownership over profession	-	1	1

As Table 26 reveals, the EFL teachers mostly looked the LS model as helpful in terms of collaboration among teachers. The issue of collaboration was observed to be emphasized by four teachers at the beginning and four teachers at the end. The teachers seemed to appreciate the opportunity to collaborate with their colleagues and support each other both at the beginning and at the end of the study.

Besides, Table 26 indicates that all of the EFL teachers felt that the LS practice enabled them an opportunity to share their ideas with each other and it would be very helpful for them after they got involved in LS practice. However, any of the EFL teachers were not observed to mention about such a helpful aspect of LS model before they experienced it. Similarly, LS model was found helpful in terms of providing a new experience for the teachers at the end of the study in spite of the fact that such a point was not touched upon by any of the teachers at the beginning of the study.

As presented in Table 26, LS model was expected to be helpful in terms of contributing to professional development by two teachers at the beginning. However, none of the teachers were observed to look at practice from professional development aspect at the end of the study. In the same vein, some EFL teachers regarded LS model as a student-centered practice which would benefit students before they experienced it

with their LS group in spite of the fact that any of the teachers did not refer to that point after they practiced it.

Moreover, two of the EFL teachers were observed to find LS practice appealing because they believed that LS practice helped them to overcome isolation they were normally experiencing and provided them an opportunity to learn new things from each other and to question themselves in terms of their failures after they had a LS experience. Those helpful aspects were not touched upon by any of the teachers before the practice took place as indicated in Table 26.

Another point worth mentioning is that some EFL teachers expected LS practice to be helpful in terms of discussions they would hold with their colleagues during meetings and they thought that it would make contributions to the quality of teaching and learning at the beginning of the study. However, those points were not addressed after the teachers carried out LS practice with their group. Lastly, Table 26 shows that LS model was seen as helpful by one of the EFL teachers who suggested that it triggered ownership over teaching profession since LS practice treated them as agents of teaching process. Although that point was suggested at the end of the study, it was not mentioned before the teachers had a LS experience.

When Table 26 is considered as a whole, it can be suggested that LS practice was expected to be helpful in terms of encouraging collaboration, contributing to professional development and to the quality of teaching in classrooms at the beginning of the study. However, it was found helpful because it enabled teachers an opportunity to share ideas, learn from each other, to see failures, overcome occupational isolation with support from colleagues and to feel themselves as the owners of that profession at the end of the study.

The third question in the pre- and post-interviews focused on the most challenging aspects of LS model from the teachers' perspectives before and after practicing it. Therefore, the key words extracted from pre- and post-interviews regarding the third question were compared and the results were displayed with their frequencies at Time 1 and at Time 2 in Table 27.

Table 27

The Frequencies of the Most Challenging Aspects of LS Model at Time 1 and Time 2

Key words	**Frequencies**		
	Time 1 (Pre-)	**Time 2 (Post-)**	**Total**
Demanding a long time	3	4	7
Conflicting views	3	2	5
Finding a way to generalize the results	2	1	3
Experiencing difficulty in criticizing peers	-	3	3
Demanding much effort	2	-	2
Increasing teachers' responsibility	2	-	2
Being unfamiliar with the model	-	2	2
Experiencing difficulty in finding realistic solutions	-	2	2
Having problems with active participation	-	2	2
Having students with low motivation	1	-	1
Being likely not to get a result	1	-	1

As revealed in Table 27, the EFL teachers were observed to be concerned about time both at the beginning and at the end of the study. They suggested that LS practice took much time and it is seen that time problem was addressed by four teachers after the practice while it was stated by three teachers at the beginning.

Besides, Table 27 shows that three EFL teachers found the LS practice challenging because it was a collaborative process and demanded different views to come together, which would possibly lead some views to conflict at the beginning of the study. However, only two teachers stated their concerns about conflicting views experienced during meetings at the end of the study. Furthermore, some EFL teachers expected LS practice to be challenging because they thought that designing a lesson plan for four class hours of teaching did not sound advantageous and making generalizations based upon that lesson plan wouldn't make sense to them before they took place in LS practice. However, only one EFL teacher was observed to mention about that problem after LS was practiced with their group.

Another point to note according to findings presented in Table 27 is that some EFL teachers found the practice challenging because they had problems while criticizing

their peers at the end of the study. During discussions, all the teachers were sharing their own experiences and their beliefs. Besides, all of the teachers had different teaching perspectives and they were expected to design a lesson in accordance with the main goal. Sometimes, teachers criticized each other, which seemed to cause difficulty for some teachers. It is seen that none of the teachers had an expectancy to experience such a difficulty before they practiced LS model.

Moreover, some EFL teachers held the belief that LS practice would demand teachers to show more effort and increase teachers' responsibility before the teachers experienced them. On the other hand, any of the teachers did not seem to regard LS model as a practice demanding effort and increasing teachers' responsibilities.

As illustrated in Table 27, the EFL teachers were observed to find LS practice as challenging at the end of the study as they were not familiar with LS model and it was a new experience for them. Similarly, the teachers considered LS difficult because they were expected to find realistic solutions to the problems discussed while designing the lesson and they thought it was a hard process. Besides, the teachers suggested that not all the teachers participated actively (i.e. equal participation) in the discussions as they were expected to since some teachers were stated to be more active when compared to others, which seemed to cause difficulty at the end of the study. Whereas, those challenging aspects were not noticed to be addressed before the teachers experienced LS model.

Lastly, Table 27 indicates that one of the EFL teachers also thought that LS practice would be challenging as the students had low motivation level and they might not have benefitted from that process as much as they expected at the beginning of the study. Likewise, another challenging point expected to cause problems at the beginning of the study for one of the teachers was that there was the possibility of not getting a result from such an experience, which would sound disappointing for the teachers. However, none of the teachers mentioned such challenging matters at the end of the study.

When Table 27 is dealt with entirely, it is seen that the EFL teachers expected LS to be challenging at the beginning of the study mostly because it would demand time and effort, increase their responsibilities, and there was the possibility of conflicting because of different views and perspectives. However, the EFL teachers were observed to find LS practice challenging at the end of the study because of the fact that time was too long, problems were arising while making criticism, not each teacher was participating in the discussions equally and it was a completely new experience for the teachers.

The fourth question in the pre- and post-interviews concentrated upon the benefits of LS model from the teachers' perspectives before and after practicing it. Accordingly, the key words extracted from pre- and post-interviews regarding that question were compared and the results were given with their frequencies at Time 1 and at Time 2 in Table 28.

Table 28

The Frequencies of the Benefits of LS Model at Time 1 and Time 2

Key words	**Frequencies**		
	Time 1 (Pre-)	**Time 2 (Post-)**	**Total**
An aid for finding solutions to problems in the classroom	2	3	5
A means for developing professionally	4	-	4
Leading to improvements/differences in instructional practices	4	-	4
Understanding of professional development practices	2	2	4
Understanding the importance of peer critique/feedback	-	3	3
Providing teachers with a lesson plan to be used as an example	2	-	2
Creating a stronger feeling of belonging	2	-	2
Understanding of Lesson Study	-	2	2
Contributing to classroom management	-	2	2
Being more student centered	-	2	2
Triggering mutual respect and appreciation	-	1	1
Triggering a feeling of ownership	-	1	1

As presented in Table 28, the most beneficial aspect of LS practice was stated as finding solutions to the problems that teachers faced during teaching process. That benefit of LS practice was stated to be expected by two EFL teachers at the beginning of the study although it was observed to be pointed out by three EFL teachers at the end of the study, which suggests that LS practice was mainly regarded as a problem solving process in which teachers discussed the problems they were experiencing and trying to solve them in a collaborative way.

Besides, four EFL teachers were observed to expect that LS would benefit them in terms of professional development before they actually practiced it. However, none of the teachers suggested that it had made a contribution to their professional development. Similarly, four EFL teachers stated that the LS practice would provide them with benefits in terms of leading to the improvements in their instructional practices at the beginning of the study. Nevertheless, none of the teachers touched upon that point after they experienced LS practice with their colleagues.

Furthermore, some EFL teachers suggested that LS practice was advantageous both at the beginning and at the end of the study because it enabled an opportunity to have an understanding of different professional development practices like LS model. Those teachers put forward that they wanted to practice other professional development models based upon their experiences with LS model.

As shown in Table 28, some EFL teachers noted that LS practice was useful as it helped them to see how significant peer feedback or critique was for their own development at the end of the study. That useful aspect of LS practice was not stated by any of the teachers at the beginning of the study because they did not experience such an opportunity to get feedback from their peers before they took place in the study.

Another point mentioned by two EFL teachers at the beginning of the study was that LS practice was expected to provide a sample lesson plan that could be used in other classrooms as well. Those teachers seemed to regard the practice as a process in which a sample lesson plan was prepared collaboratively before they practiced it. However, LS practice was found not to be perceived as such a process by any of the EFL teachers at the end of the study. In the same vein, two EFL teachers expected that LS practice would benefit them because it would encourage a feeling of belonging to somewhere at the beginning of the study. Those teachers complained about isolation and working alone and they believed that LS practice would provide them an opportunity to collaborate with their peers and they would feel that they had a group to get support. On the other hand, such a point was not addressed by any of the teachers at the end of the study.

Additionally, some EFL teachers suggested that they gained advantage from LS practice because that process helped them to understand LS model precisely at the end of the study although none of the teachers had such an expectation at the beginning of the study. Those teachers even asserted that they could try LS model in a different context in the future. Likewise, LS practice was claimed to support teachers in terms of classroom management by two EFL teachers at the end of the study. Those teachers felt that

observing others and discussing on how to make teaching content relevant to the students contributed to their knowledge and efficiency in terms of managing their classrooms. Besides, two EFL teachers remarked that LS practice made them put their students into the center of their teaching process and stop blaming the students for every failure faced in the classrooms although such an aspect was not referred to by any of the teachers before LS model was practiced in that group. Lastly, Table 28 reveals that some EFL teachers thought that the LS practice triggered the feelings of mutual respect and appreciation because different views, beliefs and experiences came together during discussions and those differences had to find a middle ground in order to benefit from LS model. Additionally, one of the teachers stated that LS practice triggered a feeling of ownership over teaching profession at the end of the study. Those feelings were not expected to develop at the beginning of the study because none of the teachers mentioned them.

When Table 28 is considered as a whole, it is seen that the EFL teachers expected to benefit from LS practice in terms of developing professionally, solving the problems faced while teaching, making improvements in instructional practices, raising awareness towards different professional development practices and developing a feeling of belonging to a group. Nevertheless, those teachers added some other benefits of LS model such as awareness towards the significance of peer feedback, an understanding towards LS model, being more student-centered, classroom management and feelings of respect, appreciation and ownership in profession at the end of the study.

The fifth question in the pre- and post-interviews mainly dealt with the evidence suggested for the expected benefits of LS model before practicing and the observed benefits after practicing LS model from the teachers' perspectives. In this respect, the key words extracted from pre- and post-interviews regarding that question were compared and the results were given with their frequencies at Time 1 and at Time 2 in Table 29.

Table 29

The Frequencies of the Evidence at Time 1 and Time 2

Key words	**Frequencies**		
	Time 1 (Pre-)	**Time 2 (Post-)**	**Total**
Positive feedback from students	3	5	8
Happiness of teachers	-	3	3
An increase in commitment of teachers	2	-	2
Changes in teachers' beliefs	-	2	2
Showing an effort to evaluate themselves	1	1	2

As presented in Table 29, the EFL teachers suggested evidence for the benefits of practicing LS model mostly in terms of getting positive feedback from their students both at the beginning and at the end of the study. Three of the EFL teachers were observed to hope that they could see an increase in excitement or motivation of their students when they conducted the sample lesson designed collaboratively in their classrooms. Eventually, all of the teachers suggested that they could observe that the lesson worked well in their classrooms as based upon the positive feedback they got from their students.

Another evidence suggested by the EFL teachers is that the teachers themselves were happy with the result at the end of the study. Although any of the teachers did not look the process from their points of view at the beginning, three EFL teachers were observed to state that the process and its outcomes made a positive impact upon themselves.

Moreover, two EFL teachers had an expectancy to see that there could be an increase in commitment of teachers as they suggested that the process could make them more passionate. However, none of the EFL teachers touched upon teacher commitment while suggesting evidence for the benefits of LS practice at the end of the study.

As Table 29 indicates, two EFL teachers stated that they could suggest the changes occurred in their beliefs as an evidence of showing that LS practice really worked and provided benefits at the end of the study. Those teachers claimed that they began to do things that they could not attempt to do before when they were involved in LS practice. The issue of changes in beliefs was not referred to by any of the EFL teachers at the beginning of the study.

Lastly, one of the EFL teachers noted that he wanted to see that he could evaluate himself in terms of his teaching practices, beliefs and experiences as an evidence of the benefits of LS practice at the beginning of the study. However, that teacher did not mention the evidence like that at the end of the study. However, another teacher pointed out that LS practice encouraged her to evaluate herself in terms of her teaching style at the end of the study.

When Table 29 is handled completely, it is revealed that the EFL teachers mostly provided getting positive feedback from their students as evidence showing that LS model really worked for them at Time 1 and Time 2. The other evidence suggested were observed to be mostly on teachers' own accounts because they were of the opinion that their happiness with the practice and its outcomes and changes occurring in their beliefs, feelings or practices would be given as evidence for suggesting that the LS practice was really helpful for them.

The sixth question in the pre- and post-interviews probed to find out whether LS practice was expected to have an effect upon the teachers' teaching before they experienced it and whether it influenced their teaching practices at the end. For this reason, the key words extracted from pre- and post-interviews regarding that question were compared and the results were displayed with their frequencies at Time 1 and at Time 2 in Table 30.

Table 30

The Frequencies of the Effects on Teaching Practices at Time 1 and Time 2

Key words	**Frequencies**		
	Time 1 (Pre-)	**Time 2 (Post-)**	**Total**
Being more reflective	3	4	7
Being more solution-oriented	3	-	3
Triggering changes/shifts in teaching perspectives	-	3	3
Being open to collaboration	-	2	2
Being more tolerant	1	-	1
Being more critical	1	-	1
Being adaptable to all classes	1	-	1
Contributing to self-confidence	-	1	1

As shown in Table 30, the EFL teachers seemed to expect that the LS practice would make an impact upon their teaching at the beginning of the study and their responses in the post-interview reveals that their expectations were met as they made different suggestions for the impact of LS practice on their teaching at the end of the study. The EFL teachers were observed to expect mostly that the practice would make them more reflective, which was suggested by three teachers at the beginning of the study. The same EFL teachers were found to state that the process triggered them to reflect upon themselves, their teaching practices, beliefs and the like at the end of the study. One more teacher also suggested that he became more reflective after getting involved in LS practice although he was not observed to have such an expectation at the beginning.

Besides, three EFL teachers stated that they would be more solution-oriented as LS practice involved discussing about problems and trying to solve them collaboratively before they experienced LS practice with their group. However, none of the teachers touched upon that point as an impact of LS practice at the end of the study.

Another effect of LS practice on teaching practices was put forward in terms of changes in teaching perspectives by three EFL teachers at the end of the study. Despite the fact that such an effect was not mentioned at the beginning of the study, some teachers suggested that LS practice paved the way for the changes in teaching practices of teachers. Likewise, some EFL teachers also noted that they felt that they could collaborate with their colleagues on teaching issues and get support from other teachers in terms of teaching practices after they experienced LS practice. That impact of LS practice was not observed to be stated by any of the EFL teachers at the beginning of the study.

As Table 30 displays, some EFL teachers suggested that LS was expected to influence their teaching practices in such a way that they would be encouraged to be more tolerant, to make self-criticism and to adapt what have been learned to other classes at the beginning of the study. Nonetheless, those impacts were not pointed out by any of the teachers as an impact of LS model on teaching practices at the end of the study.

Lastly, one of the EFL teachers was observed to specify that the process contributed to her self-confidence and she believed that she could achieve the things to empower learning in her classrooms after she experienced LS practice. On the other hand, the issue of self-confidence was not mentioned at the beginning of the study.

When Table 30 is taken into consideration as a whole, it is seen that the EFL teachers expected to become more reflective and solution-oriented when they practiced LS model with their group at the beginning of the study. In addition to being more

reflective, the teachers were observed to be influenced from LS practice in terms of experiencing changes in teaching perspectives and collaboration with colleagues at the end of the study.

The last question in the pre- and post-interviews intended to reveal what suggestions the EFL teachers made if they had an opportunity to design a professional development process before and after they experienced LS practice. Therefore, the key words extracted from pre- and post-interviews regarding that question were compared and the results were presented with their frequencies at Time 1 and at Time 2 in Table 31.

Table 31

The Frequencies of Suggestions for a Professional Development Process at Time 1 and Time 2

Key words	**Frequencies**		
	Time 1 (Pre-)	**Time 2 (Post-)**	**Total**
Setting objectives for each meeting	2	2	4
Forming several LS groups	3	-	3
Reducing the amount of time	-	3	3
Finding a common ground	2	-	2
Reducing the number of participants	-	2	2
Giving responsibility to teachers	-	1	1

As Table 31 indicates, some EFL teachers suggested to determine the objectives and to make the teachers aware of those objectives before each meeting was held both at the beginning and at the end of the study. In fact, the researcher informed the teachers about the things to be covered in the following week at the end of each meeting. Besides, the teachers were provided a summary of the previous week and the tasks to be completed at the beginning of each meeting by the researcher. Additionally, the researcher delivered the EFL teachers the schedule of LS process which gave information about the tasks and time limit for each task before the study took place.

Besides, the EFL teachers suggested that several LS groups could be formed in order to gain advantage from the practice much more. Although some EFL teachers had such a suggestion at the beginning of the study, none of the teachers seemed to want several groups to be formed at the end of the study.

As displayed in Table 31, some EFL teachers complained about duration of the study and they suggested that the amount of time devoted to the study as a whole could be reduced. Those teachers had complaints about the amount of time at the end of the study and they did not address to that issue at the beginning of the study.

Furthermore, two EFL teachers were of the opinion that it was important to find a common ground with their peers in order to experience an effective professional development process before they practiced LS model. In this respect, the teachers in the group were required to agree upon some points in order to achieve the aims of the process. However, none of the teachers were observed to make a suggestion in terms of agreement among teachers at the end of the study.

Additionally, two EFL teachers also stated that the number of the participants could be reduced as they were of the opinion that the effectiveness of the practice was not dependent upon the number of the participants after they practiced LS model. The LS group in the present study consisted of five participant teachers and the researcher. The teachers suggested that the group could be formed by four teachers and it would be enough to achieve the aims of the study. By the way, the number of participants seemed not to cause a problem at the beginning of the study.

Lastly, one the EFL teachers suggested that the teachers in the group could take much more responsibility during the process at the end of the study. That teacher stated that practicing LS model required the teachers to be more active in each step of the practice and they could take place in deciding on each steps to be taken. The issue of increasing the responsibility of participant teachers was not observed to be mentioned by any the teachers at the beginning of the study.

When Table 31 is focused entirely, it is seen that the EFL teachers made suggestions for designing professional development processes mostly in terms of setting objectives, forming other LS groups at the same time and agreement among teachers on some points at the beginning of the study. In addition to the issue of setting objectives, they were observed to have suggestions in terms of making reductions in the amount of time and in the number of participants at the end of the study.

4.4.4. The Changes in Perceptions of the EFL Teachers Regarding Lesson Study Practice: A Comparative Analysis between Expressions

The findings obtained through each question in the pre- and post-interviews were also analysed in terms of changes in the perceptions towards LS practice by comparing the results at Time 1 and Time 2 for each teacher. The results comparing each teacher's perceptions at Time 1 and Time 2 were presented in different Tables for each question in the interviews.

When the first question in the pre- and post-interviews is considered, Table 32 shows that all the teachers seemed to have changes in terms of describing the LS model after they practiced it. The results comparing each teacher's descriptions for LS model at Time 1 and Time 2 are displayed in Table 32. For example, Teacher 1 describing LS model as a process involving collaboration among teachers and as an opportunity to overcome occupational isolation at the beginning of the study is observed to regard it as a practice which not only involves collaboration but also solving problems, bringing colleagues together with a common aim and leading to enhancement in teachers' teaching abilities after experiencing LS model.

Table 32

The Entity of Descriptions Given for LS Model at Time 1 and Time 2

	Teachers									
	Teacher 1		**Teacher 2**		**Teacher 3**		**Teacher 4**		**Teacher 5**	
Key words	**Time 1**	**Time 2**	**Time 1**	**Time 2**	**Time 1**	**Time 2**	**Time 1**	**Time 2**	**Time 1**	**Time 2**
Collaboration among teachers	✓	✓	✓	✓		✓		✓	✓	✓
Aid for solutions to difficulties/problems		✓		✓	✓	✓	✓	✓		✓
Lesson planning			✓			✓	✓	✓		✓
Leading discussions to improve a lesson							✓		✓	
Coming together with an aim		✓		✓						
Enhancing teachers' teaching abilities		✓								
Triggering students to take responsibility				✓						
Redesigning the lesson to the benefits of learners				✓						
Attempt to overcome occupational isolation	✓									

As revealed in Table 32, Teacher 2 seems to have experienced changes in her perceptions because she defined the LS model just as a practice involving collaboration and planning a lesson at the beginning of the study. However, she seemed to add some other expressions to describe LS model such as finding solutions, collaborating with peers with an aim to achieve, encouraging students to take responsibility for their own learning and designing the lesson in a way to provide benefits for her students at the end of the study. That teacher can be suggested to interpret LS practice both from teachers' and the students' points of view at the end of the study while she regarded the process from teachers' points of view at the beginning of the study.

On the other hand, Teacher 3 defining LS model just as a process aiming to find solutions to the problems faced in the classrooms at the beginning is observed to regard it as a practice which also involves collaboration among colleagues and planning a lesson together after he experienced LS model. Besides, Teacher 4 is seen to describe LS model as a process in which problems are tried to be solved, discussions are hold with colleagues to improve a lesson and a lesson is planned collaboratively before he practiced LS model. However, he seems to add only the quality of collaboration to describe LS model after getting involved in LS practice.

Lastly, Table 32 indicates that Teacher 5 seems to have experienced changes in his perceptions because he defined LS model as a practice incorporating collaboration among teachers and holding discussions with the aim of improving a lesson at the beginning of the study. On the other hand, he added the qualities of finding solutions to the problems and planning a lesson to describe LS model after he took place in the study.

Similar to the first question, the findings obtained through the second question in the pre- and post-interviews aiming to find out the most helpful aspects of LS model also showed that the EFL teachers experienced changes in their perceptions after they practiced LS model. Table 33 presents the findings comparing each teacher's perceptions regarding the helpful aspects of LS model before and after practicing it.

As indicated in Table 33, Teacher 1 seemed to perceive LS practice as helpful because of the collaboration among colleagues and its capacity to make contribution to teachers' professional development at the beginning of the study. However, he was observed to see the process advantageous in terms of having the opportunity to collaborate with peers, share ideas with each other, overcome isolation through collaboration and obtain ownership over teaching profession at the end of the study.

Furthermore, Teacher 2 suggested that the practice would be helpful as it would encourage collaboration among colleagues and put the students into the center before she practiced LS model, which reveals that Teacher 2 focused upon LS model both from teachers' and students' perspectives at the beginning of the study. Nevertheless, she seemed to concentrate upon the helpful sides of LS model mainly from teachers' perspectives at the end of the study because she stated that it would help them in terms of being enabled the opportunity to collaborate with other teachers, to share ideas and experiences with each other, learn new things from each other and evaluate themselves to see what lacking points they had.

Table 33

The Entity of Helpful and Appealing Aspects of LS Model at Time 1 and Time 2

Key words	**Teachers**									
	Teacher 1		**Teacher 2**		**Teacher 3**		**Teacher 4**		**Teacher 5**	
	Time 1	**Time 2**	**Time 1**	**Time 2**	**Time 1**	**Time 2**	**Time 1**	**Time 2**	**Time 1**	**Time 2**
Triggering collaboration	✓	✓	✓	✓		✓	✓		✓	✓
Sharing ideas		✓		✓		✓		✓		✓
Providing experiences				✓		✓		✓		
Contributing to professional development	✓								✓	
Being student centered			✓				✓			
Attempt to overcome isolation		✓								✓
Creating opportunity to learn new things				✓				✓		
Helping to see the shortcomings				✓		✓				
Leading to discussions between teachers							✓			
Contributing to the quality of teaching/learning					✓					
Taking ownership over profession		✓								

As Table 33 illustrates, Teacher 3 is observed to have experienced a complete change in his perceptions regarding the helpful aspects of LS model. That teacher expected to find LS practice as helpful because it would make contributions to the quality of teaching with the help of discussions with colleagues to find solutions to the problems at the beginning of the study. However, he seemed to regard the process as appealing because it allowed for collaboration with colleagues, sharing ideas, experiences with each other and hence seeing his shortcomings after experiencing LS model. Similarly, Teacher 4 seems to have changes in his perceptions when his suggestions at the beginning and at the end of the study are considered. Before practicing LS model, he suggested collaboration with others, the focus on students and the discussions held during meetings as helpful aspects of LS model. Nonetheless, he is observed to regard the opportunities to share ideas and experiences and learn new things from each other as the most helpful aspects of LS practice after he got involved in it.

Lastly, Teacher 5 stated that LS practice would be helpful in terms of having the opportunity to collaborate with colleagues and to develop professionally at the beginning of the study. On the other hand, he was observed to suggest that it was helpful because the practice made it possible to share ideas with other colleagues and in this way overcome occupational isolation normally experienced in their profession.

Another topic that was discussed in the pre- and post-interviews through third question was the most challenging aspects of the LS model from teachers' points of view. The findings comparing each teacher's perceptions regarding the most challenging aspects of LS model before and after practicing it are displayed in Table 34, which suggests that the EFL teachers saw the process challenging after they practiced it in spite of the fact that they did not seem to expect it to be so challenging.

Table 34

The Entity of the Most Challenging Aspects of LS Model at Time 1 and Time 2

Key words	Teachers									
	Teacher 1		Teacher 2		Teacher 3		Teacher 4		Teacher 5	
	Time 1	Time 2	Time 1	Time 2	Time 1	Time 2	Time 1	Time 2	Time 1	Time 2
Demanding a long time			✓	✓		✓	✓	✓	✓	✓
Conflicting views	✓	✓					✓		✓	✓
Finding a way to generalize the results	✓	✓							✓	
Experiencing difficulty in criticizing peers		✓		✓						✓
Demanding much effort			✓				✓			
Increasing teachers' responsibility	✓				✓					
Being unfamiliar with the model				✓				✓		
Experiencing difficulty in finding realistic solutions		✓				✓				
Having problems with active participation		✓								✓
Having students with low motivation					✓					
Being likely not to get a result			✓							

In this respect, Teacher 1 is observed to expect that they would have problems because of conflicting views of teachers during discussions. Besides, that teacher suggested that generalizing the results to other classes and to the whole teaching process

would cause problems and the practice would increase teachers' responsibilities at the beginning of the study. However, he was observed to mention about some other challenging aspects in addition to the ones expressed before at the end of the study. For example, he suggested that the process was challenging because it was difficult to criticize peers and find realistic solutions to the problems discussed. Besides, he noted that not all the teachers showed equal participation in the process. Some were stated to be more active and take much more responsibility when compared to others, which would result in difficulties during meeting from his perspective.

As presented in Table 34, Teacher 2 expected the process to be challenging because it would demand time and effort and there was the possibility of not getting a result in spite of those efforts at the beginning of the study. Nevertheless, the teacher was observed to find the practice as challenging at the end because it took so much time, they were not familiar to the LS model and problems arose while criticizing the peers.

Furthermore, Teacher 3 seems to change his perceptions regarding the challenging aspects of LS model when his statements before and after the practice are compared. In this regard, Table 34 reveals that Teacher 3 expected that the process would be challenging because it would increase their responsibilities and their students had low motivation towards learning English. At the end of the study, he was observed to suggest that the challenging points stemmed from the fact that the process lasted long and it was difficult to find realistic solutions to the problems they were facing in the classrooms although he did not have such an expectation from the process at the beginning of the study.

As shown in Table 34, Teacher 4 seemed to anticipate that the practice would be challenging because it would take much time and effort and the different views of teachers would cause problems at the beginning of the study. In addition to the time issue, Teacher 4 is observed to mention about experiencing the LS model for the first time as a challenging point at the end of the study. He stated that they were not familiar with LS model and they had difficulties in terms of how to conduct it effectively.

Moreover, Teacher 5 seemed to be concerned about duration of the study, different views of teachers and generalizing the results to the whole teaching process as challenging aspects of LS practice before experiencing LS model. However, he was observed to have difficulties in terms of criticizing the peers and active participation of each group member in addition to the issues of time and conflicting views of teachers at the end of the study.

In addition to the previous questions, the pre- and post-interviews also explored the benefits of LS practice for the EFL teachers through the fourth question. The results comparing how each teacher expected to benefit from LS model before the practice and how they actually provided benefit from it at the end are illustrated in Table 35, which suggests that all the EFL teachers had the expectation that they would gain advantage from practicing LS model at the beginning and they really seemed to utilize from the practice at the end of the study.

Table 35

The Entity of the Benefits of LS Model at Time 1 and Time 2

Key words	**Teachers**									
	Teacher 1		**Teacher 2**		**Teacher 3**		**Teacher 4**		**Teacher 5**	
	Time 1	**Time 2**	**Time 1**	**Time 2**	**Time 1**	**Time 2**	**Time 1**	**Time 2**	**Time 1**	**Time 2**
An aid for finding solutions to problems in the classroom				✓	✓	✓	✓	✓		
A means for developing professionally	✓		✓				✓		✓	
Leading to improvements/differences in instructional practices	✓		✓		✓		✓			
Understanding of professional development practices			✓	✓					✓	✓
Understanding the importance of peer critique/feedback		✓		✓						✓
Providing teachers with a lesson plan to be used as an example					✓		✓			
Creating a stronger feeling of belonging				✓				✓		
Understanding of Lesson Study						✓		✓		
Contributing to classroom management				✓				✓		
Being more student centered	✓								✓	
Triggering mutual respect and appreciation		✓								
Triggering a feeling of ownership		✓								

As demonstrated in Table 35, Teacher 1 expected that the LS practice would be beneficial because it would contribute to their professional development, constitute a ground for improvements in instructional practices and trigger a feeling of belonging before he practiced LS model. On the other hand, he was observed to mention about significance of peer feedback and the development of feelings such as mutual respect, appreciation and ownership over profession at the end of the study.

Besides, Teacher 2 appears to have experienced changes in terms of her expectations and the outcomes regarding the benefits of LS model. The teacher suggested that the practice would provide benefits in terms of professional development, improvements in instructional practices and awareness towards other professional development practices before LS model was practiced in their group. However, that teacher noted that the practice provided benefits in terms of finding solutions to the problems collaboratively, raising their awareness towards professional development practices, understanding the importance of peer feedback, gaining familiarity with LS model and putting the students into the center of teaching at the end of the study.

As revealed in Table 35, Teacher 3 expected to benefit from LS practice in terms of solving the problems in classrooms collaboratively with the colleagues, making improvements in instructional practices and a lesson plan to be used as a sample at the beginning of the study. Nevertheless, he suggested that LS model provided them an opportunity to find solutions to the problems and an insight into managing their classrooms more effectively after he practiced it with his group.

Furthermore, Teacher 4 seems to have gone through changes in his perceptions regarding the benefits of LS practice at the end of the study in comparison to his perceptions at the beginning. The teacher expected that he would benefit from LS practice in terms of solving problems in the classrooms together with the colleagues, developing professionally, making improvements in instructional differences and having a sample lesson plan to be used in other classes before practicing LS model. On the other hand, he suggested that LS practice raised their awareness towards LS model, provided them insights about classroom management and encouraged them to be more student-centered in their classrooms in addition to solve problems in cooperation with the colleagues at the end of the study.

Lastly, Teacher 5 expected that LS would provide them benefits in terms of professional development and the feeling of belonging to a group as presented in Table 4.30. However, he pointed out that he found the practice as advantageous because it

helped them to have an understanding of LS model and notice the significance of peer feedback at the end of the study.

The next point to be discussed in the pre- and post-interviews through the fifth question was the evidence suggested for the benefits of LS model before and after practicing it. In this respect, the teachers were invited to state what evidence they could show if they suggested that LS practice was helpful. Table 36 displays the findings comparing the evidence suggested by each teacher before and after practicing LS model, which reveals that the teachers expected to see positive outcomes both in terms of themselves and their students at the beginning and suggested outcomes from those perspectives at the end of the study.

Table 36

The Entity of Evidence Suggested for the Benefits of LS model at Time 1 and Time 2

Key words	**Teachers**									
	Teacher 1		**Teacher 2**		**Teacher 3**		**Teacher 4**		**Teacher 5**	
	Time 1	**Time 2**	**Time 1**	**Time 2**	**Time 1**	**Time 2**	**Time 1**	**Time 2**	**Time 1**	**Time 2**
Positive feedback from students		✓	✓	✓	✓	✓	✓	✓		✓
Happiness of teachers						✓		✓		✓
An increase in commitment of teachers	✓								✓	
Changes in teachers' beliefs				✓	✓					
Showing an effort to evaluate themselves		✓		✓						

As presented in Table 36, Teacher 1 expected to see an increase in commitment of teachers in order to claim that LS model would be useful before he practiced it. However, he suggested that the practice proved to be useful because they could get positive feedback from the students and the practice resulted in changes in teachers' beliefs and practices at the end of the study.

Teacher 2 stated that getting positive feedback from the students would convince him in terms of claiming that LS practice would provide them with benefits at the beginning of the study. Looking only from students' perspective at the beginning, Teacher 2 is observed to suggest that LS practice proved itself to be advantageous because it led to changes in teachers' beliefs and practices and encouraged teachers to reflect upon themselves at the end of the study.

Besides, Teacher 3 suggested evidence from students' and teachers' perspectives both at the beginning and at the end of the study. In this regard, he expected to see that the students would give them positive feedback when they conducted the lesson and the teachers would begin to evaluate themselves in terms of failures and problems before he practiced LS model. However, he claimed that LS practice was useful by showing the positive feedback from students and happiness of teachers from the process as evidence at the end of the study. Similarly, Teacher 4 stated that he would like to get positive feedback from the students in order to claim that LS practice would be useful at the beginning of the study. Nevertheless, he seemed to focus both upon the students and the teachers themselves while suggesting evidence for its effectiveness. He noted that the feedback they got from the students after they conducted the lessons and the happiness of the teachers with the outcome proved LS practice to be advantageous at the end of the study.

As Table 36 illustrates, Teacher 5 seemed to look at the process only from teachers' perspectives at the beginning of the study because he suggested that LS practice would prove its usefulness on condition that there would be an increase in commitment of teachers. On the other hand, he suggested evidence both from teachers' and students' perspectives at the end of the study; that is, he stated that positive feedback from the students and happiness of teachers could be given as evidence to suggest that LS really worked.

The participant EFL teachers were also asked about their ideas on whether LS practice made an impact upon their teaching and how it affected their teaching practices. The findings comparing each teacher's expectation in terms of the possible effects of LS practice on teaching before they experienced it and the affects observed at the end are presented in Table 37. As shown in Table 37, each teacher seemed to expect that LS practice would have an impact on their teaching and they suggested that it really had an effect at the end of the study.

Table 37

The Entity of the Effects of LS Model on Teaching at Time 1 and Time 2

Key words	**Teachers**									
	Teacher 1		**Teacher 2**		**Teacher 3**		**Teacher 4**		**Teacher 5**	
	Time 1	**Time 2**	**Time 1**	**Time 2**	**Time 1**	**Time 2**	**Time 1**	**Time 2**	**Time 1**	**Time 2**
Being more reflective	✓	✓	✓	✓			✓	✓		✓
Being more solution-oriented					✓		✓		✓	
Triggering changes/shifts in teaching perspectives		✓		✓				✓		
Being open to collaboration						✓				✓
Being more tolerant	✓									
Being more critical									✓	
Being adaptable to all classes			✓							
Contributing to self-confidence				✓						

Table 37 reveals that Teacher 1 is observed to expect that LS would influence his teaching because it would trigger him to be more reflective and more tolerant at the beginning of the study. On the other hand, he suggested that LS practice affected his teaching by leading to shifts in his teaching perspectives as well as being more reflective at the end of the study. Likewise, Teacher 2 pointed out that LS would encourage her to be more reflective and provide her an opportunity to adapt what she learned to other classes before she practiced LS model. However, she suggested that LS led to changes in her teaching perspectives and contributed to her self-confidence in her teaching process along with being more reflective at the end of the study.

Teacher 3 regarded LS practice as a process aiming to solve problems faced in the classrooms and he expected to be affected by the practice in terms of being encouraged to be more solution-oriented in his teaching process at the beginning of the study. However, he claimed that the practice made him open to collaborate with his colleagues on teaching related issues at the end of the study.

Furthermore, Teacher 4 expected that LS model would have an impact upon his teaching in terms of being more reflective and being more solution-oriented in his teaching process before he practiced it. After he practiced LS model, he thought that the practice led to changes in his teaching perspectives in addition to make him reflect upon his teaching much more.

Lastly, Teacher 5 seems to have experienced a change in his expectations and the resulting outcomes in terms of the effects of LS practice on teaching. At the beginning of the study, he was observed to think that LS would affect his teaching because it would make him more solution-oriented and more critical regarding his teaching practices. Nonetheless, he suggested that the process affected him by triggering him to reflect upon his teaching much more and to collaborate with colleagues on teaching issues at the end of the study.

The EFL teachers in the present study were also interviewed in terms of their suggestions to design a professional development before and after practicing LS model. Table 38 indicates the findings which compare the suggestions of each teacher at the beginning and at the end of the study. The results showed that teachers made different suggestions in order to design a professional development process at the beginning and at the end of the study.

As presented in Table 38, Teacher 1 who suggested setting objectives before each meeting and finding a common ground with colleagues at the beginning of the study stated that the number of the participants could be reduced and the teachers could be encouraged to take more responsibility during the process at the end of the study.

Besides, Teacher 2 thought that several LS groups could be formed in order to gain much more benefit from LS practice and to have the opportunity to share ideas with as many colleagues as possible before she experienced LS model. However, she made suggestion in terms of the amount of time devoted to carry out LS practice as she stated that the time was too long and it could be reduced at the end of the study. Similarly, Teacher 3 held the belief that several LS groups could be formed in order to increase the effectiveness of the process at the beginning of the study. On the other hand, he thought that the objectives could be set before each meeting was held in order to raise teachers' awareness towards the process and encourage them to take more responsibility at the end of the study.

Table 38

The Entity of the Suggestions for a Professional Development Process at Time 1 and Time 2

Key words	Teachers									
	Teacher 1		Teacher 2		Teacher 3		Teacher 4		Teacher 5	
	Time 1	Time 2	Time 1	Time 2	Time 1	Time 2	Time 1	Time 2	Time 1	Time 2
Setting objectives for each meeting	✓					✓			✓	✓
Forming several LS groups			✓		✓		✓			
Reducing the amount of time				✓				✓		✓
Finding a common ground	✓								✓	
Reducing the number of participants		✓								✓
Giving responsibility to teachers		✓								

As Table 38 presents, Teacher 4 held the same belief as Teacher 2 and Teacher 3 who suggested several LS groups to be formed at the beginning of the study. However, he was observed to focus upon the amount of time devoted to the study and he suggested that the amount of time could be reduced at the end of the study.

Lastly, Teacher 5 stated that the objectives could be determined and the teachers could be informed about them before each meeting was held at the beginning of the study. Nevertheless, he made other suggestions along with setting the objectives at the end of the study. He noted that the time devoted to the study could be reduced and the study could be carried out with fewer participants.

4.5. The Relationship between Lesson Study Practice and Professional Development of the EFL Teachers: The Analysis of Qualitative Data

The present study probed to investigate whether there was a relationship between LS practice and professional development of EFL teachers and to determine whether the LS practice achieve its intended results. The researcher aimed to find out how the EFL

teachers could benefit from LS practice in their professional development based upon the EFL teachers' experiences and observations during the research process. Taking that aim into consideration, the study utilized from teacher interviews, reflective journal entries of the teachers, the field notes kept by the researcher, minute papers collected from the students and video-recordings of the meetings after the sample plan was practiced in classes, and the video-recording of the meeting with the teacher trainer. There were seventy six reflective journal templates in total which were kept during seventeen weeks of LS practice. There were seventeen field note templates in total, which began to be kept from induction stage to dissemination stage. The findings of the study regarding that research question are important in determining if the model is effective in helping teachers to examine and improve their practice and in providing meaningful information that can be used to make thoughtful and appropriate decisions about professional development and its effects.

Following the analysis of the data from multiple sources, the study utilized from five critical levels of evaluation proposed by Guskey (2002) aiming to enhance the quality and the success of professional development efforts. Multiple sources of evidence suggested that all five of the participant EFL teachers thought that the LS practice could benefit them in terms of their professional development from various aspects.

The findings are presented under those five critical elements and supported with extracts from teachers' interviews, their reflective journal entries, minute papers from students, the research lesson plan, the lesson observation forms and video-recordings. The levels are as follows;

- Level 1: Participants' reactions
- Level 2: Participants' learning
- Level 3: Organization support and change
- Level 4: Participants' use of new knowledge and skills
- Level 5: Student outcomes

4.5.1. Participants' (Teachers') Reactions

The first level of evaluation aims to collect evidence regarding the extent to which teachers were satisfied with a professional development offering. The reflective journals kept by the participant teachers at the end of each meeting and the post-interview

conducted with the teachers helped the researcher to see whether the teachers were satisfied with the experience, which in turned enabled an opportunity to improve program design and delivery. Besides, the level of satisfaction was supported with the field notes kept by the researcher during the meetings. Furthermore, the meeting with the teacher trainer held at the end of LS practice provided the teachers an opportunity to share their satisfaction with an expert in the field.

The analysis of all those data obtained through reflective journals, field notes, interview with teachers and video-recording of the meeting held with teacher trainer indicated that the teachers generally expressed high levels of satisfaction as they felt that their ideas were valued; they had an opinion on what was expected of them from their students and colleagues; they were supported by the administrators and they were recognized for their professional development work. The statements in seventy six reflective journal templates kept by the participant teachers were collected under five themes determined as based upon the questions to be addressed at Level 1 suggested by Guskey (2002). Table 39 presents each determined theme, the codes under each theme and the frequencies of those codes in reflective journals. The findings are also supported with the extracts from reflective journals, interview accounts and the statements of the teachers during the meeting with the teacher trainer. Besides, the researcher supports the findings with her observations in her field notes.

Table 39

Participants' Reactions

Themes	**Codes**	***f*** **(Journals)**
Feelings towards the practice	Satisfaction	48
	Productivity	21
	Boredom	13
	Helpfulness	12
	Frustration	11
	Disappointment	10
	Ownership	7
	Confusion	6
Time	Having great time	39
	Lack of enough time	18
	Duration for each part	9
Materials/Handouts/Activities	Drawing interest	33
	Usefulness	24
	Being demanding	16
	Being well-planned	15
	Meaningfulness	6
The information shared	Usefulness	48
	Gaining new insights	29
	Remarkability	19
The leader (i.e. the researcher)	Helpfulness	26
	Facilitation	13
	Uncertainty towards his/her role	4
The atmosphere	Comfort	44
	Collaboration	40
	Promoting respect	22
	Anxiety	6

As displayed in Table 39, the teachers mostly favoured LS practice because it helped them feel productive and triggered the feeling of ownership over their profession.

The following extract reveals how the participant teachers were satisfied with the process and the reason behind their satisfaction:

Extract 113:

Once more, I realized that I like collaborative teacher development activities. I believe it gives teachers a feeling of importance and self-appreciation when they gain agency over their own practice. I enjoyed the collegiality, reciprocal respect during the meeting.

The satisfaction of teachers mostly resulted from the warm atmosphere of the process because the teachers stated that they felt free to express their ideas and the observation did not disturb the observed teacher as the focus was upon the class, the students and how the lesson plan went. Besides, the teachers also suggested that the process encouraged teachers to share their opinions, experiences and ideas with others, which made them relaxed and triggered collaboration.

Moreover, the teachers stated their satisfaction during the meeting with the teacher trainer. They expressed how their feelings and attitude towards LS and professional development changed as they experienced it, which triggered the feeling of productive in teachers. The following extract from the video-recording of the meeting reveals what teachers felt during LS process:

Extract 114:

Although at the beginning, I was a bit hesitant, the process was exciting. I liked it so much.

On the other hand, the teachers are observed to state their feelings of disappointment, boredom and frustration as they went through the process. Those feelings were found to stem from the fact that the process lasted long and it was demanding. Sometimes, some teachers were more dominant and took more responsibility which caused frustration and disappointment, as put by some of the teachers:

Extract 115:

Sorry to say this, but honestly, I really wish to finish our lesson plan anymore and start to conduct it in the target classes. As the process gets longer, I may feel a bit bored and intimidated as I felt in this week's session.

Extract 116:

We had also been given a homework task in the previous week (the next three pages of the book). As far as I saw except for me, nobody prepared anything. To be completely honest, that is a bit disappointing.

Furthermore, the researcher observed that teachers sometimes felt confused especially at the beginning sessions, which is thought to result from the fact that the teachers were unfamiliar with LS practice and some teachers were experiencing a professional development practice for the first time. The reason behind feeling of confusion is clarified by one of the teachers:

Extract 117:

I was a bit confused since we had many ideas but had difficulty to create a framework for it.

Another theme emerging as based upon the data deals with issues related to time and the teachers are realized to state mostly that they had a great time while practicing the LS model. However, the teachers seemed to be concerned about the lack of enough time for the effective practice of LS. The teachers had to hold meetings during their lunch break once a week as arranging the most convenient time in accordance with each teacher's schedule was too difficult and nearly impossible. Besides, the process was long and required teachers to allocate time. One of the teachers state his concerns about time as follows:

Extract 118:

The most challenging aspect of Lesson Study was the duration of the study. It is slightly disheartening to realize the length of preparation for the short two to three hours of lessons developed. Considering doing this for every class seems like it would be immensely time consuming though it appears like it would also be very beneficial.

Regarding the theme of time, the teachers also state their concerns in terms of deciding on the duration to be devoted for each part and/or activity in the research lesson. The researcher noted that the teachers had difficulty while determining the time limit for each activity as they had to consider so many variables such as classroom hour, the students, the length of activity and the performance of the teacher. The concerns of teachers in terms of duration are clarified below:

Extract 119:

We planned the lesson. The activities are so good. However, it is difficult to determine how much time should be given for each activity.

As for the theme of materials, handouts and activities, the results indicate that the teachers mostly had a positive attitude. They are noticed to find the handouts, materials and activities provided during the process useful, interesting, well-planned and meaningful, which is revealed in the following extract;

Extract 120:

I most liked the power point presentations. In the previous session, other participants prepared questionnaires for the present study. This week I had the chance to see the results clearly on the board.

Despite the fact that the teachers seem to favour the materials, handouts and activities, some teachers are observed to hold the belief that the materials, handouts and activities were demanding and required teachers to spend effort and focus upon. The researcher took so many responsibilities considering the teachers' workload and helped the teachers and also the teachers shared the responsibility with their peers during the process. However, the teachers seem to sometimes have a feeling of increased workload because of the requirements of LS practice and find it a bit demanding, as stated by one of the teachers:

Extract 121:

I think we should produce more written documents between the sessions. I know that this is extra work, and I am not sure if the other colleagues will be convinced if it is a good idea despite being demanding.

When the theme of information shared is taken into consideration, it is realized that the teachers mostly seem to benefit themselves as they mostly provided positive statements regarding the information shared through the discussions in each meeting. They stated that discussions with their peers resulted in useful and remarkable information related to teaching profession and helped them gain new insights into teaching practice:

Extract 122:

The best thing was to see that we got informed through the data we collected. That was interesting and enjoyable. The results concerning the open-ended questions were particularly interesting.

Moreover, the teachers' reactions were analysed under the theme of leader by paying attention to the researcher as presented in Table 39. The results reveal that the teachers state their opinions mostly in terms of helpful and facilitative role the researcher played during the practice as can be realized in the following extract:

Extract 123:

The researcher informed us well about LS and delivered handouts for us to read. She really helps us and is very informative.

However, the teachers are observed to experience a feeling of uncertainty towards the role of the researcher and the responsibilities that she should really take. As indicated in the following extract, the LS practice in the present study was conducted with a research aim and the efforts of the researchers seem to cause uncertainty among teachers:

Extract 124:

Looking back at the whole process I believe that the study we carried out was too much guided by the researcher (however, as it was the researcher's Ph. D project, she need to make sure that things went on). Particularly, it should be the participants who document in written form at the end of a session what they have decided on.

The last theme deals with the atmosphere of the LS process and how teachers find the environment in which the practice is conducted. The results show that the teachers had a positive attitude towards the atmosphere of the process as they stated that they felt comfortable during the process and they seemed to favour the idea and experience of collaboration with the peers as illustrated in the following extracts:

Extract 125:

It was interesting to see the dynamic during sessions, which was not foreseeable for me.

Furthermore, the teachers thought that the process promoted mutual respect among teachers. During discussions, the teachers had the opportunity to observe different beliefs, perspectives and philosophies. However, the following extracts display how each teacher respected for others' strengths and weaknesses as they had a joint aim to achieve; to improve learning of students and to develop professionally:

Extract 126:

I enjoyed the collegiality and reciprocal respect during meeting although we have different views of teaching.

Extract 127:

The whole session was in a friendly and respectful atmosphere as in all sessions. The reciprocal respect- having increased in the last three months- is one of the most satisfying outcomes of our project.

Finally, the teachers are found to have experienced a feeling of anxiety during the process. The feeling of anxiety may stem from the fact that the LS practice in the present study was their first experience with a teacher-led professional development process and they were unfamiliar with such a model. Besides, as can be realized in the extract below, they did not want peer observation, which was an important step of LS model:

Extract 128:

It is very difficult to take the responsibility of implementing the research lesson. I feel a bit nervous because of being observed and criticized.

4.5.2. Participants' (Teachers') Learning

The professional development process requires teachers to gain knowledge and skills in addition to favour the professional development experience. This level aims to collect evidence related to changes in teachers' knowledge, skills, or attitudes which can be attributed to professional development practice. The evaluative instruments contributing to the research aim at this level involve reflective journals, teacher interviews, field notes and video-recording of the meeting with teacher trainer. Besides, the research lesson plan prepared in collaboration can be regarded as a product which proves teachers' change especially in terms of teaching skills.

The present study utilized from five distinct areas of learning suggested by Kirkpatrick and Kirkpatrick (2015) to indicate the degree to which the teachers acquired the intended knowledge, skills and attitudes based on their experiences with LS practice. Those levels are presented in Table 40.

Table 40

Kirkpatrick Learning Areas adapted from Kirkpatrick and Kirkpatrick (2015)

Learning Area	***Description***
Knowledge	" I know it "
Skill	" I can do it right now "
Attitude	" I believe this will be worthwhile to do on the job "
Confidence	" I think I can do it on the job "
Commitment	" I intend to do it on the job "

The statements in reflective journal templates, interviews and video-recording were collected under themes determined as based upon those five areas of learning. Table 41 displays each theme, the codes determined under each theme in accordance with the descriptions suggested for each theme by Kirkpatrick and Kirkpatrick (2015) and the frequencies of those codes in data collection tools. The extracts from reflective journals, interviews and video-recording of the meeting with teacher trainer are used in order to support the findings presented in Table 41. Furthermore, the researcher contributes to the findings through her observations in her field notes.

Table 41

Participants' Learning

Themes	**Codes**	***f*** **(Interviews& Journals)**
Knowledge	Self-knowledge	9
	Pedagogical knowledge	8
	Knowledge about students	6
	Subject-matter knowledge	2
	Knowledge about the workplace	1
Skills	Teaching Skills	8
	Team-working Skills	4
Attitude	Attitude towards professional development Attitude towards teaching	10
		8
	Attitude towards teaching materials	7
	Attitude towards students	6
Confidence	Confidence in professional development	7
	Confidence in teaching practices	6
Commitment	Commitment in professional development	4
	Commitment in teaching practices	3

When the theme "knowledge" is considered, it is seen that the participants stated their ideas and thoughts mostly in terms of self-knowledge, which indicated that the teachers gained awareness towards themselves such as their weaknesses and strengths as they observed each other and shared their beliefs and experiences with each other. Their awareness towards themselves seemed to support teachers in terms of pedagogical knowledge and awareness of their students because the teachers suggested that the experience with LS practice helped them change or reshape their classroom practices by considering their students, which are reflected in the following extracts;

Extract 129:

After Lesson Study, I gained a different perspective into my own teaching. If I can adapt the book to my learners' real needs and purposes, I can be more organized and can devote enough time for all tasks.

Extract 130:

One of my weaknesses was the lack of collaboration and it was what I tried to improve on during Lesson Study. It was enlightening to hear so many different perspectives and ideas during the design and analysis phases.

As displayed in Table 41, some teachers were also found to state that LS practice contributed to their content knowledge, which may have resulted from the fact that the discussions sometimes focused upon some grammar points, pronunciation or vocabulary items. The teachers were observed to have an effort to learn from each other and they were asking things they did not know to the others in the LS group.

Taking the theme of "skills" into consideration, Table 41 reveals that the teachers generally mentioned changes in their teaching skills. For instance, one of the main problems discussed during the meeting was related to effective use of the coursebooks and how to deal with the sections of the units in the coursebooks in a limited time. The teachers shared their experiences and suggestions on the use of coursebooks. They discussed about whether to skip some parts and if any, which parts to skip. The process seemed to lead to the changes in terms of coursebook usage, as clarified by one of the teachers below:

Extract 131:

I am too much a perfectionist and I think I have to cover every bit in the coursebook. But now, I am aware that I should stick more to the principle "less is more".

Apart from teaching skills, some teachers mentioned about development in their team-working skills as a result of collaborative discussions with others. The teachers specifically expressed that the discussion meetings provided teachers a warm and comfortable atmosphere in which team-working skills such as empathy, respect and support are triggered:

Extract 132:

The whole session was in a friendly and respectful atmosphere as in all sessions. The reciprocal respect-having increased in the last three months- is one of the most satisfying outcomes of our project.

Another theme presented in Table 41 deals with "attitude" which is displayed with the codes of attitude towards teaching, students, teaching materials (i.e. coursebooks) and professional development. The highest frequency belongs to teachers' attitude towards professional development which indicated that the teachers favoured participating in a professional development practice although they had not experienced such a process before. As can be realized in the statements presented below, the teachers suggested that the process encouraged them to participate in professional development activities, collaborate with their colleagues to learn from each other and even organize processes other than LS despite the fact that they were hesitant to take part in LS practice and professional development activities:

Extract 133:

Lesson Study fosters collegiality and generates a feeling of ownership among those being involved. The fact that I was a member and contributor in our group makes me happy and proud.

Extract 134:

I was thinking that only teachers attending M.A or Ph.D processes should participate in such training programs. But, I saw that ideas can not be learned from books but from experiences as one of my colleagues said.

The changing attitude towards teaching and professional development may stem from the fact that teachers began self-criticism as they shared their beliefs and practices with each other and observed their colleagues while conducting the research lesson. The lesson observation forms indicated that the teachers merely focused upon the lesson and students' reactions to each part. The researcher noted that teachers just discussed about the parts of the lesson plan and students' reactions not about teachers' behaviour in revision meetings, which is paid attention as one of the good sides of LS practice as the following participant illustrates:

Extract 135:

….. himself came up with some self-criticism, so we, observers, did not need to contribute too much. The interesting thing for me was that the evaluation was done in a non-judging manner, just things that should be addressed when we disseminate the lesson to the other teachers. I was so happy to see that ….. was so enthusiastic about his class. He will have given a good example for those who want (or need) to apply a more communicative way in language teaching.

As presented in Table 41, the participant teachers seemed to experience attitude changes in terms of students and teaching materials. The researcher observed that the teachers had biases towards their students and coursebook at the very beginning of LS practice. They were showing quick reactions to the suggestions and stating that their students could never do the activities discussed. The teachers stated that their students were more active and took part in the activities, which changed their ideas about teaching and in turn their attitude towards their students, which is clarified in the following extract by some of the teachers at the meeting with teacher trainer:

Extract 136:

We have seen that if we can fully understand the core of professional development, we can make the language relevant to our students whatever our course book is. If we have cooperation as the school members, we can stop blaming our students or the books for the failures.

When the theme “confidence” is taken into consideration, it is seen that the teachers expressed their thoughts especially in terms of confidence in teaching and in professional development. The researcher realized that the teachers seemed to believe in themselves and their abilities as well as developing confidence towards participating in professional development activities and towards collaboration with the colleagues. One of the teachers cites the reason behind development of confidence as follows:

Extract 137:

Now, I am more open to the changes in the schedule I am given. I know that I can make learning more meaningful and communicative to my learners. I

can help them become more autonomous. I can also help them feel more confident as I feel myself.

The last theme "commitment" referred as the intention of the participants to apply what they have learned during training process in their jobs (i.e. teaching) was examined under the codes of commitment in teaching practices and commitment in professional development. The participant teachers' satisfaction with the LS experience seemed to lead them to reflect upon themselves, their teaching, their students and the like, which in turn encouraged the teachers to make adjustments in their teaching practices and in their professional development, as illustrated by some of the teachers below:

Extract 138:

I normally use pair work in my classes and I can see that they enjoy it. Now I see that group work also works; students like it. In short, I will use group work activities much more in the classroom.

Extract 139:

The process enabled us new ideas in regards to professional development in the future. I may have to implement a Lesson Study at my next university. Why not?

To conclude, teachers' accounts of the impact and contribution of LS practice made clear that the experience with LS had a varied influence; each teacher nominated different outcomes accruing from LS practice. However, the impacts should be observed after the practice ends in order to have an understanding of the degree to which teachers reflect their experience with LS into their classroom procedures and to see the outcomes in the long term as learning to be proficient and efficient at something new and finding meaning in a new way of doing things demands both time and effort.

4.5.3. Organization Support and Change

Shifting the focus to the organization, Level 3 is concerned with the characteristics and attributes of the organization in which professional development process takes place. This level probes to contribute to the process of professional development in terms of documenting and improving the support from organization and also to inform future

professional development activities. This level utilized from field notes of the researcher and the video-recording of dissemination meeting held at the end of LS practice with other staff and administration at the school in which the study was conducted.

The LS practice in the present study was supported with resources such as a room for the meetings, access to internet facilities, computer, photocopying and the like and access to voluntary participant teachers. The administration gave permission for LS to be conducted with the voluntary teachers at school on condition that it would not interrupt classroom routines (i.e weekly course schedule). The teachers had to hold meetings out of their weekly schedules, which was the most challenging aspect of LS practice. The researcher noted that the time allocated was less than the time needed for participants to maintain discussions smoothly and comfortably, which was also stated by the participant teachers during the meetings. Another concern expressed by the teachers was related to the traditional classroom culture in the study context (i.e. Turkey). Observers are no so commonly allowed for observation in the classrooms, which could be changed if necessary institutional efforts were made to encourage peer observation at institutional level as a result of LS experience of the participant teachers.

Moreover, the results of the practice were demanded to be shared with other teachers and the administration enabled the research group to hold a dissemination meeting. The results and the research lesson plan were advocated by the administration and other teachers and the administration demanded other teachers to form different LS groups to deal with other common problems experienced with the students, coursebook and the like. The changes at the individual level were suggested to be experienced at the institutional level.

4.5.4. Participants' Use of New Knowledge and Skills

Level 4 aims to gather information that would help the practitioners and researchers reshape future professional development programs and activities and as a result contribute to student achievement. That level mainly deals with whether the new knowledge and skills learned during professional development process will lead to any differences in teachers' professional practice, beliefs and attitudes in the future.

However, this level requires enough time to pass after professional development process in order to allow teachers adapt the new ideas and/or practices and reflect them into their actual classroom practices. For this reason, the present study could not have the

opportunity to investigate whether the teachers would reflect what they learned and gained into their practices in their future classrooms.

4.5.5. Student Outcomes

The last level "student outcomes" focuses upon the effect of professional development activity on students and whether it benefited them in any way or not. That level is of great importance due to the fact that it enables guidance in all aspects of professional development. The information obtained through this level can be used as an evidence of whether the professional development process has contributed to specific gains in students including changes in cognitive performance (i.e. increasing performance and achievement), affective domain (i.e. attitudes and dispositions) and psychomotor domain (i.e. skills and behaviours). In order to have an understanding of the effect of LS practice on students, the present study benefited from minute papers collected from the students, the video-recordings of the research lessons, lesson observation forms, field notes and reflective journals of the teachers.

It is noteworthy to state that it is not yet possible to fully assess the improvements and changes in students as a result of practicing a professional development activity as the desired improvements would demand time. However, the present study tried to analyse the effect of LS practice in terms of students by considering their immediate reactions to the research lesson and their thoughts about it after implementation. In this way, the researcher had the opportunity to assess the efficiency of research lesson from students' points of view, which guided both the researcher and the participant teachers in terms of whether LS and their efforts worked or not.

When the minute papers collected from the students upon implementation of the research lesson (both the first lesson and the revised lesson) were analysed, two themes emerged in accordance with the questions asked to the students in the minute papers involving the themes of the strong points of the lesson (i.e. the points enjoyed) and the changes suggested, which are presented with the key words under each theme and the frequencies for each key word in Table 42 (the first lesson) and Table 43 (the revised lesson) and supported with the extracts from minute papers, reflective journals of teachers and video-recordings.

Table 42

The Research Lesson from Students' Points of View (The first lesson)

Themes	**Key words**	**f (N=28)**
The strong points	Collaboration with peers (group work)	25
	Active participation	19
	Intensity of activities	16
	Drawing attention of all students	12
	Encouraging self-confidence	7
	Less dependence on the coursebook	4
The changes suggested	No changes	16
	Increasing time allocated	10
	Increasing listening activities	2

As indicated in Table 42, the students seemed to favour the first part of the research lesson mostly due to the fact that it encouraged students to participate actively and the collaboration with peers made students feel a supportive classroom atmosphere, which is emphasized by one of the students below:

Extract 140:

What I liked most in this lesson is working in groups. You have the opportunity to ask your peer when you do not know.

The benefit of group work was not only emphasized by the students but also by the participant teachers during discussion meetings and at the meeting held with the teacher trainer, as expressed by one of the teachers:

Extract 141:

Now I know that group activities are very important and if the classes are student-centered, the students enjoy it more.

Besides, the students are observed to enjoy the intensity of activities which seemed to make them feel more attentive and interested in learning. As can be realized in the

following extract, one of the most enjoyable parts of the lesson was providing different activities to the students:

Extract 142:

What I liked most in this lesson was keeping different activities together, which drew attention of many students. It enabled an enjoyable process for all of us.

Furthermore, utilizing from different activities enabled the students and the teacher to be dependent upon the coursebook less than normal classroom teaching process. Some students also stated that the presentation activity contributed to their self-confidence as illustrated in the following extract:

Extract 143:

The different activities resulted in active participation and especially presentation part increased our self-confidence.

Finally, in terms of the question asking the students' opinions about the things that they would change to improve the lesson, most of the students saw no need to make any further revisions. However, some students were found to complain about time allocated to activities which was also paid attention by the teachers at the meetings. The students stated that they needed more time to complete the activities. Drawing attention to timing problems, the teachers had so many discussions in which deciding upon the time limit allocated for each part of the lesson was so problematic. The following statement draws attention to the difficulties experienced by teachers while deciding upon time limits:

Extract 144:

We discussed so much about time limit given for each part of the lesson plan. But, practice was much different from the discussions. Some lasted longer while some took less time.

When the students' points of view for the revised lesson are considered as displayed in Table 43, it is observed that the students expressed their thoughts mostly in terms of peer support they had as a result of collaborating with their friends in the group.

The students claimed that they were more active in the activities as a result of working in groups, which were stated by the students experiencing the first draft research lesson, too. Besides, the students pointed out that the lesson was enjoyable when compared to the previous lessons they normally experienced, which is also emphasized by the participant teachers as follows:

Extract 145:

I normally use pair work in my classes and I can see that they enjoy it. Now I see that group work also works; students like it. In short, I will use group work activities much more in the classroom.

Table 43

The Research Lesson from Students' Points of View (The revised lesson)

Themes	**Key words**	**f (N=18)**
The strong points	Collaboration with peers (group work)	16
	Active participation	14
	Enjoyable	11
	Intensity of activities	8
The changes suggested	No changes	13
	Increasing time allocated	4
	Increasing speaking activities	1

As emphasized by the students experiencing the first draft research lesson in the following extract, the students experiencing the revised research lesson mentioned that the different activities benefitted them:

Extract 161:

What I liked most is that there were many different activities and we were more active. Also, we were not bored.

When the second question related to the students' opinions and/or suggestions for the changes in the lesson is considered, many students were observed to see no need for any kind of changes as they seemed to favour the lesson. However, some students stated

their concerns in terms of time allocated for the activities, which was problematic in the first lesson, too. Although the students suggested listening activities to be increased in the first research lesson, only one student suggested speaking activities to be increased in the revised research lesson.

CHAPTER V

DISCUSSION

5.1. Introduction

Carried out as a case study in nature, the present study aims to investigate the trajectory of EFL teacher learning when the EFL teachers in the study context participate in a professional development process through Lesson Study model. Through analysis of the interaction between EFL teachers, their students and a teacher trainer, it was intended to contribute to research on in-service professional development programs supporting teacher-directed collaboration and teacher learning in the workplace. The following research questions were explored in the study:

1. How does teachers' experience with Lesson Study model affect their beliefs about the qualities of an effective language teacher?
   - **a.** How do EFL teachers at a university level preparatory program perceive an effective language teacher?
   - **b.** Does the teachers' participation in Lesson Study cycles lead to any changes in their beliefs on the qualities of an effective language teacher?
2. How does practicing Lesson Study model affect teachers' perceptions regarding Lesson Study model of professional development?
   - **a.** How do the EFL teachers perceive Lesson Study model as a form of professional development before they practice it?
   - **b.** Does the teachers' participation in Lesson Study cycles lead to any changes in their perceptions regarding Lesson Study model in the process of professional development?
3. Does a systematically constructed professional interactional exchange among teachers, students and a teacher trainer in the form of Lesson Study affect teachers' professional development? If any, in what ways?

5.2. Evaluation of the Research Questions

In this section, the findings obtained from the data will be evaluated using the research questions as a framework. The findings of the study will also be discussed on

the basis of their relevance to the theories and their coherence with the findings suggested on professional development of teachers and specifically on Lesson Study presented in the previous literature.

Research Question 1: How does teachers' experience with Lesson Study model affect their beliefs about the qualities of an effective language teacher?

The data collected by means of repertory grids and follow-up interviews with teachers at the beginning and at the end of the study indicate that teachers seem to experience changes in their beliefs regarding the qualities of an effective language teacher. The findings for teachers' beliefs at the beginning and at the end of the study are dicussed in detail below.

Research Question 1a: How do EFL teachers at a university level preparatory program perceive an effective language teacher?

The results obtained through repertory grid (pre-) and follow-up interviews indicate that the EFL teachers in the study produce a total of sixty constructs at Time 1. The content of the EFL teachers' beliefs includes four categories; Instructional Practice, Teacher-student Relationships, Personal Qualities and Professionalism. The results revealed that the teachers produce more constructs under the category of "Personal Qualities". The second most frequent category is found as "Instructional Practice" and then it is followed by "Professionalism" and lastly "Teacher-student Relationships" from most to the least frequent one (See Table 6).

The highest frequency belonging to the category of Personal Qualities suggests that teachers regard personal qualities as significant to become an effective language teacher. The teachers seem to put the affective domain into the center of their profession, which coheres with the suggestion made by many researchers (i.e. Arif, Rashid, Tahira & Akhter, 2012; Gibney & Wiersma, 1986; Putri, 2012) stating that a teacher's personality determines the success of teaching and effectiveness of teaching is a consequence of a teacher's characteristics. Among the constructs belonging to the category of Personal Qualities, it is observed that "has a sense of humour" and "understanding" are the most frequently cited constructs at the beginning of the study. This means that the EFL teachers are more concerned with making the teaching process

fun and understanding the learners, their expectations, beliefs and the like. The teachers seem to hold the belief that an effective language teacher should have sense of humour in order to promote an effective teaching process and better student achievement, which shows parallelism with the findings of the previous research conducted upon the effects of teachers' sense of humour (i.e. Baid & Lambert, 2010; Blyth & Ohyama, 2011; Renninger, 2000) suggesting the positive impact of using humour in the classroom to trigger achievement and motivation.

Another point worth mentioning according to the results obtained through pre-repertory grids is that there were no constructs under the category of Teacher-Student Relationships. This result indicates that the teachers may evaluate the effectiveness of teaching mostly in terms of teacher dimension and ignore the importance of their relationship with the students to maintain effectiveness in the classroom despite the fact that teacher-student relationship is regarded as one of the most powerful elements within the learning and teaching environment (Liberante, 2012).

When the FOCUS grid data of each teacher are considered, we see that the views the EFL teachers hold regarding the qualities of effective language teachers are inconsistent and there are quite a few similarities in teachers' perceptions. The teachers cited different qualities for effective language teachers at the beginning of the study which are observed considering the frequencies of the constructs cited by each teacher, which may suggest that the EFL teachers in the study context do not have an established consensus regarding the qualities an effective teacher should have. In other words, the aspects each teacher pays attention and mainly focuses upon during teaching process differ from each other, which coheres with Individuality Corollary of Kelly (1955) implying that people show differences in their construction of events and the individual differences lead to unique and personal nature of constructs (cited in Center, 1972). For instance, in Teacher 1's grid, the constructs are mainly related with being open to development, reflecting and cooperation, which reveals that the teacher is mostly concerned with instructional practice and professional development. Besides, the constructs cited by that teacher indicates that the teacher is a disciplined, rigorous and organized teacher as his constructs generally involve qualities such as being prepared, tactful and knowing how to generate learning opportunities for the students (See Figure 8). Moreover, that teacher seems to evaluate the issue of effectiveness both from teacher and learner aspects as his constructs involve qualities devoted to the instructional side of

teaching (i.e. Instructional practice) and professional development of teachers (i.e. Professionalism).

On the other hand, Teacher 2 focuses mostly upon personal qualities such as being motivating, responsible, enabling flexibility and playing an active role in the classroom. That teacher seems not to have established a framework regarding the effectiveness of a teacher, which may stem from various factors such as inexperience when compared to other teachers in the study context. We find that Teacher 2 relates effectiveness in teaching mostly with personality traits (See Figure 11) which might be due to the fact that she seems to adopt an individual perspective and needs cooperation with colleagues.

Another example for the EFL teachers' different perceptions on effective teachers is illustrated through the constructs cited by Teacher 3. He seems to regard teacher effectiveness as more related with personality traits and is concerned with making necessary preparations and arrangements for the later classroom practice and for the changes to happen in the future. Although that teacher is the most experienced teacher in LS group in the present study, he seems not to have established a coherent framework regarding the qualities of an effective teacher as his constructs are mostly isolated (See Figure 14), which may be due to the fact that the teacher has not experienced a professional development process like LS before and he has not been provided an opportunity to reflect upon himself, his practices, beliefs and ideas and to collaborate with other peers. Therefore, we can suggest that he may need time to construe over and accommodate the constructs within his schema.

When the constructs cited by Teacher 4 at the beginning of the study are considered, we observe that Teacher 4 is concerned mostly with helping the students and gaining trust (See Figure 17). The constructs are generally related to personal traits indicating that the teacher may focus upon teacher effectiveness mainly from teachers' perspective and holds the belief that the teacher should first gain trust of his students and have an active role in the classroom in order to expect active engagement from the students.

As for Teacher 5, we see that the teacher is mainly concerned with instructional side of teaching and personality traits as his constructs are generally gathered under the categories of Instructional Practice and Personal Qualities (See Figure 20). Teacher 5 seems to evaluate the effectiveness of teachers in terms of content knowledge and pedagogical content knowledge as he focuses upon being knowledgeable, knowing how to explain what is known and managing the time in an effective way.

Taking the element links of all EFL teachers in the present study into consideration, we realize that the teachers, in general, do not have a clear view regarding the distinctive features of each teacher group at the beginning of the study. However, Teacher 2 and 3 have got somehow a clear perception regarding distinctive features that differentiate each teacher group. Besides, the teachers' perceptions of self as a teacher mostly do not associate with other teacher groups and remain isolated. Only Teacher 5 associates himself with one of his typical teachers. This result suggests that the teachers do not have a clear perception of themselves and they seem undecided about where to put themselves among teacher categories, which may have resulted from the fact that they may not have self-efficacy and may have weaker cognitive judgements of their capacities as a teacher in the way proposed by Ilin (2016). Based upon this result, another assumption may be that the teachers having become more aware of their weaknesses may be leaving more room for themselves, their professional development and for change.

Another point to mention is that the teachers mostly associated their ideal teacher with one of their effective teachers while only ideal teacher of Teacher 5 remains isolated. The teachers seem to think that the ideal teacher bears remarkable similarities with their effective teachers, which suggests that the teachers in the study may have been influenced so much from their effective teachers, probably as their role models, in that they associate their ideal teacher highly with their effective teachers as consistent with Lortie's (1975) "apprenticeship of observation" stating that the teachers are influenced by their past learning experiences and teachers; therefore, those experiences can be regarded as responsible for preconceptions held about teaching (cited in Borg, 2004).

When the constructs cited by the teachers and attributed more significance (i.e. high priority constructs) are looked closer, we notice that the content of the constructs are mostly related to personal traits as the high priority constructs are largely labelled under the category of "Personal Qualities" (See Figure 23) which are followed by the categories of "Instructional Practice" and "Professionalism". The high priority constructs are mostly concerned with teacher's perspectives in comparison to other constructs related to classroom practices or any kind of teacher student interaction. The content of the constructs the teachers cite in their first grids (i.e. at the beginning of the study) looks rather inward - limited to what an individual teacher thinks, believes, and expects from the teaching learning environment.

Research Question 1b: Does the teachers' participation in Lesson Study cycles lead to any changes in their beliefs on the qualities of an effective language teacher?

The results obtained through repertory grid (post-) and follow-up interviews reveal that the EFL teachers in the study produce a total of forty eight constructs at Time 2 (i.e. at the end of the study). The number of the construct decreases at the end of the study (See Table 6) on contrary to the results of the studies in the previous literature (i.e. Armutçu, 2012; Ilin, 2003; Sendan, 1995; Şimşek, 2007; Yaman, 2004) in which the number of constructs increases. Kelly (1970) maintains in his personal construct theory that each person develops a unique repertoire of constructs based on their experience of the world (cited in Pope & Shaw, 1981). Besides, it is proposed in Kelly's corollaries (Experience Corollary and Modulation Corollary) that each person extends or revises their own constructs based on their experiences dependent upon permeability of the constructs and that modification is nearly impossible with concrete or impermeable constructs regardless of the experiences (cited in Center, 1972). Based upon the personal construct theory, we can suggest that the EFL teachers, in the study context, seem not to experience great deal of change in their beliefs on the qualities of effective language teachers; however, they step in the process of change, which may take time for the teachers to experience such significant changes in their belief system and modify their beliefs.

When the category of the constructs are considered, we see that the constructs cited by the EFL teachers at the end of the study are mostly produced under the category of "Personal Qualities" as they were at Time 1 (i.e. at the beginning of the study). However, there has been a decrease in the number of constructs under the category of "Personal Qualities" (See Table 7). The changes might result from the fact that the teachers might have clarified the loose construct associations and the new constructs introduced into the existing construct system as they practiced LS model, which is conveyed also in the findings of Sendan (1995) and Yaman (2004). The teachers seem to have more outward looking approach towards their profession as they cite constructs taking into consideration the consequences of their experiences during LS practice unlike the constructs suggesting a rather inward-looking which was limited to teachers' individual thoughts, beliefs and expectations at the beginning of the study, as put similarly by Ilin (2016). Hence, we can easily deduce that the LS practice may have paved the way

for giving more credits to student related issues and professional development instead of being merely teacher-centered.

What is striking is that the teachers cite constructs under the category of "Teacher-Student Relationships" at the end of the study although there was no construct under this category at the beginning of the study (See Table 6). The teachers seem to recognise the significance of teacher-student relationships based upon their observations in research lessons and the discussions with other colleagues, which coheres with the suggestion made by Marzano (2003) proposing that an effective teacher-student relationship may work as a keystone which can lead other aspects to work well.

Another point to mention is that the number of the constructs under the category of "Professionalism" shows an increase (See Table 7) in comparison to the constructs cited at that category at the beginning of the study. That result shows a comparison to the findings of Yaman (2004) in which the category belonging to the academic qualities have demonstrated the least structural change. This finding indicates that the teachers might begin to draw their attention to the academic qualities as a consequence of practicing LS model, cooperating with the colleagues, reflecting on the experiences and taking part in a teacher-led research process.

Furthermore, the findings reveal that the number of the constructs under the category of "Instructional Practice" remains the same at the end of the study as it was at the beginning (i.e. nine constructs). We observed that some constructs cited at the beginning of the study are deleted and new constructs demonstrating teachers' perspectives in terms of instructional practice are introduced, which implies that the teachers' involvement in a professional development process through LS practice played an organizing role in their thinking system as suggested by Yumru (2000). The new constructs at Time 2 are related much more with student-related issues although the previous constructs seem to focus mostly upon teacher domain (See Table 6).

Taking the FOCUS grid data of each teacher at the end of the study (i.e. Time 2) into consideration, we realize that the EFL teachers seem to have a much more clear perceptions regarding the qualities of effective language teachers as their constructs are associated with each other in general sense and there are less isolated constructs in comparison to the structure of the constructs at the beginning of the study (i.e. Time 1). Despite the fact that the number of the constructs decrease at Time 2, the content and nature of constructs are structurally organized and the associations are clarified thematically which is parallel with the results of the study carried out by Sendan (1995).

Besides, the frequencies of the constructs cited by each teacher demonstrate that the teachers' beliefs regarding the qualities of effective language teachers differ from each other at Time 2 as it is observed at Time 1 although some new constructs are introduced into their belief system as a result of practicing LS model, cohering with the Individuality Corollary and Experience Corollary of Kelly (1955). While the Individuality Corollary proposes that the construction of events differs from one person to another and the unique and personal nature of constructs results from individual differences, the Experience Corollary implies that the experiences result in revision of personal constructs (cited in Center, 1972). In accordance with Experience Corollary, it can also be stated that the EFL teachers in the present study add the constructions related to professionalism, being open to professional development and especially collaboration as a result of practicing LS model as a form of teacher-led professional development. The teachers seem to realize that collaboration among peers lead to spread of effective teaching practices and improved outcomes in students' learning as suggested in the existing literature (i.e. Arslan & Ilin, 2013; Berry, Daughtrey & Wieder, 2009).

The FOCUS grid data of Teacher 1 at Time 2 (See Figure 9) reveals that the teacher's constructs are mostly related to professional development and having a good relationship with students in the process of effective teaching. The constructions of that teacher involve qualities from all categories determined in the present study. Although the teacher did not cite any constructions regarding the category of "Teacher-Student Relationships" at the beginning of the study, there were constructions belonging to that category and they were in association with other constructs. The Lesson Study experience might have encouraged the teacher to grasp the significance of establishing a good relationship with students and valuing the students through reflecting upon themselves, the students and the classroom events as LS experience can provide teachers many opportunities to investigate, plan and reflect (Lewis, Perry & Hurd, 2009), which in turn would lead to changes in teachers' practices, knowledge and beliefs. Besides, the teacher emphasizes the importance of collaboration, professional development, having a student-centered approach, reflection and having a strong pedagogical content knowledge at the end of the study although he focuses upon sensitivity showed towards teaching, being organized, awareness of responsibilities, which proves him to be disciplined and mainly teacher-focused at the beginning of the study. Furthermore, the teacher seems to revise his perceptions regarding the issue of effectiveness as he is noticed to evaluate effectiveness from teacher, learner and professional development aspects. The teacher

may see the teachers themselves, learners and peers as three important elements required for teacher effectiveness in spite of the fact that he evaluates the effectiveness in terms of teacher and learner aspects at the beginning of the study.

As for Teacher 2, we find that the teacher seems to have established a framework regarding the effectiveness of a teacher (See Figure 12) in comparison to her grid data at the beginning of the study. The constructions at Time 2 are structurally more organized and establish associations with other constructs, which indicates that the teacher benefitted from LS practice in that it might have enabled the teacher to gain further insight into effective practices, encouraging a sense of affiliation and professionalism, and providing perspective into teachers' classroom practices (Stillwell et al., 2010). The constructions cited by the teacher focus mainly upon student-related issues such as awareness of students' needs, strengths and weaknesses, having a supportive nature and collaborating with the students and colleagues despite the fact that the teacher associated teacher effectiveness mostly with personal traits and adopted an individual perspective at the beginning of the study.

Considering the constructs cited by Teacher 3 at the end of the study (i.e. Time 2), we find that the teacher does not seem to have experienced so much change (See Figure 15) when compared to the structure of the constructs at the beginning of the study. The constructs are mostly isolated and mostly related to personal qualities an effective teacher should have as it was at Time 1, which can be advocated by Modulation Corollary of Kelly (1955) stating that not all new experiences lead to changes in personal constructs and modification is resisted regardless of the experience (cited in Center, 1972). However, the teacher introduces the construct of collaboration into his belief system as an outcome of LS practice, which indicates that the teacher opens himself to develop professionally (Ilin, 2016) and to modify and revise his established beliefs through collaboration with peers.

Similarly, the constructs cited by Teacher 4 at Time 2 (See Figure 18) indicate that the teacher does not experience a remarkable change when compared to his constructs at Time 1. The teacher associates teacher effectiveness mostly with personal qualities, which reveals that the teacher evaluates the effectiveness of teachers mainly from teachers' perspective as he did at the beginning of the study. The teacher seems to think that an effective teacher should help students, understand them, be careful about time issues and become prepared. Teacher 4 does not mention about collaboration and/or any constructs related to professional development in contrast to his peers in LS practice,

which is pointed out in Individuality Corollary emphasizing that people construe events in different ways and Modulation Corollary remarking that all new experiences should not be expected to result in revision or modification of personal constructs (cited in Center, 1972).

As for the constructs cited by Teacher 5 at Time 2 (See Figure 21), we observe that the teacher focused upon teacher effectiveness mostly in terms of personal qualities and professionalism although he was concerned with instructional side of teaching and personal traits at the beginning of the study. We may conclude that the teacher seems to have experienced changes as he cited constructs regarding professionalism, professional development and cooperation, which may have resulted from his experience with LS practice.

Considering the element links of the EFL teachers at Time 2, we can suggest that the teachers seem not to have experienced changes in their perceptions regarding the distinctive features of each teacher group (i.e. effective, typical and ineffective teacher groups) as they had at Time 1. We realize that only Teacher 2 had a clear view in terms of distinctive features of teacher groups while Teacher 3 and 4 showed a somehow clear perception. On the other hand, when teachers' perceptions of current self are paid attention, two teachers' current self remains isolated; the other two associate with effective teachers and one of the teachers perceives his current self as very close to be an ideal teacher, parallel to what is suggested in the previous studies pointing out that the participant teachers mostly associate their current self with effective and/or ideal teachers (i.e. Armutçu, 2012; Sendan, 1995).

In this regard, Teacher 1 seems to hold the same beliefs regarding his current self at the end of the study as his current self is observed to remain isolated both at Time 1 and at Time 2, which stems from the fact that the teacher reflects upon himself and he thinks that he does have weaknesses as well as strengths. The teacher can be suggested to leave himself room to develop professionally and to be regarded as an effective teacher.

However, Teacher 2 and 3 have somehow experienced a change in their perceptions regarding their current self because they associate themselves with their effective teachers while their current self remains isolated at the beginning of the study. Therefore, we can suggest that the discussions Teacher 2 and 3 were involved in, the research they did, the observations they had, the reflections they made and the knowledge they could acquire during LS practice seems to encourage them to reconsider their conceptualization of Self as a teacher. Briefly, the more Teacher 2 and 3 learnt, the more

aware they became about their weaknesses and strengths, which in turn triggered them to become more open to develop professionally.

What is noteworthy at this point is that Teacher 4 associates his current self with his ideal teacher at the end of the study despite the fact that his current self was isolated at the beginning of the study, which suggests that the teacher thinks the LS practice contributed his development and there is no need to develop personally and/or professionally hereafter. The teacher seems to have experienced a prominent change in his belief system since he becomes more confident as a result of practicing LS model collaboratively with his peers, which coheres with the results of studies stating that LS increases teachers' confidence (i.e. Matanluk, Johari & Matanluk, 2013; Rock & Wilson, 2005; Villalon, 2016).

Another point worth noting is that the current self of Teacher 5 remains isolated at the end of the study although he associated with one of his typical teachers at the beginning of the study. The teacher explains the reason behind not linking himself with any teacher groups through being young and inexperienced and needing improvements in some areas although he feels confident about himself. This result shows that the experiences the teacher had during LS practice might have given him an idea that he needs to learn more to become an effective teacher and he leaves even more room than before for himself to develop professionally.

When all the EFL teachers are illustrated in terms of their constructions of ideal teacher at the end of the study, we notice that the ideal teacher of three teachers remain isolated; one is associated with effective teachers and the other is associated with current self in spite of the fact that only one teacher's construction of ideal teacher was isolated at the beginning of the study. While, parallel to what is found by Armutçu (2012), the teachers mostly associated their ideal teachers with their effective teachers at the beginning of the study, they are observed to be uncertain about the qualities an ideal teacher should have, which suggests that the teachers may have been experiencing indecision even about their effective teachers in terms of whether they deserve to be ideal teachers in contrast to Lortie's "apprenticehip of observation" (cited in Borg, 2004). Besides, this result reveals that the teachers seem to have experienced personal and professional development as a result of the process they were involved in through LS practice, as suggested by Yaman (2004).

When the high priority constructs of the EFL teachers at the end of the study are examined, we see that the teachers seem to have experienced changes and reorganization

in their perceptions of qualities deserving to be given utmost importance in some degree (See Table 8). The high priority constructs at the end of the study mostly belong to the category of "Personal Qualities" as it was at the beginning of the study (See Figure 23). Moreover, an increase is observed in high priority constructs under that category, which suggests that the teacher is mainly concerned with personal traits both before and after practicing LS. But, what is striking is that there has been a considerable increase in high priority constructs under the category of "Professionalism" which reveals that the teachers may pay attention to professional development and academic qualities as important qualities leading to effectiveness in teachers as a result of being involved in LS practice at the end of the study. Another interesting point is that there have been some high priority constructs under the category of "Teacher-Student Relationships" at the end of the study although there was no construct under that category at the beginning of the study. The last point to mention is that there has been a decrease in high priority constructs under the category of "Instructional Practice" which suggests that the teachers may be concerned about student related issues and professional development as they experience a professional development process and collaboration with their peers through LS model, as indicated by Rock and Wilson (2005), although the high priority constructs at the beginning of the study seemed rather inward - limited to what an individual teacher could think, believe, and expect from the teaching learning environment.

To conclude, the personal constructions of the EFL teachers regarding the qualities an effective teacher should have at the end of the study indicate that the teachers have experienced somehow changes in their belief system. The teachers seem to pay attention to professional development, collaboration with peers and academic qualities and it can be suggested that the teachers may leave room to develop personally and professionally much more as a result of practicing LS model.

Research Question 2: How does practicing Lesson Study model affect teachers' perceptions regarding Lesson Study model of professional development?

Considering teachers' perceptions regarding LS model before and after they practice it in their occupational context, the data collected through interviews with teachers reveal that the teachers experience changes in their perceptions as a result of getting involved in LS practice, which is discussed below.

Research Question 2a: How do the EFL teachers perceive Lesson Study model as a form of professional development before they practice it?

Regarding the teachers' perceptions of LS model of professional development before practicing it, we found that the teachers assumed that they would favour the practice and expected to benefit from the practice from various aspects although such a teacher-led professional development process was their first experience and they had even no idea about LS before getting involved in the study. The perceptions of teachers at the beginning of the study are analysed under seven topics determined as based upon the questions asked to the teachers during pre-interview.

The first topic, **descriptions given for LS model**, focused upon how teachers would define LS model of professional development before actually practicing it (See Table 11). The results indicate that the EFL teachers regarded LS model mostly as a process involving collaboration with peers, which was suggested as the basic quality of LS model in the literature (i.e. Johnson, 2009; Lewis, 2000; Tasker, 2014). The LS model is basically defined as a resource of joint professional development (Hargreaves, 2012) because of its collaborative nature.

The other key words extracted from teachers' interviews reveal that the teachers seem to define LS model in fact through its steps as the key words such as finding solutions to problems, holding discussions to improve a lesson and planning a lesson represent the steps of LS model. The LS practice involves a group of teachers collectively identify and formulate the learning goals, prepare a detailed lesson plan, teach the lesson, inquire the comments collected during instruction, draw conclusions and teach the revised lesson in another session (Lewis, 2002).

What is striking is that one of the teachers defines LS practice as a process in which occupational isolation can be overcome, which suggests that the teacher expects to cope with the isolation experienced in the occupational context through collaboration with the peers. Flinders (1988) state that the isolation teachers experience restricts the opportunities for professional development and the teacher in the study seems to hold the belief that practicing LS collaboratively with peers may eliminate that barrier and encourage them to take a concrete step towards their own professional growth. Besides, Puchner and Taylor (2006) claim that the Lesson Study experience create a climate of collaboration and inquiry among teachers and can be helpful during the shift from isolation to collaboration, which is normally a difficult process to achieve.

As for the topic of **the most appealing or helpful aspects of LS model** (See Table 12), it is found that the teachers perceive LS model as appealing because it would trigger collaboration among peers. Darling-Hammond and McLaughlin (2011) draw attention to the significance of collaboration in the process of professional development by stating that an effective professional development for teachers enables them with opportunities and appropriate support structures triggering critical working on the continuous improvement of their pedagogical knowledge. Furthermore, the teachers think that LS sounds helpful in terms of professional development as they expect that it will make contribution to their growth as teachers, as suggested by Lewis (2000) claiming that LS practice affects the professional development of teachers because it enables feedback on their own teaching and new ideas through observing others.

Another point stated by the teachers related to helpful sides of LS practice is that LS makes teachers focus upon students and put them into the center of teaching process. The LS model of professional development mainly focuses on the effectiveness of a lesson and the learning of students (Armstrong, 2011; Tuska, 2004), which in turn promotes the development of student-centered instruction (Cerbin, 2011). The teachers in the present study seemed to think that the LS process would require them to consider the students' needs while planning the lesson and therefore pave the way for a shift from a teacher-centered atmosphere to a student-focused one. Lastly, the teachers think that the discussions with their peers would be helpful and contribute to the quality of their teaching at the beginning of the study. The teachers seem to hope that practicing LS in collaboration with their peers will enable them an opportunity to discuss the common problems faced while teaching and to deal with possible solutions to eliminate them in order to enhance the quality of teaching and learning.

Another topic drawn from the interviews is related to **the most challenging aspects of LS model** from teachers' perspective before they actually experience it in their own context (See Table 13). The results provide that the EFL teachers seem to perceive the LS process challenging in terms of time that would be devoted to practice it before they get involved in the process, which coheres with the statements of Fernandez (2002) and Gutierez (2015) suggesting that practicing LS demands time for teachers to meet and flexible scheduling strategies permitting teachers to watch each other while teaching. Besides, the EFL teachers hold the belief that the changing nature of views, beliefs and perspectives would cause problems while practicing LS model, which makes collaboration hard to be achieved among peers. This expected challenge of the EFL

teachers also echo in the findings of Perry and Lewis (2009) indicating that in some cases, disagreements about instructional ideas were experienced within groups and they did not know how to deal with and end up with a solution. The teachers have concerns about holding the discussions in a polite, honest and constructive atmosphere despite their different views are expected to result in disagreements. The challenge is that balancing the group members' diverse characteristics, which can be affected by various factors such as different methodologies and views (Stanley, 2011).

Moreover, the results reveal that the teachers feel that the LS practice would demand much effort and increase their responsibilities before they practiced it. However, the previous literature suggests that the professional development programs enabling opportunities for participants to share their perspectives and look for solutions to common problems faced during teaching in an atmosphere of collegiality and mutual respect are the most successful and effective practices (Guskey, 1994; Little, 1982; Rodrigues, 2005). Collaborative professional development opportunities provide the teachers an opportunity to share tasks and responsibilities, which in turn reduces the workload of individual teachers as well as contributing the quality of the work produced (Guskey, 1994). In this regard, LS practice enables teachers an opportunity to improve their efficacy while the responsibility for student learning and professional development is shared with peers (Zepeda, 2012) as the process requires collective responsibility.

Another point perceived as challenging by the EFL teachers at the beginning of the study is that the teachers were concerned about whether the result of the process they were involved and the things they learned could be generalized and utilised for other teaching settings and/or different student populations, as put similarly by Lewis et al. (2009) stating their concern related to the generalizability of the case. They focus upon the extent that might be expected from other lesson study groups to achieve similar kinds of learning and suggest that a single cycle of lesson study can not judge whether or not the small changes seen in this case will add up to long-term change in teaching culture. However, Hiebert and Stigler (2004) point out that teaching can change in a gradual and steady way over time through small changes. In this sense, the concern of the EFL teachers regarding the generalizability of the case at the beginning of the study may stem from the fact that teachers were not sure whether the process would lead to changes as they had never experienced such a teacher-led professional development process before and they had doubts about whether LS would prove itself to provide benefits for them

and their students, which is also expressed by one of the teachers at the beginning of the study.

The last challenging aspect pointed out by the teachers before they practiced LS in their study context is that the teachers seem to have doubts about efficiency of LS model with their students because they suggest that their student had low motivation towards learning English, which would influence the efficiency of LS from their perspectives. In fact, that concern of the EFL teachers formed the basis for the research lesson because the teachers complained about the low motivation of their students as their common problem and tried to deal with that problem through the research lesson.

The fourth topic focused upon **the benefits to be expected from LS practice** and the results indicate that the teachers thought that they would benefit from the practice in many aspects at the beginning of the study (See Table 14). For instance, the teachers expect that practicing LS model triggers their development professionally and would lead to improvements in their instructional practices and teaching although it would be their first experience with such a process, which overlaps with the findings of the study conducted by Murata and Takahashi (2002) suggesting that the lesson study helps teachers improve their teaching and is the most effective form of professional development.

Moreover, the EFL teachers appear to feel that LS would help them in terms of finding solutions to the problems they faced during their teaching process, which might stem from the fact that one step of LS model concentrated on determining common problems in the classrooms and developing long-term goals that would address possible solutions to eliminate those issues collaboratively. The Lesson Study process begins with choosing a topic of interest to the teachers, generally one that is significant in the discipline or the course, one that causes problems for students and for teachers, or one that is new to the curriculum (Cerbin & Kopp, 2006). Therefore, Lewis (2000) asserts that LS enables teachers the role of a researcher in their classrooms through a teacher-led process of professional development during which teachers choose an overarching goal, basically concentrated upon their learners and that goal serves as a guide while planning the research lessons (Coe, Carl & Frick, 2010).

The final product of this collaborative process is a detailed lesson or research plan and teachers can have various opportunities to reflect, observe, evaluate, analyse and share knowledge with their peers while planning the research lesson (Harle, 2008; Lewis, 2002). In this regard, the teachers think that they could benefit from LS practice

because the lesson plan prepared collaboratively at the end of the process would be used as a sample. They claimed that they already would be discussing the common problems, developing goals, designing a lesson, observing whether it worked or not, which would provide the others an opportunity to see a direction for their own situations through that lesson plan as a sample or as a basis for their own lesson plan.

Another point worth mentioning is that the EFL teachers think that the LS practice would sound helpful in terms of enabling them an understanding of professional development practices and trigger a desire for attending different professional development processes like LS before they actually practiced it in their own context. This finding can be corroborated through the findings of Rock and Wilson (2005) suggesting that stating the desire to engage in a similar LS process again in the following years certainly indicates that those teachers in their study believed that the lesson study process contributed effectively to the improvement of their teaching practices.

The last point regarding the benefits expected from LS practice from participant teachers' perspectives at the beginning of the study is that the teachers seem to consider that the collaboration with other teachers would trigger a feeling of belonging to a group aiming to develop professionally. For many years, the researchers have been concerned with the isolation of teachers and how it affects their learning and development (Lieberman & Mace, 2010; Little, 1982; Lortie, 1975). Those researchers mostly pay attention to the significance of collegiality among teachers and suggest that teachers working in collaboration and sharing the resources with each other could eliminate the problem of teacher isolation and build commitment towards each other and towards maintaining learning. The sense of belonging is suggested to be among the common principles for the improvement in the quality of lesson study for teachers' learning (Akita & Sakamoto, 2015).

The next topic deals with **the evidence expected to be seen while practicing LS model** before teachers got involved in the process (See Table 15). The teachers were asked what evidence they could suggest if they perceived LS model to be effective and to meet their expectations at the beginning of the study. The results reveal that the EFL teachers expected that there would be an increase in excitement or motivation of their students towards English classes as a result of participating in LS process, which suggests that they expected to obtain positive feedback from their students. In this regard, Cerbin and Kopp (2006) state that LS is an evidence-based approach towards improvement in

teaching through which teachers could have the opportunity to see how their students learn from the lesson, where they have problems, what changes occur, and how ideas are interpreted. Therefore, the research lessons can provide the kind of data which teachers could utilise in order to make improvements in their teaching.

Moreover, the teachers expect that the LS practice would pave the way for an increase in their commitment towards teaching at the beginning of the study. A commitment to learning can be defined as a psychological state in which a desire to learn and to experiment arises in teachers (Van Eekelen, Vermunt & Boshuizen, 2006). Actually, the identity of members, their future actions and commitments can be shaped through participating in a community (Lave & Wenger 1991), which echos in the findings of the study conducted by Lewis et al., (2009) revealing that practice of LS encourages commitment to instructional improvement.

Furthermore, the teachers expect that they would begin to evaluate themselves, their practices and perspectives with the help of getting involved in LS process at the beginning of the study. The process is anticipated to trigger reflection and self-evaluation through collaborating and sharing with the peers. In parallel with that expectation of the teachers, Rock and Wilson (2005) state that getting involved in the lesson study process provides many opportunities for teachers to reflect, analyse, create understanding, evaluate and share understandings with other teachers. In this regard, the results of the study carried out by White and Southwell (2003) confirm that the LS process certainly makes teachers evaluate their teaching and content before conducting research lesson and after.

Another topic is concerned with **the possible effects of LS model on teaching practices** from the EFL teachers' perspectives (See Table 16) and the results show that the EFL teachers had a positive attitude towards LS practice and they thought that the practice would benefit them and their teaching in a positive way. For instance, the teachers seem to hold the belief that practicing LS model would influence their teaching in that it would encourage them to reflect upon themselves and their teaching, which in turn would echo in their teaching process. Lenski and Caskey (2009) define LS model as a professional development method encouraging teachers to reflect on their teaching practice via a cyclical process of collaborative lesson planning, lesson observation, and examination of student learning. Besides, Rock and Wilson (2005) suggest that the LS model serves as a catalyst triggering teachers become reflective practitioners using what

they have learned through research-based lessons with the aim of revising and designing future lessons collaboratively.

Moreover, the EFL teachers think that discussions on common problems faced during teaching process would help them focus on instant solutions to compensate for the inefficiencies experienced in the classrooms. Besides, they suggest that collaborating with their colleagues would support them in order to eliminate those common problems on condition that LS model would not be limited to that group and that semester and would be maintained in future practices. During LS practice, the teachers focus upon an instructional problem and deal collaboratively with how to apply the solution to teaching goals (Lenski & Caskey, 2009). As an inquiry-based approach to professional development, LS intends to promote teacher learning by encouraging teachers to examine a student learning issue and then develop, apply and reflect critically on novel solutions to the issue through a research lesson (Tasker, 2014). In fact, the teachers take on the role of a researcher in their classrooms with the help of LS practice (Lewis, 2000), which can help teachers to adopt a solution-oriented approach in their teaching process as expected by the teachers in the present study.

As for another effect of LS model on teaching practices from the EFL teachers' perspectives, we find that the teachers think that the LS practice would encourage them to become more tolerant and critical in their teaching process. The teachers seem to hold the belief that collaborating with others, discussing, sharing ideas and opinions would trigger tolerance. In the previous literature, it is emphasized that the professional development programs should enable opportunities for the participants to share their ideas and focus upon solutions to common problems teachers experience during teaching in an atmosphere of collegiality and mutual respect in order to achieve success and effectiveness (Guskey, 1994; Little, 1982; Rodrigues, 2005). The teachers seem to expect that the collegial and respectful atmosphere of LS practice would echo in their classrooms and they might become more tolerant of individual differences.

Regarding the possible effects of LS model on teaching practices, the last point is related to adaptation of what is learned into future practices. The teachers state that they expect to implement what they learn during discussions in other classes. In parallel with this finding, Coe et al. (2010) suggest that LS practice can perform as a catalyst transforming the learned instructional strategies into routine classroom teaching process.

The last topic concentrates upon **the suggestions to design a professional development process** like LS model at the beginning of the study (See Table 17). The

findings demonstrate that the EFL teachers generally suggested several LS groups to be formed instead of practicing it with one group as they would experience. From their perspectives, several LS groups would be more helpful as it would provide them an opportunity to discuss as many problems as possible and share them with each other. In this respect, Meyer (2005) claims that lesson study eventually leads to building of learning communities within schools and ultimately constitute a starting point for instructional improvement and an increase in students' achievement.

Furthermore, the teachers suggested that finding a common ground would be helpful if an effective professional development process is intended to be achieved. When the teachers mention about common ground, they mean having an established consensus regarding teaching, students' learning and the aims of teaching and learning. Despite the fact that disagreements about instructional ideas are sometimes experienced among teachers (Perry & Lewis, 2009), LS practice enables different types of knowledge such as teachers' pedagogical ideas and thinking become more visible, which in turn helps them encounter new or different ideas and improve their knowledge (Lewis et al., 2009). Besides, LS does not aim to perfect one mere lesson, but rather concentrates upon development of teachers' ideas and experiences of different approaches to teaching (Doig & Groves, 2011).

Lastly, the teachers suggest that the objectives should be set before each meeting is held at the beginning of the study. The teachers hold the belief that setting objectives before the meetings encourage teachers to take responsibility for their own learning and that way to contribute to the effectiveness of the process.

To conclude, the EFL teachers are realized to have a positive attitude towards LS practice and expect LS to benefit them in various aspects before they practice it. The teachers seem to hope that LS would provide them a new perspective, increase teaching confidence and have direct benefits for teacher learning through collaboration with colleagues before practicing LS model in the study context.

Research Question 2b: Does the teachers' participation in Lesson Study cycles lead to any changes in their perceptions regarding Lesson Study model in the process of professional development?

The analysis results of the post-interview are presented via questions asked during the interview and the questions provide seven topics to be discussed regarding the

perceptions of teachers after they practiced LS model in the study context. The results indicate that the teachers enjoyed the process and benefitted from the practice in various aspects.

The first topic deals with whether **the descriptions given for LS model** show any kind of changes after the teachers experienced it (See Table 18). The results reveal that the teachers mostly defined LS practice as a process involving collaboration among colleagues and finding solutions to the problems encountered during teaching after they practiced it as they did at the beginning of the study. What is striking is that all of the teachers used those terms (i.e. collaboration and finding solutions) while defining LS practice. The research on professional development of teachers emphasizes the significance of collaboration and how it contributes to the success of teaching/learning and teacher satisfaction as working towards a common goal in collaboration is considered as central to school reforms and to combat teacher isolation (Davidson & Dwyer, 2014; Darling-Hammond & McLaughlin, 2011; Louis, 2006). In this regard, the collaboration through LS is suggested to be helpful in terms of reducing isolation experienced among teachers and developing a common understanding of how to improve instruction and learning in a systematic and consistent way (Takahashi & Yoshida, 2004).

Furthermore, some teachers describe the practice as a process of developing a lesson plan through discussing and collaborating with peers at the end of the study, as described at the beginning of the study. Being one of the critical underpinning of LS model (Doig & Groves, 2011), the lesson planning should not be regarded as investment of many hours on improvement of a mere lesson plan. Instead, the lesson planning could be viewed as a vehicle to develop the knowledge and beliefs of teachers and professional community so as to be seen as efficient investment of resources (Lewis et al., 2009). Besides, the lesson plan is suggested to be the result of collective wisdom and experience, which requires setting goals, formulating alternatives, predicting the outcomes, and evaluating whether the goals are achieved effectively or not (Lenski & Caskey, 2009). In the present study, the LS practice was the teachers' first real experience of collaborative planning and they thought that they contributed to that joint product through their ideas, experiences and practices.

In addition to those key words mentioned above, some teachers perceive LS practice as a process which brings teachers together with a joint aim to be achieved in collaboration. LS model enables teachers an opportunity to develop professional communities of inquiry which have ownership of the improvement effort, a commitment

to inquiry, shared goals, and a feeling of responsibility to their colleagues and learners (Lewis et al., 2009). Besides, the LS process begins with setting a goal for the students that teachers want to address through their instruction and is maintained with working on research lessons serving as explorations of instructional strategies which might result in the achievement of the goal (Fernandez, 2002). The teachers in the present study held discussions about the problems preventing effective teaching in the classroom and collaboratively set the goal of making the learning content relevant to the students in order to motivate them and trigger their participation in classroom activities.

Another definition given by the teachers at the end of the study suggests that the teachers regard LS model as a practice which contributes to teaching abilities of teachers. Gutierez (2015) claims that learning is a social and situated process and the teachers learn and improve their teaching practices best in the classroom. In this regard, LS can be suggested to enable teachers improve their instruction as it helps development of teachers' knowledge by building teacher professional community and through improvement of teaching materials (Lewis et al., 2009). In accordance with the improvement in teaching abilities of teachers, LS is also defined as a practice which encourages students to take responsibility for their own learning and redesigning the lesson to the benefit of their students, which seems to result from the fact that the teachers in the present study mostly were concerned about the students being reluctant to take responsibility in the classrooms. That concern of the teachers formed the basis for the research lesson conducted throughout the study. As a matter of fact, LS mainly focuses upon how students learn instead of what student learn by paying attention mainly to their thinking, how they make sense of teaching material, what kind of difficulties they experience, how they respond to the questions and how their thinking shows changes during the lesson (Cerbin & Kopp, 2006).

The second topic is concerned with teachers' perceptions regarding **the most appealing or helpful aspects of LS model** after they experienced it in their own context (See Table 19). The most striking point is that the teachers state that they find LS model as appealing at the end of the study since it provides them an opportunity to share their ideas and enables them real experiences through which they could make the best lesson, which is not mentioned at the beginning of the study. Throughout LS practice, the teachers share, examine and negotiate ideas and take decisions, which enable teachers richer and more diverse ideas than they could have individually (Lenski & Caskey, 2009).

In the present study, teachers seem to have multiple opportunities to share understandings, beliefs, knowledge and experiences in order to achieve a joint goal.

Similar to the perceptions of teachers at the beginning of the study, the teachers find collaboration with peers as one of the most helpful aspects of LS practice at the end of the process. Ono and Ferreira (2010) describe the most remarkable feature of lesson study as teachers collaboratively involved in action research with the aim of improving the quality of their instruction. We see that the teachers favour collaboration with their peers as they had such an opportunity and experience for the first time during their teaching profession, as they stated.

Although the teachers mentioned that the LS practice would benefit them by contributing to professional development and encouraging a student-centered teaching process at the beginning of the study, they find it appealing as it would help them overcome isolation experienced at teaching institution at the end of the study. The previous literature reports findings regarding teachers' feelings of isolation in their field (i.e. Beatty, 1999; Lieberman & Mace, 2010; Little, 1982; Snow-Gerono, 2005). Additionally, Meyer (2005) remarks that teaching is such a largely isolated profession that one educator has rare opportunities to have a relationship with another in a powerful way. In this regard, collaboration with peers to deal with common problems and possible solutions is suggested to produce dialogue and relationships which can support in terms of reducing feelings of isolation and empowering teachers as professionals (Hawley & Valli, 1999). As a collaborative model of professional development, the LS practice enables a context for teachers to develop a supportive network in which teachers work together, share their experiences, build upon their knowledge and develop in their profession (Hiebert & Stigler, 2000; Lewis, 2002). Besides, collaborating with each other helps teachers construct their knowledge, share it with others and finally build a more comprehensive knowledge base for teaching profession (Chokshi & Fernandez, 2005), which is also suggested as another appealing aspect of LS practice at the end of the study.

Another point regarding the appealing and helpful aspects of LS practice from teachers' perspectives at the end of the study is that the teachers find the practice as an opportunity to reflect upon and evaluate themselves, see their shortcomings and failures through discussions with their peers and observing the research lesson. Lewis (2000) points out that competence can be shown through identification of one's shortcomings and soliciting and politely accepting criticism and the shortcomings should not be regarded as failures to be avoided. During LS practice, collaborative planning of research

lesson leads teachers to share criticism with their colleagues because the focus is not on a single individual. Furthermore, Gutierez (2015) suggests that engaging in continuous collaborative and constructive self-assessment and discussions as in LS process paves the way for deepening teachers' analyses of their instructional practices.

The last point regarding the helpful aspects of LS practice indicates that the teachers hold the belief that LS practice of professional development encourages ownership over teaching profession as it eliminates the feeling of isolation teachers experience in their working environment. The previous literature suggests that the teachers take more ownership over the process of development and teaching, and feel more motivated when they are given opportunity to lead their own professional development (Beatty, 1999; Hawley &Valli, 1999). The LS practice is a teacher-led professional development process which encourages teachers to take responsibility for their own professional development in collaboration with peers.

As for the topic of **the most challenging aspects of LS model** experienced during the process of practicing, the teachers find it challenging because they suggest different points after they experienced it in their study context (See Table 20). For instance, the teachers complain mostly about time issue as LS practice demanded much time to be carried out although the process yielded beneficial results worth of that effort. Doubts might arise about whether real change could occur by studying just one lesson over such an extended period of time, as expressed in the study conducted by Taylor, Anderson, Meyer, Wagner & West (2005). However, practicing LS model requires considerable time, commitment, experience and greater depth of planning, which suggests that it should not be regarded as a typical class preparation (Cerbin & Kopp, 2006; Rock & Wilson, 2005; Taylor et al., 2005).

Furthermore, the teachers share their concerns in terms of experiencing difficulty in criticizing peers after practicing LS model, which was not stated by any of the teachers at the beginning of the study. The teachers thought that it would be difficult to make judgements and give constructive feedback to the peers, as suggested similarly in the findings of Rock & Wilson (2005). Besides, Lewis and Tsuchida (1998) draw our attention to the issue of criticism in the process of collaborative professional development as follows;

> … identifying one's shortcomings and gracefully accepting criticism seem to be ways of showing competence, not failures to be avoided. Nor is a critique

> typically focused on a single individual; collaborative planning of research lessons means that criticism is generally shared with several colleagues (p.51).

Bearing the importance of critique in the process of professional development in mind, Rock and Wilson (2005) suggest that the teachers should be reminded that that the critique should focus upon the design and structure of the research lesson constructed by the LS group rather than on the individual teacher conducting the research lesson, which creates a culture of learning and collaboration among teachers. Despite the fact that teachers have concerns about criticizing and/or being criticized, LS can be utilised as a way of overcoming the fear of being observed by other teachers and criticized about the lesson (Eraslan, 2008) as the focus is upon the learning of students not on teacher during research lesson.

Despite the fact the teachers state that the LS practice sounds challenging as it would demand much effort and increase their responsibilities before they practice it, they mention the problem of unfamiliarity with the practice after they practiced it. Lenski and Caskey (2009) suggest that the initial step for teachers and educators to implement LS is becoming familiar with the model itself and engaging in a book study, reading journal articles, viewing sample LS videos to build an understanding of this approach. The teachers in the present study experienced LS model of professional development for the first time in their teaching/learning process and they seem to have problems while implementing its steps although they were informed about how to implement it during induction stage and the researcher took the role of a guide and facilitator helping the teachers where they got stuck. The facilitator support is regarded as critical to the success of practicing LS as the facilitator guides the process, organize the resources and assist teachers in planning, observations and reflecting (Rock & Wilson, 2005).

What is striking is that the teachers focused upon the issues of conflicting views and generalizability of the results as challenging points of LS practice at the end of the study just as they had at the beginning of the study. Concerning the issue of conflicting views, Lewis and Tsuchida (1998) point out that the research lessons provide teachers an opportunity to touch on, hold discussions and harmonise opposing views of education and encourage teachers to listen to and pay attention to views different from their own. As for generalizing the results of the study, the LS model is an inquiry-based teacher research which does not mainly aim to generate knowledge about teaching and learning

by generalizing the results to other groups, places, and points based upon statistics or valid qualitative argumentation (Admiraal, Buijs, Claessens, Honing & Karkdijk, 2017). Instead, teacher research is suggested to focus mainly upon maximizing content or depth (Swanborn 1996) by evaluating teaching on the basis of perceptions of teachers and students; and drawing conclusions about and implications for the practice of the particular teacher or teacher group doing the research.

Furthermore, the teachers perceive LS practice challenging after they got involved in the process as finding realistic solutions was a difficult task to be achieved from their perspectives. The teachers thought that they were discussing real problems they confronted in the classrooms and they had a real aim to achieve as they participated in LS practice. They aimed to contribute to the learning of their students and therefore, they had to discuss about problems and agree upon alternative solutions to cope with those problems. Besides, the teachers stated that the process caused difficulties stemming from the fact that the teachers did not display equal participation. Some teachers are observed to complain that not all the teachers equally contributed to the process and some teachers had a dominant participation and contribution. The LS process involves teachers of various levels of experience working collaboratively to study their teaching practice through implementing a research lesson (Rock & Wilson, 2005). In this regard, LS practice requires collective responsibility and demands teachers to share the tasks to be achieved and reduce the workload. Some teachers are less active in the present LS practice, which may stem from insufficient knowledge and/or traditional teaching habits (Gutierez, 2015).

Another topic probed to investigate **the benefits provided by LS model** for the EFL teachers themselves, their group, school and students after they practiced it (See Table 21). The EFL teachers were demanded to mention whether they could benefit from LS practice when they took their experiences and observations during the process into consideration. The teachers state different benefits at the end of the study in addition to the benefits similar to the ones at the beginning of the study. For instance, the teachers suggest the benefits of finding solutions to problems faced in the classroom and an understanding of professional development practices at the end of the study, which were stated similarly at the beginning of the study. The teachers seem to think that the process helped them in terms of how to cope with problems confronted during teaching process and triggered an awareness and understanding towards professional development practices.

However, we find that the teachers hold the belief that the LS practice benefited them in terms of enabling them an opportunity to grasp the significance and contribution of peer critique and feedback in the process of teaching and professional development, which was not stated by any of the teachers at the beginning of the study. Lee (2008) draws attention to the importance of criticism during LS practice by suggesting that the teachers need to develop the mindset that constructive criticism is approved in order to improve the effectiveness of teaching. After all, lesson study mainly aims to provide a nonthreatening context for teachers in which they could share constructive and concrete feedback about the lessons that they planned or observed collaboratively (Chokshi & Fernandez, 2004).

Furthermore, the teachers stated that the LS practice was advantageous as they could have the opportunity to have a deeper knowledge about and understanding of LS model in the process of professional development. The teachers have been involved in a teacher-led and collaborative professional development for the first time in their teaching career. Besides, LS was the first model of professional development that teachers practiced and experienced. They gained an understanding towards what LS was, how it was carried out, and how they could benefit from it and had the opportunity to learn it through experience.

Another benefit of LS practice was expressed to be related to classroom management as the teachers thought that the process contributed to their knowledge and skills on how to manage the classroom much effectively, which coheres with the findings of the study by Sickle (2011) suggesting that practicing LS encouraged a willingness to try new things in classrooms both in terms of teaching content and classroom management. Besides, the teachers suggest that practicing LS model helped teachers put the students into the center of teaching process and not to blame students for every failure or problems experienced during teaching/learning process. In LS model of professional development, the individual learning needs of students are kept at the heart of professional development activity and teachers are required to focus upon those needs from different perspectives and collectively work on how to meet those needs (Byrum, Jarell & Munoz, 2002; Hiebert & Stigler, 2000; Hurd & Licciardo-Musso, 2005; Stewart & Brendefur, 2005). While teachers plan the research lesson, they take the needs of students into consideration and form a link between those needs, learning goals and theory of learning (Lewis, 2002; Sickle, 2011). In fact, Perry and Lewis (2003) claim that the main goal of LS is both to affect teachers' knowledge of content, and their "eyes to see students

(capacity to observe and understand student learning and development)" (p.16) by putting an emphasis on student thinking.

One of the most striking benefits of LS at the end of the study is stated to be mutual respect and appreciation which is suggested to develop among teachers as a result of collaborating with their peers through LS practice, which was not stated by any of the teachers at the beginning of the study. The teachers seem to favour the discussion atmosphere and collegiality during research process. Harris and Anthony (2001) draw attention to the qualities required for teachers to collaborate and take ownership of inquiry process and suggest that the teachers need to have shared values, goals and a joint vision of teaching and the relationship between them should be characterised by trust, care and mutual respect. The teachers in the present study seem to fulfil the requirements of a collaborative activity as they think that the practice triggered the feelings of mutual respect and appreciation of each other's strengths and weaknesses.

The last benefit of LS practice was related with feeling of ownership as the teachers suggested that the practice triggered this feeling towards the process together with its requirements and results and towards their own learning and development, which coheres with the findings of previous studies on LS practice (i.e. Cerbin & Kopp, 2006; Daloğlu, 2004; Lewis et al., 2009). The feeling of ownership over the process seems to stem from the fact that LS is a teacher-led professional development activity and the teachers embrace the process collaboratively with its pluses and minuses.

As for the topic of **the evidence for the benefits after practicing LS model**, we find that the teachers show their satisfaction with the process and the feedback from students as the evidence asserting that the practice was worth of getting involved in and met their expectations (See Table 22). The teachers claimed that the increasing enthusiasm and active participation of their students in research lessons revealed that the process worked well. Cerbin and Kopp (2006) put forward that the LS practice enables teachers an opportunity to observe and have a deeper understanding of how their students learn from the lesson, where they get stuck, what changes occur, and how they interpret ideas, which in turn provide the kind of data that can be directly applied to make improvements in the lesson. The observations lead to improvements and the improvements result in student engagement and teacher satisfaction as in the case of teachers and their students in the present study.

Moreover, some teachers stated that the changes in their beliefs and practices could be given as evidence confirming the benefits of LS practice, which echos in the

findings of Lewis et al. (2009) suggesting that LS leads to changes and developments in teachers' knowledge, beliefs and professional community. One of the teachers in the present study admitted that he invited his colleagues to observe him and give constructive feedback after he practiced LS model, as put by Rock and Wilson (2005) that collaborating with peers encouraged a desire for peer collaboration and support. Furthermore, another teacher stated that the process encouraged her to reflect upon her teaching practices. Lenski and Caskey (2009) define the LS approach as a method of professional development encouraging teachers to reflect upon their teaching practice via a cyclical process involving joint lesson planning, lesson observation, and examination of student learning. The LS model already aims to trigger teachers become reflective practitioners using what they have learned from research-based lessons in order to cooperatively revise and implement future lessons (Rock & Wilson, 2005). The teachers in the present study seem to reflect upon their teaching practices by taking their observations during research lessons into consideration and make an effort to improve their teaching in accordance with what they observed.

When the topic of **the effects of LS model on teaching practices** is considered, we realize that the LS practice influenced teachers mostly in terms of encouragement of reflection on teaching practices at the end of the study (See Table 23) in the same vein found at the beginning of the study. The teachers suggest that they began to question every step they would take after practicing LS model as LS provides opportunities to question, explore and reflect on every phase of the teaching and learning process (Cerbin & Kopp, 2006). Besides, the teachers mention the shifts in their teaching perspectives as a result of getting involved in LS practice as LS puts the students at the heart of the process and demands teachers to carefully observe their students in their learning process and hold discussions on actual classroom practice (Takahashi & Yoshida, 2004), which was not observed at the beginning of the study. Focusing mainly upon students and actual classroom practices collaboratively lead teachers to revise themselves and their teaching practices and as a result teachers experience a shift from the traditional view of teaching involving demonstrating and telling students what to think towards a teaching process helping students take responsibility for their own thinking and learning (Harle, 2008).

Furthermore, the teachers suggest that practicing LS encouraged a desire to collaborate with their peers as they could observe how collaborating with peers would benefit them. Rock and Wilson (2005) draw attention to the principles of social constructivism and to the nature of knowledge and belief construction by focusing upon

professional collaboration and suggest that "professional collaboration occurs as teachers of various levels of experience work together in groups to study their practice through the implementation of a research lesson" (p.79). Observing that the process leads to improvements in teaching practices and student learning might have encouraged the teachers in the present study to voluntarily collaborate with their peers for their future practices and professional growth although they are not observed to mention about such an effect expected to take place at the beginning of the study.

Moreover, one of the teachers mentions about self-confidence by suggesting that practicing LS model of professional development enabled teachers an opportunity to believe in their capacities and feel more confident in teaching process, which corroborates with the findings of the study by Rock and Wilson (2005) revealing that participation in LS triggered a feeling of empowerment and an increase in professional confidence of teachers. The teacher holds the belief that the process made him believe in her capacity to achieve the things she really wanted to do, as put by Wilms (2003) indicating that LS practice makes teachers feel like professionals.

The last topic deals with **the suggestions to design a professional development process** and the results reveal that the teachers mostly offered reducing the amount of time devoted to the practice of LS model at the end of the study (See Table 24). Throughout the present study, the teachers had to hold meetings at a time of mutual convenience generally at lunch break once a week. Completing the requirements of each step in LS model took time and teachers collaboratively tried to carry out the practice over a period of time. However, as suggested by Rock and Wilson (2005), LS process requires teachers devote time and their commitment in order to pave the way for professional development.

Furthermore, the teachers thought that the objectives could be set before each meeting in order to guide the process and to take right decisions as they suggested at the beginning of the study. The teachers also suggest that the number of the participants should be less and reducing the number of participants could contribute to the effectiveness of the process, which was not suggested at the beginning of the study despite the fact that the LS team in the present study consisted of five teachers. However, Hurd and Licciardo-Musso (2005) state that the typical LS team involves four to six members.

The last point to mention regarding teachers' suggestions to design a professional development practice is that one of the teachers focused upon the researcher and the sharing of responsibilities. The researcher in the present study played the role of a

facilitator monitoring the process, helping the teachers where they got stuck, summarising the points discussed and providing the resources needed while planning the research lesson. However, the researcher sometimes had to do much more than a facilitator should have done as teachers sometimes were observed to show reluctance to take much responsibility, which may stem from the fact that the practice was the first experience of teachers and the teachers were not aware of the extent to which they had to take responsibility. Furthermore, they may hold the belief that the practice served for a research aim and the researcher had to take responsibility for much of what had to be performed.

To sum up, the teachers seem to take advantage of LS practice as they provide explanations for the process mostly in terms of positive sides after they experienced it in their study context. The practice is observed to meet their expectations, result in improvements in their beliefs and practices, which suggests that LS contributes to personal and professional growth of teachers.

Research Question 3: Does a systematically constructed professional interactional exchange among teachers, students and a teacher trainer in the form of Lesson Study affect teachers' professional development? If any, in what ways?

The last question focused upon the relationship between LS practice and professional development of EFL teachers and whether the LS practice achieved its intended results in terms of teachers and students. The main aim is to find out how the EFL teachers could benefit from LS practice in their professional development based upon the EFL teachers' experiences and observations during the research process. The data obtained through teacher interviews, reflective journal entries of the teachers, the field notes kept by the researcher, minute papers collected from the students and video-recordings of the meetings after the sample plan was practiced in classes, and the video-recording of the meeting with the teacher trainer were analysed under five critical levels of evaluation proposed by Guskey (2002) and the findings will be discussed through those critical levels.

The first level deals with **participants' reactions**, which aims to find out the extent to which teachers are satisfied with a professional development offering. The results under the category of participants' reactions are presented through six themes and codes under each theme (See Table 39). The first theme focuses upon the feelings of

teachers towards LS practice. The results indicate that the teachers mostly expressed satisfaction with the practice as it encouraged them feel productive, triggered a feeling of ownership over profession and helped teachers in various aspects. With regards to the satisfying point of LS practice, Wilms (2003) states that LS is found to be satisfying as it makes teachers feel more like professionals through collaboration breaking down the isolation experienced in classrooms and helping teachers make a connection between assessment and curriculum. Besides, the LS model of professional development results in satisfaction of teachers as it leads to improvements in terms of teachers' ownership of the improvement effort, stance of inquiry, feeling of responsibility towards their colleagues and students, shared long-term goals, and tools for collaborative work (Lewis et al., 2009) as experienced similarly by the teachers in the present study.

Another reason providing satisfaction in terms of teachers is that lesson study triggers deep, trusting relationships among teachers (Hurd & Licciardo-Musso, 2005) as teachers have the opportunity to share a common, professional language and a consistent, productive attitude toward their students (Hawley & Valli, 1999). The teachers in the present study seem to have a stronger and closer relationship with each other as a result of experiencing a safe environment in which they could collaborate, reciprocally respect for each other's strengths and weaknesses, support each other and empower their abilities.

On the other hand, teachers state their feelings of disappointment, frustration, confusion and boredom at times despite the fact that frequency of those feelings is less than that of satisfaction. Those negative feelings may have resulted from the fact that the teachers had been experiencing such a process for the first time and the process required time, commitment and taking responsibility for their own development. Chokshi and Fernandez (2004) address the concerns and false assumptions the teachers might have and perceive as challenging when they first experience LS as follows;

- being an exotic idea from a foreign country
- limited time for conducting LS
- lack of direct and formal proof that LS improves student performance
- inadequate content knowledge
- feeling of anxiety about publicly teaching lessons for their peers
- different teaching philosophies

The teachers in the present study seem to have such negative feelings especially because of all the concerns stated by Chokshi and Fernandez (2004) above except for the first item when their statements in journals, interviews and discussions during meetings are taken into consideration. The teachers had limited time and the duration of the study was longer than they had expected; they were hesitant about whether LS would work or not with their students; some teachers had sometimes difficulty in terms of their content knowledge; they did not show willingness for peer observation and they experienced problems because of conflicting views and different teaching philosophies while planning the research lesson.

The second theme under the category of participants' reactions is concerned with time related issues and the results indicate that the teachers mostly stated that they had a great time and they enjoyed the process of practicing LS model within their group. On the other hand, the teachers express their concerns about lack of time as they had to allocate much time to conduct LS practice. Chokshi and Fernandez (2004) claim that practicing LS can turn out to be rewarding once teachers commit themselves to the practice despite the fact that it may sound time-consuming and finding time may seem like impossible for the teachers. They also suggest that time can be managed efficiently through assignment of roles to group members and distributions of materials for feedback before the meeting. However, the practice is a teacher-directed process and the researcher has the role of a facilitator. Sometimes, the researcher may deliver the handouts beforehand to gain time and some teachers may ignore. Besides, assigning the roles was not eligible because it might have resulted in unequal sharing of responsibilities. For instance, assigning the role of being observed to one of the teachers immediately during the first weeks of practice would mean that only the teacher assigned that role would have to feel anxious about being observed and take the responsibility of the whole process. However, the LS practice is a collaborative process and the teachers have a joint aim to achieve, which requires teachers to share the responsibilities.

Furthermore, the participants' reactions were analysed in accordance with teachers' ideas regarding materials, handouts and activities they handled throughout the process. The results show that the teachers mostly favoured the handouts, materials and activities although they had even a little concern about the property of being demanding. During the lesson study process, teachers are more actively involved in the experience which is highly demanding. However, the practice becomes much more rewarding in

professional development and increase in competencies as suggested by Rock and Wilson (2005).

Additionally, the teachers state their opinions regarding the information shared through the discussion meetings and suggest that they had the opportunity to learn new, useful things and they could gain new insights into their teaching practices with the help of discussions with their peers, in the same vein with the findings of Stewart and Brendefur (2005). Besides, Hurd and Licciardo-Musso (2005) summarise the process of gaining and sharing information by stating that "during lesson study, teachers collect information on the supports and barriers to student learning in classroom lessons, share these data to form a picture of the learning of the whole class, and use the resulting information to improve their instruction—not only for the single lesson under study, but for instruction more broadly" (p.389). In this regard, the teachers collectively take the responsibility of gaining knowledge in order to improve their teaching through the cycles of LS practice.

As for the theme of leader under the category of participants' reactions, we find that the teachers appreciated the contributions of the researcher in the role of LS facilitator as means of guidance and support to teacher thinking during the process. This result also echos in the findings of Rock and Wilson (2005) drawing attention to the significance of having someone serving as lesson study facilitator who is expected to guide the process, organize resources, and help in finding coverage for classrooms to provide opportunity for teachers to plan, observe, and reflect. They also emphasize that it should be kept in mind that lesson study is teachers' work and the facilitator should only take on the role of a facilitator, which is one of the concerns of the teachers in the present study as the teachers stated a feeling of uncertainty regarding the actual role of the researcher during the study. However, the researcher in the present study sometimes had to do much more than a facilitator did as the LS was a new concept for the teachers; the time was limited and the teachers had already a heavy schedule in their normal teaching process.

The last theme under the category of participants' reactions deals with the atmosphere of the process when the discussions, research lesson, meeting with teacher trainer and dissemination meeting are taken into consideration. The results reveal that the teachers mostly were satisfied with the environment of the practice as they felt comfortable. They especially favoured the experience of collaboration with peers and promotion of mutual respect during discussion meetings. Although the teachers experienced criticism at times, they did not show any kind of displeasure since the LS

mainly intends to provide a nonthreatening context for teachers in which they would share constructive and concrete feedback about the lessons planned or observed together (Chokshi & Fernandez, 2004).

The second critical level focuses upon **participants' learning** which aims to provide information about the changes in teachers' knowledge, skills, or attitudes which can be attributed to professional development practice (See Table 41). To achieve that aim, the present study benefited from five distinct areas of learning suggested by Kirkpatrick and Kirkpatrick (2015) in order to show the extent to which the teachers acquire the intended knowledge, skills and attitudes based on their experiences with LS practice. Each of those areas form the basis for the themes and the results are presented through those themes and codes under each theme.

The first theme deals with knowledge through which the contribution that LS made to the knowledge of teachers (i.e. pedagogic, content or personal). The results indicate that the teachers were of the opinion that LS practice contributed mostly to their self-knowledge as the teachers seem to gain awareness towards themselves. They realized their weaknesses and strengths as they observed each other and shared their beliefs and experiences with each other, which in turn contributed to teachers' knowledge about subject-matter, students, workplace, and pedagogical knowledge, as put similarly by Lewis et al. (2009) suggesting that lesson study results in improvements in instruction through development of teachers' knowledge (of content, pedagogy, and student thinking), building of teacher professional community, and improvements in teaching materials. The improvements in knowledge are related with LS practice as teachers utilise from collective years of experience and individual areas of strength in order to analyse teaching/learning and make improvements (Hurd & Licciardo-Musso, 2005).

The theme of skill development was focused upon from two points as based upon the data collected from the teachers; the development of teaching skills and team-working skills. In this regard, we can suggest that the teachers have experienced changes in their teaching skills by giving the example of their beliefs about course books and how to use them effectively and their understanding of the importance of focusing upon relevance during teaching process. The discussions held collaboratively seem to help them examine their previous beliefs about teaching, teaching materials, students and other variables affecting learning of students as the process provides opportunities for developing and reflecting on teaching skills and heightens awareness of learners' needs and difficulties (Lee, 2008). As for the team-working skills, the teachers favour the discussion meetings

as they provided them a warm and comfortable atmosphere which triggered team-working skills such as empathy, respect and support. Enabling a safe working environment, LS model helps build strong collegial bonds among colleagues as teachers share their personal teaching beliefs and use their collective talents and experiences in order to increase student achievement based upon the increase in teachers' knowledge as professionals (Hurd & Licciardo-Musso, 2005). As a result, the process leads the way for improvements and changes in teachers' beliefs regarding collaboration with peers, which in turn contribute to their skills on how to collaborate with peers around a joint goal as experienced in the present study.

Another theme under the level of participants' learning is concerned with the attitude of teachers which is examined through four sub-categories involving attitude towards teaching, students, teaching materials and professional development. What is striking is that the teachers seem to have experienced changes mostly in terms of their attitude towards professional development, which suggests that the teachers really benefited from LS practice as it contributed to their professional growth and triggered a desire to sustain meaningful professional development, as put similarly in the findings of DeLucia (2007) although it was their first experience with such a teacher-led development process. In the same vein, the teachers seem to experience changes in their attitudes towards teaching as a result of making self-criticism as they share their beliefs and practices with each other and observe their colleagues during research lesson, which also echos in the findings of Pella (2011) suggesting that LS results in changes in teachers' beliefs and attitudes about teaching.

Furthermore, we observe that the teachers have experienced changes in their attitudes towards their students and teaching materials. Regarding the attitude changes towards students, we find that the teachers had the opportunity to stop blaming students for every failure experienced during teaching process and avoid biases such as believing that their students can not do the activities presented to them. Instead, they gained awareness on how to present the activities in a way that would encourage students to actively participate and achieve. The teachers can be suggested to experience transformations in students, which result from directly observing their students perform well in the learning situations presented through the research lesson and in turn developing perception regarding their students' abilities (Pella, 2011).

On the other hand, the teachers also stated their opinions related to teaching materials, especially the course book they were using when they took part in the present

study. The teachers had concerns about the efficiency of the course book and they experienced many difficulties because of the course book. They even suggested that the students did not favor the book and therefore they were not active in the classroom. However, the teachers realized that the students liked the book after they made needs analysis and asked students their opinions about the course book. Therefore, they decided to make some adaptations on the parts of the unit in the course book for the research lessons. Based upon their observations during the research lessons, they suggested that the course book was not mainly in charge of any failures or difficulties experienced during teaching/learning process. One of the important characteristics of LS is that it has a prominent role in improvements of curricula, textbooks and teaching/ learning materials and the Japanese educational system utilizes from the teachers who are involved in LS as authors and the learning materials are mostly on classroom teaching and learning through lesson study practices (Takahashi & Yoshida, 2004).

The level of participants' learning also focuses upon the theme of confidence through which it is aimed to see whether teachers began to believe in their abilities as a result of getting involved in LS practice. The teachers seem to develop confidence mostly in professional development as they state that they feel a desire to attend processes that would contribute to their professional development, which they would not wish before, as put similarly in the previous literature (i.e. Lewis et al., 2006; Rock & Wilson 2005) suggesting that collegial support among teachers makes contribution to teachers' confidence to try out new ideas. Besides, the teachers suggest that experiencing LS model of professional development increased teachers' confidence in teaching practices, which coheres with the findings of Matanluk et al. (2013). The collaboration among teachers seems to trigger greater awareness about students and in turn helps teachers to believe in their teaching abilities.

The last theme under the level of participants' learning is mainly concerned with commitment which probes to understand whether the teachers intend to apply what they have learnt during LS practice in their classroom teaching process and profession. The results indicate that the teachers display commitment both in terms of teaching practices and professional growth, as suggested similarly by Lewis et al. (2009). In fact, Chokshi and Fernandez (2004) state that the teachers make a commitment to professionalize their teaching experiences and as a result they collaborate with others to challenge them and give support to achieve their goals when they have experienced LS model.

The third critical level mainly concentrates upon **the organization support and change** aiming to have an understanding of the characteristics and attributes of the organization in which professional development process takes place. The study was supported by the administrators in terms of providing resources such as a room for the meetings, access to internet facilities, computer, photocopying and allowing voluntary participant teachers to participate in the study.

Lesson Study can be a rewarding experience on condition that teachers make commitment to the practice and the administrators support it in all aspects such as timetabling, obtaining substitute coverage, providing time for staff development and giving recognition to teachers' efforts in enhancement of the essence and atmosphere of learning (Lee, 2008). However, the teachers in the present study were allowed time on condition that the process would not interrupt their class schedules and therefore the teachers had to hold meetings during lunch breaks once or twice a week. The principal concern of the teachers was the lack of time for effective collaboration as they believed that they could possibly have long-term gains if they were supported in terms of time by the administrators, as put similarly by Cajkler, Wood, Norton, Pedder & Xu (2015).

Moreover, we realize that the teachers have concerns about peer observation, which stems from the fact that the traditional classroom culture in the study context does not provide the observers (i.e. peers) the opportunity to observe teachers in their classrooms, as suggested in the findings of Lee (2008) stating that the teachers felt opening their classes for peer observation was a source of great pressure. The observations in the study context are traditionally carried out as a practice of performance evaluation and it is normal for the teachers to feel nervous about teaching lessons publicly for their peers. However, in LS practice, the focus shifts from evaluating the performance of the teacher observed to the assessment of the instruction, the research plan, the materials designed and the like; and the ownership of the lesson is shared among all group members planning the research lesson (Chokshi & Fernandez, 2004). However, the teachers could be institutionally supported through developing the mindset that the focus of the observation should be upon learning not on judging others and constructive criticism should be welcome in order to improve the effectiveness of teaching and student achievement.

The fourth critical level mainly focuses upon **the participants' use of new knowledge and skills** to see whether the new knowledge and skills learned during LS practice would result in any kind of differences in teachers' professional practice, beliefs

and attitudes in the future. It is noteworthy to state that LS experience serves as a catalyst triggering teachers to become reflective practitioners utilizing from what they have learned from research-based lessons in order to collegially revise and implement future lessons (Rock & Wilson, 2005). However, further research is needed in order to be able to confirm that the transformations in thinking and knowledge about teaching will reveal themselves in teachers' future practice, which also echos in the findings of Pella (2011). In order to have an understanding of the direct effects of LS process on teachers' practice and their students' learning, additional studies could be carried out, which is paid attention by Darling-Hammond (1998) suggesting that the likeliest way to inspire greater achievement for learners is dependent upon creation of a teaching profession in which teachers are provided the opportunity for continual learning.

The last critical level mainly concentrates upon **student outcomes** through which an evidence of whether the professional development process has resulted in any specific gains in students including changes in cognitive performance (i.e. increasing performance and achievement), affective domain (i.e. attitudes and dispositions) and psychomotor domain (i.e. skills and behaviours) can be obtained. Although assessing fully the improvements and changes in students as a result of practicing a professional development activity was yet not possible as it would demand time, the present study tried to analyse the effect of LS practice on students by taking their immediate reactions to the research lesson and their thoughts about it after implementation into consideration.

The results are presented separately for the first research lesson (See Table 42) and for the revised research lesson (See Table 43). There were two themes emerging from the data collected from the students in two research lessons; the strong points of the lesson and the changes suggested. When the strong points of the first and revised lessons are considered, we see that the students mostly regarded the collaboration with their friends and active participation as the strong points of the research lesson. The results reveal that the students favoured collaboration through group work as it triggered them to participate more actively in the learning process, which suggests that the improvements in classroom teaching practices result in improvements in teaching strategies to contribute to the effectiveness of learning as they have the opportunity to observe how their students learn and how their learning could be improved (Dudley, 2013; Fernandez, 2005). The teachers in the present study tried to make improvements in their teaching process through group work, which in turn is observed to lead to improvements in students' learning as group work is suggested to encourage active participation from the students' perspectives.

Furthermore, the students see the intensity of the activities during the lesson as another strong point of the first and revised research lessons and they suggest that the activities drew attention of all students and increase student participation, as put similarly in the findings of Matanluk et al. (2013). Presenting students different kinds of activities and providing students an opportunity to collaborate with their peers seem to affect students in terms of increase in their self-confidence as participating actively in the learning process might encourage them to believe in their abilities and see that they could achieve. Hurd and Licciardo-Musso (2005) state that "at the heart of every teacher's practice is the nagging question of how to reach each and every student in the classroom" (p. 394), which indicates that the LS practice in the present study can be suggested to encourage the teachers to put their students into the center of their teaching process and try to reach them by developing appropriate strategies based upon their needs.

As for the suggestions made by the students for the first and revised research lesson (See Table 42 and 43), we find that the students favoured the research lesson to a large extent as they suggested there was no need to make any changes. However, they have concerns mostly about time limits allocated for the parts and/or activities in the research lesson, which also made the teachers concern about while planning the research lesson. Cerbin and Kopp (2006) define the research lesson as "a distinct unit with specific goals, purposeful learning activities, expected learning outcomes and a specific time frame" (p.256). Therefore, the teachers should focus upon how much time to allocate for each part or activity by considering their students. One of the differences in the suggestions made for the first and revised research lessons is that the students demand an increase in listening activities for the first research lesson while they are found to demand an increase in speaking activities for the revised research lesson.

To conclude, the results obtained through the five critical levels of evaluation proposed by Guskey (2000) indicate that the teachers seem to benefit from LS practice in terms of their personal and professional growth; improvements in their classroom practices; development of confidence towards themselves, their students, and their teaching abilities; developing positive attitude towards professional development, their students, and teaching profession. Those positive outcomes suggested by the teachers can affect the students in terms of encouraging their self-confidence, favouring collaboration with peers, and triggering active involvement in the learning process.

CHAPTER VI

CONCLUSION

6.1. Introduction

This chapter presents the conclusions of the study drawn out of the data collected for each research question. Besides, the conclusions will be presented with implications for each research question. Additionally, the personal reflections of the researcher related to the process will be provided. Finally, the limitations and the suggestions for future research and practice will be presented.

6.2. Conclusions

The present study probes to shed a light on the benefits of practicing LS model of professional development with EFL teachers in order to have an understanding of how this experience contributes to their professional development and leads to changes in their beliefs. Furthermore, it holds the purpose of examining how teacher learning is reshaped through the social context and collaboration among colleagues, and how teacher learning paves the way for perceptual changes in their views of themselves as teachers and in their views of LS model. In line with these goals, the study features the following research questions;

1. How does teachers' experience with Lesson Study model affect their beliefs about the qualities of an effective language teacher?
    a. How do EFL teachers at a university level preparatory program perceive an effective language teacher?
    b. Does the teachers' participation in Lesson Study cycles lead to any changes in their beliefs on the qualities of an effective language teacher?
2. How does practicing Lesson Study model affect teachers' perceptions regarding Lesson Study model of professional development?
    a. How do the EFL teachers perceive Lesson Study model as a form of professional development before they practice it?

b. Does the teachers' participation in Lesson Study cycles lead to any changes in their perceptions regarding Lesson Study model in the process of professional development?

3. Does a systematically constructed professional interactional exchange among teachers, students and a teacher trainer in the form of Lesson Study affect teachers' professional development? If any, in what ways?

Concerning the research questions presented above, different data collection tools were benefitted with the aim of eliciting the relevant data from the participants. The current study utilized from nine different tools to gather the data. The instruments were basically qualitative in nature. The following lists the instruments of the present study;

- Repertory Grid (Pre- and Post-)
- Interviews (Pre- and Post-)
- Field Notes
- Reflective Journals
- Minute Papers
- Video-recordings of the meetings
- Video-recordings of the research lessons
- Lesson Observation Form
- Research Lesson Plan

The details regarding the research questions and findings obtained through the data collection tools are presented in Chapter 4; therefore, the present chapter covers a general overview in line with the focus of each research question, their implications for the field of ELT and suggestions for further studies.

Research Question 1: How does teachers' experience with Lesson Study model affect their beliefs about the qualities of an effective language teacher?

The first research question serves the purpose of determining the EFL teachers' personal theories regarding the qualities of effective language teachers before they practice LS model of professional development and whether their experience with the model leads to

changes in their beliefs after they practice it. Personal Construct Psychology and its methodological implication, Repertory Grid Method, is utilized with the aim of eliciting the EFL teachers' beliefs regarding the qualities of an effective language teacher at the beginning and at the end of the study. Besides, the findings from repertory grids are supported with follow-up interviews conducted with the teachers before and after they practiced LS model.

Research Question 1a: How do EFL teachers at a university level preparatory program perceive an effective language teacher?

The results obtained through repertory grid (i.e. pre-) showed that the teachers mostly give utmost importance to personal qualities (See Table 6) as significant to become an effective language teacher as they are observed to cite constructs mostly under the category of Personal Qualities when compared to other categories such as Instructional practice, Teacher-Student Relationships and Professionalism. Besides, the constructs cited by the teachers at the beginning of the study suggest that the teachers consider effectiveness of a teacher mostly as based upon teacher dimension and seem to ignore other elements such as students, professional development, peers, teaching practices and the like.

Furthermore, the element links of all teachers reveal that the teachers do not have a clear perception regarding the distinctive features of effective, typical and ineffective teachers and perceptions of themselves as teachers. They do not associate themselves with any teacher groups at the beginning of the study. They seem not to be able to judge themselves and their characteristics so as to be able to put themselves into one of the teacher categories. Moreover, they associate their ideal teachers mostly with teachers in the effective teacher group, which reflects the significance of past learning experiences and the teachers in the process of becoming a teacher.

Research Question 1b: Does the teachers' participation in Lesson Study cycles lead to any changes in their beliefs on the qualities of an effective language teacher?

The research question aims at determining whether practicing LS model led to any changes in teachers' beliefs regarding the qualities of effective language teachers at the end of the study. Based upon the data obtained through repertory grid method, the results indicate that the EFL teachers in the study context do not appear to have experienced statistically significant changes in their beliefs regarding the qualities of effective language teachers.

However, to support this finding, we can point to the fact that, by means of practicing LS model, they stepped in the process of change as they cite constructs related to Teacher-Student relationships and add new constructs under the category of Professionalism when compared to the constructs cited before getting involved in LS practice (See Table 6). Despite the fact that there is not statistically significant change in the content and structure of beliefs, it provides promising results as it reveals that the EFL teachers in the study context are somehow open to change, and they can challenge and reconstruct most of their beliefs if they are supported in terms of professional development in the long run.

While the content of the constructs cited in the first grids (i.e. at the beginning of the study) look rather inward - limited to what an individual teacher thinks, believes, and expects from the teaching learning environment, the constructs cited in the second grids (i.e. at the end of the study) look more outward and focus upon teaching profession by taking into consideration the other elements that could affect teaching. Teachers seem to esteem student related issues and professional development more after practicing LS model in comparison to merely teacher-centered perspectives observed at the beginning of the study. The teachers focus upon professional development, peer collaboration and academic qualities; therefore, the teachers can be suggested to leave room to develop both personally and professionally as a result of their experiences with LS model.

Furthermore, the element links of the teachers at the end of the study suggest that the teachers do not experience changes in their perceptions regarding the distinctive features of each teacher group as it was at the beginning of the study. Besides, the teachers associate their current self mostly with their effective teachers as they did at the beginning of the study. However, the teachers do not associate their ideal teacher clearly with any teacher groups and they experience a kind of indecision about the qualities of an ideal teacher while they associated their ideal teacher mostly with their effective teachers at the beginning of the study.

6.2.1. Pedagogical Implications for Research Question 1

When the first research question is considered in terms of methodological perspective, it can be suggested that the repertory grid method provides the teachers and the researcher an opportunity to surface the implicitly held beliefs. Besides, the method helps the researcher gain insight into the changes taking place in beliefs of teachers with no interference and trigger teachers' awareness towards their beliefs and reflection upon those

tacit beliefs as the repertory grid technique attempts to describe how teachers already think about the phenomena and construe it (Ilin, 2016). In line with the aims of the present study, it should be kept in mind that personal theories of the participant teachers should be covered and made explicit in order to be developed and to be made available for conscious review (Roberts, 1998) when they are provided professional development programs as it is performed through repertory grid method in the present study.

Taking the results for the first research question into consideration in terms of professional development, it can be put forward that the teachers should be given opportunities to investigate, plan and reflect (Lewis et al., 2009), which in turn would lead to changes in their practices, knowledge and beliefs as LS practice provided in the present study. The teachers in the present study have experienced changes in their beliefs especially in terms of focusing upon student related issues and academic qualities as a result of experiencing a collaborative, inquiry-based and teacher-led process of professional development through LS model.

Furthermore, the results obtained through repertory grid method draw our attention to the significance of social context and social interaction in the process of knowledge development and belief change. Based upon the principles of social constructivism, the teacher development processes should enable teachers an opportunity to reflect upon their beliefs, practices and experiences and share them with others to have a deeper understanding. The teachers in the present study could have the opportunity to reflect upon themselves through discussions, observing others in the classroom, sharing ideas and beliefs with each other, which in turn paved the way for restructuring their constructions regarding the qualities an effective teacher should have.

Research Question 2: How does practicing Lesson Study model affect teachers' perceptions regarding Lesson Study model of professional development?

The second research question focuses upon the perceptions of teachers regarding LS model before and after they experience it in their study context. In order to have an understanding of how the teachers perceive LS model before they practice and whether they experience any changes in their perceptions as a result of practicing LS model, the researcher utilised from interviews with the teachers at the beginning and at the end of the study.

Research Question 2a: How do the EFL teachers perceive Lesson Study model as a form of professional development before they practice it?

The results obtained through pre-interview reveal that the EFL teachers had a positive attitude towards LS practice and expected LS to provide them benefits in various aspects before they experienced it and although it would be their first experience with such a practice. The teachers expected to see that LS would provide them a new perspective, increase their teaching confidence, and improve their teaching knowledge and practices through collaboration with peers.

The results were presented through seven topics determined in accordance with the questions asked during the interview. The first question demanded teachers to describe LS model from their perspectives before actually practicing it (See Table 11). The teachers mostly defined it as a process involving collaboration with peers, finding solution to the problems faced in the classrooms, discussing with peers around a problem and trying to solve it cooperatively and lastly overcoming occupational isolation experienced by the teachers.

The second question was concerned with the most appealing and/or helpful sides of LS practice from teachers' perspectives (See Table 12). Although the teachers had no previous experience with LS model and they only had information about it through the presentations at induction stage of the study, they were asked to state their expectations and first impressions regarding the helpful sides of LS model. The results indicated that the teachers found collaborative side of the practice as helpful and they thought that the practice would contribute to their professional growth. Besides, LS practice sounds helpful as it would put the students at the heart of teaching process and in turn would enhance the quality of teaching and learning.

The third question focused upon the challenging aspects of practicing LS model before teachers actually experienced it (See Table 13). The teachers found time issue as the most challenging aspect of the practice as it would require teachers to allocate time to the meetings along with their routine teaching schedule. Furthermore, the teacher are observed to think that bringing different views and perspectives together would be challenging; and therefore, the discussions would be affected because of the conflicting views of the teachers and they expected to have a constructive nature throughout the practice. In addition to those concerns, the teachers mentioned that the practice would increase their responsibilities as it would demand them to take responsibility for their own learning and development along with learning and development of others (i.e. peers and students). Besides, the teachers

thought that the practice and its results would pertain to their context, their group and their students and they would experience a generalization problem at the end of the study. Lastly, they found LS practice challenging as it would not work with their students who had low motivation towards learning from their perspectives.

The fourth question concentrated on the benefits that teachers expected from LS model of professional development before they actually practiced it (See Table 14). The results uncover that the teachers would benefit from the practice in terms of professional development and improvements in instructional practices. Moreover, the teachers would utilize from the process as they could find solutions to the common problems faced during teaching through collaboration with their peer as LS practice involved solving teaching problems in a collegial way. The teachers also thought that the research lesson plan prepared in collaboration and implemented with students could be used as a sample plan and would shed light into future lesson plans. Besides, the teachers held the belief that they could benefit from the practice as they would have an understanding of professional development and the practices like LS model as a result of experiencing LS in their context. Finally, the teachers regarded LS practice beneficial because it would trigger a sense of belonging as they would collaborate with other teachers in order to achieve a joint aim.

The fifth question required teachers to provide evidence confirming that the practice was helpful or not and would meet teachers' expectations before they practiced it (See Table 15). The results showed that the teachers would like to see that their students would experience an increase in their motivation and they, as teachers, would experience an increase in their commitment towards teaching and instructional practices when they participated in LS practice process. Lastly, the teachers expected to see that practicing LS would encourage them to reflect upon themselves, their teaching practices and their students and to evaluate themselves in order to be able to claim that LS practice really benefitted them.

The sixth question aimed to see whether teachers expected to see that practicing LS model would have an effect upon their teaching practices before they got involved in the process (See Table 16). The results indicated that they mostly had a positive attitude towards LS practice and expected that their experience with LS model would affect their teaching practices in that it would trigger reflection upon teaching practices and in turn encourage teachers to make improvements. Besides, focusing on problems and discussing about possible solutions in collaboration with colleagues would lead them to compensate for the failures faced while teaching. Furthermore, the teachers thought that the practice would

make them more tolerant of themselves, others, students and the like as the respectful and collegial atmosphere of the practice would be reflected into atmosphere of the classrooms and to the relationship with other peers. As a final expected affect, the teachers stated that the practice would influence their teaching practices as they could have the opportunity to apply what they would learn during discussions and observation of research lessons in their classroom practices.

The last question was concerned with the suggestions of the teachers in terms of designing a professional development process (See Table 17). The teachers mostly suggested that several LS groups would become more effective as it would be possible to hold discussions about various problems and find various solutions to them in a short time. Besides, they suggested that having an established consensus among teachers would increase the efficiency of the process. The last suggestion focused upon setting the objectives before holding the meetings so as to encourage teachers to take responsibility and show a joint effort to achieve.

Research Question 2b: Does the teachers' participation in Lesson Study cycles lead to any changes in their perceptions regarding Lesson Study model in the process of professional development?

The research question probes to investigate whether practicing LS resulted in any changes in teachers' perceptions of LS model as a form of professional development. Through interviewing the teachers at the end of the study, the researcher could have the opportunity to see how teachers perceived LS model after they experienced it in the study context. The results indicated that the teachers took advantage of LS practice as they mostly expressed their ideas in terms of positive sides of LS at the end of the study. The practice appears to have met their expectations, led to improvements in their beliefs, knowledge and teaching practices and contributed to personal and professional development of teachers when the teachers' perceptions at the beginning of the study are also considered.

The results were provided through seven topics determined as based upon the questions asked during the interview. For the first question, the teachers were required to describe LS model in their own words (See Table 18) and the results revealed that the teachers mostly described it as they did at the beginning of the study. They used the similar expressions such as collaboration with peers, finding solution to the problems encountered while teaching and development of a lesson plan. However, they defined it as a process of

bringing teachers together in order to be able to achieve a joint aim as differently from their definitions at the beginning of the study. Besides, they described it as a practice contributing to teaching abilities of teachers. In accordance with improvements in teaching abilities, teachers were found to regard the LS practice as a process in which the lessons are redesigned in a way that would benefit students and encourage them to take responsibility for their own learning.

The results obtained through the second question focusing upon the most appealing and helpful aspects of LS model after teachers practiced it (See Table 19) reveal that the teachers had the opportunity to share their ideas, experiences, beliefs with each other and in this way take decisions in order to improve their teaching. Furthermore, they found it helpful as it paved the way for overcoming isolation teachers experienced in their teaching environment through collaboration with peers. The teachers were also observed to regard the practice helpful as it encouraged them to see their strengths and weaknesses with the help of reflection on themselves, their beliefs and practices. Lastly, the teachers favoured the practice as it triggered a feeling of ownership over teaching profession and professional development resulting from taking responsibility for their own learning and development.

As for the third question dealing with the most challenging aspects of LS practice after experiencing it (See Table 20), the teachers mostly stated their concerns about time issue as they had to allocate a considerable amount of time for practicing LS, which is a similar challenging aspect pointed out at the beginning of the study. Besides, the teachers found the practice challenging because of experiencing difficulty while criticizing others, which could be avoided through utilising from constructive feedback as a way of enabling a safe culture of learning and collaboration. What is striking is that the teachers mentioned the problem of unfamiliarity with LS model as a reason behind finding it challenging at the end of the study although they were informed at the induction stage before practicing LS. Similar to the concerns teachers had at the beginning of the study, the teachers had concerns about conflicting views of peers and generalizability of the results to the other contexts, which mainly results from the fact that the practice was the first experience of teacher with teacher research and research lessons. Moreover, the teachers stated that finding realistic solutions to the problems discussed was challenging because they aimed to make contribution to the learning of their students and agree upon solutions to overcome those problems. Lastly, the teachers complained about participation level of each teacher as the process required collective responsibility and not every teacher showed much effort in order to share the responsibilities and reduce the workload.

Another question mainly was interested in the benefits the teachers could have after they experienced LS model (See Table 21) and the results showed that the teachers pointed out similar benefits as they expected at the beginning of the study. However, they suggested that the practice provided them an opportunity to have an understanding of the significance of peer feedback in the process of teaching improvement and professional development as they had a nonthreatening context in which they could share their beliefs and observation in a cooperative way. Besides, the practice was suggested to provide benefits in terms of classroom management because the discussions at meetings and observations during research lessons contributed to their knowledge and skills on how to manage classrooms more effectively. Another benefit was suggested in terms of students because the teachers stated that they focused upon their students and gained awareness towards their students and not blaming the students for every failure or inefficiencies experienced during teaching process. As a striking benefit, the teachers suggested that the collegial atmosphere of the process provided teachers and opportunity to develop a relationship based upon trust, care and respect which in turn triggered mutual respect and appreciation among teachers. Lastly, the teachers mentioned about the feeling of ownership over learning, development and sharing with others developed as they participated in a teacher-led professional development process through LS practice.

When the question focusing on the evidence for the benefits after practicing LS model is considered, it is found that the teachers provided their satisfaction with the practice and the positive feedback they got from students as the evidence confirming that the practice really worked for their benefits and was worth of participating in (See Table 22). The improvements made by the teachers collaboratively through research lessons seem to result in increasing enthusiasm and active participation in terms of students, which in turn contributed to satisfaction of teachers with the process. Besides, the teachers stated that they experienced changes in their beliefs and practices and those changes could be given as evidence showing that LS really benefitted them. For instance, they state that the process encouraged reflection and a desire for peer collaboration in order to experience development in teaching profession.

As for the question dealing with the effects of LS model on teaching practices of teachers after experiencing it (See Table 23), the results indicated that the teachers were encouraged to reflect upon themselves, their beliefs and teaching practices, which in turn contributed to improvements in their teaching as they had expected at the beginning of the study. Furthermore, focusing upon students was suggested to lead to shifts in teaching

perspectives of teachers as teachers stated that they had a more student-centered approach instead of a traditional view of teaching after they practiced LS model. Besides, the teachers are observed to favour collaboration with peers as they state how collaboration benefitted them in terms of improvements in teaching practices and professional growth. As a final affect, the teachers pointed out that the practice triggered a feeling of empowerment and encouraged teachers to believe in their abilities.

The last question was concerned with the suggestions that teachers made in order to design a professional development process based upon their experiences and observations during LS practice (See Table 24). The results revealed that the teachers mostly stated their concerns about time allocated to the practice as it took much time from their perspectives. Therefore, they suggested reducing the amount of time and carrying out the LS practice in a shorter period of time to increase its efficiency. Additionally, the teachers are observed to have a similar suggestion as they had at the beginning of the study. They focused upon the importance of objectives in terms of increasing the effectiveness of the practice and suggested that the objectives could be set before each meeting. What is worth mentioning is that the teacher suggested that the practice could be carried out with fewer participants although the current LS practice was conducted with five teachers and the previous literature proposed that a typical LS group should consist of four to six teachers (i.e. Hurd & Licciardo-Musso, 2005). Another interesting suggestion was related to the role of the facilitator (i.e. the researcher) in the present study and teachers suggested that the facilitator should not do more than what is expected from a facilitator.

6.2.2 Pedagogical Implications for Research Question 2

The results obtained through interviews with teachers (i.e. pre- and post-) showed that the teachers had a positive attitude towards LS practice both at the beginning and at the end of the study. Although the teachers had some concerns before they practiced and they experienced such a process for the first time, the practice seemed to meet their expectations, lead to improvements in knowledge, teaching practices and perspectives, contribute to the personal and professional development of teachers and triggered enthusiasm and a desire for students to participate actively in learning process.

When the results for the second research question is considered as a whole, one of the major implications of the study is that there should be a consonance between teachers' professional goals and their perceptions of the program and teachers should view the

proposed change as an opportunity for professional growth in order to develop a positive attitude towards the innovation provided and show commitment to the change (Stein & Wang, 1988). Furthermore, an awareness towards teachers' perceptions of a change or development process would yield the expected results and shed light on the future practices by presenting the practice with its plus and minuses. If the teachers should be the agents of change, then their perceptions, needs and concerns should be of great value and should directly be addressed in a professional development process (Guskey, 1994) because their views would guide the process of change and provide evidence and practical suggestions on the feasibility of the program for the ones attempting to experience it. The teachers' perceptions regarding LS practice in the present study might provide other teachers, organizers of professional development programs and the researchers an opportunity to evaluate a professional development process through LS model from teachers' perspectives and lead future practices by considering those perceptions.

The results indicate that the teachers had some concerns about LS practice both at the beginning and at the end of the study. They stated their concerns mostly about time, increasing responsibility and effort, being a demanding process. However, it should be kept in mind that change and/or development is a gradual and difficult process and any change holding great promise for contributing to teachers' competence and learning of students requires extra work, energy and time; hence, the change might pave the way for a certain amount of anxiety and become very threatening (Guskey, 2002b). Those concerns and negative feelings can be overcome with the help of collaboration among teachers themselves and with the researcher. Besides, observing that the new practices and/or procedures really work might encourage teachers to refine their practices and adopt new perspectives.

As for the benefits of LS practice from teachers' perspectives, it is realized that the teachers favoured collaboration with peers as LS practice enabled the teachers an opportunity to learn not only about LS model but also about each other. The collegial relationship growing out of the process seems to help teachers overcome isolation they experienced in their teaching environment, to promote respect and trust among teachers, to encourage them to share with others in order to achieve a joint aim. The satisfaction of teachers with collaboration draws out attention to the importance of building collegial relationships in order to sustain teachers in the process of learning and development. Besides, Cerbin and Kopp (2006) suggest that the collaboration promotes mutual understanding of goals, teaching practices and student learning despite the fact that teachers might have different views, different expectations and ascribe different meanings to the same concepts

as experienced and stated in the present study. However, LS experience helps teachers develop a shared language for teaching and learning as they observe and discuss the same problem in the same context over a period of time, which in turn eliminates the problems of disagreements and conflicts as experienced in the present study.

Another implication relates to the quality of being an evidence-based approach to teaching improvement and teacher development. The traditional professional development processes through workshops, and seminars presented in the form of prescriptions with lots of advices and tips (Wilson & Berne, 1999) do not enable teachers an opportunity to look closely at their students and their work and do not provide them evidence about how their students learn and what changes take place as a result of improvements they presented in the classroom teaching. However, LS model is an evidence-based approach to teaching improvement and teacher development because the observations through research lessons provide important insights about student learning and the data that could be directly applied in making improvements in the lesson in comparison to the data obtained through quiz, exams or tests (Cerbin & Kopp, 2006). Therefore, those who design or organize professional development practices should bear in mind that the development practice should provide evidence for the teachers and the other researchers about its practical consequences.

The last implication regarding the second research question is concerned with the insight that LS provided teachers in the present study on gaining a deep awareness towards their students through collaboration with peers. The teachers in the present study seem to realize that the students should not be blamed for every failure experienced during teaching process and the teachers should not approach teaching process with biases towards their students. The discussions with peers, observing students during research lessons and sharing constructive feedback can be suggested to help teachers notice that the students could learn better and participate actively if they are presented improvements in accordance with their needs as practiced in the present study. This finding draws attention to the significance of keeping the individual learning needs of students at the heart of professional development activity and focusing upon those needs from different perspectives and showing a collegial effort to meet those needs (Hiebert & Stigler, 2000; Hurd & Licciardo-Musso, 2005).

Research Question 3: Does a systematically constructed professional interactional exchange among teachers, students and a teacher trainer in the form of Lesson Study affect teachers' professional development? If any, in what ways?

The last research question aims to have an understanding of the relationship between LS practice and professional development of EFL teachers and focuses upon whether the LS practice achieved its intended results in terms of both teachers and students. In order to find out how the EFL teachers benefitted from LS practice in their professional development based upon the their experiences and observations during the research process, the study utilized from teacher interviews, reflective journal entries of the teachers, the field notes kept by the researcher, minute papers collected from the students and video-recordings of the meetings after practicing the research lessons in classes, and the video-recording of the meeting with the teacher trainer. The results were analysed and presented in accordance with five critical levels of evaluation proposed by Guskey (2002a).

The first level is concerned with the participants' reactions aiming to find out the extent to which teachers are satisfied with the professional development offering through LS model (See Table 39). When the feelings of teachers towards LS practice considered, we find that the teachers mostly stated their satisfaction with the experience. Besides, they thought that the practice helped them in various aspects, encouraged them to feel productive and triggered a feeling of ownership over the process and their development. However, the teachers also stated some negative feelings about their experience with LS practice such as boredom, frustration, confusion and disappointment.

Under the level of participant' reactions, the teachers also state their ideas about time-related issues through which they suggested that they had a great time during the process. However, they experienced problems in terms of deciding upon time limit that should be allocated for each part in the research lessons. Besides, they expressed their concerns about lack of enough time to carry out the practice as they had to hold meetings at lunch breaks because of the fact that they were given permission to participate in the process on condition that the process would not interrupt their weekly schedule.

As for teachers' reactions in terms of materials, handouts and activities provided throughout the process, we see that the teachers appear to be satisfied as they found them interesting, useful, meaningful and well-planned. Nevertheless, they suggested that the materials and/or activities were demanding in terms of time and effort although they were helpful. Regarding the information shared throughout the process, the teachers completely stated positive comments as they found it useful and remarkable. They also pointed out that the information they could obtain through discussions with their peers enabled them an opportunity to gain new insights about teaching practices.

The participant teachers' reactions were also analysed in terms of the leader (i.e. the researcher) and the teachers found the support from the researcher as helpful and thought that the researcher facilitated the practice. However, they experienced some uncertainties about the actual responsibility of the researcher as the researcher sometimes had to do much more a facilitator should have done.

The last point under the level of participants' reactions deals with the atmosphere of the LS process from teachers' perspectives. The results indicated that the teachers found the environment of the practice comfortable and mostly favoured collaboration with their peers. Besides, they stated that the safe environment of the process encouraged mutual respect among teachers despite different views, beliefs and experiences.

The second level concentrates upon participants' learning aiming to collect evidence upon changes in teachers' knowledge, skills, or attitudes which can be attributed to professional development practice experienced through LS model (See Table 41). The results were presented through five areas of learning proposed by Kirkpatrick and Kirkpatrick (2015) to indicate the extent to which the teachers acquired the intended knowledge, skills and attitudes based on their experiences and observations with LS practice (See Table 40).

In terms of knowledge, the teachers appear to hold the belief that the process helped them gain awareness towards themselves and their teaching practices as they stated their ideas mostly upon self-knowledge. That awareness and knowledge about self seemed to trigger pedagogical knowledge and knowledge about students. Besides, the practice contributed to content knowledge of teachers and their knowledge about the workplace.

As for the skills, the teachers suggested that the practice made contribution to teaching skills of teachers as a result of sharing experiences, making improvements in teaching practices through research lessons and observing how the improvements influence learning of students. Besides, the teachers pointed out that their experience with LS model helped them in terms of developing team-working skills such as empathy, respect and support, which result mainly from the collegial relationship among teachers and warm atmosphere of the practice.

Regarding the area of attitude, we find that the LS practice triggered teachers develop a positive attitude towards teaching, students, teaching materials and professional development. In terms of the attitude towards professional development, the results revealed that the practice encouraged teachers to collaborate with their peers, to learn from each other and to participate in teacher-led development processes like LS model. In line with changing

attitude towards professional development, the teachers seem to have experienced changes in their attitudes towards their students and teaching practices as they suggested that the practice provided them an opportunity to see how their biases towards their students prevented making improvements in practices and contribute to learning of students. Lastly, the changing attitude towards teaching materials indicate that the teachers refined their ideas about teaching materials (i.e. the course books in the present study) and the collaboration with peers helped them in terms of how to use teaching material in a way that would contribute to learning of students.

When the area of confidence is considered, the results reveal that the teachers experience a change in their confidence towards teaching and towards professional development practices. The teachers suggested that LS practice encouraged them to feel confident in terms of teaching because the research lessons led teachers to believe that they could achieve success in teaching by making improvements in accordance with learners' needs. Besides, the increasing confidence in terms of professional development seemed to result from observing the benefits of collaboration with peers and sharing ideas, beliefs, and experiences in a collegial atmosphere.

The last area focuses upon commitment and the results indicate that the teachers experienced some changes in their teaching practices as a result of observing how improvements resulted in increasing enthusiasm and participation of students. Those observations led teachers to intend to apply what they learned in their future practices. Furthermore, the teachers appeared to show commitment towards professional development as they gained new insights regarding professional development, which encouraged a desire to participate in new development processes like LS model.

The third level is interested in the characteristics and attributes of the organization in which the professional development process through LS model took place by documenting the support from organization with the aim of making improvements and informing future professional development activities. The present study was supported by the administrators in terms of resources such as a room for the meetings, access to internet facilities, computer, photocopying and permitting voluntary participant teachers to participate in the study.

The main problem in terms of the support from the organization was related to lack of time as the teachers could participate the practice on condition that on condition that the process would not interrupt their normal class schedules. Hence, the teachers had to hold meetings during lunch breaks once or twice a week, which was tiring. Apart from the lack of time, the teachers had concerns about peer observation as they were not used to peer

observation practices; therefore, they were feeling nervous. However, the institution could support the teachers by developing the mindset that the focus of the observation in LS should be upon learning not on judging others; and constructive criticism is of great value in order to improve the effectiveness of teaching and contribute to student achievement.

The fourth level focuses upon participants' use of new knowledge and skills and aims at understanding whether the new knowledge and skills learned during professional development process would lead to any differences in teachers' professional practice, beliefs and attitudes in the future. However, the present study could not have the opportunity to find out whether the teachers would reflect what they learned and gained into their practices in their future classrooms because of the fact that it demanded enough time to pass after the practice to allow teachers adapt the new knowledge, ideas and/or practices and apply them in their actual classroom practices.

The last level is concerned with student outcomes which can be used as an evidence of whether the professional development process through LS model has contributed to specific gains in students (See Tables 42 and 43). Despite the fact that it is not yet possible to fully assess the improvements and changes in students taking place as a result of practicing LS model as the desired improvements would demand time, the present study tried to analyse the effects of LS practice in terms of students by considering their immediate reactions to the research lessons and their thoughts about it. The researcher focused upon strong points of the lessons and the students' suggestions regarding the changes that should be taken into consideration. The results showed that the students favoured mostly collaboration through group work as it encouraged them to participate more actively in the learning process. Moreover, the students stated that the intensity of the activities during the lesson was another strong point of the first and revised research lessons and they suggested that the activities drew attention of all students and led to an increase in student participation.

As for the suggestions regarding the first and revised research lessons, the findings imply that the students favoured the research lesson to a large extent and they further remarked that there was no need for any changes in the lessons. However, they emphasized their concerns mostly about time limits allocated for the parts and/or activities in the research lesson. They suggested that time limits could be increased in order to allow them enough time to complete the activities.

6.2.3. Pedagogical Implications for Research Question 3

The results obtained through the five critical levels of evaluation proposed by Guskey (2002a) suggest that the teachers utilized from LS practice in various aspects including personal and professional growth, improvements in their knowledge and classroom practices, increasing confidence towards themselves, their students, and their teaching abilities, and developing positive attitude towards professional development, students, and teaching profession. The improvements and changes suggested by the teachers seem to affect the students in terms of triggering their self-confidence, boosting collaboration with peers, and encouraging active involvement in the learning process.

Considering the results for the last research question, the major implication of the study should focus upon what should be the core features of professional development bringing success and satisfaction as experienced in the present study. Therefore, the implications will be explained through six key features of professional development identified by Garet et al. (2001) and Desimone (2009), which are suggested to be critical for increasing teacher knowledge and skills, improving teaching practices and holding promise for increasing student achievement. The core features which are critical components of effective professional development involve; (a) form of the activity, (b) content focus, (c) active learning, (d) coherence, (e) duration, and (f) collective participation.

The form of the activity deals with whether the professional development activity is a reform type such as a study group and/or network or a traditional practice in the form of a workshop or conference (Garet et al., 2001). While traditional forms of professional development view teachers only as possessors of knowledge presented as prescriptions involving rules to be applied, the reform types of professional development from a sociocultural perspective regard teachers as the creators of that knowledge since their learning is constructed and restructured through experiences in social contexts with social practices (Richards, 2002). The professional development practices as reform types suggest that the development of teachers cannot be seen as merely a process of uploading new theories, methods, techniques or materials on teachers enabled through workshops or conferences, but as a process of restructuring teachers' beliefs, knowledge and practices through social interaction and systematic inquiry by teachers themselves. The reform types of professional development differ from traditional professional development in several respects. For instance, reform activities often take place during the regular school day, during the process of classroom instruction or during regularly scheduled teacher planning time,

which enables making connections with classroom teaching and responding to teachers' needs and goals (Garet et al., 2001). In this regard, LS model can be suggested to be a reform activity as it was a teacher-led inquiry process taking place during the regular school day of teachers. Besides, the classroom teaching of teachers was at the heart of development process and the practice was conducted as based upon teachers' needs, beliefs, experiences, practices and goals. Therefore, it should be kept in mind that the professional development processes should be presented in the form of reform activity involving social interaction, teacher inquiry, construction of knowledge and skills through collaboration and there should be a connection between the professional development activity and the teachers' actual classroom teaching.

The feature of content focus is concerned with the extent of the link between specific teaching practices which are the focus of professional development and specific changes in teaching practices of teachers (Desimone et al., 2002). Results from the present study provide evidence for the relationship between focusing on specific teaching practices and making teachers implement those specific practices in their classrooms. Taking professional development perspective into consideration from a sociocultural perspective, we concluded in the present study that the LS practice focused upon specific teaching practices based upon the problems encountered in the classrooms by the teachers themselves and in turn encouraged teachers to use those specific practices (i.e. group work in the current study) in their classrooms based upon their observations during research lessons.

The other feature relates to active learning which is mainly concerned with the opportunities enabled by the professional development activity for teachers in order to make them become actively engaged in meaningful discussion, planning, and practice (Garet et al., 2001). Being opposed to passive learning taking place typically in the form of listening to a lecture, active learning can be fostered in a number of forms such as observing expert teachers and being observed teaching followed by constructive feedback and discussion, planning the use of new curriculum materials and new teaching methods, reviewing student work in the topic areas and leading discussions (Borko, 2004; Desimone, 2009; Garet et al., 2001). The LS practice in the present study promoted active learning through enabling teachers opportunities to observe their peers and being observed, to hold discussions about the observations and share feedback, to collaboratively plan a research lesson by working on new teaching methods and materials, reviewing students' needs and beliefs through questionnaires and their ideas about the lesson through minute papers, and leading many

discussions upon their problems related to teaching practices and students and working upon solutions.

Another core feature of professional development focuses upon coherence dealing with the extent to which teacher learning in professional development is consistent with other teacher learning opportunities, with teachers' knowledge and beliefs, and with reforms and policies of the school, district, and state (Desimone, 2011). That is, the professional development activity should have a connection with the realities of teachers' day-to-day work experiences within their classrooms (Main & Pendergast, 2015). In this regard, the LS model is practiced as based upon the realities of the classroom because the discussions are held mainly about the problems encountered by teachers during classroom instruction and the research lessons are planned in accordance with those problems and possible solutions leading to improvements.

The feature of duration concentrates upon the need for professional development to be of sufficient duration in order to provide engagement which could result in possible intellectual and pedagogical change (Desimone, 2009; Main & Pendergast, 2015). The duration of professional development involves both the span of time over which the activity is conducted (i.e. one semester) and the number of hours allocated to the activity (Kang, Cha & Ha, 2013). Supovitz and Turner (2000) analysed cross sectional data from many science projects and proposed that there was a strong relationship between teachers' total participation hours in professional development and both inquiry-based teaching practices and an investigative classroom culture. As an inquiry-based professional development activity, LS practice in the present study enabled teachers sufficient span of time (i.e. during one semester) to hold the discussions, plan the research lesson, implement the research lessons and make revisions, and to disseminate the results to other teachers in the study context. However, the teachers sometimes complained about the duration of the study as it took too much time and about the lack of enough time to complete the discussions as they had the opportunity to hold meetings during their lunch breaks once or twice a week. Therefore, the administrations should enable teachers enough time to carry out practices like LS model effectively.

The last feature is concerned with collective participation referring to the extent to which different teachers from the same school, grade or department participate in the same learning opportunities, which sets up the potential for interaction and discourse as a powerful form of learning (Desimone, 2009; Kang et al., 2013). Desimone et al., (2002) suggest that professional development becomes more effective in changing teachers' classroom practices

when there is collective participation of teachers from the same school, department or grade. In this regard, the LS practice in the present study involved voluntary teachers from the same school coming together with the aim of developing professionally and contributing to learning of students.

6.3. Personal Reflections

Some personal reflections and suggestions as the researcher and as one of the teachers participating in professional development through LS model may be useful in terms of sharing the experiences the teachers and researchers can face when designing and/or participating in a professional development process through LS model:

- **Participant Teachers:** It is highly recommended that the researcher should send an invitation letter to all of the teachers at the institution and encourage them to participate in the process. The invitation letter should inform the teachers about the aim, the steps and expectations from the teachers. Besides, it should be kept in mind that the practice should be conducted with the voluntary teachers who accept to be involved in such a process. Selecting the participant teachers in accordance with the characteristics of those teachers from the very beginning would certainly give damage to the effectiveness and reliability of the research and the professional development.
- **Being organized:** The researcher should provide the participant teachers the schedule of the process, which informs teachers about weekly activities and responsibilities. When the researcher is organized, the teachers become organized and take responsibility.
- **Feeling safe and comfortable:** The teachers should be informed that the discussions are aimed at sharing beliefs, ideas, and experiences in a collegial atmosphere unlike the discussions aiming at criticizing each other. Furthermore, the teachers should be reminded that during observation in research lessons, the focus should be upon the implementation of lesson plan and the reactions of students to the plan. In this way, the teachers would feel safe and comfortable and would not refuse being observed by their peers.
- **Appreciation of participant teachers and their efforts:** The dissemination meeting at the end of the practice should not be ignored as it is of great significance both in

terms of sharing the experiences with other teachers and with the administration and appreciating the effort of teachers during the process.

- **Satisfaction:** In spite of some difficulties, it is possible to talk about satisfaction of participant teachers and the researcher. Feeling a desire to participate in such a practice again from teachers' perspectives and to design and carry out such a practice again from the researcher' s perspective is certainly the most prominent outcome of the present study.

6.4. Limitations and Suggestions for Future Research

The present study was conducted with five teachers working at a School of Foreign Languages at a state university, and the findings are related to the participants and the study context; therefore, they can not be generalized. Considering the outcomes from teachers' and students' aspects at different educational contexts, further studies would achieve different results enabling an opportunity to see the effectiveness of LS model on professional development of teachers and on student achievement.

Furthermore, the study could not provide data related to teachers' use of new knowledge and skills obtained and improved through their experiences with LS practice in the present study context. In this regard, follow-up studies could enable information about whether teachers could benefit from that knowledge and skills in their classroom practices after they experienced such a process.

Besides, the study did not focus upon the effects of practicing LS model and the effects of improvements in teachers' knowledge and skills on student achievement. Therefore, additional studies should be conducted in order to see how LS would benefit students in a much more detailed way.

Although the duration of the present study was sufficient to register significant changes in teachers' knowledge, beliefs and practices, longer periods may produce more reliable changes. Time and practice may be necessary factors to help teachers increase their knowledge and to improve their teaching practices in a way contributing to learning of their students.

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APPENDICES

APPENDIX A. REPERTORY-GRID

Participants Class Date Category No.

Construct No	Triads	Emergent Constructs (Similarities)	Rating Scale 1 2 3 4 5											Implicit Constructs (Contrasts)
			E1	E2	E3	T1	T2	T3	I1	I2	I3	Self	Ideal	
1														
2														
3														
4														
5														
6														
7														
8														
9														
10														
11														
12														
13														
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15														
16														
17														
18														
19														
20														

Rank Order 1. 2. 3. 4. 5.

APPENDIX A. PRE-INTERVIEW WITH PARTICIPANT TEACHERS

Part 1: Ideas about English Language Teaching

1. To begin, one of your goals is to lead your students to become successful language learners. What will it look like when students are "good at English." What qualities do students have when they are good at English?

2. What are the qualities of effective language teachers?

3. What are the main goals of your teaching process this year? What qualities of students would you like to improve?

4. What are your weaknesses as a language teacher? What are some areas of teaching that you would like to improve on?

Part 2: Ideas about Lesson Study

1. How would you describe "lesson study" to someone who had never heard of it before?

2. What do you see as the most helpful or appealing aspects of "lesson study", and why?

3. What do you expect to be the most challenging aspects of "lesson study", and why?

4. What do you hope to get out of "lesson study"... for yourself, for your group and school, for your students?

5. If "lesson study" works… for you, for your group and school, for your students, what kind of evidence will you expect to see?

6. Do you think "lesson study" will affect you or your teaching in any way? How?

7. If you designed such a professional development process, how would you design it?

Adapted from http://www.lessonresearch.net/

APPENDIX B. POST-INTERVIEW WITH PARTICIPANT TEACHERS

Part 1: Ideas about English Language Teaching

1. To begin, one of your goals is to lead your students to become successful language learners. What will it look like when students are "good at English." What qualities do students have when they are good at English?

2. What are the qualities of effective language teachers

3. What were the main goals of your teaching process this year? What qualities of students could you improve?

4. What are your weaknesses as a language teacher? What are some areas of teaching that you could improve on as you participated in a professional development activity called "lesson study"?

Part 2: Ideas about Lesson Study

1. How would you describe "lesson study" to someone who had never heard of it before?

2. What do you see as the most helpful or appealing aspects of "lesson study", and why?

3. What were the most challenging aspects of "lesson study", and why?

4. What did you get out of "lesson study"... for yourself, for your group and school, for your students?

5. If "lesson study" worked… for you, for your group and school, for your students, what kind of evidence can you give?

6. Do you think "lesson study" affected you or your teaching in any way? How?

7. If you designed such a professional development process, how would you design it?

8. Dou you have any further comments about the whole process? If yes, please explain.

Adapted from http://www.lessonresearch.net/

APPENDIX C. INTERVIEW WITH TEACHER TRAINER

1. In accordance with your observations, how would you describe lesson study practice to someone who has never heard of it before?

2. According to your observations, what were the most appealing or helpful aspects of lesson study? Why?

3. According to your observations, did the participant teachers seem to face any challenges during lesson study process?

4. Do you think attending lesson study process will affect teachers' teaching practices in any way?

5. To you, what other things could be done to increase the effectiveness of lesson study process with EFL teachers in Turkey?

6. Do you have any any further comments? If any, please explain.

APPENDIX D. MINUTE PAPER

Bugün ki dersinizle ilgili görüşlerinizi aşağıdaki sorulara cevap vererek belirtebilir misiniz?

1. Bu dersin en çok beğendiğiniz yönleri/ en iyi yönleri nelerdi?

2. Bu derste ne öğrendiniz? Bu ders sayesinde neleri daha iyi yapabileceğinizi düşünüyorsunuz?

3. Eğer bu ders başka bir gruba daha uygulanacak olsa neleri hangi yönlerinin değiştirilmesini önerirsiniz? Bu değişikliklerin neden olmasını istersiniz?

Adapted from Dudley (2011)

APPENDIX E. REFLECTIVE JOURNAL TEMPLATE

Name:

Date:

This journal template has been prepared to help you reflect on your experiences today. Please complete it and return within a few days.

ACTION
What did I do? What were my expectations?
FEELINGS
How did I feel during the process?
POSITIVE OUTCOMES
What did I enjoy about the session? What did I see as my contribution?
CHALLENGES FACED
Did I face any difficulties? Why do I think they arose? How did I deal with them?
OPPORTUNITIES
What will I do different for the next week?

APPENDIX F. FIELD NOTE TEMPLATE

Date:

Time:

Participants:

Location

OBSERVATIONS	NOTES TO SELF

APPENDIX G. TEACHER CONSENT FORM

Informed Consent to Participate in Research Information to Consider Before Taking Part in this Research Study

This form tells you about this research study. We are asking you to take part in a research study that is called: Practicing Lesson Study with EFL Teachers: A Transformative and Sociocultural Perspective for EFL Teacher Professional Development. The person who is in charge of this research study is Ferhan Karabuga. She is under the guidance of Dr. Gulden Ilin at English Language Teaching Department of Cukurova University. The research will be done at Kahramanmaras Sutcu Imam University, School of Foreign Languages.

Purpose of the study:

The purpose of this research is to learn whether the Lesson Study process has an influence on professional development of EFL teachers. Via an analysis of the interaction between EFL teachers, their students and teacher educators, the current study intends to contribute to research conducted on in-service professional development programs that support teacher-directed collaboration and teacher learning in the workplace.

Study Procedures:

If you take part in this study, you will be asked to;

1. have all of your Lesson Study meetings video recorded so that the videos can be coded and analyzed for themes.

2. participate in interviews where participants share their insight and ideas about the Lesson Study experience.

3. allow all documents produced during the Lesson Study process to be reviewed and analyzed.

This research will take place at School of Foreign Languages from January 2016 – June 2016. All data collected, including video recordings will solely and exclusively be used for research. Only those directly involved in the research will have access to the videos and they will not be used for any other purpose without your consent.

Practicing Lesson Study with EFL Teachers: A Transformative and Sociocultural Perspective for EFL Teacher Professional Development

Risks or Discomfort: This research is considered to be minimal risk. That means that the risks associated with this study are the same as what you face every day. There are no known additional risks to those who take part in this study.

Confidentiality: The identities and names of participants will remain confidential during all aspects of data analysis and reporting. Some historical and demographic data may be utilized for the final report and during presentations of the research. However, I will be identified as the researcher and participant, making identification of participants possible. Although this may compromise the anonymity of participants, the identification or potential identification of participants will in no way negatively impact those involved in the research.

Voluntary Participation / Withdrawal: You should only take part in this study if you want to volunteer. You should not feel that there is any pressure to take part in the study, to please the investigator or the research staff. You are free to participate in this research or withdraw at any time. There will be no penalty or loss of benefits you are entitled to receive if you stop taking part in this study. Your decision to participate or not to participate will not affect your job status.

Questions, concerns, or complaints: If you have any questions, concerns or complaints about this study, please contact the researcher at ferhankarabuga@gmail.com. If you have questions about your rights as a participant in this study, general questions, or have complaints, concerns or issues you want to discuss with someone outside the research, contact Dr. Gulden Ilin at guldenilin@cu.edu.tr.

Consent to Take Part in this Research Study

It is up to you to decide whether you want to take part in this study. If you want to take part, please sign the form, if the following statements are true.

I freely give my consent to take part in this study. I understand that by signing this form I am agreeing to take part in research. I have received a copy of this form to take with me.

_____ _____

Name of Person Taking Part in Study **DATE**

_____

Signature of Person Taking Part in Study Date

Adapted from Buono, A.G. (2012). Lesson Study: Restructuring teacher professional development in the United States. Unpublished Ph.D thesis. University of Lesley, Cambridge.

APPENDIX I. STUDENT CONSENT FORM

Lesson Study Project Informed Consent for Students

We are conducting a research project to explore how students learn concepts, ideas or abilities in this class. In keeping with the ethical standards for doing research with human subjects, this consent form describes the project and asks for your permission to allow us to use information you produce during the class period for research purposes. Please read and sign the form. Feel free to ask questions about any aspect of the project. If you have any questions or concerns, please do not hesitate to contact by ferhankarabuga@gmail.com.

Purpose and Procedure

• My participation involves taking part in class just as I would normally do in the course.

• During the class period several instructors will be present to observe and record information about the day's lesson.

Confidentiality

• The results of this study may be published in scientific literature or presented at professional meetings.

• My information/data will not be linked with personally identifiable information.

• Names will not be attached to class observations and will be deleted from any written work collected during the class period.

• My information will be confidential. Only the research team members will have access to the information collected during the class period.

Possible benefits

• I will benefit from the research project to the extent that I fully participate in the class period.

Permission to Use Course Material

• I agree to allow the researchers to use observations of my participation and my written work related to the lesson for research purposes.

• I understand that my grade or my experience in the class will not be affected adversely whether I grant permission or not.

Please sign the form:

I understand the project and grant permission to use my course material:

Participant Name: **Date:**

Signature:

APPENDIX H. ACCESS LETTER REQUESTING PERMISSION TO CONDUCT RESEARCH

To Kahramanmaras Sutcu Imam University
School of Foreign Languages

Request for Permission to Conduct Research

I am a registered Ph.D student in the Department of English Language Teaching at the University of Cukurova. My supervisor is Assist. Prof. Dr. Gulden Ilin.

The proposed topic of my research is: Practicing Lesson Study with EFL Teachers: A Transformative and Sociocultural Perspective for EFL Teacher Professional Development. The objectives of the study are:

(a) To learn whether the Lesson Study process has an influence on professional development of EFL teachers.
(b) To contribute to research conducted on in-service professional development programs that support teacher-directed collaboration and teacher learning in the workplace.

I am hereby seeking your consent to conduct my research with some teachers working at Kahramanmaras Sutcu Imam University School of Foreign Languages. The names of teachers who volunteer to participate in this research are attached to this letter.

Should you require any information, please do not hesitate to contact me or my supervisor. Our contact details are as follows:

ferhankarabuga@gmail.com

guldenilin@cu.edu.tr

Upon completion of the study, I undertake to provide you with a bound copy of the dissertation and share the findings with other teachers.

Your permission to conduct this study will be greatly appreciated.

Yours sincerely,

Signature:

Name: Ferhan Karabuga

APPENDIX İ. INVITATION TO PARTICIPATE IN THE RESEARCH PROJECT

Dear Colleagues;

We are conducting a teacher professional development program as part of a research study to increase our understanding of how lesson study affects the professional development of EFL teachers. Via an analysis of the interaction between EFL teachers, their students and teacher educators, the program intends to contribute to research conducted on in-service professional development programs that support teacher-directed collaboration and teacher learning in the workplace. As EFL teachers, you are in an ideal position to give us valuable first-hand information from your own perspective.

There is no compensation for participating in this study. However, your participation will be a valuable addition to our research and findings which could lead to greater public understanding of teachers and the students in the field. If you have any questions please do not hesitate to ask.

This teacher training program will take place at School of Foreign Languages from January 2016 – June 2016. All data collected, including video recordings will solely and exclusively be used for research. Only those directly involved in the research will have access to the videos and they will not be used for any other purpose without your consent.

The meetings will be held at Teachers' Lounge at lunchtime (from 12.00 to 13.00) on Tuesdays and Wednesdays. During meetings, the participant teachers will discuss and share their ideas about a student learning issue and then develop, implement and reflect critically on novel solutions to the issue by preparing a research lesson taught to their students.

We are asking you to take part in the research study that is called: Practicing Lesson Study with EFL Teachers: A Transformative and Sociocultural Perspective for EFL Teacher Professional Development. The person who is in charge of this research study is Ferhan Karabuga. She is under the guidance of Dr. Gulden Ilin at English Language Teaching Department of Cukurova University.

We very much hope that you are able to accept the invitation, and participate in this teacher training program.

Thank you for your consideration.

APPENDIX J. LESSON STUDY SCHEDULE

January	Week 1	Induction Stage (Delivering the Handbooks and articles about Lesson Study)
	Week 2	Induction Stage (Reading the given handbooks and articles)
	Week 3	Induction Stage (Presentation about Lesson Study+Discussion)
	Week 4	Induction Stage (Discussion about Lesson Study)
February	Week 5	Identifying the areas of focus Discussing student learning issues
	Week 6	
	Week 7	
February-March	Week 8	Planning a research lesson based on the focus agreed on by the team
	Week 9	
	Week 10	
	Week 11	
March- April	Week 12	1st volunteer member of the team will teach the lesson and the other members will observe Some students will be interviewed after the lesson
	Week 13	2nd volunteer member of the team will teach the lesson and the other members will observe Some students will be interviewed after the lesson
April	Week 14	Revising and improving the lesson according to observations and interviews
	Week 15	
April-May	Week 16	3rd volunteer member of the team will teach the revised lesson and the other members will observe Some students will be interviewed after the lesson
	Week 17	3rd volunteer member of the team will teach the revised lesson and the other members will observe Some students will be interviewed after the lesson
May	Week 18	Discussing the findings/Meeting with teacher trainer
	Week 19	Dissemination meeting to share findings with the other teachers at the school
	Week 20	CELEBRATION

APPENDIX K. OBSERVATION FORM

Observer: **Date:** **Class:**

Stages of the lesson	Case Student A	Case Student B	Case Student C	Other Comments
Stage 1 Approximate Time:				
Stage 2 Approximate Time:				
Stage 3 Approximate Time:				
Stage 4 Approximate Time:				
Stage 5 Approximate Time:				
Stage 6 Approximate Time:				
Stage 7 Approximate Time:				
Stage 8 Approximate Time:				
Stage 9 Approximate Time:				
Stage 10 Approximate Time:				
Stage 11 Approximate Time:				
Stage 12 Approximate Time:				

APPENDIX L. STUDENT NEEDS ANALYSIS QUESTIONNAIRE DEVELOPED BY TEACHERS (TURKISH VERSION)

Bölüm 1: İngilizce Öğrenmeye Dair Fikirleriniz

Madde No	Maddeler	Kesinlikle Katılmıyorum	Katılmıyorum	Kararsızım	Katılıyorum	Kesinlikle Katılıyorum
1	İngilizce öğrenmek benim için uygundur.	①	②	③	④	⑤
2	İngilizce öğrenmeye **daha iyi bir iş** için ihtiyaç duyuyorum.	①	②	③	④	⑤
3	İngilizce öğrenmeye **akademik kariyer** için ihtiyaç duyuyorum.	①	②	③	④	⑤
4	İngilizce öğrenmeye **farklı ülkelere seyahat etmek** için ihtiyaç duyuyorum.	①	②	③	④	⑤
5	İngilizce öğrenmeye **prestijli olduğu** için ihtiyaç duyuyorum.	①	②	③	④	⑤
6	İngilizce öğrenmeye **dijital bilgiye ulaşabilmek ve sosyal ağları kullanmak** için	①	②	③	④	⑤

	ihtiyaç duyuyorum.					
7	İngilizce öğrenmeye **eğlence (medya, kitap, sinema, müzik vs.)** için ihtiyaç duyuyorum.	①	②	③	④	⑤
8	İngilizce öğrenmeye **Erasmus programına katılabilmek** için ihtiyaç duyuyorum.	①	②	③	④	⑤
9	İngilizce öğrenmeye **farklı dil konuşan insanlarla iletişim kurabilmek** için ihtiyaç duyuyorum.	①	②	③	④	⑤

İngilizce Öğrenmek İçin Farklı Amaçlarınız Varsa Belirtiniz:

…….....

Bölüm 2: İngilizce Derslerimize Dair…

Madde No	Maddeler	Kesinlikle Katılmıyorum	Katılmıyorum	Kararsızım	Katılıyorum	Kesinlikle Katılıyorum
1	İngilizce derslerimizde daha çok **grup aktivitesi** yapılmalı.	①	②	③	④	⑤
2	İngilizce derslerimizde daha çok **ikili çalışmalar** yapılmalı.	①	②	③	④	⑤
3	Derslerimiz daha çok **ders kitabına bağlı** olarak yürütülmeli.	①	②	③	④	⑤
4	Haftalık **ders saatimiz daha fazla** olmalı.	①	②	③	④	⑤
5	Öğretmenlerimiz daha çok **alıştırma kağıtları** getirmeli.	①	②	③	④	⑤
6	Dersler **İngilizce konuşma becerisi** üzerine odaklanmalı.	①	②	③	④	⑤
7	Dersler **İngilizce dinleme becerisi** üzerine odaklanmalı.	①	②	③	④	⑤
8	Dersler **İngilizce yazma becerisi**	①	②	③	④	⑤

	üzerine odaklanmalı.					
9	Dersler **İngilizce okuma becerisi** üzerine odaklanmalı.	①	②	③	④	⑤
10	Dersler **İngilizce gramer üzerine** odaklanmalı.	①	②	③	④	⑤
11	Dersler **İngilizce kelime öğrenme** üzerine odaklanmalı.	①	②	③	④	⑤
12	Dersler bütün dil becerilerine (okuma, yazma, konuşma ve dinleme) eşit bir şekilde odaklanmalı.	①	②	③	④	⑤

Bölüm 3: Aşağıda verilen sorular hakkında fikirlerinizi belirtebilir misiniz?

1. Sizce bir İngilizce öğretmeninin sınıf içerisindeki rolü ne olmalıdır?

2. Türkiye'de İngilizce öğrenmek/öğretmek başarılı bir şekilde yürütülemediği yaygın bir şekilde düşünülmektedir. Sizce bunun sebepleri nelerdir?

3. İngilizce dersinizde kullanılan "Stretch 2" ders kitabını beğeniyor musunuz?

BEĞENİYORUM ◯ BEĞENMİYORUM ◯

Lütfen ders kitabınıza ilişkin verdiğiniz cevabın sebebini açıklayın.

APPENDIX M. RESEARCH LESSON PLAN

THE GOAL OF RESEARCH LESSON

For the lesson study group, we are primarily focusing on compulsory English courses provided to the students attending different departments of the university. These courses involve two hours of teaching each week and they are conducted with the coursebook "Stretch 1/2 ". As teachers, we think that our students show low motivation towards learning English and do not take responsibility for their own learning. Even, we sometimes feel that we are teaching for ourselves as we observe that there is low attendance and sometimes no attendance to the class activities. As language teachers, we think that our students are not aware of the importance of knowing a foreign language and why they need such a course in their education process. Also, we suggest that learners give up learning as they do not find the topic, the grammar subject or the activities relevant to themselves. Therefore, we are looking at ways to make the learning content relevant to our students in order to encourage students to take responsibility for their own learning and increase motivation towards the lesson.

OVERARCHING GOAL OF THE LESSON STUDY GROUP:

To make students more responsible for their own learning by making the learning content relevant to the students

RESEARCH LESSON PLAN (FIRST PART- 2 HOURS)

Steps of the lesson: learning activities and key questions (and time allocation)	**Student activities/ expected student reactions or responses**	**Teacher's response to student reactions / Things to remember**	**Goals and Method(s) of evaluation**
Pre-research lesson (Warm- up) Engagement (10 min)	In pairs, students think about studying at university and brainstorm.	Teacher draws a word web on the board about "Studying at university" The teacher gives an example first and give students (pairs) one minute to brainstorm. Teacher writes the students' responses on the board.	The goal is to elicit prior knowledge of students through Word web.
Stage 1 Comprehension Check and teaching the new vocabulary (5 min)	The students repeat the phrases they listen. The students remembers the previously learned adjectives. The students try to comprehend the new vocabulary items. The students form sentences regarding how they feel when they have experienced the activity directed by the teacher.	The teacher makes the students listen to Vocabulary part in the coursebook. The teacher elicits the previously learned adjectives (in the previous unit) from the students and writes them on the board. Eg: **Bored Nervous Tired Confused Shocked Uncomfortable** Teacher writes on the board "How do you feel when you have ……." to combine the previously learned adjectives with the new vocabulary and grammatical item. **ss:** When I fail a test, I feel unhappy. **Board:** When I_____ _____, I feel_. Teacher directs those	The goal is to enable a coherence between the new topic and the previous topic.
Stage 2 Doing the exercises related to vocabulary (5 min)	The students do the exercise in the coursebook (Part B) and fill in the gaps in pairs.	The teacher gives the instructions for the vocabulary exercise in the coursebook and give students 3 minutes time limit.	The goal is to engage students with the exercise in the book

Stage 3 Listening for details and note taking (5 min)	The students listen to the conversation and take notes in order to give answer to the questions. The students compare their answers in pairs and listen to the conversation again to check their answers.	The teacher tells students to close their books as they are going to listen to a conversation between 2 students, Alex and Lina (teacher may point out that Lina is female and Alex is male). The teacher asks these questions; **1.** When did the semester start? **2.** What test do Alex and Lina have on Friday? **3.** When are they meeting?	The goal is to encourage students to listen for details and take notes.
Stage 4 Introducing expressions of agreement (3 min)	The students open the books and go through the dialogue in the coursebook The students listen to the dialogue again and practice	The teacher points to speaking box and introduce expressions of agreement. Teacher plays the recording again	The goal is to make students realize how those expressions are used while communicating
Stage 5 Practicing conversation (5 min)	The students try to personalize and practice the conversation in the coursebook through their own information.	The teacher tells students to personalize the conversation in the coursebook with their own information and practice the dialogue.	(skipped after piloting and revised)

Stage 6 Eliciting the meaning of "Present Perfect Tense" (10 min)	The students try to answer the questions according to the dialogue in exercise B and follows the instructions by the teacher. Following the instructions and the timeline, the students try to formulate a rule for present perfect tense in their native language. The students predict the past form or past participle form of the verbs in the exercise.	The teacher points to the dialogue in exercise B again and ask the questions; *How many tests has Alex had?* *How many tests has Lina had?* And writes the answers on the board; *Alex has had three tests.* *Lina hasn't had any tests.* Then, the teacher asks concept questions such as; ***When did Alex have the tests?*** Within the last two weeks ***Do you know the dates/exact days?*** no Later, the teacher illustrates the present perfect tense with a timeline. ***What do you notice about the verb form?*** have/has + past participle Following the timeline, the teacher encourages students to formulate a rule for the present perfect in L1. Then, the teacher delivers a handout **(Handout 1)** to the students related to infinitive, simple past	The goal is to present the learning item in a context and encourage students to deduce a rule for the learning item on their own.

Stage 7 Consolidation of present perfect (10 min)	The students listen to the explanations by the teacher and take notes.	The teacher goes over Grammar box in the course book; teacher explains use of ***ever*** in questions and skips	The goal is to make students comrehend the details of present perfect tense.
Stage 8 Practising a communicative activity (15 min)	The students do the exercises and mingle to ask the questions in the activity. The asking student writes the responders' names on the paper.	The teacher delivers another handout (**Handout 2**) involving a communicative activity to the students. The teacher asks students to do the exercises in the activity and then ask those	The goal is to practice questions in the present perfect and short answers.
Stage 9 Introduction of *already, never, still, yet, ever* (5 min)	The students listen to the explanations by the teacher.	The teacher introduces *already, never, yet,* through monolingual and /or bilingual explanation	The goal is to make students comrehend the use of *already, never, yet* with present perfect tense.
Stage 10 Encouraging students to communicate (15 min)	The students report their survey results using *already, never, still, yet*, e.g. *Ali hasn't studied for the final test yet.*	The teacher asks students to report their survey results they have completed before.	The goal is to practice affirmative and negative sentences in present perfect with *already, never, still, yet, ever*

RESEARCH LESSON PLAN (SECOND PART-2 HOURS)

Steps of the lesson: learning activities and key questions (and time allocation)	**Student activities/ expected student reactions or responses**	**Teacher's response to student reactions / Things to remember**	**Goals and Method(s) of evaluation**
Pre-research lesson (Warm-up) Engagement (5 min)	The students give examples of own forms of test anxiety.	The teacher tells students to close their books, writes "Test anxiety" on the board and elicits/explains meaning	The goal is to introduce into the topic and to personalize the content.
Stage 1 Pre-reading and group work presentation (8 min)	Students work in groups of 4-5 and try to remember words/phrases. The students report group work results.	The teacher asks students "How can you reduce test anxiety?" and gives them two minutes to think of three ways. Teacher monitors the process and scaffolds the groups.	The goal is to activate schemata and to personalize the content
Stage 2 Reading comprehension (15 min)	Students open the book and follows the instructions given by the teacher. Students read the text quickly and try to give answer to the questions.	Teacher asks students to read the text quickly and give response to the questions; • Which of our ideas (on the board) are also given in the text? • Are there different ideas? (Give a time limit: 5 minutes) Teacher puts a checkmark on ideas both on the board and in the text. Teacher adds ideas that are in the text, but not on the board (*join a study*	The goal is to practice scanning skill.

Stage 3 Reading for details and answer check (12 min)	Students read the text again and answer the questions in groups.	Teacher asks students to read the text again and answer the questions in ex. B. by getting help from their group members (time limit: 8 minutes)	The goal is to encourage students to read for details and check their comprehension
Stage 4 Preparing a presentation (20 min)	Students look at the example shown by the teacher and they (with group members) begin to write notes about the topic on posterboards.	Teacher tells students to prepare and give a short presentation on the topic **"How to reduce test anxiety"** in groups of three or four. Teacher shows an example poster by projecting it and gives students (groups) a posterboard and board marker. Teacher tells students to write notes, not sentences on the posterboard. Teacher gives time limit to the groups and explains that they will speak in full sentences while presenting and each member will participate in the presentation stage.	The goal is to make each member of the group take responsibility and prepare a presentation.
Stage 5 Giving presentation (20 min)	Each group presents their posters by using full sentences. Each group member should be involved in the presentation process.	Teacher invites the groups one by one to make their presentation. Teacher helps students as they present.	The goal is to encourage students to practice giving presentation to others in the classroom

CURRICULUM VITAE

PERSONAL DETAILS

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2012 – 2018 : PhD, Çukurova University, Institute of Social Sciences, English Language Teaching

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2004– 2009 : BA, Mersin University, Faculty of Education, English Language Teaching

WORK EXPERIENCE

2012 – 2017 : K.Maraş Sütçü İmam University (English Instructor)

2009 – 2011 : Kilis 7 Aralık University (English Instructor)

ACADEMIC PARTICIPATIONS AND PUBLICATIONS

A. Papers Presented in International Scientific Conferences and Published in Conference Proceedings:

A1. **Karabuga, F. & Kaya, S. E. (2012).** Collaborative Strategic Reading Practice with Adult EFL Learners: A Collaborative and Reflective Approach to Reading. International Conference on New Horizons in Education. Rome/ITALY

A2. Karabuga, F. (2014). A Comparative study on the acquisition of –lı and –sız morphemes in Turkish by pre-school children. Language in Focus-Exploring the Challenges and Opportunities in Linguistics and English Language Teaching, Antalya/TURKEY.

A3. Karabuga, F. (2014). The Evaluation of EFL Teacher Education Programs in Turkey From the Perspectives of Pre-Service EFL Teachers and Their Instructors. FLTAL Conference, Sarajevo/BOSNIA.

A4. Karabuga, F. (2016). Perceptions of in-service EFL teachers regarding the features of an effective peer coach in the process of professional development. 1st International Teachers in Collaboration Conference, Osmaniye/TURKEY.

B. Papers Published in Journals:

B1. Karabuga, F. & Kaya, S. E. (2013). Collaborative Strategic Reading Practice with Adult EFL Learners: A Collaborative and Reflective Approach to Reading. Procedia- Social and Behavioral Sciences, 106, 621-630.

B2. Karabuga, F. (2015). Match or Mismatch Between Learning Styles of Prep-Class EFL Students and EFL Teachers. Electronic Journal of Foreign Language Teaching, 12(2), 276-288.

B3. Karabuga, F. (2016). The perspectives of both pre-service teachers and their educators on EFL teacher education programs in Turkey. International Journal of Language Academy, 4(1), 331-347.

B4. Karabuga, F. (2016). Perceptions of in-service EFL teachers regarding the features of an effective peer coach in the process of professional development. International Journal of Foreign Languages' Teaching and Education, 4(2), 139-150.