AN INVESTIGATION INTO HOW LESSON STUDY PRACTICE RESHAPES AN EFL TEACHER'S BELIEFS REGARDING THE QUALITIES OF EFFECTIVE LANGUAGE TEACHERS

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ABSTRACT

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. The study adopted qualitative research methodology and utilized from the qualitative data collection means including repertory grids (i.e. pre- and post) and follow-up interviews to achieve the research aim. The results reveal that the EFL teacher in the study context steps in the process of change since he is observed to cite constructs related to teacher-student relationships and add new constructs related to professional development as a result of experiencing Lesson Study model with his colleagues.
Keywords: Lesson Study, teacher beliefs, repertory-grid, EFL teachers, professional development

DERS ARAŞTIRMASI DENEYİMİNİN İNGİLİZCEYİ YABANCI DİL OLARAK ÖĞRETEN BİR İNGİLİZCE ÖĞRETMENİNİN ETKİN ÖĞRETMEN NİTELİKLERİNE YÖNELİK İNANIŞLARINI NASIL ŞEKİLLENDİRDİĞİ ÜZERİNE BİR ARAŞTIRMA

ÖZ

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. Bu çalışma nitel araştırma yöntemini benimsemiş ve çalışma amaçları doğrultusunda repertuar çizelgeleri (uygulama öncesi ve sonrası) ve katılımcı öğretmen ile yapılan görüşme gibi nitel veri toplama araçlarından faydalanmıştır. Çalışmanın sonuçları katılımcı öğretmenin değişim yolunda adım attığını göstermiştir; çünkü öğretmenin çalışmanın sonucu olarak Öğretmen-Öğrenci ilişkilerine yönelik oluşlardan bahsettiği ve mesleki gelişime yönelik yeni oluşlar eklediği gözlemlenmiştir.
Anahtar Kelimeler: Ders Araştırması, öğretmen inanışları, repertuar çizelgesi, İngilizceyi yabancı dil olarak öğreten öğretmenler, mesleki gelişim

Introduction

The question of how teachers can improve their teaching practices / knowledge and in turn make contribution 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 the field of language teaching has shifted its attention from focusing

mainly upon the learners and begun to be concerned exclusively with teachers, paving the way for growing interest in teacher education and teacher development (Johnston, 1997). The reason behind that growing interest towards professional development of language teachers is that a better understanding of professional development opportunities might trigger an understanding of how teacher professional learning affects practice of teaching (Johnson, 2009) and in turn lead to changes in in-service teacher programs in order to provide more opportunities for teacher learning/development and student achievement. Drawing attention to the significance and necessity of teachers' professional development, Zepeda (2012) remarks that learning to teach is a lifelong profession since it involves continuing development that is never completed.

In parallel with growing interest towards professional development of teachers, Lesson Study has gained popularity as a model of high-quality professional development forming a link between teacher learning and teacher practice (Doig & Groves, 2011). Based mainly upon collaboration among teachers, reflection and classroom practice, Lesson Study promotes teacher learning by encouraging teachers to 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), as displayed in the following figure.

Figure 1. Lesson Study Cycle
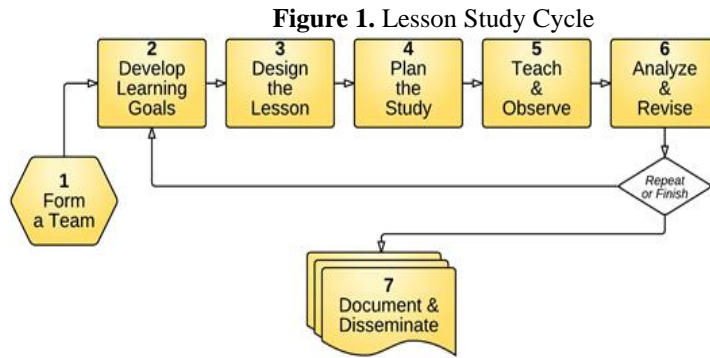
During Lesson Study practice, teachers collaboratively collect information on what supports or hinders student learning, share that information to form a picture of the learning of the whole class, and subsequently use that information to improve their teaching in a way that would contribute to student learning and achievement. In this regard, it can be suggested the teachers take the role of a researcher in their classrooms through Lesson Study practice as a teacher-led process of professional development (Lewis, 2000).

Bearing the importance of professional development of language teachers in mind, the present study aims to explore how the sociocultural context of a school of foreign languages contributes to the trajectory of language teacher development as a teacher takes part in a teacher-led professional development activity. To elaborate, this study sets out to investigate whether or not and, if so, how a teacher's conceptualizations about the qualities of effective teachers are shaped when he/she participates in such a teacher-led, collaborative professional development activity.

The present study is expected to make a contribution to the field of teacher development when the nature of the study is considered as it focuses upon teachers' construct system through use of repertory grids. Based upon constructivist theory, repertory grid technique in the study aims at grasping how teachers reshape their way of understanding, knowledge and beliefs based upon their experiences. In this respect, Sendan and Roberts (1998) probed to investigate how a student teacher's personal theories regarding effectiveness of teaching changed over a certain period of time through repertory grid. The authors suggested that repertory grids could provide an opportunity to see and monitor changes in the participants' personal theories with little imposition by the researcher when compared to other research tools such as observations, questionnaires and tests. Furthermore, the repertory grid is claimed to be able to uncover the complexities in teacher thinking and learning.

Similarly, Yaman (2008) conducted a study with a group of ELT teachers attending an in-service teacher development program which encompassed input and classroom inquiry. The study presented one ELT teacher's process throughout the program in terms of teacher learning and learning by doing. The results revealed that the use of repertory grids promoted reflection and self-awareness throughout the process of teacher development and triggered change.

Methodology
Research design
Considering the scope and the aim, the present study was designed and carried out as a case study which aims to investigate the trajectory of language teacher learning when an English language teacher participates in a professional development process through Lesson Study procedures and how the experience with Lesson Study practice shapes his beliefs regarding the qualities of effective teachers. Furthermore, with the aim of achieving the research aims, the present study adopts formative intervention methodology inspired by the methodological ideas and experiences of Vygotsky and his colleagues (Engeström, 2011).

The formative intervention methodology requires teachers to be engaged in the design process beginning 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 researcher cannot make any prescription for the design and encourages the participants to construct and hence support their practice. The design mainly aims to elaborate the agency and transformation of participants by enabling 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 researcher in the present study played the role of a facilitator of the teachers' inquiry through 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.

Instrumentation

The study utilised from Repertory-grids (pre- and post-) and interview with the teacher (pre- and post-) in order to achieve the research aims. The repertory-grid technique helps the researcher to elicit constructs and responses from participants without directing them to any expected answer. Besides, the researcher has the opportunity to retrieve the cognition of participants through their own conceptualizations and finally to obtain valid and reliable data.

Repertory-Grid

The repertory grid elicitation procedure begins with inviting the participants to write about their constructs on the qualities of a specific group of people (teachers in our case). First of all, they are asked to think about the qualities of three (the number may vary depending on the nature of the study) Effective, three Typical and three Ineffective elements (i.e. teachers) from their own repertoire without clarifying names. The researcher randomly forms triads such as E1, E2 and T1 in order to trigger the participants' minds to fill in the bipolar grid; the participants are required to think about the similarities and differences between the elements (i.e. teachers) in the triad. The triads are given until the participants come to a point that they cannot produce any more constructs. Later, the participants rate each of these constructs on a 1 to 5 scale, 1 being the closest and 5 farthest to the construct. They are also asked to rate themselves as teachers and their ideal teacher (i.e. role model). Lastly, the participants select five high priority constructs and list them in the order of importance.

Following the collection of data through grids, the data are computed and each grid is subjected to FOCUS analysis with the aim of picturing the way thoughts are organized in the participants' mind. Furthermore, EXCHANGE analysis is used in order to find changes between two grids (i.e. pre- and post).

Interview with the participant teacher

The participant teacher was interviewed after he completed his repertory grids at the beginning and at the end of the study. Following an emergent design, the interviews (i.e. pre- and post-) were semi-structured and required the participant teacher to elaborate the meanings he attached to his constructs in his grids and to comment on the rationale behind his beliefs.

Participants

The teacher participating in the present study was a German male with sixteen years of teaching experience. Informed consent was obtained from the teacher as he was digitally recorded many times throughout the process. The teacher experienced exposure to Lesson Study practice for twenty weeks (i.e. four weeks with induction stage and sixteen weeks with practicing Lesson Study). The model was actually practiced with five EFL teachers teaching at the same department. However, the present study considered only one EFL teacher's trajectory of development as a result of experiencing Lesson Study model of professional development.

Procedure

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 1.

Table 1. 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. 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 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 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 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.

Findings
The FOCUS analysis of the participant teacher's Time 1 and Time 2 grids
Figure 2 displays how the participant teacher' constructs are represented in his mind at the beginning of the study. The teacher's grid data at Time 1 involves fourteen constructs and eleven elements. Figure 2 displays the construct and element links in his FOCUSed grid at 80% cut-off point.

Figure 2. Participant Teacher's FOCUSed grid at Time 1
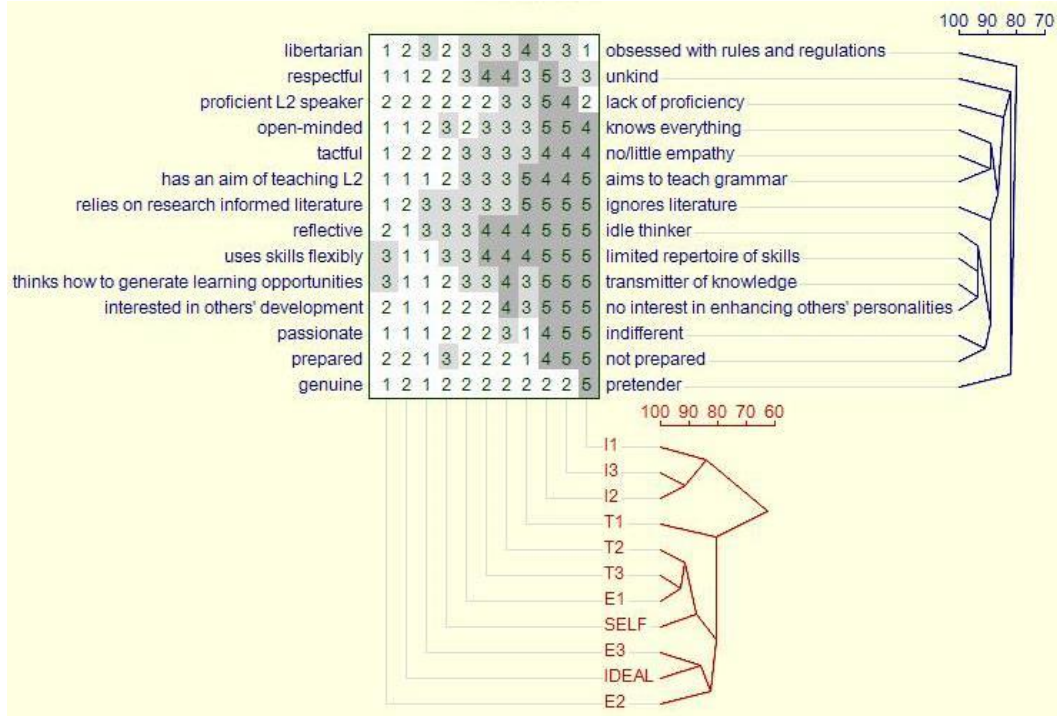
When the construct cluster of the participant teacher is considered, it is observed that there appears one main construct cluster with two isolates and one sub-cluster. Within the main construct cluster, there is a superordinate construct involving the constructs of "genuine" and "libertarian". The teacher 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 the teacher 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 the participant teacher 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. The teacher 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 the participant teacher and "interested in others' development" form the second pair and match at approximately 92% level. The teacher 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. The teacher 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 2 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 the teacher 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 the participant teacher 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 2, the associations reveal that the teacher 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. The teacher'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 the 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 the teacher 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 the participant teacher 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 the teacher'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 2 indicates that the teacher' 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.

On the other hand, the grid data of the participant teacher at Time 2 consists of twelve constructs and eleven elements. Figure 3 presents the construct and element links in his FOCUSed grid at 80% cut-off point.

Figure 3. Participant Teacher's FOCUSed grid at Time 2
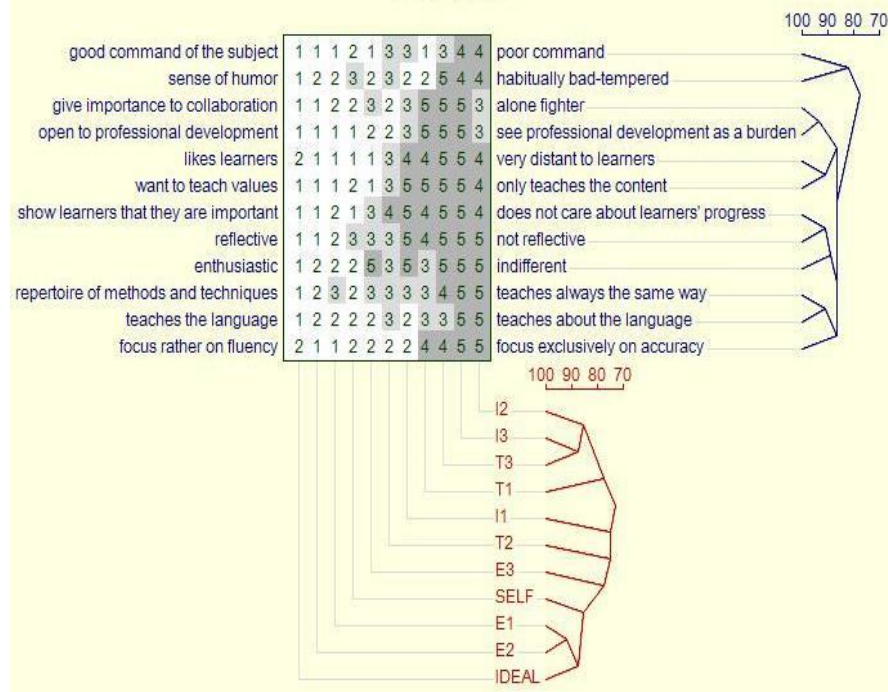
When the grid data is illustrated, we see that all of the teacher's constructs are linked to one big main construct cluster with four pairs and two isolates. Besides, there appears a sub-cluster with a rather loose pair. Within the sub-cluster, it is observed that there is one loose pair matching at 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 the teacher believes that a teacher who has good command of the subject he/she is responsible for teaching has also a good sense of humour. The teacher 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.

The teacher'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 the teacher sees a close relationship between those four

constructs. For the first pair, the teacher 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 cannot become effective.

Additionally, the teacher 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, the teacher 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 3, 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 the teacher 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, the teacher highly thinks that if a teacher owns a good repertoire of methods and techniques, he/she can teach the language; hence, become more effective in the classroom. The teacher 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.
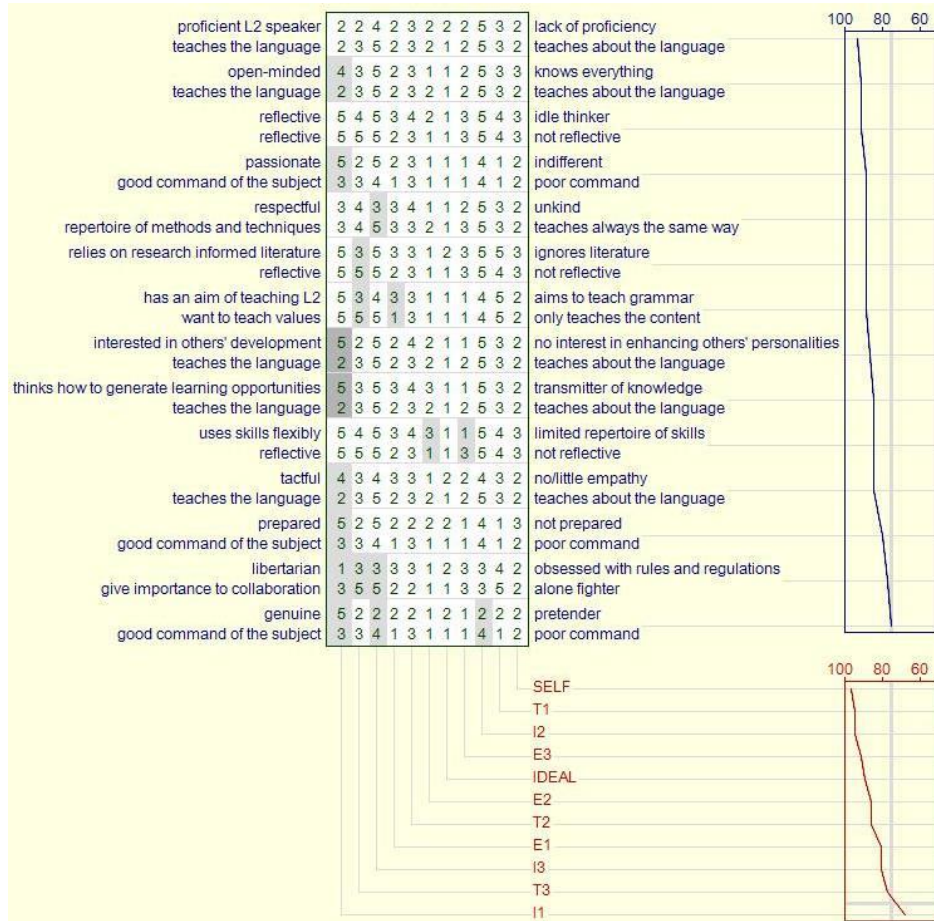
At the bottom of grid data, it is seen that the construct "focus rather on fluency" is placed in isolation. The participant teacher clarifies that quality by stating that we cannot be as accurate as we are in our mother tongue; so, there should be much more focus on fluency. Despite the fact that the teacher 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 the teacher 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 3, one typical (T3) and one ineffective teacher (I3) from the repertoire of the participant teacher form a loose pair at approximately 88% level. Furthermore, another ineffective teacher (I2) of the teacher 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 effective teachers (E1 and E2) match at 90% level forming a tight pair and being subordinated by the ideal teacher. Based on this finding, we may construe that the teacher 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 the teacher 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.

The Exchange analysis of the participant teacher's Time 1 and Time 2 grids
The Exchange analysis of the participant teacher's grids at Time 1 and Time 2 displayed in Figure 4 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 4. The Exchange Analysis of the Participant Teacher's FOCUSed 1 and FOCUSed 2 Grids

Left pole	Ratings	Right pole
proficient L2 speaker	2 2 4 2 3 2 2 2 5 3 2	lack of proficiency
teaches the language	2 3 5 2 3 2 1 2 5 3 2	teaches about the language
open-minded	4 3 5 2 3 1 1 2 5 3 3	knows everything
teaches the language	2 3 5 2 3 2 1 2 5 3 2	teaches about the language
reflective	5 4 5 3 4 2 1 3 5 4 3	idle thinker
reflective	5 5 5 2 3 1 1 3 5 4 3	not reflective
passionate	5 2 5 2 3 1 1 1 4 1 2	indifferent
good command of the subject	3 3 4 1 3 1 1 1 4 1 2	poor command
respectful	3 4 3 3 4 1 1 2 5 3 2	unkind
repertoire of methods and techniques	3 4 5 3 3 2 1 3 5 3 2	teaches always the same way
relies on research informed literature	5 3 5 3 3 1 2 3 5 5 3	ignores literature
reflective	5 5 5 2 3 1 1 3 5 4 3	not reflective
has an aim of teaching L2	5 3 4 3 3 1 1 1 4 5 2	aims to teach grammar
want to teach values	5 5 5 1 3 1 1 1 4 5 2	only teaches the content
interested in others' development	5 2 5 2 4 2 1 1 5 3 2	no interest in enhancing others' personalities
teaches the language	2 3 5 2 3 2 1 2 5 3 2	teaches about the language
thinks how to generate learning opportunities	5 3 5 3 4 3 1 1 5 3 2	transmitter of knowledge
teaches the language	2 3 5 2 3 2 1 2 5 3 2	teaches about the language
uses skills flexibly	5 4 5 3 4 3 1 1 5 4 3	limited repertoire of skills
reflective	5 5 5 2 3 1 1 3 5 4 3	not reflective
tactful	4 3 4 3 3 1 2 2 4 3 2	no/little empathy
teaches the language	2 3 5 2 3 2 1 2 5 3 2	teaches about the language
prepared	5 2 5 2 2 2 2 1 4 1 3	not prepared
good command of the subject	3 3 4 1 3 1 1 1 4 1 2	poor command
libertarian	1 3 3 3 3 1 2 3 3 4 2	obsessed with rules and regulations
give importance to collaboration	3 5 5 2 2 1 1 3 3 5 2	alone fighter
genuine	5 2 2 2 2 1 2 1 2 2 2	pretender
good command of the subject	3 3 4 1 3 1 1 1 4 1 2	poor command

Elements: SELF, T1, I2, E3, IDEAL, E2, T2, E1, I3, T3, I1

As to structural changes in the element links, there seems a small change in one of the ineffective teachers (I1) of the participant teacher. At the beginning of the study, I1 subordinated the pair formed by other ineffective teachers (I2 and I3). However, when the teacher's second grid is considered, it is seen that I1 is construed as an isolated element. What appears as important is that the teacher 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.

Discussion

The results obtained through repertory grid and follow-up interview at the beginning of the study reveal that the constructs cited by the participant teacher 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. 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 and professional development of teachers.

The FOCUS grid data of the participant teacher at Time 2, on the other hand, 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 Lesson Study experience seems to encourage 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 et al., 2009), which in turn leads to changes in teachers' practices, knowledge and beliefs. Besides, the teacher emphasizes the importance of collaboration, professional development, having a student-centred 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 can be suggested to 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.

To conclude, the personal constructions of the participant teacher regarding the qualities an effective teacher should have at the end of the study indicate that the teacher has experienced somehow changes in his belief system. The teacher seems to pay attention to professional development, collaboration with peers and academic qualities and it can be suggested that the teacher leaves room to develop personally and professionally much more as a result of practicing LS model.

When the research aim 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 and others in the field of teaching/learning 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 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 triggers changes in their practices, knowledge and beliefs as LS practice provided in the present study. The teacher in the present study

has experienced changes in his 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.

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 (Yaman, 2008). The teacher in the present study could have the opportunity to reflect upon himself through discussions, observing others in the classroom, sharing ideas and beliefs with others, which in turn paved the way for restructuring his constructions regarding the qualities an effective teacher should have.

Conclusion

The research question aimed at determining whether practicing LS model led to any changes in an EFL teacher's beliefs regarding the qualities of an effective language teacher. Based upon the data obtained through repertory grid method, the results indicate that the EFL teacher in the study context do not appear to have experienced statistically significant changes in his beliefs regarding the qualities of an effective language teacher. However, to support this finding, we can point to the fact that, by means of practicing LS model, he stepped in the process of change as he cited constructs related to Teacher-Student relationships and added new constructs under the category of Professionalism when compared to the constructs he cited before getting involved in LS practice. Despite the fact that there was not statistically significant change in the content and structure of beliefs, it provided promising results as it revealed that the EFL teacher in the study context is somehow open to change, and he can challenge and reconstruct most of his beliefs if he is supported in terms of professional development in the long run.

While the content of the constructs cited in the first grid (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 grid (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. The teacher seems to esteem student related issues and professional development more after practicing LS model in comparison to merely teacher-centred perspectives observed at the beginning of the study. The teacher appears to focus upon professional development, peer collaboration and academic qualities; therefore, he can be claimed to leave room to develop both personally and professionally as a result of his experiences with LS model.

Through use of repertory grid as a research tool, we could gain insight into the changes occurring in beliefs of a teacher as he experienced a professional development process with little or even no imposition by the researcher (Sendan & Roberts, 1998; Yaman, 2008). Furthermore, it enabled to make a comparison between beliefs of a person before and after getting actively involved in a process of learning through collaboration, reflection and observation. The teacher was realized to be involved in a decision making, revising and reconstructing process thanks to experiencing the LS model of professional development.

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