

The Content Of 7 Efl Teachers' Personal Theories: A Constructivist Approach

Şaziye YAMAN*

ÖZET

Çalışmada bir grup İngilizce öğretmeninin bireysel ve mesleki gelişimleri için gereksinim duydukları meslek-içi gelişme alanları belirlenmiştir. Belirlenen gereksinimler sorun çözme yöntemi ile tüm grubun işbirliği içinde uygulanan öğretmen geliştirme programında çalışılmıştır. Bu çalışmada 7 İngilizce öğretmeni ile belirlenen meslek-içi gereksinimlerin neler olduğu ile uygulanan programın başlangıcı ve sonu arasında bireysel teorilerinde yaşanan değişimlerin bulunması amaçlanmaktadır. Öğretmenlerin bireysel teorileri gruplandırılmış ve 3 bölümde ele alınmıştır.

- öğretme tutumları (sunu, sınıf yönetimi ve teknik beceriler)
- bireysel özellikleri
- mesleki özellikleri

Araştırmacı, öğretmenlerin bir yandan öğrenme diğer yandan da değişme sürecinde ne kadar etkin olduğuna bakıp öğretmenlerin bireysel teorilerinin içerikleri, bu içeriklerin değişimleri ve olası nedenleri tartışmıştır.

Anahtar Kelimeler: Yapısalcılık, içerik, bireysel teoriler, öğretmen değişimi, etkin dil eğitimi.

ABSTRACT

The study explores a group of secondary school English teachers' perceived personal and professional development needs at the outset of a teacher development program through collaborative action research which focuses on teachers' personal and professional development as well as their classroom practice. The aim of this paper is to explore in-depth the nature of 7 EFL teachers' perceived needs and to investigate if there are any changes in their personal theories at the end of an in-service teacher development program. The constructs were categorised under 3 main categories

- teaching behaviours (presentation, management and technical skills)
- personal qualities
- academic qualities

Regarding the effectiveness of teachers' learning and change, the researcher has dealt with the content of personal theories held by the teachers and any changes, with possible causes.

Keywords: Constructivism, content, personal theories, teachers' change, effective language teaching.

This article is based on the data collected for the doctoral dissertation completed in January 2004 in Çukurova University, under the supervision of Asst. Prof. Dr. Fehmi Can Sendan.

* Şaziye Yaman, Dr., University of Mersin Çiftlikköy Campus, Mersin. saziyeyaman@hotmail.com

INTRODUCTION

The fundamental principle of constructivism is that "if you wish to understand a person, then you have to understand how he or she perceives the world, and so how he or she construes personal choices and decisions" (Kelly, 1955). Burr and Butt (1992:3) comment that "Kelly insisted that if you want to help people to change, you must first understand the construction they are placing on their world, the theories they hold and the questions they are asking". Drawing on this argument, it is stated that repertory grid elicitation technique might be used as a heuristic tool for uncovering and/or investigating teachers' personal constructs on a variety of themes. (Kelly 1955; Day, Denicolo & Pope, 1990; Diamond, 1991; Pennington, 1990; Roberts, 1998; Christie & Menmuir, 1997). That is, by using the repertory grid, we can elicit teachers' construction of their personal needs and/or personal agenda for change. By doing this, we aim to help the teachers to develop and to become "more themselves," not to direct them to use pre-determined solutions favoured by others (Zuber-Skerrit, 1992).

Given the view of teacher learning as a need for teachers' personal and professional development, and the emphasis upon professional teachers' conceptual development, this paper is concerned with the nature of and the changes in the content of personal theories¹ as regards to teacher effectiveness during a (year-long) teacher development program .

The Study: Overall View of the Content of Personal Theories

The content analysis of the repertory grid data obtained from the 7 teachers produced a total of 74 constructs at Time 1 (at the beginning of the study) and a total of 129

constructs at Time 2 (at the end of the study). The content of their personal theories are analysed under three broad categories. The categories and the sub-categories were discussed with ELT teachers at the University of Çukurova. 15 teachers in ELT Department were given a sheet on which the constructs were numbered and asked to put them into alphabetical order. Teachers were asked to categorise the constructs. The categories were supplied by the researcher and teachers were left free to add new categories when necessary. After the collocation of the sheets, the above mentioned categories and the constructs representing each category were clarified and organised. Meanwhile, the first category is displayed under 3 sub-categories since it is quite large. Also, the first category was divided into 3 sub-categories so as to better interpret data in terms of frequency. The 3 broad and the 3 sub-categories within themselves are as follows:

A. Teaching Behaviours

1. Presentation Skill
2. Management Skill
3. Technical Skill (use of teaching aids and materials)

B. Personal Quality

C. Academic Quality

¹ **Change in the Content of Personal Theories** refers to the meanings the teachers attach to the qualities that they identify regarding the features of effective language teaching. Hence, changes in the content of teachers' constructs refer to the identification and analysis of the thematic patterns in the personal constructs elicited from the teachers (Sendan, 1995). "Content change refers to personal theories of each teacher, we mean the semantic distinctions made by the participants when classifying and discriminating teachers known to them" (Sendan & Roberts, 1998: 60).

Table 1 The Frequency of 7 Teachers' Constructs at Time 1 and Time 2

CONSTRUCTS	f	Time 1	Time 2
	*		
A. TEACHING BEHAVIOURS			
1. Presentation Skill			
1.Is well organised in teaching	4	1	3
2.Finishes lesson with revision	1	-	1
3.Gives extra examples for ss'* better understanding	2	1	1
4.Revises the previous lesson at the beginning of each lesson	5	2	3
5.Simplifies the subject for ss' better understanding	2	1	1
6.Teaches well	3	1	2
7.Uses appropriate method	1	-	1
8.Uses body language	2	1	1
9.Uses different methods	2	-	2
10.Uses English in class effectively	4	2	2
11.Uses examples from daily life	2	1	1
12.Uses lesson plan	2	1	1
13.Warms up ss at the beginning of each lesson	2	1	1
TOTAL:13	32	12	20
2. Management Skill			
14.Attracts ss' attention	7	3	4
15.Deals with silent ss as well	1	-	1
16.Encourages ss	3	1	2
17.Encourages ss' language learning awareness	2	1	1
18.Encourages ss' speaking language	1	-	1
19.Encourages ss' taking responsibility	1	-	1
20.Gives clear instructions	1	-	1
21.Has good classroom management	4	1	3
22.Has no immediate error correction	1	-	1
23.Homework is for repetition and long lasting	1	-	1
24.Is active during lesson	4	1	3
25.Makes ss aware of subject	2	1	1
26.Makes ss think	1	-	1
27.Motivates ss	2	1	1
28.Student centered lessons	4	1	3
29.Timing is important	1	-	1
30.Uses drama in lesson	2	1	1
31.Uses gestures	2	1	1
32.Uses her teaching voice effectively	4	1	3
TOTAL:19	44	13	31
3. Technical Skill			
33.Asks good exam questions	2	1	1
34.Corrects ss' mistakes on board	1	-	1
35.Shows films related to subject	2	1	1

36.Uses extra materials	12	6	6
37.Uses technological devices in class	2	1	1
38.Uses visual materials	4	1	3
39.Uses worksheets for reinforcing ss learning	2	1	1
TOTAL:7	25	11	14

B. PERSONAL QUALITY

40.Considers ss' interests	2	1	1
41.Considers ss' needs	7	3	4
42.Experienced	1	-	1
43.Friendly/sarcastic	2	1	1
44.Friendly/strict	1	-	1
45.Gets on well with ss	5	2	3
46.Gives importance to listening	2	1	1
47.Gives importance to personal development	1	-	1
48.Gives importance to physical appearance	3	1	2
49.Gives importance to speaking	2	1	1
50.Gives importance to ss' ideas in class	2	1	1
51.Gives importance to ss' learning	1	-	1
52.Gives importance to ss' production	3	-	3
53.Gives importance to ss' responses	2	1	1
54.Gives positive energy to ss	3	1	2
55.Gives ss self confidence	1	-	1
56.Has good contact with ss individually	2	1	1
57.Is not stick to schedule	1	-	1
58.Is prepared before lesson	12	6	6
59.Makes jokes	1	-	1
60.Makes ss search for new things	2	1	1
61.Makes ss work harder	2	1	1
62.Never sits on her desk	1	-	1
63.Supports ss' learning	1	-	1
64.Sympathetic	1	1	-
65.Teaches extra things as well	7	3	4
66.Teaches other skills as well	2	1	1
67.Teaching is important in her life	2	1	1
68.Tolerant	5	2	3
69.Touches ss in class	2	1	1
70.Understanding	2	1	1
TOTAL:31	81	32	49

C. ACADEMIC QUALITY

71.Has good English knowledge	3	1	2
72.Has good pronunciation	3	1	2
73.Has rich vocabulary	1	-	1
74.Innovative in teaching	4	1	3
75.Open to change	8	3	5
76.Speaks English fluently	2	-	2
TOTAL:6	21	6	15
GRAND TOTAL	203	74	129

* f: frequency * ss: students

The frequency of the teachers' constructs regarding the features of teachers that lead to effective language teaching are displayed at Table 1. At the beginning of the study (Time 1), 7 teachers used a total of 52 constructs to define an effective language teacher's characteristics (see Table 1/2). 27 of these constructs are concerned with the teaching

behaviours category - 10 of which are associated with presentation skills, 11 of which are associated with management skills, 6 of which are associated with the technical skills - 21 of them are concerned with personal qualities, and 4 of them are concerned with the academic qualities of an effective language teacher.

Table 2 Frequency of Constructs at Time 1 and Time 2

Construct categories	Frequency of Time 1 constructs	Frequency of Time 2 constructs
A. Teaching Behaviours	27	39
1. Presentation Skill	10	13
2. Management Skill	11	19
3. Technical Skill	6	7
B. Personal Quality	21	30
C. Academic Quality	4	6
TOTAL	52	75

The Analysis of the Frequency of the Constructs

Most frequently cited constructs at Time 1 are: *is prepared before lesson* (6 times), *uses extra materials* (6 times), *teaches extra things as well* (3 times), *considers students' needs* (3 times), *attracts students' attention* (3 times), and *open to change* (3 times).

The first two most frequently cited constructs, *is prepared before lesson* and *teaches extra things as well* imply personal qualities of an effective language teacher. That is, these two constructs are used as umbrella terms covering features such as being prepared before lessons, being very good at subject knowledge, being able to teach extra things in class, being able to support students' learning with using extra teaching aids. The teachers in this study, since they deal with students who are at the very beginning stage of language learning, believe that a language teacher needs preparation in order to cover the subject and to be able to convey knowledge clearly. While doing this, s/he must use extra materials both to break the routine coursebook teaching only, and to create a desire for learning atmosphere for his/her students. We may suggest that the teachers in this study give more importance to personal qualities than to the other characteristics of an effective language teacher. The reason for this may be the level and age of students they deal with.

The other 3 most frequently cited constructs at Time 1 are related with 3 broad categories; one of which is related to personal quality, the second is related to teaching behaviours and the last one is related to the academic quality of teachers. This may mean that the teachers are more or less aware of the meanings they attached to the constructs at Time 1.

At the end of the study (Time 2), the 7 teachers cited 75 constructs in total. The teachers' repertoire of personal constructs expanded. Only one of the Time 1 constructs, *sympathetic* was deleted at Time 2. The most frequently cited constructs are: *is prepared before lesson* (6 times), *uses extra materials* (6 times), *open to change* (5 times), *teaches extra things as well* (4 times), *considers students' needs* (4 times), *attracts students' attention* (4 times), *revises the previous lesson at the beginning of each lesson* (3 times), *uses visual materials* (3 times), *student centered lesson* (3 times), *is well organised in teaching* (3 times), *has good classroom management* (3 times), *gives importance to students' production* (3 times), *tolerant* (3 times), *innovative in teaching* (3 times), *gets on well with students* (3 times), *is active during lesson* (3 times), and *uses her teaching voice clearly* (3 times). Three of which (*is prepared before lesson* (6 times), *considers students' needs* (4 times), *teaches extra things as well* (4 times)) are related to personal qualities of teachers, two of which;

uses extra materials (6 times), attracts students' attention (4 times) are related to teaching behaviours and the construct, *open to change* (5 times) is related to the academic quality of teachers. Similarly, at Time 2, the teachers' most frequently cited constructs fall into the category of personal qualities of teachers; secondly, the teaching behaviours of teachers are cited most frequently and academic qualities comes later. That is, firstly, at Time 2, the teachers became more aware of the meanings they attached to the constructs. Secondly, the 6 most frequently cited constructs at Time 1 are among the most frequently cited constructs at Time 2. And thirdly, the teachers used 11 other constructs and cited them frequently. This shows that teachers' repertoire of personal constructs have become larger. Besides, they have become more aware of the constructs they used frequently at Time 1 and cited more constructs more frequently. That is, some less frequently cited constructs at Time 1 gained importance and were cited more frequently. These are: *considers students' needs, teaches extra things as well, attracts students' attention, revises the previous lesson at the beginning of each lesson, uses visual materials, student centered lessons, is well organised in teaching, has good classroom management, tolerant, innovative in teaching, gets on well with students, is active during lesson, uses her teaching voice effectively, and open to change.*

On the other hand, the construct, *gives importance to students' production* was not cited as a construct at Time 1. However, this construct was cited 3 times at Time 2. Thus, we may speculate that the teachers started to see some of the features of an effective language teacher to be as important as the other characteristics of an effective language teacher during this process.

The Changes

In identifying general patterns of change between Times 1 and 2, we can state that there is an increase in the content of teachers' constructs at the end of the study. This can be interpreted as "dialectical" and consistent with Kelly's theory. The teachers might have had opportunities for reordering, "reconstruction" (Sendan, 1995) and recontextualisation of their personal theories from the beginning to the end of this study. They might have gained reflective space in which all the teachers have opportunities for adding and categorising personal constructs according to their specific content.

Another matter of interest emerging from the patterns of change is the fact that the construct categories demonstrated a recurrent theme. That is, construct categories did not demonstrate a thematic change but more constructs.

It may be relevant to have a closer look at the constructs under each category. In the following categories below, the changes occurred in the frequency of citation are discussed in detail.

A. Teaching Behaviours

There are totally 39 constructs in this category. These 39 constructs have been cited 101 times. While at Time 1, the frequency of citation was 36, at Time 2, it was 65. This first category has been displayed under 3 sub-categories. This is the most frequently referred to category throughout the program. That is, between Time 1 and Time 2, constructs in this category remained consistently the most frequent and the most important for the teachers. Naturally, the highest content change was observed in this category which was a noticeable increase in the teachers' personal constructs. Among the sub-categories (1, 2 and 3) of this category, we observed the highest changes in the second category- management skills.

1. Presentation skill: In this sub-category, we observe the construct *revises previous lesson at the beginning of each lesson* was cited 5 times; twice at Time 1 and 3 times at Time 2. At the end of the study, the frequency of this construct has increased, indicating that more teachers viewed this feature as important. Another frequently cited construct is *uses English in class effectively*, which was cited 4 times; twice at Time 1 and twice at Time 2. This shows that this construct was deemed as equally important at both Times. The other construct cited 4 times is *well organised in teaching*. This was cited once at Time 1 and three times at Time 2, indicating that more teachers became aware of its importance. The construct, *teaches well* was cited 3 times; once at Time 1 and twice at Time 2, which indicates that it has gained more importance at Time 2. The 6 constructs; *gives extra exercises for students' better understanding, simplifies the subject for students' better understanding, uses body language, uses examples from daily life, uses lesson plan, and warms up students at the beginning of each lesson* were cited twice each respectively once at Time 1 and once at Time 2. This shows us that each was deemed as equally

important at both Times 1 and 2. On the other hand, while 2 constructs, *finishes lesson with revision* and *uses appropriate methods*, were cited once each and were cited at Time 2 only, and the construct; *uses different methods* was cited twice and only at Time 2. The last 3 constructs mentioned were not cited at Time 1. They were started to be seen as important characteristics of language teachers only at Time 2. This may mean that, the teachers began to see these constructs as important and added them to their Time 2 grids. This indicates that teachers' constructs increased at Time 2 and they started to consider the other important characteristics of language teachers. This change may be due to the process they have been involved in. Besides this, if we look at the teachers' constructs added into this sub-category at Time 2, we notice that they began to concentrate on two points in presentation skills; method and revision of the lesson. So, we may state that the program and the process they have been involved in must have developed an awareness of making personal theories explicit on these points. They have had a chance for recalling their past knowledge and improving their professional knowledge for the new situations.

2. Management Skill: In this second sub-category, we observe the construct *attracts students' attention* was cited 7 times; 3 times at Time 1 and 4 times at Time 2. This construct is one of the most frequently cited constructs of all categories. This indicates that this characteristic of a language teacher is seen as one of the most important features of an effective language teacher.

Other frequently cited 4 constructs are: *has good classroom management*, *is active during lesson*, *student centered lessons*, and *uses her teaching voice effectively* were cited 4 times each; once at Time 1 and 3 times at Time 2. That is, more teachers became aware of other features that outweigh the importance of these constructs.

Furthermore, *encourages students* was cited 3 times; once at Time 1 and twice at Time 2, which maintains the importance of this construct. Moreover, 5 other constructs *encourages students' language learning awareness*, *makes students aware of subject*, *motivates students*, *uses drama in lesson*, and *uses gestures* remain the same at Time 2, one citation at each time, maintaining their importance. Except for these 11 constructs mentioned above, the remaining 8 constructs

under this category are cited once, only at Time 2. The teachers began to see those characteristics of an effective language teacher as important and added them to their repertoire at Time 2. The experiences gained during the study might have led the teachers to change their views and felt a need for adding more personal constructs.

The highest increase in the number of constructs obtained from the teachers is in this sub-category at Time 2. This may mean that the teachers' experiences and knowledge gained through the process of learning by doing might have focused their concentration more on this category. This can be a result of a felt need of the teachers during the process and this may be interpreted as a process of development, as suggested by Bannister and Fransella (1980).

3. Technical Skill: In this sub-category, we observe that one of the two most frequently cited constructs, *uses extra materials* are cited 12 times; 6 times each at Times 1 and 2. The stability of this construct demonstrates that most of the teachers were certain about the importance of this feature for an effective language teacher. *Uses visual materials* is another construct which was cited four times- once at Time 1 and 3 times at Time 2. This may mean that more teachers began to see this construct as important at Time 2.

Asks good exam questions, *shows films related to subject*, *uses technological devices in class* and *uses worksheets for reinforcing students' learning* were cited twice; once at Time 1 and once at Time 2. We may suggest that these constructs have not lost their value from the teachers' point of view and remained the same at both times. While the construct, *corrects students' mistakes on board* was not cited as an important construct at Time 1, it gained importance at Time 2 and one of the teachers cited this as an important characteristic of an effective language teacher.

Technical skill has been the least frequently mentioned sub-category and the least important aspect of effective language teaching for the teachers in our study. However, the constructs in this category attracted the teachers' attention throughout the program; they cited all Time 1 technical skill constructs at Time 2 as well. So, the experiences gained did not lead the teachers' to change their views regarding their Time 1 constructs.

Extract 1

I will try to find out interesting topics to talk about in the class. I will try to use different activities in some lessons in order not to bore my students because students love different activities, extra materials, and especially, visual materials. (Teacher B)

B. Personal Quality

The second category consists of constructs related with the personal qualities of an effective language teacher. There are 31 constructs; all of which are cited 81 times; 32 times at Time 1 and 49 times at Time 2. Two of the most frequently cited constructs at both times fall into this category; *is prepared before lesson* was cited 6 times at Time 1 and 6 times at Time 2. Most teachers were certain about the importance of this construct at both times. In addition, *considers students' needs* and *teaches extra things as well* cited 7 times each; 3 times at Time 1 and 4 times at Time 2. At Time 2, citation of these two constructs increased, which may indicate that it gained more importance by more teachers at Time 2. Most of the teachers view these constructs as important characteristics of an effective language teacher at both times. Likewise, *gets on well with students* and *tolerant* are cited 5 times at Times 1 and 2; twice at Time 1 and 3 times at Time 2.

Furthermore, the other 3 most frequently cited constructs are *gives importance to physical appearance*; cited once at Time 1 and twice at Time 2, *gives importance to students' production*; cited 3 times only at Time 2 and *gives positive energy to students*; cited once at Time 1 and twice at Time 2. The frequency of citation increased at Time 2 which means that the teachers began to consider these constructs as important features of an effective language teacher. The process in which the teachers were involved might have affected their perception of effective language teaching.

The other 13 constructs; *considers students' interests*, *friendly/sarcastic*, *gives importance to listening*, *gives importance to speaking*, *gives importance to students' ideas in class*, *gives importance to students' responses*, *has good contact with students individually*, *makes students search for new things*, *makes students work harder*, *teaches other skills as well*, *teaching is important in her life*, *touches students in class* and *understanding* were cited twice each; once at both times. That is, these

constructs were seen equally valuable to teachers at both times.

Lastly, the 9 constructs; *experienced*, *friendly/strict*, *gives importance to personal development*, *gives importance to students' learning*, *gives students self confidence*, *is not stick to schedule*, *makes jokes*, *never sits on her desk*, and *supports students' learning* were cited once only at Time 2. However, the only construct that was cited at Time 1 and deleted later is *sympathetic*. It has lost its value at Time 2.

Subsequent to the highest increase in the number of constructs added at Time 2 in the category A (teaching behaviours), the second highest increase in the number of constructs are observed in category B. The teachers added 9 more constructs at Time 2. The new constructs' thematic pattern indicates us that they are mostly related with teachers' personal development, their approach towards students in class and more teachers' active involvement in the students' learning process. This involvement might be due to their learning by doing process and knowledge gained through the program, especially during the input sessions.

C. Academic Quality

We observe only 6 constructs in this category. The most frequently cited construct in this category is *open to change*, which was cited 8 times; 3 times at Time 1 and 5 times at Time 2. This construct gained value at Time 2 and nearly doubled its frequency. This may be due to the experiences of teachers gained during the input and classroom inquiry phases. The next most frequently cited construct in this category is *innovative in teaching* which was cited 4 times; once at Time 1 and 3 times at Time 2. This construct gained more importance at Time 2.

Moreover, the constructs *has good English knowledge* and *has good pronunciation* were cited 3 times; once at Time 1 and twice at Time 2. The teachers began to see them as more important at Time 2. On the other hand, *speaks English fluently* was cited twice at Time 2 only. The teachers became aware of this as an important characteristic of an effective language teacher at Time 2.

Lastly, *has rich vocabulary* is another construct that was seen as important only at Time 2. Although having rich vocabulary and being able to speak fluent English in class are seen as two important characteristics of an

effective language teacher at Time 2, more teachers (nearly two third of the teachers) cited being open to change as the most important (3 teachers at Time 1 and 5 teachers at Time 2) construct in this category. This increasing concern may be interpreted as becoming more aware of this construct and its value for an effective language teacher. We find this change in the teachers' choice important since the meaning attached to this construct is in line with

the philosophy of the teacher development program upon which this study has been based.

The Overall View of Changes in Content

At the end of the study (Time 2), 7 teachers added 24 new constructs, and the researcher elicited 129 constructs in total from the teachers (see Table 3). That is, the teachers added 55 constructs in total to their repertoires. Of the 24 new constructs, the number of frequency of the newly conceived constructs was 28.

Table 3 Total Number of Constructs of the Teachers at Time 1 and Time 2

The Teachers	Number of Constructs at Time 1	Number of Constructs at Time 2	Additional Constructs Number
A	9	19	+10
B	10	15	+ 5
C	12	20	+ 8
D	10	16	+ 6
E	11	18	+ 7
F	10	19	+ 9
G	12	22	+10
TOTAL	74	129	+55

Only one of the constructs was deleted at Time 2 by one of the teachers. This was *sympathetic*. When asked as to the reasons for this, she expressed that

Extract 2

Being sympathetic may be a characteristic of a teacher but not one of the important characteristics of an effective teacher. There are some more important characteristics to

define a language teacher. During the process of this program, I have learnt that being sympathetic is less important than the other characteristics of an effective language teacher. Because I have learnt many other important things to define an effective language teacher. Sympathetic teachers are loved but this does not mean that they are effective teachers. (Teacher C)

Table 4 Constructs Added at Time 2

Number	Constructs Added at Time 2	Time 2 frequency
1	Gives importance to ss' production	3
2	Speaks English fluently	2
3	Uses different methods	2
4	Is not stick to schedule	1
5	Corrects ss' mistakes on board	1
6	Makes ss think	1
7	Finishes lesson with revision	1
8	Uses appropriate method	1
9	Supports ss' learning	1
10	Gives importance to ss' learning	1
11	Encourages ss' taking responsibility	1

12	Hwk. is for repetition and long lasting	1
13	Has no immediate error correction	1
14	Deals with silent ss as well	1
15	Gives clear instructions	1
16	Timing is important	1
17	Encourages ss' speaking language	1
18	Gives ss self confidence	1
19	Has rich vocabulary	1
20	Makes jokes	1
21	Friendly/strict	1
22	Never sits on her desk	1
23	Experienced	1
24	Gives importance to personal development	1
Total: 24		28

When we consider the general view of the 24 new constructs the teachers added to their repertoire in order to define an effective language teacher, we come across 12 teaching qualities--3 of which are related to presentation skills, 8 of which are related to management skills and only 1 is related to technical skill--and 10 are connected with the personal qualities and 2 are related to academic qualities.

The new constructs (see Table 4) are reorganised in the construct categories (A, B and C). The majority of the teachers' additional constructs at Time 2 fall into teaching behaviours (A), then personal qualities (B) are emphasised, and academic qualities (C) appear to be the least mentioned features of effective teachers. Within the teaching behaviours' sub-categories, most new constructs fall into the category related to management skills. Most of the remaining new constructs fall into the category related to personal qualities. The teachers became more interested in management skills and personal qualities rather than academic qualities or technical skills at Time 2. Their personal construct system indicated a high degree of similarity in their relation to classroom management and personal qualities. The dominant constructs they added to their Time 2 grids emphasised the "what else" could be done in the classroom in light of their new construct system.

CONCLUSION

Examination of the distribution of constructs in three categories showed significant differences and changes between sub-groups. The teachers in this study produced more constructs related to teaching behaviours and

personal qualities rather than to academic qualities. This result may reveal that teachers working with that age group and level of students in schools are more isolated from academic life. For that reason, they can produce fewer constructs related to academic life.

The patterns of changes in the content of personal theories of the teachers suggest that from the beginning to the end of teacher development program, there has been a gradual expansion in the repertoire of the teachers' constructs due to the process they have been involved in. The nature of the changes is observed mostly in the teaching behaviours of the teachers. Moreover, our findings suggest that there is an increased concern with personal qualities of an effective language teacher. A relatively fewer concerns are observed with academic qualities of the teachers. It is noteworthy to mention that the changes in the content of constructs was notable throughout the program. These findings are highly consistent with prior research suggesting change (Sendan, 1995, Yumru, 2000).

Teachers' designing a list of strategies to overcome and carry out their plans, and implementing of strategies during classroom inquiry and action research project writing process contributed to their learning and change. This is in line with the statement of Richards and Lockhart (1994:3) "much can be learned about teaching through self-inquiry" and "much of what happens in teaching is unknown to the teacher."

Reflecting on the above mentioned results, we may say that it is quite natural for the teachers to add constructs in such a way because of the process they have been involved in. The teachers' observed classes and their classroom inquiry process might have led them to rethink

their personal theories and theories in action. They became more aware of their individual practices through analyses and reflection with a view to improving that practice, thus leading to better language learning for students in their classes.

IMPLICATIONS

ELT teachers' development is an experience in which willingness for development and readiness for change are "musts." There is no single ideal model that meets every teacher's or school's needs and interests for development. Moreover, teachers' development indicates that teachers should be involved in determining their own professional

development needs and should be based on the needs of the teachers as perceived by the teachers themselves.

Teachers' classroom inquiry process-learning by doing- indicate try, evaluate, modify, try again- and their involvement in the decision-making process gave them a deeper awareness about teaching and learning. Moreover, each teacher's conceptual change was at different levels. They either restructured their beliefs or rearranged the relations in their existing belief system. Hence, they become more critical, reflective and experienced.

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