

**COLLABORATION AND REFLECTION IN ENGLISH LANGUAGE
TEACHING PRACTICUM: INSIGHTS FROM THE
PRACTICUM LESSON STUDY MODEL**

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ABSTRACT

COLLABORATION AND REFLECTION IN ENGLISH LANGUAGE TEACHING PRACTICUM: INSIGHTS FROM THE PRACTICUM LESSON STUDY MODEL

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This dissertation investigates the implementation of the Practicum Lesson Study model tailored for the use of preservice teachers, mentor teachers, and advisors during ELT practicum. Employing a design-based research framework alongside a multiple case study design, the research evaluated the PLS model through eight distinct cases across two phases, exploring the nature of the stages and steps followed in each case with detailed descriptions of procedural arrangements, teaching sessions and discussion meetings. Snapshots from observation notes used by the participants and meeting transcripts were included in each case description and the content of the meetings were examined through coding scheme based on three reflection processes; describing, explaining, and creating. Moreover, views of the participants towards their satisfaction levels, benefits, and challenges of the model were also obtained through semi-structured interviews and a questionnaire. The research underscores significant benefits of the PLS model, which include improved self and peer reflection, collaborative practices.

These processes notably facilitated PSTs' abilities to dynamically adjust teaching strategies based on real-time observations and feedback, effectively integrating their suggestions in the meetings with practical classroom experiences. However, the study also reveals challenges such as managing diverse opinions and coping with information overload. The detailed analysis of reflection processes is also discussed and implications were listed in light of the findings. This dissertation provides a detailed exploration of PLS implementation and several suggestions were made for future research such as closer examination of change in beliefs and identity over time.

Keywords: practicum, lesson study, reflection, collaboration.

ÖZ

İNGİLİZ DİLİ EĞİTİMİ ÖĞRETMENLİK UYGULAMASINDA YANSITICI DÜŞÜNME VE İŞBİRLİĞİ: ÖĞRETMENLİK UYGULAMASI DERS ARAŞTIRMASI MODELİNDEN GÖZLEMLER

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Bu doktora tezi, İngilizce öğretmenliği alanında öğretmenlik uygulaması kapsamında öğretmen adayları, uygulama öğretmenleri ve danışmanlar tarafından kullanılmak üzere tasarlanan Öğretmenlik Uygulaması Ders Araştırması (PLS) modelinin uygulanmasını araştırmaktadır. Tasarım tabanlı araştırma çerçevesi ve çoklu durum çalışması yöntemi kullanılarak gerçekleştirilen araştırmada, PLS modelini iki aşamada sekiz farklı durum çalışması üzerinden değerlendirmekte, her bir vaka için izlenen aşama ve adımların içerikleri, yapılan düzenlemeler, ders anlatımları ve tartışma toplantıları detaylı bir şekilde açıklanmaktadır. Katılımcıların kullandığı gözlem notlarından kesitler ve toplantı tutanakları her durum çalışmasının açıklamalarına dahil edilmiş, toplantıların deşifre edilmiş içerikleri; tanımlama, açıklama ve yaratma olmak üzere üç yansıtma sürecine dayalı kodlama şeması üzerinden incelenmiştir. Ayrıca, katılımcıların modelden duydukları memnuniyet seviyeleri, modelin faydaları ve karşılaştıkları zorluklar hakkındaki görüşleri yarı yapılandırılmış mülakatlar ve bir anket aracılığıyla elde edilmiştir. Araştırma, PLS modelinin önemli faydalarını vurgulamakta, bunlar arasında gelişmiş kişisel ve akran yansıtması, işbirlikçi

uygulamalar bulunmaktadır. Bu süreçler, öğretmen adaylarının gerçek zamanlı gözlemler ve geri bildirimlere dayanarak öğretim stratejilerini dinamik bir şekilde ayarlamalarını, toplantılardaki önerileri pratik sınıf deneyimleriyle etkili bir şekilde bütünleştirmelerini önemli ölçüde kolaylaştırmıştır. Bununla birlikte, çalışma çeşitli görüşleri yönetme ve bilgi yoğunluğu ile başa çıkma gibi zorlukları da ortaya koymaktadır. Yansıtma süreçlerinin detaylı analizi tartışılmış ve bulgular ışığında çeşitli öneriler listelenmiştir. Bu tez, PLS uygulamasının detaylı bir keşfini sunmakta ve gelecekteki araştırmalar için çeşitli önerilerde bulunmaktadır; bunlar arasında zaman içinde inanç ve kimlikteki değişikliklerin daha yakından incelenmesi yer almaktadır.

Anahtar kelimeler: öğretmenlik uygulaması, ders araştırması, yansıtıcı düşünme, işbirliği

To my wife Nazli, and our cats, Whiskey and Honey.

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LIST OF ABBREVIATIONS

LS	Lesson Study
PLS	Practicum Lesson Study
PST	Preservice Teacher
ELT	English Language Teaching
EFL	English as a Foreign Language
CoHE	Council of Higher Education
Ss	Pupils (K-12 level students)
T	Teacher

CHAPTER 1

INTRODUCTION

Teaching can be considered a three-step activity; planning, teaching, and assessing. Yinger (1979) also makes a similar distinction as he defines the times when teachers have face-to-face encounters with pupils in the classroom as 'interactive teaching', and the times when they are on their own (in the school building at recess or in teachers' lounge after teaching) as 'preactive teaching' (p. 163). During the preactive teaching stage, teachers mostly spend their time contemplating the lesson they will teach. Before teaching a lesson, teachers think about what they will do or say in class, and how the pupils will react. When this thinking activity is put into an orderly-fashioned writing, it becomes a plan. This process of planning is defined by Harmer (2001) as the "art of combining a number of different elements into a coherent whole so that a lesson has an identity which students can recognize, work within, and react to" (p. 308). Harmer (2001) suggests that all teachers do planning to some extent. Some scribble notes, some gather ideas and use them as a springboard for their lesson, and for some, knowing at least how the lesson will start is enough. While experienced teachers may spend less time preparing, lesson planning greatly benefits novice teachers and pre-service teachers.

Views of scholars in the field of teacher education regarding how to train teachers are divided into two parts. While some advocate for *technicist* and *craft-oriented* techniques, others defend that more *research-based developmental* approaches should be used in teacher education (Larssen et al., 2018). While the supporters of the *technicist approach* point out the importance of the acquisition of critical craft skills (Gove, 2010), scholars who advocate the

research-based developmental approaches state that the goal of teacher education should be to prepare student-teachers for lifelong learning by providing them with much more than a starter kit of technical abilities . For the supporters of the latter, “new teachers should be encouraged to build knowledge and abilities in this manner so that they can become both learner and context-responsive, and, therefore better prepared to deal creatively and effectively with the diversity of classrooms in real life” (Larsen et al., 2018, p. 9).

One of the research-based developmental approaches, *Lesson study* has been utilized in a various situations for in-service teachers (see Chapter 2). Lesson study (LS, hereafter) also attracted an interest due to its potential in teacher education. Its potential in training pre-service teachers was recently explored in empirical research conducted in various fields. Nevertheless, utilizing LS as a tool for teacher development, poses several challenges. One challenge is facilitating Lesson Study during a school practicum, which involves obtaining availability and quality support from the mentor teachers (Larsen et al., 2018). The current dissertation explores the potential of LS as a collaborative and reflective model implemented during the ELT school practicum. The following sections lay out the background to the study, the problem statement, purpose of the study and the research questions.

1.1. Background to the Study

Planning a lesson can often be a matter of choice for in-service teachers. Their institution may determine their professional agenda, and ready-made plans and content could be given to them even long before the semester begins. Sometimes, experienced teachers may even choose not to do planning frequently and trust their teaching ability and they may choose just to review materials, objectives, and activities to have a sense of readiness and safety.

Despite being optional depending on the experience of a teacher, preparing a lesson plan benefits all teachers. Having tangible plans can provide credibility as it makes it possible that a substitute teacher can teach the class by following the plans if the teacher is absent. Furthermore, sometimes educational institutions expect teachers to make formal lesson plans and submit them regularly.

While teachers can do the planning on their own, research shows that collaboration in professional development is becoming more and more popular. In a status report on teacher development, Darling-Hammond et al. (2009) revealed how the traditional model where a teacher spends most of the day on their own is bound to change. The extensive review in the report showed that in the 1,500 schools that had undergone major reforms in the US, teachers created a professional learning community in which “a shared sense of intellectual purpose and a sense of collective responsibility for student learning” resulted in narrowing the achievement gaps in the school (Darling-Hammond et al., 2009, p. 11) and they listed LS among the most successful practices.

As a part of the Japanese learning culture, LS attracted attention and Darling-Hammond emphasize the importance of utilizing LS in *induction programs* for especially beginning teachers. In initial teacher education, Larssen et al. (2018) conclude that the potential of using LS attracted a growing interest in the literature since 1999 when the model became popular in the United States. The potential of LS is still being examined in initial teacher education (La Velle et al., 2020; Moorhouse, 2020; Schipper et al., 2020; Strom & Martin, 2022).

In the context of preservice teacher education, researchers took interest in implementing LS as a tool to promote collaboration and reflection (Fernández, 2005; 2010; Kanellopoulou & Darra, 2019; Mase, 2022). However, school practicum is a fairly recent context in which LS is implemented, and most studies focused on implementing it in micro-teaching sessions at universities without pupils (Bayram & Bıkmaz, 2021; Bjuland & Mosvold, 2015; Coşkun, 2021). This dissertation explores the use of LS by designing and implementing a model suited for preservice teachers who attend their school practicum.

1.1.1. Lesson Study

LS is a “classroom-based, lesson-specific and collaborative mode of teacher professional learning” (Xu & Pedder, 2015, p. 29). In traditional LS, a group of usually three teachers work together with the aim of improving student learning and developing ways to overcome difficulties or obstacles in their teaching while designing certain aspects of the curriculum.

LS is a practical and easy-to-implement approach for professional development as it does not require any special tool. In the traditional implementation of LS, teachers form a small group and use their classrooms to solve problems they identified beforehand, share their practices and as a result, create an understanding of both each other and their pupils. As a practice, LS includes reflection and extensive discussion among the group members, and through this reflection and interaction, a collaborative learning environment becomes possible for both experienced and inexperienced teachers. Dudley (2014) states that many developing countries use LS, and its simplicity allows practitioners to implement LS in professional development at educational institutions.

The process of an LS has three main sections; “planning (preparation), practice (observation) and assessment (discussion and reflection)” (Kincal et al., 2019, p. 89). With these three main sections, a typical LS implementation includes five stages (Halvorsen & Lund, 2013, p. 124):

- (1) the teachers co-plan a lesson.
- (2) a teacher teaches the lesson.
- (3) the teachers debrief (and usually revise) the lesson.
- (4) another teacher reteaches the lesson.
- (5) the teachers debrief the retaught lesson.

In addition to these five main steps, Dudley (2014) notes that teachers usually agree on an LS group protocol which includes several principles while forming the LS group. A typical LS group protocol allows all members to sign and agree upon some key principles. Some of the typical principles are listed below:

- all members are equal regardless of age or experience,
- all suggestions are treated with unconditional positive regard,
- all observations will be made faithfully,
- post lesson discussions will be made by comparing what students did and what was predicted
- all members of the group will be able to talk freely, make suggestions, raise hypotheses, elaborate,

-all aims, outcomes of the LS will be shared, and all ideas, suggestions and views will be treated equally.

The reason for forming such a protocol and agreeing on principles is to ensure that all members in the group can comfortably share ideas and concerns without hesitation or fear and to provide a healthy relationship among the teachers. These protocols are read before the meetings to remind teachers that they are not being criticized and the objective of conducting LS is to create an environment where they can develop professionally (Dudley, 2014).

1.1.2. Lesson Study in Teacher Education

Planning a lesson is regarded as the act of creating a formal plan which includes the careful selection of goals and objectives, determination of learner profiles, skill and language focus, timetable, potential problems and solutions, procedures, sequencing, and selecting or designing the materials. Although planning lessons and designing activities can be optional for teachers who are often given ready-made plans and resources, novice teachers and pre-service teachers rely heavily on planning a lesson. For pre-service teachers, planning a lesson is constructing a formal plan which they submit to their trainers (i.e., professors at universities). The aim of submitting this plan is to prove that they are knowledgeable about the content they will teach and that they are prepared to teach a lesson. Harmer (2015, p. 216) states that for many teachers, especially when in training (preservice teaching), a formal lesson plan is necessary:

“A formal plan is an absolute necessity when teachers are in training, and working for a teaching qualification. As part of the examination, their teaching will be observed, and there is always a requirement for them to detail the procedure they intend to follow.”

As the statement illustrates, the practice of planning a lesson is beneficial and crucial in the professional development of the preservice teachers. In planning and preparation processes, pre-service teachers do not plan on their own; in fact, during their undergraduate courses while engaging in their first teaching experiences or conducting micro-teaching sessions, they mostly rely on the participation of their peers as they act as if they are pupils at K-12 level

classrooms. They may work together on a demo teaching assignment and present a lesson plan or practice teaching in groups.

Professional development in education should be treated as a career-long endeavor rather than just completing a program and being qualified. In this context, professional development models which are commonly practiced among in-service teachers could also have potential for pre-service teachers. On this manner, Johnson (2009) proposes several models of inquiry-based professional development that are available for preservice teachers such as “Critical friends group, peer coaching, cooperative development, and LS” (p. 100-112). As asserted by Johnson, LS is one of the inquiry-based practices that preservice teachers can use.

Although LS is more commonly practiced among in-service teachers for professional development (Taşdemir & Karaman, 2022), it carries features which can prove to be useful for pre-service teachers, as well. Because LS practice includes opportunities in observing mentors, students, and peers, and collaborate while sharing suggestions, its use for pre-service teaching can also be considered suitable (Angelini & Álvarez, 2018). These qualities of LS make it so that not only in-service teachers can see benefits, but also preservice teachers can improve their professional development from its practice.

Utilizing LS in pre-service teacher education to promote collaboration and reflection is a relatively new concept in the related literature (Fernández, 2005; 2010; Kanellopoulou & Darra, 2019; Mase, 2022). Most LS studies conducted with preservice teachers employ a Microteaching LS design (Fernández, 2010). In a Microteaching LS, teaching is simplified in that class size is smaller and instead of students, other preservice teachers participate (5-15 peers), and lessons are shortened (5-20 minutes). However, different from microteaching, in a Microteaching LS the teaching is not individual to one preservice teacher; it requires collaboration. While some studies employ a Microteaching LS design with preservice teachers, even fewer studies utilize the actual teaching experience at state or private school (Larssen et al., 2018). Since it is a recent issue, most studies have concentrated on its implementation in micro-teaching sessions at universities, excluding the involvement of actual pupils in lessons (Bayram & Bıkmaz, 2021; Bjuland & Mosvold, 2015; Coşkun, 2021).

This dissertation seeks to investigate the utilization of LS by developing and implementing a model tailored for pre-service teachers engaged in their school practicum.

1.1.3. Language Teacher Education in Türkiye

In Türkiye, English teachers are educated at faculties of education and this education takes four years unless students attend a one-year preparatory class. During the course of this four-year (eight semester) program named English Language Teaching (ELT), preservice teachers mostly take theoretical courses in the first two years and then start taking courses which enable teaching experience later on. Although there might be slight variations among the institutions, most universities use the predetermined curriculum set by the Council of Higher Education in Türkiye (CoHE).

The latest ELT curriculum published by CoHE in 2018 includes a total load of 240 ECTS divided into three types of courses (General Knowledge, Professional Knowledge, and Field Training). Of all courses, 34% make up the Professional Knowledge (Teaching Knowledge), 18% make up General Knowledge, and 48% make up Field Training (CoHE, 2022). While the first two years of the program mainly includes courses with theoretical knowledge, practical courses are mainly placed later in the program. Last two semester include two courses named School Experience (Practicum) which serves as internship for preservice teachers. While 25% of the total credit of the program come from elective courses, the availability of the elective courses may vary from semester to semester. CoHE publishes the contents of these courses on their website (CoHE, 2022). The academic backgrounds of the participants are further explained in Chapter three.

1.2. Statement of the Problem

Scholars argue that there is a recent visible shift in language teacher education towards models that develop learning communities for professional experience (Johnson, 2009; Le Cornu, 2010; 2016; Nguyen, 2019). Johnson (2009) argues that the shift is sociocultural, and it is in line with the “historically documented shifts from behaviorist, to cognitive, to situated,

social, and distributed views of human cognition” (p. 7). While traditional models emphasize individuality for preservice teachers and the classrooms they teach, models with learning communities emphasize that preservice teachers practice collaboratively with their peers, professors, coordinators, or mentor teachers. Johnson (2009) also points out that while professional development was seen as something that was done *for* teachers and *to* teachers in the past, “alternative professional development structures that allow for self-directed, collaborative, inquiry-based learning that is directly relevant to teachers’ classrooms have begun to emerge” (p. 96). Nguyen (2019) also suggests that the current trend in the literature shows a shift “towards a sociocultural perspective on L2 teacher learning, which conceptualizes such learning as originating in teachers’ participation in social practices in specific contexts and mediated by culturally constructed tools/artefacts” (p. 35).

Empirical studies in the literature also illustrate the same trend in the shift in language teacher education. Guo et al. (2019) extensively reviewed 147 articles between 1980 and 2018 in one of the most prominent journals: *System*. Their review concluded that introducing reflection and collaboration is the most effective approach for promoting professional development for language teachers to build pedagogical skills and capacity. Furthermore, they suggest that “language teachers need to be supported and provided with stimuli from language teacher educators, colleagues, and even language learners to think about their teaching practice and learn relevant skills to enhance language learners’ learning” (Guo et al., 2019, p. 135). It is evident from the results of their review that in addition to reflection, collaboration among teachers as peers, and mentor teachers plays a vital role in the development of prospective teachers.

While the literature highlights a discernible shift in language teacher education, particularly in latest trends, the practical manifestation of this shift appears less pronounced in context of Türkiye. As described briefly in the previous section of this chapter, the Council of Higher Education in Türkiye has great control over the four-year B.A. program. Education, in general, has been the subject of many reforms in the country and although there have been

attempts to revise the curriculum of the ELT program, the body of literature shows that there are still important implications that needs consideration.

The curriculum for the ELT programs in in Türkiye has undergone numerous revisions, prompting researchers to scrutinize its structure, balance of practical and theory-based courses, and alignment with essential competences such as linguistic skills and teaching-related management skills (Coşkun & Daloğlu, 2010; Karakaş, 2012). Coşkun and Daloğlu (2010) critically assessed an earlier iteration of the ELT curriculum from the 2006-2007 academic year, drawing insights from preservice teachers and academicians. Their findings emphasized the necessity of incorporating more practical and teaching-oriented elements into the curriculum. They advocated for an increase in practicum hours, highlighting the importance of experiential learning. Additionally, they recommended a restructuring of the school practicum to provide opportunities for preservice teachers to share ideas, receive feedback, and engage in reflective practices.

Another study by Karakaş (2012) further contributed by proposing implications for the curriculum, including the integration of more culture-specific courses, increased emphasis on classroom observation, enhanced reflective practices, and additional courses focusing on linguistic, pedagogic, and management skills. The evaluation report underscored the need for a comprehensive update to the curriculum, suggesting a new philosophical approach towards teacher education.

It is noteworthy that the Council of Higher Education (CoHE) introduced new curricula for education programs in 2018. However, recent studies in the literature echo conclusions similar to those drawn over the past decade. Evaluations of the ELT curriculum in recent studies consistently align in their findings and recommendations. Tan Şişman's (2017) analysis of education programs revealed a lack of practice-based courses and content related to curriculum design and evaluation. Saka (2020) emphasized that in-class practice and authentic school experience remain insufficient, noting a contradiction in the 2018 curriculum, which falls short in offering courses with practical content. Yaman (2018) raised concerns about the transformation of practice-based courses from the 2006 ELT curriculum into theory-based ones,

emphasizing the threat this poses to the program. Öztürk and Aydın (2019) criticized the 2018 curriculum, stating that while titles and credits changed, the content remained similar to previous curricula. They argue that the curriculum's integration into real-life practices and implementation in in-service education are still open to discussion, emphasizing the need to prioritize a practice-oriented approach for effective teaching in 21st-century classrooms.

Furthermore, Şenol and Cesur (2021) discovered that the most preferred elective courses in the ELT curriculum are those incorporating newer approaches, innovations, and teaching techniques. In line with the findings of previous studies, the literature suggests the need for introducing more innovative practices that foster reflection and collaboration for preservice teachers. In summary, multiple researchers reviewing the ELT programs in Türkiye have consistently concluded that the program could benefit from the incorporation of practice-based courses, enhanced collaboration, reflection, and increased teaching experience.

School practicum is *technically* a course embedded in the curriculum for the ELT programs in Türkiye (see School Practicum in the English Language Teaching in Chapter 3: Methodology). School practicum assumes a pivotal role in the program, constituting half of the course load during the final two academic semesters.

Notably, it stands as the sole practice-based course (4 theoretical and 12 practical hours in total) for university students enrolled in program in Türkiye, aside from the community service course (1 theoretical and 2 practical hours) in most curricula for the program in Türkiye. This unique aspect of School Practicum offers preservice teachers their initial opportunity to engage in classroom teaching at the K-12 level.

Nevertheless, research conducted in Turkish context suggests the imperative need for a comprehensive revision of the school practicum in the ELT program to enhance its effectiveness (Başaran Uysal & Savaş, 2021; Köksal & Genç, 2019; Önal, 2023).

In addition to the calls for a comprehensive revision to school practicum in ELT practicum, Nguyen (2019) also highlights the significance of school practicum and emphasizes that it remains "*undertheorized and underresearched*" within the context of Second Language Teacher Education (SLTE) (p. 33). Echoing this sentiment, Karaman et al. (2019) assert the necessity of introducing "continuous and inquiry-based professional learning opportunities" to benefit both mentor teachers and preservice teachers (p. 289). Given that practicum is an integral part of the English Language Teaching (ELT) curriculum in Türkiye, addressing these identified challenges can be achieved through the implementation of LS, recognizing the essential nature of authentic school experiences for preservice teachers.

The integration of LS into practicum has demonstrated effectiveness in enhancing instructional development and fostering reflective practices within a community (Chizhik et al., 2017; Kostas et al., 2014). However, the existing literature on this subject is limited, comprising only two studies in American and Greek contexts. Therefore, utilizing LS can be deemed an appropriate approach to preparing preservice teachers, and further empirical research is warranted to contribute to the relevant literature.

Furthermore, Johnson (2009) contends that inquiry-based models are congruent with the socio-cultural perspective in professional development. He underscores the importance of innovative and creative lessons being not only distinctive but also seamlessly integrated into the school curriculum to become an inherent part of students' daily experiences. Le Cornu (2015) complements this view by urging teacher educators to actively participate in scholarship and research, constructing an ongoing evidence base to sustain effective teaching practices. Emphasizing the necessity for broad dissemination of research-based knowledge, "in order to maximize the impact on policy makers, teachers, leaders, and learners" (p. 14-15). As illustrated in this section, the incorporation of more reflection and collaboration is imperative in language teacher education, especially in school practicum. LS, as a collaborative and reflective lesson planning practice for preservice teachers, emerges as a well-established inquiry-based approach to professional development, according to Johnson (2009). Synthesizing insights

from the previously discussed literature, a common thread emerges, indicating a shared implication in both the sociocultural shift in language teacher education and the evaluation of the English Language Teaching (ELT) curriculum over the years. Consequently, this dissertation aims to address this need through implicating PLS during the ELT practicum.

1.2.1. Need for a Modified Model of LS in Practicum

Given that integration of LS into practicum is a relatively recent concept, this dissertation argues that a departure from the adaptation of traditional LS models, such as the Japanese LS designed for experienced teachers, is necessary. Instead, advocating for a modified LS model is proposed, aiming to derive benefits and establish its potential as a sustainable model that can be implemented during practicum. As elucidated in this problem statement and expounded upon in chapter two, the implementation of LS during practicum demands thoughtful and strategic modifications. This demand is particularly nuanced in the review of the two studies previously conducted in the specific context as Chapter 2: Literature Review illustrates further.

Numerous scholars have endeavored to introduce LS to preservice teachers, employing modified versions grounded in various theoretical frameworks with varying stages, steps, and participant roles. The related literature highlights diverse attempts, encompassing different procedural and logistical approaches to conducting LS studies with preservice teachers. This diversity has contributed to the complexity of LS procedures during practicum, as further delineated in Chapter 2. Recognizing that LS inherently encompasses reflection and collaboration, the conventional approach of moving preservice teachers across multiple schools, conducting meetings between cycles, and engaging in iterative reflection on their decisions and actions becomes both challenging and unsustainable. Therefore, in order to investigate the aforementioned argument and better suit the implementation of LS in practicum, this study proposes a modified model of LS. The proposed model underwent an iterative design and redesign process through multiple case studies conducted during the school practicum within the English Language Teaching (ELT) program at a state university in Türkiye. This two-phase

process facilitated iterative refinement in line with the design-based research employed in this dissertation. Aligned with the issues elucidated in this section, the subsequent sections articulate the purpose statements and research questions guiding this dissertation.

1.2.2. The Proposed Model

Considering that LS is a relatively recent form of professional development that gained prominence in Western practices around 1999, and its integration into practicum is an even more recent development, implementing LS during a practicum demands meticulous adaptations. Studies in the literature reveal significant variations in the approaches taken. Various academics have experimented with modified LS models, drawing from diverse theoretical frameworks and assigning varying roles to participants, in their efforts to implement LS within the context of practicum experiences. Modifying certain aspects of LS is a common practice in the literature.

With various models based on diverse theoretical frameworks and distinct responsibilities assigned to participants (preservice teachers, mentor teachers, and facilitators), numerous scholars have explored the adoption of LS. For instance, Lewis (2019) implemented significant changes, particularly in terms of participant roles.

In her study, the university instructor taught the lesson designed by the group, while 23 preservice teachers observed. This dissertation argues that applying the proposed model named Practicum Lesson Study (PLS hereafter) is a viable approach to leverage the benefits of implementing LS while avoiding potential drawbacks. In other words, it suggests that PLS can serve as a suitable model during school practicum in terms of practicality, availability, sustainability, and compatibility. The contention here is that, instead of simply adapting traditional LS models (such as Japanese LS), which were originally designed for experienced teachers, the PLS model can bring about benefits and has the potential to be a sustainable program for professional development which could be implemented by other practitioners in the future.

Rationales behind the proposed model

The main rationale behind constructing and experimenting such a model is to provide sustainability to practicing LS during practicum and ensure that it is suited for the contextual realities of the preservice teachers who take part in it. In order to better tailor the practice of LS in practicum of preservice teachers at a state university in Türkiye, certain modifications were introduced in many aspects of the model; thus, a modified version named PLS was formed. This section will lay out reasons behind designing such a model while presenting examples from the previous body of the related literature.

As discussed in this chapter, previous studies did not aim to generate a sustainable model of LS for ELT practicum by considering contextual circumstances and providing ways to make the LS practice pertinent in the long-term; rather, they aimed to adhere to or slightly adapt the traditional model of LS which originally emerged as a part of century-old collaborative practice in the Japanese culture, evolved with over decades of tradition among educational practitioners. It was also argued in this chapter that the success of traditional Japanese model can be attributed to the fact that the reform it was embedded with was embraced over a century with long-term goals and it became a norm in which teachers voluntarily participated. Simply applying the traditional model to a preservice EFL teacher setting and expecting the same results and effects will not be realistic, especially in the long run.

With these points in mind, the following sub-sections aim to outline the rationale behind PLS in specific points. These sections lay out some of the operational issues in practicing LS with preservice teachers, roles of the group members, and then the last sections will describe the modifications made to each critical component listed by Seleznyov (2018) to be included in the proposed model.

Overcoming the operational issues of adapting JLS into teacher education in Türkiye

In 2021, Ministry of National Education (MoNE) in Türkiye issued a signed protocol with Council of Higher Education (CoHE) stating that the maximum

number of preservice teacher a mentor teacher can train in practicum is 6 (MoNE, 2021). It is common in Türkiye that 6 preservice teachers attend a state school; they have the same mentor, they observe their mentor teacher for the first six weeks and starting from the seventh week, they start teaching.

Preservice teachers stay in the same school for the whole semester and their mentor teacher do not change for the term. Because of these conditions, the procedures of a traditional JLS model becomes too convoluted. The following sub-sections address these conditions and what the PLS model proposes to overcome the issues further detailed below.

Issues with PSTs visiting other schools and what the model proposes

Since preservice teachers do not change schools, applying an LS model in which they visit different schools to observe the group members' teaching create many difficulties. Firstly, it is not a natural procedure for preservice to visit different schools in one semester. Preservice teachers spend substantial amounts of time getting used to their practicum school and the practicum content does not include visits to other schools.

Secondly, even simply asking preservice teachers to meet at 5 different schools (as conducted in Altınoy, 2020, for example) will create difficulties in organizing the LS practice. Coordinating preservice teachers' movements, holding meetings between cycles, reflecting on decisions, and iteratively revising lesson plans pose significant logistical difficulties.

Another issue, perhaps a more important obstacle standing in the way of practicing LS during practicum, is permission. In order to ask participating preservice teachers to visit another school during practicum, faculty members must request an official permit from the branches of MoNE which designate the practicum schools and do not allow a visit or changing schools.

In Altınoy (2020), LS practice was completed in one group of six preservice teachers who taught the lessons at five different practicum schools after the researcher obtained permission. Such a procedure poses a challenge and requires that the implementation is depended on the permission of city branches of MoNE which may take a long time to obtain due to the formal

application process which requires that a researcher submits a written and signed petition with details of the project.

In order to avoid such a time-consuming process which may hinder the LS implementation, the proposed PLS model defends that preservice teachers should not change schools. A weekly schedule of a preservice teacher in practicum will typically include appropriate conditions to practice LS; classrooms with the same grade and proficiency level (e.g. class 9A and 9B at a state high school) and considerable amount of time between the lessons in order to meet and revise the lesson.

Voluntary participation is an important part of LS and literature showed that obligatory participation disrupts the practice (Lewis, 2019). What this model proposes is that preservice teachers do not change practicum schools, and their faculty member advisors (professors, research assistants, or instructors) seek volunteers for LS in their 'advising groups' (the aforementioned signed protocol also states that each faculty member may have up to 12 preservice teachers in their advising groups) conduct LS with the volunteering participants, and then disseminate the results to promote LS.

Issues with large LS group sizes and what the model proposes

Issue of crowded classrooms during practicum has been one of the most commonly reported challenges for preservice teachers (Aslan & Sağlam, 2018; Gürbüz Türk & Çalış, 2019; Tuğluk, 2007; Yeşilyurt & Semerci, 2011). Classrooms in Turkish state schools are typically small with fixed seating for pupils and often preservice teachers struggle finding a place to sit. Moreover, increased number of observers in the classroom may affect the teaching performance of the group members. In order to provide a more manageable LS group, this model proposes that each LS group should consist of two preservice teachers, the mentor, and their advisor. The other members of the group and their roles will be discussed in the next sub-section.

Setting the roles of the group members

In one of the recent examples of LS implemented during practicum, Lewis' (2019) study, 23 preservice teachers observed a university instructor teaching.

In this example, role of the preservice teachers was solely based on observing. As Lewis (2019) also stated in their conclusion, LS is “meant to be collaboratively led and participation voluntary. Neither of these features was present in this LS” (p. 502). They state that since students were required to participate, leadership in the group was forced on the instructor. As illustrated in this specific paper, limiting the role of preservice teachers to only observing can create many problems. During an LS practice, preservice teachers must assume the roles of both leading teacher and observer. In other words, a fair distribution of roles is key in LS during practicum. Setting the appropriate roles for the member of an LS group is crucial as it will directly affect how the “participants consider ownership of the research lesson” (Baldry & Foster, 2019, p. 585). The following sub-sections discuss the roles of each group member in the PLS model:

In the PLS group, preservice teachers are both observers, lesson designers, and teachers of the lesson. By being responsible for the lesson planning, teaching, observing, reflecting, and revising the plan, preservice teachers will develop a shared responsibility (Baldry & Foster, 2019; Győri, 2019). In each PLS group, two preservice teachers will assume these roles and it is required that each preservice teacher participates in the designing of the lesson, teaches a lesson once, joins the post-lesson meetings, contributes to the discussions, interviews, and the sharing of the experience and mobilizing the knowledge during PLS implementation.

In-service mentor teachers in PLS do not teach any lessons; however, they are involved in the processes of planning, observation, and revision of the lesson. PSTs in PLS plan their lesson together with their mentor, they submit their plans and get feedback before teaching, and while teaching, the mentor teacher observes the lesson. After observing the lesson, the mentor gives suggestions to the lesson plan.

The roles of the academic advisor include facilitating the procedures of the model, participating in all stages, and provide assistance to the other members. In this study, the researcher was also the academic advisor of the PSTs and assumed the aforementioned roles.

Critical Components of PLS

This section lists the critical components of PLS by referring to the components put forward by Seleznykov (2018). Each component of PLS listed below was deliberately adapted to suit the contextual circumstances of school practicum in the study. For example, since preservice teachers typically spend only a semester at a practicum school (in most cases, the local branches of MoNE choose practicum schools each semester), determining long-term goals cannot be relevant due to absence of long-term evaluation of pupils. Instead, this model proposes that just as how action research works in classrooms, identifying what is lacking and addressing a specific need with careful considerations will benefit the participants more. Furthermore, the mentor teachers can also provide such information and recommend a point of focus or a specific topic to teach for the PSTs.

Identifying a point of focus

In PLS, preservice teachers examine the curriculum of their classrooms, discuss together the research plan which will improve pupil learning. Different from a traditional LS model, instead of focusing on long-term goals, preservice teachers determine what is lacking in pupils' knowledge (a specific skill, grammar point, or content knowledge) with evidence from their previous observations, or they rely on their mentor teacher's recommendations.

Planning

A group of two preservice teachers and their mentor teacher work in collaboration and study material relevant to the content or theme they have selected. After several meetings, this stage will lead to producing a written lesson plan which accounts for anticipating pupil and address what was lacking in the classroom.

Teaching a lesson

PLS proposes that the lesson prepared by the group is taught once by each preservice teacher, and not the mentor teacher. In a traditional LS model, a teacher leads the practice by teaching first while others observe, and then they

meet together to discuss the plan. However, the traditional LS model assumes that all members of the group are colleagues, and this is not the case in school practicum. Furthermore, preservice teachers already observe their mentor teacher during the first six weeks of the school practicum. This point of adaptation is also linked with the post-lesson discussion component, as discussed in the next sub-section.

Post-lesson discussion and final reflection meeting

The group meets to discuss the lesson and introduce revisions if needed. It is imperial in PLS that the activities in the lesson plan and how the pupils react to the plan are the two points of discussion, not the teaching capabilities or competence of a group member. However, it was reported in a substantial body of empirical research in the literature that groups often deviate from this rule and sometimes criticize the teaching member. In order to eliminate this threat and provide a more equal atmosphere, PLS group protocol was included in the guidebook and more suggestions were added to the Observation Guide for the members. Mentor teachers in a PLS group does not teach the plan, they contribute to planning and revising the plan with their observations.

Repeated cycles

An iterative model which promotes learning and improving with each step is a common practice in LS implications. In LS implications with preservice teachers, repeated cycles are more difficult due to condensed timetables and “structural constraints of courses” (Baldry & Foster, 2019, p. 585) and PLS model proposes that cycles are limited to two; one preservice teachers the plan and the other teaches again after revising it. A traditional LS model does not dictate the reteaching of the same lesson; however, in PLS the same lesson is taught again with revisions after the post-lesson discussion meeting. Baldry and Foster (2019, p. 589) argue that teaching the same lesson may result in the notion that perfecting a lesson plan is central purpose and this can “detract from a focus on students’ learning”; however, in PLS both outcomes are welcome with an understanding that both pupil learning and lesson planning are substantial values to be experienced through practicing LS. The

adaptation to this component is also associated with the last component: mobilizing knowledge.

Outside expertise

During practicum, preservice teachers work together with mentor teachers and an advisor from their faculty. Participation of the mentor and advisor provides input into the planning and discussing process of the LS practice.

Mobilizing knowledge

A substantial part of LS is also sharing the experience. It is important that preservice teachers are able to access and use knowledge from the implementation of LS. In PLS, knowledge is mobilized in activity which preservice teachers decide; they may share their experiences by making a presentation at the end of practicum, they may create an article in form of a final report of their practice, or they may collectively organize and host an event for their peers.

1.3. Purpose of the Study

Building upon the identified problem, this dissertation investigates the implementation of the proposed model; PLS in the context of English Language Teaching (ELT) school practicum. **The overarching purpose of this dissertation** is to examine the implementation of the PLS model which is tailored for the use of preservice teachers, mentor teachers, and advisor during School practicum.

In achieving this purpose, this dissertation followed the procedures of design-based research in two phases, and the sequential aims of this dissertation are outlined as follows:

Phase 1 aims to test the suitability of the proposed model (PLS) in ELT school practicum through:

- (1a) presenting a description of experiences of preservice EFL teachers in multiple case studies,
- (1b) determining the views of the preservice EFL teachers and the mentor teachers in the case studies towards the proposed model,

(1c) identifying the benefits and challenges of implementing the proposed PLS model as reported by the preservice EFL teachers and mentor teachers.

Phase 2 aims to refine the model based on obtained views and suggestions, and implement the model while:

(2a) presenting a description of experiences of preservice EFL teachers in multiple case studies,

(2b) determining the views of the preservice EFL teachers and the mentor teachers in the case studies towards the proposed model,

(2c) identifying and confirming the previously obtained benefits and challenges of implementing PLS.

1.4. Research Questions

Drawing on the previously stated aims, this dissertation sought to inquire the following research questions and sub-questions:

1. How does PLS take place during school practicum at the English Language Teaching B.A. program at a state university in Türkiye?

1a. Which processes of reflection do the group members in PLS utilize during their meetings?

2. What are the views of the preservice teachers and mentor teachers towards the PLS model?

3. What are the benefits and challenges in implementing PLS during School practicum at an English Language Teaching B.A. Program at a state university in Türkiye?

1.5. Significance of the Study

LS stands out as the “world’s fastest growing approach to teacher learning, and to developing teaching that in turn improves pupil learning” (Dudley, 2014, p. 4). As a recent and widely embraced pedagogical strategy, LS has been substantiated by an extensive body of literature (see Lesson Study in

Chapter 2: Literature Review) affirming its manifold benefits for both educators and preservice teachers.

According to Nguyen (2019), reflective practice and collaboration within communities of practice are "indispensable skills for continuing teacher professional development" (p. 178), and LS, being inherently collaborative, fosters a culture of reflection and cooperation.

As Nguyen (2019) further underscores, an "effective mentoring approach, such as LS, where the mentor and mentee work together to develop lesson plans and resources and implement lessons... would create valuable learning opportunities for both the preservice teacher and mentor as well as benefit the learners." (p. 122). Similarly, the design-based research in this dissertation aims to implement a model named Practicum LS (PLS) and in this model, preservice EFL teachers collaborate with their mentor teacher and advisor to create, revise, and teach and observe lesson plans, concurrently engaging in reflective discussions informed by their classroom observations.

The main significance of this study comes from the fact that although LS is practiced in teacher education by a multitude of studies on a global scale (Cajkler & Wood, 2016; Gomez et al., 2016; Larssen et al., 2018; Leavy & Hourigan, 2016; Sims & Walsh, 2009), only a limited number of studies tackled with the implementation of LS in ELT with the participation of in-service teachers (Bayram & Canaran, 2020; Karabuğa & Ilin, 2019; Özdemir, 2019; Songül et al., 2018) and even more limited number of studies examined LS with pre-service teachers (Altınsoy, 2020; Bayram & Bıkmaz, 2021; Coşkun, 2021; Yalçın-Arslan, 2019).

This study bridges this gap by undertaking a comprehensive exploration of LS implementation in EFL preservice teacher education at a state university. By doing so, the findings of this research offer valuable insights and recommendations that have the potential to influence the use of PLS during ELT school practicum. It addresses the pressing need for more reflective, collaborative, and observation-based practices in the Turkish ELT curriculum, as identified in the literature (Coşkun & Daloğlu, 2010; Karakaş, 2012).

Aligned with previous research in curriculum design, it is imperative that stakeholders, including decision-makers, professors, instructors, and lecturers, heed recommendations from empirical studies in related literature and regularly evaluate programs. This study, grounded in empirical data, strives to contribute significant insights into new methods and approaches by delving into the implementation of PLS as a research-based inquiry activity by pre-service EFL teachers at a state university.

The participants, enrolled in an ELT program (BA) at a state university adhering to the curriculum published by the Council of Higher Education (CoHE). The implementation of PLS in this study acts as a pioneering trial of collaborative practices, specifically the integration of a LS design, into the ELT school practicum. The outcomes of this study can enrich the literature by presenting unique perspectives from both preservice teachers and mentor teachers, shedding light on the practical implications of the collaborative and reflective model; PLS.

CHAPTER 2

LITERATURE REVIEW AND THEORETICAL FRAMEWORK

2.1. Lesson Study

Countries issue reforms to increase quality of education, and although many countries attempt, few actually succeed in their attempt (Cummings, 2010). In Japan, educational reforms have transformed education from a *lecture-style* to a more *teaching for understanding* style in the last few decades (Lewis & Tsuchida, 1997). The success of this transformation is evidently linked with the country's assumptions about how a reform must work and its mechanism to legislate the reform.

Instead of attempting to introduce major changes in short periods of time, Japanese policy makers and educational practitioners embraced a "system that leads to wholesome, gradual, and incremental improvements in teaching over time" which included "a shared curriculum, the support of administrators, and the hard work of teachers striving to make gradual improvements in their practice" (Stigler & Hiebert 1999, p. 103).

Teachers in Japan are given major responsibility for enhancing classroom procedures. Once they start their teaching careers, Japanese instructors engage in a constant process of school-based professional development, which is known as *Kounaikenshuu*.

Participation in professional development groups held in schools is seen as a necessary component of teaching in Japan. These organizations serve a dual purpose by acting as both a mentoring and training environment for teachers and a testing ground for innovative teaching methods.

2.1.1. Traditional LS: The Japanese Perspective

LS (*Jugyou Kenkyuu*) is one of the most prevalent elements of *Kounaikenshuu*. Its origins dates back to 1900s and starting from the 60s, the practice became more common (Sarkar-Arani, et al., 2007). Most schools in Japan, and virtually all elementary and middle schools engage in the practice. LS appears to be very well liked and regarded by Japanese teachers, especially at the elementary school level (Stigler & Hiebert 1999).

In a recent report, Kim (2021) state that more than 90% of elementary and middle schools conducted LS in Japan. The report also shows that LS is also a part of teaching certificate in Japan, and it is practiced during methods courses with the form of microteaching and during practicum where they design a lesson and then refine it with their mentor teacher before inviting faculty members and expect them to contribute theoretical analysis. Kim (2021) also states that policy-level support for LS is very high and it evolved from a voluntary practice into a norm over a short period of time.

Although practicing LS is over a century old, it has continued to be a common practice in Japanese educational institutions and has been incentivized by the Japanese government (Fernández & Yoshida, 2004; Stigler & Hiebert, 1999). As Sarkar-Arani et al. (2007) argue, learning and teaching are seen as collaborative work and for Japanese teachers, LS is an in-service training in which they can share their experiences, reflections, and ideas through having discussions in groups.

In their research, Sarkar-Arani et al. investigated a school-university partnership which aimed at improving teacher quality and student development. They observed that the application of LS as the main component of the partnership program promoted collaboration, and anticipating student thinking in the school culture.

LS is based on the straightforward idea that a classroom lesson is the best setting in which to improve instruction. In traditional LS, teams of teachers get together frequently over an extended period of time (from several months to a year) to develop, implement, test, and improve one or more lessons and share the results with other teachers and administrators at schools.

The initial ideas for the changes come from the classroom. Finding the kinds of modifications that will enhance student learning in the classroom—and then disseminating this knowledge to other instructors who deal with like issues or have comparable classroom objectives—becomes the next challenging task. The steps followed in a traditional LS are presented in the table below.

Table 1. Typical Steps of a Traditional LS

Step	Description
1 Defining the problem	Define the problem that will motivate and direct the work of the lesson-study group Usually the problem teachers choose is one they have identified from their own practice, something that has posed particular challenges for their own students Sometimes the problem is posed above (the ministry) and it is identified as a priority. The ministry may forward a general question and ask schools to study the question
2 Planning the lesson	Teachers begin meeting to plan the lesson called 'Research Lesson' Research Lessons should be designed with a hypothesis in mind Research lesson is presented at a schoolwide faculty meeting
3 Teaching the lesson	One teacher will teach the lesson while others in the group observe the lesson being taught Teacher-observers take notes on what students are doing as the lesson progresses
4 Evaluating the lesson and reflecting on its effect	The teacher who taught the lesson is allowed to speak first, outlining in his or her own view how the lesson worked and what the major problems were. Then other members of the group speak, usually critically, about the parts of the lesson they saw as problematic. The focus is on the lesson, not the teacher
5 Revising the lesson	Teachers revise the lesson based on their observations and reflections Materials, activities, or questions might change Changes are often based on the misunderstandings evidenced by students
6 Teaching the revised lesson	Lesson is taught again to a different class All members of the school faculty are invited to attend the research lesson
7 Evaluating and reflecting, again	Group members and school faculty attend a long meeting in which lesson is assessed
8 Sharing the results	The group shares their findings in form of a reports book and submitted to the principal and educational authorities Sometimes a 'lesson fair' is hosted and teachers from other schools are invited

Step 1 in Table 1 (Stigler & Hiebert, 1999, p.102-105) illustrates that LS entails a problem-solving process and starts with posing a problem, or a question . The problem or the question is usually about improving students' understanding or habits. The nature of the problem is often identified by studying a certain classroom or a school. As Hilbert and Stigler (1999) state, sometimes the question may be directed from ministry and in a top-to-bottom manner, request that schools investigate the ways to improve practice. In planning the lesson, the process is completed collaboratively. The teachers treat the plan as the group's work instead of an individual's work. They work the curriculum together and find a way to address the problem with a hypothesis in mind. The goal in this step is not to produce a perfectly effective lesson but rather to produce one that promotes understanding among students. In this step, teachers also seek criticism in a schoolwide discussion. In the next step, teachers take turns in teaching the lesson. While one teacher teaches, other members in the group observe. Observers walk around and take notes on what students are doing. After teaching, the lesson is evaluated by the group by reflecting on its effect. The focus of the evaluation is on the lesson plan, not the teacher. Then, the lesson is revised, and the revised version is taught again. The steps involving teaching, revising, and teaching again (Steps 3,4,5,6) may be repeated from 3 to 5 times in a traditional LS model.

2.1.2. The Spreading Interest in LS: A Western Perspective

Scientific research which compares the educational practices between countries has become increasingly popular around the turn of the millennium. Particularly with the introduction and integration of new technologies in education, there has been a notable surge in the popularity of investigating the different practices in different national contexts.

The heightened interest is evident in research reports that have played a pivotal role in investigating global educational practices. These reports delve into various aspects, including classroom activities, lesson structures, and delivery methods, while also conducting cross-cultural comparisons of educational settings and methods across diverse countries and cultures.

An exemplary instance is the TIMSS Video Study conducted in 1999 (Stigler et al., 1999). This study, which compared educational practices in the U.S., Germany, and Japan, along with another influential book titled "The Teaching Gap" both published in the same year, have emerged as two of the most impactful publications igniting substantial interest in LS globally (Fujii, 2014). Accumulating thousands of citations over the past few decades, these publications by Stigler et al. (1999) shed light on how LS has significantly influenced the professional development of Japanese educators, subsequently shaping the structure and delivery of lessons in Japanese classrooms.

It comes as no surprise that lessons in Japanese schools are structured and delivered in a distinct manner compared to Western schools. In the aforementioned comprehensive report, Stigler et al. (1999) compared the lessons across schools in the U.S., Germany, and Japan, and highlighted the significant disparities between these countries. Their findings revealed that, in contrast to the instructional approach in the U.S. and Germany, Japanese lessons prioritized problem-solving as the initial step, followed by reflection on the problem and subsequent sharing of solutions. This distinctive order also impacted the flow of the lesson, as opposed to the German and American model where students were expected to follow the teacher's lead. Japanese students, on the other hand, initiated their own solutions and engaged in reflective processes about their ideas. These variations in lesson delivery and structure can be attributed to the unique approach that Japanese teachers and educational practitioners take in designing lessons. In the aforementioned report, it was put forward that this unique approach had strong ties with LS, the teacher development model which had been employed in virtually every school in Japan (Stigler et al., 1999).

Today, LS is one of the most growing practices in professional development in education. Some organizations provide theoretical information about LS and share resources and reports of their experiences online through blogs included in their websites (Australian Institute for Teaching and School Leadership [AITSL], 2022; Education Northwest, 2022; Lessonresearch, 2022; LSAlliance, 2022; Texas LS, 2022). As LS gets more popular and recognized in

the West, and its effects are disseminated, it attracts the attention of both practitioners and researchers.

Despite the widespread popularity of LS, it is noteworthy that LS implementations in Western settings exhibit limited resemblance to the traditional Japanese LS (JLS). A comprehensive review conducted by Seleznyov (2018) underscored this divergence, revealing that studies in Western contexts often omitted crucial components integral to the authentic JLS framework. The use of LS in Western educational settings frequently entailed adaptations and modifications to align with their unique educational landscapes. Seleznyov's (2018) review further emphasized that the majority of LS practices in Western contexts did not align closely with the Japanese model, indicating a nuanced departure from the traditional JLS framework in these settings. Seleznyov (2018, pp. 220-221) lists critical components which identify a traditional JLS:

- (1) **Identify focus:** teachers compare long-term goals for pupil learning and development to pupils' current learning characteristics in order to identify a school-wide research theme, which may be pursued for two or three years.
- (2) **Planning:** teachers work in collaborative groups to carry out kyozaï kenkyū (study of material relevant to the research theme). This study leads to the production of a collaboratively written plan for a research lesson. This detailed plan, written over several meetings, attempts to anticipate pupil responses, misconceptions, and successes for the lesson.
- (3) **Research lesson:** the research lesson is taught by a nominated teacher, who is a member of the collaborative planning group. Other members of the group act as silent observers, collecting any available evidence of pupil learning.
- (4) **Post-lesson discussion:** the collaborative group meet to formally discuss the evidence gathered, following a set of conversation protocols. Their learning in relation to the research theme is identified and recorded by the discussion chair. It is intended that this learning informs subsequent cycles of research.
- (5) **Repeated cycles of research:** subsequent research lessons are planned and taught that draw on the findings from the post-lesson discussions. These are new lessons and not revisions nor re-teachings of previous research lessons. They may involve new nominated teachers and new classes.
- (6) **Outside expertise:** there is input from a koshi or "outside expert" into the planning process and the research lesson.
- (7) **Mobilising knowledge:** opportunities are created for teachers working in one LS group to access and use the knowledge from other groups, through observing other groups' "open house" research lessons, from the koshi's experiences of networking across schools, or through the publication of group findings

The review highlighted significant shortcomings in the implementation of LS (LS) across 74 articles examined. Notably, 33% of the articles lacked a defined research theme (Component 1; C1), while 63% failed to address the study of

the material to be taught, and 4% omitted collaborative planning (C2). A noteworthy 8% did not incorporate observation (C3), and a similar percentage failed to provide a thorough description of the cycles within their LS model. Additionally, in 55% of the studies, the absence of an expert in the model was noted (C6), and 61% did not specify the sharing of knowledge (C7). Furthermore, Seleznyov (2018) identified a tendency in some studies to prioritize the creation of a perfect lesson over a focus on teaching and learning dynamics.

Beyond these findings, Seleznyov (2018) concluded that there is no internationally shared understanding of Japanese LS (JLS). This suggests that LS implementations in Western academic research commonly involve adaptations, albeit to varying degrees. As the subsequent sections of this chapter will argue, adapting LS to different contexts is deemed necessary, given the observed variations and the need for a nuanced approach.

As highlighted in this chapter, LS (LS) operates on a long-term continuous improvement model, serving as an integral component within a broader educational framework. Contrary to yielding short-term outcomes, LS was not originally designed for immediate impact. Stigler and Hiebert (1999) argue that, from a Western perspective, conceptualizing LS as the key to Japan's educational success can be challenging. Their report reveals that the typical Western mindset tends to dismiss LS, perceiving it as focused solely on enhancing a single lesson and asserting that "it would take forever to make any significant improvements in teaching." The rationale behind such views lies in the misalignment of the Western approach with the method's emphasis on gradual, long-term improvements, as opposed to a hurried and short-term perspective in professional development (Stigler & Hiebert, 1999, p. 108). As discussed earlier in this chapter, Japan's approach to educational reform prioritizes long-term improvements through collaborative practices like LS, a tradition spanning over a century.

With a mindset centered on prioritizing student learning, LS also places a strong emphasis on learning outcomes. Success in this context is measured through student learning rather than adherence to recommended practices (Stigler & Hiebert, 1999). Furthermore, it is argued that LS, by generating

immediately applicable knowledge, enhances the relationship between researchers and practitioners, facilitating the transfer of knowledge from educational research to classrooms.

LS is also dedicated to the direct improvement of teaching within its specific context. In a centralized educational system, where content is similar for a given grade, knowledge developed through LS becomes shareable among teachers in a country. Additionally, as a collaborative practice, LS mitigates teacher isolation by enabling observation of colleagues' work, fostering mutual learning towards a common goal. This collaborative approach promotes the professional development of teachers engaged in LS, contributing to enhanced student learning and, consequently, improved teaching.

In conclusion, traditional LS operates as part of a collaborative and gradual system embraced by educational institutions. The prevailing argument in a significant body of literature suggests that for LS to be a successful practice in improving education, it should be treated as a professional development model integrated into the broader education system. The expectation for LS should be long-term improvements through gradual and continuous understanding. In other words, educational practitioners and researchers should view LS as a tool within a larger system, gradually enhancing education instead of anticipating immediate and substantial results (Dudley, 2014; Fernández & Yoshida, 2004; Sarkar-Arani et al., 2007; Stepanek et al., 2007; Stigler & Hiebert, 1999).

2.2. Theoretical Perspectives in Lesson Study

Empirical studies related to LS ground their research in many different theories. In other words, studies utilize different theories depending on the focal point of their research. While some studies focus on what teachers learn, some focus on how they learn, and some studies focus on what contributes to pupil learning, while others test the effectiveness of LS or explore challenges and opportunities. Depending on their focus, many empirical studies utilize theoretical constructs such as dynamical theory, pedagogical content knowledge, activity theory, situated learning and communities of practice.

Among these, Wenger’s (1999) communities of practice is the dominant theoretical perspective (Larssen et al., 2018). This dissertation employs a similar approach to Chassels and Melville (2009) who examined LS as a means of encouraging and “collaborative and reflective professionals committed to on-going inquiry and learning” (p. 736). In addition, the research in this dissertation investigates the collaborative reflective processes as outlined in the following sub-sections.

2.2.1. Communities of practice

Originally coined in Wenger (1998), Communities of Practice (CoP hereafter) outlines the formation of collective groups bonded by shared interests, challenges, or enthusiasms in specific subjects, enhancing their skills and understanding through regular interaction. Studies in the literature highlight the importance of collegiality and good communication among teachers for effective professional development (Asaoka, 2021). These communities are defined by a collective field of interest, where commitment to this area signifies a shared expertise, setting the group apart from others. Within this shared domain, individuals partake in collaborative activities, discussions, mutual support, and information exchange, fostering interpersonal connections that facilitate mutual learning. The group's members, as active practitioners, cultivate a common collection of resources, including experiences, narratives, and methodologies, to tackle frequent challenges, enhancing their collective proficiency through continuous engagement.

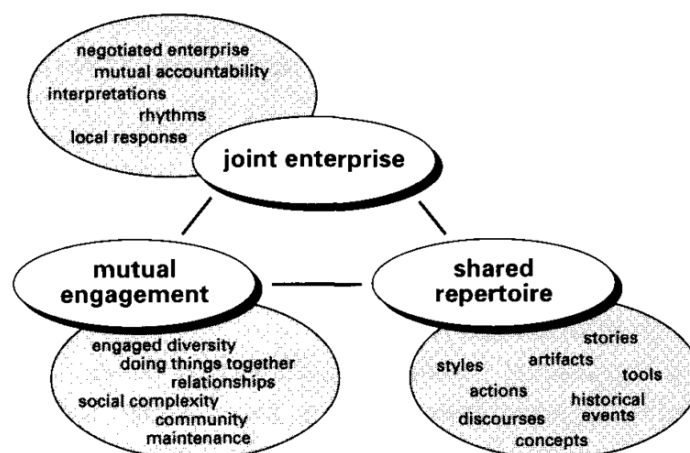


Figure 1. Dimensions of practice as the property of a community

As seen in Figure 1, Wenger (1998, p. 73) suggests that learning is not merely an individual cognitive achievement but is deeply embedded in social participation and the construction of identities through communal interactions. This view expands the conventional understanding of learning beyond the confines of formal education or training programs to include the rich, informal, and ongoing learning experiences that occur in everyday life. Wenger also elaborates on how communities of practice are formed and sustained, emphasizing mutual engagement, shared enterprises, and the development of a shared repertoire among community members. These elements foster a collective sense of identity and a common commitment, which in turn, cultivates a learning culture. Wenger argues that these communities are everywhere, from workplaces to schools, from professional associations to informal social gatherings, and that they play a critical role in shaping the learning trajectories of their members.

Wenger argues that CoPs exist in various forms and sizes, from small informal gatherings or networks of individuals who share interests to large membership groups spanning an entire organization. Importantly, Wenger points out that CoPs can emerge naturally as a by-product of members working together towards a common goal, or they can be intentionally cultivated to achieve specific outcomes. In organizational contexts, recognizing and supporting these communities can enhance learning, knowledge sharing, and organizational capacity effectively.

The flexibility in formation allows CoPs to be an effective framework for social learning in diverse settings—from small, informal groups that naturally evolve around shared interests to structured, large-scale initiatives within organizations aimed at strategic goals. These communities can be localized within a single team, span entire organizations, or even cross organizational boundaries involving external stakeholders.

In teacher education, developing professional learning communities is considered crucial for the continuous development (Roa-Gomez, 2019; Tavakoli, 2015). In these communities, educators collaborate to establish objectives, design lessons, and analyze outcome-oriented data to evaluate and enhance their teaching methods. Tavakoli (2015), for example, advocates that

collaboration between research and teaching communities, and a more integrated approach in teacher education could facilitate better linkage between research and practice. Tavakoli (2015) also recommend that action research and reflective practice are pivotal in fostering a research-engaged teaching culture in teacher education context.

In essence, communities of practice serve as vital platforms for professional development in education, encouraging an ongoing exchange of knowledge and fostering a culture of continuous improvement and learning among educators. The emphasis is on both personal growth and the collective learning environment.

CoPs can connect novice teachers with experienced mentors in meaningful ways. Through these communities, pre-service teachers can learn the tacit knowledge that is not easily captured in textbooks or lectures, such as classroom management skills, effective student engagement techniques, and adaptive teaching strategies based on real-time classroom dynamics. In such settings, preservice teachers can also deepen their understanding of conflict resolution strategies and enrich their teaching practices by learning from the diverse experiences of their peers.

Additionally, the integration of an online platform facilitated a continuous and accessible dialogue among teachers, which proved essential for their ongoing professional growth and adaptation to real-world educational challenges (Roa-Gomez, 2019).

Lesson study, as a practice, involves *mutual engagement* in a collaborative project. CoP foster unique interaction and thought processes, as noted by Wenger (1999), where the concept of *mutual engagement* (situated at bottom left in Figure 1) plays a crucial role, symbolizing a form of participation within social learning frameworks. In a successful LS project, mutual engagement can foster a sense of inclusion within a community of practice.

In this approach, PSTs and mentors collaborate in a *joint enterprise* (situated at the top in Figure 1), which unites them in the aim of cultivating a set of *shared resources* or a "*shared repertoire*" (situated at bottom right in Figure 1), enhancing their collective learning experience.

2.2.2. Reflective practices

The concept of reflection has long been established in education, though its exact interpretation varies and can be contradictory. Reflective practice stems from the works of John Dewey who differentiated the reflective thought from the ideas going through the mind. He defined the concept as “active, persistent, and 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” (Dewey, 1933, p. 9). He explained that reflective thinking is distinct from other operations of thinking since it involves “(1) a state of doubt, hesitation, perplexity, mental difficulty in which thinking originates, and (2) an act of searching, hunting, inquiring, to find material that will resolve the doubt, settle and dispose of the perplexity” (Dewey, 1933, p. 12). Dewey regards reflective thinking as a method for making choices that are logical and based on scientific reasoning (Fendler, 2003).

Donald Schön's seminal works 80s have significantly impacted current teacher development practices (Schön 1983; 1987). Schön (1983) argues that practitioners have the ability to reflect while engaged in an activity, a concept he describes as 'reflection-in-action' in addition to reflecting after the fact, which he calls 'reflection-on-action'. Schön also explains the process of a senior practitioner helping a junior through another term called 'knowing-in-practice' which is a tacit exhibition of a practitioner knowing more than they can say. Reflective practice within a supportive community helps teachers develop their expertise and become more confident and autonomous professionals and teachers find value in the collaborative community, which allow them to reflect deeply on their practices and learn from each other. (Asaoka, 2021).

Influenced by the developments in reflective practices, Korthagen's (1985) ALACT model places reflection in five phases. The model is rooted in the theory that effective teaching improvement comes from cyclical reflection on actual teaching experiences. The model emphasizes a non-linear process of learning from one's experiences, suggesting that cyclical reflection leads to deeper insights and more meaningful changes in teaching practices. The figure below illustrates Korthagen's ALACT model.

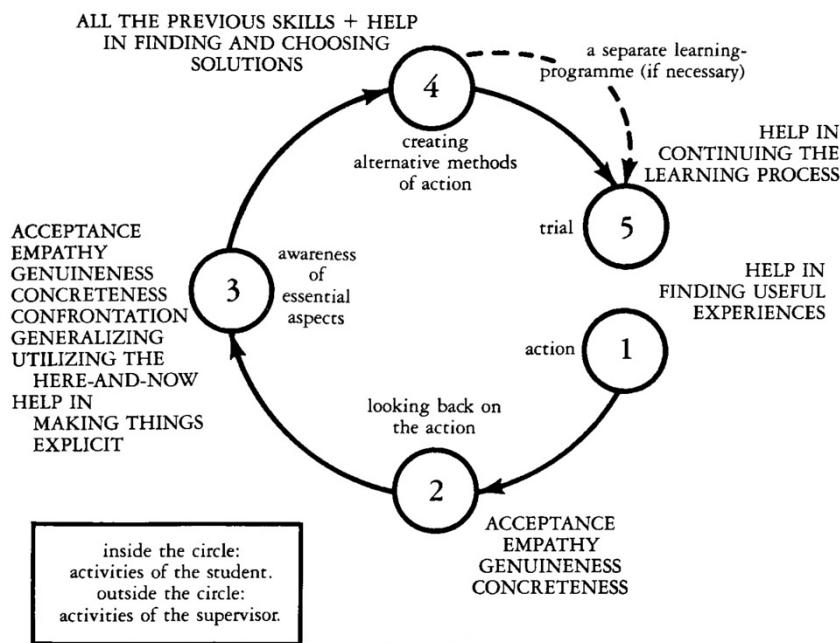


Figure 2. Phases of the ALACT model

The ALACT model comprises five stages: “(1) action; (2) looking back; (3) awareness of essential aspects; (4) creating alternative methods of action; and (5) trial” (Korthagen, 1985, p. 12). The first step, action, involves the actual teaching activity or action. It's where the teacher delivers the lesson or implements a teaching strategy. After the teaching session, the teacher reflects on the experience. This involves recalling what was effective and what was not, considering both the teacher's and the students' perspectives. The teacher analyzes the recalled events to identify key elements that were successful or problematic.

This awareness helps pinpoint specific areas for improvement. Based on the reflective analysis, the teacher develops alternative strategies or approaches. This step is crucial for adaptive teaching practices, as it allows for the conceptualization of different methods that could be more effective. The new methods are then tested in practice. This trial serves as the *action* step in a new cycle of reflection. By engaging in this reflective process, teachers are expected to become more self-aware and autonomous professionals, capable of continually adapting and improving their instructional methods based on concrete experiences in the classroom.

Reflective practice is vital for bridging the gap between theoretical knowledge and personal teaching experiences (Asaoka, 2021). One of the recent studies which closely examine the link between the ALACT model and LS was conducted by Kager et al. (2022) who states that the stages of the ALACT model mirrors an LS cycle. In other words, teachers initially devise and teach a lesson (action), subsequently gather to exchange their findings (looking back) and dissect and interpret these observations (awareness of essential aspects). They then aim to develop remedies (creating alternative methods). The knowledge gained from the discussion after the lesson informs the subsequent phase, where teachers apply their educational strategies or reconsider their inquiry (trial). This model not only offers a theoretical framework but also straightforward practical advice for reevaluating discussions after lessons. Accordingly, building on Korthagen's ALACT model, Kager et al. (2022) developed a coding protocol to "examine the depth of teachers' reflection processes" (p. 5) which was based on the ALACT model with three main processes; Describing, Explaining, and Creating with several sub-processes.

2.3. Review of the Related Literature

Lesson study is a widespread topic of inquiry in scientific studies in the literature. Many review articles illustrate that there are many empirical studies utilized lesson study in several contexts (Bucher, 2024; Ding et al., 2024; Fluminhan et al. 2022; Kager et al, 2024; Nedzinskaite-Maciuniene et al., 2021; Tijmen et al., 2020). Of these reviews, Bucher's (2024) scope was on lesson study in the German context with a focus on 50 articles published between 2005 and 2024. Fluminhan et al. (2022) conducted a review focused on teachers' self-efficacy in context of lesson study applications. Their review included eighth empirical studies conducted between 2006 and 2022 and highlighted that the LS in these studies promoted self-efficacy by reporting its benefits. Nedzinskaite-Maciuniene et al. (2021) also utilized a similar approach and reviewed articles that focused on teacher development in LS in the years between 1999 and 2019. Their review of 16 empirical studies showed that the methodological aspects in these articles were reshaped slowly to meet local needs and over time, these adaptations were applied across various

educational contexts. Another recent review conducted by Kager et al. (2024) includes a specific focus on how LS studies report observation reflection. They selected 129 articles published between 2015 and 2020 and their review concluded that there was a lack of transparency in LS applications in terms of reporting results and theorization. In line of their findings, they created a framework composed of several checklists for practitioners to use while implementing LS. Ding et al. (2024) focused on lesson study in Mathematics context between 2015 and 2022 and reviewed 75 articles. Their review highlighted several challenges such as inconsistent utilization of a knowledgeable other in LS cycles, differing levels of collaboration, and variation in duration of the cycles. In line with these findings, they point out the need for developing a sustainable large scale LS.

The recent reviews of empirical studies in context of LS all point out the same conclusion that the interest in research in LS is growing and more studies are published to explore it in several contexts. While thousands of empirical studies and more than 50 systematic reviews can be found in the literature related to LS and teachers, only a limited number of studies can be found in context of LS with preservice teachers. Compared to other contexts in which lesson study is studied, conducting lesson study with preservice teachers is a significantly underexamined context (Schipper et al., 2020). One of the first implications of LS in school practicum at a tertiary level took place around the year 2000 in Japan. Some Japanese universities, equipped with attached schools for preservice teachers' practicum, expanded cooperation with external schools. Nowadays, in certain universities, preservice teachers engage in various LS formats over four years: " whole-school LS, subject-specific LS, and pre-service teacher-led LS" (Mase, 2021, pp. 74-75). Research conferences, influenced by these practices, are conducted annually, with results occasionally published in school research bulletins. In these instances, the school practicum for preservice teachers commences in their first year, progressing from classroom observation tasks to observing senior preservice teachers in the second year, conducting supervised teaching in the third year, and primarily focusing on reflection in the fourth year. The integration of LS during these practicum stages involves observing LS in the first year, observing senior preservice teachers' lessons in the second year, conducting

LS in the third year, and participating in LS across different school types in the fourth year (Mase, 2021). A notable distinction in this LS integration is its occurrence in every year of education, facilitated by the school-university connection. Additionally, the process is streamlined since in-service teachers at the schools are already familiar with LS practices.

In recent years, more and more empirical LS research have been conducted in the context of teacher education (Baumfield et al., 2022; Fernández, 2005; 2010; Kanellopoulou & Darra, 2019; Larssen et al., 2018). A considerable amount of the studies in this context utilizes a Microteaching LS design involving preservice teachers (Bayram & Bıkmaz, 2021; Bjuland & Mosvold, 2015; Fernández, 2010; Coşkun, 2021). In this approach, lessons are condensed, and class sizes are reduced, with other preservice teachers (5–15 peers) participating in lieu of students (5-20 minutes). Unlike traditional microteaching, the teaching in microteaching LS requires teamwork, involving multiple preservice teachers. Despite the popularity of this method, involving preservice teachers in LS with pupils from K-12 schools is not a methodology as commonly employed as Microteaching LS (Larssen et al., 2018).

Exploring the application of LS involving preservice teachers is a relatively recent area of investigation, predominantly concentrated within disciplines such as mathematics or science education (Cajkler & Wood, 2016; Fernández, 2010; Larssen et al., 2018; Sims & Walsh, 2009). One of the most influential empirical studies was conducted by Sims and Walsh (2009) who supervised a two-year process of LS integration into practicum in early childhood education context. The implementation of LS in Sims and Walsh (2009) revealed challenges in applying theory to practice and a tendency for preservice teachers to focus on delivery over deep engagement with instructional strategies. Adaptations made over the course of two years, such as improved collaboration methods, more rigorous use of planning templates, and focused observation training, led to enhanced feedback quality and teaching adaptability. The study concluded that Lesson Study significantly aids in developing preservice teachers' abilities to critically analyze and adapt teaching practices, though success heavily relies on thoughtful integration of

theoretical and practical elements and supportive facilitation. Fernández (2010) conducted a Microteaching LS with 18 preservice teachers and highlighted how MLS enhances instructional strategies to meet key student-learning goals, particularly in mathematical reasoning. Data from lesson plans, videotapes, and discussions showed that MLS promotes active learning and collaborative, reflective practice among trainees, supported by expert guidance. The findings suggest that MLS is an effective method for improving the pedagogical skills of preservice teachers.

Another recent empirical study was conducted by Cajkler and Wood (2016), who conducted LS in Initial teacher education (ITE) through a project involving mentors and student-teachers. This adapted LS model focused on collaborative lesson planning, teaching, and revising based on observed classroom interactions, aiming to enhance student-teacher pedagogic skills. The study highlighted that while most participants recognized LS as a beneficial reflective tool that increased their pedagogic literacy, some mentors retained traditional roles that limited deeper collaborative potential. The findings suggested that LS can significantly shift the focus from teacher performance to student learning, thereby fostering a collaborative culture among new teachers and their mentors. The article emphasizes the need for structural changes in ITE programs to fully integrate the potential of LS for improving teaching practices. Similarly, Chizhik et al. (2017) explored the effectiveness a program named SMILE, which integrates a lesson-study approach into student-teaching supervision, in enhancing teacher candidates' performance on assessment. This study shows that SMILE participants significantly outperformed those in traditional supervision models in planning for diverse learning needs and analyzing assessment data. The findings suggest that active collaboration and iterative reflection, key components of the SMILE program, are effective in developing essential instructional skills and improving teacher preparation programs through structured, collaborative frameworks.

A recent study by Leavy and Hourigan (2023) investigated the effectiveness of lesson study (LS) in enhancing the pedagogical content knowledge (PCK) of preservice primary teachers in the context of early number classrooms. The

research involved 25 participants who engaged in LS to develop, teach, and reflect on mathematics lessons, which promoted significant advancements in their understanding of content and students (KCS) and content and teaching (KCT). The LS approach facilitated a deep, reflective practice among the preservice teachers, allowing them to critically engage with and improve their teaching strategies based on classroom observations and peer feedback. The findings underscore LS's potential as a powerful method within initial teacher education to bridge the gap between theoretical knowledge and practical teaching skills. Even more recently, Maurício and Valente (2024) investigated the synergy between lesson study (LS) and Content Representation (CoRe) within a preservice teacher practicum. This research, conducted with four preservice teachers and one mentor teacher, focuses on how LS, combined with CoRe as a planning tool, impacts the development of Pedagogical Content Knowledge (PCK) in teaching science to 6th-grade students. The study highlights the effectiveness of CoRe in enhancing lesson planning depth and improving instructional strategies through collaborative, reflective practice among teachers. The findings suggest that integrating CoRe into LS can lead to a more focused and profound understanding of teaching content, ultimately supporting preservice teachers in effectively transitioning theory into practice. This approach not only facilitates the professional growth of new teachers but also positively influences their instructional clarity and confidence.

Delving specifically into the context of LS with the participation of preservice EFL at K-12 classrooms represents an even more recent focus. Within the Turkish context, the body of literature on this subject is currently limited to only two empirical studies. A study conducted by Yalçın-Arslan (2019) who led an LS implementation by preservice EFL teachers. The study involved eight preservice EFL teachers conducting three research lessons in total, at a high school during the 2016-2017 academic year. Although it is stated in the procedures that there were three groups and each group prepared three research lessons, the steps of the research and methods section note that there were only two teaching cycles. Moreover, the researcher had the role of supervisor and mentor teachers only cooperated in the lesson planning process. Altınsoy (2020) implemented LS with the participation of preservice

EFL teachers. Altınsoy's (2020) dissertation aimed to "investigate the impact of Japanese LS professional development model on Turkish preservice English language teachers' personal and professional development" (p. 2). The dissertation aimed to employ the traditional JLS model and "stuck to the original format as much as possible" (p. 59). With the participation of six preservice teachers, the study took 7 months during the 2016-2017 academic year. Preservice teachers gathered and formed one group of LS and designed one research lesson. Then, the group taught the plan at state schools in turns (5 times) while revising the plan at the end of each teaching.

While Altınsoy (2020) adhered to the traditional Japanese model (JLS) and formed one group of 6 preservice teachers, Yalçın-Arslan (2019) formed three groups of two to three preservice teachers. While Yalçın-Arslan (2019) included mentor teachers as facilitators and cooperators in designing lessons, Altınsoy (2020) did not include mentor teachers in the study. While Altınsoy's (2020) study was conducted in 5 different state schools, Yalçın-Arslan (2019) utilized the LS practice in one high school.

Both aforementioned studies were conducted in the 2016-2017 academic year and reported significant effects of LS on preservice teachers' professional development and they stated that the practice provided gains in instructional strategies, it increased awareness of student learning and understanding of classroom management. As mentioned before in Statement of the Problem in Chapter 1: Introduction, the Council of Higher Education introduced a major change to the B.A. programs at faculties of education in Türkiye in 2018 both studies were conducted before the curricular change (CoHE, 2018). The curriculum saw a major change especially in distribution of the course load and contents and practical load of school practicum was increased (Yaman, 2018).

The aforementioned two studies did not touch upon how school practicum played a role during LS implementations since the aim of the research in these studies were not to design an LS model which can be utilized seamlessly during practicum as a part of their research design. The focus of these studies was not to design an LS model seamlessly integrated into practicum experiences. Instead, their research design centered around the utilization of

the traditional Japanese LS model in a one-off practice. This approach required carefully manipulated circumstances for implementation, emphasizing a specific context rather than exploring the integration of LS as an ongoing component within the broader framework of practicum experiences.

The review of the literature related to lesson study showed that vast number of publications have been published and these articles focused on several different contexts. Some studies focused on what LS improves, some focused on how LS works, and some implemented adaptations and explored the implications of LS. Majority of the published articles were conducted with the participation of in-service teachers and there exists a clear rising trend in the number of publications in LS with preservice teachers. Nevertheless, a substantial amount of these articles was conducted in context of Microteaching LS and did not utilize K-12 level classrooms in their research. It was also found out that conducting LS during practicum especially with the participation of preservice EFL teachers was only limited to two empirical studies in Turkish context. Moreover, these studies either adhered to the traditional Japanese model or did not fully utilize the context of practicum by including mentor teachers in their practices.

CHAPTER 3

METHODOLOGY

3.1. Design Based Research Framework

The overarching purpose of this dissertation was to design an LS model (PLS), test the model in the ELT practicum, refine the model in line with participants' views and thus make sure that the final version of the model is sustainable for the intended purpose. This purpose involved a comprehensive process of design, testing, and refinement based on views and suggestions from the participants. The series of research conducted in this dissertation were collectively employed as educational design research as a type of research in which "iterative development of solutions to practical and complex educational problems also provides the context for empirical investigation, which yields theoretical understanding that can inform the work of others" (McKenney & Reeves, 2012, p. 7). Although not classified as a methodology in and of itself, educational design research uses qualitative, quantitative, or mixed methods in generating knowledge and improving education in general (McKenny & Reeves, 2012). This approach serves as a framework wherein the systematic inquiry into educational practices contributes to the creation of valuable knowledge applicable to the broader educational community.

The design-based research, (see Design-Based Research Collective [DBRC], 2003) is a term that collectively encompasses many previous paradigms in the literature including the earliest works titled design experiments (Brown, 1992), design research (Collins, 1992), formative research (Walker, 1922), development research (van den Akker, 1999), design research (Cobb, 2001), and developmental research (Richey et al., 2003). Although each paradigm has slightly different aims, the elemental goal and approach to scientific

inquiry are alike. The common characteristics of the paradigms made way for 'Design-based research' as a "systematic but flexible methodology aimed to improve educational practices through iterative analysis, design, development, and implementation" (Wang & Hannafin, 2005, p. 6).

Table 2. Principles of Design-Based Research

No	Title	Description
1	Support Design with Research from the Outset	Prior to proceeding, designers need to identify resources relevant to their project needs using available literature and design cases from multiple sources, such as journal publications, research reports, conference proceedings, and technical reports.
2	Set Practical Goals for Theory Development and Develop an Initial Plan	Designers set specific goals that can be pursued and attained through principled design. The plan, viewed as an outline strategy designed to achieve the theory goals, will be supported by all design activities.
3	Conduct Research in Representative Real-World Settings	The innovations are derived from both the available literature and the analysis of the prospective real-world design settings.
4	Collaborate Closely with Participants	Participants are immersed in the setting and work as collaborators or coconstructors of the design. To ensure the feasibility of the initial plan and improve the design en route, designers consult with teachers and students, remaining mindful of their theory-generating goals as they balance the theoretical and practical.
5	Implement Research Methods Systematically and Purposefully	Researchers use multiple methods, including observations, interviews, surveys, and document analysis (e.g., school policies, student records, and district documents).
6	Analyze Data Immediately, Continuously, and Retrospectively	Analysis is conducted simultaneously with data collection and coding to improve the design and to address theory-generation goals.
7	Refine Designs Continuously	A flexible initial plan is refined iteratively until completion of corresponding design cycles. Refinements, based on Level II Data and constant comparative data analysis, deepen a researcher's understanding of the study context.
8	Document Contextual Influences with Design Principles	Design principles should be context sensitive and of practical importance to other designers
9	Validate the Generalizability of the Design	The methods used, refinements made, and innovations introduced to support the purpose and theory-generating goals of the design must be verified according to the theory goals of the design and discipline requirements of the research.

As elucidated by Wang and Hannafin (2005), design-based research consolidates and highlights the commonalities among previously established paradigms, encapsulating nine principles that underscore its multifaceted nature presented in Table 2. As seen in the table, nine principles outline the rich facets of design-based research. These principles served as guiding tenets in both the development and implementation of Practicum LS (PLS) in this dissertation. Designers continually refine design goals, addressing intermediate and ultimate objectives, and may reexamine available literature to enhance design activities and achieve theory goals. Specific principles must be articulated to inform and reinforce classroom practice, ensuring context sensitivity in design.

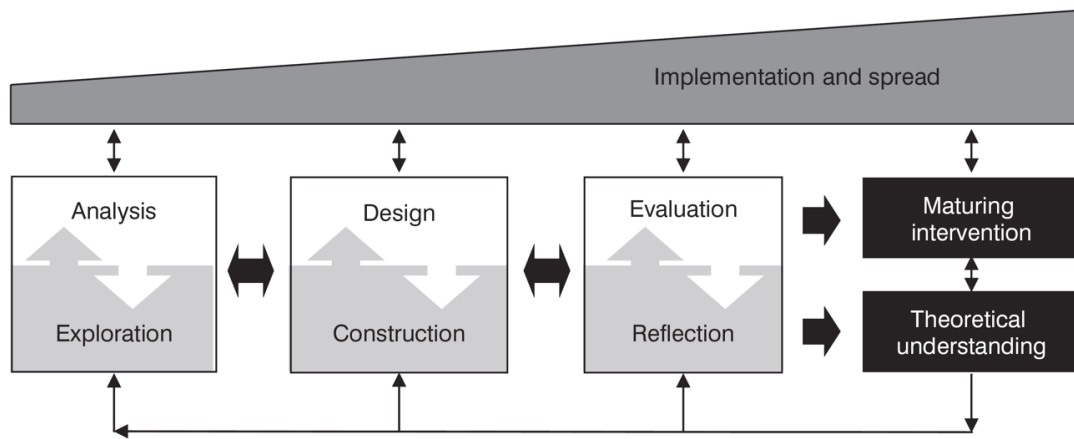


Figure 3. *Generic model for conducting design research in education*

The generic model illustrated in Figure 3 includes three distinct elements, each symbolized by unique shapes (McKenney & Reeves, 2012, p. 77). Squares denote the primary stages of the process. The presence of arrows linking these elements suggests that the approach is both iterative and adaptable. It is iterative in that outcomes from certain components are repeatedly integrated into others, and it is adaptable as it allows for various possible routes despite suggesting a general direction. The emphasis on both theoretical and practical aspects is clearly outlined by rectangles, symbolizing theoretical and practical results. This framework portrays a unified approach to research and design.

Additionally, the diagram hints at practical applicability, with the trapezoid (dark gray shape at the top) symbolizing the deployment and expansion,

highlighting early and growing engagement with real-world application. Bidirectional arrows demonstrate the reciprocal influence between practice and the central processes and outcomes, indicating the model's adaptability to real-world contexts.

The research conducted in this dissertation also carries the characteristics of educational design research which is defined as "a series of approaches, with the intent of producing new theories, artifacts, and practices that account for and potentially impact learning and teaching in naturalistic settings" (Barab & Squire, 2004, p. 2). Building on previous prominent works related to design research, Van den Akker et al. (2006) also acknowledge the aforementioned definition of an educational design research and define five main characteristics of the research. Educational design research is (1) interventionist, and it aims to design an intervention in the real world. It is (2) iterative and includes a cyclic approach of design, evaluation, and revision. It is (3) process-oriented and avoids an 'input-output' kind of measurement while focusing on understanding and improving interventions. It is (4) utility-oriented and measures the practicality for users in real contexts. Finally, it is (5) theory-oriented (at least partly), and field testing of the design contributes to theory building.

The choice of educational design research for this dissertation was driven by the desire to ensure that the implementation of the proposed PLS model in ELT practicum is grounded in a rational-empirical approach to introducing change or innovation in curriculum design. This process involves "explaining, justifying, and showing the reasons why the change is good and necessary" (Macalister & Nation, 2010, p. 177). Adhering to the characteristics of educational design-based research, this dissertation ensured that:

1. The intervention is designed for the real world; the proposed PLS model was tailored for preservice teachers.
2. The research is iterative; the proposed model was implemented in two sequential phases.
3. It is process-oriented; the research focused on understanding and improving the intervention.
4. It is utility-oriented; participant opinions were gathered to understand the usability of the intervention and enhance its practicality in real contexts.

5. It is theory-oriented; the design is influenced by related theories, and the field testing of the model contributes to theory building.

In educational design research, setting reasonable goals enhances rigor and enforces discipline in the effort (diSessa & Cobb, 2004), ensuring pragmatic goals that address problems in educational practice. Contexts in design-based research should represent, rather than oversimplify, typical complex settings, accounting for social factors and dynamics that influence both participants and processes. Designers act as facilitators, adapting to clients' perspectives while aligning and extending design processes. Needs assessment and evaluation, both formative and summative, are integral to design-based research, with qualitative documentation methods playing a crucial role.

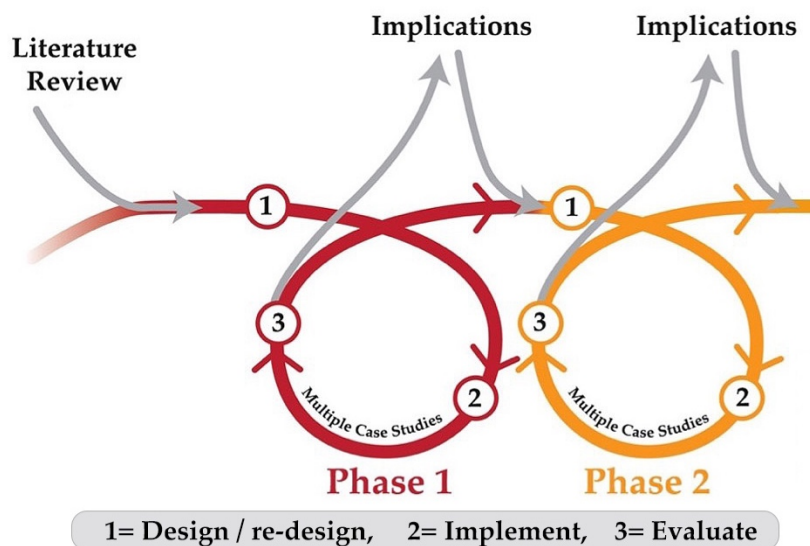


Figure 4. Design based research framework utilized in this dissertation

The cyclical process illustrated in Figure 4 includes the design-based research framework utilized in this dissertation. The process starts with literature review which leads to design (1 in Figure 4) of the model along with the PLS Guidebook. Then, the model is implemented (2) after obtaining necessary permissions and selection of participants followed by a training phase. During implementation, a multiple case study design acts as the driving force of the cyclical process.

Through multiple case study design, the model is evaluated (3) by making use of the views of PSTs and mentor teachers. This process is finalized after analyzing the collected data which leads to certain implications to inform the

design or re-design process which will follow. In this dissertation, the PLS guidebook also serves as a designed product as the outcome of the design-based research.

The framework included in Figure 4 differs slight from the model included Figure 3. The framework utilized in this dissertation places the literature review at the beginning of the cycle (Analysis / Exploration in Figure 3), an approach resembled the procedures followed in Underwood and Kararo (2024) who utilized a similar systematic approach. The framework included in Figure 4, depicts a cyclical process which feeds from an into the Design and Implement steps (Design/Construction in Figure 3). The final step of each phase, Evaluate, then interdependently work with Implications (just as how Evaluation is linked with Maturing Intervention in Figure 3).

A fundamental tenet in this dissertation was iteration. Herrington et al. (2007) argue that a single implementation of an intervention is not sufficient to gather evidence. Typical design-based research has two or more iterations “where after the first implementation and evaluation, changes are made to the learning environment to further improve its ability to address the problem” (p. 7). In the second and further iterations, further refinements are introduced to the initial design.

This dissertation places the first iteration of PLS in Phase 1 and its evaluation, and the second iteration is placed in Phase 2 where the PLS model is finalized as an output of the dissertation. Every iteration in the research aids in "sharpening aims, deepening contextual understanding" and the two phases included in this dissertation aim to provide the necessary iteration (McKenney et al., 2006, p. 78). Phase 1 includes four cases and gathering participant views and expert views. Phase 2 includes the evaluation of the model and revising the guidebook before implementing PLS in four cases and thus, creating the final version of the model.

3.2. Multiple Case Study Design

The design-based research in this dissertation included multiple cases. The eight cases that took place in the two phases were the contemporary phenomenon to be investigated in their real-world context in this research and

therefore, this dissertation employed a **multiple case study design** *within design-based research*.

A case study design in research is an “in-depth contextual analyses of one or a few instances of a naturalistic phenomenon, such as a person, an organization, a program” and researchers “describe and interpret a contextual scene” (Tracy, 2020, p. 61). Yin (2018) also states that a case study is “an empirical method that investigates a contemporary phenomenon (the “case”) in depth and within its real-world context” (p. 45). Yin (2018) also states that single and multiple case study designs are two different types of research within the same methodological framework.

A multiple case study design follows an analogous logic. The cases which are predicted to yield similar results or contrasting, yet anticipatable results may be included in the research (Yin, 2018, p. 96). In this dissertation, two phases were treated as the context in which cases took place and a holistic approach was followed in drawing conclusions in each phase.

The units of analysis in these contexts were only the cases in which PLS took place. In other words, those who did not participate in PLS were not included in the study for comparison and only the views of those who participated in the PLS groups were obtained. Although some cases were embedded in the same school (for example Case 1 and 4 both took place at High School A), they were treated as the two cases belonging to Phase 1 in the analysis, not the high school.

The reason for using phases as the units of analyses was because of the design-based research procedures which called for obtaining views of participants to revise the model and provide iteration while exploring the use of PLS during school practicum and determining the benefits and challenges in its implementation.

In the two phases, a qualitative approach to scientific research was employed using a multiple case study design. A multiple case study design is characterized as “the selection of two or more cases that are believed to be literal replications, such as a set of case studies with exemplary outcomes in relation to some evaluation question” (Yin, 2018, p. 106).

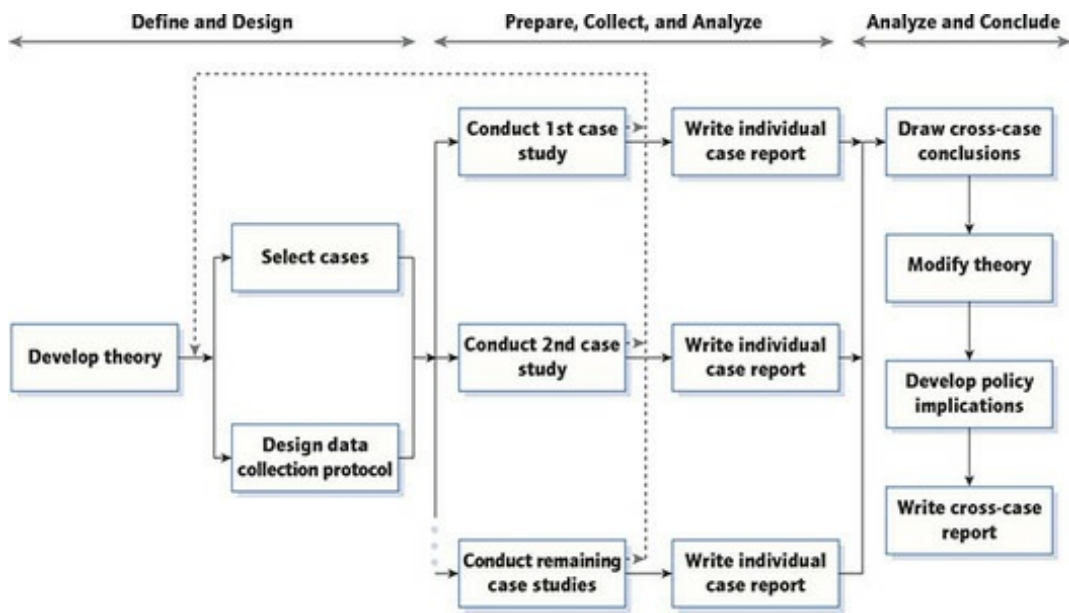


Figure 5. *Multiple-case study procedures*

The procedures included in the multiple-case study design (Figure 5) guided both phases included in the research conducted in this dissertation (Yin, 2018, p. 105). After training the PSTs and informing the mentor teachers with the first edition of PLS Guidebook, Phase 1 started with selecting cases and designing data collection protocols. The data collection tools (included in the next section) were prepared for each case. The data for each case were separated and organized and individual case reports were written in Chapter 4 and Chapter 5. Then, semi-structured interviews were conducted with the PSTs and the mentor teachers to obtain their views regarding their satisfaction with the model, its benefits and challenges. Then, expert views were obtained by sending the initial guidebook and describing the case reports to academicians in the field. Based on the analysis of the findings, the model was refined as the last step of Phase 1 and thus, an iteration was provided to the model.

Another important influencing factor on the research design included in this dissertation was rational-empirical method of introducing change or innovations in curriculum design. Practicum, a significant part of the ELT curriculum, is a key aspect addressed in this dissertation and the

implementation of PLS heavily influenced practicum. Introducing change or innovation to current practices and policies is not undemanding; however, as Le Cornu's statement argues, research-based knowledge and disseminating the effects of these studies can be an initial step.

Judging by the complexity and demanding nature of curriculum design and educational policies, conducting preliminary research to examine specific practices which aim to introduce change or innovations can be considered appropriate in providing evidence for the purpose of finding out possible challenges, shortcomings, benefits of the change or innovation to be implemented in the future.

The rational-empirical approach to introducing change or innovation in curriculum design guided this dissertation in following the steps of first conducting research which will include the implementation of PLS. By analyzing the implementation, this research aimed to develop an understanding of the possibility of integrating the practice of LS into ELT practicum. Finally, dissemination (the diffuse step) of the cases were all conducted with sharing a blog post with other PSTs at the university.

3.3. Research Setting and Participants

The implementations in Phase 1 and Phase 2 were conducted with eight preservice teachers currently admitted to the BA program of English Language Teaching (ELT) at a state university in the Black Sea Region of Türkiye. During the seventh semester of the ELT program, students take School Experience 1 and School Experience 2, also known as Practicum, as a must course. The Cases 1,2,3, and 4 included in the findings took place during the seventh semester and Cases 5,6,7, and 8 took place during the eighth semester of PSTs' BA program.

The same participant PSTs and mentor teachers in the cases also participated in the semi-structured interviews following the implementations. In both phases, an evaluation of the model included analyzing the data obtained in these interviews. In total, 10 PSTs and three mentors participated in these procedures. Data regarding these participants are presented in the tables included in the following pages.

3.3.1. Preservice EFL Teachers

Participants of the two phases were 10 pre-service EFL teachers were enrolled at the English Language Teaching BA program at a state university in the Black Sea Region of Türkiye and three mentor teachers working at state K-12 schools in the same city. The researcher was also the advisor of the Practicum course for the preservice teachers. Purposive convenience sampling was employed and participation to the study was on a voluntary basis. Participants were also paired on a voluntary basis in order to establish that they could collaborate and communicate comfortably with each other.

Table 3. Participant Preservice Teacher Demographics

Participant	Age	Gender	Participation in Cases	Practicum School(s)	GPA
PST1	23	M	Case 1 & Case 6	High School A	2.64
PST2	23	M	Case 1 & Case 6	High School A	3.40
PST3	22	F	Case 2 & Case 5	High School B & Middle School A	3.44
PST4	22	M	Case 2 & Case 7	High School B & Middle School A	3.46
PST5	22	F	Case 3	High School A	3.45
PST6	22	F	Case 3 & Case 7	High School B & Middle School A	3.55
PST7	22	F	Case 4 & Case 8	High School A & Middle School A	3.45
PST8	22	F	Case 4	High School A	3.50
PST9	22	M	Case 5	Middle School A	3.54
PST10	22	F	Case 8	Middle School A	3.38

As seen in Table 3, the 10 PSTs participated in a total of eight cases. The age of these PSTs varied between 22 and 23. All, except for one PSTs had a GPA above 3 out of 4.

3.3.2. English Language Teaching BA Program

Academic background of the students includes many must and elective courses focused on English language, teaching, and teaching English. Before advancing to the last year at the academic program and taking Practicum as a must course, preservice teachers take some courses which are directly related to teaching. Table 2 shows the some of the academic courses with embedded lesson planning that the preservice EFL teachers have taken during the course of the four-year B.A. program:

Table 4. ELT Courses with Lesson Planning and/or Micro-teaching

Course Title	Type	Semester
Teaching English Language Skills I	Must	5 th
Teaching English Language Skills II	Must	6 th
Drama in Education	Elective	-
Micro Teaching	Elective	-
Integrated Language Skills Teaching	Elective	-
School Practicum I	Must	7 th
School Practicum II	Must	8 th
Inclusive Education	Elective	-

As seen in Table 4, while 4 must courses include lesson planning or microteaching, 4 elective courses include lesson planning or microteaching. Since elective courses vary from semester to semester, it may be possible that a preservice teacher may graduate without taking one of the elective course in the table; however, all students complete their degree having taken the 4 must courses in the table. It can be stated that participants of this study are experienced in lesson planning before advancing to practicum they take in the last two semester.

School Practicum in the English Language Teaching BA Program

In Türkiye, ELT programs at BA level constitute two must (obligatory) courses titled School Practicum I and School Practicum II (sometimes referred as school placement). These two courses are placed in the seventh and eighth semesters of the four-year English Language Teaching (ELT hereafter) BA program and they make up almost half of the credit load of the semesters in the curriculum (10 out of 30 ECTS in the seventh semester, 15 out of 30 ECTS in the eighth semester).

These two courses are the equivalent of what is called an internship in other fields and are organized by both faculties of Education and branches of the Ministry of National Education in Türkiye. The faculties sent out the names of the preservice teachers to the branches, and they choose the practicum schools and mentor teachers. At the same time, faculties designate an advisor for the preservice teachers. Advisors are the academic members of the faculties and they are responsible for carrying out the two-hour theoretical course at the faculty where they introduce the rules of the practicum, answer questions regarding the procedures, introduce the portfolio to be filled as a part of the practicum. The exact description of the course is “Preparing a daily lesson plan every week, implementing the plan prepared, evaluation of the implementation by the teacher at school, teaching staff and implementing student, corrections by considering the evaluations and reimplementation, preparing portfolio” at the state university in which cases took place.

The branches are responsible for the six-hour practical load of the course where PSTs spend time at the practicum school for 12 weeks. Every week, for 12 weeks, PSTs spend six hours at the designated state school and initially, they mostly make observations while their mentors teach before they start teaching. As a part of the assessment, the advisors at the faculties visit the practicum schools and observe a lesson given by the PSTs twice in each semester, and evaluate their portfolio to give a final grade for the course. The template for these portfolios are published on the websites of faculties of education. Although slight changes can be seen among portfolios, they mostly include weekly reports, a peer and self evaluation form, and appendices for lesson plans and worksheets.

3.3.3. Mentor Teachers and Practicum Schools

The eight cases took place in three different K-12 schools. While two of these schools were high schools, one was a middle school. All three schools are located in a city in the Western Black Sea Region in Türkiye. In these three practicum schools, three mentor teachers participated in PLS. The demographic information regarding these mentor teachers is given in the table below.

Table 5. Participant Mentor Teacher Demographics

Participant No	Gender	Practicum School	Experience	Participation
Mentor 1	M	High School A	10+ years	Cases 1,4, & 6
Mentor 2	F	High School B	10+ years	Cases 2 & 3
Mentor 3	F	Middle School A	10+ years	Cases 5,7, & 8

*No specific information was included in the table so as not to reveal mentor teachers' personal information.

As seen in Table 5, Mentor 1 has over 10 years of experience in the field, and he took part in three different cases in the dissertation. He is seen as a role model among the preservice teachers as he has a positive attitude towards them, and he constantly gives constructive criticism. In numerous occasions, the PSTs at High School A mentioned that they have learned much by observing his lessons and following his instructional recommendations. Mentor 1 was involved in preparing lessons for Cases 1,4, and 6. He designated the topic to teach for the cases and supervised the lesson plans prior to each lesson. Additionally, he contributed to the discussions after the lessons for both cases. Moreover, in a semi-structured interview, Mentor 1 expressed his perspectives on PLS.

High School A is located in the city center and has more than 800 pupils and 50 teachers as of 2023. It is an *Anatolian high school* which is a type of school that offers education with a rigorous curriculum focused on science and mathematics, alongside social sciences, and languages. The main goal of the

high school is to prepare pupils for higher education and English language is a significant part of the curriculum. The building infrastructure is modern and has many facilities such as a library, science and computer laboratory, music room, gym, and meeting rooms. All classrooms in the high schools are equipped with a smartboard. High School A is one of the most successful among the 32 high schools located in the city. Six of the graduates in 2023 were placed in faculties of medicine, three were placed in faculties of dentistry, three were placed in faculties of law, and 13 were placed in faculties of engineering in Türkiye. For the last five years, at least five graduates of the high school have obtained a university entrance exam score in the top .3% among the 3 million pupils who had taken the exam.

Mentor 2 also has more than 10 years of experience in the field. She took part in two different cases in this study. The two PSTs in the cases mentioned before that they were able to communicate well with the mentor teacher and they had no problems during their practicum. Mentor 2 participated in the lesson preparation process in Cases 2 and 3. She also took part in the post-lesson discussions of Case 2 and Case 3. Mentor 2 also stated her views towards PLS in a semi-structured interview.

High School B is an all-girl *imam hatip* high school. Imam Hatip high schools in Türkiye offer a mix of standard academic subjects in addition to Islamic studies and prepare pupils for religious roles and other careers. English language is taught as an elective subject at the high school and the pupils can choose between English and Arabic. Although it is a part of the curriculum. High School B houses more than 200 pupils and 30 teachers. Although the school building is not as modern as other high schools, the classrooms are equipped with a smart board. When compared to other high schools, the PSTs mentioned that the pupils enrolled at High School B were accustomed to the Grammar-Translation Method being used in their English lessons and the Turkish language was used predominantly in instructions.

Mentor 3 also is an experienced teacher in the field of teaching English. She participated in three different cases in the study. She had built excellent rapport with the PSTs as they mentioned before that they had been happy to have their practicum with the mentor. Mentor 3 is a postgraduate student

enrolled in the Lifelong Learning MA program at a state university located in the city. She has also participated in K-12 exchange projects funded by the European Union.

Middle School A is a large school located in the center of the city. It accommodates 800 students and 50 teachers. There are five English teachers at the school and English, as a subject, is an obligatory component of the curriculum with around 10 hours dedicated in the weekly schedule of pupils. English language is taught generally with fun activities with songs, games, and short videos in the classroom. All classrooms are equipped with a smart board and number of pupils in the classroom vary from 20 to 25.

3.4. Research Procedures

As previously illustrated in this chapter, this dissertation followed a cyclical process of a design-based research. Multiple case studies were implemented and the views of participants were investigated in two phases. The figure included below provides a more detailed illustration with contextual settings in each case.

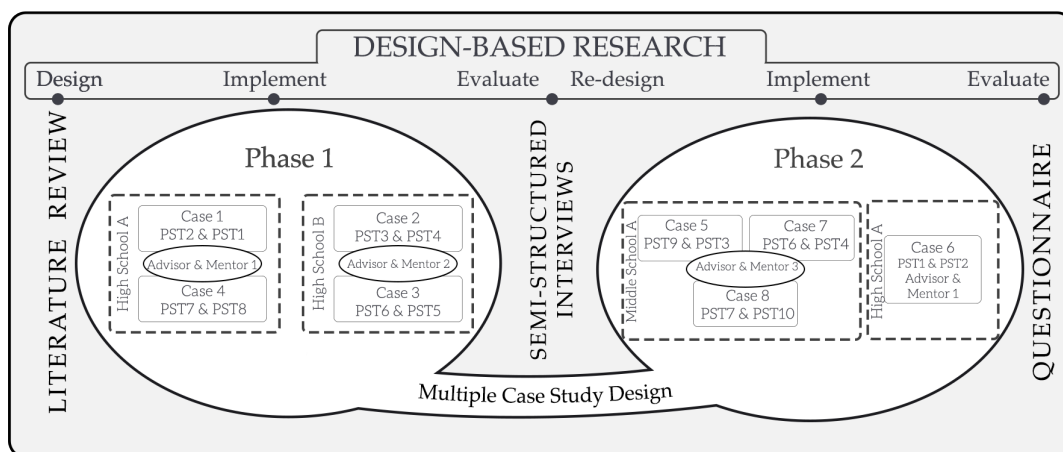


Figure 6. A holistic view of the research design and procedures

As seen in Figure 6, design-based research is the largest container and literature review, the first step in design-based research, was also the first step in the set of procedures followed in the dissertation. As the figure suggests, the first implementation step in Phase 1 included four separate cases that took place at two different schools with two different mentor teachers. Following

the implementation, semi-structured interviews were conducted with all participants to evaluate the PLS model. Through the implications collected from these interviews, re-design step was achieved before implementing four more cases in Phase 2, at two different schools and with two different mentor teachers. The last step in Phase 2 was achieved through an evaluation questionnaire and a semi-structured interview with a mentor and thus, finalizing the procedures. Advisor, also the researcher at the same time, was a part of all cases. It is also another detail illustrated in the figure that semi-structured interviews and questionnaire were not completely separated from the case study design as they were included in the necessary steps of the research.

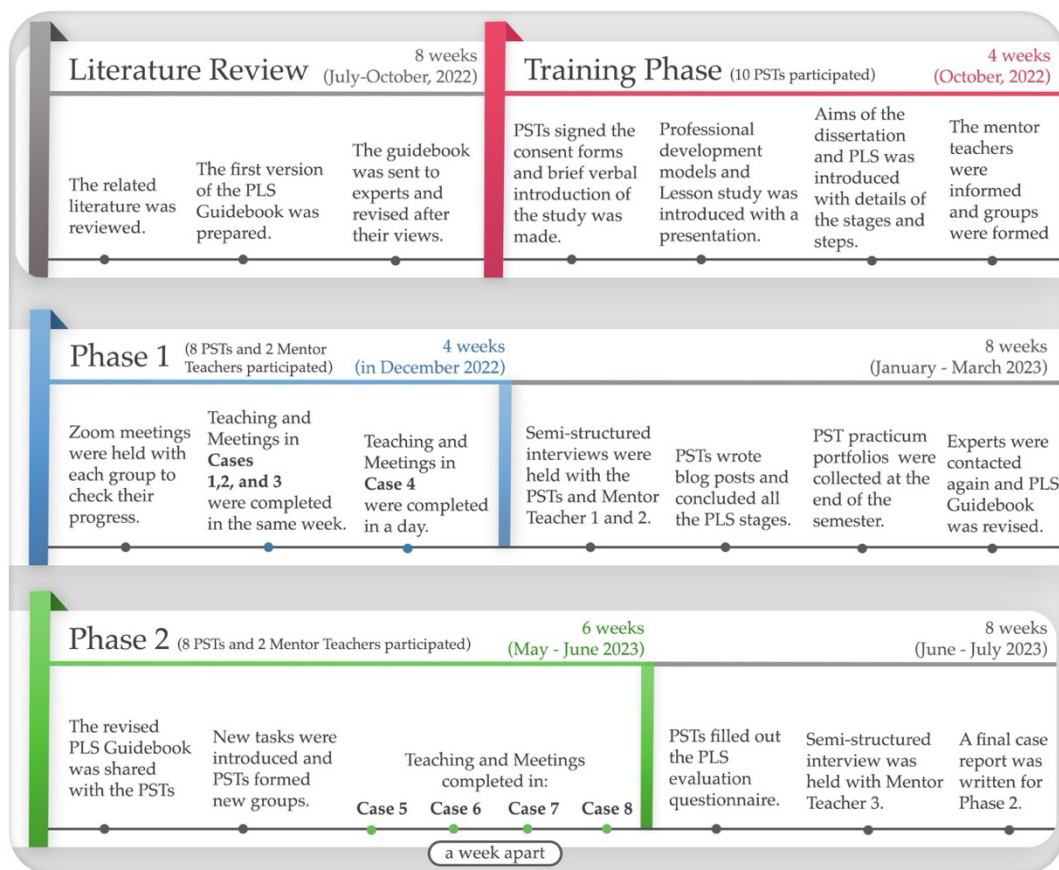


Figure 7. *Timeline of the procedures in the dissertation*

A chronological view of the procedures is illustrated in Figure 7 above. The figure starts with literature review (first area in gray) and includes details regarding each step taken in the training phase (area in red). Then, Phase 1

(area in blue) includes the steps taken in the four cases followed by the steps of evaluation of the model (area in gray). Then, Phase 2 (area in green) follows several procedures before the four cases and a final evaluation is included in three steps (last area in gray).

It is noteworthy that throughout the school practicum, weekly meetings were held with PSTs to check their progress and discuss their school practicum experience. Weekly progress checking meetings with PSTs continued throughout the semester and in Phase 2, they completed new tasks as a part of PLS. Weekly meetings were held with PSTs to check their progress and discuss their school practicum experience. Furthermore, the same experts were reached before the Training phase and Phase 1 for their consultation and their suggestions were noted in the evaluations.

3.4.1. Training Phase

Before starting the implementations of PLS, a training was organized by the researcher. The training included a presentation made by the researcher during the participants' Practicum meetings. The presentation aimed to introduce a general understanding of professional development, and examples of professional development in the Turkish educational system. Then, LS as a model of professional development was introduced with explanations about the traditional model, and then, Practicum LS was introduced and compared to the traditional models. The stages and steps of PLS were introduced along with the guidebook prepared by the researcher (Appendix E).

The training phase took 4 weeks in total. In the first week, the researcher initiated discussions on group works and pair works in practicum and in the second week, LS and PLS were introduced. In the third week, stages of PLS were introduced with general explanations, and the fourth week included detailed looks at each stage and its specific steps included in the guidebook. At the end of the fourth week, the PLS participants signed a Voluntary Participation Form and agreed upon their PLS groups. The content shared with the PSTs in the training phase are briefly described in the following sub-sections.

3.4.2. Procedures of PLS

The procedures of the proposed PLS model (more detailed procedures are presented in Appendix E), which was informed by extant literature on LS and its various adaptations as discussed and detailed in the literature review, was implemented in total of eight cases with eight preservice EFL teachers. After an evaluation of the model through semi-structured interviews with the participants in Phase 1, two new tasks were added to school practicum portfolio (further explained in 'Changes made to PLS in Phase 2' in Chapter four) and timing between teaching sessions were carefully adjusted. Before Phase 2, the PSTs were informed of the changes, and the model was implemented in four more cases in Phase 2. After the implementations, views of the PSTs were obtained again through a questionnaire and the final report of the study was written as a result.



Figure 8. *Main stages of PLS*

As seen in Figure 8, PLS practice involves the collaborative and careful planning of a lesson with two PSTs and their mentors. Prior to planning the lesson, a considerable amount of time must be spent observing the classrooms (usually 6 weeks) and enough knowledge of the pupils must be accumulated. The content and structure of the lesson is suggested to be determined after the group identifies what is lacking in the classroom. A specific skill or content can be focused on the lesson and the decision must be linked with their evidence from the classroom observations, or they may choose to teach a topic specified by the mentor teacher.

The PSTs, then, create a lesson plan based on the objectives and goals of the desired topic and consult their mentor teacher and advisor before finalizing the plan. After the lesson plan is completed, a mock-up lesson may be done by the members.

The lesson is taught first by a PST while the other members (the other PST, the advisor, and the mentor teacher) observe. The observation must include the use of Observation Sheet (an example is provided at the end of Appendix E). After the first teaching, the group meets to discuss the plan and revise it (if necessary) in a post-lesson discussion, during which all members share their reflection and make suggestions for improvement.

Another key point of PLS is that it includes the repetition of the stages: 'Teach' and 'Reflect'. After the first teaching and reflecting, the lesson plan is taught in another classroom similar to the first group. This time, the other PST teaches the lesson, and the other members (the other PST, the advisor, and the mentor teacher) observe. The group, then, assesses the revisions made to the plan in a final reflection meeting. Another critical point of PLS is to share the experience. For this reason, carefully recording the process and reporting it in form of a presentation, a blog post, or a booklet can help disseminate the impact of PLS and let others learn about the practice. An event may be organized with the other groups and an open house of PLS may be held with posters or other materials presented to an audience. A booklet may also be created to narrate the experiences of the members in the PLS process.

3.4.3. PLS Group Meetings

After each teaching session, all group members gathered to hold discussion meetings. To provide a clear naming for the order of these meetings, the one that was held after the first teaching in a case was named *post-lesson discussion meeting* and the one after second teaching was named *final-reflection meeting*. In post-lesson discussion meetings, the group met at teachers' lounge to discuss the lesson that had just taken place and open a discussion on the lesson plan while using their observation notes. The aim of these meetings were to discuss which activities worked well and which ones needed revision. All members contributed to some extent by describing what they observed in

the classroom, made explanations towards their observations, and suggested a new path forward the future. Based on these discussions, the lesson plan was partly revised for the second teaching session.

After the second teaching session, the groups met for the final time to again discuss what worked while also describing their observations with explanations before creating solutions towards the lesson plan. In these discussions, Advisor mostly directed questions such as “How was the warm-up activity?”, “Did you have any recommendations for the second teaching?”, or “What observations have you made during the lesson?” in order to start discussions. Nevertheless, sometimes, the PSTs or mentor teachers opened up topics themselves by making statements such as “I would like to change this activity.” or asking the group “Should we add a listening activity?”. These discussions were audio-recorded and the transcriptions of the conversations were analyzed based on the data analysis procedures outlined in the next sections.

3.5. Data Collection Tools and Sources of Data

Data for this research were obtained through several sources. PLS is a process-oriented, collaborative, and reflective practice, and all documents and tools used in the cases served as data for this study. In addition to the tools used during the cases, participating preservice teachers’ practicum portfolios were also used as a data source in this study.

Self-evaluation form included in the portfolio aim to obtain a preservice teachers’ reflections towards their own teaching, and peer-evaluation form aims to obtain their views about another pre-service teacher’s teaching experience. These forms included in their portfolio were described in each case with an aim to both gather additional data and confirm existing interpretations of the analysis made after the cases and interviews.

After successfully implementing the four cases in Phase 1, semi-structured interviews were conducted with the PSTs and mentor teachers, and then expert views were obtained from academicians in the field of English Language Teaching. With the findings gathered in the first phase, small revisions were applied to the guidebook and shared with the PSTs. Four cases

were implemented in Phase 2. At the end of this phase, PSTs answered open ended questions in a questionnaire shared with them online. The answers given to this questionnaire were analyzed and presented as the findings of Phase 2.

Table 6. Data Sources and Analyses Matrix

Data	Sources→				
Analyses ↓		1. Field notes (observation notes, lesson plans, evaluation forms)	2. PLS Meetings (transcripts)	3. Semi-structured individual interviews	4. PLS Evaluation Questionnaire (open-ended questions)
1. Content analysis		✓	✓		
2. Inductive coding				✓ (Phase 1 & 2)	✓ (Phase 2)
3. Protocol coding			✓		

As seen in Table 6, the cases included many tools such as lesson plans, observation notes, snapshots from the revisions made to the lesson plans and worksheets, snapshots from PSTs’ self and peer-evaluation forms in their practicum portfolios, transcripts of the voice recordings in the post-lesson discussion meetings.

Templates of some of these tools are included in the practicum portfolio document in Appendix A. Snapshots from these sources were included in case descriptions in the findings section. These data sources were used as a way of data triangulation in presenting the findings of the dissertation.

3.5.1. Data collection tools for gathering views

Semi-structured interviews were held individually one week after finalizing the cases in Phase 1 and these interviews aimed to gather participant PSTs’ views towards the process and the benefits and challenges they have faced

(some questions adapted from Ayra, 2021; Appendix B). In addition, mentor teachers' views were also gathered at the end of each phase. Similar questions were asked in the semi-structured interviews with mentors teachers (Appendix C). At the end of Phase 2, open-ended questions were shared with PSTs online and their answers were analyzed and presented in the findings section (Appendix D).

3.5.2. Validity and expert views

The PLS guidebook (Appendix E) was designed as a result of an extensive review of the related literature, and views of three experts in the field were obtained during the process of both development and iteration. After obtaining the experts' views, the guidebook was redesigned with additions explained in the dedicated Preface section of the document.

The interview questions were also revised after views of three experts in the field of English Language Teaching. The expert views were gathered first via sending an e-mail with the PLS Guidebook and interview questions attached. The four expert academicians responded to the e-mail with the annotated version of the document and an interview was arranged for each expert.

A zoom meeting and two face-to-face meetings were held with the experts and their explanations for the revisions they suggested for the guidebook were taken into account for developing and improving the guidebook and interviews held with PSTs and mentor teachers.

Expert views

Obtaining the views of experts was a dynamic process throughout the design-based research in this dissertation. In both the design and evaluate steps previously illustrated, multiple expert views were gathered and the same experts were consulted more than once throughout the research.

In total, views of four experts were sought and while all experts had knowledge related to lesson study, one expert (represented with the letter 'A' in the figure below) conducted studies and published two scientific articles in the field. The figure below illustrates two examples of the expert views obtained during the research.

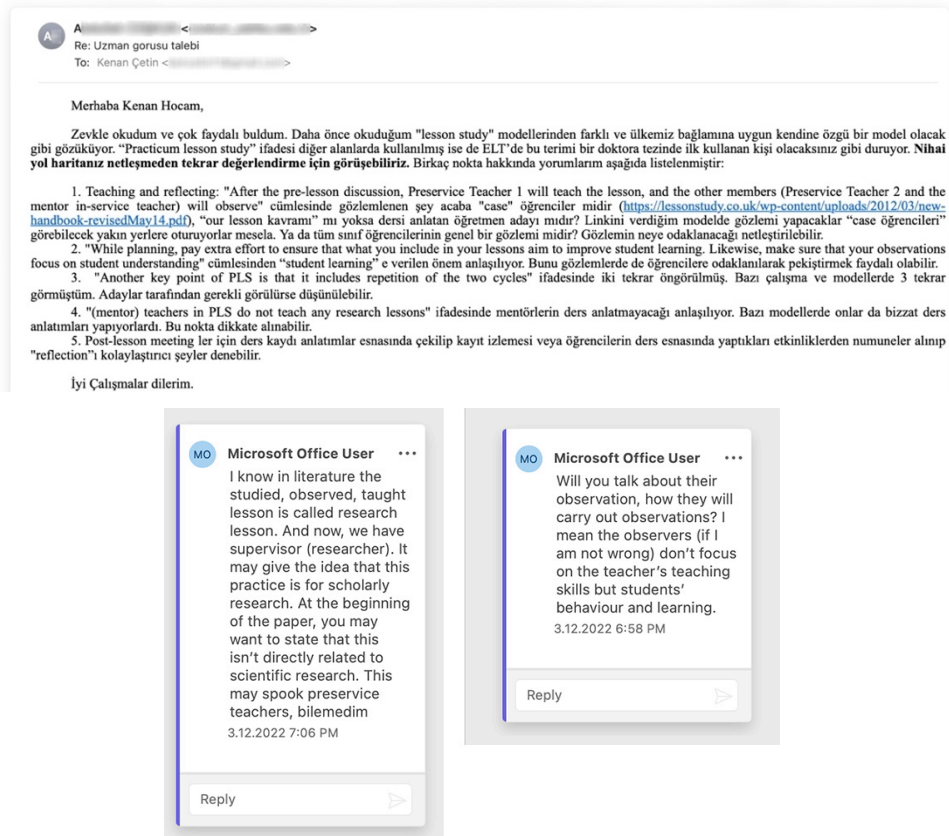


Figure 9. Examples of two expert views

The Figure 9 above illustrates the content of an e-mail received in Turkish language. The five points included in the e-mail question the procedures of PLS and suggest improvements. In the first one, for example, the expert recommended adding 'case pupils' concept included in many PLS implementations. Following these responses, PLS guidebook was designed to include the recommendation. We then met on Zoom with the expert to discuss how the PSTs could be better prepared to focus on specific pupils and make observations in a lesson; thus creating the two new tasks included in Phase 2 (see 'Changes made to PLS in Phase 2' in Chapter 5). The two boxes at the bottom part of the figure include two separate comments made by an expert. These views were also related to observations and we met in person to discuss the principles of observation in PLS.

3.6. Data Analysis

Firstly, the case descriptions were presented after a content analysis which included a systematic structure for each case. Then, the interviews with PSTs

and mentor teachers were analyzed through an inductive coding process. Finally, the content of the meetings in each case were coded using a protocol coding process. The following sub-sections include details regarding all processes.

3.6.1. Content analysis

Carrying out research related to LS involves using multiple documents as data since the procedures themselves are rich in representing the cases. Merriam (2009) states that “the product of a qualitative inquiry is *richly descriptive*” and (p. 16). In one sense, “all qualitative data analysis is content analysis”; however, the content analysis in this dissertation is referred to the process of utilizing snapshots and excerpts from multiple documents to describe the cases included in the research (Merriam, 2019, p. 205).

It is also the aim of a case study to investigate and provide “lush material details about people, processes, and activities” (Bochner, 2000). Furthermore, according to Merriam (2009), qualitative research includes “descriptions of the context, the participants involved, and the activities of interest” (p. 16). Moreover, the richly descriptive outcome of a qualitative research must include data in the form of “quotes from documents, field notes, and participant interviews, excerpts from videotapes, electronic communication, or a combination of these are always included in support of the findings of the study” (Merriam, p. 16). The findings of this dissertation include detailed descriptions enriched with snapshots from multiple documents used in the cases. The chapters including the findings in this dissertation include richly descriptive outcomes in the form of case descriptions with data from multiple sources such as field notes, observation sheets, interviews, excerpts from meetings.

A structured outline was followed in presenting these descriptions. The outline of these findings was shaped to represent all stages of PLS with details from relevant sources of data in each case. These findings provided a rich description of the cases, and these descriptions were also used to support the findings resulting from the analyses outlined in the following sub-sections to provide data triangulation.

3.6.2. Inductive coding

Two types of coding were used in this dissertation. The interviews were coded through an inductive coding process and through these analysis procedures, the researcher developed the initial set of codes from the data (the transcripts of interviews conducted with PSTs and mentor teachers). Then, the codes were grouped in related categories and labeled accordingly, thus, creating the themes. These themes and codes were group together in terms of relation. This process, called also called axial coding, enabled the data to be presented in a structured manner to present participants' views (Saldaña, 2016).

The final themes, codes and sub-codes were presented in detail with excerpts from the interviews after obtaining a satisfactory intercoder agreement on the data. The procedures of obtaining the intercoder agreement is explained further in this chapter. The results of the analysis of the views were presented in a figure including the themes, codes and sub-codes are also included in the next chapter (Figure 35).

3.6.3. Protocol coding

In addition to the content analysis and the inductive coding of the data collected in cases, the PLS meetings (post-lesson discussion and final reflection meetings) were transcribed and coded structurally in line with the coding protocol included in Table 7 in the next page which includes three main codes and several sub-codes adapted from Kager et al. (2022). In analyzing the PLS meetings (post-lesson discussion and final reflection meetings), protocol coding procedures were followed in data analysis (Saldaña, 2016).

The coding tool developed by Kager et al. (2022) was adapted in the analysis of transcriptions of the meeting in each case. Kager et al.'s (2022) coding tool was developed to examine the depth of reflection in LS meetings. Based on Korthagen's (1985) ALACT (action, looking back on the action, awareness of essential aspects, and creation of alternative methods of action) model, the coding tool was proven to be reliable with a .82 Brennan's Kappa (for inter-coder reliability).

Table 7. Coding Tool for Analyzing PLS Meetings

Main code	Subcode	Description
Describing	Procedures	Members describe procedures in the classroom (e.g. time management, order or sequence of events, activities)
	Materials	Members describe the use of a material such as a coursebook, song, or a worksheet
	Pupil Learning	Members describe how a child learns (learning processes, dynamics, habits, ...)
Explaining	Interpretation	Members interpret or try to find meaning in a situation, an event, or behavior
	Elaborating	Members elaborate on something or offer an explanation using facts or reasons not based on their own opinion
	Interactive	Two or more members engage in a discussion, challenge or contradict each other, offer counterarguments (<i>this code may span several utterances and is the only code that can be double coded with other subcodes</i>)
Creating	Realization	Members summarize a discussion, formulate a conclusion or point out something new they have learned or realized
	Solutions	Members suggest a possible solution or a possible path forward
	Wish / Intention	Members formulate a wish/intention for their future practice
	Deeper Question	Members formulate a continuative or deeper question and/or anticipate future problems

In adapting the coding tool, only one subcode was added to first main code; Describing. The reason for the newly added subcode, Material was to add more detail to the categorization of the coded segments since the members frequently discussed using materials during the meetings. Furthermore, small adjustments to the wording in some subcodes and descriptions were applied in order to provide clarity. For example, in Kager et al.'s (2022) coding tool, the second subcode of Explaining was Explanation. The description of this subcode indicates that the segments to be coded with this subcode are about

when the members elaborate on something; thus, this subcode was renamed to Elaborating. Moreover, all subjects of the sentences in descriptions were changed to ‘members’ instead of ‘teachers’ since PLS groups contain PSTs, advisors and mentor teachers.

Table 8. Number of Coded Segments

Case	Coded Segments	Total Length of Meeting Transcript (<i>minutes</i>)	Number of disruptions	
			Internal	External
Case 1	48	71	-	-
Case 2	42	38	-	1
Case 3	30	26	2	2
Case 4	68	85	1	-
Total in Phase 1	188	220		
Case 5	42	54	1	-
Case 6	47	32	-	-
Case 7	66	43	1	-
Case 8	116	42	1	-
Total in Phase 2	271	171		

It is also noteworthy that the total number of coded segments were 188 (220 minutes in total) in Phase 1 and 271 (171 minutes in total) in Phase 2. Moreover, the last column in Table 8 includes the times when a meeting was disrupted by internal (discussing irrelevant topics) or external factors (an outsider stepping in or someone taking a pause). In Case 3, for example, the meetings were disrupted four times in total. As explained further in the next chapter, the PSTs sometimes paused and asked for time to review and go over their plan. Also, the availability of the study hall created a problem where people walked in the meeting and asked when the meeting would be finished

since they wanted to have a meeting as well. This also occurred at the beginning of a meeting in Case 2 and was reported as an external disruption which briefly affected the flow of the meeting. Sometimes during the meetings, a member deviated from the topic and started talking about personal matters or irrelevant information. As seen in the table, this occurred once in most cases.

3.6.4. Intercoder Reliability

Researchers, particularly those who employ coding procedures in qualitative studies often take action to establish intercoder reliability. In studies that entail the comparison and differentiation between different scenarios, it is essential for researchers to make "realist claims about the frequency or existence of behavior." (Tracy, 2020, p. 276). In this dissertation, two separate processes of intercoder agreement was conducted to provide reliability of the data analysis.

For the inductive coding process, intercoder agreement was analyzed by using the built-in feature of MAXQDA 2024 software. The datasets were shared as a project with the other coder and each coder separately coded all case documents. After having finished coding, we convened to compare the code set and discussed the naming for the themes and codes. After changing the wording for some of the themes and codes, we agreed on the final version of the two data sets and used the Intercoder agreement feature built in the software. MAXQDA (2024) reports the intercoder agreement in both percentages and RK Kappa. The final result of the comparison yielded RK Kappa $>.90$ for all cases with a mean percentage of 92.5 for the datasets (Rädiker & Kuckartz, 2020). In other words, the analysis showed that the intercoder agreement was high (Neuendorf, 2017).

The intercoder agreement for the protocol coding process was achieved through collaborative coding of the data with the researcher and one more coder. The procedures began with collaborators discussing and agreeing on the unified coding scheme, deciding on the granularity of data segmentation. In the protocol coding process, we agreed on choosing dialogues revolving around a topic of discussion. In some segments, the dialogue on describing

materials, for example, span for several speaker turns, and this dialogue was coded as one segment. Then, a portion of the data equivalent to 25% of the whole dataset was coded separately by both coders. After completing the coding process, the number of disagreements (segments coded with different sub-codes) in the analysis was 21 and the number of agreement was 122 (about 85%). Then, the coders reconvened to compare and discuss the disagreements in the data analysis. In the meeting, disagreements were examined one by one, and some ambiguous parts of the data were clarified by the researcher. For example, in one dialogue, a mentor teacher talked about a material (video) and criticized the use of language; however, this was not clear in the data and the coder misinterpreted this segment since he thought that the preservice teacher was being criticized instead. After clarifying such segments, the final per cent for agreement was calculated as 97.21%. According to standards like those set by Neuendorf (2017), an agreement rate of 90% or higher is deemed acceptable, especially in post-positivist research and content analysis contexts. Once the acceptable level of agreement was achieved, the remaining data was analyzed independently. This step signified a mutual understanding and application of the coding framework, ensuring the integrity and reliability of the analysis.

CHAPTER 4

FINDINGS

This chapter first presents the case descriptions of the four cases that took place in Phase 1 in the design-based research conducted as a part of this dissertation. The case descriptions include content from the preparing and planning, and examining procedures followed in each case, the first teaching sessions are also described with snapshots of self and peer-evaluation forms included in PSTs' school practicum portfolio. Following the first teaching, each case includes descriptions of the post-lesson discussion meeting with snapshots of the observation notes taken during the first teaching and the meeting transcripts are presented and explained. Then, second teaching sessions are described before the final reflection meetings are presented with snapshots of the observation notes and transcripts of the meetings. Finally, a brief sub-section is included to present how PSTs shared their experience with others.

Following the case descriptions in Phase 1, Evaluation of PLS in Phase 1 is presented with views of the participant PSTs and mentor teachers. Findings obtained from the semi-structured interviews conducted in Phase 1 are presented with themes and codes (illustrated in Figure 35). The same layout is also utilized for Phase 2 and the findings obtained from the questionnaire with open-ended questions are presented in the evaluation of the phase. Finally, the content of all the meeting transcripts are analyzed in terms of reflection processes and the final sub-section presents the data frequencies in figures and a table.

Table 9. Findings and Related Research Questions

Findings	Related Research Question
Case Descriptions (Phase 1)	RQ1. How does PLS take place during school practicum at the English Language Teaching B.A. program at a state university in Türkiye?
Evaluation of PLS in Phase 1	RQ2. What are the views of the preservice teachers and mentor teachers towards the PLS model? RQ3. What are the benefits and challenges in implementing PLS during School practicum at an English Language Teaching B.A. Program at a state university in Türkiye?
Case Descriptions (Phase 2)	RQ1. How does PLS take place during school practicum at the English Language Teaching B.A. program at a state university in Türkiye?
Evaluation of PLS in Phase 2	RQ2. What are the views of the preservice teachers and mentor teachers towards the PLS model? RQ3. What are the benefits and challenges in implementing PLS during School practicum at an English Language Teaching B.A. Program at a state university in Türkiye?
Findings Related to Reflection Processes in PLS Meetings	RQ1a. Which processes of reflection do the group members in PLS utilize during their meetings?

Table 9 above illustrates how each section included in the next pages are associated with specific research questions of the study. It can be seen that the case descriptions and evaluation of the model in both phases are related to the first, second, and third research questions, the findings related to reflection processes are related to the sub-question of the first research question.

4.1. Case Descriptions (Phase 1)

This section includes findings from the four cases in Phase 1. Within each case, two lessons were taught by each preservice teacher in a PLS group. In total, eight lessons took place in the four cases described below, and after each lesson, a post-lesson discussion took place. All cases took place during the fall semester of the 2022-2023 Academic Year in December, 2022. While the teaching of the lesson plans in two cases were implemented at High School B,

the other two were implemented at High School A. Table 10 presents a holistic view at the teaching and observing procedures, and meetings that took place in the cases. While all four cases followed the same procedures, they differed in terms of timing.

Table 10. An Overview of Teaching and Reflecting Stages in Phase 1

Cases → (Participants)	Case 1 (PST2 & PST1)	Case 2 (PST3 & PST4)	Case 3 (PST6 & PST5)	Case 4 (PST7 & PST8)
Stages	(Mentor 1)	(Mentor 2)	(Mentor 2)	(Mentor 1)
↓	(Advisor)			
Lesson Title	Daily Routines	Daily Routines (Human in Nature)	Past Routines and Habits	Abilities
Practicum School	High School A	High School B	High School B	High School A
Classrooms	9B and 9A	10A and 10B	9A and 9B	9B and 9A
Date	13.12.2022	15.12.2022	15.12.2022	20.12.2022
First Teaching	First teaching (PST2 – Class 9B) (8:30-10:00)	First teaching (PST3 – Class 10A) (09:20-10:00)	First teaching (PST6 – Class 9A) (11:00-11:40)	First teaching (PST7 – Class 9B) (8:30-10:00)
Post-lesson discussion meetings				
Second Teaching	Second teaching (PST1 – Class 9A) (14:20-15:50)	Second teaching (PST4 – Class 10B) (14:10-14:50)	Second teaching (PST5 – Class 9B) (12:30-13:10)	Second teaching (PST8 – Class 9A) (14:20-15:50)
Final reflection meetings				

Table 10 above illustrates an overview for the teaching and reflecting stages in each case. The pre-teaching stages (1. Prepare, 2. Study, and 3. Plan) are not included in the table above as each group followed their own pace in these stages. For the teaching stages (4. Teach and observe, 5. Reflect, 6. Teach and observe again, and 7. Reflect again) all cases followed the same procedures as illustrated above.

Of the two PSTs in each case, one taught in the morning while the others observed the lesson and a post-lesson discussion followed. Then, the other PST taught in afternoon and a final reflection meeting was conducted to wrap up the day. The sub-sections dedicated to each case below depict the procedural details such as the timing, and provide a thick description with

snapshots from self and peer evaluations, observation notes, and excerpts from the transcriptions of the voice recordings from meetings.

4.1.1. Case 1 (PST2 & PST1)

In Case 1, the participants were the two PSTs PST2 and PST1, their mentor teacher (Mentor 1, hereafter) and Advisor (the researcher). They have been attending their school practicum at High School A for 7 weeks before conducting PLS as a part of the English Language Teaching BA program at university. They mostly observed their mentor teacher during the practicum, but they taught more than twice before PLS. High School A is located in the Northern Black Sea Region and is among the better-achieving schools located in the same city. The classes 9A and 9B included in PLS are both first-year students at the high school who generally have a positive attitude and high average proficiency in English, as reported verbally, previously by the mentor and PSTs. More contextual information and details were included in Research sub-section included in the third chapter of this dissertation. More organizational details regarding the stages followed in Case 1 are given in Table 11 and even more detailed sets of steps and procedures are laid out in Table 13 in the following pages.

Table 11 below shows that Case 1 started with preparing for PLS, a stage in which the aim is to arrange the logistics of PLS (finding two similar classrooms to teach and time for post-lesson discussion meeting). This stage in the first edition of the PLS guidebook shared with the PSTs advised them to create a journal and record their process. Originally, the guidebook shared with the PSTs included one stage for preparing, one stage for examining (the curriculum and objectives of the lesson), and one stage for planning (preparing activities for the lesson plan); however, PSTs followed a slightly different approach where they studied and planned at the same time; therefore, the following expand on their approach and provide details of the procedures they followed. Moreover, in the stages related to teaching, discussing, and reflecting show differences among all cases and a sub-section is dedicated to each case in detail. The teaching and reflecting stages in Case 1 were successfully implemented, as the following sub-sections will describe

in this chapter. Lastly, Sharing the PLS experience is briefly described at the end of this case description.

Table 11. PLS Stages Followed in Case 1

PLS Stages in Case 1	Roles of the members	Duration	Timing
Preparing for PLS	The two PSTs verbally agreed on a schedule	-	a week before the first teaching
Examining the curriculum and planning the lesson	The two PSTs studied the curriculum and planned the lesson simultaneously	105 minutes (online)	three days before the first teaching
First teaching (PST2 – Class 9B)	PST2 taught while the other members observed	80 minutes (40'+40')	started at 08:30, on December 13, 2022
Post-lesson discussion	All members (PSTs, mentor teacher, and advisor) discussed the plan together	50 minutes	immediately after the first teaching
Second teaching (PST1 – Class 9A)	PST1 taught while the other members observed	80 minutes (40'+40')	same day, started at 14:20
Final reflection meeting	All members discussed the plan and lesson again, and finalized their meeting	20 minutes	immediately after the second teaching
Sharing the PLS experience	The two PSTs produced a blog post to share their experience with others	-	at the end of the term

Preparing for PLS

In the first edition of the PLS Guidebook shared with the PSTs, many suggestions such as defining roles in meetings and keeping a journal, but they were allowed to work at their own pace. Another aim of this stage in the PLS Guidebook was to inform the PSTs about the teaching and reflecting processes in the stages ahead, and then arrange the organization of PLS; set up a schedule in which two similar classrooms are taught by the two PSTs in a manageable timeframe that allows for a post-lesson discussion and a

reflection meeting. The two PSTs picked classes 9B and 9A and confirmed that the stages of PLS could be followed in these classes.

As seen in Table 11, PST2 and PST1, who taught in Case 1, verbally discussed their agenda a week before the first teaching. This stage aims to ensure that the participants are on track and all procedures are recorded for later use. However, their preparation was only limited to verbally agreeing to meet on a Zoom call online and video-recording the meetings. In this step, it is also suggested that PSTs start a journal-like agenda to take a record of what they did; however, they taught they would use the videorecording to refer back to their preparations. The collective message of this stage is to recommend that the PSTs embrace the habit of keeping records and that these records will make it easier to create reports later on. As PSTs must create final reports explaining what they have done at the end of their practicum, being organized and having the habit of recording activities is the central theme of the first step. The PSTs, however, only made verbal agreements on a schedule and scheduled to meet on a Zoom call in three days.

Examining the curriculum and planning the lesson

The first edition of the PLS Guidebook shared with the PSTs advises first to study the curriculum, look at the objectives already written in the official documents, decide on the certain goals and objectives they would like to use, and then start designing a lesson plan. However, as seen in Table 11 previously, the two PSTs treated these two stages as an intertwined stage in which they studied and planned at the same time. On a 105-minute Zoom call, they studied the curriculum and objectives and planned their lesson.

PST2 and PST1, opted for an online meeting for planning the lesson. While planning, they sometimes had to go back and check if the goals and objectives of the lesson needed any change. After they finished the first draft of the lesson plan, they decided to also integrate adverbial clauses while describing daily routines; therefore, they conversed with their mentor teacher and added new objectives during their planning stage. They examined and re-examined the curriculum, set objectives and goals but then revised them while also planning their lesson.

Table 12. Lesson Plan Used in Case 1 (Scaled-down)

Lesson Title	Daily routines	PSTs	PST1 & PST2	Duration	40 minutes
Goals	1. To teach describing daily routines. 2. To teach talking about abilities. 3. To teach talking about frequency of activities.	Objectives	By the end of the lesson students will be able to: 1. Students will be able to talk about their daily activities and the frequency of those activities. 2. Students will be able to scan reading passages to find out different unusual abilities. 3. Students will be able to write about their friend's daily life and the frequencies of their activities.		
Stage	Time	Type of Activity	Procedures	Anticipated Student Response	
Warm-up activity	5'	Discussion	Teacher (T) greets the students (Ss) and asks about what they did during the weekend and describes his weekend routines	Maybe there are some words that are unknown. Teacher tells their meanings	
Pre-teaching activity	10'	Eliciting answers	T divides the board into three parts (morning, afternoon, evening) and elicits answers to daily routine activities. Then, T writes the activities in the order of the three parts of the day and discusses which activity comes before or after an activity with the Ss	Some students maybe confused about the conjunctions. Maybe they ask difference when/while. Teacher explains their meanings.	
While-teaching activity	30'	Comprehension check, Lecturing, & Eliciting	-Ss write their morning, afternoon, and evening activities on a table included in the worksheet. Then, they ask each other questions about their table (Arda, what are you doing before 11:00AM?) -T writes sample sentences showing frequency with use of 'sometimes, never, rarely, often' -T asks students about their daily routine, writes them on the board, and highlights frequency adverbs by circling them with a marker	Giving examples about the topic you thought of enlightens students' information. While teaching describing abilities using texts which includes the "Can cannot" make students' work easy.	
Post-teaching activity*	20'	Dialogue practice	-Ss create a dialogue by using the daily routine activities and frequency of activities	These types of activities reinforce students' knowledge and measures their knowledge.	
Evaluation*	15'	Discussion	-T inquires Ss about what they have learned after the lesson -T explains a homework which requires Ss to compare their daily routine to their friend's	Evaluating student's knowledge and lesson gives you a chance to measure your performance and you can measure effect of you lesson.	
Assignment	-	-	You will write about your and your friend's abilities. You will compare them.	The assignment given to the students to use their information.	
Contingency Activity	20'	Lecturing, Eliciting, & Comprehension	-T asks students about the timing of their daily routine activities and compares Ss' abilities		

* No time was left for these parts of the lesson in first teaching.

Table 12 illustrates a scaled-down version of the lesson plan used in Case 1. As the original lesson plan has a much longer layout, a scaled-down version was included in this chapter. The two PSTs prepared a lesson plan based on the English 9 book published by the Ministry of National Education in Türkiye. In the K-12 level state schools in Türkiye, teachers use coursebooks published by the ministry, and these coursebooks include online interactive supplementary books. In this case, the two PSTs made use of the supplementary book titled 'Skills-based Activity Book' and created a new lesson plan based on the activities included in this book (MoNE, 2023a). More specifically, the two PSTs used Theme 4 titled 'Human in Nature' to prepare their lesson. In addition, the book of curricula published by the ministry specifies the functions of this theme as "Describing daily routines, Talking about abilities, Talking about frequencies of activities" (MoNE, 2023b, p. 26). The PSTs studied these books and decided to use four activities from the activity book and design a new plan with a warm-up and contingency stage. As mentioned earlier, it was the mentor teacher's advice to add adverbial clauses in the lesson plan. After the mentor teacher suggested using words such as 'as soon as, before, after' while explaining daily routines, the two PSTs re-shaped some of the activities; however, this addition was limited since one 'eliciting answer' activity was planned where the teacher asked "Do you play football before or after a meal?" and wrote answer gathered from the class on the board while highlighting the adverb. This limitation was observed and discussed in the post-lesson discussion which resulted in a few suggestions for the second teaching, as the following sections will illustrate. After completing the lesson plan, the two PSTs in Case 1 communicated with their mentor teacher and arranged a schedule for teaching as seen in the table below.

As seen in Table 13 below, PST2 taught in the morning at Class 9B while PST1, Advisor (the researcher), and the mentor observed the lesson. PST2's teaching is described in the following sub-section with snapshots from the observation notes, self and peer evaluation forms. After the first teaching, all members of the group came together to discuss the lesson plan and how pupils responded to each activity before introducing revisions to them, if necessary. This post-lesson discussion meeting was conducted during the 4-hour period before the

second teaching started at 14:20. This meeting took around an hour and excerpts from the voice recording of the meeting was used to describe the meeting in the following sub-sections. Then, PST1 taught in the afternoon at Class 9A while the other group members observed the lesson and took notes. Finally, we came together again as the PLS group to reflect on the whole process and wrap up the day. This meeting took half an hour and dialogue excerpts from the voice recording was used to describe the meeting. The following sub-sections expand on these stages.

Table 13. Timeline of Teaching, Discussing and Reflecting in Case 1

Title	Human in Nature							
Date	December 13, 2023, Tuesday (two lessons in one day)							
School	High School A (9B and 9A)							
Hour	8:30-9:10 (40')	Recess (10')	9:30-10:00 (40')	Post-lesson Discussion Meeting	14:20-15:00 (40')	Recess (10')	15:10-15:50 (40')	Final reflection
Stages for teaching and reflecting	First teaching (PST2 – Class 9B)				Second teaching (PST1 – Class 9A)			
Roles / Description	PST1 observing, Mentor teacher observing, Advisor observing		All members (4 in total) discussing the lesson and revising the plan		PST2 observing, Mentor teacher observing, Advisor observing		All members (4 in total) reflecting on the whole process	

First teaching (PST2 – Class 9B)

As seen in Table 13, PST2 taught for 80 minutes in the morning on December 13, 2023. At High School A, PSTs organized a schedule to teach for 80 minutes with a 10-minute break. The first lesson of the day was English, taught by PST2. All group members (Advisor, Mentor 1, PST2 and PST1) were present at the meeting room of the high school at 8:30 in the morning, and the two PSTs spent around 10 minutes going over the plan and ensuring that there were enough printed materials (worksheets) for the whole class. Before entering the classroom, I, the advisor, reminded PST1 to choose two pupils and focus on their responses. Together with PST1 and Mentor 1, we sat down at the back of the classroom which had 30 pupils waiting for the first lesson

of the day to start. The snapshots from multiple documents included in the following two figures illustrate how the first teaching went:

<p>Question 4: How effective do you think was your lesson?</p> <p>They attended the class actively. They asked questions about how they can ask their peers' daily routines and grammar questions. Also, they understood different sentences similar to examples and created new ones.</p>	<p>Question 1: How effectively were you able to follow your lesson plan? (Did the lesson deviate from your plan or did you strictly adhere to the plan? Please explain in detail)</p> <p>Some of the explanations I used in the classroom were created on the spot. Although some structures (as soon as) were included in the plan; but, the activities were only related to the whole class discussion. I swapped the order of the two activities in order to provide a better transition of the activities. I extended the third activity with hours.</p>
<p>Question 5: What was the most effective aspect of your lesson?</p> <p>They accurately completed what they should do in activities. Similar to what I mentioned above, the rate of participation in the lesson and the ratio of speaking time to the general lesson was entirely satisfactory.</p>	<p>2 Self-evaluation form PST2 (in Portfolio document)</p> <p>They were willing to participate in activities. When I asked them to volunteer, they raised their hands and were always ready to speak. Of course, some students could have been more enthusiastic, but when I checked them, I saw that it was not because they could not do the activity, because when I asked them, they answered too.</p>
<p>1 Self-evaluation form PST2's portfolio</p>	<p>3 Blog post PST2</p>

Figure 10. Snapshots from PST2's portfolio and blog post

The two snapshots in Figure 10 were taken from the practicum portfolio prepared by PST2 and Snapshot 3 is taken from a blog post written by PST2 at the last stage of PLS; Sharing the PLS Experience. The questions included in Figure 10 are from the Self-evaluation form; a part of PST2's portfolio and this form aims to gather PST2's views towards his own lesson. As seen in the three questions in the figure, PST2 thought the lesson was effective. His answers to the two questions included in the self-evaluation form in his portfolio (**Snapshot 1**) show that he was satisfied with how pupils participated in the activities.

Snapshot 2 also shows that he thought his lesson was effective and he followed his plan successfully. His words in **Snapshot 3**, from the blog post he created as the last step of PLS, illustrate that the pupils had *willingness* or there was *high participation* in the class.

<p>This is Activity 3 Participation was high</p> <p>More than 5 answers from the students. High participation</p> <p>As participation was high, they gave examples of adverbs</p>	<p>Question 1: How effective do you think the lesson was?</p> <p>The lesson was so effective because teacher started the lesson with concept related questions. And for the brainstorming teacher drew a chart which includes the 3 part of the day (morning, afternoon, evening/night) to the board and wanted students to tell which activities do you do in specific time of the day. This was really effective because this activated student's schemata. After this activity, teacher showed the conjunctions which are used while linking the daily routine activities (before after etc.). Asked students to give examples about themselves.</p>
<p>1 Observation Sheet Advisor's notes</p>	<p>2 Peer-evaluation form PST1's portfolio (written for PST2)</p>

Figure 11. Snapshots from Advisor's notes and PST1's portfolio

Figure 11 above illustrates how the Advisor (the researcher) and PST1 viewed the first lesson. **Snapshot 1** includes three instances (a, b, and c in Snapshot 1) where Advisor noted that the participation was high in the classroom. **Snapshot 2**, from PST1's peer evaluation form shows that he thought that PST2's lesson was *so effective* as there were concept-related questions in the beginning and brainstorming used to activate pupils' schemata. In addition to these snapshots showing views towards the lesson, Advisor and PST1 also took notes during the first teaching.

To sum up, PST2's lesson started at 8:30 and finished at 10:00. While PST2 was teaching, other members of the group took notes on the Observation Sheet which was prepared by allocating extra space in the Lesson Plan document to take notes of pupil reaction and suggestions to revise the activities.

The members gave suggestions regarding the timing and procedures of each activity in the plan and noted down significant reactions of the pupils in the classroom. As illustrated by PST2's self-evaluation, Advisor's observation notes and PST1's peer evaluation written for PST2, it was the group's view that the lesson was satisfactory with high participation.

Although PST2 tried to follow the lesson plan, some parts of the lesson took longer than he anticipated and there was no time for Post-teaching or Evaluation included in the plan.

Post-lesson discussion meeting

As seen in Table 13 in the previous pages, the 4-hour break after PST2's lesson allowed the PLS group to conduct the post-lesson discussion meeting. The meeting began with a small self-reflection by PST2 as he explained how he felt about the lesson and pupil reaction, then we went over each activity one by one as a group.

This meeting is described in this sub-section with first a look at the snapshots from observation notes taken during the first teaching, and excerpts from the voice recording of the meeting. Additional snapshots from the lesson plan and the work sheet used in the lesson are also presented in this sub-section. The figure below illustrates multiple snapshots from documents in the case.

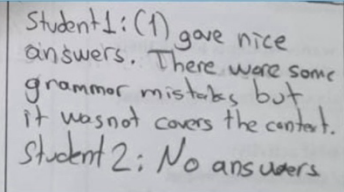
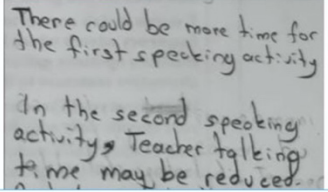
<p>Morning / noon / evening Ss reacted -What did you do this morning? (exmpl) -Ss gave answers (2 higher achieving participated) -follow up (how do you go to school) -dinner – sleep (watching TV)</p> <p>Meaning of the word ROUTINE can be asked & explained</p>	<p>Examples from the students were good, more than 5 participated</p> <p>Use of -ing may cause a problem (both ss-T)</p> <p>-giving an example on the board may be a nice addition</p>	<p>-I leave my home after I get dressed (<u>leaving home after the get dressed</u>)</p> <p>Use of pronouns must be emphasized -use of L1 to reinforce but not too long (metalinguistics inquiry can make it too mechanical); before & after</p>	<p>-8:55 individual help -She <i>changing</i> clothes -writing student answers on the board??</p>
<p>1 Observation sheet Advisor (Notes for pre-teaching)</p>	<p>2 Observation sheet Advisor (Notes for while-teaching)</p>		
<p>Instructions need revision As soon as can be added from Ss answers at 9 am can be added routine and every day can be used to emphasize Activity 4 can be sequencing adverbs</p>	<p>This is Activity 3 Participation was high</p> <p>This activity was way longer than expected</p> <p>Animal abilities can be omitted (contingency can be done without a worksheet)</p>		
<p>3 Observation sheet Advisor (Notes for while-teaching)</p>	<p>4 Observation sheet PST1 (Notes for pre-teaching)</p>		
<p>T elicits answers Student 1: answered good. (Gave examples for each part of the day.) Student 2: No answer</p>	<p>T can give more examples about himself.</p>		
<p>5 Observation sheet PST1 (Notes for pre-teaching)</p>	<p>6 Observation sheet PST1 (Notes for while-teaching)</p>		

Figure 12. Snapshots from multiple documents used in the first teaching

Figure 12 above includes six snapshots of notes taken during the first teaching. Another purpose of taking notes during the lesson was to write down any suggestions to improve an activity or instruction for the second teaching. In the post-lesson discussion, members of the group looked at their notes and started discussions by stating their views towards the lesson plan. The six sample notes taken by Advisor and PST1. Snapshot 1 includes a significant note regarding the use of *-ing* in the lesson which was discussed at minutes 3 and 11 in the meeting, as the next pages will illustrate.

A suggestion to explain the meaning of the word routine and using the whiteboard in the classroom was also included in **Snapshot 1**. The **Snapshot 2** also includes two instances of the misuse of *-ing* from the pupils in the classroom. Another point included in Snapshot 2 was the use of L1 (mother tongue; Turkish). **Snapshot 3** includes a few suggestions for the while-teaching activity. During the lesson, some answers included time indicators

such as 9 AM and the observation notes include the suggestion to make it a part of the lesson. Another significant note in the snapshot was that while-teaching took longer than expected. As seen in 0, while-activity in the lesson plan was meant to take 30 minutes, and there was no time left for the post-teaching activity.

Moreover, **Snapshots 4,5, and 6** illustrate notes taken by PST1 during the first teaching. PST1 observed two pupils and took notes of their reactions to the activities. The notes from PST1's observation (show that although Student 1 answered questions (participated in the activities), most of the time, Student 2 gave no answer. A suggestion made in **Snapshot 5** was that the teacher (PST2) could give more examples about himself, and he suggested more time for the first speaking activity and less teacher-talk in the second speaking activity in the while-teaching activities.

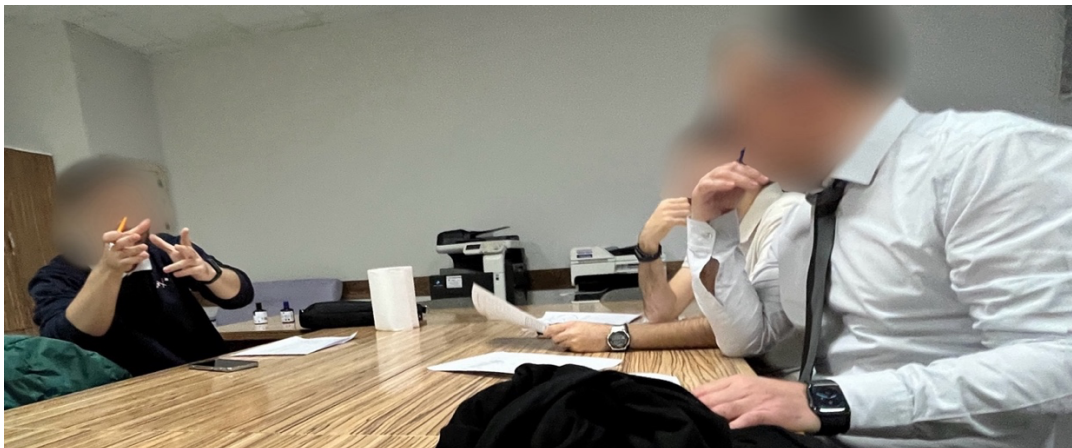


Figure 13. *A photograph from the post-lesson discussion in Case 1*

The discussion began with commenting on the lesson that just took place. As Figure 13 illustrates, the PLS group spent about an hour discussing their views on how each activity went based on their observations and made suggestions for the second teaching. PST2 expressed that he was satisfied with how the lesson went but commented on how getting the lesson going in the first hour of the day is more difficult. Other group members agreed on how the lesson flow differs from an early morning or late afternoon class. As the weather gets colder in December and schools turn up the heat in the classrooms, especially in the mornings, the need for ventilation increases, and starting any activity in the classroom becomes difficult. After the brief talk

about morning classes, the discussion started with the warm-up activity which, as we discussed, were not firmly linked to the topic of the lesson (daily routines), as the following lines from the *Transcribed Voice Recording of Post-lesson Discussion Meeting* show (translated into English by the researcher):

[00:01:32 Advisor] Let's start from the beginning, then. Are these questions OK? "This weekend I watched the world cup matches, did you watch the world cup?"

[00:01:38 PST1] I think they're normal but, these questions may always change. I mean, this is something general/PST2 agrees/

[00:01:42 Advisor] I know but is there anything you want to add? Anything you think might be good in here?

[00:01:49 PST1] I don't think we need to add. When I begin teaching, it's not like I must use these exact sentences (for warm-up)?

[00:02:04 Advisor] Noo, these are representative instructions. We want you to write sample instruction sentences so that you can have some of them on your memory, and in worst case scenario, you may look at the lesson plan (in paper) to remember what to say. Since the writing in the lesson plan also show which activity is being done in the lesson, you can also remember the flow. That is why I recommend writing sample instruction sentences. It's not like you must strictly adhere to the rule, of course, you may say it differently (during the lesson). For example, PST2 used completely different instruction sentences...

PST1's question at 1:49 shows that he saw warm-up as more of an *improvisational* activity. He questioned whether or not he was supposed to follow the sample sentences in the activity procedures strictly. As seen in minute 2 above, Advisor explained that that is not the case and defend the habit of writing sample instruction sentences while preparing a lesson plan. A week before the discussion, PSTs questioned why they had to write so much detail in the lesson plan. They mentioned that they sometimes struggled while writing items in the lesson plan such as goals and objectives, anticipated pupil response, or sample instruction sentences. As an advisor, Advisor explained that a PST must show credibility towards their work. As they are in the process of being trained, their performance is constantly being assessed. The discussion regarding the warm-up activity continued:

[00:05:18 Advisor] Alright then, you may emphasize the word routine perhaps such as "What is routine, what do you understand from the word routine?"

[00:05:35 PST1] Yes I'll do that. See it's raining? Then I'll say "I always go to gym after school but because of the rain I cannot". What can you not do because of the rain? I mean a warm-up like "Do you postpone your plans when it rains?". One says he plays football and so on.

[00:05:57 Advisor] Then how will you ask that?... "What is your plan for today?"

[00:06:46 PST1] I mean... I will ask the weather then... /small pause/ ...It rains and normally I go to gym in the evening or in the evenings... I have a football match. I play football once a week but I cannot go because of the rain.

[00:06:50 Advisor] Okay, you may say it in a very simple way "I go to gym in the evening".

As the comment at minute 7 illustrates, Advisor tried to explain that the planned activity was more related to using simple past. Advisor noted that the warm-up activity included talking about weekend activities with a small class discussion about likes and dislikes. Although pupil participation was high in the warm-up, Advisor's comment in minute 7 aims to discuss how the transition between the warm-up and the pre-teaching activity could be improved. To that, PST1 replied:

[00:06:56 PST1] Since it will be a warm-up, I will ask if there are things they do as a routine. I plan to emphasize routine by asking if there are things they cannot do because of the rain. That came to my mind since it is raining.

[00:07:08 Advisor] And I said */talking to the mentor/* maybe the concept of routine could be first.. "What is routine? What do you understand from routine: things we do every day", like that... We wouldn't want... like... daily plan is for today but if we ask "What did you do last weekend?" that leads to the past.

[00:07:23 PST1] Not like that. After I talk about these, I will say... we do these sometimes but these are not in our routine and we actually have a routine. Routines we do in the parts of the day. Can we have a transition like that?

After watching PST2's lesson, PST1 seemed to have thought about re-shaping his warm-up activity as he came up with new ideas about what topic he would talk about in the classroom. Although participation was high PST2's warm-up, there was a lack of transition into the main topic; daily routines. PST1 was aware that even though a warm-up activity aims to get the students ready for the lesson, it still needs to be connected to the overall lesson. As PST1's words in minute 6 show, his idea was to talk about activities that

people cannot do because of rainy weather and then explain that the things people do every day on a routine. Then, the mentor supported the idea:

[00:09:28 Mentor 1] Yes, I mean... the fact that it rains often in the city could count as routine. We can even start from here. I always mention the weather when I enter the classroom. Then I say "It is a gloomy day, I don't like gloomy days because I cannot walk in nature.. I usually walk after school" then I continue with "What about you? Do you like rainy weather, what do you do in rainy weather?" ...

[00:10:34 Advisor] ...Okay then / writing on laptop/ teacher mentions the weather and then connects it with routines. In a general manner, then it is up to you to how to connect it. You may think more about that and then we can move on to... Maybe writing the routines in order, just like Mentor 1 did?

[00:11:26 PST1] I was already thinking of doing it like that. Right.

[00:11:27 Mentor 1] You shouldn't waste any time... I mean, these (routines) have been the topic of their lesson for many years already, they (pupils) already know it, you should move on quickly.

Mentor 1 seemed to support PST1's idea (minute 9) to start the lesson by using real-life conditions. The mentor explained that he always starts his lessons by talking about the weather and suggested the same. He then added that the topic of daily routines have been taught for many times before and pupils are already familiar with it. At minute 11, PST1 seemed to confirm the new idea.

A significant challenge during PST2's lesson was the use of *-ing* among pupils. In the following excerpts, it is visible that this issue was opened to discussion multiple times:

[00:03:38 Advisor] I see PST2's sample sentence was about what pupils did in the morning. That's nice, but we can connect this to... what pupils do generally in the morning. Still I think they answered nice here. But they used *-ing* here. I suggest that when they use *-ing*, you should immediately make a correction since we have simple present, general sample sentences in the samples and only these are used. In the samples (on the board) do not ever use *-ing*, or gerund form. I get up or I get dressed... these are okay. But if a student says getting dressed, you should write this (on the board) as 'get dressed'. Transform these (phrases) as the focus here is the present tense and daily routines. Do not write *-ing* as they might write it down, take a note and then get confused.

...

[00:11:57 Mentor 1] You squeezed the most important part in a corner. Nothing was understood in that part. On one side Wake up / get up and you also wrote down some of the words with *-ing*.

[00:12:12 Advisor] Yes, we talked about that a little... Even if pupils give you a word with *-ing*, correct them and write 'go to school' not 'going to school'. Especially when writing do not add *-ing*.

Advisor made a comment on the threat caused by the *-ing* suffix during PST2's lesson and tried to explain how it could confuse the pupils and suggest that the next lesson should include precautions. After PSTs listened and agreed at minute 3, this topic was also mentioned by the mentor later on. As Advisor's comments at minute 3 and the sentence by Mentor 1 at minute 11 show, it was noticed by the LS group's observations that pupils used *-ing* while giving answers. My reply at minute 12 aims to refer back to minute 3 where we already discussed the issue while Mentor 1 was not present at the meeting (Mentor 1 entered at minute 6). As the sentences above highlight, use of *-ing* posed a significant threat to the aims and objectives of the lesson as neither gerunds nor present continuous verb tense were the language structures the lesson aimed to teach. Although it may not seem significant at first, it was observed by the LS group that the *-ing* suffix caused a complex problem. When a pupil responded with the gerund form of a verb during the activity (e.g. Teacher asks=What do you do every day?, Pupil answers=Walking in rain), and teacher wrote the answer exactly as it was said (*walking*), the classroom started giving more and more examples with the *-ing* added to the answers. Then, one student produced a sentence with error (I *walking* in the rain) and the teacher started explaining where the pupil made a mistake during the lesson. Moreover, Mentor 1 made suggestions for using the whiteboard and using the contingency activity instead of the post-teaching activity:

[00:12:13 Mentor 1] The board can be separated in two. On one side we have the smartboard... the one with Starboard.

[00:12:40 PST2] That never crossed my mind. I couldn't think of opening the smartboard and writing there.

[00:13:03 PST1] Yes, when you slide that board, there is one more board next to that one.

[00:13:04 Mentor 1] We have a software called Starboard or Openboard, we can also use that. If you open a document there you can go back and forth, too. When you are writing the 'in the morning' (routines) you can write the sentences there, as well. We can use the smart board and let the writings stay there.

[00:13:43 PST2] We can also... move it up, if ever needed.

[00:13:47 Mentor 1] What I can tell you is that you should have never started with 'can' (the contingency activity).

[00:13:52 Advisor] There was no time...

[00:13:55 Mentor 1] 4 minutes were left. What was to be done in those 4 minutes? It was time for evaluation. If there was no time the last activity (for contingency), you shouldn't do it. Because you could spend 40 minutes with that.

[00:14:11 PST2] It (contingency) was more like we shouldn't do that activity but if we have a lot of time to spare we could use that.

[00:14:29 Mentor 1] You should do it without making it too obvious. For example 'I like walking around the city but I cannot walk today because it is raining'. The word can should blend in...

At minute 11, Mentor opens a discussion about the board use in PST2's lesson. PST2's plan included using the board to collect answers and highlight some parts of the answers. While collecting answers, PST2 squeezed the replies he got from the pupils into a small portion of the whiteboard, and then he struggled to continue the activity. The mentor suggested using a software called Starboard on the smart computer in the classroom. At minute 13, PST1 also suggests using the second whiteboard which can be opened by pushing forward.

Another important discussion also started at 13:47 when the Mentor recommended not using the activity related to abilities (can/can't). The scaled-down version of the lesson plan used in PST2's lesson (0) includes a contingency activity on abilities and animals. This activity was also included in the worksheet distributed to the pupils; however, PST2 states at minute 14 that the original plan was to not do the activity unless there was much time to spare.

At 14:29 the mentor suggests that the language structures for expressing abilities could be integrated into the lesson in a smoother way by including the structure in sample sentences. He emphasizes that *can* should *blend in* meaning that it should not be the main topic, it should be a supporting structure integrated into the daily routines. He explains further that abilities and animals belong to another lesson further in the curriculum. This discussion continued with another significant issue that needed to be addressed as Mentor 1 initiated:

[00:15:49 PST2] I mean... We thought there wouldn't be time for it (contingency) but in fact there was time, probably. It was the last 5 minutes but we thought before that we shouldn't start with can, it should be daily routines only.

[00:16:18 Mentor] You should have never started that.

[00:16:19 PST2] Yeah, yeah, I could have done the evaluation there.

[00:16:20 Mentor] You should spend 30 minutes with drills there. For example you could do... when a pupil says... the activity you changed there on the top for example, the pupils could write their routines there and ask their friends " Do you have breakfast? Yes, I do. What time do you have breakfast? Do you have breakfast before or after you get dressed?", then take notes of those and write them down.

[00:16:57 PST2] For that, I moved to contingency, can, as there was no time for the post-activity, I agree.

[00:17:48 Advisor] Did we have times in that (activity)? Like 9 o'clock?

[00:18:04 PST1] It wasn't that specific, I think.

[00:18:05 Mentor] There were a few, a pupil [name] said it wrong for example, he said 6 past 30.

[00:18:06 Advisor] Did he say 6 past 30? Hmm... Then we might need that.

[00:18:11 Mentor] It should not be the topic but maybe an addition to every sentence.

[00:18:12 PST2] Well, I mean... it's not like it has to be in the lesson plan. We didn't write it down but we saw a few pupils have difficulty with it, we thought that it would be a little addition, like when they say 45 past. But this classroom was fine, all examples were correct.

[00:18:50 Mentor] Well, you should do it in a way that those are embedded in sentences, that's a standard. I mean, they will be constantly repeated.

As PST2's sentence in minute 15 shows, the contingency activity was added to the plan in case there was time to spare in the lesson. However, PST2 did not have time to do the Evaluation yet, he was unsure about what to do with the 5 minutes left in his lesson; so, he initiated the contingency activity. The mentor argued that there was time for evaluation and PST2 agreed. Another suggestion by the mentor was using drills between the pupils. Then, the discussion continued with using time indicators. In some example sentences, PST2 used 9 AM or 10 AM. He explains at 18:12 that he saw mistakes regarding these time indicators before in the classroom so he made this

addition. We also discussed that using indicators such as 9 AM so that students could put actions in order. We observed in PST2's lesson that when pupils saw sentences such as "I wake up at 7 AM, I have breakfast at 6:30 AM", they replied with "Teacher, the order is incorrect". Moreover, some students told the time incorrectly (e.g. 7 past 30 instead of 30 past 7). However, the mentor's remarks at 18:50 show that time indicators should be embedded in sentences, meaning that they should have been there already. Having discussed this issue, the Mentor recommended another activity for PST1's lesson:

[00:23:40 Mentor] ... they should do that morning part with the teacher. That first sample is okay, and then 'First', 'After I do this...', 'Then...' should be used in afternoon and evening and we should wait for them to finish. Let's say they did that, too, what I would do is that... I would ask for them to exchange their notebooks. You tell them 'take mine, and give yours'. 'Mert wakes up at...' the pupil will read to the class, and in addition, they will use 'he, she, it' transformation (in the sentence). You can tell them... without even writing... say 'change papers'.

[00:24:55 Advisor] Would you like to change these?

[00:25:00 PST1] I do not want to change this activity. They will do that (just mentioned by the mentor) activity after the examples I will give them.

At 23:40, Mentor 1 explains that he thinks that sequence adverbs such as 'First, Then, After' could be added to Activity 2. It was also the mentor's idea to make pupils exchange their answers and read them out loud in the activity. He explained these procedures of his recommendation before Advisor asked PST1 if he wanted to change the activity at 24:55. We then updated the written samples of Activity 2 in the worksheet. We updated the wording to better explain to the pupils that they were asked to write their own routines (e.g. My afternoon routine). Later on, Advisor raised a few questions about the ordering of activities in the lesson plan. The PSTs explained that the two activities were mislabeled in the lesson plan and we spent about 10 minutes correctly lining up the instructions given for each activity in the lesson plan. Then, Advisor stated that both the lesson plan activity worksheets needed to be clearly labeled and procedures to be easy to follow:

[00:25:14 Advisor] ... Now this is Activity 1. They (pupils) will pick three, let's continue from there, they will write it there three by three,

is that right? Then... I see "Could you ask your friend about his daily routine" there but I do not get it, it says Activity 2 here, but I could not see it in the instructions (in the lesson plan).

[00:25:45 Mentor] It also seemed to me that the order of the activities were different in the lesson plan.

[00:25:45 Advisor] I still could not understand it. I see one sentence in the lesson plan, but another in the worksheet...

[00:26:32 PST1] May I explain? /reads what is written in the plan silently before explaining what is going on in each activity /

...

[00:29:21 Advisor] I could not see where they (pupils) use the chart.

[00:29:22 PST2] Well, we did not add that (complete the chart) to the lesson plan

[00:29:25 Advisor] Right. Then you see these two activities connected together

[00:29:29 PST1] Not that we see them (two activities) together, but we somehow did not write it (the instruction sentence) /PST2 and PST1 laugh/

[00:29:37 Advisor] Alright now I see Activity 1 in the work sheet but it is not in the plan. Now that I look at it, it says 2

[00:29:34 PST1] They (pupils) do this but we thought we would add this (activity) right before that and they (pupils) would complete it with their own sentences

[00:29:37 Advisor] Hmm. I want to see it in the lesson plan, too.

Comments made by Mentor 1 and Advisor at minute 25 about the issue sentences open up the discussion about the instruction sentences. PST1 then explains each activity to make it more clear. We then resolve the issue by making adjustments to the plan. Then, PST1 explains that he has another idea for the Evaluation part. In PST2's lesson, evaluation was skipped as he thought there was no time, but PST1 explained he could do it:

[00:38:35 PST1] What else... I will probably have time for the evaluation part. Now, here, what I can exactly do is... I can tell pupils to ask their friends again. For example, to check comprehension, that pupil then can ask another friend? How often does he...? ... The conjunctions (sequence adverbs) can be next. I will give them a sentence like 'I always have breakfast after I get dressed'. Can you write this sentence for me in English?

[00:39:10 Advisor] Will you say that in Turkish?

[00:39:12 PST1] Yes, I will ask them to translate.

[00:39:15 Advisor] Let's do something else in place of translation. Let's not make that a part of the plan right away. Mentor 1 said something about filling in the blanks. Like 'I never... in the evening' or 'I always...', for example.

[00:39:34 PST1] Hmm.

[00:39:39 Advisor] For before and after, something similar could be 'I always ... before'.

[00:39:42 PST1] Yes, we can do it like that.

... [00:40:19 Advisor] Do a couple of these (fill-in-the-blanks) then you may continue with translation.

At minute 38 PST1 starts by stating he could do the activity by asking for the conjunctions instead of general questions to the students. PST1 also suggest simply translating some sentences to evaluate pupil learning at the end of the lesson; however, Advisor expressed doubts about translation at 39:20 and remind him about a suggestion made by the mentor earlier. Later on, we came up with sample fill-in-the-blank questions for PST1 to check comprehension. We then discussed the assignment part:

[00:40:24 Advisor] The assignment seems... untouched. It should be changed, I think... famous person in Korea... like how Mentor 1 used to do it... remember he told us?

[00:40:28 PST1] Yeah that could be it, let's say, a famous person.

[00:40:46 Advisor] But will they be able to find (a famous person)?

[00:40:59 PST1] They could guess... You are a famous person, imagine your routine.

[00:41:00 PST2] Hmm. That would be sweet.

[00:41:08 Advisor] For the next lesson?

[00:41:14 PST2] Let's say one week.

[00:41:46 Advisor] Anything else needs to be revised in the worksheet? Did you check your observation notes?

At minute 40, Advisor brought up the assignment part, and attempt to discuss a possible addition. As seen in the figure, the assignment in the first lesson plan was to write about pupils' and their peers' daily routines. However, they have already done that in the lesson and as Advisor mention at minute 40, the mentor gave an example before. Mentor 1 mentioned before that he gave pupils magazine articles talking about famous Korean artists' daily routines in the past academic years. When Advisor mentioned the mentor's words, PST1 replied that the assignment could be about a famous person. Then,

Advisor questioned if students could find such an information, and PST1 suggested an idea about pupils using their imagination for the assignment. PST2 also expressed that he liked the idea. Finally, we discussed better incorporating the sequence adverbs into the plan in the following dialogue:

[00:41:59 PST1] I don't have a problem with the worksheet. Just the lesson plan... I will, for example, give the... 'when' when I tell them personal examples, should I add that to the lesson plan?

[00:42:15 Advisor] Where exactly? Let's use 'when' when you give personal examples. We have 'before, after' there. We can do it this way... we can change the sample. First, I get dressed. I couldn't make out the beginning of the sentence, how should we do it? ... Use 'first, later, then, next, before in your sentences.' [also writing on the laptop at the same time]. Let's put these in the plan, shall we? To the samples or is that enough? What do you think?

[00:43:43 PST1] I think it's enough.

[00:43:45 Advisor] Let's not say connect... before... after... in your sentences. Because it's not always (used for) connecting. What else did you observe?

[00:44:07 PST1] Let me check, sir. Exactly, yes, for the sequence adverbs, I said (wrote down) 'When you (PST2) wrote the adverbs on the board, it was clear that students had some idea. I didn't think it was necessary to write them one by one (on the board). We can already do it with the samples.

[00:44:23 Advisor] Hmm. How about we... do one or two to three sentences. We can leave it blank for the first one. For example, there's no need for before and after, we may leave it blank in terms of sentence structure. Should we add before and after to the samples?

[00:47:27 Mentor] Well, actually, when we wake up, that's already 'first'. And then what do I do?

[00:47:36 Advisor] Ahaaa. After I get up... Can 'first' be... stopping the alarm? /small laughter/

[00:47:54 Mentor] We can say "Do you wake up with the alarm?", "No I don't" these are... these could all be added. Like "My mother wakes me up"... But we should not mention mothers and fathers often especially in 9A as there's a girl who doesn't have both her mother and father...

Previously, the mentor emphasized that sequence adverbs would be an appropriate addition to the activity. As the dialogue above illustrates, Advisor and PST1 added more sequence adverbs (e.g. first, later, next, before) so that students do not use only two samples. Moreover, sample sentence was updated to include 'First, Then, Next' as suggested by the mentor at minute in the earlier dialogues.

This change made sure that the pupils understood that they were asked to create more than one sentence by using transitive conjunctions, not only one sentence. At minute 44, PST1 checks his notes and says that adding a few samples would be enough for the activity.

We then finalized with agreeing on the sample sentences. Finally, at 47:54, the mentor made a small warning related to talking about mothers or fathers in the class and tells the PSTs not to ask pupils directly about their parents as they may have lost a parent.

Second teaching (PST1 – Class 9A)

As illustrated previously in Table 13, PST1’s lesson started at 14:20 and finished at 15:50. PST1’s lesson took place in class 9A, a similar classroom to 9B in terms of proficiency and number of pupils. Advisor, Mentor 1, and PST2 were also present and taking notes in the classroom throughout the 80-minute-long lesson. This time, PST2 chose two pupils to observe and he took notes on his laptop. Together with the two other group members, we sat down at the back of the classroom of 32 high school students.

The Teaching Day: We evaluated my pair’s lesson and After we evaluated the strong and weak side of the lesson plan, I began my lesson. The theme of my lesson is “Human In Nature”. In my lesson, the topic was about the daily routines but I combined the daily routines with conjunctions, describing abilities and frequency of the activities which are grammatical topics. I was not anxious or excited because the class was so energetic and participation was enough. Thanks to the corrections we made after my pair’s lesson, I had no problems with time management. I tried to clear up the possible confusion about the various Conjunctions with the examples I wrote on the board and at the end of the lesson I measured whether the students had any problems here.

1 Blog post PST1

Question 1: How effectively were you able to follow your lesson plan? (Did the lesson deviate from your plan or did you strictly adhere to the plan? Please explain in detail)
I think I used my lesson plan effectively. I used the activities which is provided in lesson plan. I used the same examples which is located in the lesson plan. I asked some follow-up questions which are not remarked in the lesson plan but that made the lesson really effective.

2 Self-evaluation form PST1

Question 4: How effective do you think was your lesson?
I think lesson was so effective because there were some students who are not participate to the lesson but my present and practice part was engaging so they were Interested in the lesson. They tried to answer my questions.

3 Self-evaluation form PST1

Figure 14. Snapshots from PST1’s blog post and portfolio.

Snapshot 1 in Figure 14 includes his blog post which showed that he observed that the class was energetic and attentive to the lesson. In PST1’s lesson, there was time for both the post-teaching activity and the evaluation part and he

did not have any problems with managing his time and he also wrote in his blog post that he was not anxious and excited as the classroom was energetic, and participation was high. Answers from PST1's self-evaluation form (**in Snapshot 2 and 3**) show his high satisfaction with the lesson and PLS. His answers show that he thought he followed the lesson plan effectively and the lesson was engaging for the pupils.

<p>Rain is routine for [redacted] T to Ss= So, you have a routine successful transition</p>	<p>Question 1: How effective do you think the lesson was? <i>(Please explain in detail)</i></p> <p>The lesson is practical and fluent, completely adhering to the Lesson plan. He has not skipped, confused, or displaced any part. Even the sample sentences he wrote on the plan, and the sentences in the lesson were in harmony with each other. So, all the aims and objectives of the course were met, and it was a positive lesson for both the teacher and the students. The Evaluation part was excellent as a general repetition that included a general activity that covered the whole lesson completely. In addition, the homework was also completely related to the lesson and in a way that supported and improved the production of the students.</p>
<p>1 Observation sheet Advisor (Notes for the warm-up activity)</p>	<p>3 Peer-evaluation form PST2 (Written for PST1)</p>
<p>14:35 Whiteboard was used for the transition into sequencing adverb: [redacted] watches TV after she does her homework -> successful successful</p> <p>Successfully distributed and introduced the worksheet and checked if students understood their tasks</p>	
<p>2 Observation sheet Advisor (Notes for the pre-teaching activity)</p>	

Figure 15. Snapshots from Advisor's notes and PST2's peer-evaluation

Snapshot 1 in Figure 15 shows that warm-up activity went smoothly with a *successful transition* of the weather and the topic of the lesson. In the post-lesson-discussion prior to PST1's lesson, the warm-up activity was opened to discussion and PST1 decided to revise it with a new idea. His new idea in the post-lesson discussion was integrated into second teaching and this idea about using the rain was marked as a successful transition in Advisor's notes.

Snapshot 2 in Figure 15 shows that PST1 successfully carried out the part of the pre-teaching activity where he planned to highlight sequence adverbs after gathering answers from the students. This note was taken in Advisor's observation as it was lacking in the previous lesson. PST2's peer-evaluation (written for the second teaching by PST1) in **Snapshot 3** also agree with Advisor's observations as he wrote that the lesson was practical and fluent. He noted that all goals and objectives were met and the evaluation part, which was revised during the post-lesson discussions, was excellent.

Final reflection meeting

As previously illustrated in Table 13, we came together as the LS group to have the final discussion and close the day. This meeting took place right after

the second teaching. This time, however, the main aim of the meeting was not only to discuss the second teaching, but to reflect back on all the procedures of PLS and create dialogues to discuss what could be done to improve the lessons.

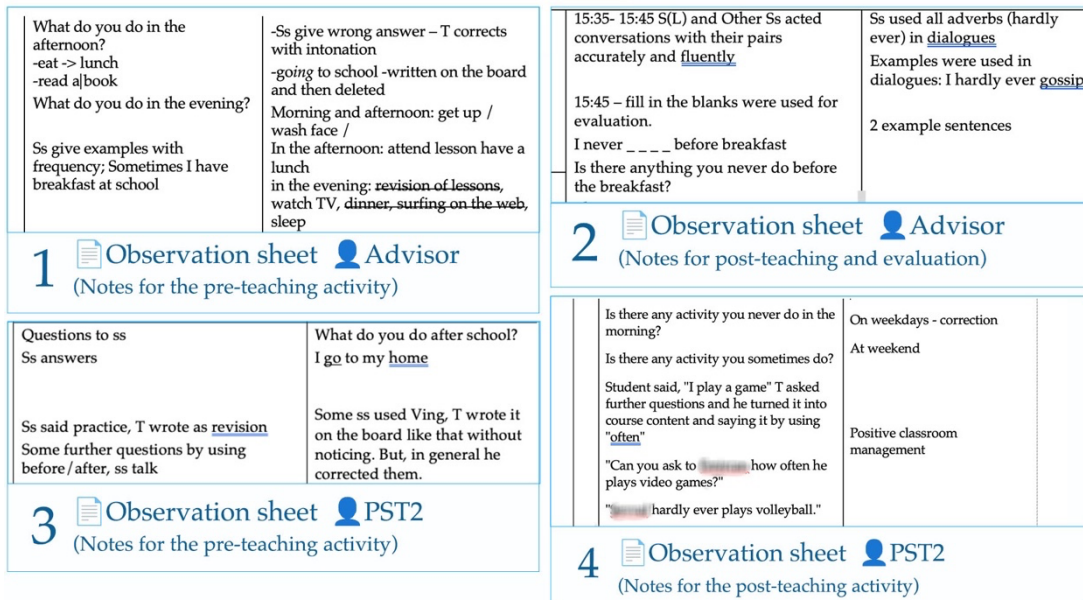


Figure 16. Advisor's and PST2's notes during second teaching.

As multiple snapshots in Figure 14 illustrate, many notes were taken during PST1's lesson. Snapshots 1 and 2 show Advisor's notes. PST1 started the warm-up activity by gathering answers from pupils about what they do every day and then told them that they had a routine. This type of leading on worked out well for PST1's warm-up as marked in Advisor's observations in **Snapshot 1**.

He then corrected pupil mistakes when they gave an answer in gerund form. It was another important discussion in the previous meeting that pupils gave answers with *-ing* suffix and this created confusion in the first teaching. In this lesson, PST1 was prepared for such a possible issue, and he immediately corrected by repeating what the pupils said in the correct form. **Snapshot 1** in Figure 16 shows some phrases (*revision of lessons* and *surfing on the web*) crossed out, meaning that these were incorrect answers from the pupils and PST1 corrected them.

Moreover, Snapshot 5; PST2's observation note is also in agreement as he noted down 'Ving' correction by PST1. PST2's notes show that although PST1 wrote a word on the board (which he deleted soon after writing it) with the *-ing* suffix, he generally corrected this issue. **Snapshot 2** shows that the speaking activity was successful, and pupils participated with accurate answers and their speaking was fluent. Snapshot 2 also shows that Evaluation part of PST1's lesson was also successful with fill in the blanks added after the post-lesson discussions. We started the final reflection meeting with these observation notes.

Just as the second teaching finished and we were walking up the stairs, a discussion started with the mentor teacher and PST1 about using listening activities in the classroom. This meeting is described with excerpts from the voice recording taken during the meeting. Then, as we sat down to discuss this suggestion, PST1 explained the following:

[00:00:00 PST1] I want to say something about the listening part. It's not like we must only use an audio clip in a listening (activity). There is also live listening... We can also tell them things about ourselves and read them something and ask them to find out things from the text. Let's say we didn't like the audio clip, we can also read it out loud by saying 'Listen to me'.

[00:00:36 Advisor] But wasn't there any time to prepare (that)? Was it like you wanted to add listening but you couldn't?

[00:00:40 PST1] We saw the listening in the worksheet...

[00:00:41 PST2] We thought it would bore the students and took it out.

[00:00:43 PST1] We really thought it would be boring.

[00:00:45 Advisor] When was that, last week?

[00:00:49 PST1] It was on Zoom, Sunday.

[00:00:51 Advisor] Couldn't you find it if you wanted to?

[00:00:57 PST2] We could have but we didn't think... we didn't like the listening but we could have made another activity or found something else. Honestly, I didn't think of it at the time.

[00:01:13 Advisor] Let's say we were to revise this plan again today and one more person was to teach this lesson again?

[00:01:19 PST1] I would have asked pupils to fill the chart by listening. Then we wouldn't need to ask it in the chart, they would already know and fill in during listening.

[00:01:21 PST2] Ah, yes.

[00:01:31 Advisor] Morning, afternoon, evening would be in the different parts? Then they would listen to three different people and write? That would have been nice.

[00:01:32 PST2] Yes, nice

[00:01:32 PST1] Yes.

As seen in this excerpt, the discussion between Advisor, PST1, and PST2 started by speculating on a listening activity that would suit the lesson plan. I tried to get them to contemplate a listening activity multiple times. Finally, PST1 stated that Activity 1 could be turned into a listening activity where pupils could listen to a track and fill in the blanks that way. Then, they had a few comments about the contingency activity (can):

[00:01:54 Advisor] Is there anything else that comes to your mind? If you were to do it again today, what would you change?

[00:02:07 PST1] I wouldn't give any place to 'can' in the worksheet. It was contingency, yes, but there wouldn't be time for it, anyway. We would do the evaluation. I checked some pupils' worksheets and saw that they completed the 'can' activity already.

[00:02:28 Advisor] Would you include something else instead of it?

[00:02:29 PST1] Yes, I would add something related to the topic, instead. Or there would be the instruction of the dialogue on the worksheet, instead. They could have a place to write the dialogue texts. The 'can' there might have been confusing.

[00:02:45 Advisor] It (can) was on the objectives (of the unit), right?

[00:02:54 PST1]

[00:02:58 PST1] It was in the unit, we added it just in case, right? Would I remove it if I was to teach it again? I could not be certain, I don't want to talk big, but I would.

The contingency activity included in the plans was discussed again in the final discussion. It was a topic the PSTs felt they had to include in the plan as it was also included in the unit of the coursebook and the curriculum. Although the 'can' activity was a contingency in the lesson plan, it was included in the worksheet. This, then, as reported previously in post-lesson discussion, created a problem where some pupils completed the activity even if the PSTs did not tell them to. For this reason, PST1 expressed at minute 2 that he wanted to remove this part of the plan.

[00:08:07 Advisor] Do you think observing each other's was useful?

[00:08:11 PST1] For me, it was very useful... I even observed PST2 and then taught my lesson.

[00:08:19 PST2] That was good.

[00:08:22 PST1] I think it was good, too. The fact that the lesson plan was near-perfect, except for the listening... was thanks to the observation, honestly. In terms of both revising and what I was going to do. We tried our best to make it perfect.

My question at minute 8 aims to inquire about the observation they did during PLS. PST1 states that it was very useful. PST2 also agreed with him. For PST1, the lesson-plan was perfected after revisions discussed in the post-lesson discussion. We further discussed their observations later on:

[00:09:18 Advisor] ... Was there anything else you remembered from your observations (during teaching)?

[00:09:22 PST1] What else... I'm trying to think... Giving examples from myself. Mentor 1 already suggested that and I used that.

[00:09:50 Advisor] Any implications you made from the morning lesson?

[00:09:53 PST1] Implication I made from PST2's lesson... I'm trying to think... I mean his lesson was also didactic. I think the pupils learned in his lesson. They were taught what needed to be taught.

[00:10:03 Advisor] That's right.

[00:10:07 PST1] Then, I'm thinking... Other things such as getting the pupils to talk were good. Only the follow-up questions had a little problem, they were a little...

[00:10:16 PST2] Yes, that part felt... not dull... but...

[00:10:20 PST1] During my lesson... I tried to pay attention to that, a little. I don't remember exactly but a pupil said "I play games" and I (followed up with) "Which game do you play?", then, "I play Valorant", then (I said) "What's your rank", and I connected that (answers) with 'usually'.

[00:10:28 Advisor] I also took note of that, yes.

[00:10:30 Advisor] You mean... were there an... increased awareness in the follow-up questions?

[00:10:36 PST1] There was awareness.

[00:10:39 Advisor] But did you think of them yourself? Did you think about what you could do about the follow-up questions?

[00:10:41 PST1] That's exactly what I thought. I saw it in PST2 (his lesson) and I thought the follow-up questions were lacking a little. Then I thought I would fix it to not make such a mistake. That's because I already did not use follow-up questions when I taught here, I didn't remember to do it then or when I was doing micro-teaching, either... Was the evaluation part done in PST2's lesson?

[00:11:02 Advisor] No it wasn't.

[00:11:02 PST1] It wasn't, and the post part was skipped.

[00:11:04 PST2] We skipped the post (activity).

[00:11:05 Advisor] I paid attention to those a little, too. That was the reason I limited the pupils' responses in the second hour...

PST1 also mentioned the 'personal questions' suggestion made by the mentor during the post-lesson discussion and he applied it. Then, PST1 started recalling PST2's lesson and his observation notes. Then, he expressed that after observing PST2's lesson and looking at his notes, he paid attention to the warm-up activity and used more follow-up questions in that part of the lesson. He also expressed that he had an increased awareness of the activities. He reflected on his observations to prevent any mistakes he has seen. He reflected back on his previous teaching experiences at 10:41 as he mentioned that he had problems with follow-up questions in the micro-teaching course at the university.

At minute 11, PST1 mentions the post-teaching activity, which PST2 did not have time to do in his lesson. He mentions that he also paid attention to the timing of the activity. This discussion with post-teaching activity continued with how PST1 could have time for it since he observed pupil reactions:

[00:11:05 Advisor] I paid attention to those a little, too. That was the reason I limited the pupils' responses in the second hour. It was fast and that's why everything was... smooth and a little faster. Pupils who could give answers already did.

[00:11:20 Advisor] Yes but the timing and fastness, was it like 'I should complete this activity with two sentences'? Do you mean fast like that? That kind of fast? Did it enable you to see that?

[00:11:30 PST1] Not like I should complete it in two sentences. For example I had two names on my mind. I memorized the names of two pupils in that class. The one in front, [Pupil K], who sat alone.

[00:11:39 PST2] The one who wore red.

[00:11:42 PST1] Yes and the one who sat in the back... not [Pupil P] but...

[00:11:47 PST2] [Pupil E]?

[00:11:47 PST1] A girl... [Pupil N]

[00:11:49 Advisor] Yes, there was [Pupil N] and [Pupil G] in front of her.

[00:11:51 PST1] [Pupil P] already knew the topic so I did not keep him in mind.

[00:11:54 Advisor] Yes but [Pupil P] also gave answered three times even in the morning part. He didn't... He didn't refrain from answering.

[00:12:00 PST1] Yes, already knows and I didn't... How could I put it? I didn't finish the activity based on him. When I asked [Pupil K] and I received an answer, it was over. [Pupil N] could already give an answer.

As PST1 further explained at minute 11, he thought the activities were a little faster and smoother. Advisor questioned if he made a conscious effort for the timing at 11:20 and he explained that he paid attention to specific pupils to understand if it was okay to move on to the next activity. PST1 explained that he focused on Pupil K and felt that the activity was completed when the pupil gave a correct answer. Another related issue was that one pupil was not participating in the lesson and PST1 explained how he noticed it:

[00:12:42 Advisor] ... Did you know which students had low, mid, or high achievers in English?

[00:13:00 PST1] I knew about [Pupil P].

[00:13:01 PST2] We knew who was good or bad. I mean, we know the good ones, mid ones are also a little...

[00:13:06 Advisor] For example [Pupil Ç] had high proficiency but he did not want to participate. He was doing a math test. I looked at him and [made a gesture of hands closing a book], then he closed down the book and put it away. He didn't put it away but he continued under the desk [laughs].

[00:13:18 PST2] At least not over the desk [laughs].

[00:13:19 PST1] You cannot prevent it, that pupil knows it already, he has the knowledge, probably. He thinks he knows it all. I couldn't be very strict and tell him to stop doing math tests. After all, he is shy and this classroom will not always be mine. I don't know... I know that [Pupil Ç] is good and he answers when he's asked. The pupil next to him is also good, [Pupil P] is good, [Pupil N] and the girl next to her is also good, she doesn't answer often but she's good.

The researcher's question at minute 12 aims to know if PSTs felt it was difficult to observe each other or if they knew what or who to observe in the classroom. They expressed that they knew the classrooms. Then, PST1 explained at minute 13 that he noticed a pupil was not paying attention to the lesson. He tried to involve him by giving him a small warning with gestures.

PST1 also showed at the end that he knows most pupils in the classroom. We then discussed what else could be done for those who do not want to participate:

[00:18:06 Advisor] ... Let's say there are pupils who have low proficiency in the classroom. Or there are those who do not want to participate?

[00:18:11 PST1] Low proficiency or low interest?

[00:18:14 Advisor] Could be both, I mean we can think about either.

[00:18:19 PST1] If there is low proficiency, we may use a simplified language, simplified English.

[00:18:31 Advisor] You kind of did that. It wasn't that hard to do, either.

[00:18:33 PST1] Yeah, it is not that hard. Yes, but we may have even lower proficiency in the future. Vocational high schools, for example. We may even have to give instructions in Turkish and repeat them after giving them in English. Then, check if the instruction was understood by asking students what they will do. Also, creating simple activity content... Let's say there is a reading passage about animals or... there was a reading passage on Conrad Iverson, we could change it with a figure that will attract pupils' attention. Like a super hero...

[00:19:23 Advisor] Do you think that would be useful?

[00:19:26 PST1] Of course it would. For example, Schumacher was in one of the lessons in the previous weeks, [Another PST] moved on very fast with that activity when he was teaching.

[00:19:37 Advisor] The person who was in Formula 1?

[00:19:39 PST1] Yes and there were pupils who watched Formula 1 in that class.

My questions at minute 18 aim to extend the discussion on adapting materials or activities to suit the classroom better. In his previous remarks, PST1 mentioned that a pupil did not show much interest and PST1 attempted to involve him in the lesson. We then further explained how pupils could be better integrated in a lesson:

[00:21:49 Advisor] Is making the content more fun based on... I mean... knowing the profile of the classroom?

[00:21:58 PST1] Yes, I think it is very much connected to learning the profile.

[00:21:05 Advisor] Then can we say it is about knowing the pupils then adapting the lesson, making it fun, and getting the attention? Then that may be valuable.

[00:22:15 PST2] Yes, we need to get to know the pupils.

At minute 21, the conversation showed that the members agreed that increasing participation was possible through getting to know the students better and then adapting the lesson.

Sharing the PLS experience

For the last stage of PLS, the two PSTs each wrote a blog post. This post was published on PLS website (practicumlessonstudy.com) which was specifically created for the research. In these posts, both PSTs described their experience with a narrative approach. These posts then were shared with other PSTs at the university.

4.1.2. Case 2 (PST3 & PST4)

In Case 2, the PLS group consisted of the two PSTs PST3 and PST4, Advisor and Mentor 2. The two PSTs had been attending practicum at High School B for 7 weeks prior to conducting PLS and until that week, they had observed their mentor teacher's lessons and taught for a few times at High School B, an all-girls imam hatip high school. The classes 10A and 10B included in PLS are both second year students at the high school.

As previously stated in the research context and setting section in the methodology chapter, the classrooms were accustomed to the Grammar-Translation Method predominantly being used in the classroom and their mother tongue as the frequent medium of instruction. For more information about the contextual setting at High School B, please see Research under Methodology (Chapter three).

As seen in Table 14 below, Case 2 started with preparing for PLS. In this stage, the PSTs get familiar with the logistics of PLS (two similar classrooms teach with a break for post-lesson discussion meeting). The next stage in Case 2 was to study the curriculum and prepare the lesson plan. Similar to Case 1, the two PSTs in Case 2 also followed a different strategy for this stage than the PLS Guidebook advised. Teaching and reflecting stages in Case 2 were also successfully implemented as the following sub-sections describe in this chapter.

Table 14. PLS Stages Followed in Case 2

Stages	Roles of the members	Duration	Timing
Preparing for PLS	The two PSTs verbally agreed on a schedule	-	a week before the first teaching
Examining the curriculum and planning the lesson	The two PSTs prepared the lesson plan and then set the goals and objectives	33 minutes on Monday, 35 minutes on Tuesday (Zoom)	five days before the first teaching
First teaching (PST3 – Class 10A)	PST3 taught while the other members observed	40 minutes	started at 09:20, on Friday, December 16, 2022,
Post-lesson discussion meeting	All members (PSTs, mentor teacher, and advisor) discussed the plan together	30 minutes	immediately after the first lesson
Second teaching (PST4 – Class 10B)	PST4 taught while the other members observed	40 minutes	Started at 14:10, on the same day
Final reflection meeting	All members discussed the plan and lesson again, and finalized their meeting	10 minutes	immediately after the second teaching
Sharing the PLS experience	The two PSTs produced a blog post to share their experience with others	-	at the end of the fall semester

Preparing for PLS

As seen in Table 14 above, the two PSTs agreed on a schedule a week before the first lesson. Mentor 2 told them which topic and unit of the coursebook they ought to teach a week before, and at the weekend, they agreed to meet on Monday.

Similar to Case 1, the two PSTs did not follow many advices in the guidebook such as keeping a journal; however, they did voice-record their meetings on Monday and Tuesday. At the end of their PLS implementation, they submitted two voice-recordings of 70 minutes in total.

Examining the curriculum and planning the lesson

Stages 2 and 3 in the guidebook suggests studying the curriculum and then setting the goals and objectives of the lesson before starting with choosing activities and planning the lesson; however, PSTs in Case 2 followed a different method. The mentor had already told them to teach the ‘used to’ and suggested a reading text for the language structure and they examined the reading text on Monday, and then starting preparing a lesson plan. They began by looking at the coursebook and choosing which activities to use in the lesson before they decided to use the reading text provided by the mentor, and the main activity in the coursebook. Then, they held a Zoom meeting on Tuesday to discuss a writing activity for the lesson plan and completed the plan on Wednesday after writing a contingency activity. Interestingly, the PSTs admitted that they wrote goals and objectives of their lessons after having finished the lesson plan. In total they spent over an hour on the pre-teaching stages.

Table 15. Lesson Plan used in Case 2 (Scaled-down)

Lesson Title	English – “Used to”	PSTs	PST3 & PST4	Duration	40 minutes
Goals	To describe habits and routines in the past	Objectives	1. Students will be able to answer the questions about short texts on social, educational, and technological lives of people in the past around the world. 2. Students will be able to identify the differences between the life styles of people.		
Stage	Time	Type of Activity	Procedures	Anticipated Student Response	
Warm-up activity	3’	Discussion	T greets the students, takes attendance and asks about the last week	Students will understand what to do right away	
Pre-teaching activity	5’	Discussion	-T shows pictures (horseriding, listening to radio, knitting and farming) and asks Ss if life was easier in the past	Students will practice the needed grammar and produce sentences by using “used to” pattern.	
While-teaching activity	15’	Lecturing & Group work	-T shows sample sentences with ‘used to’ and explains the language structure -T distributes the pictures and Ss write sentences for the pictures in groups of 5	Students will comprehend the reading text and choose the specific information by recalling the text in order to complete true-false activity.	
Post-teaching activity	15’	Reading comprehension & Sentence formation	-T asks Ss to scan a reading text (in the coursebook) first, Ss translate the sentences *, Then, Ss read it out loud, and discuss the main idea -T asks Ss to create sentences from the scrambled items (in the worksheet)	Students will identify the differences between periods. The responses might bring teachers correction of the mistaken words or pronunciation	
Evaluation	2’	Short discussion	T asks “Who wants to remind us of what we learned today?”	-	
Assignment	-	-	The students are expected to make an interview with one of their family member .	-	
Contingency Activity	-	5’	Reading paragraph included in the worksheet	-	

Table 15 above illustrates a scaled-down version of the lesson plan used in Case 2. As the original lesson plan has a much longer layout, a scaled-down version was included in this chapter. As seen in Table 14 and Table 16, the lesson in Case 2 was shorter than Case 1. As also explained in Research Context and Setting previously, the teaching hours for the English course differ at High School B and PSTs could only teach for one hour at this high school at the time.

The two PSTs prepared a lesson plan based on the coursebook used in the classroom. Unlike the other high school in Case 1, the classroom in Case 2 uses a coursebook that was published before the currently listed coursebook on the website of the Ministry of National Education in Türkiye (MoNE, 2023a). In contrast to the coursebook listed on their website, the one used in High School B was not prepared by the ministry, but for the ministry by another private publisher. In addition to the activities in this coursebook, the PSTs also included 10 scrambled-sentence items and a true/false item based on a reading paragraph. The two PSTs in Case 2 communicated with their mentor teacher and arranged a schedule for their lessons as seen in the table below.

Table 16. Timeline of Teaching, Discussing and Reflecting in Case 2

Title	English – “Used to”			
Date	December 16, 2023, Friday (two lessons in one day)			
School	High School B (10A and 10B)			
Hour	9:20-10:00 (40')		14:10–14:50 (40')	
Stage	First teaching (PST3 – Class 10A)	Post-lesson discussion meeting	Second teaching (PST4 – Class 10B)	Final reflection meeting
Roles	<i>PST4 observing, Mentor teacher observing, Advisor observing</i>	<i>All members (4 in total) discussing the lesson and revising the plan</i>	<i>PST3 observing, Mentor teacher observing, Advisor observing</i>	<i>All members (4 in total) reflecting on the whole process</i>

As seen in Table 16, both PSTs taught on the same day with a post-lesson discussion meeting in between and a final reflection meeting at the end of the day. All members of the group in Case 2 were present during the first teaching by PST3 at Class 10A which started at 9:20 and took 40 minutes. Some of the observation notes and self and peer evaluation forms are used as snapshots to describe the first teaching in the following sub-sections. Then, during the free time until the next teaching at 14:10, the post-lesson discussion was conducted where the preservice teachers, the mentor, and the advisor came together for 30 minutes to talk about their observations regarding the plan and what could be improved for the next lesson. The group introduced minor revisions to the flow of some activities and revised the worksheet used in the lesson. This meeting is described in the following sub-sections with excerpts. Second teaching by PST4 took 40 minutes and snapshots from the observation notes, self and peer evaluation form answers are illustrated to describe the second teaching in the following sub-sections. Finally, the group met again to reflect on the whole process altogether for around 15 minutes. This meeting is described in the following sub-sections with excerpts from the 8-minute voice recording.

First teaching (PST3 – Class 10A)

At High School B, lessons PSTs teach are organized in 40-minute teaching schedule. As seen previously in Table 16, PST3 taught for 40 minutes in the morning (at 9:20) on December 16, 2023. All group members (Advisor, Mentor 2, PST3 and PST4) were present in the classroom. Together with PST4 and Mentor 2, we sat down at the back of the classroom of 30 high school pupils.

<p>Question 1: How effectively were you able to follow your lesson plan? (Did the lesson deviate from your plan or did you strictly adhere to the plan? Please explain in detail)</p> <p>At first, I had to skip warm-up part briefly and I removed some parts from the lesson plan to manage the time effectively. There were other activities which covers the ones I removed so I had no problem by removing them. Other than that, everything worked very well according to the plan.</p> <p>Question 4: How effective do you think your lesson was?</p> <p>I think <u>It</u> was quite effective since most of the students participated in the class eagerly. On one hand, every of them completed their tasks with care but on the other hand, some of them hesitated to read what they had written for the activities. It was okay for me since I knew that they had done their tasks well while I was wandering around the classroom. Sometimes they had troubles with the grammar <u>structure</u> but I showed them how to do correctly so It was effective mostly.</p> <p>1 Self-evaluation form Clara (From the portfolio document)</p>	<p>Question 5: What was the most effective aspect of your lesson?</p> <p>Students were expected to use "used to" properly and they got It. It was the most effective part since I made sure that they understood the grammar structure well. At first, they were confused with the grammar structure even though I wrote an example for them on the board. After observing them for some time, I realized that there were some problems with interrogative and negative sentence <u>forms</u> so I gave examples of them, too. I went to help them while observing and at the end of the activity, every of them was okay.</p> <p>Question 6: What was the least effective aspect of your lesson?</p> <p>Warm-up part since I skipped that part quickly. It could be more engaging to take their attention to the lesson. At the beginning of the <u>class</u> I was nervous about not to manage time as I planned. That caused me to ignore warm-up part a bit. It was so quick that I just asked them about their week and <u>It</u> seemed like a memorizing part. That would be the one I would like to arrange again.</p> <p>2 Self-evaluation form Clara (From the portfolio document)</p>
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Figure 17. Two snapshots from PST3's self-evaluation form

The answers PST3 gave to the questions in a self-evaluation form included in her portfolio in Figure 17 show that her view towards her own lesson was positive. The answer to Question 1 in the figure shows that she followed the lesson plan successfully and the answer for Question 4 illustrates that she thought that the pupils participated eagerly. The answer also shows that she was aware of some pupils hesitating to read their sentences and she monitored the classroom to see if anyone was struggling and help them. The answer to Question 5, on the top-right, illustrates that she could see that the pupils grasped the use of the language structure she aimed to teach, and she corrected mistakes regarding negative sentences and questions. Later on, PST3 raised that this was a significant issue that needed to be addressed in the post-lesson discussion meeting after her lesson. In Question 6 (bottom-left part of Snapshot 2) PST3 wrote that she thought the least effective aspect of the lesson was the warm-up since she skipped it as she got nervous in the beginning of the lesson. In the first minutes of the post-lesson discussion meeting, she also stated that she skipped this part as it was hard to get an answer from the pupils.

<p>925 5 Ss showed they understood Right side- asked for help and understood after individual explanation Each group asked for help – continued after the help (didn't give up on the activity).</p> <p>1 Observation sheet Advisor's notes</p>	<p>Checking comprehension to be added 5 minutes of introducing the structure compared to 15 minutes of using it Group discussion OK</p> <p>T: Who wants to read their sentences? Sentence production OK</p> <p>2 Observation sheet Advisor's notes</p>	<p>Question 1: How effective do you think the lesson was? (Please explain in detail) The lesson was completed very effectively and successfully. Teacher's communication with the students was very strong, so it is not surprising that the lesson was completed in accordance with its purpose. "Teacher Voice" and "Mimics" used by Teacher were on time and in place. I think that she acted in accordance with the Lesson Plan, which shows that Teacher was successful.</p> <p>5 Peer evaluation form (for PST3) PST4's portfolio</p>
<p>Something in the past and you don't do now Do you drink milk? No, but in the past I did</p> <p>4 Observation sheet Advisor's notes</p>	<p>Silently working for 2 min. Participation high – most of the class raised their fingers</p> <p>3 Observation sheet Advisor's notes</p>	

Figure 18. Snapshots from Advisor's and PST4's documents

Figure 18 above includes five snapshots from multiple documents to illustrate how the PLS group viewed the first lesson taught by PST3. The snapshots from the advisor's observation sheet (Snapshots 1, 2, 3, and 4) show that the pupils' participation in the lesson was high, they could form sentences, and they understood the function of the language structure included in the plan.

As Snapshot 5 shows, PST4 thought that PST3's lesson was effective and successful. PST4 also wrote that PST3's communication with the pupils was strong, and she followed the lesson plan.

To sum up, PST3's lesson started at 9:20 and finished at 10:00. During PST3's lesson, other members of the group took notes regarding the timing and procedures of each activity and noted down significant reactions of the pupils in the classroom, and they wrote down suggestions towards activities. Although small changes were visible in the timing of some activities, PST3 mostly adhered to the lesson plan. PST3's answers to the questions in self-evaluation form which she filled out after teaching portrayed high satisfaction with her own lesson as she thought it was effective as participation was high.

Post-lesson discussion meeting

As seen previously in Table 16 in the previous pages, the long break (10:00AM -14:00) after PST3's lesson allowed the PLS group to come together and discuss how the lesson went and make suggestions for PST4's lesson. Each member of the PLS group in Case 2 voiced their views on activities in the lesson plan and how pupils reacted to the activities based on their observation notes, and made suggestions for the second teaching in the afternoon. This sub-section describes this meeting by using excerpts of the dialogues between the members from the voice recording of the meeting and a snapshot from revisions made in the worksheet used in the second teaching.

The post-lesson discussion began with the warmup activity and continued with the pre-teaching activity:

[00:00:26 PST3] I didn't ask the question right here (pointing).

[00:00:29 Advisor] Well this is not something that should be written down in the plan but... maybe, I mean, as a suggestion, we could ask pupils to write down their names... on a piece of paper. We could use that in warm-up? Maybe write their names during the time you have. Just write your names and have the paper in front of you? This could be a part of the warm-up. Apart from that, is there any note you have taken for the pre-activity?

[00:00:56 PST4] Just... I wrote down... the question "Do you think life was easier in past times?" PST3 didn't prefer using that?

[00:00:59 PST3] Yes I must have skipped that.

[00:01:03 Advisor] "Do you think life was easier in past times?" Can they (pupils) give an answer to that? Would the participation be high? Try it, if you like.

[00:01:15 PST4] It is really hard to get an answer from the pupils.

[00:01:16 PST3] Maybe with sentences like... For example... If you washed your clothes by hands.

[00:01:20 PST4] It would get more difficult if we asked a question like that.

[00:01:24 Advisor] Then, ask the question as it is or perhaps try a simpler version if you want to make it easier.

[00:01:38 PST4] I shall try to use this question, sir.

The small discussion began with PST3 realizing she missed a question she planned for the warmup activity. Then what Advisor tried to explain at second 29 was that they could spend a few minutes telling pupils to write their names on a piece of paper and have it on their desk. The reason Advisor suggested was that I observed that PST3's lesson began with a small discussion about how pupils' last week went but she struggled a little to remember the name the pupils. This suggestion did not need to be written down as it was more of a general habit for PSTs that I recommended before, too. Then, PST4 points out that PST3 did not prefer to ask a question for the pre-teaching activity.

This activity was a short discussion based on asking pupils if they thought life was easier in the past while showing them pictures such as farming, horse-riding, knitting. Advisor also noted that PST3 skipped asking the question. Then, PST3 explains that she skipped that part and we discuss how to elicit answers in English from the classroom which is, as PST4 (at 00:01:15) also expressed, quite difficult at the High School B. PST3 gives examples on how to elaborate what is being asked from the pupils and Advisor advised that a simpler version could be used; however, PST4 decides to use it as it is. We continued the discussion with the group-work activity:

[00:01:53 Advisor] Participation was good here. Pupils were talking quite much in groups, trying to complete it.

[00:02:03 PST3] The group in the middle (of the classroom) were doing... They had not written anything down, yet. I told them "Come on, you're going to be late, write something individually" then they told me they could not do it on their own.

[00:02:15 Advisor] It was nice that they completed this activity in groups, wasn't it? Because when I checked, they were talking about the activity even though they had not written anything.

[00:02:28 PST3] They worked in minimum groups of two, they couldn't do it on their own at all.

[00:02:29 PST4] I realized something, sir. When the group activity was finished, or rather, when it was still going on and close to finish, I saw that they (pupils) called for PST3 and asked her to check (their answers), that was nice.

[00:02:43 Advisor] Yes, sometimes they may leave the activity and may say... they may abandon it if it is hard.

As the discussion above shows, the group work activity in the plan was successful. PST3 expressed that when one group could not complete the activity (creating sentences with 'used to') she asked them to individually and pupils responded by saying they could not do it on their own. In other words, she realized that students also wanted to work in groups. Then Advisor pointed out that pupils were quiet willing to participate. PST4 also expressed his contentment towards the activity and how it worked out in PST3's lesson. We continued with the timing and ordering and procedures of some activities:

[00:03:11 Advisor] Were you able to look at here (reading activity) in terms of time management?

[00:03:14 PST4] She used the time well, sir. It was on spot.

[00:03:26 Advisor] Just the 'scan the text' part... the one at the bottom. That got passed unnoticed. Did you change your mind about it?

[00:03:26 PST3] Sir, I thought... I wanted them to do it after reading the text and then I noticed I wouldn't have time for it and skipped it entirely.

[00:03:33 Advisor] Do you think the ordering should change? Or do you think it would be better for them to scan the text first?

[00:03:40 PST3] I think it should change because... (otherwise) the focus would not be on the main activity. Also they do not produce anything, so this part is not that important in my opinion. Also because they see 'used to' while reading and then they will write sentences with 'used to' so there will be no time for other activities.

[00:03:57 Advisor] Is it the aim here to find the use of 'used to' in the paragraph or have them read one sentence at a time? That's how you went about doing it.. You made one read and stopped, then the other... Is that the main focus? Or is it to find 'used to'?

[00:04:17 PST4] That was our first aim...

[00:04:17 PST3] It was (finding) 'used to' in the lesson plan. But I noticed they were not going to read it... then like how teachers generally do it.. like say "keep up! I will tell you to read it next!" ... Some students were not following the activity when I went near them and I had to show them, I said, they should all see (read) the text. Otherwise, they would just to off the top of their head in the true false (next activity).

[00:04:35 Advisor] I see. So, they would have done the answering off the top of their heads, that's why you led them to the paragraph. Then are we saying the 'scan the text' part should be removed or should it stay?

[00:04:49 PST4] I want to try it.

[00:04:50 Advisor] So you want to do it, well.

[00:04:52 PST4] I'll say "Quickly read it first" and "find as many used to patterns as you can".

[00:05:03 Advisor] Will you say it like "find all 'used to' phrases and circle them"?

[00:05:09 PST4] Aha, yes.

At minute 3, we agree with PST4 that the timing of the lesson was on point but Advisor noticed in observations that a part of the post-teaching activity was missing. The reading text was meant to be scanned by the pupils first, before they started reading it. PST3 says at 03:26 that she decided to let the pupils do it later in order to have time for other activities. PST3 also explains that students would already see the language structure in the following procedures and for that reason, they may skip the scanning part in order to have more time. Then Advisor want to see if PST4 agreed with how PST3 explained her decision by asking if it should be removed from the plan. PST4 clearly expressed he wanted to do the scanning part. Then, Advisor wanted to know their thoughts about how they would ask pupils to scan the text. PST4 explains at 04:52 that he wants pupils to quickly read the text and circle the 'used to' phrases they find in the text. Contrary to PST3, PST4 expressed that he wanted to carry out this part of the activity.

[00:08:22 Advisor] ... Then we had translation which was removed, you haven't done it, have you?

[00:08:34 PST3] No, and it went really well. It was great that we removed it, yes.

[00:08:35 Advisor] Yeah and normally you wanted them to translate in that 15 minutes. I think it went really well without it, right?

[00:08:48 PST3] Yes, it was nice. Their books are already full of scrabbles. They have written the translation for everything in the book. That's why they are nervous.

...

[00:08:57 Advisor] Perhaps you have broken the chain of the habit.. I mean they have seen that the lesson can go on without translation.. Did you say there were translations in the book?

[00:09:08 PST3] Yes, the book was full of translation (pupil writing).

[00:09:09 PST4] They translate word by word.

[00:09:10 Advisor] Perhaps it was nice to have a lesson without translation.

[00:09:12 PST4] They constantly ask for it (translation) during the lesson, it gets absurd.

[00:09:15 Advisor] Then the focus point turns into Turkish, they think in Turkish first, then say it in English. Sometimes the sentence structure can be reversed and they begin translating a sentence in English but in Turkish structure.

[00:09:27 PST4] I think she did it very well, too.

[00:09:28 Advisor] Do you want to try it or change anything?

[00:09:44 PST4] I don't want to do translation, I know it will take much of my time. I don't want to do it, either.

At minute 8, Advisor started a new discussion. Translation was originally included in the lesson plan as a part of the reading task. PST3 explained before that this classroom had been strictly asking for the meaning of every word and sentence in Turkish and their first instinct towards a new information in English is to translate it into Turkish. When Advisor noticed before PST3's lesson that translation was added to the activity, Advisor commented that at this stage of the lesson (While-teaching activity) they should refrain from making use of L1 (Turkish) and it would be better to make use of it (in case they felt they absolutely must make use of it) in Evaluation to check comprehension. PST3 did not use any translation in her lesson and for this reason, Advisor wanted to see PST3's opinion about how it affected her lesson. Both at 08:34 and 08:48 PST3 expresses great satisfaction towards not using translation in the activity. She denounced translation at 08:48 by saying that the coursebooks of pupils were full of *scrabbles* (the exact expression in Turkish is *karınca duası*, meaning that every corner of their coursebooks were filled with handwriting). PST4 also agrees that pupils ask for translation at 09:12 and then shows supports towards not using translation. For the same activity, Advisor added another suggestion:

[00:09:57 Advisor] Nice, then, a small suggestion for here... when we make them read sentences.. we can turn that into a planned thing. Everyone reads one sentence. Because then... instead of when you had to say 'stop', it would be better if pupils knew when to stop.

“Read one sentence, can you read the first sentence only?” – you may say it in a way that is specified like a rule.

[00:10:38 PST3] Yes that (her) way the pupils may have been a bit anxious about “When will it end, where will start?”

[00:10:45 PST4] But then wouldn’t we have a problem in... timing?

[00:10:48 Advisor] No, could be fast, like next sentence, next sentence.

[00:11:01 PST3] Specify in the beginning which sentence it is, like first one is yours, second one is yours.

[00:11:04 Advisor] This would add 1 or 2 minutes, maximum.

During her lesson, PST3 made pupils read a part of the paragraph. As she wanted other pupils to continue reading, she made the pupil stop by saying stop a few times and chose another pupil to continue reading. For that, Advisor suggested at 09:57 that there should be a more systematic way to make pupils read, reading a sentence each, for example.

PST4 thought that could cause a time management problem; but Advisor encourage them to do it as it would be better as PST3 also mentioned at 10:38, pupils may be anxious not knowing when to start and stop reading. The meeting continued with revising the worksheets. In this part of the discussion, the group worked together to apply revisions to the worksheet based on the discussions:

[00:12:22 Advisor] Can I take a look at the worksheet? For example, in here, a pupil said “We go to beach every summer” and I heard she continued with “but now”. Should we add this to the activity? Let’s ask PST4 and how did PST3 feel? Let’s also ask that.

[00:12:40 PST4] It would be nice to add to the activity.

[00:12:45 Advisor] ... I mean, if the pupil could do “but now” it means they completely understood it.

[00:12:55 PST3] I saw that some of them did that. But some didn’t do it, left it as it is.

...

[00:13:33 PST4] It is already included in the third item.

[00:13:34 Advisor] But now she hates it... let’s leave this “but she hates it” part and let them write it with sample sentences.

At minute 12, Advisor stated a suggestion towards the worksheet. As the discussion above shows, pupils used “but now” while giving answers in the lesson and this was observed by the members. The following figure illustrates the changes made to the worksheet.

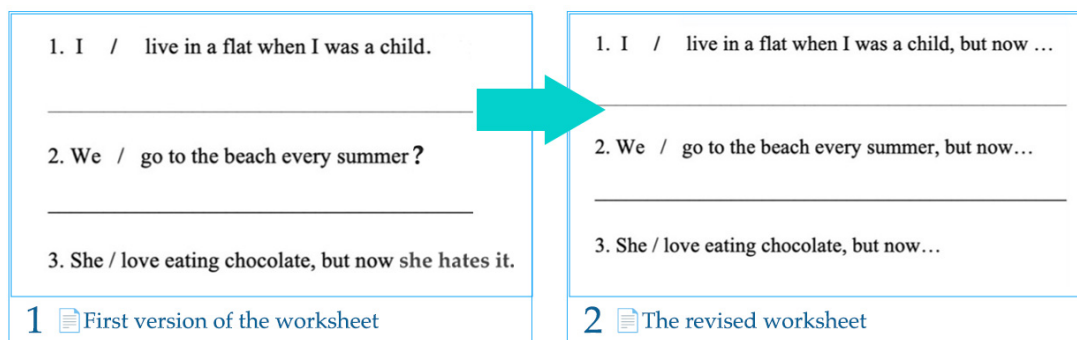


Figure 19. *Changes in a part of worksheet used in Case 2*

Snapshot 1 in in Figure 19 illustrates the first version of the worksheet. In the discussion, Advisor explained that the ‘but now’ phrase in the third item worked well and pupils continued using the ‘but now’ phrase even after the activity was over.

Advisor shared this remarked at **12:22** (dialogue above) and suggested that this might be a nice addition to the worksheet. Snapshot 2 shows that the worksheet was updated accordingly and pupils were asked to also create an ending phrase to complete the sentences. Then, the members discussed the group activity and how pupils reacted to the activities:

[00:15:57 PST4] For example, I wrote down that the group activity worked well. She wanted them to write a sentence in groups of 5.

[00:16:06 Advisor] Well, is the other classroom similar same? Are they similar? From your observations...

[00:16:13 PST4] 10B is a little harder. I mean, they will have difficulty in understanding.

[00:16:16 Advisor] Will the group activity work for them?

[00:16:19 PST3] I think it will work because there is no way they can do it on their own.

[00:16:25 PST3] There are pupils who do not understand (instructions in) English but at least they are easygoing, they listen to the teacher (in 10A). But they (pupils in 10B) are a bit insurgent, they get into a bad mood and they don’t participate.

[00:16:35 Advisor] One suggestion, if it doesn’t mess the timing, when we finish reading the paragraph out loud, after it is done, tell them to just read it yourself one more time. You may give them a minute to read the paragraph from the beginning again so that they understand...

...

[00:17:05 PST4] It could be ... words they don't know. "Is there any word you don't know in (the paragraph)?"

[00:17:09 Advisor] It will be nice if I can at least tell them a few (words they don't know). I will let them read one by one. Then I will give them a minute to read the paragraph on their own, and ask any words they don't know at the end.

[00:17:24 Advisor] Yes, when you do reading out loud, it turns into a listening activity for others. Instead of focusing on the paragraph, focusing on what is being read out loud... and also some of them read slowly some of them read fast.

At **minute 15** PST4 expresses that he was fond of the group activity. Advisor wanted to learn if the activity would work out in the next lesson, as well. PST4 and PST3 both stated that the class in the next lesson would be at the same level but they may abstain from participating. Although it would be harder to do the activity, PST4 states that it will still be better to do the group activity rather than an Individual activity.

Later on, Advisor suggested that PST4 gives a little time to the pupils so that they could read the paragraph again to understand the main idea. In PST3's lesson, students read the text out loud but this set of procedures shifted the focus away from the paragraph and at **minute 17**, Advisor warned PST4 about the issue.

[00:20:41 PST4] The kids... I can't trust... they will not understand. They cannot even give three sample sentences when I ask them.

[00:20:51 Advisor] It will be okay after you give them an example. Say "Let's do one together, I used to live in a flat when I was a child but now I don't." it's no problem if you did that. You could circle the 'I don't' and 'I used to' parts in red. Do that together, and if they still cannot do it, do the second one, as well.

[00:21:18 PST4] Alright, sir.

[00:21:35 Advisor] They'll do the first one as a part of the plan... Should we change that one?... the one with 'be able to speak French'?

[00:23:18 PST4] Which one? Oh, yes, yes let's change that.

[00:23:24 Advisor] She used to speak French...? Did you notice how they (pupil) did that?

[00:23:39 PST3] They were doing that, and I skipped 6 and told them to do 7. [Pupil S] was doing it.

[00:23:44 Advisor] Well, were there anyone who did it correctly, this Item 6?

[00:23:51 PST3] While [Pupil S] was doing it, I noticed 'be able to' and I told her to skip the item.

[00:23:56 Advisor] Did the pupil notice? What did she say?

[00:23:59 PST3] She thought she was supposed to do Item 5. She paused when she saw Item 6 and I told her to do the seventh.

[00:24:07 Advisor] Did you notice anything else?

[00:24:24 PST4] Actually, wouldn't it be nice to let them do Item 6? Well, it will be better if they cannot do it.

[00:24:34 Advisor] Will you do... like, let's start over and explain like 'be able to=can'? I will leave it to you to decide, it is your decision.

[00:24:44 PST3] When they've just gotten accustomed to 'used to', let's not get their heads mixed up with 'be able to'.

[00:24:45 PST4] No, no, let's change that, sir.

[00:24:46 Advisor] "She used to be able to speak French" is normal, it's acceptable... but it's just difficult, I mean, if you say the pupils are going to struggle, let's remove it. If you say they're not going to struggle, let's leave it as it is.

[00:25:00 PST4] They will definitely struggle, sir. Let's just say 'speak'.

The 5-minute discussion above shows the worksheet needed quite a revision. At the beginning of the discussion, PST4 states that the pupils struggle to give answers at **20:41**. Then, we discuss using an example. Advisor recommended to do the first item together with the classroom, and even do the second one if necessary (at **20:51**). PST3 and PST4 found a 10-item scrambled sentence activity. While using the worksheet in her lesson, PST3 explained at minute 24 that she had to skip an item. Advisor was also interested to know their thoughts about the sixth item.

At 23:24 Advisor raise the issue regarding the sixth item which included the following: '6. She / be able to speak French, but she has forgotten it all.' and the pupils are expected to write a sentence by using 'used to' in this item. PST4 agreed at **23:18** that the item definitely needs a change. Then, we turned to PST3 to ask what happened in the classroom when pupils faced this item. PST3 explained at **23:39** that she made a pupil skip the item 6 and told the pupil to continue with item 7.

As soon as she saw 'be able to' in the item, she told the pupils to skip it. PST3 also kept looking out for pupil writing and noticed that pupils struggled to form negative sentences and questions. Then, PST4 thought about leaving the item as it was and Advisor made it clear that it is their decision. PST3, then replied that it would be confusing for pupils. It was the group's final decision

to make Item 6 simpler by removing 'be able to' after making sure that it will be a positive change in the worksheet.

[00:25:50 Advisor] We can also change... Remember 'play golf'? For that maybe?

[00:25:54 PST4] Let's say football and make it it's simple, they know it.

[00:25:57 Advisor] Let's say volleyball don't they like volleyball? They play volleyball on Fridays, don't they?

[00:25:59 PST4] Yes, they love volleyball, it was in their examples, too. Every classroom has a volleyball team.

Another item in the worksheet had 'play golf' in it. Advisor wanted to know what PST4 thoughts on the matter. Earlier to the discussions, PST4 mentioned how each classroom had a volleyball team and Advisor suggested making it a part of the activity.

We then finalized the worksheet and added necessary items before concluding the lesson plan. The timing dedicated to each activity was also updated before finalizing the plan. After the meeting, PSTs did not have much time to print out the copies of the materials. For this reason, they, in a way, rushed the discussions at the end and reached to a decision.

Second teaching (PST4 – Class 10B)

As illustrated previously in Table 16, PST4's lesson started at 14:20 and finished at 15:50. PST4's lesson took place in class 10B, a similar classroom to 10A in terms of proficiency and number of pupils. Advisor, Mentor 2, and PST3 were present in the classroom throughout the 40-minute-long lesson. Together with the two other group members, we sat down at the back of the classroom. Figure 20 below illustrates how PST4 viewed the lesson.

<p>Question 4: How effective do you think your lesson was? I think the lesson was effective. I think that I completed the course in accordance with the objectives and goals we determined while preparing the Lesson Plan, and I checked whether the course was effective in the evaluation part and I came to the conclusion that it was a course that achieved its purpose.</p>	<p>Question 5: What was the most effective aspect of your lesson? While revising the Lesson Plan, I think the "but now" extension we made in the worksheet was exactly the most important part of the lesson. Because students understood the use of "used to" more clearly. I based this inference on the answers they wrote on "but now" on the worksheet that I distributed to the students.</p>
<p>1 Self-evaluation form PST4</p>	<p>2 Self-evaluation form PST4</p>

Figure 20. Snapshots from PST4's self-evaluation

Snapshots 1 and 2 from PST4's self-evaluation in his practicum portfolio show that he thought that the lesson was a success and it reached its goals and objectives. Moreover, he thought that the addition we made regarding the scrambled sentence activity was the most effective part of his lesson. During the post-lesson discussion, we added a 'but now' phrase for each item in the worksheet (a few examples were included in Figure 19 in the previous sub-section) and PST4 reported that this made pupils understand the language structure more clearly.

As seen in Figure 21 below, PST3 evaluated her peer; PST4, in her portfolio. In the answers given to the questions in the peer-evaluation form, PST3 thought the first teaching was effective as PST4 made an effort to make each pupil talk (**Snapshot 1**). In the answer to Question 10 in **Snapshot 2**, in contrast to the second teaching, PST3 stated that she would not do a translation activity. This was a -in-the-moment change of activity made by PST4 in the second teaching and was brought up during the final reflection meeting, as described in the next sub-section.

<p>Question 1: How effective do you think was the lesson? (Please explain in detail)</p> <p>It was effective enough to make students talk during the class hours. He wrote examples for the activities that students were expected to write since students were not able to complete them on their own. He exemplified the sentences with affirmative, negative and interrogative forms. His effort to relax them was one of the best part of his teaching. He made everyone talk by reading the text one by one.</p>	<p>Question 10: If you were to teach the same lesson, what would you change?</p> <p>I wouldn't do the translation part for the evaluation part. When the students heard that they would turn back to the reading passage, they were confused about what they needed to do but that happened because of the time. When the evaluation part came, there was enough time to ask a question like " what did we study today?" and too little time to translate the reading text.</p>
<p>1 Peer-evaluation form PST3 (written for PST4)</p>	<p>2 Peer-evaluation form PST3 (written for PST4)</p>

Figure 21. Two snapshots from PST3's peer-evaluation form.

Final reflection meeting

As previously illustrated in Table 13, we came together as the PLS group do hold a final reflection meeting at the end of the day. This meeting took place after the second teaching. Different than the post-lesson discussion, the main focus of this meeting was not to discuss revisions to the lesson plan; but to reflect on the whole teaching and observing procedures included in the PLS while also sharing views and observation notes taken during the second

teaching. Some of the observation notes regarding the lesson are included in the figure below.

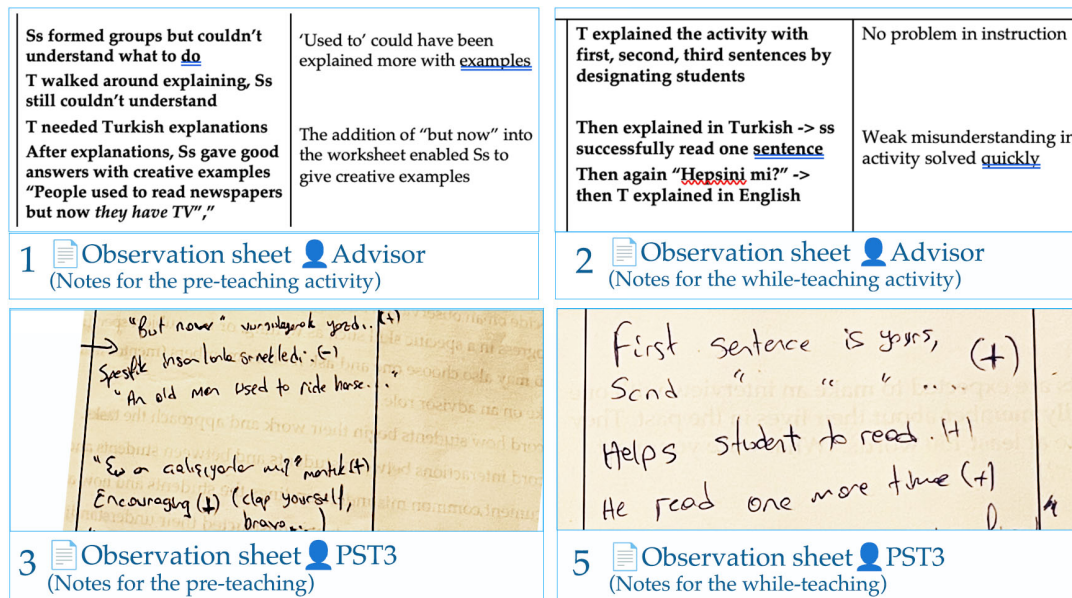


Figure 22. Observation notes taken during second teaching

The snapshots 1-2 show the notes Advisor took during PST4's lesson. The warmup activity in PST4's lesson didn't go as well as planned. Similar to PST3's lesson, not many answers were given to the questions they planned. When PST4's questions did not get as many answers as he expected in the pre-teaching activity, he started explaining how to use the language structure 'used to' by writing a few examples on the board. **Snapshot 1**, top-right side, shows that he also moved to next activity quickly. Then, when the students formed groups they still struggled to understand PST4's instructions until eventually PST4 resorted to Turkish and explain what he wanted pupils to do. After saving the flow of the lesson, the class started participating more and they gave many correct answers by using the language structure. Then, as **Snapshot 2** shows, there was no problem in the while-teaching reading activity; however, a small misunderstanding lead to use of Turkish, again. Overall, PST4 used Turkish when he felt the flow of the lesson was in jeopardy. PST3's peer evaluation to PST4 in **Snapshot 3** and her notes in **Snapshot 4** show that she thought PST4's lesson was effective and he helped pupils engage in the activities.

With the notes taken during the second teaching (Figure 22), we started discussing how PST4's lesson went verbally right after we left the classroom and the whole meeting continued for more than 10 minutes after PST4's teaching. Some excerpts from voice recording of the meeting are used to describe the dialogues in the meeting. During the trip from the classroom to the teachers' lounge, PST4 said he felt relieved at first, and then he remembered a few points to discuss as we sat down:

[00:00:05 Advisor] ...you tried translation in evaluation.

[00:00:15 PST4] I tried but it didn't work.

[00:00:18 Advisor] But you didn't have much time.

[00:00:20 PST4] Yes, we had 4 minutes.

[00:00:22 Advisor] You quickly moved on from the warm up, a little, was that a decision you made?

[00:00:26 PST4] Yes, yes.

[00:00:26 Advisor] Do you remember what happened in warmup?

[00:00:45 PST4] I asked them what they did last week. I mean.. "Did you have fun, was it hard or tiring?" then I started right away.

[00:00:55 Advisor] "Do you think life was easier in the past?" ...Remember what I said... "Is life easy" or "was it harder"?... I mean you could make it simpler.

[00:01:17 PST4] Yes, but I used the one in the plan.

[00:01:19 Advisor] Some sentences might not be understood. It might have become more complex when you started with "Do you think..."

[00:01:26 PST4] Later on I gave personal examples... I mean "it was harder if you ask me".

[00:01:32 Advisor] But then sometimes you ask a question, they don't answer... it happens when you're standing there.

[00:01:40 PST3] They wouldn't have given an answer for the other one, anyway.

[00:01:42 Advisor] They probably wouldn't but sometimes you need to get an answer by force.

[00:01:46 PST4] I really don't want to, I'm sorry but, it happens.

Similar to PST3's plan, PST4 also started his lesson by asking about pupil's week. At first they could not respond well but as he gathered a few responses, he moved on to the pre-teaching activity faster than he planned. At 00:22 Advisor raised this point of discussion and he explained that he asked the questions he planned and then started right away. Similarly in the pre-

teaching activity, PST4 asked the same specific question as PST3; “Do you think life was easier in past times?”, and pupils could not respond and struggled to understand what was being asked. After seeing they would not respond, PST4 moved on to the next activity faster than he planned, again. Advisor wanted to remind PST4 the suggestion from the post-lesson discussion and then explained that perhaps the sentence was too complex for pupils to understand as it started with “Do you think...” and PST4 explained that he had to continue with the activity by giving personal examples.

In previous discussions, Advisor tried to encourage planning multiple simpler questions to ask in the classroom in case pupils do not respond. Advisor, then, try to explain at 01:32 that sometimes PSTs plan to improvise questions but when they start teaching, they get excited and cannot think of what to say. At 1:40 PST3 explains that the pupils would not respond either way, and then Advisor tried to encourage them to try; however, PST4 explains that he did not want to push them too hard. The discussions then continued with other examples:

[00:01:48 Advisor] This was actually a very very good experience. You experienced what it is like to be in a classroom that doesn't give... I mean you saw what happens when they don't give an answer.

[00:01:57 PST4] It was [Pupil A]'s turn, the one on the right, and... He was going to read, but she absolutely did not want to participate. I said... Please, I beg you, please read... so we can move on.

[00:02:05 Advisor] Not really forcing them... but I like that you helped. I mean, you read together with them... one by one. That was nice. But the warmup could have been done differently.

At 1:48, Advisor tried to show that this experience was actually valuable as PSTs sometimes need to see how hard teaching could get. PST4 gave another example where a pupil showed resistance in participating and he pushed her a little. Advisor, then, mention another time he successfully used scaffolding as a way of getting pupils to participate. In the reading activity, PST4 made sure that each pupil read a sentence out loud and then read the paragraph one more time to understand the main idea. The scaffolding in that activity was a successful one as it did not push pupils too hard and created a positive atmosphere. Then, the group continued with a few more positive highlighting moments from PST4's lesson:

[00:02:43 Advisor] ... The group of 5, you've done it again, it was nice. They gave answers. I remember... what was it... "People used to read newspapers but now they have TV" that was written (and read out loud) by a pupil.

[00:03:21 PST4] I was proud there.

[00:03:24 Advisor] They gave really good answers, it means they understood the grammar point but, perhaps a little revision could have been nice at the beginning.

[00:03:38 Mentor 2] Negative... questions...

[00:03:45 PST4] I completely forgot to do that... PST3 tried warn me at the back but I couldn't see, my brain stopped.

[00:03:47 Advisor] That's why monitoring is very important. I mean when you give them the worksheet, are they filling it? Are they doing it right? It's very important to go around and look. But if there are too many pupils, how will you look at all of them? It's hard.

[00:03:59 PST4] I'll tell you why I couldn't remember that. After I give them the worksheet, some of them do it and some of them don't, my mind gets stuck there...

[00:04:09 Advisor] That will get better in time.

[00:04:18 Mentor 2] Yes, those will get better in time.

In the group-work activity, pupils gave successful examples by using their creativity. When compared to the previous lesson, there were a lot more sentences with pupils' own ideas. In the post-lesson discussion we revised the part of the worksheet with scrambled sentences so that pupils would write their own phrases (by using 'but now'). This change led to a memorable answer from the student (at 02:43). PST4 expressed that he was proud when the pupil gave such an answer as explained previously, the classroom struggled to participate in the beginning of the lesson.

Advisor then explained that they grasped the language structure as the examples were good; however, PST4 could explain the use of the language structure with even more examples shown by him at the beginning of the lesson. At this point (at 03:38), Mentor 2 contributed to the discussion by pointing out that negative sentences and questions were still missing in the lesson. In the while-teaching activity in Table 15, the 'used to' language structure was planned to be explained with a few example questions. PST4 initially wrote two example sentences on the board but they were both positive sentences.

Then a few minutes later, he remembered to also write a negative sentence and a question on the board. Mentor 2 highlighted that the negative sentence and question was still a neglected part of the lesson. At 03:45, PST4 confessed that he forgot and then we discussed how monitoring pupils' writing could be beneficial in seeing what they did not understand. We then wrap up this discussion by pointing out that these issues could be fixed in time. The final reflection meeting recording then continued with PST4's own explanations about a few pronunciation mistakes he made during the lesson and in total, the meeting lasted around 10 minutes.

Sharing the PLS experience

Each PSTs in Case 2 also wrote a blog post for the last stage of PLS. This post was published on PLS website (practicumlessonstudy.com) which was specifically created for the research. In these posts, the PSTs used their reflections for their self and peers and narrated their experience. These posts were also shared with other PSTs at the university.

4.1.3. Case 3 (PST6 & PST5)

The members of the PLS group in Case 3 were the two PSTs, PST6 and PST5, Advisor and Mentor 2. Just as the Case 2, the teaching stages took place at High School B, an all-girls imam hatip high school.

The classes 9A and 9B included in Case 3 were both first year students at the high school. As previously stated in the research context and setting, both classrooms were accustomed to the Grammar-Translation Method and use of mother tongue predominantly in their lessons. More information about the setting of this school can be found in Research in Chapter 3, Methodology.

As seen in Table 17 below, the Case 3 started with preparing for PLS. In this stage, the PSTs get familiar with the logistics of PLS (two similar classrooms teach with a break for post-lesson discussion meeting). In the next stage, the two PSTs got together and studied the curriculum and prepared the lesson. Teaching and reflecting stages in Case 3 were also successfully implemented as the following sub-sections describe in this chapter.

Table 17. PLS Stages Followed in Case 3

Stages in Case 3	Roles of the members	Duration	Timing
Preparing for PLS	The two PSTs verbally agreed on a schedule	-	a week before the first teaching
Examining the curriculum and planning the lesson	The two PSTs prepared the lesson plan and then set the goals and objectives	two hours in total (two meetings)	five days before the first teaching
First teaching (PST6 – Class 9A)	PST6 taught while the other members observed	40 minutes	started at 11:00, on Friday, December 16, 2022,
Post-lesson discussion meeting	All members (PSTs, mentor teacher, and advisor) discussed the plan together	10 minutes	immediately after the first lesson
Second teaching (PST5 – Class 9B)	PST5 taught while the other members observed	40 minutes	started at 12:30, on the same day
Final reflection meeting	All members discussed the plan and lesson again, and finalized their meeting	20 minutes	the same day
Sharing the PLS experience	The two PSTs produced a blog post to share their experience with others	-	at the end of the fall semester

Preparing for PLS

As seen in Table 17 above, the two PSTs agreed on a schedule a week before the first lesson. On Friday, Mentor 2 told them which topic to teach, and on Monday, they completed their plan. They also explained that it was easy to meet and all meetings were face to face as the two PSTs stayed in the same dormitory. They met two times in total of two hours and submitted two voice-recordings of 12-minutes from their meeting.

Examining the curriculum and planning the lesson

Stages 2 and 3 in the guidebook suggests examining the curriculum and then setting the goals and objectives of the lesson before starting with choosing activities and planning the lesson; The two PSTs started by writing their

objectives and then planned; however, as they completed the plan, they realized that the objectives in the curriculum were more suitable so they decided to use those and they completed their plan two days prior to the first teaching.

Table 18. Lesson Plan used in Case 3 (Scaled-down)

Lesson Title	Human in Nature	PSTs	PST6 & PST5	Duration	40 minutes
Goals	1-To describe daily routines -To talk about -abilities -To talk about frequencies of activities	Objectives	By the end of the lesson, the students will be able to: 1-Identify the subject of a text with the help of familiar words 2-Write about their friend’s daily life 3-Talk about their daily activities and the frequencies of those activities		
Stage	Time	Type of Activity	Procedures	Rationale	
Warm-up activity	10'	Discussion & Brainstorming	T asks the students about previous lesson: What did we learn in the previous lesson? T asks the students about today’s topic: T asks some questions regarding the weather (“What is nature?” (brainstorming)	Recalling background information about the topic	
Pre-teaching activity	5'	Lecturing	T explains vocabularies (valley, jungle, hill, waterfall, stream, grass, trekking, hiking) with a presentation T asks Ss to match the words with visuals in the coursebook	Gathering students’ opinions and reducing teacher talking time improve their knowledge and fluency while saying their opinions	
While-teaching activity	10'	Listening activity	Ss listen to an audio track; a dialogue about summer holiday plans and write answers to 7 questions about the track	By answering the questions, students analyze the audio and illuminate the topic.	
Post-teaching activity	13'	Pair work activity	Ss ask each other 7 questions about their daily routine activities and write down their partner’s answers	These types of activities reinforce students’ knowledge and measures their knowledge. Interacting among students improve their cooperation skills.	
Evaluation	2'	Pair work activity	T says “Ask your friend, how often does he...?” I always _____ after I wake up I always brush my teeth _____ I wake up		
Assignment	-	-	Ss will compare their daily routine with their family members.		
Contingency Activity	-	-			

Table 18 above illustrates a scaled-down version of the lesson plan used in Case 3. As the original lesson plan has a much longer layout, a scaled-down

version was included in this chapter. The duration of the lessons in Case 3 was also 40 minutes as scheduled at High School B practicum. As also explained in Research Context and Setting previously, the teaching hours for the English course differ at High School B and PSTs could only teach for one hour at this high school at the time. The two PSTs prepared a lesson plan based on the coursebook used in the classroom. Unlike the other high school in Case 1, the classroom in Case 3 uses a coursebook that was published before the currently listed coursebook on the website of the Ministry of National Education in Türkiye (MoNE, 2023a). In contrast to the coursebook listed on their website, the one used in High School B was not prepared by the ministry, but for the ministry by another private publisher. In addition to the activities in this coursebook, the PSTs also included 10 scrambled-sentence items and a true/false item based on a reading paragraph. The two PSTs in Case 3 communicated with their mentor teacher and arranged a schedule for their lessons as seen in the table below:

Table 19. Timeline of Teaching, Discussing and Reflecting in Case 3

Title	Human in Nature			
Date	December 16, 2023, Friday (two lessons in one day)			
School	High School B (9A and 9B)			
Hour	11:00-11:40 (40')	Post-lesson discussion meeting	12:30-13:10 (40')	Final reflection meeting
Stage	First teaching (PST6 – Class 9A)		Second teaching (PST5 – Class 9B)	
Roles / Description	<i>PST5 observing, Mentor teacher observing, Advisor observing</i>	<i>All members (4 in total) discussing the lesson and revising the plan</i>	<i>PST6 observing, Mentor teacher observing, Advisor observing</i>	<i>All members (4 in total) reflecting on the whole process</i>

As seen in the timeline in Table 19, the first teaching by PST6 at Class 9A started at 11:00 and took 40 minutes. The second teaching took place at 12:30, an hour after the first teaching was completed. As seen in the table, the post-lesson discussion took place during the one hour left in between the teaching sessions.

Different from other cases, the two PSTs and the mentor did not suggest any revision to the lesson plan. PST5, in specific, wanted to continue with the same plan and expressed she was confident in it. This meeting is briefly described in the following sub-sections with excerpts.

Second teaching by PST5 took 40 minutes and it is described with snapshots from the observation notes, self and peer evaluation form answers in the following sub-sections. Finally, the group met again to reflect on the whole process altogether later that day for around 20 minutes. This meeting is described in the following sub-sections with excerpts from the transcriptions of the 16-minute voice recording.

First teaching (PST6 – Class 9A)

As previously illustrated in Table 19, PST6 taught for 40 minutes in the morning (at 9:20) on December 16, 2023. At High School B, lessons PSTs teach are organized in 40-minute teaching schedule. All group members (advisor, Mentor 2, PST6 and PST5) were present in the classroom. Advisor, PST5 and Mentor 2, sat down at the back of the classroom of 30 pupils before the teaching had started.

<p>Question 1: How effectively were you able to follow your lesson plan? (Did the lesson deviate from your plan or did you strictly adhere to the plan? Please explain in detail)</p> <p>I think I was able to follow my lesson plan. I didn't do anything that wasn't in the lesson plan. There was no extra situation that I could do outside of the lesson plan, so I taught in accordance with the lesson plan. The better the lesson plan is planned, the less problems there will be.</p>	<p>Question 4: How effective do you think your lesson was?</p> <p>I think that my lesson was effective. The students understood the topic and the activities. They answered the questions correctly. They guessed meanings of words correctly. While I was teaching vocabulary, I tried to teach with my gestures in terms of comprehension. I helped the students when they had difficulties. I think that helping students in the activity is very important.</p> <hr/> <p>Question 5: What was the most effective aspect of your lesson?</p> <p>I think the post activity part was the most effective part. They learned daily routine by asking questions each other. They tried to guess their daily routine and they interacted with each other. Activities like this are enjoyable for students and they might love. While they were doing the activity, they enjoyed it. In addition to that, I tried to correct their pronunciation mistakes.</p>
<p>1 📄 Self-evaluation form 👤 PST6</p>	<p>2 📄 Self-evaluation form 👤 PST6</p>

Figure 23. Two snapshots from PST6's practicum portfolio

The two snapshots in Figure 23 from PST6's practicum portfolio include three answers given to questions regarding her teaching experience. Snapshot 1 illustrates that she followed the lesson plan and she thought that the lesson went according to the plan. Snapshot 2, tops-side shows that she viewed her lesson effective and Snapshot 3 shows that she favored the post-teaching part as interaction among pupils was high during that part of her lesson.

<p>Warmup: What is nature – skipped No discussion about nature</p> <p>→ Directly moved on to presentation</p> <p>Mind map worked with good examples such as grass, valley, hill, waterfall, jungle (all given by Ss)</p> <p>1 Observation sheet Advisor (Notes for the warm-up activity)</p>	<p>a Pre-activity: Ss gave the Turkish word for each vocabulary item in the Presentation</p> <p>This could lead to students getting used to translating vocab every time they see it</p> <p>b While activity T played the audio again</p> <p>All Ss participated</p> <p>2 Observation sheet Advisor (Notes for pre and while-teaching)</p>	<p>a Post-activity Ss asked questions about what to do T had to explain in Turkish with 2 sentences</p> <p>Others also discussing what to do (4 minutes went by and Ss still couldn't understand what to do)</p> <p>b Evaluation: Ss answered daily routines, human in nature correctly</p> <p>3 Observation sheet Advisor (Notes for post-teaching and evaluation)</p>
<p>Question 1: How effective do you think the lesson was? (Please explain in detail)</p> <p>I think [redacted]'s lesson is quite effective and productive. At the beginning of the lesson, she collected the students' Ideas about the subject by making mind-maps to prepare them for the subject. Then, she effectively explained the ppt presentation we prepared to attract students' attention to the subject, so that the students already knew the words, so [redacted] did not have any difficulties.</p> <p>4 Peer-evaluation form PST5 (Written for PST6)</p>	<p>Question 10: If you were to teach the same lesson, what would you change?</p> <p>I would not change anything. The whole lesson was good, and the objectives of the lesson plan was perfect. She taught her lesson very well. In addition, I would insist on not returning to Turkish and would give different short examples.</p> <p>5 Peer-evaluation form PST5 (Written for PST6)</p>	

Figure 24. Snapshots from Advisor's PST5's documents

The five snapshots from two different document sin Figure 24 illustrate how I, the Advisor, and PST5 viewed the first teaching. As seen in **Snapshot 1**, PST6 used a mind map for eliciting answers in her warm-up activity. She used the mind map to reinforce the vocabulary items in her presentation (Pre-teaching activity in Table 18). In **Snapshot 4**, PST5 also thought the warm-up and pre-teaching part of the lesson was effective. **Snapshot 2** also shows high participation in the pre-teaching activity (a) and while-teaching activity; however, it was a significant note that the pupils in the classroom were fixated on the L1 (mother tongue) equivalent of each vocabulary item presented in the lesson (b). The same occasion regarding the use of mother tongue was noted down in post-teaching (**Snapshot 3, a**) as pupils could not understand instructions given before the activity. This observation was also made by PST5 and she noted down in her peer evaluation form that she would *insist* on not using Turkish and give short examples (**Snapshot 5**).

To conclude, the first teaching in Case 3 started at 11:00 and took 40 minutes. Although PST6 made small adjustments in the warm-up activity, she mostly adhered to the lesson plan. The PLS group thought that the lesson was effective, as reported in the observation sheets and evaluation forms.

Post-lesson discussion meeting

As seen previously seen in Table 19, there was a 40-minute break after the first teaching. Based on their observation notes, each member of the PLS group in Case 2 shared their opinions about the activities in the lesson plan and the

students' responses to them. They also offered suggestions for the second teaching that would take place in the afternoon. This subsection provides an overview of the meeting by utilizing observation notes taken during the lesson and voice recordings from the meeting.

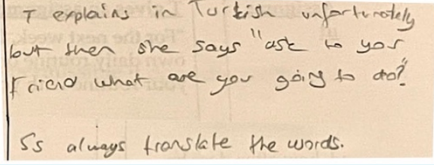
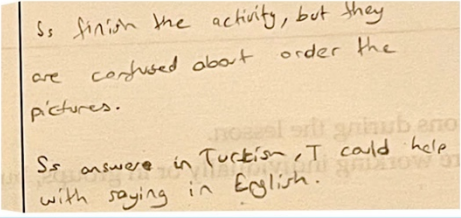
<p>Ss gave the Turkish word for each vocabulary item in the Presentation.</p> <p>Explaining the vocabulary items with text in presentation</p>	<p>This could lead to students getting used to translating vocab every time they see it.</p> <p>→ Maybe Ss could be encouraged to explain the meaning in English?</p> <p>Instead of reading from PPT, T could explain.</p>	<p>Ss asked questions about what to do T had to explain in Turkish with 2 sentences</p>	<p>Others were also discussing what to do (4 minutes went by and Ss still couldn't understand what to do)</p>
<p>1 Observation sheet Advisor (Notes for warm-up)</p>		<p>2 Observation sheet Advisor (Notes for post-teaching)</p>	
			
<p>3 Observation sheet PST5 (Notes for the while-teaching activity)</p>		<p>4 Observation sheet PST5 (Notes for the warm-up activity)</p>	

Figure 25. Snapshots from Advisor's and PST5's observation notes

During PST6's lesson, other members of the group took notes regarding the timing and procedures of each activity and noted down significant reactions of the pupils in the classroom, and they wrote down suggestions towards activities. As seen in Figure 25, **Snapshot 1**, the only significant suggestion towards the first teaching was to encourage the use of target language; English. As mentioned earlier in the Research section, pupils at High School B are accustomed to the use of Turkish in their classroom and in the first teaching, PST6 told pupils the Turkish equivalent of each vocabulary item she aimed to introduce as a part of the warm-up and pre-teaching activity. Although this was not planned, the pupils in the classroom immediately translate any new words they hear or see and it was included in Advisor's notes. Similarly, Snapshot 2 also shows that the pupils were confused and did not understand the instructions in the post-teaching activity. The **Snapshots 3 and 4**, show that PST5 also noted down these occasions where pupils answered in Turkish and she suggested that PST6 could help them say it (vocabulary items) in English.

After the first teaching, Advisor and the two PSTs started discussing the lesson in the school building. The school was crowded than usual as it was

the lunch time and Advisor and the two PSTs had to wait by the stairs. We verbally discussed how first teaching went, and by the time we could sit down, half an hour had already passed. Before we sat down for the post-lesson discussion, PST5 wanted a little time to first go over the plan, and then she stated that she did not want to make any changes to the plan:

[00:00:42 Advisor] ... Were there any points needed to be changed in your observation? Or did you just noted down what PST6 had done?

[00:00:46 PST5] Sir... there wasn't... I mean she could do something instead of translation...

[00:00:46 Advisor] Instead of translation.?

[00:00:48 PST5] She could have explained again.

[00:00:52 Advisor] Let me get it straight... I will also write down that we did not change anything. What do you mean by translate?

[00:00:54 PST5] Sir, when a pupil asked a question, she could have explained again in English, the instruction. She could give examples.

[00:01:01 Advisor] Alright... that's a little.. there was no translation in the plan, anyway...

[00:01:05 PST5] Exactly, yes.

[00:01:07 Advisor] I also wrote down what happened during the lesson generally, occasions... but it was good, I mean, the activities were very suitable. She made them listen three times...

The discussion started after PST5 took a look at the lesson plan for around five minutes and Advisor wanted to start with what she observed during the first teaching. Advisor noticed that her observation notes (Snapshots 2, 3, and 4, in Figure 25) were mainly based on pupil response and she had not suggested anything for activities. She stated at **00:46** that there was not any part that needed revision in the plan. She added, however, that instead of translation, there could be more explanation in English. This issue was also raised earlier before the audio recording started. Together with PST6 and PST5, we briefly discussed the use of Turkish in the classrooms and although PST6 thought it was fine, PST5 disagreed and defended that with a simpler language, pupils could understand instructions and reply in English. At **00:54** she explained that when pupils ask something in the lesson, instead of replying in Turkish, a teacher could explain in English, and if needed, it could be explained again in English. On some occasions, activity instructions given in English were not completely understood. For the post-teaching activity in

the first teaching, for example, almost all of PST5's and Advisor's observation notes (Figure 25) were related to the use of Turkish in the classroom. Subsequently, we discussed the same issue which posed a threat for the next lesson, too:

[00:01:21 Advisor] Alright, maybe the things in the presentation... you ask them about a word and they give an answer in Turkish.

[00:01:26 PST5] Uh huh.

[00:01:28 Advisor] I think those... those are the things that are up to you.

[00:01:30 PST5] I'll handle those, sir.

[00:01:32 Advisor] It's not like pupils in all classrooms translate... But if they do in that class, you may change that.

[00:01:39 PST5] There's nothing else. I'll take care of it.

[00:01:40 Advisor] For me too, I mostly noted down things... things related to how the lesson went.

At **01:21**, Advisor tried to bring up how pupils answered with the Turkish equivalent of each vocabulary item included in the presentation used in the pre-teaching activity. This was specifically noted down in Advisor's notes as seen in the Snapshot 1, Figure 25. PST5 agreed with the observation as she also took note of it in Snapshot in the same. She then stated that she could handle it, meaning she would not use Turkish in the second teaching. She was confident about her approach about not using Turkish and making her language simpler or explain again with more examples. We then converse with PST6:

[00:04:57 PST6] I think it went well.

[00:05:01 Advisor] What do you think about the lesson plan?

[00:05:03 PST6] I think I adhered to the plan, in terms of timing and such.

[00:05:07 Advisor] It was nice. But is there anything you would like to change about the plan?

[00:05:12 PST6] No sir, I would do the same if I was to do it again.

The last discussion described in the excerpt above clearly shows that PST6 was content with how her lesson went and adhered to the lesson plan. She added that she would not change anything in the plan, and teach it as it is if she was to teach again.

Second teaching (PST5 – Class 9B)

As illustrated previously in Table 19, PST5's lesson started at 14:20 and took place in class 9B, a similar classroom to 9A in terms of proficiency and number of pupils. Advisor, Mentor 2, and PST6 were present in the classroom throughout the 40-minute-long lesson. Together with the two other group members, we sat down at the back of the classroom

<p>Question 1: How effectively were you able to follow your lesson plan? (Did the lesson deviate from your plan or did you strictly adhere to the plan? Please explain in detail)</p> <p>First of all, my goal was to have students complete all the sections written in the lesson plan. Then, having been anxious at the beginning, I turned to a listening audio I almost forgot, and I think I've accomplished every goal I've written. Finally, I did not have time until the assignment part and I could not give homework, but I do not think that giving homework is a very important thing.</p> <p>1 📄 Self-evaluation form 👤 PST5</p>	<p>Question 4: How effective do you think was your lesson?</p> <p>I think the lesson is quite effective. Although I skipped the introduction a bit, the students understood my situation and tried to help me. I wrote some words in the Listening section on the board and explained them without translation with some acting and mimics. Moreover, students' participation in the lesson was quite high and this motivated me a lot.</p> <p>Question 5: What was the most effective aspect of your lesson?</p> <p>In my opinion, the most effective part of my lesson was the introduction and the pre part. I prepared the students for the subject with the mind-map activity I did at the entrance, I checked their background knowledge, and then I associated the students with the topic of the day with the presentation I prepared.</p> <p>2 📄 Self-evaluation form 👤 PST5</p>
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Figure 26. Two snapshots from PST5's documents.

Figure 26 above includes three answers regarding PST5's self-evaluation for her own teaching experience. Her answer to Question 1 in **Snapshot 1** illustrates that she started the lesson anxious and almost forgot which activity to start in the classroom. As the lesson unfolded, she had overcome the anxiety and as her answer shows, she thought she accomplished the goals of her lesson. The answers to Questions 4 and 5 in **Snapshot 2** also illustrate that she viewed her lesson as effective as she tried not to use Turkish (referred as translation in the answer) and tried to explain vocabulary items with acting and mimicking. She also thought that the participation was high, especially in the beginning and towards the end of the lesson.

<p>Nature mind map -> high participation</p> <p>Ss gave answers in English</p> <p>What is stream? (Akarsu, right?)</p> <p>Have you seen a waterfall? Where? -Ss gave answers in Eng.</p> <p>1 📄 Observation sheet 👤 Advisor (Notes for warm-up)</p>	<p>Which one is valley? Which one is waterfall? Ss- İkinci olan T- Second one</p> <p>T wrote examples on the board What do you do in summer? I swim, I eat ice cream (examples) Ss- she plays volleyball (from Ss)</p> <p>2 📄 Observation sheet 👤 Advisor (Notes for pre-teaching)</p>	<p>-T asked and Ss wanted to listen again</p> <p>T wrote mosquitoes, insect on the board What is mosquitoes? -canı T explained maybe you are scared from them, they fly- sink What about scenery? What is beautiful view - manzara</p> <p>Before listening, T asked what is can what is can't T gave answers in L1 (yapamamak)</p> <p>T gave correct answers, maybe they studied the book? T explained the words while asking them to guess the meaning.</p> <p>T give answers by only saying "can/can't" T too focused on translating</p> <p>3 📄 Observation sheet 👤 Advisor (Notes for the while-teaching activity)</p>
<p>Question 1: How effective do you think was the lesson? (Please explain in detail)</p> <p>I think the lesson was very effective. The students participated actively. Ss taught vocabulary greatly. While she was explaining vocabulary, she used her gestures. During warm-up, the students gave examples for mind map. She corrected students' pronunciation mistakes. She analyzed questions and answers of the activity in terms of vocabulary. She asked the students about the words and their meanings.</p> <p>4 📄 Peer-evaluation form 👤 PST6 (written for PST5)</p>	<p>Question 2: What do you think was the most effective part of the lesson?</p> <p>In the while activity stage, she gave clear instructions. At first, she wanted the students check the questions. She asked what the questions included and what was mentioning. Then, she played the audio. For comprehension and better understanding, she played one more time. After listening the audio, she checked their comprehension. I think this was the most effective part of the lesson.</p> <p>5 📄 Peer-evaluation form 👤 PST6 (written for PST5)</p>	

Figure 27. Snapshots from Advisor's and PST6's documents

The five snapshots in Figure 27 include Advisor's observations and comments and PST6's view towards the second teaching.

The **Snapshots 1-3** show high participation and they often gave answers in English. A few times in the second teaching, (Snapshot 3, left side) pupil gave the Turkish equivalent of vocabulary items, just as in the first teaching. In some instances (**Snapshot 1**) PST5 also used the Turkish equivalent of a word. These observations were specifically noted down as PST5 was confident about not using Turkish in the classroom during the post-lesson discussion which took place after the first teaching. Despite these two instances, the second teaching was successful in that regard. As the left side of **Snapshot 3** illustrates, she mostly used strategies in the target language, English to convey the meaning of the vocabulary items. However, when she had to remind a language structure (can / can't in **Snapshot 3**) she resorted in Turkish, as well. In her peer-evaluation form filled out for PST5's lesson, PST6 also thought that the lesson was effective based on her observations.

Final reflection meeting

After the second teaching, we wrapped up the day and arranged a meeting for the evening to conduct a final reflection meeting. This meeting was held following in the same day as the first and second teaching sessions. In contrast to the post-lesson discussion, the primary goal of this meeting was not limited to sharing perspectives and observation notes the lesson, but to reflect on the entire teaching and observing processes covered in the PLS procedures. In the beginning of the meeting, PST5 stated that she thought the first teaching was perfect, and she explained why:

[00:01:49 Advisor] Why do you think PST6's (lesson) was perfect?

[00:01:49 PST5] PST6 managed the timing. She did the Evaluation part, gave an assignment, if I remember correctly.

[00:01:53 Advisor] What do you think is the reason for that? For managing the timing correctly?

[00:02:04 PST5] The fact that pupils understood better and gave right answers. Mine didn't understand.

[00:02:07 Advisor] Their waiting time? I mean when a teacher asks a question and pupils wait for a long time to give answers?

[00:02:12 PST5] No, actually, for example... when PST6 gave instructions, they grasped right away. For example when she showed the slides, they gave answers faster. In mine, it was slower.

[00:02:24 Advisor] Why? Aren't they both 9th grade pupils?

[00:02:28 PST5] Actually, there is no difference between them but mine were a bit more hectic.

[00:02:31 Advisor] Hectic?

[00:02:31 PST5] Hectic, like, they wait a little to give the right answer. So that the answer is not wrong. That's why they wait, and it made the lesson slower, but there was nothing I could do for it.

PST5 explained that pupil understood the activities and their responses were quicker in first teaching and this made the lesson better. She further explained that this was due to the fact that pupils in her lesson were *hectic* as in they were extra cautious about making mistakes and that is why the activities took more time.

In the post-lesson discussion meeting, both PSTs thought the lesson plan did not need any revisions. The meeting was also shorter than the other cases, and Advisor wanted to inquire more about their thoughts on the lesson plan to see if their views had changed:

[00:06:35 Advisor] Well, if you wanted to make a comment on the lesson plan, now?

[00:06:39 PST5] I think we prepared the lesson very well. I do not think there's any mistake since we based it on the book, and our activities were appropriate for the unit. I mean, pupils could understand them but I can make the comment that, maybe... we could give more detail in the instructions of the last activity.

[00:06:58 Advisor] Which activity is that?

[00:06:59 PST5] The one with guessing true and false...

[00:07:04 Advisor] Post-activity?

[00:07:06 PST5] Exactly.

PST5's answer at **minute 6** was the same as her previous view. She still had the plan was perfect and she would not prefer to change it. She mentioned, however, that the post-teaching activity could be improved:

[00:08:04 PST5] I would include two yes and two no (examples). I realized this after the lesson... PST6's lesson.

[00:08:09 Advisor] But you said there was no need for a change when we discussed? Did you think it didn't need to change in the plan? Did you plan to do it by memory?

[00:08:15 PST5] Sir, it wasn't necessary. I would write the same here (the lesson plan). I didn't need to write it down here, but if I had the time I would definitely do it like that.

As the sentence at **minute 8** shows, PST5 thought that two more examples for the post-activity could improve the instruction for the activity. This comment was not different than her previous stance as she emphasized that instead of using Turkish in the classroom, explaining something more than once in English could work better. Advisor also wanted to know why she did not mention this idea in the post-lesson discussion. Her comment at **08:15** showed that she thought this idea did not need to be written down in the plan, she could do it by memory. We continued reflecting on the second teaching:

[00:11:33 PST5] The lesson plan was entirely suitable for nine graders... and activities were suitable for nine graders. Short and simple, there wasn't anything they couldn't understand.

...

[00:12:07 Advisor] Do you think there was a difference in classroom profile?

[00:12:10 PST5] Normally, there isn't. If you weren't there, they would be more...

[00:12:15 Advisor] Did my being there change something?

[00:12:16 PST5] They were nervous, as they told me. They said they didn't want me to get a bad grade... They tried to participate but they were nervous about making a mistake and abstained (from giving an answer). It was something caused on their part as well, but I couldn't say anything since they tried their best.

[00:12:33 Advisor] Do you think this affected (the lesson) badly?

[00:12:34 PST5] Noo, it didn't affect it badly. But they... I liked that they tried their best for me.. but it wasn't bad. I don't think there was a problem.

[00:12:43 Advisor] And when you look back?

[00:12:45 PST5] I would do the same, again.

In the dialogue above, PST5 defended her previous view that the lesson plan was as suitable as possible for their classrooms. She also mentioned that the only problem was that some pupil answers were incorrect and she thought this was related to the advisor, being in the classroom. As PST5 explained, pupils knew she was being observed, they didn't want to make mistakes and abstained from giving answers. She explained that this was not a bad thing

and she was happy that the pupils tried to support her. Later, Advisor wanted to know how PST6 felt about what we discussed:

00:13:34 Advisor] Alright, you two prepared the lesson together... Wasn't there any problem?

[00:13:40 PST6] I think there wasn't any (problem), sir.

[00:13:41 Advisor]... Why do you think it's this perfect? What do you think you have done to make it this perfect?

[00:13:58 PST6] I think it's because we know the classroom, and that's why we didn't have any problems. Because we created the activities appropriate for the class, the flow of the lesson was smooth. We based it on the book, the last activity was different a little, they had a little problem understanding it but when I went near them and helped them, that was solved.

[00:14:26 Advisor] Alright, after you taught, we had little time. If we had more time do you think anything would change? I mean... were there things you wanted to discuss in the day like 'this can actually change'?

[00:14:38 PST6] Maybe... we could add speaking and such.

[00:14:40 Advisor] Did you think of this then, and decided not to say?

[00:14:49 PST6] No, sir. Let me put it this way... I hesitated since pupils had problem with speaking, that's why I didn't feel like getting them to do that.

As the dialogue above illustrates, PST6 was also content with how the lesson plan worked out. She agreed that the lesson plan was suitable and the reason behind the success was due to the fact that they knew the classroom. She added that perhaps a speaking activity could be added; however, this was not something she thought during the post-lesson discussion, it was an idea that she thought during the final reflection meeting. We concluded the meeting after final remarks and comments were shared by each member.

Sharing the PLS experience

Similar to the other cases, the PSTs in Case 3 also wrote a blog post to share their PLS experience. This post was published on PLS website (practicumlessonstudy.com) which was specifically created for the research. In these posts, the PSTs used their reflections to narrate their experience. These posts were also shared with other PSTs at the ELT undergraduate program at their university.

4.1.4. Case 4 (PST7 & PST8)

In Case 4, the two PSTs, PST7 and PST8 paired together and worked with their mentor teacher and advisor. They have been attending practicum at High School A for 8 weeks before conducting PLS. Just as in Case 1, the two PSTs in this case have also been mostly observing their mentor teacher during their practicum, but they taught more than once before PLS. The same classes in Case 1; 9A and 9B were included in PLS. More organizational details are given in Table 20 and Table 22 in the following pages.

The first column in Table 20 below include the 7 stages in the original PLS Guidebook shared with the PSTs during the training phase of PLS. Although the guidebook included 8 stages, all PSTs studied and planned simultaneously in all cases. The following sub-sections include description for each of these stages.

Table 20. PLS Stages Followed in Case 4

PLS Stages in Case 4	Roles of the members	Duration	Timing
Preparing for PLS	The two PSTs verbally agreed on a schedule	-	a week before the first teaching
Examining the curriculum and planning the lesson	The two PSTs studied the curriculum and planned the lesson simultaneously	90 minutes (online)	a day before the first teaching
First teaching (PST7 – Class 9B)	PST7 taught while the other members observed	80 minutes (40'+40')	started at 08:30, on December 20, 2022
Post-lesson discussion	All members (PSTs, mentor teacher, and advisor) discussed the plan together	55 minutes	immediately after the first teaching
Second teaching (PST8 – Class 9A)	PST8 taught while the other members observed	80 minutes (40'+40')	started at 14:20 on the same day
Final reflection meeting	All members discussed the plan and lesson again, and finalized their meeting	35 minutes	immediately after the second teaching
Sharing the PLS experience	The two PSTs produced a blog post to share their experience with others	-	at the end of the term

Preparing for PLS

The first row in Table 20, Preparing for PLS included steps such as arranging the logistics of PLS and creating the habit of keeping track of the PLS journey by means of keeping a journal and recording meetings. In the first edition of the PLS Guidebook shared with the PSTs, they were allowed to work in their own pace since the main aim of this stage was to inform and remind the PSTs about the teaching and reflecting processes in the stages ahead. Just as Case 1, the two PSTs PST7 and PST8 picked the classes 9B and 9A and confirmed that the stages of PLS could be followed in these classes, again. As seen in the first row, last column of Table 20; the PSTs PST7 and PST8 who taught in Case 4 verbally discussed their agenda a week before the first teaching. Similar to Case 1, their preparation was only limited to verbally agreeing to meet on a Zoom call online.

Examining the curriculum and planning the lesson

The second row of Table 20 includes the stage for examining and planning for the lesson. The PLS Guidebook shared with PSTs suggested that they study the curriculum, review the goals and objectives that have already been included in the official documents and choose the aims and objectives before creating lesson a plan. Nonetheless, as previously indicated in Table 20, the two PSTs viewed these two phases as a single, integrated stage during which they concurrently planned and investigated, just as Case 1. They both organized their lesson and reviewed the curriculum and objectives on a 90-minute Zoom meeting

As seen in the two snapshots included in the Figure 28 below, the two PSTs PST7 and PST8 held an online meeting. The Zoom meetings took 90 minutes in total and in contrast to the procedures advised in the PLS guidebook, they had not confirmed the plan with their mentor teacher or the advisor prior to first teaching. Nonetheless, the mentor teacher had already given them a worksheet (top side of Figure 28) to work with and told them which specific unit of the coursebook they could use in the lesson. The two PSTs studied this materials on a Zoom meeting (sample snapshots included in the next figure).

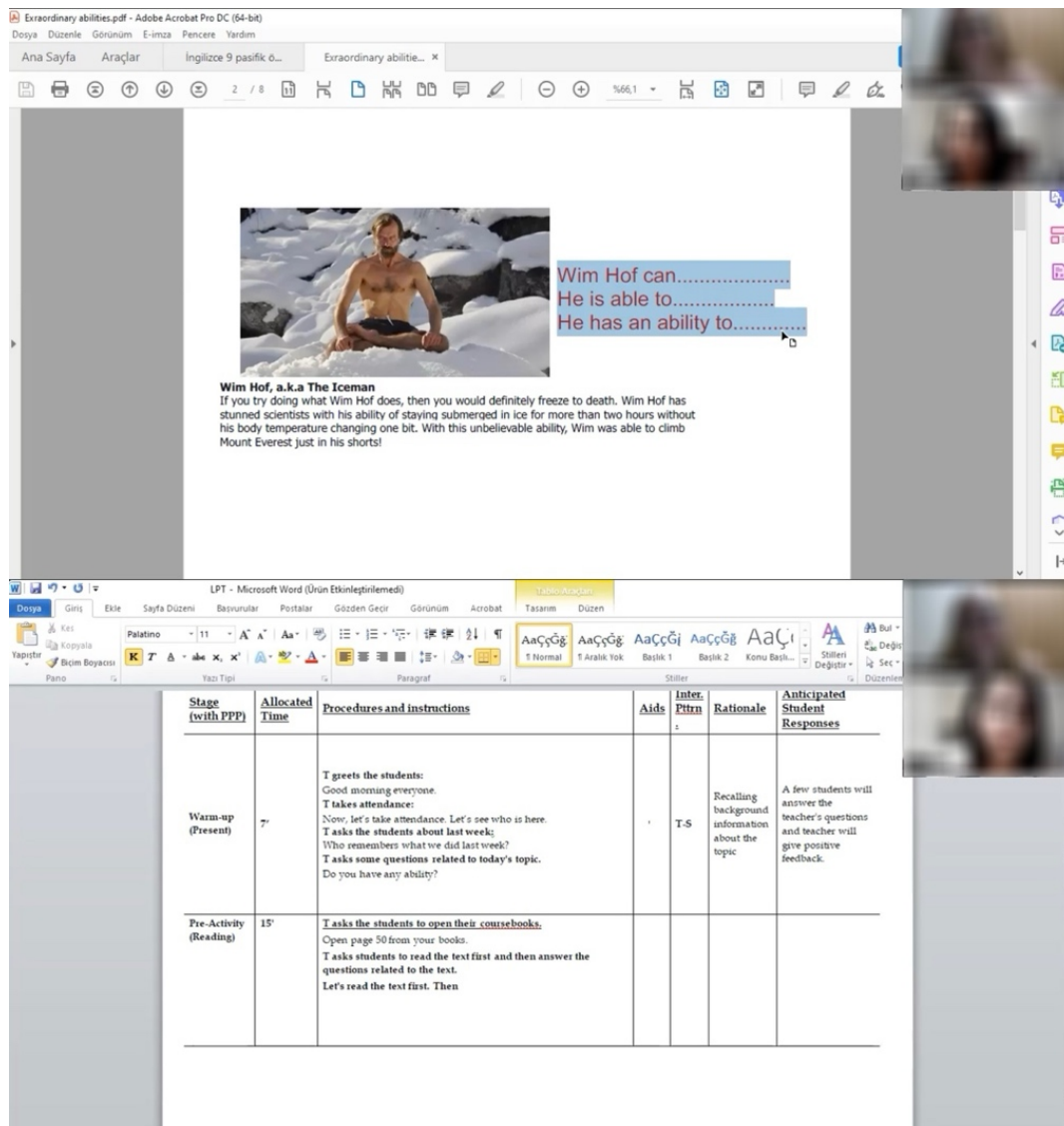


Figure 28. Snapshots from the Zoom meeting

Table 21 below includes a scaled-down version of the original lesson plan which has a significantly lengthier layout, is given in this chapter. The two PSTs created a lesson plan based on the English 9 textbook released by Ministry of National Education in Türkiye. At state schools in Türkiye, English teachers use coursebooks published by the ministry, which include online interactive supplementary books. In Case 4, the two PSTs made use of the supplementary book titled 'Skills-based Activity Book' and created a new lesson plan based on the activities included in this book (MoNE, 2023a). In addition, they also added a reading comprehension activity to the first while-

teaching activity. This reading text, which included photographs of people with unusual abilities such as enduring cold weather, was given to PSTs by the mentor teacher.

Table 21. Lesson Plan used in Case 4 (Scaled-down)

Lesson Title	Human in Nature	PSTs	PST7 & PST8	Duration	80 minutes
Objectives	<p>By the end of the lesson, students will be able to;</p> <ul style="list-style-type: none"> -express their abilities by using can/be able to/ have-has an ability to ... structure in sentence. -cite what they heard from the audio in fill-in the blanks task. -develop their own superhero and write about it by using can/be able to/have-has an ability to... structure. 				
Stage	Time	Type of Activity	Procedures	Anticipated Student Response	
Warm-up activity	5'	Short discussion	1-T greets the Ss 2-T asks questions about Ss' abilities	A few students will answer the teacher's questions and teacher will give positive feedback.	
Pre-teaching activity	15'	Reading comprehension	1-T asks students to read the text (individual reading first, and then reading out loud one by one) on the coursebook 2-T asks Ss to complete the True False items	The students that the teacher chose randomly will answer the questions. If they can't teacher helps them.	
While-teaching activity	20'	Lecturing, reading comprehension, & drill	1-T explains the language structures; 'can/be able to/have-has an ability to...' with a few examples 2-T asks Ss to read texts and discuss pictures illustrating unusual abilities 3-T does question-answer activity by using drills (between Ss)	The students ask questions and answers to one another.	
While-teaching activity 2	20'	Listening comprehension	T plays an audio track about the job of a zookeeper (three times for three different purposes) and complete the questions in the coursebook	The students listen the audio carefully and try to complete all the activities.	
Post-teaching activity	15'	Writing	T asks students to create a super hero by writing sentences with the language structures in the objectives	The students try to tell what they have learned.	
Evaluation	5'	Lecturing	T summarizes the lesson and gives examples about herself	The students try to tell what they have learned.	
Assignment	-	-	T asks Ss to look for a person with unusual ability and write a paragraph about that person		
Contingency Activity	-	-			

Table 22. Timeline of Teaching, Discussing and Reflecting in Case 4

Title	Human in Nature							
Date	December 20, 2022, Tuesday (two lessons in one day)							
School	High School A (Classes 9B and 9A)							
Hour	8:30-9:10 (40')	Recess (10')	9:30-10:00 (40')	Post-lesson discussion meeting	14:20-15:00 (40')	Recess (10')	15:10-15:50 (40')	Final reflection meeting
Stages for teaching and reflecting	First teaching (PST7 – Class 9B)				Second teaching (PST8 – Class 9A)			
Roles / Description	PST8 observing, Mentor teacher observing, Advisor observing		All members (4 in total) discussing the lesson and revising the plan		PST7 observing, Mentor teacher observing, Advisor observing			All members (4 in total) reflecting on the whole process

As seen in Table 22, PST7 taught in the morning at Class 9B while PST8, Advisor, and Mentor 2 observed the lesson. PST7’s teaching is described in the following sub-section with snapshots from Advisor’s observation notes, PST8’s self-evaluation form and PST7’s peer-evaluation forms.

After the first teaching, all members of the group came together to discuss the lesson plan by looking at their observation notes and how pupils responded to each activity. Then, the group suggested revisions to the activities, if necessary. This post-lesson discussion meeting was conducted during the 4 hour period before the second teaching. This

meeting took around an hour and excerpts from voice recording of the meeting was used to describe it. Then, PST8 taught in the afternoon at Class 9A while other group members observed.

Finally, we reflected on the whole process before wrapping up the day. This meeting took half an hour and excerpts from the voice recording were used to describe the meeting. The following sub-sections expand these stages.

First teaching (PST7 – Class 9B)

As previously seen in Table 22, PST7 taught for 80 minutes in the morning on December 20, 2023. At High School A, PSTs organized a schedule to teach for 80 minutes with a 10-minute break.

All other group members (Advisor, Mentor 1, and PST8) were also present at the classroom of 30 high school pupils. The snapshots from multiple documents included in the following two figures illustrate how the first teaching went.





<p>Question 1: How effectively were you able to follow your lesson plan? (Did the lesson deviate from your plan or did you strictly adhere to the plan? Please explain in detail)</p> <p>I believe, I followed my lesson plan orderly but I do not think that I could manage the time. For instance, I planned to complete the warm up part in 5 minutes but in my teaching, it lasted 8 minutes other than that in my lesson plan I thought that While activity part will last 20 minutes but just drill part took nearly 20 minutes. And I forgot to ask the warm up question which is about ability. In pre-activity part I skipped to choose a few students randomly and ask them to read the text aloud. Except for these mistakes I followed my lesson plan.</p>	<p>Question 4: How effective do you think your lesson was?</p> <p>In the way of language use my lesson was effective because, each student made drill so, everyone in the lesson said something. The students tried to participate the lesson with the help of the well -designed integrator activities as in the while part, in the listening activity, students were able to fulfill the blanks and <u>reply</u> the questions. For this reason, from my point of view, my lesson was quite effective.</p>
<p>1  Self-evaluation form  PST7</p>	<p>2  Self-evaluation form  PST7</p>

Figure 29. Snapshots from PST7's self-evaluation form.

As seen in the two snapshots included in Figure 29, PST7 thought her lesson was effective. These snapshots were taken from PST7's practicum portfolio which includes the self-evaluation form consisting of 10 questions related to the lesson she taught. PST7's answer to the first question in **Snapshot 1** show that she followed the lesson plan even though she had issues with managing the timing.

The **Snapshot 2** includes answers to the questions. As seen in the two answers, PST7 thought her lesson was effective as she made sure that each pupil participated in the drill activity and she could see that their answers were mostly correct. She also added that the drill took longer than she anticipated and this was the reason she could not adjust the timing of her lesson.

Figure 30 below includes snapshots from PST8's peer-evaluation form submitted in her portfolio. The snapshots illustrate how PST8, who observed PST7's lesson during the first teaching viewed the first lesson.

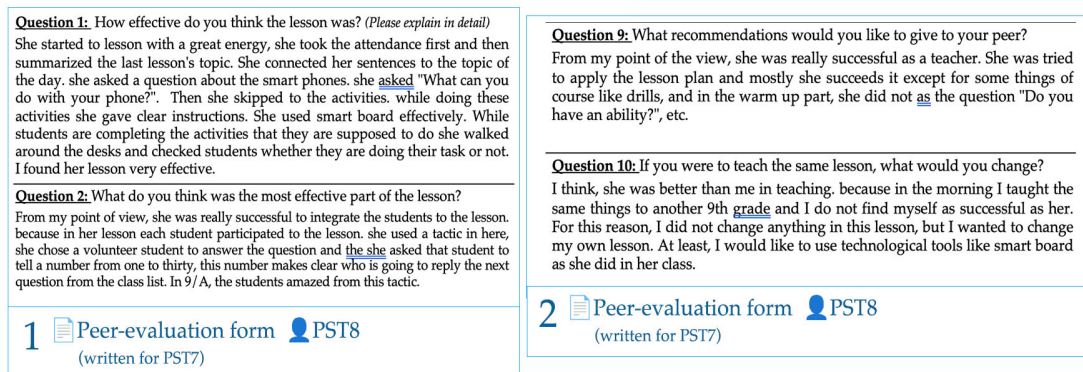


Figure 30. Snapshots PST8's documents.

Snapshot 1 includes two answers showing that she thought the first lesson was very effective and successful. The first answer describes some activities in the lesson and the second answer shows that PST7 could integrate the pupils in the lesson and PST8 observed that choosing volunteers randomly worked out well in her lesson.

Snapshot 2 also includes two answers. The answer to Question 9 illustrates that although she missed a few minor procedures, PST8 thought that the first teaching was really successful. Answer to Question 10 adds to the previous answer that the lesson was successfully.

In short, PST7's lesson started at 8:30 and finished at 10:00. While PST7 was teaching, other members of the group took notes on the Observation Sheet made for the lesson. The members in the PLS in Case 4 thought that the lesson was successful and effective.

Although PST7 tried to follow the lesson plan, some minor procedures were skipped, and some activities took longer than she anticipated. There was no time for the post-teaching activity and evaluation part of the lesson as the second while-teaching activity took longer than anticipated.

The reason for this mismatch in timing of the activities was the power cuts during the lesson. The electricity in the school building went down twice during PST7's lesson and she read the transcription of the listening track instead of playing it on the computer and by the time she was done with the text, the lesson was over.

Post-lesson discussion meeting

As seen in Table 22 in the previous pages, the 4-hour break after PST7's lesson allowed the PLS group to conduct the post-lesson discussion meeting. The meeting began with a small self-reflection by PST7 as he explained how he felt about the lesson and pupil reaction, then we went over each activity one by one as a group. This meeting is described in this sub-section with snapshots from observation notes taken during the first teaching, and excerpts from the voice recording of the meeting. Additional snapshots from the lesson plan and the work sheet used in the lesson are also presented in some excerpts in this sub-section.

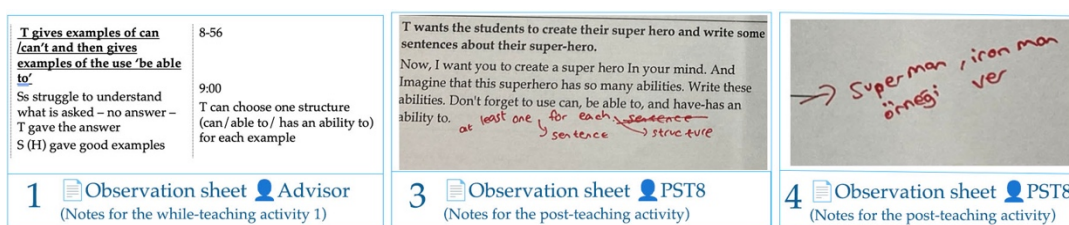


Figure 31. Snapshots from multiple documents in first teaching

Figure 31 above includes three snapshots from observation notes taken during the first teaching. **Snapshot 1** includes notes taken for the while-teaching activity in the lesson plan (see Table 21). The notes for this activity include a suggestion to give examples for each language structure included in the lesson plan. During the first teaching, PST7's example sentences were only limited to 'can' and 'be able to' and this issue was raised later in the post-lesson discussion at minute 1:56. It was also a significant note that pupils struggled to understand the reading activity which included photographs and a paragraph about unusual abilities, (While-activity 1 in Table 21) which was also brought up during the post-lesson discussion. Snapshot 2 and Snapshot 3 include notes taken by PST8. In these notes, PST8 wrote suggestions for herself. In **Snapshot 2**, she wanted to remind herself to give at least one example sentence for each structure. The note in **Snapshot 3**, for example, is an idea to *give examples of superman and ironman* noted down to use it in the second teaching.

The post-lesson discussion was not limited to these notes in Figure 31 and many other topics were brought up by each member in the PLS group in Case

4. Just after the first teaching was finished, we started talking about how unfortunate it was that electricity went down during the listening activity and that is why she could not complete the post-activity which they were eager to do in this classroom:

[00:00:00 PST7] We thought about doing something with super heroes. Then, we thought maybe not everyone watches movies...

[00:00:06 Advisor] I think they do. These are children, they must know examples of super heroes, I think. Maybe in the beginning... There could be (a question): "Which super heroes do you like?" ... think of it like a warm-up to the activity, and if they give examples, then from these examples...

[00:00:26 PST7] Aah, right. "What are their abilities?"

[00:00:29 Advisor] "What is iron man able to do" for example.. "What can iron man do?"

[00:00:34 PST8] If I asked these... I even do not know (the answer).

[00:00:36 Advisor] Well, ask. You're asking to learn and even if you knew, you could pretend you don't know and tell them to explain... that's the advantage of not knowing. I actually liked the post-activity. There was no time for it, if there was time...

The post-teaching activity planned for the lesson was about super heroes and due to unfortunate problem in electricity of the building, there was no time for this activity. Another reason for the mismanagement in timing was because the drill activity took long, as we discussed why:

[00:00:53 PST8] The drill took long, in my opinion. I mean, making each student do the activity took long.

[00:01:01 PST7] Mentor 1 also said the same thing, but I thought about it this way, only two specific pupil took longer to complete it.

[00:01:07 Advisor] Why was drill added? I'm curious about that. Was the rationale for it written (in the plan)?

[00:01:20 PST8] The reason we added (the drill) is that Mentor 1 does it frequently.

[00:01:21 PST7] Yes, he recommends it a lot and I made all pupils talk in that activity.

The dialogue above shows that both PSTs thought the drill took longer than they originally wanted. At 1:01, Advisor inquires about the rationale behind adding such an activity, and both PSTs stated that they observed their mentor do such drill activities in the past and it worked well before. Even though it

took longer than they anticipated, PST7 showed contentment at the end as she made sure all pupils participated and Advisor continued to inquire about her view towards the activity:

[00:01:27 Advisor] Yes and... was there an aim to increase participation?

[00:01:30 PST7] Yes, yes, there was.

[00:01:31 Advisor] Do you think it worked? Did participation increase when you did that?

[00:01:34 PST7] I think of it this way... Yes, everyone participated and I thought they understood 'have an ability to' and 'be able to' better after the first hour. That's because it was disorganized in the first hour. As Mentor 2 said, 'Can' was written on one side of the board and 'I'm able to' on the other side; it was confusing.

[00:01:56 Advisor] And there was a misunderstanding in the activity at first. I couldn't understand in the beginning, either. There were three structures, a sentence, and do they have to create the same sentence with three structures or different (sentences)? For instance... ... Three original sentences for each or three of them altogether, you may decide on that. Perhaps if you convey what you want from the pupils accurately, then they know what they ought to do.

[00:02:34 PST7] Clear instruction /laughter/

As PST7 explained at 1:34, she was satisfied with how all pupils participated, and it was especially important that she reinforced that the two language structures included in the lesson's objectives were understood. During the 10-minute recess after the first hour (after the first 40 minutes) Mentor 2 gave PST7 feedback. In his feedback, he told her that the organization of the board was a little confusing and PST7 mentions this feedback at 1:34 and connects this feedback with why she wanted to make sure all pupils understood the use of the language structures in the lesson plan.

Then, Advisor raised an issue he observed in his notes that pupils were confused about the instruction of an activity where they were asked to create sentences by using the language structures. Some pupils gave only one example with a language structure they chose (by using 'can' only, for example) and another pupil gave an example by using all three structures in three different sentences. PST7, then, agrees with Advisor's statement by enunciating the importance of giving *clear instructions* before conducting an activity in the classroom (at 2:34).

[00:12:19 Advisor] Well, I found your listening better. I mean better than the dull robotic listening thing... yours was better. You can also think about that for the future, I mean, I don't know if you do that sort of material development.

[00:12:43 PST7] Mmm... Sometimes the sound from devices can be muffled.

[00:12:50 Advisor] Yes and I don't know how much that person in that (listening track) can convey it. That zookeeper was obviously... not enthusiastic about his job.

[00:13:04 PST7] Enthusiastic... that was the word I couldn't explain in anyway. Yes, I know it but I couldn't explain it.

[00:13:09 Advisor] It's a hard, abstract word. Yes.

[00:13:12 PST7] I couldn't think of a way to explain it. Very difficult. Yes.

[00:13:17 Advisor] I don't see any problem in giving the Turkish equivalent in this sort of thing, you cannot make everything a tabu in this regard. How would you explain the word enthusiastic? Well, nice answers came, actually. They said curious... like interested.

[00:13:55 PST7] Well... it was a last minute thing, but...

[00:14:00 Advisor] It was not last minute, it was very well. In the future, there will be a more general plan. I mean... does your mentor teacher bring a plan for his lessons? But for now, it is important for you. That's because you need to show what you have done to your surrounding; you need to show it to the department and faculty. You get grades, at the end of the day, and we need to give you grades.

[00:14:33 PST7] Yes we are in the process of learning and developing. We definitely need to get feedback from these.

[00:14:40 Advisor] You need to, and then you will leave these (plans). Just like how you learn to ride a bicycle and need one or two extra (tyres). Just like those, these will be gone, you shouldn't worry much about them but for now, the more prepared you are, the better, I think...

In the second while-teaching activity (see Table 21) a listening track was used as the material; however, this audio could only be played once before the electricity in the building went down. After that, PST7 read the transcription of the track out loud to conduct the listening activity. At 12:19 Advisor began a discussion by stating that the original zookeeper voice was 'robotic' while saying he was enthusiastic about his job, and PST7 actually acted out the word *enthusiastic* while reading the text. Then, one pupil in the classroom asked the meaning of the word enthusiastic. PST7 tried to explain the word with context from how she loves her job and a pupil said "Oh, curious, like interested!"

before she told the class the Turkish equivalent of the word. For this incident, PST7 showed remorse and stated that it was a last minute thing when she explained the meaning of the word.

Often times, as a part of the lesson plan in Anticipated Student Response, the PSTs include a vocabulary teaching plan in their activities in case an unknown word is asked by the classroom. PST7 referred here and stated that it was a last minute resort as she did not prepare for such vocabulary explanation. To that, Advisor then explained that as they gain experience, they will become less and less dependent on a lesson plan in the future. Our discussion then continued with the first while-teaching activity:

[00:22:47 Advisor] What do you think the pupil response will be here? The waiting time was high here. You can also read this so that they will understand. What do we have here... for example "He pulled a seven coach train with a steel rope" that's an ability... "He is able to pull a seven coach train with a steel rope".

[00:23:42 PST7] She can just directly say in short; "he is able to pull the train with the rope".

[00:23:49 Advisor] It gets difficult to understand that they need to do that. The pupil needs to be original and creative.

[00:23:56 PST8] Sir, if I explain the picture, like, set up with the picture first, it will be easier for them to guess, I think.

[00:24:03 Advisor] Aaah. Right, for example "What is he doing?", "He is pulling the train".

[00:24:11 PST8] Yes, like... "What does he have in his mouth?"

[00:24:12 PST7] Yes.

[00:24:16 Advisor] Yes it will be nice if they could do that. Then, they will have a thing to use in the next activities, too. It will be an example and there will be a nice advancement if they could understand what they are asked to do a little better.

[00:24:31 PST7] Clear instruction /laughter/

The first while-teaching activity (see Table 21) includes several people with unusual abilities and their pictures and descriptive texts were used as the material in the activity. PST7, in the first teaching, showed the pictures and texts together in the classroom and asked the pupils to tell her what the text was about. When she asked the class about the topic seen in the picture and read in the text, pupils waited for over a minute to articulate a few words. The reason for the waiting was that some pupils had already started reading the

text below the picture. PST7, then, struggled a little to continue with the activity as pupils could not understand if they were asked to read the text or talk about the pictures. Another reason for the waiting time of the pupils was that the sentences in the text were too complex (the last sentence at 22:47) and pupils needed to be prepared for the activity, with, for example a small discussion of the pictures.

At 23:42 PST7 suggested that a simpler phrase could be said in the activity and Advisor replied at 23:49 that it gets difficult to understand the activity before PST8 suggests that the pupils can focus on the pictures first and a discussing could be started to smoothly transition into the reading text afterwards. With this idea, we agree that pupils would easily understand what they are asked to do and PST7 at the end (at 24:31) reminded us of the importance of clear instruction. This was the second time PST7 highlighted this issue and we continued how important it is to explain pupils what we ask from them as teachers:

[00:24:33 Advisor] Oh but, how important clear instruction is... not only in verbal way... like when you give an example, that was a nice clear instruction, when you do that, it will get even better. That's why it is great that you think of the instructions, that's a nice improvement. Like you said, photographs could help. I mean, we have a picture and a text here. They can form sentences even without the text.

[00:25:00 PST7] I agree.

[00:25:03 Advisor] The texts could even be confusing, but let's keep them.

[00:25:05 PST7] It is more confusing, yes.

[00:25:08 Advisor] Yes, because it shifts the focus. For example, I think they focused more on the text. That's because, to create a sentence, it gets mechanical. In some activities, pupils focus on the answer; "what will I write, what will I say?"... Because for them, that's what is important. But then creativity is left out. (They think) "What should I do? I should get what is written there (on the board) and write it down, then I should convert it in the language structure that is asked from me, and then say it".

[00:25:34 PST8] Yes, someone told me that they didn't know what to write down in my lesson.

[00:25:39 PST7] Oh yes, the one on the right.

At minute 24, Advisor emphasized that giving instruction for the activities is crucial, just as PST7 pointed out. Advisor also explained that using instead of

using pictures and texts at the same time, showing pictures first and asking pupils to describe the pictures could work out well. Advisor explained that focusing on the text and lecturing about language structures could confuse pupils, and as PST8 and PST7 agreed, it may lead to pupils giving answers in a mechanical matter without creativity. Then we discussed how the activity could be improved:

[00:25:40 Advisor] Without any text... you said you wanted to show the pictures. Maybe ask them to create one sentence, as an example.

[00:25:49 PST8] Hmm. What is he able to do?

[00:25:51 Advisor] Very good. They will create a sentence. Maybe you could provide creativity there.

[00:25:57 PST7] You could do that, for example you could say "What do you think about this picture?", "What is he able to do?", then you get answers and say "Let's see...", have them read it and then "He is able to..." and such, then move on. It is more logical this way.

[00:26:10 PST8] For these, I want them... I think giving them time to read by themselves takes a lot of them. That's because some of them starts from the beginning and some start from the end. I'm thinking of having them read it out loud.

[00:26:22 Advisor] That could work, I think it will be an improvement.

[00:26:26 PST7] Yes, that would even be better because I mixed up what I should do or have them do at this point and wanted them to just say it and then be done with it. I was going to faint.

[00:26:37 Advisor] It is difficult... It's difficult to conduct the activity that way. Yes, I mean... it is already hard to tell them what you want them to do. In all ways... You're doing it in a foreign language and they listen to it in a foreign language, it gets harder. That's why, the simpler, the better. Simple is actually without words, with image, that's the simplest.

[00:26:56 PST7] I agree.

[00:26:58 Advisor] It may go well with one or two examples, like... when you ask, if they cannot answer, you should do it yourself with an example. It could be a small example, just to start. You can figure out on your own what you can say about this photograph.

At minute 25, we agree that showing pictures first and asking pupils to create sentence would improve the flow of the activity. Then, PST8, at minute 26, stated that she wanted pupils to read sentences out loud. To PST8's idea, PST7 responded that it would be better to have pupils read aloud since she struggled with the instructions of the activity. Then, Advisor reminded them

that simpler instructions work better, especially with the help of images. We continued to discuss the other activities in the plan:

[00:31:51 Advisor] ... Then we have the drill.

[00:32:43 PST8] I want to make it small. By choosing six pupils and saying "You ask this to that person".

[00:33:00 Advisor] For example, PST7, you made all pupils participate here, right?

[00:33:04 PST7] Yes, I made the whole classroom do it.

[00:33:05 Advisor] Why?

[00:33:05 PST7] The reason I did that was... I got a little upset with them.

[00:33:10 Advisor] What do you mean?

[00:33:11 PST7] Well, sir, they wouldn't participate. I said "Is there anyone who wants to share", and they won't answer. The two pupils on the front participate, and the one with blue sweatshirt participates sometimes...

[00:33:22 Advisor] Why do you think that is?

[00:33:24 PST7] I don't know... it may be me. I don't think they don't know (the answer). It could be my energy, as it is the first two lessons in the morning...

Previously in the discussions (at 1:34), PST7 explained that she wanted all pupils to participate in the drill activity, which was not the initial aim. Then, PST8 stated that she wanted to keep it shorter with the participation of six pupils in the class.

PST7 then explained that the reason she made all pupils participate was also related to low participation in the previous hour of the lesson (8:30-9:10 AM, as seen in Table 22). She added that pupils were reluctant to give answer or participate in the activities and she wanted to use the drill activity (pupils ask each other about their abilities) to boost participation. We then discussed the listening activity:

[00:40:23 Advisor] Do you have any thoughts about the while-activity?

[00:40:26 PST8] Now, here, they will listen once in order to understand which days they work. I think once is enough for this. In the second time... here, I think this is an activity that can be completed after listening twice since there is something else here and I would need to play five times, then.

[00:41:03 Advisor] I think you can do it this way... before listening, tell them to focus on the days. In the second time, focus on the times. In the third, what is being asked? Then the focus will be gone, you can say... how often or how much. They will need to pay attention to all.

[00:41:34 PST8] But they will understand after listening to it three times. I think it will be enough to make them listen once here.

It was previously discussed during the meeting that due to the unfortunate power cuts in the building, members of the PLS group could not observe the planned procedures for the listening activity as the listening task was read aloud by PST7, not played on the computer.

PST8, then stated that she anticipated that playing the audio three times would be sufficient. Advisor reminded at minute 41 that, before playing the audio, she could tell pupils to focus on a specific objective while listening. Then, we discussed the post-teaching activity which was left out during the first teaching:

[00:47:21 Advisor] Is there anything you would like to add to the post-activity?

[00:47:25 PST8] I will tell them... imagine a superhero in your mind. Write the hero's abilities by using these structures.

[00:47:37 Advisor] Do you think it would be hard for them to create a superhero from scratch?

[00:47:40 PST8] I'll say... "Do you have a favorite superhero?", if not, create one yourself.

[00:47:55 PST7] You may give your own example; "My superhero is a woman and she can read people's minds, now create your own superhero and talk about his or her abilities, and don't forget to use can and be able to".

[00:48:13 Advisor] Which superheroes do you know? What can iron man do?

[00:48:35 PST8] That'd be a nice entrance. They are all interested in these topics.

We wrapped up the meeting by discussing the post-teaching activity where pupils create a superhero or describe their favorite one. In the first teaching, there was no time for this activity and PST8 noted down (in Figure 33). Both PST7 and PST8 expressed that it would be appropriate for the classroom as they are interested in the topic. The post-lesson discussion was concluded after each member shared their final remarks and comments.

Second teaching (PST8 – Class 9A)

As illustrated previously in Table 22, the first teaching started at 14:20 and finished at 15:50. PST8 started the lesson in class 9A, a similar classroom to 9B in terms of proficiency and number of pupils. Advisor, Mentor 1, and PST7 were also present in the classroom. This sub-section aims to illustrate the views of the members of the PLS group towards the second teaching with snapshots from documents such as self-evaluation form filled out by PST8, peer-evaluation form filled out by PST7, and observation notes taken during the second teaching.

<p>Question 1: How effectively were you able to follow your lesson plan? (Did the lesson deviate from your plan or did you strictly adhere to the plan? Please explain in detail)</p> <p>I think I implemented the lesson plan effectively. Since my peer had applied the same lesson plan before me, I saw the points needed to be improved in the lesson plan and applied its revised version. I applied the changes we made in the revised version in the same way. I just forgot to apply the drill part during the lesson. But I don't regret that I forgot. Because if I had done drills, there wouldn't have been enough time for post activity.</p>	<p>Question 4: How effective do you think your lesson was?</p> <p>I think my lesson was effective. Because the previous week I had introduced the subject of abilities in the same class. I continued on the same subject the day I was teaching. <u>So</u> I had a chance to practice more on abilities without any break in flow. <u>So</u> I think it was efficient for the students.</p>
<p>1 Self-evaluation form PST8</p>	<p>2 Self-evaluation form PST8</p>

Figure 32. Snapshots from PST8's self-evaluation form.

The answer given by PST8 in **Snapshot 1** in Figure 32, illustrates her views regarding her own teaching of the lesson plan. PST8 thought that she implemented the lesson effectively and the reason for her success was the post-lesson discussion that took place after the first teaching since she saw the points needed to be improved and applied the changes thanks to the meeting. She also reflected on her time management but stated that it worked out well despite the fact that an activity was skipped during the lesson. **Snapshot 2** also shows that she thought her lesson was effective and this effectiveness was also a result of the a small revision for the topic of the lesson she had done a week earlier

<p>Question 1: How effective do you think was the lesson? (Please explain in detail)</p> <p>She started to lesson with a great energy, she took the attendance first and then summarized the last lesson's topic. She connected her sentences to the topic of the day. she asked a question about the smart phones. she <u>asked</u> "What can you do with your phone?". Then she skipped to the activities. while doing these activities she gave clear instructions. She used smart board effectively. While students are completing the activities that they are supposed to do she walked around the desks and checked students whether they are doing their task or not. I found her lesson very effective.</p>	<p>Question 7: Which activities did the pupils enjoy and participate in the most? (Discuss if there was a lack of pupil participation and the reasons)</p> <p>I guess, the pupils enjoyed and participated in the grammar part while they are making their sentences by looking at the pictures in the board by using "can/ be able to/ have an ability to" form.</p> <p>Another activity that students enjoyed so much is, I believe, listening activity since they were so eager to participate to the lesson.</p>
<p>1 Peer-evaluation form PST7 (written for PST8)</p>	<p>2 Peer-evaluation form PST7 (written for PST8)</p>

Figure 33. Snapshots from PST7's documents

The answer to the question in **Snapshot 1** in Figure 33 indicated that PST7 found the second teaching effective and she was fond of how PST8, her peer who was teaching at the time, asked the right questions in the activities, she used the smart board effectively, and she gave correct instructions before the activity. In the post-lesson discussion before the second teaching, PST7 mentioned that she thought the participation was low in some activities. In **Snapshot 2**, PST7 stated that participation was high in the second teaching, especially in the grammar and listening activities (while-teaching 1 and 2 in Table 21).

Final reflection meeting

After the second teaching, we met for the final time to reflect on the whole processes included thus far. This meeting took place not only to discuss the second teaching which had just finished, but also to reflect back on all the procedures of PLS and create dialogues to discuss what could be done to improve the lessons. In the post-lesson discussion, some highlighting topics arose and we discussed how small revisions in the procedures of the activities could help overcome issues in the classroom and for these reasons, the observation notes below were specifically taken to observe the effect of these changes.

<p>Extraordinary abilities: PICTURES (revision during post-L. disc.) What do you see in the picture? – <i>skipped in the previous plan</i> T: What do you think about his ability? S: He is a snowman Ss read the text aloud first. Then T asked what <u>did you understand</u> -S write "He can sit in <u>snow</u>"</p> <p>T: This man can survive without food. -> S(M) answered "This is a lie" (Ss commented on the activity: <u>Good proficiency</u>)</p>	<p>14:55-start</p> <p><i>Showing picture first and then the text allowed to elicit answers</i></p> <p>Initially, this was a reading activity</p> <p>Text is still complicated (submerged adjective)</p>	<p>T gave answer for an image (man pulling train with teeth) He is able to... Ss write on the board "pull the train with his teeth" -Image: <u>man</u> and lion. T asks what do you see? – Ss answer "Maybe he is able to communicate with them"</p> <p>-good answer, writing on board is a nice addition</p>	<p>Ss listen 15:25-start</p> <p>Checking the days</p> <p>Listening twice – checking hours Worked out fine</p> <p>Listening for the third time – 15:45 - finish</p>
<p>1 Observation sheet Advisor (Notes for the while-teaching activity 1)</p>	<p>2 Observation sheet Advisor (Notes for the while-teaching activity 2)</p>	<p>3 Observation sheet Advisor (Notes for the while-teaching activity 1)</p>	

Figure 34. *Observation notes taken by Advisor*

Figure 34 above illustrates three sample observation notes taken by Advisor during the second teaching. PST7 also took many notes in the two-page observation sheet she had during the second teaching; however, she mostly noted positive reinforcements for her peer such as good time management etc. Previously, it was expressed in the post-lesson discussion that the pupil participation in the text-and-picture activity (Procedure 2 of While-teaching 1

in Table 21) was lower than the desired level. As the PLS group, we decided to modify how the pictures and text are presented in the classroom. PST8 conducted this activity by first showing the pictures only and discussing the unusual abilities included in the pictures in the classroom. It can be seen in the topside of **Snapshot 1** in Figure 34 that PST8 asked, “What do you see in the picture?”. This allowed the pupils to elicit answers, thus providing a smoother transition to the activity. This was a revision planned during the post-lesson discussion meeting, and Advisor noted that this was initially only a reading activity. Although pupils gave interesting answers with satisfactory proficiency, Advisor also noted that the text was still complicated as pupils asked PST8 about many unknown words (e.g. ‘submerged’ at the right-bottom side of Snapshot 1). Snapshot 2 in Figure 34 also shows additional notes regarding the activity. During the post-lesson discussion meeting, we discussed the specific sentence included in the activity. **Snapshot 2** shows that Advisor emphasized that pupils created the anticipated answers, and during the lesson, PST8 showed great satisfaction and asked them to write their sentences on the board. Another significant point of discussion was deciding how many times the listening track should be played. Since the listening track could not be played in the first teaching due to power being down in the building, PST8 was indecisive about playing the audio track for more than three times. In **Snapshot 3**, Advisor noted that what PST8 decided to do during the meeting, playing the audio three times, worked out well.

With the observation notes, we set out to commence the final-reflection meeting in school’s meeting room. As we walked towards the meeting room, a discussion had already begun near the classroom. Mentor 1 inquired PST8 about her initial attitude towards pushing pupils a little to participate in the activities. Then, we started discussing how pupils should be corrected after they give an undesired answer during the lesson.

[00:01:36 PST8] ...but if it (the answer) is wrong, shouldn’t I ask the correct it by asking the correct (version)?

[00:01:36 Mentor 1] No, for example, you’ll ask “Why is it false? Who has an idea.” Right then, somebody will say it, but saying to someone who doesn’t know the answer “number 18, you tell me” ... maybe he doesn’t know? Then, you’ll be stuck there.

[00:01:51 PST8] I’m trying to stop and help.

[00:01:54 Advisor] She tried and now she saw what it's like to push pupils and what it's like to let go.

[00:02:06 Mentor 1] Well if she doesn't let go... and force someone to say something... maybe that person will participate... but this way it don't work out.. you should stay person doesn't want to participate... you should stay back in another lesson, of course. I mean...

[00:02:23 PST8] Sir, I won't choose someone from the list anymore. One girl told me she was going to memorize who's on the list.

[00:02:29 Mentor 1] We should break these habits. It is nice in the beginning but I will, for example tomorrow, want you to have them write their names...

[00:02:40 Advisor] You could make that a part of the warm-up.

In her lesson, PST8 decided to pick a random number from the list of pupils and after that, she asked that pupil to tell a random number, too. Then, the pupil whose number was said would answer the question. This type of pupil selection was criticized by the mentor as he thought it may be too forceful. The mentor suggested having pupils write their names on a piece of paper and put it up on their desks, instead.

[00:05:57 Mentor 1] Yes, for example, your insistence on things like repeatedly writing true/false in your classes, it actually causes us to lose time. I mean, take that out; it's not really necessary.

[00:06:11 PST7] And I insistently don't use the smartboard.

[00:06:14 Mentor 1] Yes, you use the board a bit less.

[00:06:16 Advisor] We've noticed that difference, haven't we?

[00:06:17 PST7] I use the board a bit less. In fact, if it were up to me, I would hardly use it at all.

[00:06:22 PST8] I want... you know, when someone answers, I write it so that others can see the answer. They should see where to find the answer.

[00:06:38 Mentor 1] You need to write a sentence that makes it worth writing, I mean, (a sentence that is) worth their while. Just having them write "He can sit" on the board without any meaning doesn't really make sense. They should provide examples. It's a waste of time, you know

At 5:57, Mentor 1 commented that insisting on getting answers from the pupils in an activity may cause waste of time. He advised PSTs that when pupils write something on the board, it should be significant because otherwise, too much time can be wasted. PST7, then, started another discussion about the use of smart board. PST8 stated that she used the smart

board in order to let the classroom see the answer and write it down. With that said, Mentor 1 highlighted another issue about using the board during lessons. We then discussed the drill activity which was skipped during the second teaching:

[00:08:17 PST7] Also, the "while activity" in the warm-up, drill...

[00:08:20 PST8] Oh yes, I forgot to do that.

[00:08:21 Advisor] Did you forget, or did you choose not to? ...

[00:08:47 PST8] No, sir, I forgot, but I'm glad I forgot...

...[00:09:15 PST7] Definitely, I couldn't do it (post-teaching activity) because of the drills. If I had skipped the drills and started the post-activity, the post-activity would never end, but at least I could have started like PST8, and I only made all the students do the drills because I couldn't give these structures only in the first class.

[00:09:33 Advisor] What do you mean? If, for example, they had understood the structures, would you have done something different? Wouldn't you have made them do it?

[00:09:43 PST7] Yes, I wouldn't have made them do it. Or if I did, I would have asked three students, for example, in a mixed way.

[00:09:48 Advisor] You (PST8) didn't make them do it at all. Do you think it's a deficiency now? Is it a deficiency in your plan?

[00:09:55 PST8] I don't think it's a deficiency; as you said, it was quite clear that they understood. I mean, can be able to..

In the discussion which started at minute 8, PST7 pointed out that the drill activity was skipped in the second teaching. PST8, then, states that she forgot to do it; however, she thought it worked out better for her. PST7, then agreed that the drill activity could take longer than they anticipated. She also realized that the reason why the drill activity was necessary in the first teaching was because she could not discern if pupils grasped the use of the language structures she aimed to teach. Then, PST8 stated at 9:55 that she could identify that the language structures were clearly understood by the students and she thought it worked better that the drill activity was skipped. Next, Advisor reminded them about the revisions we planned during the post-teaching activity:

[00:10:47 Advisor] Okay, and one more thing that you did differently... compared to the previous class... the pictures. You were supposed to give the structures at the beginning of the first plan; what changed this time?

[00:11:12 PST8] This time, I had them interpret the pictures by using "can / be able to" structures.

[00:11:14 Advisor] Okay, you had them interpret the picture. What did that achieve, what difference did it make?

[00:11:21 PST8] Now, they tried to make predictions by seeing it once. While trying to make predictions, I think they already used these language structures.

[00:11:35 Advisor] A student saw a photo... and talked about it. For example, someone said */reading from observation notes/*, He said; "+What do you think about his ability? -He is a snowman." ... Well, it helped a bit to predict in advance.

[00:11:48 PST8] Someone said, "He can ice,"... at least he used the structure. He probably tried to say he is making ice, but he used "can" there. Since I directly asked the question as "ability," they knew what to use.

[00:12:09 Advisor] Do you remember the morning lesson? When there were texts in this activity?

[00:12:13 PST7] They stayed silent, didn't do anything at all.

[00:12:15 Advisor] It was very difficult to get an answer. In the morning, in this activity, it was quite challenging... a bit more help was needed.

[00:12:21 PST7] Yes.

During the lunch break, we conducted the post-lesson discussion meeting and it was noted by everyone that the picture-and-text activity was confusing for pupils as they did not answer any question asked by PST7. We agreed that showing pictures first, asking pupils to interpret and guess what the picture is about could improve the flow of the activity.

At 11:21 PST8 stated that she noticed that, in this activity, pupils successfully used the language structures included in the lesson plan. Advisor, then, reminded them of how the same activity went in the first teaching. It was a unanimous agreement that this revision improved the flow of the activity. Later on, when Advisor asked what they would like to change about the lesson plan, they reinforced their views by stating that this specific change in this activity was really needed:

[00:19:22 Advisor] So, when you think about the whole teaching now, is there anything you would want to change?

[00:19:29 PST7] I'll say something. I would completely remove all the texts in the extraordinary abilities. I would only include visuals and ask about the visuals, like asking questions such as "What do you

think about this?" I would get answers from the students, and then I would have them rewrite what they said using "can," "be able to," and "have an ability to."

[00:19:55 PST8] That's actually correct. I mean, what they say... whether it's right or wrong, as long as they construct sentences with "can" and "be able to," it can be written. I think you still achieve the main goal with that.

PST7 stated at 19:29 that the change we made to the activity could be taken so far as to completely remove the reading texts and carry out a discussion activity by using pictures only. PST8 also agreed that what is important in a lesson is that pupils use the language structures which are included in the objectives of the lesson plan. We then discussed adding more speaking to the lesson plan:

[00:22:28 Advisor] ...Because there's a discussion where you ask questions and get answers. But maybe there could be a more, you know, an activity that could focus on speaking as the main point..

...

[00:23:16 PST8] Yes, and mentor teacher told us we could not have them go forward and do a role play. They are in adolescence.

...

[00:24:53 PST7] Exactly. For example, on the day I taught with 8 pupils (in another class), I still tried to do speaking activities. Nevertheless, it was chaotic, actually. How can I say?.. The teacher-and-student-speaking seems more logical to me than group speaking or discussions.

[00:25:13 Advisor] You said T-S (teacher-to-student)... but S-S (student-to-student) is also needed.

[00:25:17 PST8] Sir, it could be like this; we didn't use drills, but in drills when you say things like "ask your friends," it becomes speaking in that way.

[00:25:36 PST7] Is it accuracy-based in that case?

[00:25:38 Advisor] Oh yes, and there's also that... at times, some people can go blank when you ask them. Nothing comes to their mind; they can struggle a lot. Even if you have a student that knows, sometimes you may not get an answer from them. Maybe you can provide slightly more helpful keywords, like taking a piece of paper in a box, a very simple animal, and an ability, like pulling that, for example. Let's say they pulled out monkey and fly; you could ask, "Can a monkey fly?" It's a simple example, but it can be done.

At minute 22, Advisor opened a discussion on a part which he saw lacking in the lesson plan; a speaking activity. At 25:17, PST8 stated that pupil

interaction could be provided easily; however, PST7 also expressed that those type of activities could be accuracy-based, in other words, it would still be the same as asking pupils about the use of the language structure in the lesson plan. Advisor also emphasized that although a pupil might be competent, they may get nervous in a drill activity. PST7 also expressed that group activities could create chaos in the classroom. PST8 then continued with expressing how hard it is to provide interaction between pupils:

[00:30:56 PST8] ...For example, when I say, "Do it with your classmate," and let's say a student is sitting alone, and I say, for instance, "Go sit next to your friend, and do it (the activity) with them." And they say, "Do I have to go? Can't I do it without them?"

[00:31:25 Advisor] It's nice that you're considering these things.

[00:31:59 PST8] I think the cleanest way is to do discussions. In a collective way, as a teacher, I'll ask a few people to answer, for instance. I'll ask a question to them, and the student will express their own thoughts. I'll ask the class, "Do you agree with that? What do you think about this topic" etc. But the topic is also important there. Different ideas should come. It won't be a topic where everyone thinks the same so that different voices can be heard.

[00:32:57 Advisor] Perhaps you can try a simplified version.

PST8 stated at 30:56 that willingness to participate in an interactive activity could be low and pupils may refrain from taking part in such an activity. She then expressed that she would prefer a discussion in the classroom and ask their opinions.

Sharing the PLS experience

The two PSTs in Case 2 also wrote a blog post on practicumlessonstudy.com, a website created for the research. The PSTs described their experiences and used their portfolios as a source for these posts. They shared the link to their blog posts with their classmates at the university.

4.2. Evaluation of PLS in Phase 1

Upon concluding Phase 1, semi-structured interviews were conducted with eight PSTs and the two mentor teachers. These interviews, aimed to collect the views of mentor teachers and PSTs regarding their satisfaction with the model and to identify the benefits and challenges encountered. The following

sub-section first includes the views of the PSTs with details regarding each theme and code, and then the views of the mentor teachers are presented.

4.2.1. Views of the PSTs

Figure 35 above illustrates the findings obtained from the semi-structured interviews conducted with the PSTs as a part of the design-based research procedure. In the interviews, the PSTs were first asked to describe their experience. They explained how they prepared for PLS, how their teaching went, what observations they made during their peer’s teaching, how they contributed to the post-lesson discussion and final reflection meetings. When asked about what they thought of the whole process, the PSTs expressed that they were highly satisfied

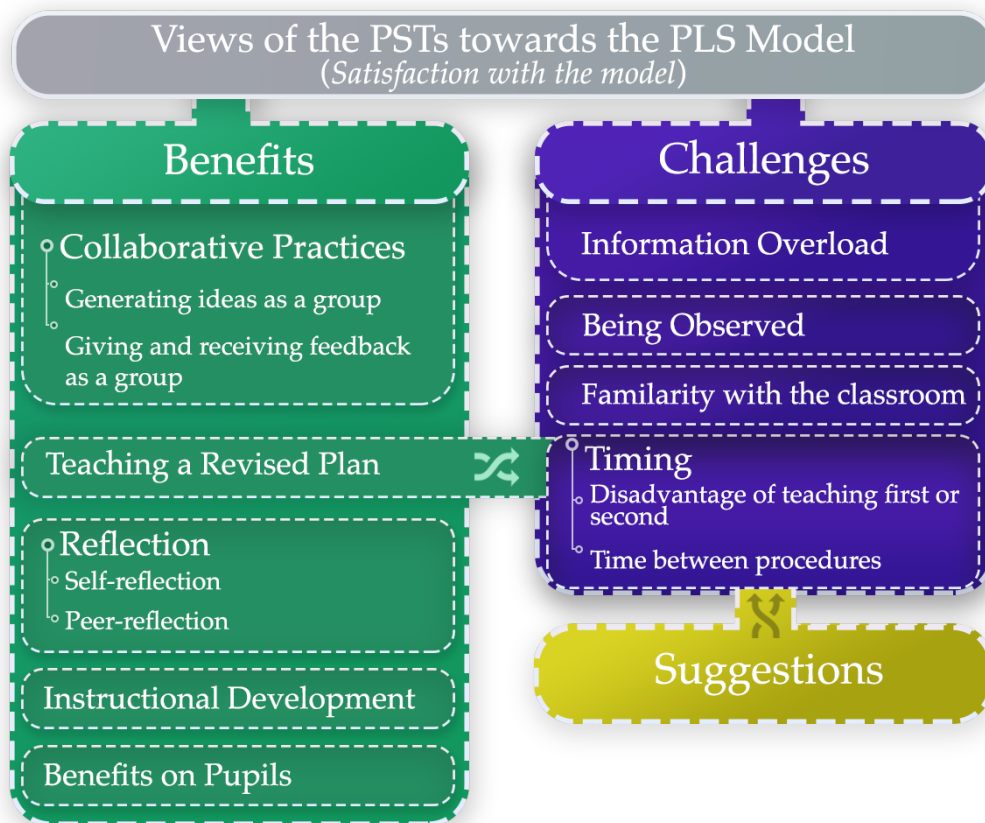


Figure 35. Themes and codes created from the qualitative analysis

In line with the figure, the following excerpts from the interview show that when asked about what they thought of the whole process, the PSTs expressed that they were highly satisfied:

Looking at it overall, I think it's quite sufficient, and... I believe this way makes more sense and is sufficient. In fact, when we made revisions, it was quite successful according to the points there. I think when we look at it step by step, everything went smoothly. There's honestly no place where I said it could have been better... ... Every stage went smoothly like clockwork. It all turned perfectly like a well-oiled machine, as if everything was going flawlessly. **(PST1)**

It was quite good, teacher. Since we exchanged ideas and all, I didn't have any problems. **(PST6)**

In terms of flow, I think it's quite appropriate. It's already quite smooth, my teacher. We had prepared a lesson plan in the first, second, and third stages, you know. We were creating a worksheet. Up to the fourth step, it becomes like our routine that we constantly do. It was just different to reflect on the same lesson plan. **(PST8)**

For the process... in the process, well, I think the prepare part is good, the study part is easy, the plan part is okay. Teaching, reflect, teaching, reflect... **(PST4)**

Right now... Now, once again, I'll teach alone. I'm thinking about how to teach it (the lesson). Actually, it's harder now because I'm alone. I mean, I need to make decisions about some things. It would have been easier if there were two people. Because when we did it together with PST4, we brainstormed together. So, it was more comfortable **(PST3)**

Actually, sir... I think it's quite good. I mean, I consider this to be a work that can continue quite well. I don't think there's anything more we can add or remove. I think everything is in its place. **(PST5)**

It's enjoyable, and for us, it hasn't been too demanding. I mean, we were already volunteers and willing. I don't think there's anything to be taken out. In my opinion, everything is good. **(PST2)**

When asked about their experience with PLS, the PSTs expressed high satisfaction. They explained their views with the support of multiple examples from their experience. For example, PST1 recalled the revisions they made and how successful the revisions were proven in the classroom. PST8 commented on the flow of the procedures and recalled the first three stages of PLS and stated that it was similar to what they used to do at the university. PST4 also verbally thought of the stages of PLS and thought they were easy to follow. PST3 compared her PLS experience to the time she will teach alone and emphasized the importance of brainstorming with a peer. All PSTs expressed high satisfaction towards the process of conducting the PLS model during their practicum.

The two themes and codes under these themes included in Figure 35 illustrate the views of the PSTs on the benefit of the model and the challenges they faced during the implementation. *Teaching a Revised Plan*, a segment coded under Benefits was shown to have a connection with the *Timing* code under the Challenges theme, specifically with the first teaching disadvantage. The code *Time between procedures* was also a suggestion for the model. The themes and codes are further detailed in the following sub-sections.

Benefits of the PLS model

During the interviews, the PSTs were asked about how the whole provided benefits. In some instances, they explained the benefits of the model without even being asked directly. Under the Collaborative Practices theme, generating new ideas as a group and giving and receiving feedback were separated in two different codes. The reason why these similar segments were coded separately was because the PSTs associated *generating idea as a group* specifically to the stages of examining the curriculum and preparing or revising a lesson plan, and they associated *giving and receiving feedback as a group* with teaching and reflecting.

Collaborative Practices

While explaining their views towards the model, they pointed out the benefits they have gained through participating. One of the most frequently reported benefit of the model was the collaboration established in conducting PLS. While one participant directly quoted ‘collaboration’ as a benefit, the others pointed out to how they benefitted from working together and compared it to the times they teach alone:

For instance, I generated some ideas, got input from the mentor, collected those ideas, and this stage was both collaborative... it provided the benefit of working together. Working with PST2 (the peer) provided collaborative working. **(PST1)**

Yes, it went very well because, um... if I were alone in such a thing, I would get very nervous. I don't know, like “What should I do, what should I write, how should it be?” and so on... Because preparing a lesson plan is a bit exhausting. **(PST3)**

Normally, there's a bit more... How can I say, it's not just a superficial observation. It's a more detailed process. Because my

friends don't know what I thought, how I wrote each part when I create those lesson plans. But when PST1 (the peer) observed me, we were together throughout the whole process; he knows exactly what I wanted to do and how. (PST2)

PST1 thought that working together was a benefit. His comment specifically referred to collaboration as one of the benefits of PLS as he explained that the procedures where he generated ideas together with the peer and mentor provided the benefit of working together, in other words, collaboration. PST3 also expressed that she thought that the reason why her teaching went well was because she was not alone. She expressed that she would be lost if she was alone since she found preparing a lesson exhausting. PST2 also expressed that the collaborative work he had done with his peer was different than the usual process of observing someone's lesson. He thought that since PST1 was a part of the lesson preparing process, they worked together and his peer knew what he wanted to do and how he wanted to do it. In other words, he thought the collaboration with his peer was more meaningful than other times when he worked with other preservice teachers.

Generating ideas as a group

In the interviews, the PSTs expressed that while collaborating, new ideas generated by the members of the group provided great benefits. The statements related to *idea generation* made by the PSTs during the interviews were related to preparing or revising a lesson plan. The benefits of the new ideas and perspectives of the group members was a topic expressed by the PSTs as the following excerpts illustrate:

Yes, I think like this; everyone's opinion may be different. For example, in their classes, some teachers apply certain things excessively. Some teachers apply different things. My peer may also think differently. So, you'll get different thoughts, different perspectives. (PST7)

Right now... Now, once again, I'll teach alone. I'm thinking about how I will teach. Actually, it's harder now because I'm alone. I mean... I need to make decisions about some things. I mean.. It would have been easier if there were two people. Because when we did it together with PST4, we brainstormed together. So, it was more comfortable (PST3)

When there are two people, things like... things I never thought of before can come up. There have been many instances with PST1 (the peer)... for example, PST1 says "Let's do the activity in a certain

way because it works like this” or “Okay, that’s good, but let’s change a part like this, and we can connect it with this part of the lesson”... Exactly... .. Those (kind of) ideas come up a lot. In that sense, it’s very nice. Many ideas circulate on a certain topic. We evaluate them all, discuss on top of them. Finally, like a pyramid, we say okay after sifting through them, and it’s okay with both of us. We write it down. **(PST2)**

PST7’s words from the interview illustrated that she benefitted from ideas generated in the group. To the question “What could be the benefits of PLS?”, she replied that hearing different ideas from the group members and the diversity of perspectives was a benefit. As PST3 explained, compared to the times she teaches or prepares a plan by herself, having a peer and brainstorming ideas together was beneficial and comfortable.

Finally, PST2 also noted that the new ideas generated in the group was beneficial as they discussed many ideas on a topic with his peer and then eliminated the ideas until they agreed to write down the ones they found fitting for their plan, just as the act of sifting.

Giving and receiving feedback as a group

A similar code to ‘*generating ideas as a group*’ was ‘*giving and receiving feedback as a group*’. Different than the previous code, the coded segments included in this section were related to the feedback given and received by the group during the teaching and reflecting stages in cases. In the interviews, PSTs stated that the group benefitted from the feedback:

For example, our mentor says; drill is an important thing. You might say something like, fixing pronunciation mistakes while students read is important... My peer also can say that the lesson shouldn’t constantly be interrupted with pronunciation mistakes. We might think about how to improve this in different ways. **(PST7)**

I mean, when the mentor teacher, for example, when we... when we were teaching, he could only give us feedback during breaks. We couldn’t sit down and talk extensively. We couldn’t get more detailed feedback on how things could be changed, and so on. I mean, they were still giving good feedback, but I think sitting down and discussing in detail how it was, interpreting it, and so on, was more beneficial **(PST8)**

When I asked “Should we do this?”, they (the group) commented on it and said “Yes, that would be okay”, or “No, it wouldn’t” **(PST3)**

Because when that revision was done, for example, I suggest something for the Pre-stage, then you suggest something, PST2

suggests something, Mentor teacher suggests something; there were so many... how can I say, ideas were thrown in, and those ideas were nice, they were nicely gathered during the revision, it was quite good. But if we had done it without revising, if I had done it just based on my observations, I could have added one or two ideas. Otherwise, there would be I mean... "The more the merrier", as they say. (PST1)

Certainly. We create lesson plans and receive feedback... We also get feedback from the teacher at school. These already contribute... Seeing more details on top of that is more helpful in understanding certain things. (PST2)

PST7 exemplified the variety of feedbacks given in the group by pointing out that while the mentor emphasized the importance of a certain type of activity, or correcting mistakes made by the pupils, her peer could highlight a different aspect of correcting mistakes and she could take in the *different ways of improving* suggested by the group. PST8 also pointed out the importance of feedback by comparing the feedback she received during PLS to the other times during her practicum. Her explanations showed that feedback given in the past was short, on the spot, and *what could be changed* was not a topic discussed before. She expressed that an extensive session where the group sat down and voiced detailed feedback was a benefit. Similarly, PST3's expression with quotations from her peer, PST4, the mentor teacher, and advisor in the group showed that she appreciated the various feedback given. PST1 also explained that during the revision (post-lesson discussion meeting) various feedback from the group provided an opportunity to apply the revisions and feedbacks suggested in the lesson he taught. He further explained that without the feedbacks, he would not be able to improve as much as he explained; the more the merrier ('bir elin nesi var, iki elin sesi var', a Turkish idiom which is similar to 'one hand washes the other' or 'teamwork makes the dream'). When asked if PLS provided a benefit, PST2 replied that a certain benefit was the *more detailed feedback from many sources* which was helpful.

Teaching a Revised Lesson

Another frequent code emerged from the interviews as teaching a revised lesson. Although teaching a revised plan is a natural part of PLS, when asked in the interviews, PSTs stated that the act of 'teaching a revised plan' itself was a benefit. They explained how this benefitted them:

We both taught based on a single lesson plan and not preparing separate lesson plans (was a benefit). It was beneficial in this regard. Well, teacher, you know... well... a few hours later, I was going to teach it again. If someone else does it before I teach it myself, and I observe how it goes... it makes my job easier that way. **(PST8)**

I felt like mine went more smoothly... felt like it went better. Because some changes were important. The changes we made were important. Especially in the worksheet, for example, if I had done the worksheet like Professor PST3, I would probably have struggled a lot. **(PST4)**

I think it can definitely be beneficial. I even think like this... It starts from the third grade with micro-teachings, it can be done even then, for example. The same topic is given to 2 students, revised, and can be done the next day or the next week for another group. (Dividing the class into two) If it's done week by week, it would be better and they would understand the same topic when they move on to internships after passing it, again differently. I'm talking about the third grades now. They can apply it in the fourth grade too... It's better for them, I mean, they can see each other's mistakes and correct them, and then do it later, just for observation actually... Not each other's but the lesson plan. **(PST5)**

I think it was a very successful revision. I mean, there was no hitch in the class I taught later. **(PST1)**

It was a common view that teaching a revised plan was beneficial for the PSTs. They explained that it made the process easier as they were already going to teach the same topic. As PST8 explained, teaching a revised plan was a benefit as she could observe how it would pan out. PST4 also stated that the revisions made after the first teaching were important and he thought he could have struggled without the revisions. PST5 recalled the microteaching practices she participated in last year and stated that PLS could also provide benefits for others. She thought that PSTs could see mistakes during observations, revise the plan after correcting the mistakes. PST1 also stated a similar view as he stated that the revision was successful and resulted in a more smooth flow in his teaching.

Reflection

As a part of PLS as well as practicum at the ELT program, PSTs are frequently asked to reflect on their teaching and their peers' teaching. The PSTs fill out two self-reflection and two peer-reflection evaluation forms as a requirement of the ELT practicum portfolio they submit to their academic advisor at department at the university. Moreover, they also reflected on their teaching

during the post-lesson discussion, and reflected on their peer's teaching final reflection meeting (or vice versa) in the cases. Additionally, the reflection they have done during these meetings served a purpose as they revised their plan based on the feedback and reflection that took place in the meetings.

Reflection, as a theme in the interviews, was coded in two; self-reflection and peer-reflection. The PSTs frequently expressed that they noticed things during their peer's teaching, discussed these points, revised their plan which led to an improvement in their teaching. They also stated that they reflected on their own teaching and made suggestions to their peers.

Self-reflection

During the interview, PSTs were asked to recall back to the process of PLS. When asked about their own lesson, they gave explanations about how their teaching went and what changes occurred or could have occurred if they were not in the PLS group. These explanations showed that they still reflected on their own teaching even after the implementation of PLS:

The lesson turned out well even (without translation in my teaching)... ... the lesson could be done (without translating) and it turns out even better. **(PST3)**

I did it (applied the revised activity). I implemented this in my own class, and there was quite a good improvement... **(PST4)**

If I never observed and if I were to teach a class and had to teach by myself, I would have done it like PST2, and again, probably, I wouldn't have enough time for the next post and the evaluation parts **(PST1)**

The three statements included above were made while the PSTs were asked to explain their experience. They recalled the self-reflection they made as a result of the PLS. **PST3** recalled that she realized the lesson could work well even without using translation in the classroom. This issue was significant in her classroom as she frequently questioned the use of translation in the classroom when she observed her mentor teacher. She was worried that she would not be able to teach without using Turkish, and she realized in the final reflection meeting that the lesson could even be improved without using the mother tongue in the classroom. **PST4** also explained that he applied a revised plan in his teaching and realized that there was improvement. As **PST1** explained, he realized after teaching that his time management improved

after observing his peer's teaching. This statement showed that he valued both peer-evaluation and self-evaluation.

For them (PSTs) to improve themselves or, you know, if there's something they want to add. Like, here, they might say, "I didn't have enough time", "I had too much time", or "It would have been nice if you had added this.", they can develop themselves by telling each other. For the following weeks... maybe not only for observation but for professional development. **(PST5)**

... of course, it (PLS) creates awareness on a personal level as well... I added it to the professional aspect because I thought of it professionally, I mean, I thought of reflection as a framework. **(PST2)**

PST5 stated that through PLS, the PSTs could improve themselves by using self-reflection, especially in time management. She explained that by first doing self-reflection, PSTs could realize their time management issues and explain to their peers where they need to make adjustments and suggest an improvement to the plan.

PST2 also expressed that PLS created a personal awareness and that reflection was included in the professional development provided in the model. Different than the other PSTs, **PST8** stated that the level of self-reflection was the same:

Self-reflection, I think, was the same because especially, let's say... it's more efficient when I write it in the evening of the day I did it. Because, you know, I remember clearly what I felt a few hours ago. So, there hasn't been a change in terms of self-reflection for me. **(PST8)**

PST8 stated that her self-reflection was the same. She commented that since she has a habit of doing self-reflection soon after each lesson. In her comment, she intended to show that she reflects on her reflection often and she continued the habit for PLS, too.

Peer-reflection

Another code included under the Reflection theme was peer-reflection. Peer-reflection in this dissertation refers to the act of a PST observing a peer's lesson, reflecting on the lesson during a group meeting after the teaching in order to give feedback and suggest a revision to the lesson plan. In this sense, many PSTs stated that they reflected on their peer's teaching:

For example, what happened was... for example, when I watched **PST4's** class, I noticed something... He helped the students with their

reading and so on. I said, "Actually, this could also be done," because I didn't make the pupils do that. (In my lesson) they read directly, and there were many...mistakes. There were reading mistakes. PST4 went to them and helped them, and I thought, "Yes, this could be done," a bit. **(PST3)**

Well, actually, I did (noted) it (observations) according to her. Like, "Can she teach (the activity) on time?"; "How much did it take?"; "What was the waiting time?", I tried to observe these more. **(PST5)**

PST2's time management in activities was effective. Initially, the time we allocated was based on our intuition, you know... it wasn't quite accurate. Then we organized, revised it, observed it firsthand, and adjusted the time. When we organized the timing, there was time for everything and we also added a few example sentences. **(PST1)**

I remember there was a difference in PST7's listening count. Again, except for that, I think she kept the drill part excessively long. I had timed it. It took PST7 10 minutes to finish the drills. I mean, a quarter of a 40-minute lesson... **(PST8)**

As seen from the excerpts above, peer-reflection was frequently reported as a benefit of the model. **PST3** recalled that she observed PST4's lesson (second teaching in Case 2) and noticed instructional differences and thought they could also be added. In her teaching, she followed a different in a reading activity and stated that PST4's instruction was different. Then, after the teaching she expressed that she realized a different way of teaching the same activity. In other words, she benefitted from reflecting on her peer's teaching. **PST5** stated that she took careful notes on the timing of the activities in first teaching by PST6 (Case 3) as she prepared for her own teaching.

Similarly, **PST1** expressed that he reflected on his peer's teaching (first teaching by PST2 in Case 1) and observed his peer's time management before we met for the post-lesson discussion and revised the plan. Similarly, **PST8** also took note of the details of an activity in her peer's lesson (first teaching by PST7 in Case 4). She recalled that she noticed that PST7 played an audio several times in her teaching, and **PST8** decided to decrease the number of times that audio was played. Moreover, she also took note of the timing of the drill activity and realized that it took longer than they anticipated.

Instructional Development

In the interviews, PSTs stated that a benefit of the model was that it provided instructional development. Some participants directly used the term

professional development while others referred to learning how teach a lesson and creating or improving a lesson plan:

Other than that.... let me think.... Then the implementation.... it was directly, I mean... it was real experience when we observed and then revised the lesson, and looking at the results, that was real experience. It was very beneficial for me. It was very beneficial for my teaching development there. Both for my learning and teaching development. **(PST1)**

It was (beneficial), teacher. Because if I tried to prepare any lesson plan on my own, it would be very amateurish, but now I know how to prepare one. **(PST3)**

Yes, of course, when they (PSTs) develop the lesson plan, they also improve their teaching. It starts with the lesson plan. You have to teach it. So, fixing it, making it good, is the best thing right now... ... to improve themselves. Both to improve the lesson plan and maybe to improve their materials as well. I mean, to improve their teaching. **(PST5)**

It (PLS experience) was actually close to both professional and personal development... but here, you know, with the student, teacher, lesson plan, academic stuff, it goes a bit more towards professional development. It also creates awareness on a personal level, of course. **(PST2)**

PST1 expressed that PLS was beneficial in developing his teaching. He stated that he learned and developed his teaching during the real hands-on experience he had during PLS. **PST3** also expressed that she benefitted from PLS especially in preparing a lesson.

Similarly, **PST5** stated that learning how to prepare a lesson plan with the experience she had in PLS was beneficial, and she thought all PSTs could benefit from the model. **PST2** also thought that PLS a benefit of PLS was that it provided personal awareness and professional development.

Benefits on pupils

One of the common topic reported by the PSTs was how PLS affected pupil learning. While some PSTs explained that they noticed an increase of participation in the classroom, others stated that their collaboration and reflection affected pupil learning:

We wouldn't lose anything by doing that (revision in PLS)... And of course, it's useful for the pupils... ...PST1 says something during the break. If there is a similar activity that he mentioned for the second hour, I say, "Let me pay attention to this," actually, the pupils don't

feel it, but it has an effect on them, of course, in a more indirect way. **(PST2)**

We talked with you... in fact, we agreed unanimously to eliminate the 'stop rule' altogether. Instead, let's tell the pupils to do it one by one like "You say a sentence, you say the second sentence, and the third sentence"... ...I applied this in my own class. There was quite a good improvement. In fact, the students directly understood the reading test. **(PST4)**

As the two remarks above illustrate, **PST2** thought that PLS benefitted the pupils in their classrooms in an indirect way. He stated that they *wouldn't lose anything*, meaning that the effort they have put in was worth the effect.

PST4 also recalled that the revisions we introduced as a group worked well in his teaching as he noticed that the activity improved and pupils understood the reading text. Similarly, **PST1** reported that an increase in pupil participation was a benefit provided by their collaboration in PLS:

In the second teaching, especially in the part I taught, there was more interaction in the post part. Because there was more interaction, such as creating a dialogue. It was better. It pulled the students in... Well, lesson two... It was very beneficial in terms of participation. Because the choice of activities was correct. When it is revised, the choice of activities becomes more organized. I think the students participated, I even think I participated too much, and I had to stop. There was a lot of student participation, and I had to cut it short. **(PST1)**

PST1 explained that after revising the plan, his post-teaching activity had high interaction. He stated that the revision provided a better organization of the activities which lead to an increase in pupil participation.

Challenges in Conducting PLS

As seen in the previous themes and codes, the views of the PSTs were positive and they mostly expressed how they benefitted from the model. Nevertheless, they also stated a few challenges in implementing PLS. The codes included in the Challenges theme were Information Overload, Being Observed, and Timing.

Information Overload

One of the challenges expressed in the interviews was Information Overload. This code included the segments related to thinking in too much detail which could cause them to struggle to remember what was in the plan. Another

important point raised in the interviews was thinking of Anticipated Pupil Response:

Maybe I looked into too many details. You know, wanting it to be perfect, with the best you can do...

...The disadvantage is this; for example, we planned the lesson together, both of us, for 4 or 5 hours. Maybe we spent a total of 6 hours or so, but still... you know, because we thought of so many activities, there was this feeling of "What was the last thing in the lesson plan? Let me check" during the lesson...

... because it was our first experience, there was such a problem, but if it happened again, I don't think it would be so challenging. (PST2)

During the lesson planning stage, predicting the responses and questions from students... I think it's a bit more challenging to get to know the class because there are some students in the class; when the mentor enters, they talk, but when we enter, they don't talk much. So, predicting the questions coming from them is very difficult. Even the questions they asked our mentor were so random that... our mentor was surprised, stayed for a moment, for example. (PST1)

...we prepared the lesson plan in 3 days, in a total of around 6 hours. That was very exhausting. Because normally when I did it alone, I would decide and do it right away... but now the advisor and the mentor was going to observe. Everything needed to work very well, and so on. (PST3)

Thinking of too many details was specifically mentioned by PST2 as he expressed that he wanted the plan to be perfect. He also expressed that he felt that he struggled to remember what was in the plan. PST2 also stated that he thought this challenge could be .

Another challenge stated by PST1 was about writing Anticipated Pupil Response in the lesson plan, a part of the plan specifically added in PLS. PST1 expressed that writing that specific part of the plan was challenging as they spent a long time thinking about how pupils could react to each activity. PST3 also expressed that the process was exhausting; however, she associated this with the fact that the lesson needed to work very well as the advisor and mentor would be in the classroom to observe it.

Being observed

A challenge stated by a participant was being observed. One of the participants, PST7, expressed that being observed, especially by the mentor teacher, made her feel tense:

I don't think the mentor teacher should be in the classroom. One of the factors affecting my performance, I attribute it to this because I get tense, especially during observations. I feel tense while being observed. (PST7)

Nevertheless, in the following conversations, we agreed that observation is a natural part of the practicum, and it is necessary for receiving feedback. PST7 also agreed that it is necessary; but it may affect performance. She also suggested video-recording the lesson to reflect on it; however, she decided that it would not be appropriate to do so without obtaining permissions.

Familiarity with the classroom

One participant PST reported that being familiar with the classroom was a challenge during the practices:

I think.. I think sir, knowing the classroom is a little bit harder because there are some pupils who...when the mentor teacher is teaching, they talk but when we teach they do not talk much. And guessing what they will ask is hard. Sometimes when they ask questions so random that even mentor teacher gets surprised. (PST1)

As PST1 commented, familiarity with the classroom posed a challenge where anticipating pupil response could be difficult especially in some classrooms where, as PST1 explained, pupils could surprise the teachers with their interesting questions. PST1 also explained that sometimes they do not talk as much as they talk during mentor teacher's lessons when they are teaching.

Timing

The most frequently reported challenge in the process of conducting PLS was timing. Some of the PSTs stated that the biggest concern they had was having more time to prepare. Although having more time was more of an external factor which was controlled by their decisions, they reported that it could improve the process.

Timing: Disadvantages of teaching first or teaching second

In the previous theme, Benefits, a frequently coded segment in the interviews was Teaching a Revised Plan. However, as previously seen in Figure 35, while Teaching a Revised Plan was seen as a benefit for the ones who taught second, it was seen as a disadvantage for the ones who taught first, as PST8 explained:

Teacher, there was a disadvantage of someone doing it first. For example, there was no time for the production part in her (teaching)...
... She implemented the plan first. I think that was a disadvantage. Because... I mean, the order (of the activities) could have been changed, or I observed in her teaching... For example, I saw how long it could take to teach that PDF (material), and adjusted myself accordingly. **(PST8)**

The energy of the lesson. For example, in the first 2 hours, the energy of the students never matches the third and fourth hours. In the first hour, the pupils get sleepy. In the last two hours, everyone can say, "Let's finish and go." The participation rates of the students, their enthusiasm rates, in my opinion, really affect and change this lesson a lot. **(PST7)**

...but still, there's this issue. Because we think of too many activities, during the lesson, I often feel like, "What was the last thing in the lesson plan? Let me check." **(PST2)**

PST8 stated in her interview that for the PST who taught first could be at a disadvantage as she recalled that while she observed her peer, she gained a better understanding of the time management needed for the plan. **PST7** also expressed a similar challenge where the time of the day could affect the lesson. She noticed the difference between the motivation (willingness to participate) levels of the classrooms and how it affected her teaching. Although it is an external factor, her comment showed that a teaching experience may differ even depending on which time of the day the lesson is taught.

Timing: Time allocated between procedures

In the beginning of Phase 1, all PSTs arranged and confirmed the procedures of PLS with their mentor teacher and advisor. They also stated that although they affirmed the timing of preparing the lesson, the timing between the discussion meeting, teaching, and the reflection meeting was challenging, especially for **PST4**:

Yes perhaps... for reflection... it (having more time) would have been better because more things could have been changed. We could have seen more in 80 minutes, but it limited us to 40 minutes...
...I think the time could have been a bit longer. Because after changing the lesson plan, I was a bit stunned. I said "Wait a minute. This changed, I need to work on it". The time could have been a bit longer. **(PST4)**

We could have thought and changed it maybe, or I don't know, we could have shortened some parts. I don't think it would have taken that long, teacher... I really think there is no problem at all...

...It would be very nice if the breaks could be longer next semester because, teacher, there is just not enough time... **(PST5)**

(The only difficulty) teacher, was just the part where materials are predetermined... for example, if we prepared the lesson 3 days before, then either PST7 could come up with something or I could. We could think of something more creative and there would be more time to think about activities. **(PST8)**

For the time allocated between procedures, **PST4** explained that having more time for the meetings could have been better in terms of revising the plan. He stated that the duration of the lesson could also be extended. As previously illustrated in Research under the Methodology chapter, PSTs at High School B taught for 40 minutes while those who attended High School A taught for 80 minutes. **PST4** thought that a longer lesson could enable them to do more and in addition, he also found the time between the post-lesson discussion and his teaching short as he explained that was stunned a little before teaching. **PST5** also recalled that they could have done more revisions or appreciate if the breaks were longer; however, she also stated that the break time between meetings could have been longer. **PST8** also stated that time between the first teaching and second teaching could be extended to provide more time to be more creative and generate activities for the plan.

Suggestions made by the PSTs

In the interviews, PSTs were asked if they any suggestions for the PLS model. The PSTs mostly explained that they were satisfied with the model and they could not think of anything to change:

I have no idea, to be honest, because I think the progress was quite good. I'm satisfied... As for my part, it went well. **(PST8)**

(I would do all the processes) the same way again... I would do it the same way again, it was good. **(PST3)**

I think, personally, I really liked it, you know, I would be very happy if it were done again.... I think it was quite good. It makes sense; there is no need to change it. **(PST6)**

In terms of flow, I think it's quite appropriate. It's already quite smooth, my teacher. We had prepared a lesson plan for the first, second, and third parts, you know. We were creating a worksheet. Up to the fourth step, it becomes like our routine that we constantly do (at the university). It was just different to reflect on the same lesson plan. In terms of steps, it was like this, the flow was quite good **(PST8)**

I think, when looking at it step by step, everything went smoothly. Honestly, there is no place where I would say it could have been better. (PST1)

(Looking at the PLS experience) I would do the same thing again. (PST5)

The participants were explained that the model could be implemented again in the second semester and they were invited to suggest changes and after all, they were a part of the process. Most PSTs expressed that they would like to conduct the same procedures and they would not change anything next semester. Aside from the positive remarks and wishing to follow the same procedures, the challenge voiced during the interviews was once again suggested as a significance suggestion towards the model:

For the process... in the process... I think the 'prepare' part is good, the 'study' is easy, the 'plan' is okay. Teaching, reflecting, teaching, reflecting... Only in the reflect part... the revision takes time, teacher. If something is changing, it definitely requires some time.... (later on)... We could have seen more in 80 minutes, but it limited us to 40 minutes... ...I think the time could have been a bit longer. (PST4)

During observation, sir, I believe there should be a special place for this. During internships... you know, we go for observation... for such things, there should be a special... Exactly, there should be a task because I think the response from the pupils is an important matter (PST1)

While PST4 also voiced positive remarks on the procedures of the model, he strongly suggested that more time could be allocated for the meetings. This was a challenge put forward by other PSTs in the sub-code 'Timing: Time allocated between procedures'. PST1 recommended that a task could be added to their practicum for observing a specific aspect of teaching during the lessons in order to better observe pupil responses later on.

4.2.2. Views of the Mentor Teachers

Two mentors participated in the four PLS groups in Phase 1. Individual semi-structured interviews were conducted with Mentor 1 and Mentor 2. Although a few questions were prepared for the interviews, the mentor teachers expressed their views through various ways such as explaining practices they carried out with the PSTs during the practicum or how they noticed individual differences among them. The responses from mentor teachers were

categorized in similar themes to the previous findings: Satisfaction (General views) towards the model, benefits, and challenges. The following subsections include these themes with several excerpts from the interviews.

Satisfaction with the model

The two mentor teachers expressed their satisfaction towards through explaining what they observed during the teachings and how PSTs took actions after the meetings. Most of the mentors' comments were related to the school practicum itself, and they explained their views regarding the model after explaining the general state of the practicum. The following two excerpts taken from the interviews illustrate how Mentor 1 and Mentor 2 viewed the model:

"Well, planning... this planning, I mean this work, I think is good because it addresses the mistakes made or things that could be changed. They observe well and tell each other (their observations). The students who receive the.. feedback, actually, they change it in the afternoon, I mean in the next class, that's what I observed, they try to change it." (Mentor 1)

"It worked. I think it was a really nice event, I believe... So, when I look at it, it's positive. Because one can see themselves as perfect, of course, and not notice... In this (model) seeing what the other is doing... Or saying "If I were in their place, this and that", that's also nice. And, talking how things were different in the morning and afternoon, in between, that was nice. " (Mentor 2)

Mentor 1 stated that the model worked well by providing revisions and he referred back to how he witnessed that the PSTs observed well during the teaching sessions and gave each other feedback. He also explained that after receiving feedback, the revision was implemented successfully in the second teaching.

Mentor 2 also stated that the model worked well, and she thought that observing each other and making suggestions was a positive. Mentor 2 also pointed out that the revisions between the teaching sessions worked well.

Benefits of the model

The two mentor teachers were asked about the benefits of the model; however, they also gave examples of the benefits they observed before being asked in the interviews. In other words, they listed several benefits even while

explaining their general views towards PLS. The following three excerpts illustrate examples of the benefits they stated during the interviews:

"Of course, they noticed in that feedback. They actually made quite a few changes based on the feedback they received on what was explained in the first lesson." (Mentor 1)

While explaining the benefits of the model, Mentor 1 highlighted the times when PSTs 'noticed feedback' during the meetings and teaching sessions. He explained that changing the plan and teaching accordingly was a benefit. The mentor teacher then expanded this benefit by providing a more detailed observation:

"The sequence of events was written randomly (in the plan). Yes, that was changed. For instance, when it (the plan) was thought the second time, they paid attention to that, yes, it was changed.. ... The pupils had already noticed that. The teacher who received the feedback... After the feedback was given, it was changed in the afternoon class. There, he noticed the issue. Because in the first teaching, it was written randomly. After receiving that feedback, when the plan was changed, and the events were written on the board in order along with the time, it became more meaningful..." (Mentor 1)

As seen in the excerpt above, Mentor 1 further explained that the change in the plan was based on paying attention to a specific part of teaching. The PST who received the feedback changed their action and the plan became more meaningful. The excerpt below includes an answer given by Mentor 2 regarding the benefit of the model. She exemplified that the feedback given to PST4 provided a way for him to realize what needed to be changed. She further explained how PST4 accurately observed a specific part of the plan and decided to change it:

"What I noticed. You know, as some time passes and we keep talking, things from the past started to come up. For instance, when we mentioned the 'would' situation, PST4 realized it there." ... "PST4 'catching' the volleyball incident shows that he has observed it very accurately ..." (Mentor 2)

Challenges in implementing PLS

After explaining their general views and benefits, mentors stated that a few challenges existed in implementing the model. First challenge reported by Mentor 1 was about feedbacks. As the following excerpt illustrates, Mentor 1 had concerns regarding some aspects of teaching:

*"New teacher, new excitement. They might not be ready to make those changes because they might still be adapting to a different plan in their mind. It may seem like they will continue with their own way of doing things..." ...
"No matter how much feedback you give, I think sometimes that feedback may not be implemented by the other person. But even so, the revisions in that plan are beneficial." (Mentor 1)*

In the excerpt above, Mentor 1 explained that PSTs may need time before they are ready to teach again and otherwise, they might still apply things their way despite the feedback given. Nevertheless, Mentor 1 added that the process was still beneficial. The mentor teacher also pointed out that the PSTs are sometimes too reliant on the lesson plan:

"Sometimes there is too much reliance on materials and the plan. That obstructs the flow. It hinders communication. It was the same in previous weeks, just... just making a plan as if everything is settled... seems to emerge as a thought. I mean, right now, what the students are focusing on seems to be just making plans. Whereas, they should know that the plan is just a way in and "what I am aiming for during the lesson" should always be on my mind. Constantly... making plans, talking about the plan, or "my plan is ready" or "this part of my plan is like this"... It's a worry, but... there should be more focus on the practical application of that plan in the class, a bit more practice and emphasis on that, actually." (Mentor 1)

As the excerpt above illustrates, the mentor teacher also pointed out that the PSTs tend to stick too much to the plan and have a mindset that prioritizes the lesson before the objectives of a lesson. He also explained that this was not directly related to PLS process as he stated that it was the same in previous weeks. In his opinion, the PSTs must have a mindset that is based on realizing that the plan is just a means to an end; aim of the lesson. Another challenge explained by Mentor 2 was individual differences among the PSTs:

"Some people are more closed off to criticism. What can you say to them? Even if I tell them, it won't really reach the other person. But with PST4 and again... with PST3, they are more like... when you say something, they think about it. I, for example, also told PST6. About making eye contact, for instance... or not just for the sake of saying it, not just for the sake of doing it. I said (to her) "These things are important." she said: "Uh, I didn't notice, yeah" sort of... but... that "uh" there is different, you know, it's a felt thing, like 'I can swear but can't prove' kind." (Mentor 2)

Mentor 2 pointed out that being open to criticism differed among the PSTs and she explained this difference by emphasizing the response she received after giving feedback. Mentor 2 also stated that external factors came into play:

"Yes, there too, it was about the availability of the study hall. This and that, those factors also played a part." ... "Also, as I mentioned, the classroom

environment, like this week, was very surprising. One was crying, another was... doing something else, those factors come into play. Now, generally, because the students are familiar with them and also because their ages are close, they don't participate much in the lesson to avoid looking foolish, or they are afraid of making mistakes." (Mentor 2)

As the excerpt above shows, Mentor 2 thought that some external factors such as availability of the study hall or pupils being distressed or hesitant to participate in the lessons also proved to be a challenge during the process.

Suggestions

In addition to their views towards the benefits and challenges, the two mentor teachers also made suggestions towards improving PLS. The suggestions towards the model were generally related to the school practicum itself. One suggestion made by both the mentor teachers was timing:

"Our problem here is that we can't tell the students a week in advance 'you will teach this lesson.' Now, if they are coming to my Thursday class and Thursday is the last class of the week, I will have already covered the lesson before they arrive." (Mentor 1)

"I would like it to be two days. Let's say Wednesday and Friday. Because even just being on Friday is hard for them. When it's on Friday, there is a lot of absenteeism. That's a disadvantage. For example, they should also see Monday. Of course, some things will not change. I'm just saying, something I've observed, apart from that, there's also this..." (Mentor 2)

Mentor 1 explained that the curriculum they followed at the school did not allow for a week's advance in specifying a specific topic to teach for the PSTs; therefore, he usually informed them three days earlier. Mentor 2 suggested that the teaching sessions could be arranged two days apart since she wanted PSTs to experience teaching some other day than Friday. Another suggestion made by Mentor 1 was on workload of PSTs:

"Especially for students in the final year... if they are attending practicum, their undergraduate workload or assignments, tasks need to be lightened a bit. This affects us. It affects us because they come in tired, they become unwilling. They say, 'We have this project, we have this homework.'" (Mentor 1)

An indirect suggestion towards lightening tasks at undergraduate level (courses aside from school practicum) made by Mentor 1 was due to the heavy workload assignments the PSTs had to fulfill. He defended that the PSTs came in tired due to the heavy workload and it affected their overall practicum experience.

4.3. Changes made to PLS in Phase 2

As a part of the design-based research framework, the research conducted in the previous phase allowed for an evaluation of the model and provide refinements before Phase 2. As a result of the iterative process in the dissertation, some adjustments were made to the procedures and new tasks were included in the guidebook to better prepare the participants for Phase 2. The findings obtained in Phase 1 pointed out a prominent challenge in the implementation of PLS. As seen in Figure 35, Timing was a frequently reported challenge in especially the stages involving teaching and reflecting. In light of the findings obtained in the previous phase, the first change applied in Phase 2 was to allocate more time between the teaching and reflecting stages. In '*Timing: Time allocated between procedures*', three PSTs held the view that they needed more time to meet or prepare a lesson in especially the teaching and reflecting stages.

As seen in Table 10 previously, the time allocated between the teaching sessions post-lesson discussion meeting stages varied from 50 minutes (in Case 3) to 4 hours (in Cases 1,2, and 4) in Phase 1. Consequently, as seen in Table 24, in three cases in Phase 2, the second teaching sessions took place three days after the first teaching so as to allow for a more relaxed schedule.

In other words, we held the post-lesson discussion meeting after the first teaching sessions, and we had the whole day to continue the meeting and three days to revise the lesson plans before the second teaching started. However, the circumstances in the classroom schedule in Case 6 only allowed for 150 minutes between the first teaching and the second and the two PSTs agreed on the schedule as they stated that they did not have any problems with time in the previous phase.

The three days allocated between the first and second teaching sessions in the cases in Phase 2 was naturally possible, in other words, we did not deliberately adjust the schedules of the classroom at Middle School A. Moreover, as we did not have a deadline for the day, we held the meetings with ease and allowed for a more relaxed schedule of revising the lesson before teaching again.

After making sure that timing was not a significant challenge in implementing the stages of PLS, two new tasks were created and added as a requirement to PSTs' school practicum portfolio. The school practicum portfolio contains 12 'Weekly reports' which include questions that ask PSTs to describe what happened in a specific week, two 'Self-evaluation forms' and two 'Peer-evaluation forms' which ask several questions regarding their own and their peer's lessons.

In Phase 2, the two new tasks replaced two of the 12 weekly reports in their portfolio and required that they delve into the language proficiency and language learning motivation of the pupils by means of observing, interviewing, and investigating exam papers. The PSTs were free to choose from the methods suggested in the instructions of these tasks (included in the next page).

They were given the choice to complete the tasks as a group or individually. All PSTs completed these tasks successfully in groups. PST4, PST9, PST6, PST3, PST10 and PST7 worked together to complete all the steps laid out in the tasks since they were all placed at Middle School A. Similarly, PST2 and PST1 worked together at High School A to complete the steps. The two tasks are illustrated in the table below.

The two new tasks seen in Table 23 aimed to encourage and prepare PSTs to determine the language proficiency and learning motivation of the classrooms they teach. These tasks were added after the field experts recommended that the study of *case pupils* during lesson observation could improve the discussions. Moreover, some PSTs also stated that tasks for getting to know a classroom in terms of proficiency could provide a better understanding (PST1's suggestion in sub-section *Suggestions made by the PSTs*).

The six PSTs who attended Middle School A worked together and interviewed their mentor teacher, examined pupils' exam papers, and attended parent-teacher meetings to answer the questions included in the tasks. Their answers were then added to the first stage of each case which are described in the following sub-sections.

Table 23. Two New Tasks Added in Phase 2

TASK I

Profiling: English language proficiency of your classroom

In this form, you are asked to create a profile of your classroom. Please choose a classroom (preferably the classroom you will teach) and examine the language proficiency of the classroom by following some of the steps below:

-Ask for exam results of the students, analyze the results by giving the mean score of the classroom, categorical weights (number of low/mid/high achieving pupils). You may also compare these scores to other classrooms.

-Interview your mentor teacher and supplement your evidence with their answers

-Observe the classroom and supplement your evidence with your findings

Question 1: Please discuss the language proficiency of the classroom by giving evidence (exam notes, mentor teachers' views, or your observations, etc.).

Question 2: Determine two low-achieving and two high-achieving pupils in the classroom. Discuss how you determined their level. (Do not write their full names)

TASK II

Profiling: Motivation towards learning English

In this form, you are asked to create a profile of your classroom. Please choose a classroom (preferably the classroom you will teach) and examine the motivation of the classroom by following some of the steps below:

-In one of your lessons, create a discussion with your pupils. Ask them about their motivation levels and reasons behind learning English. You may ask about the benefits and challenges of learning English, or why they want to learn the language. Why do you want to learn English? How will you use English in the future? -Try to get written answers and use them as evidence

-Interview your mentor teacher and supplement your evidence with their answers

-Observe the classroom and supplement your evidence with your findings

Question 1: Please discuss the motivation level of the classroom towards learning English. Please give details about how you determined the level and the answers of the pupils.

4.4. Case Descriptions (Phase 2)

This chapter provides detailed descriptions of the four cases that unfolded during Phase 2 as a part of the design-based research in the dissertation. The following sub-sections present case descriptions which include data from multiple sources in each PLS implementation. The descriptions offer comprehensive details regarding the stages that encompass the preparatory procedures, teaching and observation sessions, post-lesson and final reflection meetings.

One section was dedicated to each case and descriptions include a structure that starts with the preparational procedures followed by the PSTs such as preparing for the logistics of the teaching sessions, examining the curriculum, and planning the lesson. Then, the first teaching is described with reference to snapshots of self and peer evaluation forms obtained from school practicum portfolios. Then, after the first teaching, the layout continues with the post-lesson discussion.

The post-lesson discussion meeting is described first with sample observation notes taken by the participants and the content of these meetings are described with excerpts from the voice recordings. The second teaching sessions are described in the same manner before the contents of the final reflection meetings are introduced and the final section of the layout includes information regarding how the PSTs shared their PLS experience.

Table 24 below includes a summary of the procedures in all four cases that took place in Phase 2. All cases took place in May, 2023, during the spring semester of the 2023-2024 academic year at the state university. While three cases took place at a middle school, one (Case 6) took place at a high school.

Three cases (5,7, and 8) shared the same structure with Mentor 3 and two fifth-grade classes at Middle School A. These three cases followed a schedule which allowed a three-day gap between the two teaching sessions in the cases. Case 6 took place at High School A with the participation of Mentor 1. In this case, the two teaching sessions took place in the same day with around three hours of break between the sessions.

Table 24. An Overview of the Teaching and Reflecting Stages in Phase 2

Cases (Participants)	Case 5 (PST9 & PST3)	Case 6 (PST1 & PST2)	Case 7 (PST6 & PST4)	Case 8 (PST7 & PST10)
	(Mentor 3)	(Mentor 1)	(Mentor 3)	(Mentor 3)
	(Advisor)			
Practicum School	Middle School A	High School A	Middle School A	Middle School A
Lesson Title	Daily Routines	Daily Routines (Human in Nature)	Past Routines and Habits	Abilities
Classrooms	5F and 5D	9C and 9A	5F and 5D	5F and 5D
First Teaching	First teaching (PST9 – Class 5F)	First teaching (PST1 – Class 9C)	First teaching (PST6 – Class 5F)	First teaching (PST7 – Class 5F)
Date	May 9, 2023	May 16, 2023	May 23, 2023	May 30, 2023
Post-lesson discussion meetings (immediately after)				
Second Teaching	Second teaching (PST3 – Class 5D)	Second teaching (PST2 – Class 9A)	Second teaching (PST4 – Class 5D)	Second teaching (PST10 – Class 5D)
Date	May 12, 2023	May 16, 2023	May 26, 2023	June 2, 2023
Final reflection meetings (immediately after)				

4.4.1. Case 5 (PST9 & PST3)

The PSTs in Case 5 were PST9 and PST3. It was PST9's first time participating in PLS; however, he attended the Training Phase and received the PLS guidebook before Phase 1. PST3 participated in PLS in Phase 1, and she taught a lesson, observed her peer, and took part in meetings. Although they have not been group mates before, they have been attending Practicum at Middle School A for over 2 months prior to participating in PLS.

Table 25. PLS Stages Followed in Case 5

PLS Stages in Case 1	Roles of the members	Duration	Timing
Preparing for PLS	The two PSTs verbally agreed on a schedule	-	a week prior to first teaching
Examining the curriculum and planning the lesson	The two PSTs studied the curriculum and planned the lesson simultaneously	an hour	3 days prior to first teaching
First teaching (PST9 – Class 5F)	PST9 taught while the other members observed	80 minutes (40'+40')	started at 14:05, on Tuesday, May 9, 2023
Post-lesson discussion meeting	All members (PSTs, mentor teacher, and advisor) discussing the plan together	30 minutes	immediately after the first lesson
Second teaching (PST3 – Class 5D)	PST3 taught while the other members observed	80 minutes (40'+40')	Started at 13:10, on Friday, May 12, 2023
Final reflection meeting	All members discussed the lesson and wrapped up the day	20 minutes	immediately after the second teaching
Sharing the PLS Experience	The two PSTs produced a blog post to share their experience with others		at the end of the fall semester

As seen in Table 26, the two PSTs in Case 5 verbally agreed on a schedule. They met during the weekend to examine the curriculum and prepare their lesson. Their meeting took around an hour and they submitted their lesson plan (Table 26) to the mentor teacher and advisor. PST9 taught first on Tuesday, before we all came together to conduct the post-lesson discussion meeting. After the meeting, the group had more than two days to revise the lesson plan. PST3, then taught the revised plan on Friday. On the same day, we met again to reflect on the whole process. The last stage of PLS in Case 5 was completed individually by the PSTs. Information pertaining to these phases in Case 5 is outlined in the subsequent sub-sections below.

Preparing for PLS

As seen in Table 25 above, the two PSTs agreed on a schedule a week before the first lesson. Their mentor teacher (Mentor 3) at Middle School A had suggested them to prepare a lesson based on the unit 'Animal Shelter' in the pupils' coursebook. The mentor teacher has also shown them 'WordWall', an interactive website that enables teachers to create matching, grouping, labeling activities, and includes customizable games such as 'Hangman' or 'Spin the Wheel'. As Mentor 3 frequently uses this website in her lessons, pupils at Middle School A were accustomed to such activities.

PST3 and PST9 agreed to make use of this website and create a lesson plan based on the theme Animal Shelter as they have met twice over the weekend. The two PSTs had a week to prepare the plan, and as they reported later on, they met and planned the lesson in around an hour at a comfortable pace. One of the biggest difference was the completion of the two new tasks.

In Phase 2, two new tasks were required as a part of the practicum, and PSTs were asked to choose one task to complete before their teaching experience in the practicum. These tasks aimed to provide an understanding of language proficiency of the classrooms in order to better observe the classroom during PLS. The two members in Case 5 successfully completed the two tasks by looking at pupils' exam papers in the third week of their practicum. Then, they determined that all pupils submit their home works with great effort.

They also identified two lo-achieving pupils and then observed their participation during the lessons and discussed in their reports that they were sometimes disengaged uninterested in the activities. They also attended parent-teacher meetings and interviewed their mentor teacher to find out why some pupils are motivated and some are unmotivated.

They determined that those who have fun during the lessons or have a desire to be friends with foreigners had high motivation and those whose parents had not shown interest in the language did not have motivation, either. They finished these tasks alongside Mentor 3 and fellow PSTs at Middle School A, documenting their discoveries in a weekly report incorporated into their school practicum portfolio.

Examining the curriculum and planning the lesson

The two PSTs in Case 5 structured their lesson plan (Table 26) by making use of the activities included in the coursebook used at Middle School A. The coursebook titled 'Happy English' is an authorized material published by MoNE and distributed to the state middle schools in Türkiye, and it is the material followed in the classrooms 5D and 5F which are included in the cases in this dissertation.

The Aims section of the 'Unit 9: The Animal Shelter' in the coursebook specify four main aims: "asking permission, describing what people and animals are doing now, understanding the descriptions of what people are doing, asking and answering questions about what people are doing" (MoNE, 2019, p. 124). Although the PSTs made use of the theme, language structures, and some of the vocabulary items such as kitten, dog, or rabbit, they did not use any of the skill-based activities in the coursebook and created their own activities by adding songs they found on YouTube or games they created on WordWall in the first version of the lesson plan (PST3 made use of an activity in the coursebook in second teaching).

As Table 26 below illustrates, the PSTs created a lesson plan which included the main goal of teaching the present continuous tense in English grammar and vocabulary items related to animals and an animal shelter. To reach these aims, they created an 80-minute lesson plan with multiple stages.

Since it is Mentor 3's custom to start a lesson with discussing what students learned in the previous lesson, the PSTs created a warm-up based on pupils recalling the last week's lesson and stating what they learned. They decided to carry out a sing-along activity before introducing the grammar point by writing sample sentences on the board.

Then, the lesson continued with a matching activity and an information gap activity in which pupils guess an animals name by asking questions. Then, the lesson was planned to be concluded by a spin-the-wheel game about the grammar point and a discussion which aimed to evaluate the aim of the lesson.

Table 26. Lesson Plan used in Case 5 (Scaled-down)

Lesson Title	Daily routines	PSTs	PST9 & PST3	Duration	80 minutes
Goals	To talk about animal shelter and to use grammatical functions of the "Present Continuous Tense"	Objectives	1.Students will be able to describe animals in an animal shelter and actions around them. 2.Students will be able to identify the concept of Present Continuous Tense and describe actions that are happening at that moment. 3.Students will be able to practice using the present continuous tense in speaking and writing exercises.		
Stage	Time	Type of Activity	Procedures	Anticipated Student Response	
Warm-up activity	10'	Discussion	T asks: -What Ss remember from last week -"What is an animal shelter?" -"What can you do in an animal shelter? What can you see?"	Students will guess the topic and say it out loud right away and T will give positive feedback to every answer or correction if it is necessary.	
Pre-teaching activity 1	15'	Sing along & Lecture	-T plays a video song about Present Continuous Tense and asks Ss to sing along	Students will practice the needed grammar and reflect on it.	
Pre-teaching activity 2	15'		-T introduces Present Continuous Tense with affirmative, negative and interrogative forms by writing examples on the board -T asks Ss to write examples	Students start talking about the topic. (Animal Shelter)	
While-teaching activity 1	15'	Information gap	-T asks Ss to match several characters (kitten, vet, turtle, a woman, a father, a kid) with actions such as donating money to shelter, adopting a puppy etc. Then T asks "What is s/he doing?"	Many students may find these activities engaging and exciting. Students may want to participate more because the activities create curiosity and excitement for students, and some students may even want to participate more than once.	
While-teaching activity 2	15'		-T asks a volunteer student to come to the board and ask the classroom questions such as "Can it jump?", "Does it have fur?" to guess an animal		
Post-teaching activity*	5'	Sentence production	T asks Ss to spin a wheel (on a website called Wordwall) and guess the action of characters and create a sentence by using Present Continuous Tense	Students will comprehend and pay attention to the game and recognize the grammatical structures according to the actions given in the game.	
Evaluation*	5'	Discussion	T asks Ss "What words did we learn?", "What are you doing now?"	-	
Assignment	-	-	Assume that you are in an animal shelter. Write a short paragraph (50 words) about what you are doing at that moment.	-	

* No time was left for these parts of the lesson in first teaching.

Table 27. Timeline of Teaching, Discussing and Reflecting in Case 5

Title	Animal Shelter						
School	Middle School A (5F and 5D)						
Dates	May 9, 2023, Tuesday			May 12, 2023, Friday			
Hour	14:05-14:45 (40')	Recess (10')	15:00-15:40 (40')	Post-lesson Discussion Meeting	13:10-13:50 (40')	Recess (10')	14:05-14:45 (40')
Stages for teaching and reflecting	First teaching (PST9 – Class 5F)				Second teaching (PST3 – Class 5D)		Final reflection
Roles / Description	PST9 teaching, & PST3, Advisor, Mentor observing		All members (4 in total) discussing the lesson and revising the plan		PST3 teaching, & PST9, Advisor, Mentor observing		All members (4 in total) reflecting on the whole process

After completing their lesson plan, PST9 taught first on May 9, as illustrated in Table 27. The post-lesson discussion meeting was conducted immediately after PST9’s lesson on the same day. During this meeting, all members shared their views and suggestions for the plan. Then, three days later on Friday of the same week, PST3 taught in the second teaching session on May 12. The next sub-section illustrates the first teaching by PST9.

First teaching (PST9 – Class 5F)

As seen in Table 27, the first teaching by PST9 took place in classroom 5F at Middle School A on May 9, 2023, at 14:05. The lesson took 80 minutes in total with a 10-minute break. The lesson was completed without any major mishaps and the group members in Case 5 generally held positive views towards the first teaching, as the sample figures from PSTs’ portfolios illustrate:

<p>Question 1: How effectively were you able to follow your lesson plan? (Did the lesson deviate from your plan or did you strictly adhere to the plan? Please explain in detail)</p> <p>I am confident that I meticulously followed the lesson plan, diligently completing each step in the correct order while carefully managing my time and considering the duration of each stage. Additionally, I executed each component of the lesson plan with precision and accuracy.</p> <p>Question 3: If you were to re-teach the lesson, what would you change?</p> <p>To be honest, I was quite satisfied with my lesson plan at first but then I realized that I must have changed the stage of teaching grammar for students. I would change it such as adapting into the materials or games so they would learn faster and in a fun way.</p>	<p>Question 5: What was the most effective aspect of your lesson?</p> <p>In my opinion, the most effective part of my lesson was getting the students to understand the unit and the words related to unit. They could get the main points of the unit and easily answer my questions in accordance with the unit. They also could produce sentences by using the unit’s words and that was the most effective aspect of my lesson, I think.</p> <p>Question 9: Which stage of the lesson was the most challenging for you? Why?</p> <p>For me, the most challenging part or thing in the lesson was that the students did not listen to me and misbehaved. Their constant talking, shouting and mischief made me a little annoyed. No matter how hard they tried, I still think I managed to manage the class.</p>
<p>1 Self-evaluation form PST9</p>	<p>2 Self-evaluation form PST9</p>

Figure 36. Snapshots from PST9’s self-evaluation form

Figure 36 above includes two snapshots of PST9's answer to four questions in the self-evaluation form included in his school practicum portfolio. As seen in **Snapshot 1**, he was confident that he followed the lesson plan while managing his time. He also stated that he was satisfied with the lesson plan first but then he realized that the grammar stage of the plan needed revision and he expressed his wish to change the stage by adding materials or games. **Snapshot 2** illustrates that PST9 observed that students could produce sentences and remembered words and he was satisfied with the lesson. He also added that managing the classroom was a challenge; however, he thought he managed the class well.

<p>Question 9: What recommendations would you like to give to your peer? As my teachers did to me, I would recommend him to teach grammar in a natural way because of their ages. If our teachers hadn't taught me, I would be confused about teaching grammar, too. Teaching them with a song or pictures are the finest ways to make sure about their understanding.</p> <p>1 Peer-evaluation form PST3 (written for PST9)</p>	<p>Question 3: What do you think was the least effective part of the lesson? Grammar teaching was not that much successful since students were exposed to things they don't know like the word "grammar" or "don't / do not". What the teachers suggested was to do that teaching in a natural way, so he agreed with them. Other than that, since the second session was the last class of the day, students were excited to go out. He could be more alarmed for that.</p> <p>2 Peer-evaluation form PST3 (written for PST9)</p>
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Figure 37. Snapshots from PST3's peer-evaluation form

Two snapshots in Figure 37 above include PST3's answers written for the first teaching. As seen in **Snapshot 1**, PST3 thought that the grammar teaching part of the lesson could be improved with a more natural method. She recommended using songs or pictures for the lesson.

Snapshot 2 also shows that she was not fond of the explicit instructions for teaching grammar and she planned to make revisions for the second teaching referring to the fact that '*the teachers*' also suggested natural ways of teaching grammar in the post-lesson discussion meeting.

Post-lesson discussion meeting

The post-lesson discussion meeting took place immediately after the first teaching. In this sub-section, this meeting is described with snapshots from observation notes taken during the first teaching and excerpts from the voice recording taken during the meeting. Some of the recommendations given in the group members' observation notes are included in the figure below:

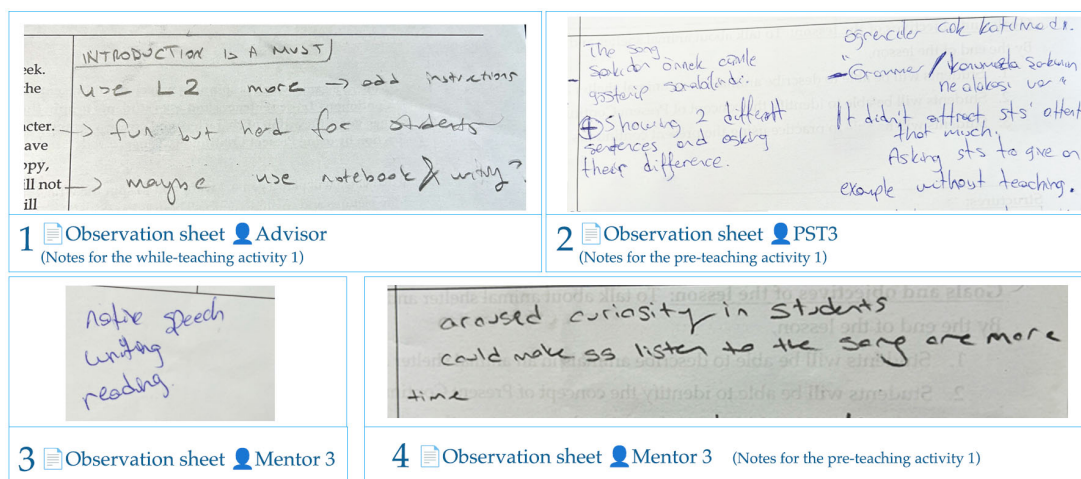


Figure 38. Snapshots from group members' observation notes

Having finished the lesson, PST9 immediately started commenting on his time management and how he felt content with how the lesson turned out. Then, we sat down in the teacher's lounge at Middle School A and I explained that the meeting is about discussing the lesson plan, not the teacher. Advisor started by stating how energetic the classroom was when they saw the picture of a puppy and how that could be used to one's advantage:

[00:01:01 Advisor] Well, the example sentence is good, but you could also mention animals more. Also, there's a lack of visuals, it would be great to have a visual at the beginning. They went crazy when they saw the picture of a puppy at the end. I think adding a visual at the beginning would be really nice.

[00:01:22 PST9] That last activity really caught their attention and it kind of motivated them, actually...

[00:01:29 Advisor] We have a smart board, let's use it. It's pretty good... Show us a picture. For example, the vocabulary practice at the beginning is good. It's good to warm up from there, but it's a bit too simple. Now I asked for a word, got its Turkish equivalent... done, let's move on to the next word. Yes, this...

[00:01:45 PST3] There could have been a presentation...

[00:01:56 Advisor] ...For example, the word "shelter" is actually a very nice word, a word that could be explored further. If you were to ask, "Is there a shelter in [*this city*]?" even from here, perhaps a bit more of a response could come, you know, there could be a bit more of that sort of thing?... We have a cat shelter [*in this city*] for example, I have photos, I can share them with you, if you'd like.

Since the pupils in classroom 5F were 10 years old, they responded well to visuals and this was felt in the lesson especially because the theme was about

animals. Despite the advantage of using visuals, a note in my observation sheet said 'prepare more rather than improvisation', which was directed at the use of sample sentences when introducing a language structure. Advisor opened a discussion at **minute 1** to discuss that although the sample sentences worked out okay, visuals could be used instead. Advisor emphasize the point by saying visuals were lacking in the beginning and they went *crazy* when pupils saw a puppy at the end of the lesson. Advisor encouraged that instead of using the visuals at the end of the lesson, showing pictures of a puppy and getting the pupils energized would provide a greater advantage in the beginning of the lesson. PST9 also agreed that the visuals at the end provoked attention and to that, Advisor followed up with a suggestion to use the smart board for the visuals instead of prints. PST3, then shows agreement as she comments that a presentation (of the vocabulary items) could be added to the plan at **1:45**. Another recommendation was to ask pupils about shelters in the city. At **1:56**, Advisor suggested to add more context to the theme of the lesson and suggest using the cat shelter in the city. Then we discussed the use of target language in the classroom:

[00:03:14 Advisor] ... don't be afraid of speaking English, like saying "open your notebooks," for example. They knew things like this, and if they don't, you teach them. So, let's start with a little more vocal English, as a good instruction, then Turkish, if necessary, if they don't understand...

[00:04:04 PST9] Yes, I preferred that, sir. You know, saying it in English, then giving Turkish instructions, both in English and in Turkish, like, so they become familiar with both, seeing both English and Turkish.

[00:04:20 Advisor] Now, pupils, in the end, will leave here and probably won't see English until the next lesson, maybe not at all... The more English they speak within the class, the better because of the environment and actions... we talked about comprehensive input for years, right?

[00:04:40 Advisor] They'll see that... When you make them do something while saying it in English... if you say "applause" first, in this coding style, it might settle in their minds as applause with action, right? So, the more English you speak, the better... I'm not saying they should answer in English, or you should do everything 100% in English. For example, if they want to go to the bathroom. Are you going to force them to say it in English? No need, it's a difficult thing.

[00:05:14 Mentor 3] By the way, they know it, just letting you know in parentheses.

[00:05:17 Advisor] Of course, I can see that they know, of course.

Another important topic discussed in the post-lesson discussion meeting was the use of English in the classroom. Although the meeting was conducted to improve the lesson plan, it was an essential topic that the use of mother tongue could be replaced with English in other parts of the lesson, for example giving instructions or applauding in the classroom (**minute 4**). In the first teaching, PST9 hesitated to use English while giving instructions and explaining pupils what they are asked to do in an activity. To that, Advisor and the mentor tried to encourage using English at both **4:20** when Advisor tried to explain being exposed to the target language will provide a comprehensive input and gave an example of asking pupils to applause while showing the action and at **5:14** when the mentor wanted to add that pupils are actually used to hearing English in the classroom. We then continued with explaining how it will be beneficial to use the target language as much as possible in the classroom. We then talked about an issue which was present in other cases as well:

[00:07:06 Advisor] Also, about the grammar topic... the first hour was grammar-focused, a bit... similarly, you can determined a few sentences, I think, "I'll write these sentences on the board and I'll ask for a few of these to the pupils", you can plan a bit more like this. Like PST3, for example, she can write a few sentences here, so you'll know what to write. That's why being planned is important. Besides that, we could also include writing along with graphics. You know, from...

[00:07:58 PST3] Using notebooks?

[00:07:59 Advisor] "Open your notebooks" because when their desks are empty, there's nothing to focus on. You can tell them to open their notebooks and "Write these sentences."...

At **minute 7**, Advisor tried to raise a frequent issue where the PSTs would write in their plan that 'T will explain a grammar structure with sample sentences' however, they do not write down what those sentences are. When confronted, PSTs usually say they plan to gather answers from the pupils and write those answers on the board; however, that sort of interaction rarely occurs in the classroom. Pupils generally struggle to create a well-structured sentence and PSTs end up writing sentences on the board. Nevertheless, writing sample sentences on the spot is often a challenge for them since they are not used to creating sentences quickly for a grammar structure. For this

reason, I advised them to write down some sample sentences in their plan. Then, we discussed the use of pupils' notebooks. the Pupils in 5F are energetic and they are easily distracted by their peers' actions. Most of the suggestions made at Middle School A are based on how a lesson could provide a point of focus for the pupils so that the noisy and distractive atmosphere could be vanished. The discussion above also stems from the same fundamental issue as pupils sometimes created chaos in the classroom. For that reason, Advisor mentioned at 7:58 that using their notebooks to redirect them to the content of the lesson could be beneficial. Then we began to discuss the warm up activity:

[00:08:47 Advisor] How was the warm-up, in your opinion? At the beginning?

[00:08:49 PST9] The warm-up was good, sir. I mean, I was already energetic, good answers were coming, it was progressing smoothly. Then, when the grammar came in, process slowed down, in the pre-activity. And what I noticed is this: In fact, it should be explained and taught like this... I think it's most logical to be learned accidentally and involuntarily, but creating that is very difficult, really quite difficult. But I think the most effective way is to learn by chance, maybe associating it with something, showing it with a material makes more sense. They learned, but for example, they were mixing up the forms. While I wanted them to describe "he" they were using "I am" and integrating it into the same form, that created some trouble.

[00:09:36 Advisor] Exactly, because they are quite young, they might not easily understand what you want, yes, so that's why I can't say anything against using Turkish there. It can be used, but how do you think you can better explain what you want, how the student can understand better what am I going to do now, he stays like that, how can you explain it better? In this activity, for example?

[00:10:02 PST9] More examples can be given, it can be done without comparisons. There doesn't necessarily have to be a comparison of tenses.

[00:10:12 PST3] Maybe there could be a comparison between 'am/is/are.'

[00:10:15 Advisor] Have a few ready examples in your mind... Like "I am writing now", "He is reading now", if you write them all on the board, at least there will be an example they can look at.

[00:10:26 PST9] Maybe fill-in-the-blank exercises can be done on the board.

[00:10:29 Advisor] On one side, for example, there could be sample sentences.

[00:10:33 PST9] Yes.

In the conversation above, I wanted to see PST9's thought on the warm up and the pre-teaching activity. I noted during the first teaching that although the lesson started well with high participation, the pupil reaction was not satisfactory in the grammar-lecture part (the pre-teaching activity) of the lesson. PST9 commented similarly on the issue and stated that the lesson slowed down in the pre-teaching activity (at 8:49). He advocated that the incidental (inductive) type of learning where pupils are exposed to the grammar of the target language is better; however he thought it was difficult to accomplish. PST9 also mentioned that pupils confused the sentences forms while using different pronouns. Then, the conversation was directed to what could have been done to prevent any confusion in the future at **minute 9**. PST9 suggested that more samples could be added and they could get rid of tense comparison. PST3 also suggested using more samples to show different pronouns. Then Advisor suggested some sample sentences and PST9 thought they could be used on the board.

[00:11:31 PST9] Also, there should be... I didn't do it, but I think it's very healthy for students to come up to the board and write. I think in the pre-activity... Because they are already trying to warm up. It can also be done in their notebooks, but it's important for them to write. Yes, production is important.

[00:11:44 Advisor] As soon as they stand up to go to the board, students say other things... or they tease someone, talk about something else, for example, when someone stands up, at the back, two pupils were playing XOXO between themselves.

[00:11:57 PST9] I didn't notice them at all.

A popular type of activity in the classroom at Middle School A was 'coming to the board' where a pupil would walk up to the board and write something or make a choice and say something out loud in front of the classroom. We discussed the dangers of this activity as Advisor noted down during my observation that some pupils were not engaging in the activity and playing irrelevant games. Then, PST3 expressed some of her concerns related to the second teaching:

[00:12:06 PST3] Teaching grammar is really scaring me right now.

[00:12:08 Advisor] Don't be scared of that. You say you want to prepare a presentation... Okay. Prepare it, put a photo with two

students running, and below it writes "They are running." then say "Repeat after me".

[00:12:22 PST3] I feel like the logic should be solved like right away, with the subject first, auxiliary verb, and so on.

[00:12:25 Mentor 3] It cannot be taught like that, though.

[00:12:27 PST3] For example, when I was learning, I could understand everything when they told me the logic, then I feel like I should go according to my own thoughts.

[00:12:36 Advisor] That's an individual difference... But... you want that because you are aware of it now, for example, if you start learning German now, you'll look at its functions first. But that's because you you're an adult now but they [*pupils*] scream (with joy) when you show a picture, they don't want to see a sentence. Usually, it's like, there should be a song, a picture, and the bonus next to it... the text is a bonus, actually.

[00:13:08 PST3] Shall we, for example, let one group ask a question and have the other group answer, like that?

[00:13:15 Advisor] You can try pausing the listening a bit, I think. 'What is she doing, what is she doing'... pause. Rewind and say, and ask them to say it too. Maybe it prevents rushing. Pause and teach it piece by piece like a karaoke.

[00:13:42 Mentor 3] Well, but we are much luckier with young learners. Like what you said, it's not like writing "plus verb," "plus ING"... As you said earlier; it's actually a natural way of learning. How would it... it's the target language and it's a distant language from their mother tongue. But we're trying to create a natural atmosphere in the classroom and get them close to it...

As we tackled the grammar-centered stage of the lesson plan, PST3 stated that she started getting scared of teaching that stage at **12:06**. She then made explanations and expressed that she prefers to be taught grammar explicitly and then we discussed how it is different for every individual and it is crucial to create a natural atmosphere and make use of various materials such as songs and pictures to expose pupils to grammar.

At **13:08** PST3 moved the discussion towards how to make use of the song and include the pupils in the activity as a group. The discussion on how to approach teaching grammar continued as the mentor teacher also expressed her thoughts:

[00:21:33 PST3] So we are cutting down (the timing) in grammar instruction? It was long...

[00:21:36 Advisor] I'm leaving it to you... I can't just tell you to do it.

[00:21:42 Mentor 3] Intersperse grammar between stages, it could be in the beginning or middle, or when you're giving feedback later on. Yes, grammar cannot be... it could also be in the beginning.

...

[00:21:58 PST3] Then as you said, sir, not like lecturing grammar but like... by squeezing it in, I mean by asking "What are you doing now?" or "What is the rabbit doing now?"

Until minute 21, we discussed the allocated time for the activities and I advised for a revision of the minutes planned for each activity as some parts, especially the grammar lecture, took longer than anticipated. Then, at 21:33 PST3 wanted to confirm her idea to shorten the grammar part of the lesson. Advisor then reminded them that it is only a suggestion. Then Mentor 3 stated at 21:42 that grammar could be 'interspersed' as in it could be taught by showing examples in each (the exact phrase was '*grammar'i araya serpiştirin*' which means '*sprinkle grammar in between stages*'). This suggestion was then restated by PST3 at 21:58 since she wanted to show she understood that it could 'squeeze in' with sample sentences, rather than a direct lecturing on grammar. Then Advisor also contributed with an example:

[00:22:53 Advisor] Talk about yourself; "What am I doing now?"

[00:22:54 PST3] Okay. I don't want to deviate from the topic. Animal shelter, you know is the topic... I wonder if, like, if I deviate from the topic, will it distract their attention?

[00:23:08 Mentor 3] Animal shelter is not the objective. It's just the title. It's our title. Our objectives are different. Our objectives are for the pupils to learn the present continuous tense. Our objectives are what you wrote down here, the objectives...

[00:23:24 PST3] I just wonder if we could somehow relate it to the topic?

[00:23:27 Mentor 3] (reads from the lesson plan) 'identify the concept of present continuous tense', yes, that's the objective. Animal shelter is just the name. We have a unit called "Party," for example, that's the topic.

[00:23:43 Advisor] You can start with examples yourself. "Am I walking now? Am I standing now?" It's something happening at the moment. You can give examples from your own life. You can make it like a game, ask questions and expect answers. "Am I speaking now?" Or you can research what indirect activities can be related to the present continuous tense. Or you can have more sentences in the same activity style, bringing them forward.

[00:24:10 PST3] Alright.

After Advisor suggested a sample question, PST3 hesitated from deviating too much from the theme. At 23:08 the mentor reminded that animal shelter is not the main objective, and the lesson actually aims to teach the grammar.

Then, we agreed to replace the grammar lecture with eliciting answer from the pupils after showing examples with demonstrations focused on ‘here and now’ and the discussion continued with inspecting the coursebook and misbehavior of pupils in the classroom for a while more.

Second teaching (PST3 – Class 5D)

As previously illustrated in Table 27, the second teaching by PST3 took place three days after the post-lesson discussion. This time, the lesson took place in classroom 5F at Middle School A on May 12, 2023, at 14:05. The lesson took 80 minutes in total with a 10-minute break. The two figures below include snapshots from the PSTs school practicum portfolio documents. These snapshots illustrate that they thought the lesson was effective and pupils eagerly participated in the lesson:

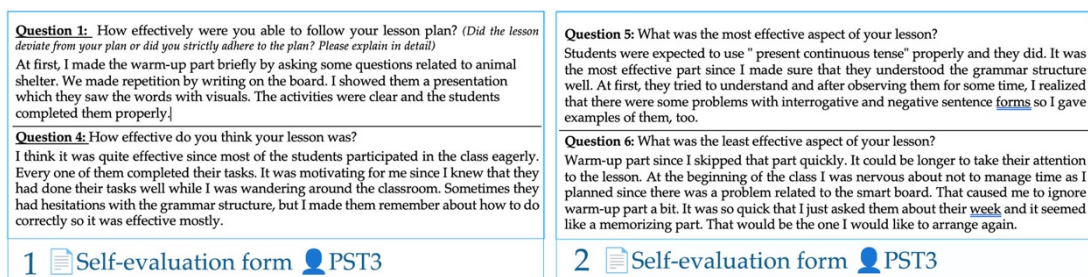


Figure 39. Snapshots from PST3’s self-evaluation form

The snapshots included in Figure 39 were taken from PST3’s school practicum portfolio. Her answers to the two questions in **Snapshot 1** illustrate that she thought the activities were clear, pupils completed them properly, and the participation was satisfactory as they eagerly joined the lesson. She also noticed that all pupils completed the tasks and when they struggled with the grammar structures, PST3 gave them little reminders.

Her answers in **Snapshot 2** show that she noticed that the lesson reached its goals effectively as she made observations and made sure that they understood the structures. Although she was nervous in the beginning and

the warm-up activity went faster than she desired, she was content with the lesson.

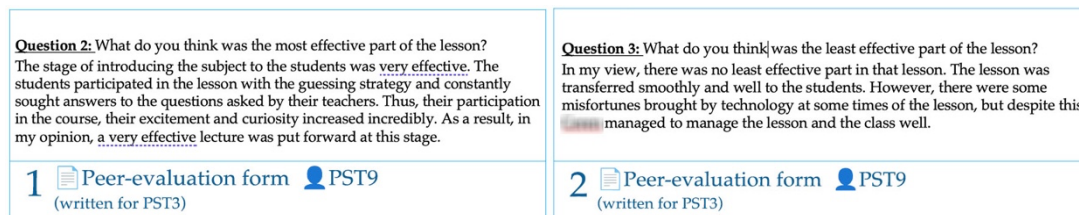


Figure 40. Snapshots from PST9's peer-evaluation form

Two snapshots in Figure 40 above illustrate how PST9 viewed the lesson. As seen in Snapshot 1, PST9 thought the lesson was very effective and pupil participation was high throughout the lesson as he observed excitement and curiosity in the classroom and Snapshot 2 shows that PST9 thought the lesson was smooth and he did not have any significant suggestions.

Final reflection meeting

Immediately after the second teaching, we gathered in the teachers' lounge at Middle School A to share views and ideas about the lesson. During the meeting, all members had their notes ready and checked them while making comments and discussing particular activities. The figure below illustrates some examples from the notes taken during the second teaching in Case 5:

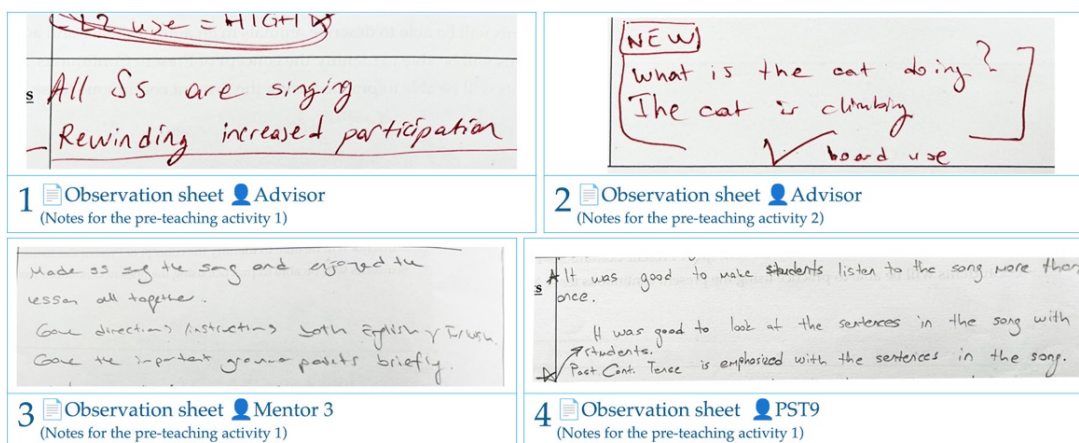


Figure 41. Snapshot of notes taken during the second teaching

In the previous meeting, we discussed how playing the song could be improved to focus more on the grammar structures and we transformed the

grammar lecture stage with an activity that included eliciting answers and demonstration with visuals. In the post-lesson discussion which took place three days prior to the second teaching, Advisor recommended pausing the listening and study the language structure by rewinding the song and playing it again (00:13:15 in Post-lesson discussion meeting). Accordingly, Snapshot 1 shows that Advisor noted down that rewinding the song increased pupil participation. Similarly, we had a long discussion on how to teach grammar and we all argued against the explicit approach in the lesson plan (starting at 00:07:06) and replaced the activity with a new sentence practice with demonstrations and visuals.

Snapshot 2 illustrates my note on the activity with a positive mark and emphasis on the board use. **Snapshot 3** includes a note from the mentor teacher on how PST3 made pupils sing the song and how they enjoyed singing together. Similarly, we had a small discussion on using English while giving instruction and the mentor teacher noted down that PST3 used both languages. PST9's notes in **Snapshot 4** also illustrates that listening to the song more than once was beneficial and rewinding the song to focus more on the language structures contributed to the lesson as the grammar functions were emphasized in the song. With these notes, we started the final reflection meeting:

[00:03:25 Advisor] You make observations, did any changes come to your mind afterward? Like, "I would change these", "I would do it that way"?

[00:03:37 PST3] When PST9 was lecturing the grammar part, I thought of that. (I said) "I will not lecture like that" because the pupils struggled a bit with grammar, you know, they were stuck at the language structure. I was thinking of changing that part a bit more.

[00:03:50 Advisor] I'm curious about that too because what you did in this class was different from the previous one. That's the most noticeable...

[00:03:58 PST3] We didn't change the second part anyway. In fact, the second part was different when we first wrote it. PST9 made the first activity a bit different. It was supposed to be a role play, but PST9 had them show the cards and write instead. And then, I've watched PST9 so much that... I had them do it the same way. After explaining to the students, I remembered I was going to have them do a role play, but I didn't want to change it too much.

After we discussed the high participation in the classroom, Advisor wanted to know if PST3 remembered observing the first teaching and deciding on revising the lesson plan. She expressed at 3:37 that she observed that the pupils struggled during the grammar lecture in the first teaching and she decided not to do the same. She then explained at 3:58 that she was almost confused about what to do after making observation but it worked out in the end. Then, we discussed the differences between the two classrooms:

[00:08:23 Advisor] ... I wonder if it improved because of the classroom. You know, the progress of these activities.

[00:09:02 PST3] I think the classroom has an impact. If we did it in class 5F, there wouldn't be this much participation.

[00:09:11 Advisor] Would this lesson plan hold up again for the Tuesday class?

[00:09:17 PST3] I think there would be a bit less participation. I think our teacher, [Mentor 3] would know better, but it seems like there would be a bit less.

[00:09:30 Mentor 3] Actually, there isn't much of a difference in terms of level. There are a lot of things, that class is more organized, that class is more noisy, but you think. For example, you thought when you first came here; that class is more confident, but you think 5D is less, but it's not like that. In 5F, a few clever pupils talk a lot, so others are actually intimidated by them.

[00:09:56 PST3] Yes, I noticed that, teacher.

At minute 8, Advisor opened a discussion on the root cause of the change in participation between the classroom. PST3 defended that although the lesson was revised, it would not have worked in the first teaching but the mentor teacher replied that there is not actually a significant difference between the two classes. PST3, then agreed at 9:56 that she also observed that a few clever pupils sometimes dominate the classroom and lower the overall participation.

After that, we discussed why there was such a change as the mentor teacher explained the background of some pupils and how one pupil in particular refrained from participating as he was in a sports team and missed a few classes. Then, we discussed giving instructions:

[00:15:05 PST9] Look, I've written here that... For example, in the beginning, pupils didn't understand, so I wrote... that I heard a few students saying, "Oh. Is it like that? Is this how it's should be done?" That's why I've written down but then they understood and became more curious.

[00:15:20 PST3] Yes, later on, more hands went up.

[00:15:21 Advisor] There are some types of activities they don't know, but as they learn, they... wait a bit more. For example, they can say "oh, we're going to do this." while trying to understand. So, when introducing something new, it's necessary to explain it in a simple and straightforward way or with an example.

[00:15:34 PST3] Yes, at that point, I couldn't write questions like, "Yes, the bell will ring, let me finish this too." I couldn't write animals, the thing... it occurred to me...

[00:15:43 Advisor] Sometimes, it's necessary to think extra when introducing a new activity. Like, "I'll demonstrate this with a student," you know...

[00:15:52 PST3] Yes, this role play and the first activity, it bothered me a lot, I was even thinking, should I take PST9 out in front of them or something, so they understand they'll do role play, but I couldn't manage that.

A common struggle among PSTs is to give instructions of an activity. PST9 started reading from his observation notes at minute 15 and expressed that although pupils did not understand what to do at first, they began to understand and participate. PST3 agreed that more volunteers wanted to speak up as the activity progressed. Then at **15:21** Advisor tried to explain that perhaps the new type of activities requires more planning and they could contemplate about how to make pupils understand what to do in an activity. Advisor then suggest demonstrating with a volunteer pupil at **15:43** before PST3 responded that she thought about doing it. After that, we discussed a particular challenge in conducting a group-work activity in the classroom:

[00:18:16 Advisor] ... You need to emphasize a bit more that "actually, you're doing this for the lesson," you know... "not to win the activity," "you're doing it to learn" and make them feel that way. That's why it's good to finish it early.

[00:18:57 PST3] Yes, there's a bit of... competitiveness. When I taught before class, we played games and two of them cried.

[00:19:04 Mentor 3] I'll tell you right away who they are, [*Pupil name*] gets competitive... [*Pupil name*] does too. He gets emotionally competitive.

[00:19:08 PST3] One of them cried because he was emotional. [*Pupil name*].

[00:19:21 Advisor] What can you do, for example, when something like that happens? If you were going to do it again?

[00:19:26 Mentor 3] What does [*Pupil name*] do? She throws a fit. Quite badly.

[00:19:28 Advisor] Maybe something can be done. Something positive, like a gift. But this time, when the class sees this gift, they'll all get excited.

[00:19:36 Mentor 3] But if they lose, giving a gift will make them even more upset.

[00:19:41 Advisor] Siblings... it happens with siblings too, they get upset. Let's give a gift for both of you. For you too, you know.

[00:19:51 Mentor 3] For example, in those activities, I don't mention rankings anymore. And we discussed [*Pupil name*]'s thing a bit with her family, we sorted it out that way.

[00:20:00 PST3] Yes, it was discussed in the parent-teacher meeting.

In the second teaching, the group activity was finished early to cut off the competitiveness in the classroom and Advisor reassured that it was the accurate decision and sometimes the pupils need to be reminded that the activity is for learning, not competing. We discussed how in group activities, pupils at grade five tend to get competitive and what could be done to prevent aggressive behavior.

Then, the Mentor 3 and PST3 discussed how some pupils have higher tendency to get emotional when there is competition in an activity. Then they explained that when such behavior was too difficult to handle for the teacher, it was taken to the parent-teacher meeting.

Sharing the PLS Experience

The last stage of PLS calls for sharing the experience with others. Both PST3 and PST9 used the website created as a part of this dissertation and wrote a blog entry to describe their experience. After publishing their blog entry, they shared it with their peers at the university.

4.4.2. Case 6 (PST1 & PST2)

In Case 6, the two PSTs were PST1 and PST2. The two PSTs also participated in the Case 1 in previous phase. This time, however, PST1 taught first, and PST2 taught second, the contrary to the Case 1 in the previous phase. PST2 and PST1 were group mates before with the same mentor teacher at High School A, they agreed on a schedule eight days before. The table below illustrates a brief list of the stages and procedures followed in Case 6:

Table 28. PLS Stages Followed in Case 6

PLS Stages in Case 1	Roles of the members	Duration	Timing
Preparing for PLS	The two PSTs verbally agreed on a schedule	-	eight days prior to first teaching
Examining the curriculum and planning the lesson	The two PSTs studied the curriculum and planned the lesson simultaneously	Three hours (on Zoom)	two days prior to first teaching
First teaching (PST1 – Class 9C)	PST1 taught while other members observed	80 minutes (40'+40')	started at 10:10, on Tuesday, May 16, 2023
Post-lesson discussion meeting	All members (PSTs, mentor teacher, and advisor) discussed the plan together	21 minutes	immediately after the first lesson
Second teaching (PST2 – Class 9A)	PST2 taught while other members observed	80 minutes (40'+40')	Started at 14:20, on the same day
Final reflection meeting	All members discussed the plan and lesson again, and finalized their meeting	11 minutes	immediately after the second teaching
Sharing the PLS Experience	The two PSTs produced a blog post to share their experience with others	-	at the end of the fall semester

As seen in Table 28, after verbally agreeing to work together and set a schedule a week before the first teaching, the two PSTs examined the curriculum and planned their lesson in a three-hour Zoom meeting. PST1 taught first and we conducted the post-lesson discussion meeting immediately after the teaching.

After the meeting, PST2 taught second at another classroom before we met for the final time to reflect on the whole process. Similar to the other cases, the two PSTs wrote individual blog posts and shared their experience. Each of the stages is elaborated upon in the dedicated sub-sections below.

Preparing for PLS

Eight days prior to the first teaching, the two PSTs agreed on a teaching schedule in classrooms 9C and 9A at High School A. Different from the procedures in Phase 1, the PSTs were asked to determine the language proficiency of the classroom and determine two low-achieving and two high-

achieving pupils. In the fourth week of their school practicum, they reported in their portfolio that since they attended the high school in the previous semester, they already had knowledge about the pupils. They further discussed the level of proficiency by explaining the tests pupils took and determined that the classroom was at B1 level. Moreover, they also incorporated several questions in their teaching sessions to find out language learning motivation among the pupils. They found out that almost all pupils were interested in following media in English, living abroad, or communicating with tourists.

Following the completion, the classrooms 9C and 9A were determined to be similar and available in terms of schedule, thus we conducted the teaching and reflecting stages of PLS in the ninth week of their school practicum. They finished these tasks together alongside Mentor 1 at High School A, documenting their discoveries in a weekly report incorporated into their school practicum portfolio.

Examining the curriculum and planning the lesson

PST1 and PST2 held three separate Zoom meetings and prepared a lesson by using two main activities in the coursebook titled English 9 published by the Ministry of National Education for state high schools in Türkiye (MoNE, 2023b). They also made use of the curriculum and set of objectives published for the same level by the ministry (MoNE, 2023a). Then, they added introductory activities such as discussions and sentence production and prepared the 80-minute lesson plan included in the table below.

Table 29 below includes a scaled-down version of the lesson plan used in Case 6. The theme of the lesson was emergency and health problems. Although grammar practice, discussions and reading activities were included in the lesson, a listening task was not included. The content of the lesson also included discussing national disasters and the group was firstly hesitant about such activities since a two large earthquakes hit Türkiye in one day and resulted in tens of thousands of loss of lives two months earlier. For this reason, our discussions in the next chapter also included pupil reaction to the content related to disasters.

Table 29. Lesson Plan used in Case 6 (Scaled-down)

PSTs	PST1 & PST2		Duration	80 minutes
Goals and objectives of the lesson	Students will be able to: Talk about something that has happened recently. Use present perfect tense in a sentence. Identify present perfect tense in a text. Use present perfect tense in a context(health and emergency context)			
Stage	Time	Type of Activity	Procedures	Anticipated Student Response / Rationale
Warm-up activity	10'	Discussion	-T greets the Ss and makes a review of the last week's lesson -T gathers advice from the Ss on how to avoid being ill (What should I do / do you have any suggestions)	Reviewing the previous lesson is important because it reinforces the concepts that were taught and helps students retain the information.
Pre-teaching activity	25'	Lecturing	-T writes a sickness on the board using present perfect tense and highlights the parts of the sentence -T writes sample sentences in present perfect tense on the board and asks Ss to write answers to "Have you experienced any natural disasters?"	By correcting any mistakes made by the student, the teacher shows that it is okay to make mistakes and that the goal is to learn and improve.
While-teaching activity	25'	Discussion, Reading comprehension, Skimming & Scanning	-T asks Ss about the recent disaster in Türkiye -T asks Ss to read a text about earthquakes on their coursebook; T asks Ss to highlight or underline present perfect in the text & T asks Ss about the main idea of the text -T asks students to match vocabulary items with their definitions on the coursebook	The reading task and vocabulary activities help to build the students' reading comprehension and expand their vocabulary. By asking questions and eliciting answers from the students, the teacher is encouraging them to think critically and engage with the text.
Post-teaching activity*	10'	Sentence production	-T asks Ss to complete the fill-in-the-blanks activity included in their coursebook (Sentences with verbs missing in present perfect tense)	Completing sentences with verbs in the present perfect tense can serve as a form of assessment, provide an opportunity for peer learning and collaboration, and reinforce the grammar concept through additional practice.
Evaluation*	5'	Grammar practice	-T writes 6 sentences on the board and asks what Ss understood from the sentences.	Evaluating student's performance contribute their confidence. And evaluating lesson gives you a chance to measure your own performance.
Assignment	1'	-	"Write a short paragraph about a health problem that you or someone you know has experienced recently using the present perfect tense. Be sure to include details about the symptoms and how long they have been ongoing."	It is given to student to reinforce their information.
Contingency Activity	4'	Writing	Imagine you have seen an accident. Report what has happened in a few sentences.	-

Table 30. Timeline of Teaching, Discussing and Reflecting in Case 6

Date	May 16, 2023, Tuesday (two lessons in one day)							
School	High School A (9C and 9A)							
Hour	10:10-10:50 (40')	Recess (10')	11:00-11:50 (40')	Post-lesson Discussion Meeting	14:20-15:00 (40')	Recess (10')	15:10-15:50 (40')	Final reflection
Stages for teaching and reflecting	First teaching (PST1 – Class 9C)				Second teaching (PST2 – Class 9A)			
Roles / Description	PST1 teaching & PST2 Advisor, Mentor observing			All members (4 in total) discussing the lesson and revising the plan	PST2 teaching & PST1 Advisor, Mentor observing			All members (4 in total) reflecting on the whole process

As seen in Table 30, the two teaching sessions took place in the same day with more than two hours in between. During the break between the first and second teaching, we conducted the post-lesson discussion meeting. Although time allocated between the two lessons was three days in other cases and the PSTs were reminded about the timing; however, they stated that two hours would be enough for conducting the post-lesson discussion and they did not have any problems in the previous semester. After the second teaching, the final reflection meeting was held on the same day.

First teaching (PST1 – Class 9C)

The first teaching started at 10:10 on May 16, 2023 and finished at 11:50. The 80-minutes lesson was completed without any mishaps and as the following figures illustrate, PST1 and PST2 had positive views towards how the lesson panned out.

<p>Question 3: If you were to re-teach the lesson, what would you change? If I were to re-teach the lesson I would change the warm-up. Because The warmup part was short I think. In my opinion The warmup phase has to be the most engaging part of the lesson.</p> <p>Question 9: Which stage of the lesson was the most challenging for you? Why? The warm-up stage was hard. Because of the topic I taught. Creating a connection between the present perfect tense and pictures was hard.</p> <p>Question 5: What was the most effective aspect of your lesson? I managed the grammar teaching well but I was not good at classroom management. The most effective part of the lesson introduction of the topic I guess.</p> <p>Question 6: What was the least effective aspect of your lesson? Classroom management was the least effective.</p> <p>1 Self-evaluation form PST1</p>	<p>The Teaching day:</p> <p>I lectured first on teaching day, my time management was good I gave lots of examples for the present perfect tense and I think I used the board effectively. The MonE book had a lot of pictures in it. I used them while giving examples. In the reading part I wanted students to find present perfect tense structures in it. And they found them. After that they answered the questions related to the text. The students asked the words that they don't know and I answered their questions with the explanation. Because the topic was hard the students got bored I guess but I think i keep them awake. They understand the topic because I evaluated their understanding in the evaluation part. Fill in the blank activity was good to evaluate their understandings.</p> <p>2 Blog post PST1</p>
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Figure 42. Snapshots from PST1’s self-evaluation form and blog post

The two snapshots included in Figure 42 above depicts PST1's responses to four questions within the self-evaluation form found in his school practicum portfolio and his blog post written after the lesson. In **Snapshot 1**, he confidently affirmed his adherence to the lesson plan and efficient time management. He stated that the warm-up stage was challenging as he felt he had to create a connection with the grammar topic and the theme of the lesson. His blog post in **Snapshot 2** he reported that although pupils struggled to focus, he managed to keep their attention on the lesson.

<p>Question 1: How effective do you think the lesson was? <i>(Please explain in detail)</i></p> <p>The lesson plan is comprehensive and incorporates different teaching methods to address the lesson objectives. It is implemented <u>well</u> and the students are engaged. It was good for the teacher to provided clear instructions, offered support and feedback, and created a positive and interactive learning environment to ensure the effectiveness of the lesson.</p> <p>1 Peer-evaluation form PST2 (written for PST1)</p>	<p>Question 2: What do you think was the most effective part of the lesson?</p> <p>it is difficult to pinpoint a specific part as the most effective as all the parts were <u>quite</u> good.</p> <p>Question 3: What do you think was the least effective part of the lesson?</p> <p>The Warm-up section includes asking students about their well-being, reviewing the previous lesson, and gathering suggestions on how to avoid getting sick due to weather conditions. While these activities can help create a positive learning environment and review previous knowledge, they may not directly connect to the main objective of teaching the present perfect tense in a health and emergency context.</p> <p>2 Peer-evaluation form PST2 (written for PST1)</p>
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Figure 43. Snapshots from PST2's peer-evaluation form

The snapshots included in Figure 43 show PST2's answers given for the first teaching. PST2 observed the first teaching and as seen in **Snapshot 1**, he stated that the lesson was comprehensive and it incorporated various methods to teach the lesson objectives. **Snapshot 2** shows that it was a well-rounded and effective lesson; however the warm-up activity could be improved by making better transitions into the content of the lesson.

Post-lesson discussion meeting

Post-lesson discussion meeting following the first teaching session took place promptly afterward in the meeting room at High School A. Within this subsection, the meeting is describe through excerpts transcribed from the meeting's voice recording. We started the discussion by talking about how pupils reacted to the warm-up activity. Then, we discussed the grammar introduction stage:

[00:01:03 PST2] We included giving example... I mean we said we could do it.

[00:01:07 Advisor] Now, if you're going to make a linguistic introduction somewhere, I think you can do that a bit earlier. Uh, in this activity here... the present perfect tense.

[00:01:07 PST2] Something in between the two (activities)... I mean, we should give it at the beginning with the simple past (difference between the two). That too...

[00:01:09 Advisor] Maybe you can do it in the warm-up. Like I said, you know, an example like "Where have you been all my life" I'm suggesting, think about it... something similar to this could be added. And underneath that, "Where were you last night?" circle 'last night' for example, and circle 'all my life' too. All my life could be represented as a long line like this, you know, like this cluster-style representation, like it's going this way, going like this, right?

[00:01:59 PST2] I'm going to draw a straight line anyway. If not, I'll give this example of 'Where have you been?'. I'll write them vertically, and I'll draw the timing next to it. Then I'll show it from there. They'll be standing on the side (of the board) constantly.

[00:02:14 Advisor] With the sentences... like with two sentences, you can show two sentences as examples. You can make a comparison. This is length; all my life. Here's also last night; like this, for example, after making a timeline, all my life is a long process. Last night is a specific day.

Although the goal of the lesson was to teach the present perfect tense, PST1 had to dedicate a portion of the lesson to comparing the tense with past simple when discussing recent events that happened in Türkiye and some examples were given in in simple past structure. At 1:07, PST2 suggested making the tense comparison a part of the lesson and then we then discussed how the comparison could be done. Then we agreed to emphasize the difference between a process and a specific day in sample sentences. Then, we discussed how some pupils confused the intended grammar structure during the lesson:

[00:02:46 Advisor] Because in one instance, for example, I remember this question, a pupil at the back said this: "Teacher gave us a lot of homework today." Is this sentence wrong?

[00:03:18 PST2] It's not wrong with the simple past either. It's all fine, but the present perfect restricts it here.

[00:03:20 PST1] It's not wrong.

[00:03:20 Advisor] It restricts it, but is it a wrong sentence?

[00:03:22 PST1] No, it's correct, yeah.

[00:03:22 Advisor] Okay, it's correct to use the present perfect tense. But you hear this sentence in a series, in a movie, in a song.

[00:03:27 PST1] I, for example, could say this sentence in the past tense.

[00:03:50 Advisor] Well, whatever the student says in this activity can be correct. That's why, for example, the student does this... But if you

could place these within a logical framework with a bit... like... today, last night, and like recently, or for five years...

At **2:46** Advisor tried to open a discussion on a pupil mistake. Although pupils were asked to form sentences with the present perfect tense, one of them used simple past in his answer. Although it was not the intended answer, we discussed how it was not entirely inaccurate and we all agreed that in daily talk, we could produce the same sentence as the pupil.

Then, Advisor advised at **3:50** that introducing time indicators with the grammar topic could provide a logical framework. We then discussed a sensitive issue:

[00:05:00 Advisor] Would you like to do a writing activity as a contribution to this?

[00:05:06 PST1] We have writing, but we've put it in the contingency.

[00:05:11 PST2] Yes, it's in the contingency.

[00:05:13 Advisor] I thought maybe they could do something similar for Türkiye, like this text, but make it longer.

[00:05:29 PST1] I suggested not to delve into Türkiye's earthquake issue, maybe someone has a relative who experienced it.

[00:05:40 Advisor] The theme is already emergency. If you ask them to write about an emergency they've experienced, they might write something very sad, indeed.

[00:05:54 PST1] I didn't want to give an example of a heart attack, for instance.

[00:05:58 Advisor] Are you saying that the writing activity might not be appropriate due to sensitivity?

[00:06:02 PST1] I don't think it would be appropriate for us to do it for Türkiye.

[00:06:05 PST2] Or maybe not earthquakes, but something else. Of course, it is not possible to talk about anything else here.

I noticed that the plan did not include any major writing activities and Advisor suggested transforming one activity into writing. In Türkiye, two major earthquakes hit more than 10 cities resulting in more than 50.000 lives were lost.

As this lesson took place two months after the disaster, PST1 thought at **5:29** that it could be too soon to delve into such topics in the lesson. PST2 also agreed that it could be a sensitive topic and it could not be easily avoided. Accordingly, we also could not avoid the topic in our discussions:

[00:09:54 Advisor] ... Anything else that came to your mind?

[00:10:43 PST2] There wasn't anything extra. I mean, generally speaking, I thought of having them write in their notebooks, asking each other questions, and so on and so forth. I think it was good, like asking your friend "Have you ever been to Paris?" and write the answer in your notebook. They didn't get it at first, but I think it was good because they're writing something in their notebooks, on the other hand, you know, everything doesn't just stay verbal, in the air, or something. Otherwise, they just keep talking and talking, half of them are already disconnected. Eventually....

[00:11:16 Advisor] It's great for them to have such speaking opportunities. But if the questions you ask the class take too long, more than 5 or 10 minutes, it's longer than expected, and you end up talking with one person. 3 or 4 people give answers. That's why it was good. Like asking your friend but a bit more contextual, like Istanbul instead of Paris. Most of the students would have given a "No" answer there.

[00:11:46 PST1] Yes, yes, that occurred to me later.

[00:11:49 Advisor] If you had said Istanbul, half of them have been there, half of them haven't. [*Another city name*], maybe most of them have been there.

[00:11:56 PST2] Different. Like when did you go, stuff like that.

We discussed a specific part of an activity. In the first teaching, PST1 instructed pupils to ask each other if they have been to Paris as a part of a drill. He later realized that all pupils would say no since none of them have been to Paris and it would be better to add more contextual information. The group discussed if it would be better to use more contextualized questions that pupils can answer at minute 11. We could not avoid the earthquake topic in our discussions as well:

[00:14:50 Advisor] You can make the examples you give more organized. I mean, what came to my mind was that. How nice it is for them to ask a question, get an answer, you can add a bit more context. You can think of something specific to them and ask about it. Also, in the examples, make sure to include examples that clearly differentiate between past and present. The theme is good.

[00:15:16 PST2] Both the theme and the topic are problematic.

[00:15:20 Advisor] Where's the problem?

[00:15:21 PST2] Well, we're constantly thinking about whether our areas were affected due to the earthquakes in Türkiye and such.

[00:15:31 Advisor] You didn't get into the earthquake issue, right? In Türkiye...

[00:15:37 PST1] I asked about the latest event in Türkiye.

[00:15:41 Advisor] What did they say?

[00:15:42 PST1] They said "earthquake." Then I asked about the latest disaster in [*the city*], where you live.

[00:15:50 Advisor] Yeah, [*the city*] turned out better, right?

[00:15:52 PST1] They pondered if it was a flood. Then, [*pupil name*] said there was a flood. Someone else said it was an earthquake. Then I corrected it. I remembered there was an earthquake in December in the city, and it ended like that...

We discussed how pupils responded to the activity about disasters. At 15:42 PST1 stated that he wanted to redirect the question so as to avoid the topic and asked what the last disaster was in the city, instead. Then, we continued discussing pupil responses during the reading text for a while before we wrapped up the meeting.

Second teaching (PST2 – Class 9A)

The second teaching in Case 6 started on the same day at 14:20, as a group we entered classroom 9A at High School A and PST2 began the lesson with a new warm activity that we planned in the post-lesson discussion. As an observer of the lesson, Advisor thought he achieved what he planned to achieve; a smooth transition from talking about the weather into emphasizing the use of present perfect tense.

He talked about how he has had headache due to the irregular weather and then wrote the sentence on the board before circling the parts of the sentence. During these procedures, the classroom mostly stayed silent and he gave more examples before moving on to the next activities where pupils started participating more.

<p>Some of the explanations I used in the classroom were created on the spot. I didn't swap the order of the activities but because of the lack response from students, I couldn't follow the lesson plan one by one, especially for minutes of the parts and activities (it went fast). However, the two hours of the lesson were full. The shorter duration of some activities than expected did not affect the overall lesson much. Instead of applying the evaluation part at the end, as in the lesson plan, I applied it throughout the lesson. The answers they gave in the activities, the sentences they used, and how they formed them are the indicators that the lesson went well. Lastly, I applied the contingency plan instead of the dialogue writing activity we mentioned in the post-activity section.</p>	<p>Question 6: What was the least effective aspect of your lesson? It was a challenge for me to explain the present perfect tense to 9th grade students in English. The students also had difficulties at first, but at the beginning of the second lesson, I helped them understand the tense by doing one more repetition, a few extra examples and explanations before moving on to the activities. Later, when we moved on to activities, they made it more comfortable.</p> <p>Question 9: Which stage of the lesson was the most challenging for you? Why? Warm up part was the hardest one for me. Students needed to get rid of their sleepiness quickly. Moreover, since the last lesson is taught in a foreign language, there is a double drop in return from students. However, this problem disappeared a little in the next minutes. This is why we have the warm-up part anyway.</p>
<p>1 Self-evaluation form PST2</p>	<p>2 Blog post PST2</p>

Figure 44. Snapshots from PST2's self-evaluation form

Figure 44 above includes two snapshots taken from PST2’s school practicum portfolio. The answer given by PST2 in **Snapshot 1** shows that he made alterations to the lesson plan and he observed from pupils’ answers that the lesson went well. In **Snapshot 2**, he stated that teaching grammar was challenging but as he explained further and gave more examples in activities, it became easier.

<p>Question 1: How effective do you think the lesson was? <i>(Please explain in detail)</i></p> <p>The lesson was effective in engaging students through personal contexts and relevant examples, reinforcing grammar concepts, and developing speaking and listening skills.</p>	<p>Question 2: What do you think was the most effective part of the lesson?</p> <p>The most effective part of the lesson was the warm-up activity, where the teacher engaged students by discussing their well-being and illnesses, creating a positive learning environment.</p>
<p>1 Peer-evaluation form PST1 (written for PST2)</p>	<p>2 Peer-evaluation form PST1 (written for PST2)</p>

Figure 45. Snapshots from PST1’s peer-evaluation form

As seen in the two snapshots taken from PST1’s school practicum portfolio, he thought that the lesson was effective as it engaged the pupils with relevant examples and contextual contents and created a positive learning environment.

Final reflection meeting

Immediately after the second teaching, we gathered at the meeting room in High School A to conduct the post-lesson discussion. The most significant change in the second teaching was the grammar teaching part as PST2 planned to follow a different approach by making a comparison between the present perfect tense and past simple. This time, mentor teacher initiated a conversation about giving examples and writing them on the board:

[00:00:34 Mentor 1] The most important thing for us is that every sentence you give should have a meaningful connection.

[00:00:41 Advisor] It should be purposeful.

[00:00:43 Mentor 1] "He has had a stomachache since yesterday." Why? We need to put something in front of that. You'll say, "Ali doesn't look well, what's the problem with him?" "Oh, he has a stomachache." "Oh really?" "Yes, teacher, he has had a stomachache since yesterday."

[00:00:59 PST2] They need to be linked together.

[00:01:05 Mentor 1] Immediately after that, "Oh when did it start Ali?"

[00:01:08 Advisor] One needs both years of accumulated experience and preparation to do these. Even if there's preparation, it still needs to stick in the mind. For teaching with that...

[00:01:17 Mentor 1] You've seen me do this in previous classes.

[00:01:21 PST2] Yes, I've seen it, it's vivid in my mind, like suddenly on the board with a blue pen.

Although PST2's warm-up activity successfully transitioned into grammar teaching with a correct context, Mentor 1 stated at **0:34** that it could still be improved with a more meaningful context that was connected with pupils' lives and how they could express themselves in English. The mentor teacher gave a set of examples and later stated **1:17** that he does so in his lessons and the PSTs observed him. Another suggestion given by the mentor was introducing vocabulary items before the activity:

[00:02:16 Mentor 1] For example, I talked about something there, look, we'll do the writing well, but you also need to make them do this, for example on the board... What words can be used for a car crash?

[00:02:32 Advisor] Ah, okay.

[00:02:33 Mentor 1] There, you can have a brainstorming session. I mean, what will you say, which words, which words do we need? Someone says something there, you can't tell them, you say which ones to use, there's injured, crash, accident, ambulance, call, yes.

[00:02:58 Advisor] Someone asked duba (the meaning of traffic safety cones)...

[00:03:05 Mentor 1] Yes, and there's also... I would give them 'bystander', 'onlooker'. You can give them a word like crowd.

[00:03:12 PST2] Yeah, yeah. They would write longer if they saw more, it would become richer.

Another suggestion made by the mentor teacher was writing the important vocabulary items before the writing activity. We, as a group, decided to add the writing activity during the post-lesson discussion; however, as the mentor teacher suggested at **3:05**, introducing the key vocabulary items could have improved the activity. Then, we addressed an important issue about time management:

[00:04:49 Advisor] But it was the opposite. In one of them... (time) went to the extras.

[00:04:52 PST2] Yes, because I spent too much time in the first hour.

[00:04:53 Advisor] You finished the lesson plan in the first hour.

[00:05:01 PST2] Exactly, in the second hour, only this part was left.

[00:05:03 Advisor] In the morning lesson, there was too much time left.. Now... There was little left. I think the biggest thing is in the sentences... I mean, a different strategy is needed when giving example sentences.

[00:05:16 Mentor 1] Were those (written in the lesson plan) minutes? It didn't work out, you know. Also, what's here? There's the present perfect continuous tense. It will transition to another topic again, I would give these so they could see that. If I'm giving the perfect (tense), I would immediately give the continuous (tense) too. But... They're not in the learning outcomes for instance. There...

[00:05:50 PST2] At the end of the lesson, one of the pupils said that. I said it's another tense. That's correct...

[00:05:59 Mentor 1] You give it when you feel they're ready...

[00:05:59 Advisor] But have you ever made a lesson plan similar to this before?

[00:06:04 PST2] Well, this is the first plan we made on this topic, this theme.

...

[00:06:54 Advisor] Do you have anything to add, PST1?

[00:06:57 PST1] What I would add is that the first hour passed by very quickly.

It was mentioned by all members at different times (**at 4:53, 5:16, and 6:57**) in the final-reflection meeting that the time management of the lesson deviated from the plan and all activities were done faster than anticipated and almost all of the plan was finished at the end of the first hour.

The mentor teacher also mentioned that another grammar tense could be added to the plan; however, he added that this could only be possible if a teacher feels that the pupils are ready (**at 5:59**). Then, the mentor teacher explained how explicit teaching could be avoided but the circumstances make it challenging:

[00:07:00 Mentor 1] You slowly teach the perfect (tense), bit by bit in time. I mean, you use it in sentences. If you ask me... you know, it doesn't suit us to learn by discovery.

[00:07:46 Advisor] It's nice when you do it, but exhausting to do...

[00:07:50 Mentor 1] Exactly. Right now, you should be able to teach your students how to learn by discovery.

[00:07:53 Advisor] In terms of mindset... Isn't it the same in mathematics? Until you do it...

[00:07:53 Mentor 1] Right now, learning by the discovery method is included in everything at the Ministry but they're (pupils) are not taught by discovery before they come here (the high school).

[00:08:07 Advisor] Of course. Until you get to high school, it's all lecture... teacher lectures, pupils listen.

[00:08:14 Mentor 1] I've spent 8 hours, 10 hours teaching the unit and they ask me, "Aren't we going to write anything, learn anything?" You are learn it, actually. Look. You're learning it, but they're not aware of it.

Since we tackled with how a grammatical structure could be introduced and we observed how our suggestions worked in the second teaching, we continued our discussions on teaching grammar for a while and the mentor teacher expressed his thoughts about the circumstances affecting the process. He explained that although an implicit approach where pupils are exposed to the target language is the most appropriate way, sometimes applying it is difficult since pupils are not used to the methods.

He stated at 7:53 that pupils are lectured before high school and it affects their views on how a lesson should be taught as they expect lectures from the teacher. He defended that it is tiresome and hard to convince pupils that they are learning without being aware of it. He then explained that in time, time management will improve:

[00:09:27 Mentor 1] It was very incoherent in the first hour. It was a bit more... it's because your mind was scattered, and that is a bit related to sticking to the plan too much. Once you are experienced enough, you won't be too depended on the (lesson plan), and if you demo it at home once...

[00:10:32 Advisor] That's an example, but that takes one hour plus 15 years, you know, that's different.

[00:10:37 Mentor 1] 25 years... But here's the thing. When you get up and say "What should I do there (in this activity)?" ... this work is like this, you know... Now I'll take a shower, I'll go to the bathroom, but in my mind, there's always things that I will teach. What else could I do there? How can it be used? Because the state book is exhausting...

The mentor teacher stated towards the end of the discussion that PSTs sometimes get too depended on the lesson plan and forget preparing for a lesson. He exemplified this view by mentioning that he thinks about teaching outside the school and this helps him prepare more. He stated that this is a

habit gained with experience and presented it as a solution to being too depended on a plan.

Sharing the PLS Experience

The two PSTs in Case 6 followed the same method of sharing the PLS experience and wrote a blog post that described the stages they followed. This post was submitted on a website website (www.practicumlessonstudy.com) created for this specific stage of PLS and each PST wrote their own blog post and then shared the blog website with their classmates at the university at the end of the semester.

4.4.3. Case 7 (PST6 & PST4)

The two PSTs in Case 7 were PST6 and PST4. Both PSTs were experienced in PLS since they also participated in Phase 1, but they were in different groups. They prepared a lesson plan together and confirmed it with their advisor and mentor teacher before the first teaching and we conducted a post-lesson discussion and revised the plan before the second teaching that took place three days later and held a final-reflection meeting.

The details of the stages followed in Case 7 are presented in Table 31 below, the two PSTs in Case 7 established a verbal agreement on a schedule a week prior to the first teaching. They convened over the weekend to review the curriculum and formulate their lesson. Their meeting lasted approximately an hour, during which they presented their lesson plan to the mentor teacher and advisor. PST6 assumed teaching responsibilities first on Tuesday, preceding the collective post-lesson discussion meeting.

Following the discussion, the group had over two days to refine the lesson plan. PST4 subsequently delivered the revised plan on Friday, after which we convened once more on the same day to engage in reflective discourse on the entire process. The concluding stage of PLS in Case 7 involved individual completion by the PSTs. Details regarding these stages in Case 7 are delineated in the subsequent sub-sections below and the table below includes details regarding each stage and step followed by the PSTs, including the duration and timing of the procedures.

Table 31. PLS Stages Followed in Case 7

PLS Stages	Roles of the members	Duration	Timing
Preparing for PLS	The two PSTs verbally agreed on a schedule	-	a week prior to first teaching
Examining the curriculum and planning the lesson	The two PSTs studied the curriculum and planned the lesson simultaneously	Two hours	2 days prior to first teaching
First teaching (PST6 – Class 5F)	PST6 taught while other members observed	80 minutes (40'+40')	started at 14:05, on Tuesday, May 23, 2023
Post-lesson discussion meeting	All members (PSTs, mentor teacher, and advisor) discussed the plan together	22 minutes	immediately after the first lesson
Second teaching (PST4 – Class 5D)	PST4 taught while other members observed	80 minutes (40'+40')	Started at 13:10, on Friday, May 26, 2023
Final reflection meeting	All members discussed the plan and lesson again, and finalized their meeting	21 minutes	immediately after the second teaching
Sharing the PLS Experience	The two PSTs produced a blog post to share their experience with others	-	at the end of the fall semester

Preparing for PLS

Just as the other cases at Middle School A, the two PSTs agreed on a schedule to teach at Classrooms 5F and 5D at Middle School A a week before the first teaching. In Phase 2, the PSTs were asked to determine the language proficiency of a classroom and identify two low-achieving and two high-achieving pupils. In the third week of their school practicum, they completed the two new tasks assigned as a part of PLS in Phase 2. These tasks aimed at enhancing their understanding of classroom language proficiency in

preparation for their teaching experiences. In Case 7, two members successfully completed these tasks, which involved analyzing pupils' exam papers and evaluating their homework submissions during the third week of the practicum. They then submitted their report as a part of the school practicum and demonstrated that they were knowledgeable about the classrooms.

Moreover, the PSTs identified two low-achieving and two high-achieving pupils and closely observed their participation during classroom activities. Seeking deeper insights, the PSTs conducted an interview with their mentor teacher who provided insights into the classroom dynamics and noted that some pupils may be hesitant to actively participate despite having an above-average performance. Together with other PSTs and Mentor 3 at Middle School A, they accomplished these tasks and recorded their observations in a weekly report that formed part of their school practicum portfolio.

Examining the curriculum and planning the lesson

The two PSTs met over the weekend to both examine the goals and objectives of their lesson and plan activities over two hours of meeting in total. The theme and goals of the lesson plan prepared in the first teaching was the same as the lesson planned in Case 5. This was because, as the mentor teacher at Middle School A explained, some units in the coursebook is spread out to two weeks (four hours). For this reason, the PSTs in Case 7 created their lesson plan based on the animal shelter theme with a goal to teach the present continuous tense; however, they created an entirely different lesson plan with different contents and activities.

The lesson plan seen in Table 32 included describing vocabulary items related to animals and using the present continuous tense as its objectives. The two PSTs planned several activities to reach these objectives. Similar to the lesson plans in the other cases at Middle School A, the plan prepared by PST6 and PST4 followed a revision of last week's lesson and a mind map activity related to the theme. The plan includes vocabulary and grammar practices in group and pair work activities in its pre, while, and post-teaching stages and the evaluation part was a small discussion on the lesson.

Table 32. Lesson Plan Used in Case 7 (Scaled-down)

Lesson Title	Present Continuous Tense	PSTs	PST6 & PST4	Duration	80 minutes
Goals and objectives	Students will be able to describe animals in an animal shelter and actions around them. Students will be able to identify the concept of Present Continuous Tense and describe actions that are happening at that moment. Students will be able to practice using can/ can't modal verbs in writing exercises.				
Stage	Time	Type of Activity	Procedures	Anticipated Student Response / Rationale	
Warm-up activity	7'	Discussion	-T asks Ss about last week's lesson -T creates a mind map on the board by using the word 'animal shelter' and gathering answers from the Ss	Students will guess the topic and say it out loud right away and T will give positive feedback to every answer or correction if it is necessary	
Pre-teaching activity	10'	Vocabulary practice	-T shows flashcards with pictures of animals by sticking on the board (kitten, cat, dog, puppy, parrot and rabbit) and asks students to write their names on the board and asks them to write 3 animals' abilities by using "can/can't" in their notebooks.	Students may respond with "It's a kitten" or "The animal in the picture is a kitten."	
	15'	Group work	-T divides the students into groups of 5, then Tasks the Ss to show the correct answer to the questions related to 'present continuous tense' and 'animal shelter' shown in WordWall website which includes. The group of students who choose the answer.	The spokesperson of each group will verbally provide the chosen answer based on their group's decision.	
	8'	Grammar practice	-T plays a YouTube video which includes characters dancing, running, eating etc. T pauses the video to ask Ss 'What is s/he doing?'	Students may use present continuous tense structures to describe the ongoing actions. For example, if a clip shows someone running, students might say, "They are running."	
While-teaching activity	15'	Pair work	T distributes a chart which includes abilities such as 'My partner can / can't ride a horse' and Ss fill out the chart by asking the questions to their desk mates	Many students may find these activities engaging and exciting.	
	15'	Group work & Information gap	T divides the class into groups of five and one representative student from each group comes to the board. The representative student picks an image of an animal from the box and draws the animal on the board while his/her group members guess the animal.	Students may want to participate more because the activities create curiosity and excitement for students, and some students may even want to participate more than once.	
Post-teaching activity*	5'	Vocabulary practice	T asks Ss to match vocabulary items with their visuals on the WordWall website	They may show enthusiasm and eagerness to participate actively in the activity and also they may demonstrate a sense of curiosity and willingness to learn through hands-on involvement.	
Evaluation	5'	Discussion	T asks students some questions regarding the lesson: "What did we do today?" "Give me an example of a sentence using the present continuous tense."	In this stage, students are assessed by responding to questions related to the lesson.	
Assignment	-	-	Imagine you are working at an animal shelter. Write a dialogue between you and a visitor who wants to adopt a pet. Use the present continuous tense and the modal verb "can/can't" to discuss the animals' behaviors and abilities.		

As seen in Table 33 below, PST6 conducted the first teaching session on May 23, Tuesday, following the completion of their lesson plan. Immediately after

her lesson, we held a post-lesson discussion meeting where all members exchanged their perspectives and offered suggestions for the plan. Three days later, on Friday of the same week, PST4 conducted the second teaching session on May 26, Friday before we held the final-reflection meeting.

Table 33. Timeline of Teaching, Discussing and Reflecting in Case 7

Title	Animal Shelter						
School	Middle School A (5F and 5D)						
Dates	May 23, 2023, Tuesday				May 26, 2023, Friday		
Hour	14:05-14:45 (40')	Recess (10')	15:00-15:40 (40')		13:10-13:50 (40')	Recess (10')	14:05-14:45 (40')
Stages for teaching and reflecting	First teaching (PST6 – Class 5F)			Post-lesson Discussion Meeting	Second teaching (PST4 – Class 5D)		Final reflection
Roles / Description	PST6 teaching, & PST4, Advisor, Mentor observing			All members (4 in total) discussing the lesson and revising the plan	PST4 teaching, & PST6, Advisor, Mentor observing		All members (4 in total) reflecting on the whole process

First teaching (PST6 – Class 5F)

The first teaching session commenced at 14:05 on May 23, 2023, concluding at 15:40, spanning the designated 80-minute duration without any disruptions. Although the first hour of the lesson went as anticipated with high pupil participation, pupils struggled to comprehend the instructions and procedures of the activities in the second hour. This was also noted in the self-evaluation form included in PST6’s school practicum portfolio:

<p>Question 1: How effectively were you able to follow your lesson plan? (Did the lesson deviate from your plan or did you strictly adhere to the plan? Please explain in detail)</p> <p>I tried to follow my lesson plan during the lesson. The first lesson of the plan was coherent with the plan, but I was not able to follow the lesson plan. The students did not understand the second activity of while-activity and I tried to explain. They did not understand again, and I changed the activity at that moment. I didn't have enough time to summarize the lesson.</p> <p>1 Self-evaluation form PST6</p>	<p>Question 3: If you were to re-teach the lesson, what would you change?</p> <p>I definitely wouldn't go through the activity all the time. Students liked the activities, but after a while they got bored of doing activities. They understood that it is not enjoyable to have constant games or activities. I could include other language abilities. If I were to re-teach it again, I would have it listening or reading.</p> <hr/> <p>Question 6: What was the least effective aspect of your lesson?</p> <p>The second activity of the second lesson was <u>very poor</u>. I had a <u>hard time</u> explaining it to the students and it didn't turn out as I planned. Then, I had to make up the activity in my head. It was definitely an activity that needed to be changed or improved.</p> <p>2 Self-evaluation form PST6</p>
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Figure 46. Two snapshots from PST6’s school practicum portfolio

In Figure 46, the two snapshots illustrate what PST6 thought of the first teaching session. Her answer to the first question in **Snapshot 1** shows that

she tried to follow the lesson plan and it worked out well in the first hour (until the while-teaching stage in Table 32) but in the second hour of the lesson, a group activity she planned did not work out well. She stated in Snapshot 1 that she tried multiple times before improvising another activity.

Her answer to the question 3 in **Snapshot 2** shows her reflection on including many activities that pupils would treat as a game and her wish to include skill-based activities instead of group work activities. Her answer to question 6 also shows that the instructions she planned did not work for the while-teaching activity.

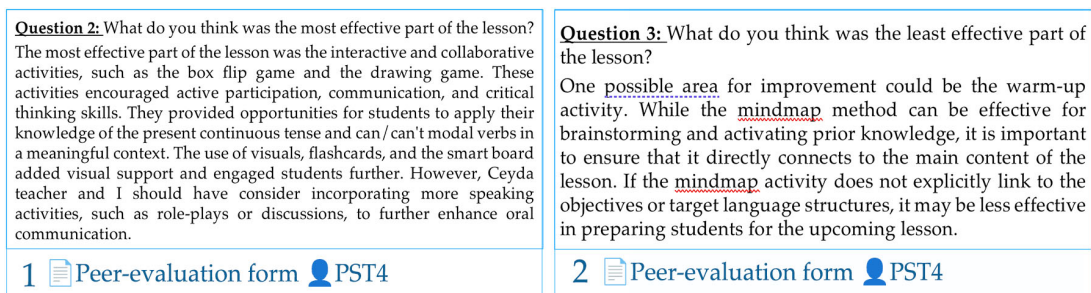


Figure 47. Two snapshots from PST4's school practicum portfolio

The two snapshots included in Figure 47 illustrate PST4's views on the first teaching. As seen in **Snapshot 1**, PST4 thought that the lesson included interactive and collaborative activities with suitable content such as visuals and flashcards. His view towards the first teaching was generally positive as he thought that the most effective part was the group activities.

At the end of the answer, he added that incorporating speaking activities such could enhance the lesson. Similarly, in **Snapshot 2**, he also suggested that the mind map activity in the warm-up stage could be improved. Contrary to PST6, PST4 did not comment on the second hour of the lesson or on the while-teaching stage.

Post-lesson discussion meeting

Immediately after the first teaching, we met in the teachers' lounge at Middle School A to conduct the post-lesson discussion. All members in Case 7 were present and brought their observation notes before we started discussion. Some examples of these notes are included in the figure below.

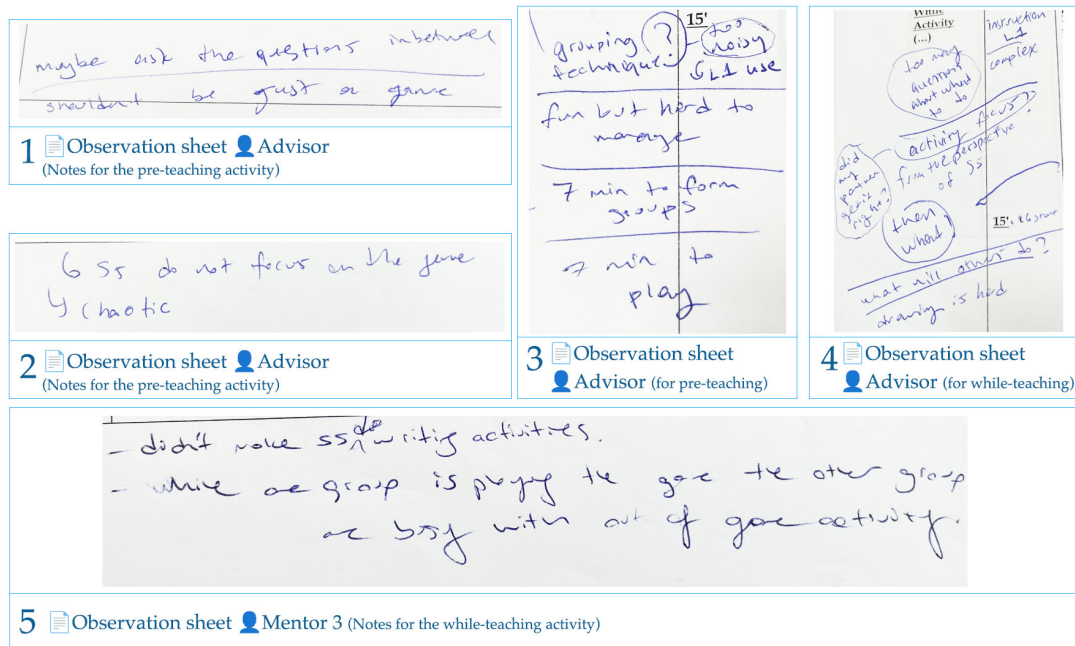


Figure 48. Snapshots from multiple documents in first teaching

The first four snapshots in Figure 48 were taken from Advisor’s notes during and the fifth one is a snapshot of the mentor teacher’s notes taken during the first teaching. While the notes in the first three snapshots were written for the pre-teaching stages, the fourth and the fifth ones were taken during the while-teaching stage of the lesson plan. In **Snapshot 1**, Advisor’s note indicates that the activity resembled too much of a game played for fun as I noted that *it should not be just a game*. **Snapshot 2**, a note taken for the same activity, also marks that the pupils (often represented by the abbreviation ‘Ss’) *did not focus on the game* and it got *chaotic*. **Snapshot 3** includes four separate notes taken for the while-teaching stage of the lesson. The first note questions the *grouping technique* since it was difficult for pupils to form groups and the classroom became *too noisy*. This was noted again at the bottom of the snapshot where it says *7 minutes to form groups* and *7 minutes to play*. Similarly, the notes taken for the activities in while-teaching stage in **Snapshot 4** show that instructions were not clearly understood by pupils as there were *too many questions about what to do* and it was not clear *what others would do* while one volunteering pupil was drawing an animal on the board. Another noteworthy issue was that *drawing in the activity was hard* for the pupils. As seen in Snapshot 5, the mentor teacher also noted that *while one group was playing the game, the other*

group was busy with out of game activity, in other words, some pupils were not participating in the activity. With these observation notes, we started the post-lesson discussion. The first topic we addressed was the participation in activities:

[00:00:55 Advisor] You're managing the class well, but occasionally there's too much... disconnection. I mean, is it in the nature of students? There are some who really drift away. Especially at the back, there are like 4 people who formed a group. Those 4 people started to get into other conversations among themselves. So, maybe having a bit more activities may not always be the best idea, right? As [Mentor 3] also mentioned, having reading and writing... so that the focus shifts.

[00:01:28 PST6] We thought about giving worksheets but...

[00:01:30 Advisor] Simpler, more...

[00:01:30 Mentor 3] Quiet.

[00:01:32 PST4] We thought about giving worksheets but then we were afraid it would be too boring.

[00:01:36 Advisor] But how can you prevent this noise? What do you think you can do?

[00:01:41 Mentor 3] Actually... Your games would have been more valuable if you had given them a text for 10 minutes, if they had taken that, these games... now there are so many of them, they got excited like crazy at first, then they got used to it, they don't appreciate it anymore. They drowned in it because it's constant... they got used to the game.

Many observation notes taken for the activities indicated that the pupils saw them as games to play thus sometimes creating noise and chaos in the classroom. At the start of the conversation above, Advisor started to address this issue and Mentor 3 also agreed at 1:41 that pupils get used to playing games when there are many of them in a lesson and a reading or writing activity would be useful. We then addressed this issue with a discussion in the group. We further discussed the drawing in the activity and grouping of pupils:

[00:02:07 Mentor 3] They actually like reading. They go like "Ooo" (loud cheer) especially if it's about someone they like or find interesting. That's definitely going to happen. Also, in the game, I think there's an issue; when you're drawing something, you're addressing only one group, and when you address only one group, the others get involved in something else. For example, when choosing the game, only [Pupil name] is drawing. [Pupil name]'s group

is one, and there are three other groups. They were engaged in something else during that time.

[00:02:43 Advisor] Yes, there's also a difficulty in grouping as a method. Because let's say they will sit side by side. Even if there are two people, they will pair up, so once they start the activity, questions like "Can I sit with this person?" still come from the side... It's very difficult, especially in this age group, group and pair activities are very difficult. Maybe it's different in the other class, I don't know... Is there a class difference? Have you taught classes before in other classes, like 5D?

[00:03:21 PST6] Yes, I have. But it wasn't like this.

[00:03:25 Advisor] Is it due to the difference in this class? Do you think there's a problem in the course of action?

[00:03:31 PST6] It could be. Maybe fewer groups could be formed.

[00:03:34 Advisor] Splitting into threes, like the three rows sitting here, according to that?

[00:03:38 PST6] Exactly, yes. Otherwise, with too many groups, it gets too chaotic.

[00:03:43 Advisor] And the weight of activities in the lesson plan... we can maybe add something a bit different, like you said, treating the game as a reward. Because the games have become a bit long, maybe it takes them a while to understand what they will do.

[00:04:01 PST6] We repeat the instructions over and over again

At **2:07**, the mentor teacher emphasized her suggestion to add reading to the lesson plan and how pupils react to an interesting reading activity. She also addressed the issue with the drawing included in the activity briefly before talking about the main issue; grouping. As previously noted (in Snapshot 3, Figure 48) the grouping of the pupils took seven minutes and the activity itself also took seven minutes. It was also noted that while one group was participating in the activity, the others were not (Snapshots 4 and 5 in Figure 48). After mentor teacher raised these issues, Advisor agreed at **2:43** that the grouping technique in the activity was not effective and it got difficult in the classroom. Then, after a brief conversation about the differences in classrooms, we all agreed to lower the number of the activities that involve pair or group work. Advisor then wanted to know what PST4 thought:

[00:08:54 Advisor] Is there anything you want to change based on the notes you've taken?

[00:08:58 PST4] There are many things I'm going to change. It could be a lesson plan from scratch, yes. Maybe I can simplify a few games. I can simplify it a bit more, but definitely as [*Mentor 3*] said...

[00:09:10 Advisor] Think of it as making changes, not deleting, like a contingency.

[00:09:12 PST4] I'm just going to simplify the game, sir.

...

[00:09:51 PST4] As I said, I'm definitely going to add a listening activity, a reading activity, you know...

Following the discussions, PST4 clearly stated his intentions to revise the lesson plan and add a listening or reading activity for the second teaching. Then, we discussed how pupils react to information gap activities:

[00:10:37 Advisor] Also, sometimes in the worksheets you provide, there are checks and crosses, you know. The ones sitting up front finished it in 30 seconds. They even put their own checks, for example. It's nice for you to see these things. So, when I think about doing such an activity, it will be good to consider what the pupils will do.

[00:10:54 Mentor 3] I agree.

[00:10:54 PST4] The purpose of this activity has completely changed. What we expected from the kids; to guess their friend without asking. Maybe we could have explained that. We could have said something like "without asking", but...

[00:11:06 Advisor] Another thing is, for example; you ask one person, the activity is over, that's it. You ask someone behind, "Teacher, I got 5 correct" he says. Now the focus in the student's mind is on getting things right. Like, "I got four out of five right." It's important to set that right from the start, but how can you set it? Explaining the activity itself is a hassle. That's why it's better to stick to things they know.

[00:11:29 PST6] Yeah.

[00:11:29 PST4] Yeah.

As Advisor explained at **10:37**, sometimes pupils tend to finish the worksheet they are given immediately after a teacher hands them out in the classroom. With that example, Advisor wanted to suggest that the instructions planned before each activity should be revised before PST4 explained at **10:54** that the purpose of the activity shifted during the first teaching.

He realized that a more clear instruction could have solved the issues and Advisor agreed at **11:06** that pupils might have the mindset to getting the correct answers to questions and not focusing on carrying out the procedures of the activity.

After these discussions, we talked about the previous teaching experiences of the PSTs and then how each case pupil participated in the activities for another ten minutes before wrapping up the meeting.

Second teaching (PST4 – Class 5D)

The second teaching in Case 7 took place three days after the first one (as illustrated in 0). Different than the first teaching, the lesson plan used in the second teaching included a reading activity with a new work sheet in the pre-teaching stage instead of a group activity, and a new listening activity in the while-teaching stage instead of a group work activity that was included in the original plan.

These changes were discussed in the post-lesson discussion and confirmed with the advisor and the mentor teacher before the lesson started. The 80-minute lesson was completed without any major mishaps. The figures below include the views towards the second teaching.

<p>The Teaching Day</p> <p>The teaching experience in the 5/D class can be described as highly successful and closely aligned with our objectives. Together with [redacted], I meticulously revised the two-hour lesson plan to ensure its effectiveness. Through careful additions and deletions, we refined the plan, and it was my responsibility to implement it in the classroom. By the end of the lesson, students were able to effectively describe animals in an animal shelter, identify the concept of the Present Continuous Tense, describe ongoing actions, and practice using can/can't modal verbs through writing exercises. During the evaluation, we observed that these objectives were successfully achieved.</p> <p>1 Blog post PST4</p>	<p>Question 5: What was the most effective aspect of your lesson?</p> <p>The most effective aspect of the lesson could be the use of various activities to engage students and provide opportunities for practicing the target language skills. By including real-life context, such as an animal shelter, and incorporating interactive materials like flashcards and videos, the lesson became more engaging and relevant to the students.</p> <p>Question 6: What was the least effective aspect of your lesson?</p> <p>Maybe the level of the worksheets may have been a bit difficult for the students, this was the least effective part of the lesson.</p> <p>2 Self-evaluation form PST4</p>
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Figure 49. Snapshots from PST4's documents

Figure 49 above displays two excerpts extracted, the first one from PST4's blog post written at the end of PLS, and the latter from his school practicum portfolio. In **Snapshot 1**, PST4's blog post indicates that the two PSTs worked together and modified the lesson plan with careful additions.

He also reported that the pupils effectively performed the tasks and the lesson reached its objectives. **Snapshot 2**, taken from PST4's portfolio illustrates that he viewed the lesson effective and he was satisfied with the content but he still thought the worksheets they prepared could have been better suited with the pupils' proficiency level.

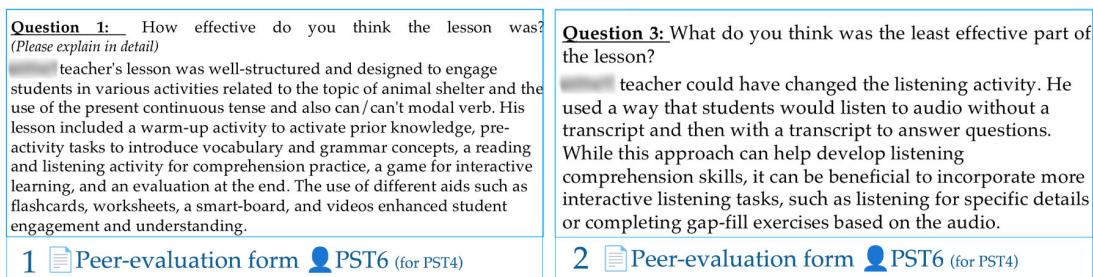


Figure 50. Two snapshots from PST6's school practicum portfolio

The two snapshots taken from PST6's school practicum portfolio in Figure 50 above illustrate PST6's views on the second teaching. In **Snapshot 1**, PST6 thought that the lesson was well-structured and designed to engage pupils, emphasizing the addition of the reading and listening activities.

Snapshot 2 shows that her only recommendation was to improve the listening activity by eliminating the need for a transcript and add more tasks in the activity, a similar suggestion to PST4's own thoughts on the lesson (as seen in Snapshot 2, bottom-right side in Figure 49).

Final reflection meeting

Following the second teaching, we gathered at the teachers' lounge for the final time to reflect on the whole process and share thoughts. During the meeting, the members made use of the notes they have taken during the teaching. Some of the examples of these notes are included in the figure below.

The four snapshots illustrated in the figure below include some of the notes taken during the second teaching. These notes were utilized by the participants in the meetings. Each participant used their notes to remember their observations and commented on the activities based on these notes taken during the second teaching.

The four snapshots in Figure 51 below were taken from the Advisor's and Mentor 3's observation sheets used during the second teaching. **Snapshot 1** shows that pupil participation was high throughout the while-teaching stage and pupils responded well the questions included related to the audio track which was added after the post-lesson discussion.

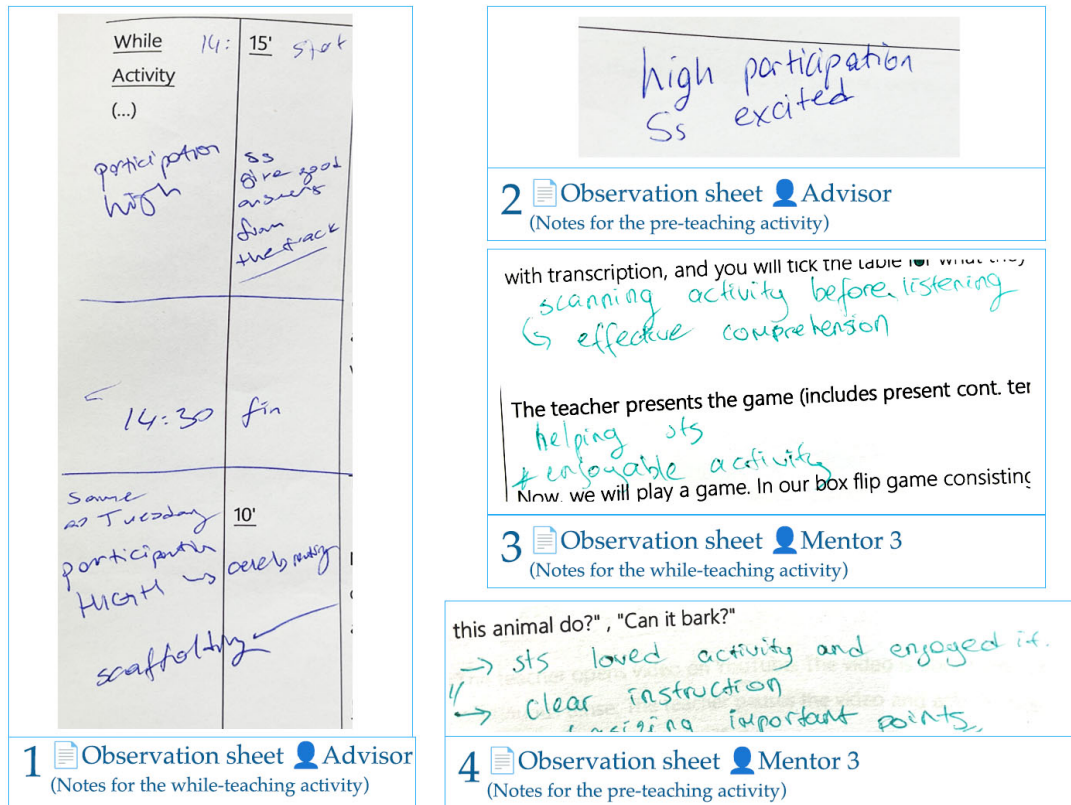


Figure 51. Multiple snapshots from the observation notes

The second activity in the while-teaching stage (10' in Snapshot 1) was kept the same in the plan; however, in contrast to the previous session, the participation was high since PST4 used scaffolding techniques. As seen in **Snapshot 2**, participation was high in the pre-teaching stage, as well, and pupils were excited throughout the stage. Similarly, the mentor teacher also noted that pupils loved the activity and engaged in the procedures after clear instructions were given (**Snapshot 3**). Mentor 3 also noted in **Snapshot 4** that scanning before reading the text in the pre-teaching stage improved comprehension and similar to Snapshot 1, she also noted that PST4 used scaffolding in the pre-teaching stage. We all had our observation notes ready and the final-reflection meeting began with addressing how one pupil never wanted to participate in the activities and another was shy:

[00:00:34 Advisor] PST4 took them to the board in the last activity. It was good there... Even if he got it wrong, at least he got up and did something. The other one was more hesitant. The one sitting on the left.

[00:00:44 PST4] He didn't want to, I said okay, you know best.

[00:00:50 Advisor] It's good not to push too hard.

[00:00:54 Mentor 3] [*Pupil name*] was quite hesitant, wasn't he?

[00:00:54 PST4] [*Pupil name*] got up right away.

[00:00:54 Mentor 3] There's an issue with his literacy skills.

[00:00:55 PST4] He did it, the other one couldn't...

[00:00:55 Mentor 3] He did it? [*Pupil name 2*] didn't turn out as we expected. In fact, they said something about him when he came to my class. "Teacher, he's a very good student."

[00:01:09 PST4] But he was attending your classes, teacher. When something was asked... I noticed.

[00:01:19 Mentor 3] He... he does that a bit when you push him a little.

As we walked up the stairs before starting the meeting, PST4 and the mentor teacher started talking about individual differences between the pupils. One particular pupil has always been hesitant about participating, especially when there is '*coming up to the board and writing something*' in the activities. Advisor also noticed that PST4 made an extra effort to integrate a pupil in the activity; however, another pupil resisted to participate.

Mentor 3 also stated that she noticed how the pupil was hesitant at **0:54** and agreed that the two pupils were always hesitant. PST4 also showed at **1:09** that he observed the pupil before and he used to participate. The mentor teacher then expressed that sometimes they need scaffolding. We then addressed a mistake included in the materials:

[00:04:34 Advisor] So, the new ones you did... you got them from ... performance. How was that, in your opinion, in terms of level?

[00:04:44 PST4] The levels didn't match. I realized that later, after I handed them out, and also... on the right side... the questions were quite irrelevant, I mean... to what I wanted to convey. They included "could / would" type of questions.

[00:04:57 Advisor] Ah yes, the content alignment seems a bit limited.

[00:05:01 PST4] It happened because I used the ready-made ones. It was my mistake...

[00:05:05 Mentor 3] There were mistakes too. Like "foots" in there for the kids...

[00:05:09 Advisor] Those ones were from the Ministry of Education (MoNE), right?

[00:05:26 PST4] No, I got them from YouTube.

[00:05:29 Mentor 3] No. There are never any mistakes in the MEB ones.

[00:05:39 PST4] I noticed that, teacher. Yeah, this wasn't exactly what I wanted. I can say that clearly. It's not because of the kids' performance or anything, it's because of the poor quality of the worksheet I prepared.

In one of the materials included in the second teaching, there were two spelling mistakes and two sentences with grammar mistakes. Although pupils gave correct answers to most of the activities and participated in all activities actively, PST4 had to alter the work sheets he handed out during the lesson and instruct pupils to change the wording of the material or skip a question.

Despite these mistakes, the flow of the activities were not significantly disrupted. PST4 expressed repeatedly at **04:44**, **05:01**, and **05:39** that the materials had several problems. After discussing the differences between the two classrooms 5D and 5F, Advisor wanted to know PST4's and PST6's thoughts on what they would recommend for the future:

[00:09:15 Advisor] PST7 or PST10 will teach the 5F. What can you recommend that they do in 5F?

[00:09:21 PST4] They definitely shouldn't do group activities. Absolutely not.

[00:09:23 PST6] There shouldn't be competition because the class is very prone to competition, it almost feels like they are going to fight.

[00:09:28 PST4] And... I'll mention the names of the ones, [*Pupil name*] and [*Pupil name*], they should be put at the front of the classroom. It's important that they sit close. There's also the one in the second row.

After incorporating group work activities in two lessons, PST6 and PST4 both expressed that it comes with significant challenges as they recommended not to incorporate group activities for their peers. PST4 realized, as seen at **9:28**, that some pupils disrupted the flow of the activities and expressed that one needs to have a close eye on them. We then discussed the listening activity which was added after the post-lesson discussion:

[00:10:02 Advisor] How was the listening in your opinion?

[00:10:06 PST4] I liked the listening. I'm not talking about the content of the worksheet, but the topic of the listening was very nice. It delivered what I wanted very nicely. It was exactly what I wanted.

[00:10:19 Advisor] Piano and sing... those were nice...

[00:10:21 PST4] Yes, but the that last activity... the visual one.

[00:10:25 Advisor] The visual matching?

[00:10:25 PST4] Yes.

[00:10:26 Advisor] It was a bit like... fillers... You know... And mostly they knew the words. They could easily understand with the visuals. It's like you thought of doing it if there's time left. I think giving the transcript and going one more time over that was also very good... Because there are always some who don't understand.

[00:10:46 PST4] Yes, in fact, I said I saw they didn't understand... I said, let me translate this transcript into Turkish so they can understand.

PST4 clearly expressed at 10:06 that he was fond of the newly added listening activity and later on at 10:46, he expressed that he made a conscious choice to make use of the transcription of the listening track in order to save the activity. We continued discussing pupil reactions and went over each activity. Then we wrapped up the meeting by reflecting on the lesson for the final time:

[00:17:46 Advisor] If we were to teach the lesson for one more... for the third time, would you change anything? Would you look at the content or...?

[00:17:52 PST4] I would definitely lower the level. The pupils... some of them know the Word 'collect' and I was surprised but only one or two of them know those. I would lower the number of those or choose simpler (words).

[00:18:08 PST6] There are, for sure, those who know but there are also who don't.

[00:18:08 PST4] But think of it this way... Eighty per cent of them don't know but twenty per cent do, for example.

[00:18:12 PST6] But that's normal, there were ones who didn't know 'feed' in the classroom, and we taught them for three weeks and you cannot say all of them know it...

[00:18:29 PST4] What else... I also felt that the post activity... just the vocabulary... I was like.. I said 'these aren't necessary' when the pupils were doing it. I thought I could have done something else.

As we wrapped up the meeting, PST4 expressed that he wished to have changed the content of the lesson, especially the choice of vocabulary. PST6, in contrast, defended that although the level of the vocabulary items were higher, it was normal to include them in the content. We then discussed how pupils responded to the evaluation stage before wrapping up the final-reflection meeting.

Sharing the PLS Experience

The two PSTs in Case 7 made use of the same method of sharing their experience as the other PSTs and made a blog post to describe the stages and steps they followed and their thoughts. After their blog post was published on the website dedicated to PLS (www.practicumlessonstudy.com), they shared the post with their classmates at the university. They were also encouraged to read others' posts and leave a comment on the website.

4.4.4. Case 8 (PST7 & PST10)

In Case 8, the group consisted of the two PSTs; PST7 and PST10, Advisor and Mentor 3. For PST7, this was the second time she participated in PLS but it was PST10's first time. Nevertheless, they both attended the PLS training that took place before Phase 1 and reminded of the stages and steps before Phase 2. The two PSTs worked together and prepared a lesson before confirming it with their advisor and mentor teacher.

Two similar classrooms (5F and 5D at Middle School A) were identified and the two teaching sessions took place three days apart. The post-lesson discussion took place immediately after the first teaching and the lesson plan was revised before the second teaching. The final-reflection meeting took place after the second teaching. Details regarding these stages are given in the following dedicated sub-sections which are laid out in the table below.

As outlined in Table 34 below, the two PSTs in Case 8 made a verbal agreement to work together a week prior to commencing teaching. Then, they gathered over the weekend to review the curriculum and craft their lesson plan.

Their meeting lasted around an hour, after which they shared their lesson plan with the mentor teacher and advisor. PST6 led the first teaching on Tuesday, preceding the post-lesson discussion meeting which took place on the same day. Subsequent to the meeting, the group had more than two days to refine the lesson plan.

Table 34. PLS Stages Followed in Case 8

PLS Stages in Case 1	Roles of the members	Duration	Timing
Preparing for PLS	The two PSTs verbally agreed on a schedule	-	a week prior to first teaching
Examining the curriculum and planning the lesson	The two PSTs studied the curriculum and planned the lesson simultaneously	an hour	2 days prior to first teaching
First teaching (PST7 – Class 5F)	PST7 taught while other members observed	80 minutes (40'+40')	started at 14:05, on Tuesday, May 30, 2023
Post-lesson discussion meeting	All members (PSTs, mentor teacher, and advisor) discussed the plan together	50 minutes	immediately after the first lesson
Second teaching (PST10 – Class 5D)	PST10 taught while other members observed	80 minutes (40'+40')	Started at 13:10, on Friday, June 2, 2023
Final reflection meeting	All members discussed the plan and lesson again, and finalized their meeting	20 minutes	immediately after the second teaching
Sharing the PLS Experience	The two PSTs produced a blog post to share their experience with others	-	at the end of the fall semester

PST4 then taught the revised plan on Friday, following which we reconvened on the same day to participate in the final reflection meeting and reflect on the entire process. The final stage of PLS in Case 8 was carried out individually by the PSTs. Information regarding these stages in Case 8 is expounded upon in the subsequent sub-sections below.

Preparing for PLS

Similar to their counterparts (Case 5 and Case 7) at Middle School A, the two PSTs taught in the schedule for Classrooms 5F and 5D and planned their lesson a week ahead of their first teaching session. During Phase 2, all PSTs were tasked with assessing the language proficiency of a classroom and pinpointing two low-achieving and two high-achieving students. By the fourth week of their school practicum, two members completed these tasks by scrutinizing pupils' exam papers and assessing their homework submissions and added the report to their portfolio. Additionally, the PSTs identified two low-achieving and two high-achieving students and meticulously observed their engagement during classroom activities. They

completed these tasks in conjunction with the other PSTs at Middle School A, recording their findings in a weekly report integrated into their school practicum portfolio.

Examining the curriculum and planning the lesson

During the weekend before the first teaching, the two PSTs met to review the objectives of their lesson and plan activities during a total of two hours of meeting time. They created a lesson plan which aimed to teach vocabulary items related to the theme of festivals. This theme was in alignment with the coursebook used in the classrooms; however, they did not make use of the activities in the coursebook and prepared their own content related to the theme of the lesson and wrote their own goal and objectives. The table below includes a scaled-down version of the lesson plan used in Case 8.

As seen in Table 35 below, first teaching session led by PST7 on Tuesday was followed by the post-lesson discussion that took on the same day and the second teaching took place on May 23, led by PST10 three days after the first teaching. This session was conducted before the final reflection meeting took place on the same day.

Table 35. Timeline of Teaching and Meeting in Case 8

School	Middle School A (5F and 5D)					
Dates	May 30, 2023, Tuesday			June 2, 2023, Friday		
Hour	14:05-14:45 (40')	Recess (10')	15:00-15:40 (40')	13:10-13:50 (40')	Recess (10')	14:05-14:45 (40')
Stage	First teaching (PST7 – Class 5F)		Post-lesson discussion meeting	Second teaching (PST10 – Class 5D)		Final reflection Meeting
Roles / Description	PST7 teaching, & PST10, Advisor, Mentor observing		All members (4 in total) discussing the lesson and revising the plan	PST10 teaching, & PST7, Advisor, Mentor observing		All members (4 in total) reflecting on the whole process

Table 36. Lesson Plan used in Case 8 (Scaled-down)

Lesson Title	Festivals	PSTs	PST7 & PST10	Duration	80 minutes
Goals	The aim of the lesson is to teach different festivals to the students with engaging activities	Objectives	By the end of the lesson, students will be able to: 1. Understand and describe various festivals around the world. 2. Identify the cultural significance and traditions associated with different festivals.		
Stage	Time	Type of Activity	Procedures	Anticipated Student Response / Rationale	
Warm-up activity	5'	Discussion	T greets the Ss, asks about their day and what they remember from last week's lesson	Students will understand what to do right away	
Pre-teaching activity	30'	Eliciting answers	-T shows visuals related to festivals and asks questions regarding the visuals -T asks Ss about the festivals they know and creates a mind map with the answers -T introduces vocabulary items such as celebrate, flag, decorate etc. and asks Ss to repeat after her -T asks Ss to look at some of the festivals and identify the ones they celebrate in Türkiye	Students learn the festivals. Before learning they try to think and make active their schemata.	
While-teaching activity	30'	Lecturing & Matching	-T introduces festivals such as Diwali, Independence Day, and Chinese New Year -T asks Ss to match Turkish festivals with pictures on the board -T writes 'steps to prepare for festivals' on the board (we clean our houses, we make meals, we visit relatives etc.)	Thanks to activity, students learn the topic better and teacher tests them whether they've learnt the topic or not.	
Post-teaching activity	10'	Matching & Writing	-T asks Ss to match holidays with their dates in an activity on WordWall website -T distributes a worksheet and in Activity A, Ss choose a pen friend and describe their favorite festival in 5-6 sentences	Thanks to activity, students learn the topic better and teacher tests them whether they've learnt the topic or not.	
Evaluation	5'	Matching & Group activity	-Ss match festivals with countries -T divides the class into three groups, Ss spin a wheel on WordWall website and answer questions about festivals	Thanks to activity, students learn the topic better and teacher tests them whether they've learnt the topic or not.	
Contingency Activity	-	Discussion	T asks Ss to summarize what they have learned		

Table 36 illustrates a scaled-down version of the lesson plan used in Case 8. While the pre-teaching stage includes activities based on eliciting answers, the activities in while and post-teaching stages consisted of matching items. The fact that matching was incorporated in more than one activities was also discussed in the post-lesson discussion meeting following the first teaching.

First teaching (PST7 – Class 5F)

The first teaching session began at 14:05 on May 30, 2023, and ended at 15:40, adhering to the scheduled 80-minute timeframe without any interruptions. While the first hour proceeded as expected with active student engagement, there were challenges observed in the second hour regarding pupil participation. This observation was also documented in the self-assessment form within PST7's school practicum portfolio:

<p>Question 4: How effective do you think your lesson was?</p> <p>I assume my teaching was quite effective and engaging in the first lesson. I give the explanations clear and in a teachable way. I believe that my lesson was highly effective, the students actively participated and enthusiastically engaged with the materials, showcasing their genuine interest and eagerness to learn. the overall improvement in student performance and their ability to apply the newly acquired knowledge further attests to the effectiveness of the lesson.</p> <p>1 Self-evaluation form PST7</p>	<p>Question 9: Which stage of the lesson was the most challenging for you? Why?</p> <p>In terms is a teaching stage none of them were challenging for me but in the second lesson about classroom management I had hardships. Since 5-F has many naughty students, I couldn't manage their speaking among themselves. I was not happy at the end of the lesson. Students' motivation affected me badly in the last lesson.</p> <p>Question 13: How effectively do you think you managed the classroom?</p> <p>I believe in the first lesson my classroom management was quite good but at the end of the second lesson it was <u>very poor</u>. Students started to make so much noise and one of the students wanted to talk about one of his memories and he insisted me to talk about it.</p> <p>2 Self-evaluation form PST7</p>
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Figure 52. Snapshots from PST7's school practicum portfolio

As seen in **Snapshot 1** in Figure 52, PST7 thought the lesson was effective and engaging and she could observe pupils' eagerness to learn and improvement in performance during the lesson; however, she also expressed in **Snapshot 2** that in the second hour of the lesson, pupil behavior became hard to control and it was challenging to control noise in the classroom.

<p>Question 1: How effective do you think the lesson was? (Please explain in detail)</p> <p>First of all, when we look at the items that ensure the effectiveness of the lesson, had a bit of a <u>hard time</u>, since 5-F is a very hyperactive and difficult to control class. The students had difficulty in listening to the lecture. Still, she finished the lesson without any trouble.</p> <p>Question 2: What do you think was the most effective part of the lesson?</p> <p>The most effective part of the lesson was the part where the students did the matching activity on the board. The students stood at the blackboard and distinguished between religious and national holidays. And they did it with flashcards. They really liked the activity and learned their distinctions well.</p> <p>1 Peer-evaluation form PST10 (for PST7)</p>	<p>Question 9: What recommendations would you like to give to your peer?</p> <p>My peer can develop some activities or actions that will provide classroom control. For example, ringing a bell or hitting the board when she loses control. Apart from that, as we experienced in this lesson, the lesson plan may not always go as we prepared, so there should be more than one contingency plan.</p> <p>Question 10: If you were to teach the same lesson, what would you change?</p> <p>If I was lecturing again. I would reduce repetitive activities. I would definitely add a reading or listening activity to my lesson plan. Later on, I would support the activities more with pictures, since the students we were teaching were small age groups. In order to control the classroom, I would put activities that would instantly attract the attention of the students.</p> <p>2 Peer-evaluation form PST10 (for PST7)</p>
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Figure 53. Snapshots from PST10's peer-evaluation form

Snapshot 1 in Figure 53 illustrates views of PST10 who observed the lesson. Similar to PST7, she stated that the classroom was hard and pupils had difficulty in following the listening activity. Moreover, she thought that the flashcard matching activity was effective. **Snapshot 2** show a few suggestions regarding classroom management and adding more than one contingency plan in case the lesson does not turn out as expected. She also recommended reducing repetition in the activities and adding more visuals.

Post-lesson discussion meeting

Following the first teaching, we met in the teachers' lounge to discuss the plan in the first teaching. All members were present and we checked our observation notes before starting the meeting. Some examples of these notes are illustrated in the figure below.

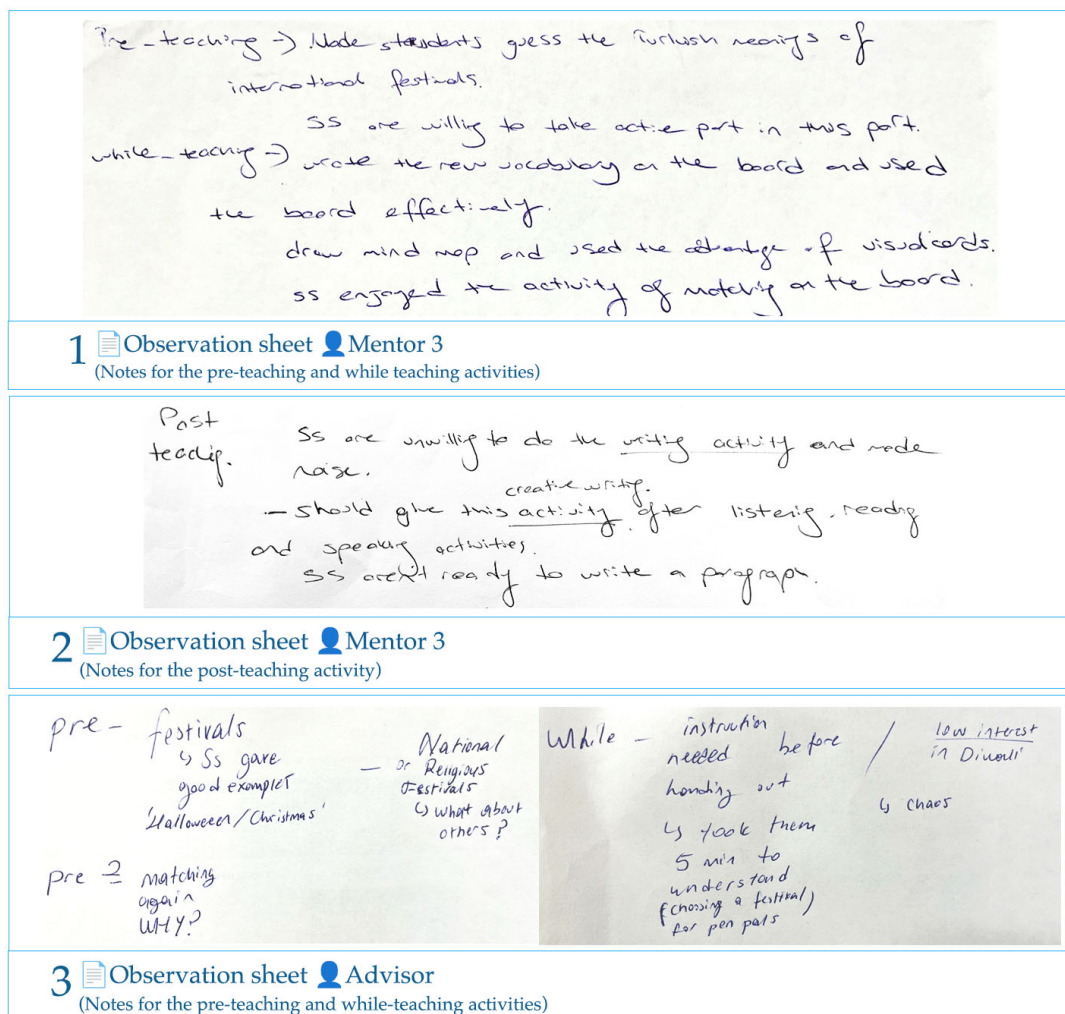


Figure 54. Examples of observation notes taken in the first teaching

The three snapshots in Figure 54 are from the observation notes taken during the first teaching. **Snapshot 1**, a note taken by Mentor 3 illustrates that pupils were asked to *guess the Turkish meanings of international festivals* and pupils *they willing to take active part* during this activity included in the pre-teaching stage. Moreover, pupils also *enjoyed the activity of matching on the board* during the while-teaching stage where *visual cards* were *advantageous* and *board use* was *effective* and *new vocabulary* was *written on the board*. **Snapshot 2** includes Mentor 3's notes taken for the post-teaching stage.

The mentor teacher thought that the participation during the activity in the post-teaching stage was low and pupils were *unwilling to do the writing* and *made noise*. She also noted that this activity could be done *after the listening, reading, and speaking activities* as pupils were *not ready to write a paragraph*. **Snapshot 3**, includes many notes taken by Advisor during different stages of the lesson. Advisor noted that although *pupils gave good examples* for the festivals; however, although differentiating the festivals in national and religious categories worked well, one more category could be added to include some examples such as Halloween.

Advisor also noted that the *matching activity was repeated* in the pre-teaching stage and wanted to address this during the post-lesson discussion. Furthermore, Advisor noted that *instruction could be improve* in the while-teaching stage as it took them around *five minutes to start* the activity, resulting in *low interest* and *chaos*. With these notes, we started the post-lesson discussion. PST7 immediately began expressing her own thoughts:

[00:00:00 PST7] In my opinion... it was a bit chaotic. I feel like I didn't manage it well. Mm... especially in the last hour, classroom management was absent.

[00:00:07 Mentor 3] What happened... what do you mean by absent? What did you miss, for instance?

[00:00:11 PST7] The pupils were shouting, and I also encountered a significant problem with lesson delivery.

... During the writing activity with the worksheet, I thought... In our micro-teaching sessions, everyone used to sit down and write when we handed out papers, but in our class...

[00:00:57 Advisor] Yeah...

[00:00:57 Mentor 3] But they were adults.

[00:00:58 PST7] Yes.

[00:00:58 Advisor] Right. Here, I can suggest something. Before distributing the worksheet, maybe you could have shown it... there might have been some disruption, but it could have been better.

[00:01:06 Mentor 3] Now, this... is creative activity, creative writing. It's not a normal writing; you can transition to creative writing after doing normal writing. There are steps to these things. You skipped one step and moved on to the other. They saw what you wrote, not your writing. Okay. But you skipped the first step.

...

[00:01:50 Advisor] But after seeing what you experienced with PST10, what would you suggest? She will do the same activity with the same class.

[00:01:55 PST7] I would definitely suggest removing this activity.

PST7 started the discussion with negative thoughts, especially on how the classroom was noisy and hard to manage. She then compared how her student friends behaved during the micro-teaching sessions at the university to how stressful it was to do a writing activity at middle school level at **0:11**.

Then, Advisor and the mentor teacher stated that adults are completely different when it comes to focusing on an activity and at **1:06** the mentor teacher explained that since the writing required creativity, there needed to be more steps in the procedures. PST7, later at **1:55** suggested the removal of this activity from the plan.

[00:07:37 Mentor 3] They ask on purpose, you know... That's how it seems to me. For instance, you should say, "What happens if we don't do it?" They ask again, like "What happens if I don't do this?"

[00:07:46 Advisor] Yes, this is actually a rare occurrence. I've never heard of it. In all my observations during practicum and classes, there has never been a student who asked, "I don't want to participate in this. What happens if I don't participate?"

[00:07:59 Mentor 3] [*Pupil A*] is running the class. [*Pupil B*] asked him, but, with [*Pupil A*]'s thing (encouragement)...

...[00:08:06 PST7] Also, at the front. The girl sitting in the middle at the front... She also asked, "Will we receive in-class points for this?" And I said...

[00:08:19 Mentor 3] Just say "Of course".

[00:08:20 Advisor] Trick them. Tell them lies, you know...

[00:08:22 Mentor 3] I'll tell your teacher to write down the grades I give. Look PST10, you can say it like that.

[00:08:23 PST7] Yes, could have I deceived them...

[00:08:25 PST10] I would deceive them... I can do it.

Our topic of discussion shortly deviated from discussing the lesson plan into addressing a major challenge in the classroom; refusal of participating. In the second teaching, one pupil referred as Pupil A in the dialogue above attempted to sabotage the lesson, in a way. The pupil also encouraged others and we discussed how one pupil asked if she would get points for participating as PST7 explained at **8:06**.

Then Advisor and the mentor teacher suggested an unusual way at **8:19**; tricking the pupils, a method which was later approved by the PSTs, too.

[00:10:36 Advisor] ... 'first, second, third'... about the days could be helpful.

[00:10:46 PST7] Ahhh.

[00:10:47 Advisor] "How do we say the days?" You could ask about that.

[00:10:50 PST7] Yes, because we learned it in the previous lesson.

[00:10:52 Advisor] ... There, for example, one can say two different ways of describing a date. Like May 29 and 29th of May, very different, there are different versions. As a reminder, you could maybe add it to the warm-up of the lesson. Like "How do we say the days, do you remember?" or "How can we write April 23?" Maybe add something like that.

At **10:36**, Advisor suggested an addition to the lesson plan. It was also my suggestion to add describing the dates into the plan at **10:52** as pupils struggled to write the dates. PST7 also expressed that pupils were familiar with describing dates as they learned it in the previous lessons. The mentor teacher also had a suggestion:

[00:11:33 Mentor 3] It's a perfect topic for asking WH questions, by the way. There was no grammar or language structure, but... a little could have been added, like "When do we celebrate?" Then the answer comes, like... "23rd of April." When do we celebrate Victory Day? "On 30th of August." It gives them that. How do we celebrate, you mentioned decorations. They could see that. You could have had them write that. Also, I think starting the lesson this way is very good.

[00:12:09 PST7] Oh, yes.

At **11:33**, the mentor teacher also suggested that adding 'WH questions' would be a fitting addition to the lesson plan as the topic demanded many questions in the instructions. Following these suggestions, we continued

discussing the classroom management issues and what could be done to prevent chaos in the classroom. We discussed how it is common for teachers to experience such chaotic environment in the classroom. Our discussions regarding classroom management were then concluded with a comforting realization:

[00:19:51 Advisor] You see, what you've encountered will be quite common when you become a teacher, whether in primary or middle school. These kinds of challenges where someone tries to sabotage...

[00:20:00 Mentor 3] I think it's a very good thing... You see, now you've identified those mistakes yourself. You won't repeat them.

[00:20:07 Advisor] Don't think it went badly. The point is to learn from all of these.

[00:20:13 PST7] Absolutely. I don't think that way at all. We come to practicum to learn anyway. What do you do, for example?... Even if I don't remember everything, I try to imitate. We come here to learn. I always think in that direction.

[00:20:25 Mentor 3] It went well anyway.

[00:20:26 PST7] It can't be perfect anyway.

After discussing challenges of teaching at fifth grade at a middle school, we commented on how the experience was educative. In other words, as PST7 expressed at **20:13 and 20:26**, the experience she had was not meant to conduct the perfect plan, but to gain experience. Then, we continued discussing materials and contents such as videos and visuals to add to activities:

[00:24:43 Advisor] Maybe we could make it a bit more international ESL-themed? Like, in a themed festival context, it would be good to introduce kids to what they do at these festivals.

[00:24:58 Mentor 3] It would be great if there were such a video.

[00:24:59 Advisor] The candles were nice, for example. In the video's content, they talked about candles, the Chinese mentioned. The student asks, "Teacher, why red?" It actually grabs their attention.

[00:25:10 PST7] Yes.

During the first teaching, pupils were highly engaged in colorful materials from other cultures as they asked questions regarding some elements in the activities (as seen at **24:59**). Advisor suggested that a video could be a nice addition to lesson based on the pupil response to the materials. We then concluded the meeting after further discussion on pupil behavior for a few minutes.

Second teaching (PST10 – Class 5D)

The second teaching took place three days after the first teaching at Class 5D led by PST10. During the three days until the teaching, the two PSTs worked together again and made revisions on the lesson plan and changed a few activities, omitted one and added a new activity. The following two figures below illustrate views towards the second teaching:

<p>Question 1: How effectively were you able to follow your lesson plan? (Did the lesson deviate from your plan or did you strictly adhere to the plan? Please explain in detail)</p> <p>Except for a few minutes of electronic delays at the beginning of the lesson, I carried out the entire lesson plan in a healthy way. There was no activity that I skipped or cut short in two hours. I received feedback from students and gave feedback to students in all activities.</p>	<p>Question 6: What was the least effective aspect of your lesson?</p> <p>Students could not fully detect the sound from a video in the Listening part. I had to help them with this. Maybe I could do live listening, but then they gave meaning to listening with small word hints. I had an unexpected problem with just this part of the lesson plan.</p>
<p>Question 4: How effective do you think your lesson was?</p> <p>Considering the students' feedback, answers to my questions, and their speed, the course was an effective course. Even if I asked a topic that I taught at the beginning of the lesson at the end of the lesson, I still got the right answer. Also, when I occasionally asked students if they had fun during the lesson, the answers I got were positive. That's why I think it's an effective lesson.</p>	<p>Question 3: If you were to re-teach the lesson, what would you change?</p> <p>I thought that the reading activity might be missing in the lesson plan. There is no activity for students to devote themselves completely to reading. If I were to do the lesson plan again, I would definitely improve this aspect and add a reading activity. Even if the focus was not full reading, students would be able to improve all their skills if reading was part of the lesson plan.</p>
<p>1 Self-evaluation form PST10</p>	<p>2 Self-evaluation form PST10</p>

Figure 55. Snapshots from PST10's self-evaluation form

The two snapshots in Figure 55 include PST10's answers to the self-evaluation form included in her school practicum portfolio. **Snapshot 1** shows that despite the small hiccup with use of smart board at the beginning of the lesson, she managed to follow the lesson plan and thought it was an effective lesson based on her own observations of pupil response. As seen in **Snapshot 2**, she also thought that the listening track could have been improved or a live listening could have been incorporated instead. Moreover, she also thought that a reading activity could have improved the lesson plan.

<p>Question 1: How effective do you think the lesson was?</p> <p>The incorporation of visuals proved to be a game-changer, as they greatly assisted the students in understanding and remembering the content. Moreover, the activities implemented were not only engaging but also injected humor, making the learning experience enjoyable. The students actively participated, demonstrating their enthusiasm and willingness to contribute. Their involvement enhanced their satisfaction and increased the chances of retaining the information. In summary, the English lesson was a resounding success, thanks to the teacher's effective time management, well-managed classroom, and the use of engaging visuals that truly connected with the students.</p>	<p>Question 2: What do you think was the most effective part of the lesson?</p> <p>The most effective part of the lesson was the teaching component, specifically the presentation of the topic. The utilization of carefully selected materials played a pivotal role in its success. The teacher's choice of instructional materials, such as visual aids, demonstrated a deep understanding of the students' learning needs. These materials were thoughtfully designed to captivate and engage the students, ensuring their active involvement in the learning process. By incorporating visual elements, the teacher effectively communicated complex ideas and language structures. These visual aids acted as powerful tools, enabling the students to grasp the topic with greater clarity and ease.</p>
<p>1 Peer-evaluation form PST7(for PST10)</p>	<p>2 Peer-evaluation form PST7(for PST10)</p>

Figure 56. Snapshots from PST7's peer-evaluation form

The snapshots in Figure 56 illustrate PST7's answers given to the questions in the peer-evaluation form included in her school practicum portfolio. PST7 thought in **Snapshot 1** that the visuals added to the lesson in the second teaching were a 'game-changer' and they improved pupils' understanding of

the lesson. Her answer in **Snapshot 2** also showed that the lesson was effective especially in terms of presenting the topic and utilizing the materials such as visual aids.

Final reflection meeting

Immediately after the second teaching, we met in the teachers' lounge to conduct the final-reflection meeting. We started the discussing the revisions made after the first teaching and mostly made positive remarks before talking about pupil response during the lesson. During the meeting, observation notes were utilized while discussing and the figure below includes two examples of the observation notes.

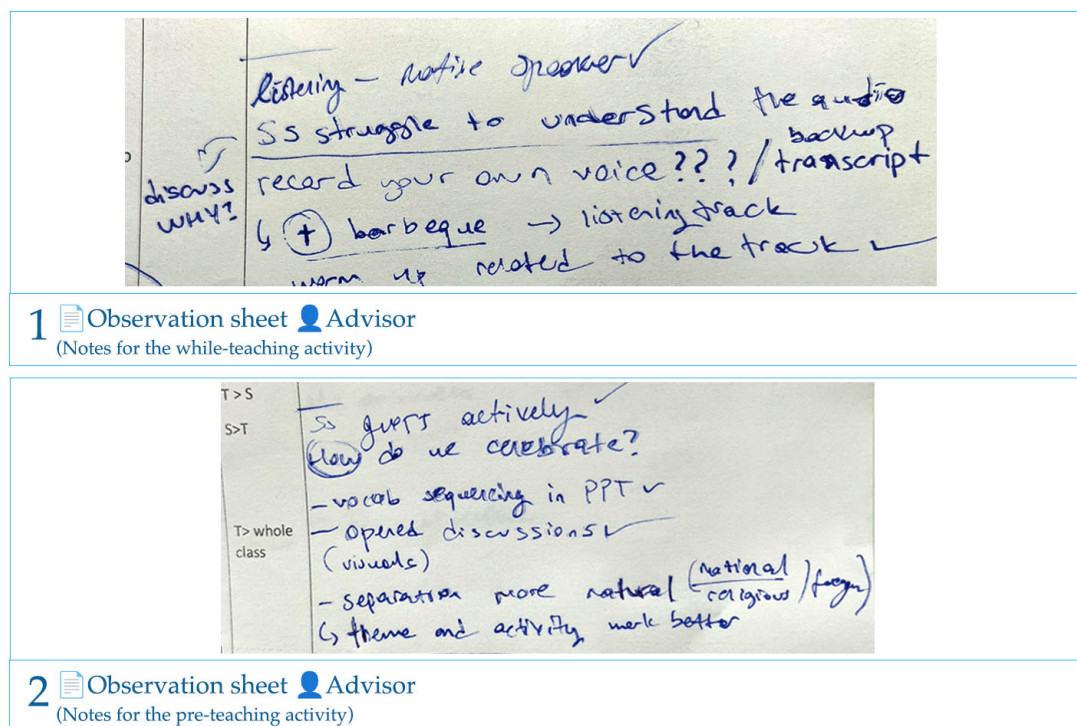


Figure 57. Examples of the notes taken during the second teaching

The snapshots in Figure 57 include two observation notes taken during the second teaching. The notes in **Snapshot 1** which were taken for the activities included in while-teaching stage illustrate that the listening track included *native speakers*, a suggestion made by the mentor teacher previously.

Nevertheless, the notes also showed that the *pupils struggled to understand the listening track* and a back-up alternative could be added to the plan. **Snapshot**

2 illustrates that the visuals added to the plan were effective and adding one more category; 'foreign' to the 'national / religious' festivals was *a more natural separation*. Having these notes, we started the post-lesson discussion:

[00:00:40 Advisor] Exactly, it seemed like they spoke a bit quickly there. They kind of struggled with understanding at a few places.

[00:00:46 PST10] Yes... Fast... I mean.... Yes. They didn't struggle in the last two, but they did in the first two. I helped a bit with that.

[00:00:51 Advisor] The sound was a bit muffled, too, from the screen, that's why. But they did the activity. There were a few who just said "I don't understand" a couple of times.

[00:01:02 PST10] There were issues in the first two, yes..

[00:01:04 Advisor] What do you think you could do? When something like that happens. How could it be better?

[00:01:08 PST10] I could do a pre-Listening, sir. At most. I could read the script. Myself.

[00:01:11 Advisor] Ah, by yourself. I was going to suggest that. Maybe you could even record your own voice from the start. It's nice that way, with animations and all, but maybe you could record your own voice to explain things clearly.

[00:01:22 PST10] Actually, I thought about that, but I said, let me not always use female characters, let me use a male character too. It can't be my own voice. I needed to do it with another male friend or something.

The first topic we addressed was the mishap during the listening activity. Pupils struggled to follow the listening track as the sound was a little muffled and some parts were inaudible. Although PST10 did her best and repeated the listening track herself, she thought a pre-listening activity could have improved the flow or she could have read all the script herself (as expressed at 1:18). We then discussed the materials and agreed on the addition of visuals:

[00:03:20 Advisor] Also, it was nice to add visuals, the PowerPoint in the beginning, at the start of the lesson, according to me... I'm not sure if you agree... Adding that PowerPoint and incorporating visuals seemed to make a more natural connection.

[00:03:35 PST10] Yes, I also provided vocabulary for holidays... I provided vocabulary related to holidays at the bottom. I did that so they could understand better. When I just provide straight vocabulary, they don't grasp it much, they need to make connections.

[00:03:47 Advisor] You combined it with visuals.

[00:03:50 PST10] Yes.

We had a dialogue about the addition of visuals and and vocabulary items to the initial presentation of the theme. PST10 then explained at **3:55** that her choice of vocabulary items were made after a conscious decision so that pupils could make a better connection with the content of the lesson. Then, we discussed another addition that was made after the post-lesson discussion:

[00:03:54 Advisor] You added a new third category, we talked about that, didn't we? We discussed it last time.

[00:03:59 PST10] National, religious, and foreign. Yes.

[00:04:02 Advisor] How do you think that went, did it work?

[00:04:05 PST10] It worked, some mentioned Easter and such, so we directly labeled them as foreign.

[00:04:08 PST7] You suggested that after my lesson. 'Others', right?

[00:04:10 Advisor] We talked about it on Tuesday, didn't we? Maybe there could be a benefit to it?

[00:04:15 PST10] Yes.

After the first teaching, we discussed that some festivals were left out in a categorization activity and Advisor suggested that a third category could be a nice addition. PST10 agreed that it provided a benefit at **4:05** and PST7 also remembered at **4:08** that it was a suggestion made during the post-lesson discussion. We discussed the pupil responses and the contents of the coursebook for a few minutes before we all agreed that the additions made to the plan provided benefits:

[00:12:26 Advisor] There has been a nice transition from Tuesday to Friday. I mean, the things we discussed were added to the lesson as well.

[00:12:27 PST7] Yes.

[00:12:27 Advisor] You've tried and seen different things.

[00:12:28 PST10] Yes.

[00:12:40 Mentor 3] Well, I liked the lesson, the flow of the lesson was good.

It was expressed that making revisions and trying them out has been a rewarding experience as all members agreed. We concluded the meeting with final remarks.:

[00:13:52 Mentor 3] Yes, that can be done. Well... there's nothing else to add, it was quite good. I think everyone in the class liked all the

activities. The children participated eagerly. Especially when you got up to the board, those, those papers, you colored them too.

[00:14:07 PST10] Yes, I added pictures.

[00:14:08 Mentor 3] I don't know if it was mentioned, but adding pictures was very good.

[00:14:13 Advisor] Seeing visuals, especially for this age group, is very beneficial. It increases excitement and helps them connect because just writing the word or showing it written somewhere is not enough, usually.

[00:14:25 Mentor 3] It's not enough, they disconnect quickly.

It was reinforced that the additions, especially the visuals benefitted the lesson as pupil participation increased. We agreed that the visuals increase excitement in this age group.

Sharing the PLS Experience

The two participants in Case 8 utilized the same method as the other ones for sharing their PLS experience, writing a blog entry outlining the stages and steps they undertook. Subsequently, they circulated the link to the blog page among their peers upon the semester's end.

4.5. Evaluation of PLS in Phase 2

At the end of Phase 2, the PSTs filled out a questionnaire with open-ended questions. The questions included in the questionnaire (Appendix D) aimed to gather the PSTs' views towards their satisfaction towards the model and the benefits and challenges that emerged in the process. In addition, Mentor 3 and Mentor 1 were contacted and a semi-structured interview was held with Mentor 3 and Mentor 1 stated that he already participated in Phase 1 and his views had not changed.

Mentor 3's answers in the interview were included with extracts from the semi-structured interviews which were translated from Turkish to English by the researcher in the sub-sections below. The reason for administering the questionnaire and conduct the interview was to confirm the findings obtained from the interviews conducted in Phase 1 and evaluate the model again at the end of Phase 2. The verbatim excerpts stated below were taken directly from

the questionnaire and do not include any names and no personal data was gathered so that the PSTs would not abstain from giving honest answers.

4.5.1. Satisfaction with the model

Collaboration was a highlighted aspects of satisfaction, emphasizing the value of working closely with peers to enhance teaching practices. The iterative process of designing and redesigning lesson plans was seen as productive and creative.

Direct feedback from the mentors was valued for enhancing teaching effectiveness. Enjoyment and motivation were common themes among participants, especially regarding teamwork and communication:

"It was very enjoyable to prepare a lesson plan with the partner in a certain time period and to teach two different classes over the same lesson plan. At the same time, it is a very valuable practice to be able to give direct feedback to the lesson my partner taught or to receive feedback immediately after the lesson I taught, and I am very pleased."

"Me and my group friend studied well and designed everything together. From our teachings we aimed to improve ourselves. Thanks to PLS model I got feedbacks. Overall, it was good."

"We completed each other in terms of teaching and designing the lessons and that was great. We realized our mistakes and we talked about this issue after the lessons, so we were motivated for the other lessons. The communication between us was the best thing in our team."

"As in the first semester, this semester was also a work that I enjoyed very much. Things that do not come to my mind while preparing a lesson plan may come to mind of my partner and/or academic advisor. In any case, everyone focused on the question of what would be a better lesson, and it turned out great."

All answers given by the PSTs included positive remarks which Mentor 3 stated that she was generally satisfied with the experience and she also expressed her satisfaction by pointing out that it was mutually beneficial:

"...overall, it was good. I mean, it was also an experience for me. I learned something from them, and they must have learned as well. I think it was mutually beneficial in the end..." (Mentor 3)

4.5.2. Benefits of the PLS model

Participants emphasized collaboration and sharing of perspectives as key benefits, citing its positive impact on teaching effectiveness and professional growth. They had the opinion that the benefits in PLS were facilitating the development of teaching skills and classroom management. Participants

appreciated the practical experience, immediate feedback, and the opportunity for continuous improvement. Real classroom settings provided valuable insights and enhanced problem-solving skills.

"It offers a chance to review the lesson plan. It improves co-operation and collaboration. Thanks to PLS we see directly the effect of the first lesson plan and the revised lesson plan on two different classes. "

"When I collaborate with a partner, we bring together diverse perspectives, ideas, and experiences. Each of us contributes our own knowledge, skills, and teaching styles, resulting in an improved and more effective lesson plan. Additionally, we can share our expertise in different subjects or teaching methods, which helps us create a comprehensive lesson plan encompassing various teaching strategies and content knowledge. In the PLS model, we are encouraged to observe and provide feedback on each other's teaching sessions, allowing us to gain valuable insights into different teaching techniques, classroom management strategies, and student engagement approaches.."

"Sharing opinions with your partner can greatly enhance the teaching experience... allows you to gain new insights, consider alternative approaches, and refine your own teaching practices. It fosters a collaborative environment where you can learn from each other's successes and challenges, ultimately leading to a more effective and dynamic teaching experience."

"1. It supports Collaboration 2. How different views are effective in making a project better. 3. some things are better observable because they are done in a real classroom setting. First of all, it supports the development of skills such as counseling and acting together. Then, with the lesson plan, we closed the gaps seen by my friend that I could not see more easily. So another perspective was important. Working with real students in a real classroom environment was of course one of the best aspects of this project because we encountered real problems and got real feedback."

"I used to think that teamwork was just a waste of time, since everyone in the team was not aware of their responsibilities and did not show the necessary work even if they did. However, in the PLS model, I saw that decent teams can do great things thanks to the sense of responsibility of my friend and advisor. As we were constantly aware of each other while working as a team, there were constant updates on the changes to be made on the current lesson plan during the lesson plan preparation phase. Sometimes we really spent hours on one small change. While these hours are spent, one of the most valuable things is instant and constructive feedback. It played a huge role in our ability to make quick and correct decision""

In addition to the views of PSTs illustrated above, Mentor 3 stated that the benefit in the model was the collaboration and critical communication between the PSTs as she explained how she was fond of one group in particular:

"... I liked those two the most. For example, they criticized each other a lot. They criticized both positively and negatively. In that group, you know, you had formed 3 groups. This group was the best... ..I think it (PSTs working together) was nice. I liked that the most; I saw it with PST9 and PST3. They were just like a duo. I really liked it. They were very respectful to each other

and it was evident, very evident, that they had a good collaboration and worked well together" (Mentor 3)

4.5.3. Challenges in Conducting PLS

While some participant PSTs stated that they had not faced challenges during the process, others pointed out a few challenges in their responses. Those who stated that there were no challenge also expressed in their answers that all was clear:

"There were no challenges for me. Everything was clear and fine."

"I did not face with any challenges."

Some participants faced challenges related to differences in opinions and disagreements with partners, underscoring the importance of effective communication and compromise in collaborative settings. Balancing different teaching styles and managing conflicts were highlighted as areas of difficulty.

"When I work with a partner, we bring together our different teaching styles, approaches, and perspectives. This can be helpful, but it can also create disagreements or challenges in finding agreement. It's important to balance these differences and make sure both of us have a chance to express our opinions. This may require us to compromise and collaborate effectively. Sometimes conflicts or disagreements can come up when we're working together, such as in lesson design, teaching methods, or feedback. It's crucial to handle these conflicts in a respectful and positive way to maintain a good partnership."

"Sometimes, we had difficulties in lesson plan with my partner. We had different ideas and we got into disagreement. This caused the lesson plan preparation process to be prolonged."

Similar challenge was stated by Mentor 3 as she expressed that there were individual differences among the PSTs. She explained that some PSTs made use of criticism well during the process while others did not:

"I think it might also be related to having enough knowledge on a subject but... for example, PST6 didn't speak at all, didn't talk much about the lesson, but PST3 and PST9 were knowledgeable about the subject. They made nice, constructive criticisms." (Mentor 3)

4.5.4. Suggestions

While most participant PSTs stated that they did not have any suggestions, some participants suggested refining the self-evaluation process and clearer criteria for observation and feedback were recommended to enhance the structure of the model:

"It is okay in terms of peer evaluation but maybe self-evaluation could be more specified."

"The observation and feedback process can be improved by refining its structure. Collaborating partners can establish clear criteria or rubrics to guide their observations, enabling a consistent and thorough evaluation of each other's teaching sessions."

"I think that the model is quite sufficient and motivating for us in the future teaching experiences."

4.6. Findings Related to Reflection Processes in PLS Meetings

This section includes the findings related to the processes of reflection analyzed in the PLS meetings. In each case, the group members conducted post-lesson discussion and final-reflection meetings. In these meetings, members discussed their thoughts on the stages of the lesson plan by utilizing their observation notes which focused on pupil reaction during the lesson.

As previously detailed in Table 7, members expressed their thoughts about the lesson by *describing the procedures* in the classroom in these meetings. They focused mainly on the flow (sequence) of the activities while describing procedures and they also described how pupils reacted to the instruction given in a particular activity and. Describing *pupil learning* was also a code dedicated to the times when a member described the learning processes or habits of pupils. They also expressed their views on materials such as worksheets, songs, or videos used in the lesson and described the contents of these materials. During the meetings, members made use of explanations to state their views. These explanations were also coded based on *interpretation* which refers to the times when a member tried to find meaning in a situation, event, or behavior, *elaborating* which refers to making use of facts and reasons, and *interactive* when members challenged or contradicted each other. Members concluded their descriptions and explanations with formulating solutions towards future practice. These instances were coded under *Creating* with *realization* sub-code which refers to the times when members pointed out something new they learned, *solution* when they suggested a possible solution, *wish/intention* when they formulated a wish for future practice, and *deeper question* when they anticipated future problems and formulated continuative or deeper questions.

In this chapter, these meetings are referred as PLS meetings and the coded segments in these meetings are presented in figures and a table below. The first figure below (Figure 58) illustrates the percentages of all coded segments in PLS meetings in Phase 1, Phase 2, and the total. Then, Figure 59 and Table 37 present the frequencies (percentages) of the codes in each case.

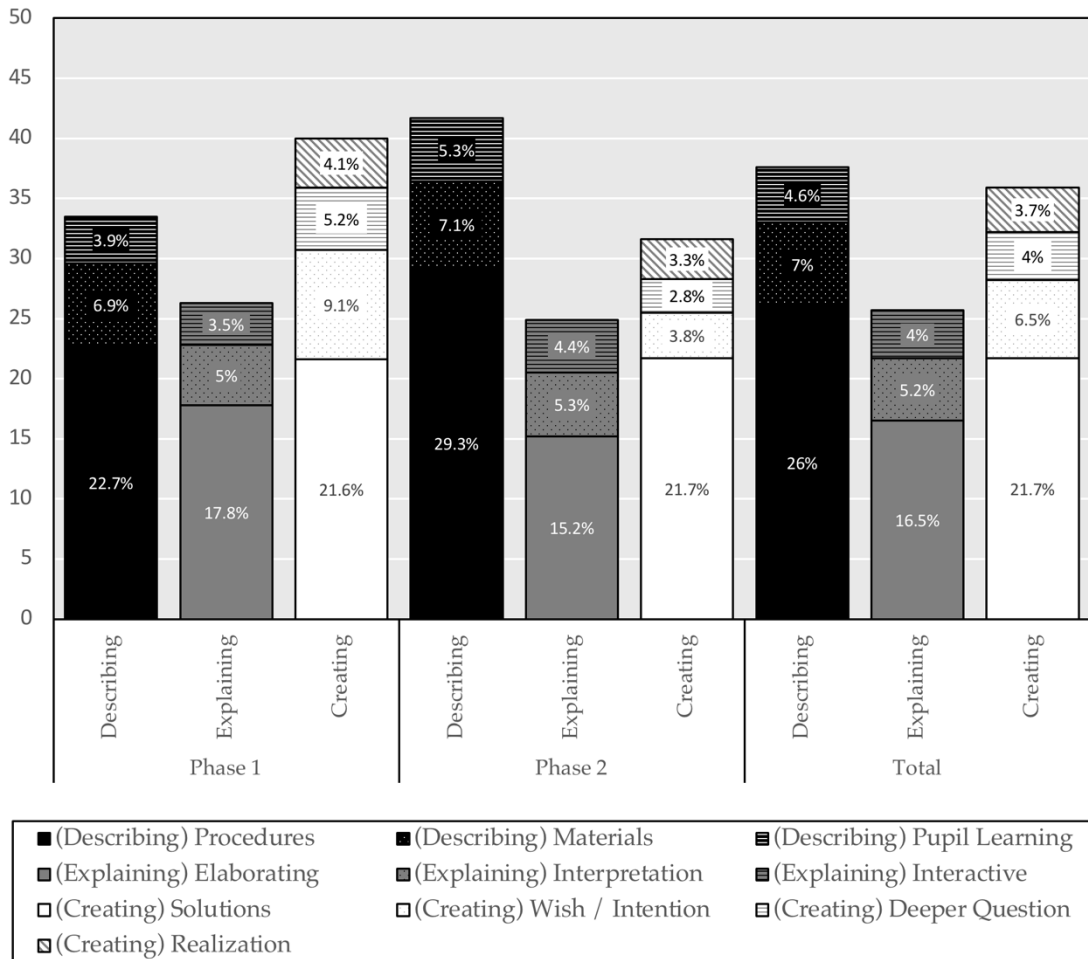


Figure 58. A summary of frequencies of all codes

The right part (*Total*) of Figure 58 seen above includes a summary of all the coded segments in the eight cases included in the research. Of the 413 coded segments in PLS meeting transcripts from the eight cases, *Describing procedures* was the most frequent code (26%). In other words, the group members in PLS meetings spent most of their time describing the procedures in the classroom during the meetings (e.g. time management, order or sequence of events, activities). Secondly, the group members suggested a possible solution or a path forward (*Creating solutions*, 21.7%). Thirdly, the

group members elaborated on something or offered explanations using facts or reasons (*Explaining Elaborating*, 16.5%). The remaining seven other codes; *Describing materials* (7%), *Describing pupil learning* (4.6%), *Explaining interpretation* (5.2%), *Explaining interactive* (4%), *Creating wish / intention* (6.5%), *Creating deeper question* (4%), and *Creating realization* (3.7%) were all coded with a frequency lower than 10% in the analysis.

Left part of Figure 58 illustrates the coded segments from the PLS meeting transcripts in Phase 1 (Cases 1,2,3, and 4). Despite these slight differences, the cross-phase comparison portrayed a similar distribution in most sub-codes.

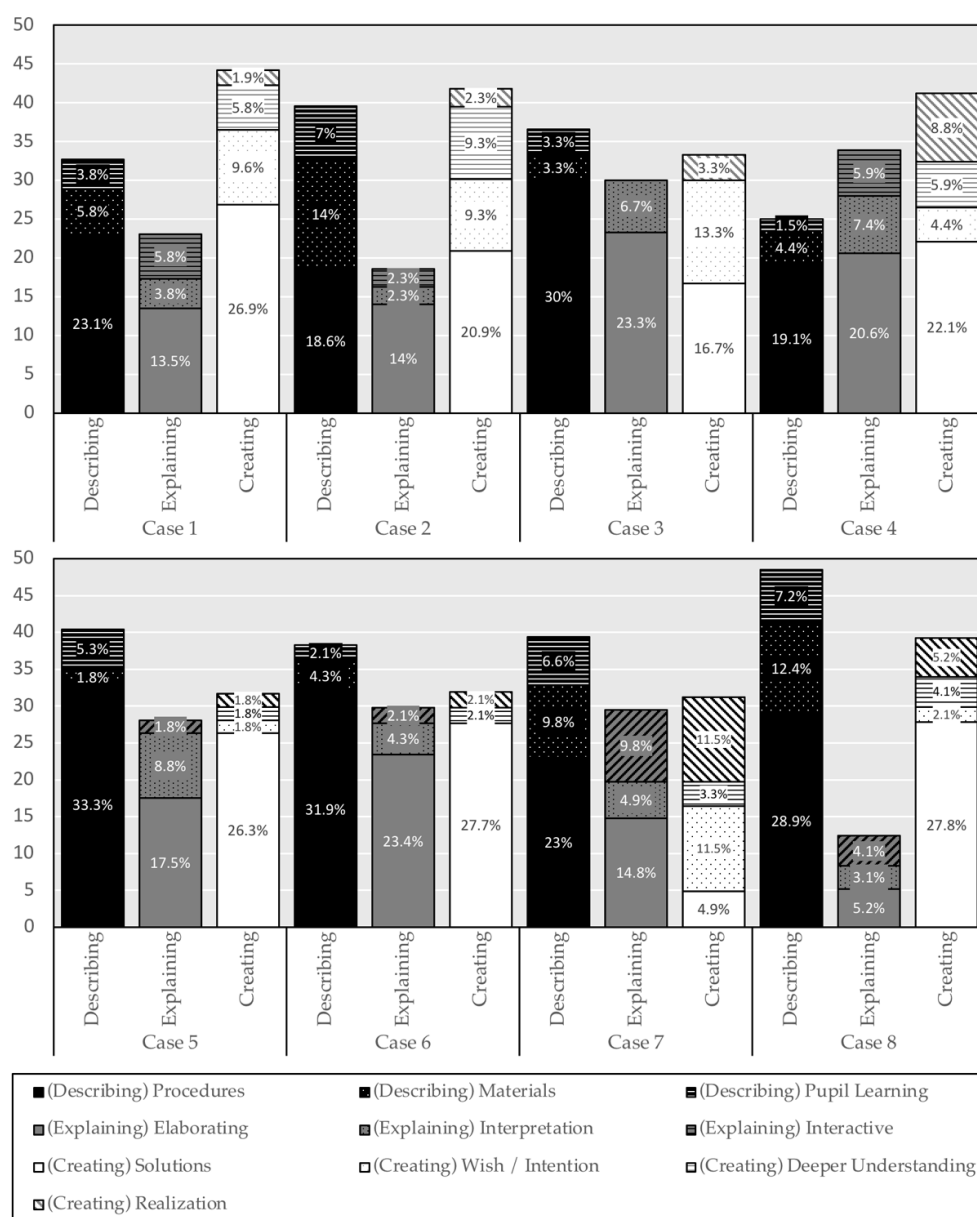


Figure 59. Frequencies of the reflection processes in the eight cases

Nevertheless, a slight increase in *Describing procedures* (from 22.7% in Phase 1 to 29.3% in Phase 2) and *Describing pupil learning* (from 3.9% to 5.3%), and a decrease in *Creating wish/intention* (from 9.1% to 3.8%) and *Creating deeper question* (5.2% to 2.8%) was observed between the phases. It is also noteworthy that the total number of coded segments were 188 (220 minutes in total) in Phase 1 and 262 (171 minutes in total) in Phase 2, as also previously illustrated in the Methodology chapter.

Figure 59 presents a detail overview of all sub-codes in the eight cases. Each case is presented in a facet in the figure, and within each facet, there are three bars representing the three main codes: Describing, Explaining and Creating. These three bars include three to four sub-codes stacked on top of each other in each bar. In addition to the graphical illustration of the data, the table below includes a numerical presentation.

Table 37. Frequency of All Sub-codes in All cases

		Phase 1				Phase 2			
Codes ↓		Case 1	Case 2	Case 3	Case 4	Case 5	Case 6	Case 7	Case 8
Describing	<i>Procedures</i>	23.1%	18.6%	30.00%	19.1%	33.3%	31.9%	23.00%	28.9%
	<i>Materials</i>	5.8%	14.00%	3.3%	4.4%	1.8%	4.3%	9.8%	12.4%
	<i>Pupil Learning</i>	3.8%	7.00%	3.3%	1.5%	5.3%	2.1%	6.6%	7.2%
Explaining	<i>Elaborating</i>	13.5%	14.00%	23.3%	20.6%	17.5%	23.4%	14.8%	5.2%
	<i>Interpretation</i>	3.8%	2.3%	6.7%	7.4%	8.8%	4.3%	4.9%	3.1%
	<i>Interactive</i>	5.8%	2.3%	0.00%	5.9%	1.8%	2.1%	9.8%	4.1%
Creating	<i>Solution</i>	26.9%	20.9%	16.7%	22.1%	26.3%	27.7%	4.9%	27.8%
	<i>Wish / Intention</i>	9.6%	9.3%	13.3%	4.4%	1.8%	0.00%	11.5%	2.1%
	<i>Deeper Question</i>	5.8%	9.3%	0.00%	5.9%	1.8%	2.1%	3.3%	4.1%
	<i>Realization</i>	1.9%	2.3%	3.3%	8.8%	1.8%	2.1%	11.5%	5.2%

The frequency of all sub-codes in the cases were presented in both Figure 59 and Table 37. Figure 59 presents the frequencies in bar graphs where the higher the bar, higher the frequency, and Table 37 presents a numerical summary with color coding where darker the green, higher the frequency.

It can be seen that although most cases showed a similar distribution of sub-codes, some sub-codes (Creating deeper question, Explaining interactive, and Creating wish/intention) were not coded in any segments included in the transcriptions of the meetings in a few cases (in Case 3 and 6).

As depicted in both the figure and the table above, *Describing procedures* was the most frequently code ranging from 33.3% (in Case 5) to 18.6% (Case 2). In almost all cases, group members reflected back on procedures in the classroom (time management, order or sequence of events or activities) while discussing a topic. An example of a segment coded with describing procedures is as follows:

[00:01:53 Advisor] The participation here was good. The students were talking among themselves in groups, trying to work on it.

[00:02:03 PST3] The middle group was working on something. None of them had written anything. I told them to write, but time was running out. After that, they rushed and said, "There won't be enough time, teacher. I can't do it alone."

In the excerpt above, PST3 described the procedures of an activity and how pupils participated and how the time allocated for the activity worked out during the lesson.

Describing materials was one of the less frequent codes. While the members in Cases 2 (14%) and Case 8 (12.4%) described materials in more than 10% of the segments, it was not as frequent in other cases. The excerpt below illustrates an example of Describing materials in PLS meetings:

[00:16:01 PST7] ... usually, we stick to the worksheet. Frankly, we didn't have time for that yesterday. We didn't really have time to create or find our own material.

[00:16:27 PST8] That's why we progressed through this, but rather than going through the book, there's a site called OGM material. It's the Ministry of National Education's site. The worksheets there are better, more effective in my opinion, and the tasks are better.

[00:16:42 PST7] Actually, all the activities there are related to the book, but the content is more developed, and the activities are more logical and nicer.

[00:16:52 PST8] Until now, Mentor 1 used to send us worksheets from the OGM material site. We would give the worksheets to the students and teach that way...

In the meetings, group members often talked about why they chose one material over the other, or how they prepared a material before the lesson. In this example, PST7 and PST8 explained how they used materials from a source during their practicum.

Describing pupil learning was one of the least frequent sub-codes in all cases. It was coded with less than 10% in all cases. This sub-code entailed describing how a pupil learns through learning processes, dynamics, or habits. A sample dialogue was included in the following excerpt:

[00:17:57 PST7] He (the pupil) comes to do that (spin the wheel) and I thought he was going to participate. Okay, now he will do it, he will try. But he didn't. And then, a little...

[00:18:02 Mentor 3] He can just come over to do that (spin the wheel)... Because learning has so many levels, there's so much to it... There is expressing one's self. He expressed himself that way. We shouldn't limit the topic to only that.

[00:18:20 PST7] Yes, that's right.

In the exchange above, PST7 and the mentor teacher discuss over how one pupil volunteered to come up to the board, spin the wheel, and answer a question shown on the smart board. The pupil, however, only wanted to spin the wheel and went back to his seat. The mentor teacher, then explained that pupil learning has many levels, to which PST7 replied by showing agreement.

Among the three sub-codes of Explaining, *Elaborating* was the most frequently code in all cases ranging from 23.4% (in Case 6) to 5.2% (Case 8) and it was coded with more than 10% in all cases but the eighth. In the segments coded with this sub-code, group members elaborated on something or offered an explanation using facts or reasons.

[00:06:13 Advisor] But why do you think he did this, why did he add these, your mentor?

[00:06:17 PST1] Sir, these are, according to the technique mentor explained to us, briefings for the next year. He provides short pieces of information. These sequential adverbs, they form the topic for the

next year. In 10th grade, I covered these topics. The next year, you handle them separately, within a story's text context, or differently.

[00:06:38 Advisor] Is this preparation for the next year, then?

[00:06:41 PST1] I wouldn't call it preparation, but him presenting these bits separately helps them remember for the next year. Because, Bora, if you've noticed, the students in 10C already know a lot from last year.

[00:06:53 PST2] They know, that's why they're so comfortable. They're good from prep class onwards. They're ahead.

In the dialogue above, we discuss why the mentor teacher suggested an addition to the lesson plan. PST1 offered an explanation as to why the mentor teacher deliberately adds brief introduction of language structures. He explained that the mentor teacher adds brief introductions in order to prepare the pupils for the future and he based his explanation on the fact that his observations in other classes.

In the *Explaining* main code, *Interpretation* had a lower frequency with percentages lower than 10% in all cases. In this code, members interpret or try to find meaning in a situation, an event, or behavior. While it was coded with 2.3% in Case 2 at lowest, it was coded 8.8% in Case 5 at highest. An example of a segment coded with this sub-code is given below:

[00:02:29 PST4] I noticed something, sir. After the group activity ended, or rather, while it was still ongoing and nearing completion, I saw them call PST3 over to check, and it was a good thing.

[00:02:43 Advisor] Yes, sometimes they can just leave it and not participate entirely, I mean, if they might struggle.

[00:02:49 PST4] PST3 persistently repeated in English, which was good. The kids understood afterward.

In the dialogue above, PST4 clearly expressed that he noticed a pupil behavior during the lesson and he understood that monitoring their work and being persistent on using English in instructions, which was a significant challenge in that context, worked seamlessly.

In the *Explaining* main code, *Interactive* sub-code was not a frequent code, making up less than 10% of the stages of reflection in all cases. While it was coded with 9.8% in Case 7 at the highest, it was not coded at all in Case 3. This code was utilized when the members engaged in a discussion, challenge or contradict each other, offer counterarguments. An example of a segment coded with interactive is given below:

[00:06:10 PST4] Alright, I'm asking for myself, actually. For example, you can't really expect speaking or writing from the pupils.

[00:06:18 Advisor] Actually, they do speaking.

[00:06:20 Mentor 3] They do speaking.

[00:06:23 PST4] Listening, okay.

[00:06:25 Mentor 3] They do speaking, though.

[00:06:28 Advisor] Simplified... They do, actually.

[00:06:33 PST4] I witnessed it in many times in your classes, yes, yes.

[00:06:35 Mentor 3] I was going to say that.

In the segment above, PST4 opened the discussion with stating that a speaking or writing activity could not be expected from the fifth-graders; however, Advisor and the mentor teacher defended otherwise. In the end, the group members agreed that a simplified version of a speaking activity could be implemented.

One of the most frequent codes in each case was *Creating solution*. In all but one case (Case 7), this process of reflection was coded in more than 15%. While it was most frequently coded in Case 8 with 27.8%, it was least coded in Case 7 with 4.9%. In this code, members suggest a possible solution or a possible path forward:

[00:06:50 Advisor] I think you can say it very generally, like "I go to the gym in the evening."

[00:06:56 PST1] I was planning to emphasize routines there because it would be a warm-up. I was thinking of saying, "Do you have routines like this that you do? This idea came to mind because of the rain, you know... .."

[00:07:23 PST1] ... giving these examples and then saying "Well, these aren't really routines, we do them but sometimes, like sometimes... but... there are the actual routines". Can there be such an introduction to the specific parts of the day?

The interaction above illustrates how in Case 1, PST1 suggests a solution and a way forward for the warm-up activity as he planned to make use of the weather to transition into describing daily habits.

Although *Creating wish / intention* was not one of the most frequent codes, it occurred in more than 10% in the meetings in Case 3 (13.3%) and Case 7 (11.5%). Segments coded with *Creating wish / intention* include formulating

a wish or an intention for future practice. The dialogue below is an example of a coded segment:

[00:30:32 PST8] When I say "work with your partner," for example, I notice that one student over there is sitting alone while another one is sitting with a student on the right. I say, for example, "Go to your friend and work with them," and the student asks, "Can't I stay here? Can't I work alone?"

[00:31:25 Advisor] It's good that you're thinking about these things.

[00:31:59 PST8] I think the cleanest way is to do discussions. In a collective way, I, as a teacher, will ask a few people to answer, for example. For that question, for example, the student will express their own opinion, and then I'll ask the class if they agree. What do you think? About this topic, etc. But the topic is important there too. Different opinions will come up. It won't be a topic where everyone thinks the same thing so that different voices can be heard.

[00:32:57 Advisor] Perhaps you could try simplified, more controlled versions. This could be the subject of our next internship, of course.

In the dialogue above (taken from Case 4), PST8 compares pair-work activities to whole-class discussions. In the end, she formulates the ideal activity to use in the classroom with an intention to use it and see its effects.

Creating deeper question is a process of reflection which entails formulating a continuative or deeper question and/or anticipating a future problem. This stage of reflection was one of the least frequent codes as it was coded with less than 10% in all cases. A dialogue excerpt below illustrates how the members created a deeper questioning to anticipate future problems:

[00:09:28 Advisor] PST4, do you want to change that or do you want to try it out?

[00:09:44 PST4] I don't want to do the translation because I know it will take too much time. I don't want to do it, either.

[00:09:57 Advisor] Okay, then here's a suggestion... We read sentences one by one, right? Instead of reading the paragraph sentence by sentence, maybe we can systematically convert it into something. Everyone can read one sentence. Because this time (in first teaching), you had to say "Stop" (to pupils), instead of that, it would be nice if students knew when to stop. Like "Read one sentence", "Can you read the first sentence only?"... You can specify it as a rule from the beginning.

[00:10:38 PST3] Yes, when it's like this, the student might feel a bit tense. They might wonder when it will end, where it will stop, and so on...

[00:10:41 Advisor] Of course, if you continue...

[00:10:45 PST4] But, then, wouldn't there be a problem with... Timing, sir?

[00:10:48 Advisor] No, it could be fast. "Next sentence, next...".

[00:11:01 PST3] Determine from the beginning how many sentences there are, one in your turn, the second in your turn.

[00:11:04 Advisor] This adds maximum 1-2 minutes more. One by one...

The dialogue above, taken from Case 2, started with discussing that in a reading activity, pupils were instructed to read aloud, and the teacher chose who would read next. While selecting the reader, however, some pupils continued reading and did not notice that they were asked to stop. The teacher, then had to stop them. In order to prevent this situation, we agreed to formulate a systematic approach in reading aloud. PST4, in this example, wanted to discuss a future problem he anticipated; timing.

Creating realization was one of the least frequent codes ranging from 2.1% (in Case 1) to 11.5% (Case 7). In this code, the members summarize a discussion, formulate a conclusion or point out something new they have learned or realized. The example below taken from Case 4 illustrates the segments coded with *Creating realization*:

[00:05:44 PST7] I also think that topic linking is quite challenging and requires some time and experience. I mean, for instance, you need to have entered ninth-grade classes many times to handle this topic and have encountered various students to figure out how to link different things, where, and with what. I think it comes with experience...

[00:06:00 Advisor] By thinking like them. For example, since he throws the examples out of memory now, as you said, he thinks like them now.

In the dialogue above, PST7 states that linking topics is challenging. She came to this conclusion after observing others' lessons and teaching herself, realizing that formulating an activity based on transitioning a topic to the activity of the lesson is difficult.

CHAPTER 5

DISCUSSION

This chapter presents the interpretation of the findings presented in the previous chapters and includes a discussion of these findings with the relevant literature. The previous chapter included a format in which findings related to case descriptions first revealed how PLS manifested itself during two phases and after the case descriptions which included details regarding the procedures followed in each case with snapshots from multiple documents and excerpts from the meetings. Additionally, both phases were followed with it an evaluation of the model with findings from the semi-structured interviews which aimed to obtain the views of the participants towards the model in each phase. Then the findings chapter was concluded with an analysis of the meetings conducted in the cases based on the reflection processes utilized by the groups during the meetings.

This chapter, however, follows a layout based on the research questions presented in the dissertation. The first section of this chapter includes a discussion of the case descriptions, with explanations and interpretation of the procedural arrangements followed by the PSTS in the cases. Differences and similarities between the cases are discussed. Then, the second section discusses the frequency (percentages) of the reflection processes utilized in the meetings.

The third section in this chapter includes a discussion on the views of the participants with a focus on their general satisfaction towards the model. Then, the fourth section in this chapter includes a discussion on the identified benefits and challenges.

5.1. Discussion on the first research question

This section discusses the procedural arrangements followed in each case in relation to the first research question: **“How does PLS take place during school practicum at the English Language Teaching B.A. program at a state university in Türkiye?”**.

As the case descriptions revealed, the PSTs faced no significant hinderances while following the stages and steps laid out in the PLS guidebook (Appendix E) shared with them. The PSTs in all cases agreed on a schedule to prepare for the stages a week prior to first teaching; however, their time of examining the curriculum and planning the lesson differed vastly. In most cases (2, 3, and 5), the PSTs finalized their plan at least three days prior to the first teaching. In Cases 6, 7, 8, this step was finalized two days earlier, and in Case 4, the lesson plan was finalized a day before the first teaching. Several factors played a role in these varying timelines, but the mentor teachers' directives on teaching topics was the predominant one, as reported by the PSTs.

The teaching sessions in PLS took place in the natural course of progression of each classroom. In other words, the groups tried their best not to disrupt the curriculum followed in a classroom. This natural occurrence was in contrast with the procedures followed in Altınsoy (2020) such as preservice teachers visiting schools outside of their practicum placement. Moreover, the PSTs also taught at classrooms they have observed or taught before. In Phase 2, they also started observing pupils and inquiring about classrooms with specific tasks embedded in their practicum assessment.

The case descriptions showed that the procedures followed in PLS were mostly suitable and all teaching sessions were completed without any significant mishaps. Nevertheless, it is noteworthy to state that the PSTs usually had around three days to prepare their lessons. For comparison, it usually takes teachers to prepare for a lesson in a lesson study implementation (Abdulbakioglu et al., 2022). This, however, did not seem to negatively affect all cases but Case 4 as the PSTs finalized their lesson plan a day before the first teaching, and PST8 clearly stated in the interview that if there was more time, they could have prepared a better plan (see Timing in Chapter 4).

Although both their training and the guidebook recommended keeping a journal or following an agenda with reminders for deadlines, none of the PSTs followed these suggestions. Most of them did, however, keep notes on their phones to use for writing their blog and completing reports in their school practicum portfolio. Another suggestion included in the PLS guidebook was holding organized meetings where members assume roles such as notetakers or recorders. The PSTs mostly held Zoom meetings, recorded these meetings, and submitted proof in Phase 1. This was a requirement in Phase 1, and I asked for the videos from each groups not because I was going to analyze them but for ensuring that they had a healthy group spirit and actually collaborated during these meetings. The PSTs in Case 1 held Zoom meetings for a total of 105 minutes, the PSTs in Case 2 held Zoom meetings for a total of 68 minutes in two days; PSTs in Case 3 met face-to-face and recorded their voice for over an hour and the PSTS in Case 4 held a Zoom meeting for over 90 minutes and submitted the recording on the same day.

The researcher also attended to the Zoom meetings with each group before they finalized their meetings and checked their progress. Initially, submitting proofs of collaboration (Zoom meeting recordings or voice recordings from the meetings) was imposed on the PSTs in order to prevent any challenge that may occur in any group work activity conducted with university students such as group work turning into individual work, unaccountability or disagreement among members (Koç-Erdamar & Demirel, 2010). Thankfully, none of these challenges were present in the cases and the recordings proved that the PSTs could, in fact, work together and the decision to ask for proof of meeting was withdrawn in Phase 2 as participants were mostly the same.

In all cases, the PSTs were able to choose a specific topic or theme from the curriculum as they were given the choice at the beginning of the semester (usually 8 weeks before the first teaching). In most cases, the PSTs made use of the goals and objectives already written in the official curriculum and materials used in the practicum school. In designing their lessons, they followed an intertwined approach as they designed an initial draft of the plan, and then went back and re-examined their goals and objectives and re-designed their plan. They also designed their lesson based on these materials

while crafting a few new activities and adapting or omitting most activities in the materials. They also successfully submitted their lesson plans on time and made adjustments after feedback from their advisor or mentor teachers even before the first teaching. Nevertheless, a step ignored by all PSTs was doing a mock-up lesson as recommended in the PLS guidebook. When asked, only one group member in Case 3 stated that she made an 'imaginary' demo teaching, and the other PST just did a mock-up lesson with one audience; the other PST in the group.

The teaching and observing stages in all cases were completed effectively without any mishaps. In one teaching (PST7 in Case 4), however, a brief power outage affected a listening activity where the PST adapted an activity on the spot. All members taught and observed a lesson by making use of an observation sheet prepared based on the lesson plan. While two groups in Phase 1 taught for 40 minutes because of the schedule and timing at High School B, the PSTs in all other cases taught for 80 minutes with a 10-minute break. During the teaching, the PSTs were also asked to observe two high and low-achieving pupils and focus on their responses. Although they successfully identified these pupils in Phase 1, it was one of the PSTs (PST1) suggestion that specific tasks could be added to the school practicum to better prepare PSTs for this requirement. This was also suggested in the expert views as one of the experts emphasized the utilization of observing *case pupils*. Two new tasks were added to the reports included in school practicum portfolio and the PSTs were asked to complete these tasks before week nine. The two additional tasks (outlined in Table 23) were designed to inspire and equip the PSTs with skills related to assessing the language proficiency and language learning motivation levels of the pupils in their classrooms. The six PSTs at *Middle School A* collaborated to conduct interviews with their mentor teacher, reviewing students' exam papers, and participating in parent-teacher meetings to address the task questions. The two PSTs at *High School A* also followed a similar path and reported their findings in the report.

After the first teaching sessions, the groups held post-lesson discussion meetings, and after the second teaching sessions in each case, a final reflection meeting was held. In both type of meetings, the discussions focused on

describing what had happened and how pupils reacted to the activities, while explaining reasonings and interpretations, and creating suggestions towards possible solutions. Although there was no strict structure, Advisor asked questions in order to direct the meetings so that members supported their statements with descriptions, explanations while creating action for the future in our discussions. Despite the reminders, the discussions sometimes diverted from focusing the lesson plan to criticizing (mostly indirectly) the member. This, nevertheless, was a rare occurrence and prevented promptly in most cases by reminding that the lesson plan should be the focus.

5.1.1. Discussion on the sub-question of the first research question

This sub-section discusses the data presented in Figure 58, Figure 59, and Table 37. The analysis of the processes of reflection utilized by the groups in the PLS meetings were coded and their frequencies were presented in the last section of the findings chapter in relation to the sub-question of the first research question: **“Which processes of reflection do the group members in PLS utilize during their meetings?”**.

The transcriptions of the meetings were analyzed through a coding scheme that included three main codes: Describing, Explaining, and Creating (Kager et al., 2022). These main codes included three to four sub-codes. The frequency analysis revealed that describing procedures, creating solutions, and explaining/elaborating were the most recurrent codes across the meetings. Describing procedures, encompassing discussions on classroom management and order, dominated the discourse in nearly all cases and phases. This suggests that participants placed significant emphasis on the logistical aspects of teaching such as ordering of the activities, time management, or a procedure in the classroom, indicating a strong awareness of the practicalities involved in classroom instruction.

Creating solutions emerged as another prominent theme, indicating participants' inclination towards problem-solving and forward-thinking. This proactive approach signifies a constructive engagement with challenges encountered during teaching sessions. However, it's noteworthy that the frequency of creating solutions varied across cases, indicating contextual

differences in the perceived challenges and solutions. Explaining/elaborating, characterized by providing explanations supported by facts or reasons, also featured prominently in the discussions. This emphasis on elaboration suggests a deep engagement with the pedagogical processes, where participants sought to rationalize their actions and decisions based on pedagogical principles and experiences.

The distribution of the processes of reflection differed among the cases. For example, in some cases, participants spent more time creating solutions and less time describing procedures and pupil learning, and elaborating on reasons and facts. This finding meant that especially in Cases 3, 5, and 6, participants may have jumped to conclusions right away. This finding showed similarity to the findings obtained by Kager et al. (2022) who reported significant variations in code frequencies and concluded that participants transformed observations into actions in different ways. Studies in the literature underscore the threats of shallow levels of reflection among preservice teachers who engage in LS (Myers, 2012; Parks, 2009). After conducting a study which focused on the levels of reflection during LS, Myers (2012) determined that even beginner teachers often do not typically possess the advanced skills required for achieving the most profound levels of reflection and factors such as understanding of subject matter or their motivation to participate in reflection affects the level of reflection observed. Parks' (2009) study also confirms these findings as she states that preservice teachers did not make deep explorations about teaching during the discussions in an LS implementation. Similarly, in this study, distribution of the reflective processes varied among cases. Several challenges which may affect the findings were identified in the findings obtained from Phase 1 and Phase 2 as discussed in the next sub-sections in this chapter.

Moreover, a slight increase in the frequency of describing procedures was observed in Phase 2. This slight increase in describing coupled with a slight decrease in creating indicated that the groups centered their discussions around reflecting on the procedures. When the total distribution of the reflection processes among all cases is examined, the two main processes; describing (37.6%) and creating (35.9%) were distributed similarly in

percentages, but explaining was lower (25.7%). This indicated that across all cases, group members did not utilize the explaining process as much as describing and creating processes. This may be attributed to the fact that only counter arguments and contradicting each other was coded in *explaining interactive*, and PSTs may have refrained from contradicting their mentor's or advisor's views.

5.2. Discussion on the second research question

This section discusses the views of the participants with a focus on their satisfaction towards the model in relation to the second research question: "What are the views of the preservice teachers and mentor teachers towards the PLS model?".

Data from the semi-structured interviews and the open-ended questions included at the end of both phases indicated *high satisfaction* towards the PLS model. PSTs valued the collaborative aspect, noting that it worked well and state that they did not see any need to change in stages of PLS. For example, PST1 resembled the procedures to a *well-oiled machine going flawlessly*, indicating that the procedures followed in the model were appropriate. Similar to this finding, Ousseini (2019) highlights the collaborative nature of LS and defends that preservice teachers have a certain *readiness* towards its procedures. This was also reported by PST8 who commented on the model by highlighting how it was similar to their collaborative works done in previous years. PST8 stated that in the first, second, and third years of their undergraduate education, they were creating worksheets and microteaching in groups and this *became a constant routine* in their education at the university. In this sense, it can be stated that similar to Ousseini's (2019) findings, the PSTs in this study also had a certain *readiness* towards PLS.

At the end of Phase 2, a questionnaire was administered to the participant PSTs to evaluate the model. The questions (Appendix B) were based on their satisfaction towards the model, benefits they gained and challenges they faced during its application. The findings from the administered questionnaire also revealed similar results to the interviews, indicating that the model worked out well in both phases.

The PLS model received commendation from the PSTs who highlighted its effectiveness in fostering collaboration, refining teaching practices, and preparing them for future professional roles. Overall, the PLS model was positively received by preservice teachers, who appreciated its collaborative nature, practical experience, and opportunities for professional growth. This was evidence especially after PST3 explained that after participating in PLS, she thought it was harder since PLS provided environment to brainstorm with her peer. Similarly, many studies reported that preservice teachers have positive views towards LS (Gülhan, 2021; Kanellopoulou & Darra, 2019; Ousseini, 2019; Widjaja et al., 2020).

The positive feedback regarding the PLS model, particularly in terms of collaboration and partnership, emphasizes the model's strength in enhancing teaching practices through teamwork and communication. The iterative process of designing, executing, and redesigning lesson plans in collaboration with peers and under the guidance of mentors has proven to be a productive and creative exercise. This collaborative approach not only improves the quality of lesson plans but also fosters professional relationships and networks that are valuable in the educational field. The emphasis on direct feedback and collaboration on site at practicum schools indicates the importance of immediate reflection.

Although most participants stated that they could not think of any suggestions towards the model during the interviews in Phase 1, there were a few suggestions given in the questionnaire administered in Phase 2. One particular suggestion for was to refine the self-evaluation process underscored the importance of keeping a reflective journal during PLS; a tool overlooked and unused by the PSTs. One suggestion was also made towards setting a clearer criteria or creating a rubric for observation. In the PLS meetings, we followed a structure which focused on the stages of the lesson plan and opened each activity to discussion. It was, however, not as structured as other empirical studies conducting LS. For example, Kager et al.'s (2022) study included the use of three whiteboards, sticky notes and arranging the discussions of observations based on Knoblauch's (2019) learning activity curve.

Overall, the feedback on the PLS model is overwhelmingly positive, with most participants finding it sufficient and motivating for their future teaching endeavors. This endorsement of the PLS model by the preservice teachers reflects its potential as a valuable tool for teacher development. The model's emphasis on collaboration, reflection, and continuous improvement aligns well with the dynamic nature of teaching and learning. As such, the findings from this questionnaire not only validate the existing structure of the PLS model but also provide constructive feedback for its further refinement and application in teacher education programs. The practical experiences offered by the PLS model, including teaching in real classroom settings, provide preservice teachers with invaluable hands-on experience and exposure to diverse student populations. This immersive learning environment enables participants to develop essential classroom management skills, adaptability, and confidence in their teaching abilities. Additionally, the immediate feedback provided by peers and mentors, and the advisor within the PLS model facilitates immediate constructive criticism which serves practical purpose in future practices, especially for the second teaching session included in the model. Observing how the suggestions turn out in the second teacher also opens up discussions in a trial-and-retrial manner which results on practical and immediate experience for the group members.

5.3. Discussion on the third research question

This section discusses the benefits and challenges of the PLS model as reported by the participants in line with the third research question was: "What are the benefits and challenges in implementing PLS during School practicum at an English Language Teaching B.A. Program at a state university in Türkiye?".

5.3.1. Benefits of the Model

Since the start of its widespread, LS has been appraised for its "collegial qualities that support learning" (Perry & Lewis, 2003, p. 17). Similar to the appraisal, the findings of this study also indicated that the PSTs viewed **collaborative practices** as a benefit of PLS as they commented benefitting

from working together. Studies in the relevant literature also identified similar findings. Insights shared by the colleagues and a sense of unity is a benefit appreciated by the participants in many studies which employed LS in the literature (Dudley, 2013; Chassels & Melville, 2009; Chizhik, 2017; Coşkun, 2021; Hui & Yan-Jun, 2016; Lamb & Ko, 2016; Kanellopoulou & Darra, 2019). For example, Coşkun (2021) also reported that PSTs benefited from the collaborative aspects during Microteaching LS. Working together in peer groups allowed them to share diverse perspectives and teaching strategies, which enriched their learning experiences. Similarly, the PSTs in this study also underscored in the interviews that they were satisfied with working as a group and collaboration during PLS was a benefit. This finding was in line with the findings reported by Galini and Kostas (2014) who highlighted that LS facilitated collaborative planning, allowing pre-service teachers to share insights and develop teaching strategies together, enhancing their pedagogical skills.

The participant PSTs also reported **reflection**, more specifically reflecting on their actions and on their peer's actions as the benefits of the model. Reflecting on one's actions and provide explanations while describing certain aspects of a lesson is an opportunity provided by PLS. In addition, the meetings in PLS also provide an opportunity to engage in discussions while also thinking on the actions of others. These practices were reported as the benefits of the model. These processes were also reported as benefits of LS in many empirical studies. This finding was in line with many empirical studies focusing specifically on reflection during LS in the literature. For example, Galini and Kostas (2014) reported LS facilitated reflective thinking and helped understanding the value of deeper levels of reflection and how motivational and contextual factors may affect reflection. It is reasonable to conclude that the PSTs in this study created an understanding towards the value of reflection in PLS since they viewed it as a benefit of the practice. This finding was in line with the findings of Leavy and Hourigan (2016) who reported that peer collaboration stimulated reflective thinking and problem-solving skills among participants, leading to more effective teaching strategies and adaptations in the classroom. Their findings highlighted the powerful effect of collaborative reflective practices. The PSTs in this research also reported

the benefits of both self-reflection and collaborative reflection during PLS. Similarly, this finding was also in alignment with Galini and Kostas (2014) who found out that participating in LS not only facilitated but also enhanced the level of reflective thinking among preservice teachers.

Instructional development was also reported by participants as a benefit. Although this study did not directly observe such effect, PST1, in specific, reported in the interview that the process of engaging in discussions, revising their plan by contemplating on different teaching strategies and anticipating the outcome contributed to his instructional development. In the same vein, some participants also reported an indirect effect of PLS on pupil learning. Through procedures of PLS, the participants had the opportunity to discuss teaching strategies with a focus on improving practice. This finding was in line with the findings of Altinsoy (2020) who reported that participating in LS encouraged evidence-based inquiry among preservice teachers, allowing them to critically assess routine actions in the educational setting and thus encouraging instructional improvement. This finding was also in alignment with Mauricio and Valente (2024) who revealed that both PSTs and the mentor teacher found LS to be a highly valuable professional development experience, enhancing their understanding of effective teaching strategies and deepening their pedagogical content knowledge. Similarly, the findings reported by Fernández (2010) also revealed that structured mentorship significantly enhanced the pedagogical skills of pre-service teachers, particularly in classroom management and instructional strategies. Moreover, Sims and Walsh (2009) also reported that the collaborative nature of LS enhanced the problem-solving skills and adaptive teaching strategies of the participant PSTs. In fact, LS has been widely studied with relation to its potential in fostering improvement in instructional skills of PSTs (Lamb & Ko, 2016).

Teaching a revised plan was reported as a benefit by the PSTs. Although it is not the primary purpose of PLS, teaching a revised plan is an outcome of the model which can be considered a benefit. Some scholars argue that this benefit can be misleading since participants could mistakenly think that the goal of an LS implementation is to create a perfect plan. Creating *a perfect*

lesson plan is addressed as a pitfall of LS by many researchers. Scholars argue that by having a mindset which prioritizes perfecting the lesson plan, participants may miss the main goal of LS (Larsen et al., 2018). Angelini and Álvarez (2017), for example, call this mindset a “perfect lesson utopia” and argue that PSTs must move away from it (p. 25). Others, however, also question the primary goal of LS and argue that perfecting a plan should not be considered a pitfall. Hird et al. (2014) for example, argues for utilizing LS to improving quality lesson planning. Moreover, Cavey and Berenson’s (2005) study reported significant growth in pedagogical understanding among PSTs despite only collaboratively planning lessons without teaching the lessons. Nevertheless, teaching a revised plan was an appreciated benefit of engaging in LS by the participant PSTs in this study.

Reported by only two PSTs, the model was perceived to have indirect **benefits on pupils**. PST2 stated in the interview that the revisions applied in the plan after discussions resulted in paying attention to certain aspects in teaching. This, as explained by the PST, resulted in an indirect effect on the pupils. Similarly, PST2 illustrated how by deciding on a different method of reading activity, she observed better understanding among the pupils. The fact that PSTs reported direct and direct effects on pupils by giving examples from their observations indicated that pupil learning is a significant aspect of PLS. Closely examining pupil learning is a common aspect of many empirical studies in the related literature (Lamb & Ko, 2016). This finding indicated that PLS can also carries potential in providing an environment in which PSTs can examine the outcomes of a lesson on pupil learning.

The findings obtained from the interviews and questionnaire results by PSTs and mentor teachers showed similarity, especially in the challenges of PLS. As the findings illustrated, cases varied in utilizing the reflection processes. Although the post-lesson discussion protocol (see Stage 5, Appendix E) was reminded to the members and the meetings were facilitated by the advisor, the groups did not follow a strictly structured flow of discussion.

In some occasions, some members jumped to conclusions and started talking about creating solutions before describing or explaining. Nevertheless, this type of discussion was not discouraged so as not to disrupt or affect the

process. In most cases, the groups followed a segment-by-segment discussion of the lesson plan and based the discussions on describing several aspects while explaining and elaborating which were followed by creating solutions towards future action.

5.3.2. Challenges in Conducting PLS

In some cases internal and external **disruptions** hindered the process. As previously illustrated in Table 8, two types of disruptions hindered some meetings. Although internal disruptions (going off-topic during the discussions) occurred in almost all cases, external disruptions such as pauses or outsiders walking in posed a challenge, especially in Case 3. These disruptions may have also affected the reflection processes in the meetings. A similar analysis made in Kager (2022) marked a higher number of internal (ranging between 5 and 78) and external disruptions (three to six times). Although Kager et al. (2022) briefly discusses the effects of these disruptions, they concluded that the discussions in the group which faced the highest number of disruptions were disconnected and in one incident, they “failed to take other opinions into consideration, continuously interrupted each other and finally dropped the topic” (p. 8). Similar to their findings, Case 3 faced the highest number of disruptions in their meetings. In the post-lesson discussion, for example, the mentor teacher left the room briefly, and one of the PSTs wanted to go over the plan while waiting. After a brief discussion, both PSTs stated that they did not want to do any revisions and use the plan as it is for the next teaching, as well. Although the disruptions affected the meetings in Case 3, views of the PSTs (PST6 and PST5) were mainly positive towards their experience. In contrast to their positive views, the mentor teacher explained that she *felt* the difference in the level of ‘being open to criticism’ especially highlighting that the PSTs in Case 2 (in Phase 1) were more open to feedback.

One of the most frequently emphasized challenge was **timing**. The term timing in the findings of the research was used as an umbrella term for referring the gap allocated between teaching sessions, determining the teaching days and order of PSTs. This finding was not surprising since poor

time management is a commonly reported weakness among preservice in school practicum context (Gürbüz, 2006). The decision to refer to these issues by using the term 'timing' was because they mostly involved practical arrangements (logistics) or having more time for the procedures. For example, at the end of Phase 1, Mentor 2 suggested increasing teaching days since Fridays at High School B different significantly as some pupils were sometimes absent due to external factors. Another example was that PST4 taught a 40-minute lesson due to contextual factors at High School B and realized that it posed a limitation and showed his intention to try an 80-minute lesson.

The challenges related to timing were addressed in the re-design step before implementation in Phase 2. At the beginning of the semester, we convened with the PSTs and discussed these challenges and agreed upon key principles. A decision was made to teach an 80-minute (40'+40') lesson and a considerable amount of time must be allowed in between the two teaching sessions so that meetings could take place with ease. While, for example, PST2 and PST1 faced no issue in conducting a post-lesson discussion in the two-hour break at their school, others viewed this duration short and challenging. We then consulted the mentor teachers and agreed on a schedule at Middle School A which allowed for a three day gap between the teaching sessions, allowing a greatly comfortable gap for the meetings and revisions to the plans. Moreover, the decision to give first-goers a chance to teach second in Phase 2 was made since some participants stated in the interviews that teaching first could pose a challenge in the process.

Another challenge reported by the PSTs related to timing was the disadvantages of **teaching first or teaching second**. Interestingly, two PSTs viewed teaching first as a disadvantage and one PSTs viewed teaching second as a disadvantage. The comment made by PST8 was towards her peer teaching first as she explained that it may have been a disadvantage for the peer, not herself. Moreover, PST7 explained that the teaching was very early in the morning and pupils were sleepy. Finally, PST2 reported that he hesitated for a brief moment and struggled to remember the last version of the plan and he felt the need to check the plan again.

To the knowledge of the researcher, the challenge with teaching first or second is not a reported challenge by empirical studies in the literature. The remarks made by the participants, especially PST2's remark, illustrated the importance of experiencing different settings. For example, PST2 taught first in Phase 2 and did not report such challenge in the evaluation of the model. Drawing from this discussion, teacher educators may offer PSTs *experimenting* teaching first and teaching second during PLS in the future.

Some PSTs described an **information overload** that posed a challenge. PST2 and PST1 described how they spent hours just discussing the plan even before the first teaching. PST2 expressed that even during the lesson he sometimes confused the older version of the plan with the new and stumbled shortly. It was PST1 who stated that anticipating pupil response was one of the most difficult thing during the preparing stage. In Phase 2, the workload required from the PSTs was slightly reduced. For example, in Phase 1, all groups recorded their Zoom meetings or submitted voice recordings as proofs or preparation. In Phase 2, this was not a requirement. Nevertheless, a few PSTs still reported that disagreements and having different ideals prolonged the process. This challenge, however, was also reported as something helpful at the same time. In other words, PSTs both cherished and struggled dealing with different perspectives and ideas in a group. Although the aforementioned challenge is a natural part of collaborating, Gurl (2011) underscores that heavy workload is a threat which can result in not committing to procedures of LS. This highlights the importance of conveying to the PSTs that conducting PLS involves several stages which may require more effort than they anticipated.

Some participant PSTs also reported a challenge posed by **being observed**. This comment, however, was followed by an understanding that being observed is a part of school practicum for PSTs. One participant (PST7) highlighted that this may affect performance; however, it was also concluded in the interviews that individual performance was not a part of the process in PLS. This finding reinforced the importance of constantly reminding that PLS is not about focusing on individual performance; it is a collaborative model.

One participant also underscored the effect of **familiarity with the classroom**. PST1 explained that sometimes pupils at the practicum schools could ask difficult questions (e.g. definition of words in English) as a way of challenging the PSTs. In his explanation, PST1 commented that one specific class at the practicum school had this tendency and he had to prepare more. This, however, was a rare occurrence and did not seem to pose a great challenge during his teaching. This finding reinforces the importance of preparing the PSTs with tasks and assignments to have more information and experience of the classrooms they will teach. Accordingly, two new tasks towards getting to know the classroom better were added as a task in Phase 2. Teacher educators may be advised to utilize such tasks while implementing PLS.

The mentor teachers highlighted a challenge related to an **individual difference** among the PSTs. When asked about the challenges of PLS, Mentor 3 explained that she observed differences among the groups and how they worked together. She stated that the PSTs in Case 5 made constructive criticism and worked well together while members in Case 7 abstained from engaging in the meeting critically. Some scholars also defend that friendship bias may play a part in collaborative work with preservice teachers (Kılıçkaya, 2017). Considering that some PSTs may have refrained from making comments during interviews or meetings due to their relationship, the questionnaire at the end of Phase 2 was administered anonymously. In the answers given to the questionnaire, some PSTs reported that they sometimes experienced disagreements and had different ideas. This difference, however, can be considered a natural as the collaboration between the members of a group may differ. As Stang and Lyons (2008, p. 189) argue, having open communication is essential in collaborative practices among PSTs while “different work ethics, beliefs, and/or passions about education and children” pose significant challenges.

CHAPTER 6

CONCLUSION

6.1. A Brief Summary of the Research

This dissertation aimed to evaluate the implementation of the PLS model, designed specifically for preservice teachers, mentor teachers, and advisors within school practicums. In achieving this aim, the research followed the procedures of multiple case study design within a design-based research framework across two phases. Total of eight cases were examined in the two phases and views of the participant PSTs and mentor teachers were obtained after each phase. The views of the participants were analyzed through an inductive coding process. Moreover, the meetings conducted within the cases (PLS meetings) were also analyzed through a protocol coding process.

The case descriptions included in the findings chapter presented an in-depth examination of stages and steps followed in each case. Procedural arrangements, teaching sessions, discussion meetings, and observation notes were presented with snapshots from the materials used in each case and meeting transcripts. The qualitative analysis delved deeper into the content of the meetings, revealing nuanced insights into the stages and steps followed in each case and participants' reflection processes and interactions in the meetings. Across cases, the discussions encompassed various reflection processes. The frequencies presented as a result of the analysis of the findings from meetings showed that in all cases, the group members mostly reflected on the procedures in the classroom, offered explanations and suggested a path forward by creating solutions. This meant that members in all cases

successfully reflected on the action and transformed their observations into actions. In other words, they utilized their reflection with descriptions and explanations which were followed by creating action for the future. These processes, however, differed in each case, indicating that some groups may have jumped to conclusions while others utilized more explaining and describing in their discussions. Moreover, a slight increase in the frequency of *describing* and decrease in *creating* was noted in Phase 2. This pattern suggested that the groups primarily focused their discussions on reflecting on describing procedures. Upon reviewing the overall distribution of reflective processes across all cases, it was found that the processes of describing were nearly equally represented, whereas explaining was less frequent. The discussion suggested that this trend may be due to the coding of only counterarguments and contradictions within the *explaining interactive* sub-code, leading to a decrease in the frequency due to PSTs possibly avoiding challenging the perspectives of their mentors or advisors during the meetings.

The analysis of the views towards PLs showed that overall, the PLS model is praised for its effectiveness in preparing preservice teachers for the realities of the classroom. The perceived benefits of the model included self and peer reflection, working as a group, instructional development, and teaching a revised plan. The PLS model fostered a collaborative environment, as highlighted by the PSTs, enabling them to pool ideas and receive constructive feedback. The significance of this collaborative effort was underscored by participants PST1 and PST3, who pointed out that the mutual support system not only alleviated the stress of lesson planning but also enriched the teaching process through diverse perspectives. Moreover, the iterative nature of teaching a revised plan emerged as a crucial learning mechanism. PSTs benefited from observing their peers' teaching sessions, which allowed them to make informed adjustments to their own instructional strategies. This reflective practice facilitated a deeper understanding of teaching dynamics, contributing significantly to their professional development. The high levels of satisfaction reported by participants concerning their practicum experiences underline the effectiveness of integrating theoretical knowledge with practical application in real classroom settings. This bridging is essential for professional development in teaching, as it allows PSTs to gain firsthand

experience and insights into the dynamics of real-world teaching. The varied experiences in different schools, as highlighted by the respondents, contributed to a broader understanding of student diversity and classroom management, which are crucial elements. To sum up, the experiential nature of the model creates allows for collaboration while engaging in reflective practices.

The challenges identified by the participants, such as managing differences in opinions and teaching styles, highlight the complexities of collaborative work. These challenges underscore the necessity of effective communication, compromise, and conflict resolution skills within the PLS model. Addressing these issues is crucial for maintaining productive collaboration and ensuring that the process leads to positive outcomes for all involved.

In providing the aforementioned benefits, several challenges were faced by the participants. One of the most prominent challenges frequently expressed by the participants was timing. Most challenges were addressed in Phase 2 by revising the set of principles followed for timing in groups. Some participants also reported that differences in opinions and overload of information posed challenges. The design-based research utilized in this dissertation allowed for evaluating the model and re-designing it based on participants' views. The design-based research framework proved its significance in providing such an opportunity while the multiple case study design underscored participants' views. To sum up, the methodological approach taken in this dissertation differed from the empirical studies included in the literature and allowed for an in-depth investigation of a maturing intervention as a result of an iterative research process.

For the last decade, scholars have been exploring LS in the context of teacher education. Many stated that LS in teacher education is at its infancy (Cajkler & Wood, 2015). This study contributes to the literature by revealing how PLS unfolded itself in ELT practicum while showcasing the benefits and challenges during the process. The following sub-section lays out implications of the study based on these findings. Another significant aspect of this study was that the research included rich descriptions of the cases with content from the meetings and snapshots of observation notes and practicum portfolios of

PSTs. Larssen et al. (2018, p. 17) state that there is often a “taken-for-granted understanding of the process of observation” in LS research and studies do not offer details regarding the content of these observations or meetings included in their practice. Also identified by Kager et al. (2024), many studies “display high transparency if they explicitly communicate choices made by the researchers about design, data collection, and analysis, and if they make resources, such as protocols and materials, available” (p. 3). This study presented details regarding all stages and steps followed in the multiple cases before making a guidebook available as a part of the design-based research framework followed in the research.

6.2. Implications of the Study

This study provides an example of several cases which reported many challenges. For future practices, these challenges can provide a way to exemplify to PSTs who want to participate in PLS what lays ahead. In other words, the findings of this dissertation provide an example for future practitioners in terms of expecting the challenges they may face when engaging in PLS.

In light of the findings of this study, several implications may be recommended. First of all, given that participating in PLS has shown several benefits, **teacher educators may utilize the model during school practicum.** As observed through the cases, the procedural arrangements included in PLS proved to be suitable within the school practicum. It is an intricate endeavour to explore the process of developing qualities in teacher development. Indicators such as achievement, outcomes or evaluations may not be sufficient on their own and research shows that the connection between the development of teacher identities and patterns of professional learning has emerged as a significant focus in teacher education (Karaman & Edling, 2021).

In addition to the benefits reported by the participants in this study, PLS may also be beneficial for teacher educators as it provides an environment where immediate feedback is put into practice by the group members, a set of procedures that may address the need to improve the effectiveness of the feedback sessions in school practicum (Gürbüz, 2006). In doing so, teacher

educators are advised to consider the challenges identified in this dissertation. Timing, one of the most prominent challenges reported in the research, needs careful attention. Teacher educators can be advised to conduct training meetings with PSTs and introduce the guidebook before starting the procedures in PLS. Time allocated between the meetings and teaching must be set with careful attention and considerable amount of time must be allocated between the procedures. It was also highlighted in this dissertation that PSTs can be affected by challenges that may be trivial to teachers such as sequencing of sessions (teaching first or second), familiarity with the classroom or being observed. Teacher educators are advised to utilize tasks during school practicum and conduct regular check-in meetings in order to better prepare PSTs for the procedures ahead. The two tasks introduced in Phase 2 (see 'Changes made to PLS in Phase 2' in Chapter 4) can be examples of the tasks that can be included during school practicum.

A shift towards models that develop learning communities for professional experience has been observed in language teacher education (Johnson, 2009; Le Cornu, 2010; 2016; Nguyen, 2019). For more than a decade, research in the Turkish context has highlighted the need for a comprehensive revision of the school practicum in ELT programs to enhance their effectiveness (Başaran Uysal & Savaş, 2021; Coşkun & Daloğlu, 2010; Karakaş, 2012; Köksal & Genç, 2019; Önal, 2023). This dissertation documents the development and testing of a new model called PLS, involving a detailed examination of multiple cases, and presents a guidebook as a product of design-based research. The findings demonstrate that a collaborative model embedded with reflective thinking is a viable tool during the ELT practicum. Consequently, it can be recommended that policy-makers at **CoHE consider incorporating such models** into the School Practicum course within English Language Teaching undergraduate programs at Faculties of Education in Türkiye.

6.3. Recommendations for Future Research

The investigation of reflection processes in the meetings were only limited to frequencies and distribution of these frequencies among the cases. A further **exploration of the levels of core reflection** could provide a deeper

understanding of the reflective practices (Korthagen & Vasalos, 2005). In order to carry out such a study, a structured facilitation and moderated meetings is needed so that a micro-diachronic analysis can be carried out (Kager et al., 2022). Strategies to manage information overload, reduce observation-related stress, and ensure equitable benefits for all participants, regardless of teaching sequence could be explored.

Conducting LS with teachers have proven to significantly improve both depth and content of reflective practices among in-service teachers (Bayram & Bikmaz, 2021; Kager et al. 2022; Hui & Yan-Jun, 2016). In the same vein, this study illustrated that delving deeper into how reflection takes place during LS practices in context of practicum carries significance. Accordingly, future research can **expand on the processes of reflection** that occurs during PLS by closely examining the levels of *core reflection* among participants (Korthagen & Vasalos, 2005). In addition, the analysis of reflection processes showed that participant roles, specifically in the reflection process named *explaining interactive* needs a closer examination and therefore, future studies may closely examine the PST-mentor interactions during the meetings. Further research could explore **the long-term impact of the PLS model** on PSTs' teaching practices. Additionally, studies could investigate strategies to mitigate the challenges identified, thereby enhancing the model's effectiveness and applicability in diverse educational contexts.

Another recommendation for future research can be **focusing more on individual lived experiences** to reveal complexity of preservice teacher learning during PLS. Such a study was conducted by Skott and Møller (2017) who revealed empirical insights from in-service teachers who participated in LS. Future studies may also delve deeper into investigating the differences in private and collaborative reflective practices or track **how participants achieve change** through an examination their level of awareness (Yeşilbursa, 2008). Moreover, it can also be suggested that future research may focus on tracking possible **changes in beliefs and professional selves** of PSTs during their participation in PLS (Cephe, 2009).

It is also important to analyze how teachers or preservice teachers and more research is needed in understanding their professional learning patterns. The

PLS laid out in this dissertation model may be significant in providing an environment in which the teacher identities of PSTs may form with nuances of communities of practice. The PLS model is embedded in collaboration among peers, mentors, and advisors, reflecting on ones' self, peer and reflecting as a group. These qualities of the model reportedly benefits the participants in various ways. Accordingly, it may be beneficial to **conduct further research to understand how teacher identity and professional learning patterns emerge** within PLS (Karaman & Edling, 2021).

6.4. Limitations of the Study

The researcher accepts that the findings obtained as a result of the research in dissertation are bound to many aspects such as the structure of the protocols followed in the meetings where data was collected. The meetings analyzed in the research showed variance in their structure due to individual preferences. In other words, participants were free to discuss a topic they deemed necessary and choose to create a solution right away before even becoming aware of the related actions or beliefs first. Although meeting protocols were reminded and encouraged in each gathering, this type of discussion was not deliberately avoided so as not to interrupt participants' thought processes or affect their views.

Although the research did not specifically collect data to measure the participants' instructional development, the fact that it was reported in the interviews may indicate that PLS may had an indirect effect. Nevertheless, this finding could only be interpreted as a perceived effect and more investigation is needed to discover the effect of PLS on instructional development. The data collected and analyzed in this study was only limited to frequencies of reflection processes in the meetings. Although the findings included a rich description for each case included in the study, the researcher accepts the limitation that exists behind categorizing reflection processes.

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APPENDICES

A. SELF AND PEER-EVALUATION FORMS FROM THE PRACTICUM PORTFOLIO

Self-Evaluation Form

Please complete this form after teaching a lesson. You must complete this form at least twice; therefore, copy this form and complete it after the second time you teach. Please objectively answer the questions below in at least 50 words for each item:

Full Name:

Date:

Signature:

Subject of the lesson:

School/classroom:

Question 1: How effectively were you able to follow your lesson plan? (*Did the lesson deviate from your plan or did you strictly adhere to the plan? Please explain in detail*)

Question 2: Please describe how you prepared the lesson.

Question 3: If you were to re-teach the lesson, what would you change?

Question 4: How effective do you think was your lesson?

Question 5: What was the most effective aspect of your lesson?

Question 6: What was the least effective aspect of your lesson?

Question 7: Please briefly describe the materials you used and discuss how they were related to the topic you taught and objectives of your lesson.

Question 8: Which skill(s) did you want the students to develop during your lesson? How effective was your lesson in achieving this goal?

Question 9: Which stage of the lesson was the most challenging for you? Why?

Question 10: How did you assess that the students met the goals/ objectives you have set?

Question 11: What did the students think about your activities? What do you think about the attitudes of the students towards learning the topic in your lesson?

Question 12: How was the pupil participation during the lesson?

Question 13: How effectively do you think you managed the classroom?

Peer-Evaluation Form

Please objectively complete this form after observing your peer preservice teacher's teaching. Please try to write constructive comments for each item in at least 50 words for each item:

<u>Full Name (Observer):</u>	<u>Name of the teaching peer:</u>
<u>Signature (Observer):</u>	<u>Date:</u>
	<u>Subject of the lesson:</u>
	<u>School/classroom:</u>

Question 1: How effective do you think was the lesson? *(Please explain in detail)*

Question 2: What do you think was the most effective part of the lesson?

Question 3: What do you think was the least effective part of the lesson?

Question 4: What kind of materials and aids did your peer use? Please discuss the effectiveness of these materials and aids.

Question 5: Which skill did your peer aim to develop the most in the lesson?

Question 6: How did your peer assess whether the students met the goals/objectives of the lesson?

Question 7: Which activities did the pupils enjoy and participate in the most? (*Discuss if there was a lack of pupil participation and the reasons*)

Question 8: How effectively do you think your peer managed the classroom?

Question 9: What recommendations would you like to give to your peer?

Question 10: If you were to teach the same lesson, what would you change?

B. SEMI-STRUCTURED INTERVIEW FORM FOR PARTICIPANT PRESERVICE TEACHERS

Date of interview : / / 202..

Start : : Finish : :

1. Practicum Lesson Study sürecinizden bahseder misiniz?
 - Organizasyon amaçlı hazırlıklarınızdan bahsediniz. (Çalışmalar için ajanda hazırlama, plan hazırlama buluşmaları için gün ve tarih belirleme vb.)
 - Ders planınız için yaptığınız hazırlıklardan bahsediniz.
 - Müfredat (ders kazanımları ve hedefleri) incelemeleri için yaptığınız çalışmalardan bahsediniz.
 - Ders planı hazırlama sürecinden bahsediniz.
 - Ders anlatma ve gözlem yapma süreçlerinden bahsediniz.
 - Ders sonrası toplantı ve revize işlemlerinden bahsediniz.
2. PLS sürecinde sizi en çok ne zorladı?
 - En çok hangi evreyi tamamlarken zorlandınız?
 - Hangi evre beklediğinizden daha uzun veya daha kısa sürdü?
 - Hangi evreye veya adımlara daha çok odaklandınız? Daha az odaklandıklarınız nelerdi?
3. PLS süreçlerinin size bir katkısı oldu mu?
 - Kişisel gelişiminize herhangi bir katkısı oldu mu? +Bu katkıyı neye bağlıyorsunuz, sizce sebebi nedir?
 - Mesleki gelişiminize herhangi bir katkısı oldu mu?
 - Bu süreçte yeni bir şey öğrendiniz mi?

4. PLS sürecine katılmak Öğretmen adaylarının dersi planlama, ders öğretimi ve değerlendirme süreçlerini nasıl etkilemektedir?
5. Derse hazırlanma, uygulama ve değerlendirme bağlamında PLSle bireysel öğretim sürecini karşılaştırdığınızda neler söyleyebilirsiniz? Size göre PLS'in güçlü ve zayıf yönleri nelerdir?
6. Gözlemleriniz sonucunda PLS uygulamasının sınıfta öğrenciye yansımaları nasıldır? Açıklar mısınız?
7. PLS modelinin ülkemizdeki İngilizce Öğretmenliği programlarındaki derslerde bir eğitim yaklaşımı olarak benimsenmesini ve uygulamaya konmasını ister misiniz? Neden? Açıklayınız.
8. PLS modelinde değişiklikler yapılmalı mıdır? Yapılmalı ise ne tür değişiklikler yapılmalıdır? Önerileriniz nelerdir?

C. SEMI-STRUCTURED INTERVIEW FORM FOR MENTOR TEACHERS

Date of interview : / / 202..

Start : : Finish : :

1. Bu dönem uyguladığımız Practicum Lesson Study modeli deneyimlerinizden bahseder misiniz? Bu model hakkındaki görüşleriniz nelerdir?
2. Bu modelin uygulanmasında herhangi bir zorluk (kısıtlama / problem) gözlemlediniz mi?
3. Bu modelin uygulanma sürecinde herhangi bir avantaj (yarar / katkı) gözlemlediniz mi?
4. Sizce PLS modelinde bir değişiklik gerekli midir?

D. PRACTICUM LS EVALUATION FORM

Personal Information
Information gathered from this form will not be shared with any person or institution.
<i>Some information (such as your age or satisfaction levels) will be used in doctoral dissertation titled "Introducing Collaboration and Reflection into ELT Practicum: Insights from the Implementation of Practicum LS Model"</i>
1. Your age: ____
2. In which school(s) were you placed during the year? ____

SECTION I: Satisfaction Level				
1. Generally speaking, how satisfied were you with your practicum experience?				
Very satisfied	Somewhat satisfied	Neither satisfied nor dissatisfied	Somewhat dissatisfied	Very dissatisfied
2. Would you like to explain your satisfaction level? (Optional)				
<i>You may write about what worked well and what challenged you etc.</i>				
3. My mentor teacher... (FOR ONLY SPRING TERM)				
	helped me find materials (course books, supplementary worksheets, videos etc.)			
	helped me prepare lessons			
	was present throughout my practicum			
	communicated well with me			
	regularly gave me recommendations to improve my performance			

	guided me in managing the classroom and deal with challenges
--	--------------------------------------------------------------

4. Would you like to specify anything about your answers regarding the mentor teacher?

5. My academic advisor...

	provided information about the teaching profession
	provided information about the rules of practicum
	provided information about the rules of practicum
	visited my practicum school and observed my lesson
	regularly gave me recommendations to improve my performance
	visited my practicum school and observed my lesson

6. Would you like to specify anything about your answers regarding the advisor?

7. Would you like to specify anything about your answers regarding your own experience?

SECTION II: Your experience in PLS

Please answer the following questions in regard to your experience with Practicum LS.

1. You worked with a partner, designed lessons together, taught the plan you both prepared. You also observed your partner, gave suggestions, and helped re-design the lesson plan. Let's call this experience the 'PLS model'.

Please describe your overall satisfaction level with the PLS model. (In at least three sentences)

2. What benefits did the PLS model provide? *Please list as many benefits as you can (if possible) and then use full sentences and write (at least) a paragraph to explain them.*

3. What challenges did you face while participating in the PLS model? *Please list as many challenges as you can (if possible) and then use full sentences and write (at least) a paragraph to explain them.*

4. What would you like to change about the model?

5. How would you rate your level of **self-reflection** during the PLS model? Rate from 1-7 (1: I did not reflect on my own teaching at all. / 7: I reflect as much as possible on my own teaching.)

6. How would you rate your level of the **reflection you have done as a group** during the PLS model? (1: As a group, we did not reflect on the teaching process at all. / 10: As a group, we reflect as much as possible on the teaching process)

7. How would you rate your level of the **collaboration level** of your group in the PLS model? (1: The group did not collaborate at all. / 7: My group collaborated as much as possible.)

8. Did you participate in PLS in Fall (first) semester?

-Yes I participated in both semesters

-No I only participated in this semester.

9. Compared to the previous (fall) semester, what was different this semester?

E. PRACTICUM LESSON STUDY GUIDEBOOK



Practicum Lesson Study Guidebook

A practical guide for preservice teachers

practicumlessonstudy.com

May, 2024

Kenan Çetin

Notes from the author

This is a self-published guidebook designed as a part of the dissertation titled '**Collaboration and Reflection in English Language Teaching Practicum: Insights from The Practicum Lesson Study Model**' written by Kenan Çetin, a Ph.D. candidate at Middle East Technical University. The Ph.D. research in the dissertation was approved by the Academic Ethics Committee with protocol number 0545-ODTUIAEK-2022.

Some content included in this guidebook was adapted from and influenced by the stages and steps designed by the works of LS Group at Mills College (lessonresearch.net). This guidebook offers assistance in implementing PLS and it was specifically designed to guide preservice teachers. For more comprehensive insights, please refer to the P.h.D. dissertation.

What is Lesson Study?

Just as in any field, professional development carries a significant importance in education. Referred more commonly as 'teacher development'; professional development for teachers includes activities which aim to improve their practices over time. Teachers, practitioners, and administrators in education around the globe are starting to realize that the process of improving teaching entails not only providing teachers with seminars or conferences, but also opportunities to share responsibility, collaborate, and open their practices to other teachers.

Listed as one of the high-quality teacher professional models, LS is a "multi-step process in which teachers work together to create, study, and improve their lessons" ⁽¹⁾. LS is a way to support teacher growth and it is a model which promotes inquiry in classroom and student learning, collaboration among teachers, and self-reflection. Roots of LS (*Jjugyuu Kenkyuu* in Japanese) date back to early 1900s in Japan where it has been practiced virtually in every elementary and middle school ⁽²⁾. The usual implication of a LS involves three to six teachers working together on one or more lessons to teach and observe in their classrooms and reflect on the plans and improve their practice with a focus on student learning.

Although mostly practiced among in-service teachers, Lesson Study (LS) recently found its way into the educational practices of pre-service teachers ^(3,4). It can be

argued that for teachers, professional development starts before their careers start. Teachers start teaching actual lessons in actual classrooms during their practicum (in place of internship for other professions). Preservice teachers are expected to work together with their mentor teachers during their practicum. To provide the benefits of LS, this guide outlines a proposed model titled Practicum LS.

Practicum Lesson Study

Unlike the traditional LS, Practicum Lesson Study (PLS hereafter) aims to foster collaboration between preservice teachers and their mentor teachers. This guidebook aims to assist you in implementing PLS with detailed instructions regarding each step of the process. School practicum experience differs for every preservice teacher (PST hereafter) and not all PSTs may have the chance to teach the same class for more than a semester; therefore, different from LS, the groups in PLS contain two PSTs and a mentor teacher in a group. Both PSTs in the group teach once and observe once.



Prepare, examine, and plan (Stages 1, 2, & 3): PLS practice involves the collaborative and careful planning of a lesson with two PSTs and their mentors. Prior to planning the lesson, a considerable amount of time must be spent observing the classrooms (usually 6 weeks) and enough knowledge of the pupils must be accumulated. The content and structure of the lesson is suggested to be determined after the group identifies what is lacking in the classroom. A specific skill or content can be focused on the lesson and the decision must be linked with their evidence from the classroom observations,

or they may choose to teach a topic specified by the mentor teacher. The PSTs, then, create a lesson plan based on the objectives and goals of the desired topic and consult their mentor teacher and advisor before finalizing the plan. After the lesson plan is completed, a mock-up lesson may be done by the members.

Teach and reflect (Stages 4 & 5). After planning, a pre-lesson meeting is held by the PSTs, if timing allows it. After the pre-lesson meeting, the lesson is taught by Preservice Teacher 1 (PST1 hereafter), while the other members (Preservice Teacher 2, the advisor, and the mentor teacher) observe. The observation must include the use of Observation Sheet. After each teaching, the group meets to discuss the plan and revise it (if necessary) in a post-lesson discussion, during which all members share their reflection and make suggestions for improvement.

Teach again and reflect again (Stages 6 & 7). Another key point of PLS is that it includes the repetition of the stages: 'Teach' and 'Reflect'. After the first teaching and reflecting, the lesson plan is taught in another classroom similar to the first group. This time, Preservice 2 teaches the lesson, and the other members (PST, the advisor, and the mentor teacher) observe. The group, then, assesses the revisions made to the plan in post-lesson discussion. The cycle is finished after all members share their reflection.

Share (Stage 8): Another critical point of PLS is to share the experience. For this reason, carefully recording the process and reporting it in form of a presentation or a booklet can help disseminate the impact of PLS and let others learn about the practice. An even may be organized with the other groups and an open house of PLS may be held with posters or other materials presented to an audience. A booklet may also be created to narrate the experiences of the members in the PLS process.

Participant roles. In the PLS group, *PSTs* are the observers, designers of the lesson, and teachers. By being responsible for the lesson planning, teaching, observing, reflecting, and revising the plan, *PSTs* share responsibility. *In-service (mentor) teachers* in PLS do not teach; however, they are involved in the processes of planning, observing, and revising of the lesson plan. *PSTs* in PLS plan their lesson together with their mentor, and after observing the lesson, the mentor gives suggestions regarding the lesson plan. Your advisor

(academician) may also give advice and suggest changes to the lesson plan and include their notes of observation during PLS..

The eight stages of PLS include sessions in which pre-service teachers work together. The table below shows an approximate number of sessions to be held for each stage. As the following chapters will provide further detail for each stage, you may refer back to this table to remind yourself of how long each step should take and which steps you need to complete in a given session.

Stages	Number of Meeting Sessions (approx.)	Session Activities
1. Prepare	1 to 2 sessions	Develop norms, roles, and schedules Create a timetable. Learn about LS
2. Examine	1 to 2 sessions	Examine the standards, curriculum and research
3. Plan	1 to 3 sessions	Plan your lesson in line with the unit and conduct a mock-up lesson
4. Teach and observe	30+ minutes	Pre-lesson meeting Teach and observe the lesson
5. Reflect	1 session on the same day as the lesson	Post-lesson discussion
6. Teach and observe again	30+ minutes	Pre-lesson meeting Teach and observe the lesson
7. Reflect again	1 session on the same day as the lesson	Post-lesson discussion. End of cycle reflection meeting
8. Share	1 to 2 sessions	Create a product or organize an event to disseminate your knowledge and experience

PLS Group Protocol

- **Share your timetable with the advisor:** It is important that the advisor knows what you will do and when you will do it, especially for your meetings and teaching.
- **Remember to record every process:** Use a recording device (your smartphone for example) to record your meetings or ask the advisor to record the meeting or record your online Zoom meetings. These voice recordings will be used as data at the end of semester, and they are vitally important.
- **Focus on pupil learning:** In your teaching and observations, focus on how you can improve pupil learning.
- **Try to keep long-term goals in mind:** During preparing, planning, and revising your lessons try to choose activities which will foster long-term development of skills and knowledge you aim to develop in the classroom.
- **Comment on the plan, not the teacher:** LS is a collaborative model in which all parties are seen as equals and the practice is beneficial only when all group members have equal ownership of the lesson; therefore, while providing suggestions and recommendations, instead of criticizing your peers, focus more on what part of the lesson plan can change for the better. Use and say '*our lesson*' instead of '*my lesson*'.

Stage 1, Prepare

STEP 1 Agree on a schedule

The first step of PLS is to decide on a timetable which is suitable for all members. Ask your mentor teacher for possible dates for teaching for both PSTs and report these dates to the advisor. After setting a date and hour for your teaching, you may start preparing for your PLS practice.

During the entire process, it will be easier to follow the steps included in this guidebook from an agenda. You may create a timeline on a notebook with dates and create deadlines for each step. Alternatively, you may create reminders on your smart phone and set the deadlines with notifications.

STEP 2 Define and assign roles for the meetings

Since there will be many meetings during your practice, it will be better to assign roles to the members such as notetaker/recorder/timekeeper. A group of three (2 PSTs and a mentor teacher) may seem small and manageable; however, verbal agreements may be forgotten. Therefore, it is essential that every meeting is recorded. You may choose to do a Zoom meeting, for example, to decide on your topic. In this example, one participant must be the host and remember to record the whole meeting. Additionally, determine a notetaker, or, if both participants would like to take notes, agree before the meeting to do so.

Invite your mentor to each meeting; however, if they do not join a meeting, you will need to report your process verbally and submit your plans to the mentor and advisor. Therefore, the quality of your notes and plans will affect the feedback you receive from the mentor teacher. In the same manner, submit your plans and notes to the advisor regularly and ask for suggestions. You may view the advisor as an additional mentor during the entire process. You may also invite the advisor to your meetings.

STEP 3 Start a journal or an agenda for meetings

Because PLS requires many meetings and sessions, it will be beneficial to keep track of when you meet with your group members. You may use the design

of the plan below to keep track of your process. Completing such an agenda will also help you reflect back on your experience during discussions, and help the advisor better understand your process. The table below includes 3 sample agenda entries to better illustrate how you can keep track of your process. You may add multiple columns and rows when necessary.

In this sample, the group made use of OneDrive to archive their resources. In each step, one person was assigned with the role of keeping notes and they uploaded the evidence on OneDrive.

PLS GROUP NOTE EXAMPLE (Richard and Patrick)			
Sessions	Date & Duration	What we did	Documents
STAGE 1 Prepare Zoom meeting	25.11.2022 40 min.	We came together with Richard and set a date for our teaching cycles. We decided that Richard will teach first on 26.12.2022. We decided to complete the second stage (2. Study) on our own first and then come together to discuss our ideas	Zoom recording Field notes (Patrick was the notetaker)

<p>STAGE 2 Examine Face to face meeting</p>	<p>27.11.2022 20 min.</p>	<p>Our mentor teachers gave us 2 choices of topics for our teaching: Modal Verbs and Future tense (<i>will and going to</i>) and gave us freedom to choose a theme. We studied the place of Modal Verbs and Future tense on our own and came together to discuss which grammar point to choose. We explored possible themes to teach both and decided on teaching Modal Verbs. We decided to take two days to study the subject and explore possible themes and meet again</p>	<p>Voice recording on Patrick's phone; <i>uploaded to OneDrive</i> Field notes (<i>Patrick was the notetaker</i>)</p>
<p>STAGE 3 Plan F2F meeting</p>	<p>29.11.2022 50 min</p>	<p>We discussed our theme ideas and decided to create a plan for teaching <i>Modal Verbs</i> with a theme of <i>Doctor Appointment</i> We checked the coursebook used in the classroom and decided not to use any activities from the coursebook and design a plan from scratch We decided to find suitable materials and resources on our own and meet again in a week</p>	<p>Field notes (<i>Patrick was the notetaker</i>)</p>
<p>STAGE 3 Plan Session 1/2 F2F meeting</p>	<p>6.12.2022 60 min</p>	<p>We came together and shared our activity ideas and materials We found visuals appropriate for the <i>Doctor Appointment</i> theme. We put the images on a PowerPoint presentation</p>	<p>Voice recording on Richard's phone; <i>uploaded to OneDrive</i> Field Notes (<i>Richard was the notetaker</i>) Our ideas listed on a paper (photo included in OneDrive) Materials and resources chosen for the plan (included in OneDrive)</p>

STAGE 2 Examine

STEP 1 Examine your portfolio and lesson plan template

Your practicum portfolio includes all the tools needed to practice PLS. Carefully examine the portfolio and explore what is expected of you during your practicum. After you completed the first step 'Prepare', and your schedule is set for PLS, examine the lesson plan template included in the portfolio. While creating your lesson plan with your group members, try to embrace the general mindset of justifying your decisions with support of evidence you gathered in your past observations in the classroom. All aspects of your lesson must have reasons behind why you chose them.

STEP 2 Examine the curriculum, choose a theme and a topic

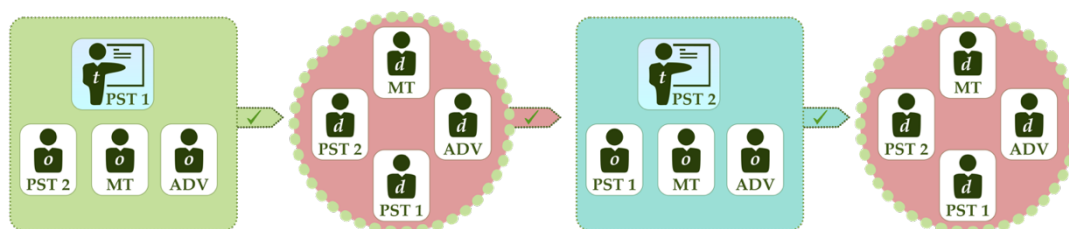
It may be the case that your mentor teacher already gave you a topic/skill to teach; however, even if the topic/skill to teach is settled, you need to study the goals and objectives of your lesson. If your mentor teacher offers you the freedom to choose any topic and theme, start by examining the curriculum and make your choice based on the official curriculum. You may examine the curricular goals included in the webpage of the Ministry of National Education ⁽⁶⁾. After examining the official curricular goals and objectives, plan your lesson in alignment with the official information published by the ministry.

The choice of the theme, content, materials, activities, and the specific skill (if any) must be justified. For example, if you have noticed in previous lessons that students frequently make mistakes while talking about things that happened in the past, they struggle to form sentences in past tense, and they are very excited to speak about holidays, these observations will perfectly set the ground for you to design a lesson plan which is based on the theme of *Holidays* and focus on *Simple Past Tense*. You are also encouraged to consult your mentor teacher as they have the best knowledge about the classroom.

STAGE 3 Plan

STEP 1 Arrange the logistics of PLS

Before you start planning for your lesson, it is important to emphasize again that PLS needs certain conditions. Your group consists of two preservice teachers and your mentor teacher. While you (PST1) teach the plan at a certain classroom (e.g. 9A), PST2 will observe. Then, you will have a post-lesson discussion to revise the plan. Next, the other preservice teacher (PST2) teaches the plan in a classroom which is similar to the first one (e.g. 9B) in terms of **proficiency and age**, and you will observe (PST1). Please consult your mentor teacher, explain this model and make sure that this sort of arrangement is possible. Figure 2 lays out a visualization of the model:



Abbreviations for each role: *t*: teaching, *o*: observing, *d*: discussing
Abbreviations for each participant: *PST1&2*: Preservice Teacher 1&2, *MT*: Mentor Teacher, *ADV*: Advisor

As seen in this image, after planning, PST1 will teach while PST 2, the Mentor Teacher, and the Advisor observe (The green box). After the first teaching, a post-lesson discussion will follow (The first red circle). Based on the discussions, the lesson plan will be revised. After the revisions, PST2 will teach while Preservice 1, the Mentor Teacher, and the Advisor observe (The blue box). After the second teaching, the post-lesson discussion (The second red circle) will finalize the process. All these stages and steps will be further explained in the following sections.

STEP 2 | Design your lesson plan

Review your goals and objectives. The first step of your planning should include a review of your goals and objectives. Make sure that your goals relate to curriculum and your objectives are clear. A good rule of thumb will be to

write your objectives with an ABCD Approach, which includes key elements such as Audience, Behavior, Condition, and Degree ⁽⁶⁾. You may write clear and effective objectives by making use of Bloom's Taxonomy and this ABCD approach. Keep in mind that these aspect of your plans will also be evaluated during practicum. After you decide on your goals and objectives with the group members and determine the materials to be used in your teaching, start filling out the Lesson Plan Template included in your portfolio. The Lesson Plan Template was designed to capture your PLS group's study of the topic, goals and objectives, justifications for choice of materials, and how they relate to your long-term goals. Also, the plan will enable the observers to collect data while you are teaching.

Connect your observations with the planned activities. The benefits of PLS are visible only when it is conducted in a 'research and development' manner. Your lesson plan must address a specific need which was evident in the classroom. For example, you may have noticed in your observations that pupils refrained from speaking English in the classroom. With this point in mind, you may start with the question "How can we get pupils to speak more?". At this point, it is a good idea to try to uncover potential factors that may contribute to limited engagement in speaking, and target them. For example, you may have noticed, hypothetically, that the inclusion of more dialogues or role-playing activities may provide increased opportunities for students to practice speaking. Then, you may *set a research goal* for your lesson. You may hypothesize, for example, that if you introduce simple role-playing activities, pupils will become more enthusiastic about speaking English. In order to test this hypothesis, you may design your lesson with such activities and observe its effects. While completing the lesson plan, you must also show how your objectives and goals are related to the general standards included in the curriculum.

Create a detailed flow. While designing your lesson, do not hesitate to use your imagination. Try to write down what you will do and for each item, think of *the anticipated student responses*. This will help the observer check if your assumptions met the reality in the classroom. For example, if you assumed that willingness to participate in activity would be high in a specific

activity, and the observer noted down that the classroom did not show high willingness for that activity, you may discuss the reasons behind the problem and try to come up with solutions in your post-lesson discussions. In creating the flow, completing the Lesson Plan Template in full will help you make sure that everything is in order.

STEP 3 Get feedback and confirm your lesson

It is advised that you create your lesson plan with your mentor teacher at the practicum school; however, they may not be available to join all the meetings. In the case your mentor teacher does not attend any meetings, you must submit your plan two weeks before the designated date of teaching. After completing and submitting your lesson plan, wait to hear their feedback. If your mentor teacher decides that the plan needs revisions, ask for the feedback in written form. Getting feedback is an important part of your practicum, and to include it in your portfolio, you will need **written evidence of feedback**; therefore, include a photo or a screenshot of the revisions, comments and feedback given by your mentor teacher in your portfolio. After completing the revisions, ask if your mentor teacher would like to see the plan again. If everything is in check, submit your plan to your advisor.

STEP 4 Do a mock-up lesson

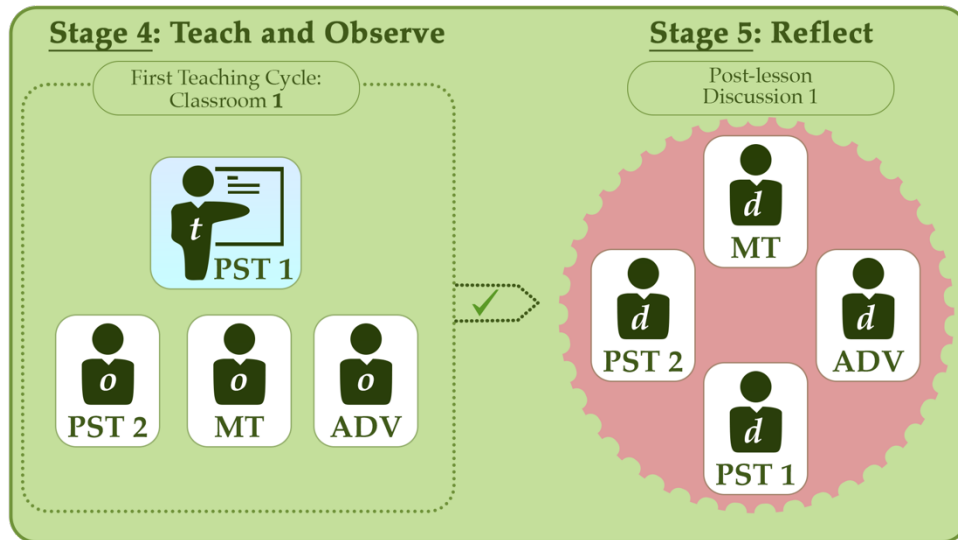
Last step of planning is to do a mock-up lesson. In this process, you may ask your friends to imitate your pupils just as you did in micro-teaching sessions in the previous years. Doing a mock-up lesson will also help you determine the duration needed for each activity and you may revise your plan before teaching accordingly.

STAGE 4 Teach & Observe

STEP 1 First teaching

In PLS, teaching is just as collaborative as the planning. Stage 4; Teach & Observe is a collective process with equal responsibility in the group. Think

of this stage as an opportunity to both experience what teaching is like and learn about how to improve it.



As the image illustrates, the first *teach and observe* cycle (left) starts with a PST teaching while others are observing. The figure also includes the next stage; Reflect, which starts as soon as the teaching is completed. The role of the observer is to watch and collect data. Make use of the **Observation Guideline and the Sample Observation Sheet**, and while observing, respect the classroom atmosphere and refrain from interrupting the lesson in any ways. Have a copy of the lesson plan and take notes by focusing on student responses and recording reactions.

STAGE 5 Reflect

As soon as you finish the teaching and observing stage, the observing participants of your group will have noted down their observations on a copy of your lesson plan. You may take a few minutes to organize your notes and comments.

Conduct the post-lesson discussion

Remember to refer to the lesson as “our lesson” and that the discussion session is an opportunity to learn. You may follow the steps below to guide the discussion

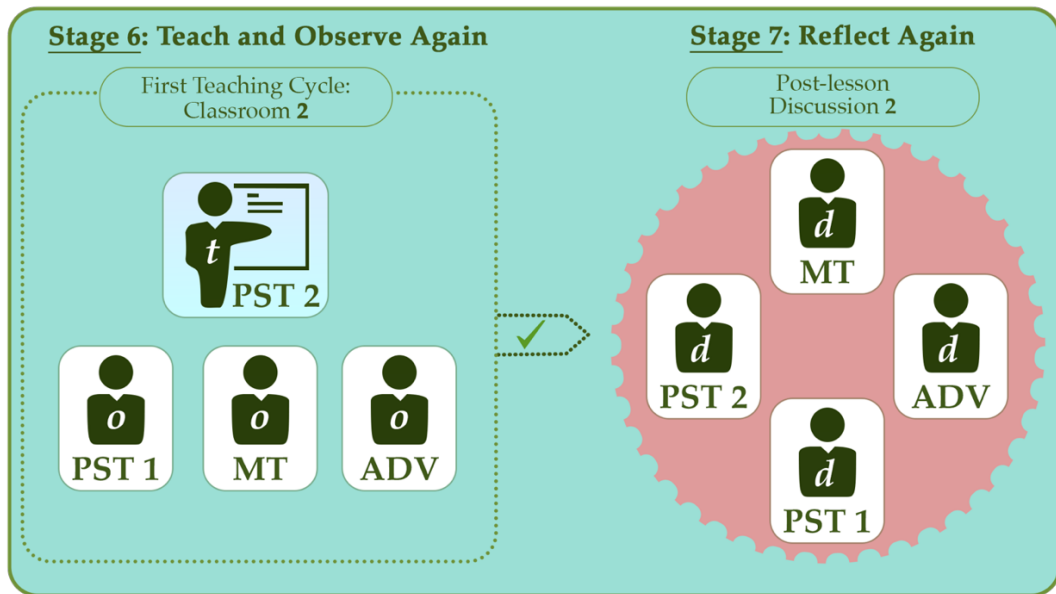
Remember to refer to the lesson as “our lesson” and that the discussion session is an opportunity to learn. You may follow the steps below to guide the discussion.

- Have a copy of the lesson plan ready for the discussion.
- Discuss the initial impressions: Think about how the lesson went. Discuss if something unexpected happened during the lesson, or if the lesson deviated from the plan.
- While expressing your thoughts, try to describe what you noticed in terms of procedures of the lesson, pupil learning, use of materials. Then, elaborate on your descriptions using facts and reasons. Feel free to offer contradicting or counter arguments and respect each other’s opinions and beliefs.
- Discuss evidence gathered (your observation notes). Discuss the lesson segment-by-segment by following the Lesson Plan (As shown in the Sample Observation Sheet). Each observer is allowed to report on what they observed related to each segment. You may refer back to your planning sessions and remember WHY you chose to implement this particular segment of the lesson in this way (or ‘Did this particular segment serve the intended purpose?’ / ‘What did you see/hear that supports that opinion?’)
- What did you notice that gives us clues as to whether pupils were learning from the experience in the way that we had anticipated?
- Based on the evidence presented, what have we learned about “what worked and what didn’t”? What revisions might we make to better help us meet our goals?

Stage 6 Teach & Observe Again

Just as in Stage 4, this stage follows the same procedures; however, this time the teaching PST member (2) swaps places with the previous teaching PST member (1), as illustrated in the figure below.

Follow the same procedures as the previous stage and prepare the Observation Sheet based on your Lesson Plan.



STAGE 7 Reflect again

Just as in the previous reflection stage, organize your notes and comments prior to conducting the post-lesson discussion. You may refer back to Stage 5 Step 2 and follow the exact same steps; however, since there will *not* be a third teaching in PLS, try to focus more on what happened while comparing the first version of the lesson plan and the second. Discuss if the revisions worked and what could be better for the plan in the future. In addition, describe what you learned from this experience that you want to remember, and that you think will affect your future practice. These topics might be about the content of the lesson and how the plan worked, about teaching in general, about pupil learning, or about working with other members.

STAGE 8 Share

In addition to resources and steps included in PLS, your portfolio also contains resources which aim to report your teaching as well as your learning throughout your practicum. The Self-evaluation and Peer-evaluation forms are also included in the portfolio.

The final, and one of the most important parts of PLS is to share and disseminate the experience and knowledge gained through its implementation. You may refer back to your agenda (Stage 1; Step 3) and start tracking your progress and write the highlighting moments first and then add more details. If you have taken any photos during the implementation, remember to blur the faces and hide any parts of the photo which may reveal personal information. With your content ready, you may now think of a way to share them. Some of the suggested ways of sharing are:

Write a blog. You may create a blog page with entries from your agenda and explain the readers the steps of PLS, with details about how each step went. You may also add photos and pages from your documents such as the lesson plan or observation sheet. A good place to write and publish your blog is practicumlessonstudy.com

Make a presentation. You may make a presentation from the experience you had and create a discussion environment with other preservice teachers where you may compare your experience.

Create a booklet. Just as writing a blog, you may compile all the documents and agenda entries and make a chronological summary of the PLS implementation and create a booklet from the summary.

OBSERVATION GUIDE AND SAMPLE OBSERVATION SHEET

- Do not engage in side conversations during the lesson.
- Circulate freely when students are working individually or in groups, but move to the side or back of the room during whole-class discussion.
- Make sure you are not blocking students' view.
- Refrain from interacting, teaching, or assisting the students in any way. Very occasional interaction is permissible if done discreetly and with the purpose of understanding student thinking.
- Take notes throughout the whole lesson.
- Decide on an observation strategy. For example, you may observe *three pupils* who are making good (1), average (2) or below average (3) progress

in a specific skill such as writing, or in a subject specific aspect of learning. If observing three pupils does not seem manageable, you may also choose one and ask if other members (mentor teacher or your advisor) could observe the others.

- Use the goals of the lesson and the points of evaluation to guide data collection.
- Take notes on individual student responses, using the students' names.
- Record how students begin their work and approach the tasks.
- Record interactions between students and between students and the teacher.
- Document common misunderstandings the students and how and when their understanding changed.
- Indicate how individual students constructed their understanding through activities and discussions.
- Document the variety of solutions that individual students use to solve problems, including errors.

SAMPLE OBSERVATION SHEET

Stage	Type	Teacher instruction	Utterance	Student Reaction	Field Notes and Comments	Need for revision?
Warm-up	Class discussion	T directly asks questions to the whole class	<i>T asked "Who wants to give an example?"</i>	<i>Ss rose their hands to give answers</i>	<i>Instruction was clear, Ss volunteered to give answers and participation was high</i>	X
Warm-up	Teacher explanation	T wrote words and phrases on the board	<i>Repeat after me: 'environment'</i>	<i>Ss repeated the words</i>	<i>Instruction was clear, whole class understood what was asked and everyone joined the repetition drill</i>	X
Main Activity	Group activity	T asked students to form groups	<i>Everyone please form groups of 3</i>	<i>Students tried to form groups</i>	<i>Groups of 3 was not clear, Ss didn't understand if there should be 3 groups or 3 group members</i>	✓
Main Activity	Group activity	T asked student groups to research threats to the environment	<i>Now take 10 minutes to look for possible threats to our environment</i>	<i>Students asked each other</i>	<i>SS were not sure how to look for information. There was confusion for a while before they</i>	✓

F. ETHICS COMMITTEE APPROVAL / ETİK KURUL ONAYI

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21 EKİM 2022

Konu: Değerlendirme Sonucu

Gönderen: ODTÜ İnsan Araştırmaları Etik Kurulu (İAEK)

İlgi: İnsan Araştırmaları Etik Kurulu Başvurusu

Sayın Prof. Dr. Ayşegül DALOĞLU

Danışmanlığımı yürüttüğünüz Kenan ÇETİN'in "İngilizce Öğretmenliği Okul Uygulamasında İşbirliği ve Yansıtıcı Düşünme: Öğretmen Adaylarıyla Ders İmecesi Uygulamasından Gözlemler" başlıklı araştırmanız İnsan Araştırmaları Etik Kurulu tarafından uygun görülerek gerekli onay **0545-ODTÜİAEK-2022** protokol numarası ile onaylanmıştır.

Bilgilerinizce saygılarımla sunarım.

Prof. Dr. Sibel KAZAK BERUMENT
Başkan

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2019-2024: Doctor of Philosophy / Middle East Technical University (English Language Teaching)

Thesis title: Collaboration and Reflection in English Language Teaching Practicum: Insights from the Practicum Lesson Study Model

2016-2019: Master of Arts / Burdur Mehmet Akif Ersoy University (English Language Teaching)

Thesis title: An enquiry into the relationship between the willingness to communicate levels of academicians at faculties of education and their Yds (Foreign Language Exam)

2011-2015: Bachelor of Arts / Bolu Abant İzzet Baysal University (English Language Teaching)

PROFESSIONAL EXPERIENCE

2017-Present: Research assistant

2015-2017: English teacher

PUBLICATIONS

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- Çetin, K. (2018, April). Preparing Turkish students for Erasmus experience: Can dialogue activities help? Paper presented at the *ASOS 4th International Symposium of Educational Sciences Conference*, Alanya Alaaddin Keykubat University, Antalya, Turkey.

H. TURKISH SUMMARY / TÜRKE ÖZET

İNGİLİZ DİLİ EĞİTİMİ ÖĞRETMENLİK UYGULAMASINDA YANSITICI DÜŞÜNME VE İŞBİRLİĞİ: ÖĞRETMENLİK UYGULAMASI DERS ARAŞTIRMASI MODELİNDEN GÖZLEMLER

GİRİŞ

Öğretim, planlama, öğretme ve değerlendirme olmak üzere üç aşamalı bir etkinlik olarak kabul edilebilir. Yinger (1979), öğretmenlerin sınıfta öğrencilerle yüz yüze karşılaştıkları zamanları 'etkileşimli öğretim' olarak ve yalnız oldukları zamanları (ders arasında okul binasında veya öğretmenler odasında öğretimden sonra) 'önleyici öğretim' olarak tanımlar. Önleyici öğretim aşamasında, öğretmenler çoğunlukla öğretecekleri dersi düşünmek için zaman harcarlar. Bir dersi öğretmeden önce öğretmenler, sınıfta ne yapacaklarını veya ne söyleyeceklerini ve öğrencilerin nasıl tepki vereceğini düşünürler. Bu düşünme faaliyeti, öğretmen adayları ve yeni başlayan öğretmenler için önem arz ederken, deneyimli öğretmenler için aynı düzeyde anlam ifade etmeyebilir. Bu düşünme faadüzenli bir şekilde yazıya

döküldüğünde bir plan haline gelir. Bu planlama süreci, Harmer (2001, s. 308) tarafından "farklı unsurları bir araya getirerek bir dersin öğrencilerin tanıyabileceği, içinde çalışabileceği ve tepki verebileceği bir kimliğe sahip olmasının sanatı" olarak tanımlanır. Harmer (2001), tüm öğretmenlerin bir dereceye kadar planlama yaptığını öne sürer.

Bazı öğretmenler not alır, bazıları fikirlerini toparlar ve bunları derslerinin bir temeli olarak kullanır ve bazıları için en azından dersin nasıl başlayacağını bilmek yeterlidir. Tecrübeli öğretmenler daha az zaman harcasa da, ders planlama özellikle yeni başlayan öğretmenler ve öğretmen adayları (ÖA) için büyük fayda sağlar. Öğretmen yetiştirme alanındaki, öğretmen adaylarının nasıl eğitecekleri konusundaki görüşler ikiye ayrılmıştır. Bazıları, teknisyen ve zanaat odaklı tekniklerin benimsenmesini savunurken, diğerleri araştırma temelli gelişimsel yaklaşımların öğretmen eğitiminde kullanılması gerektiğini savunur (Larsen vd., 2018). Teknisist yaklaşımın destekçileri, kritik zanaat becerilerinin kazanımının önemini vurgularken (Gove, 2010), araştırma temelli gelişimsel yaklaşımları savunan bilim insanları, öğretmen yetiştirmenin amacının ÖA'nı ömür boyu öğrenmeye hazırlamak olduğunu ve bunun için teknik yeteneklerin başlangıç setinden çok daha fazlasını sağlamaları gerektiğini belirtirler. Buna göre, "yeni öğretmenlerin, gerçek hayattaki sınıfların çeşitliliği ile yaratıcı ve etkili bir şekilde başa çıkmak için öğrenen ve bağlam yanıt veren olmaları teşvik edilmelidir" (Larsen vd., 2018, s. 9).

Araştırma temelli gelişimsel yaklaşımlardan biri olan Ders Araştırması (DA), çeşitli durumlarda hizmet içi öğretmenler için kullanılmıştır. DA, öğretmen eğitimindeki potansiyeli nedeniyle de ilgi çekmiştir. ÖA eğitiminde için LS'nin potansiyeli nedensel olarak çeşitli alanlarda yapılan deneysel araştırmalarda son zamanlarda araştırılmıştır. Ancak, öğretmen yetiştirme alanı için bir araç olarak DA'nın kullanılması bazı zorluklar ortaya koymaktadır. Bu zorluklardan bulunduğu bir alan da, okul uygulaması sırasında DA uygulamaktır ve bu da mentor öğretmenlerin (MÖ) uygun olmasını ve kaliteli destek elde etmeyi gerektirir (Larsen vd., 2018). Bu tez, DA'nın İngiliz Dili Eğitimi alanındaki okul uygulaması sırasında uygulanan işbirlikçi ve yansıtıcı bir model olarak potansiyelini araştırmaktadır.

Aşağıdaki başlıklar, çalışmanın arka planını, sorun açıklamasını, çalışmanın amacını ve araştırma sorularını açıklar.

Arkaplan

Eğitim kurumları, profesyonel ajandalarını kendileri belirleyebilir veya hazır planlar ve içerikler, dönem başlamadan çok önce bile verilebilir. Somut planlara sahip olmak, bir öğretmenin yokluğunda bir vekil öğretmenin planları takip ederek dersi verebilmesini mümkün kılarak güvenilirlik sağlayabilir. Ayrıca, bazen eğitim kurumları öğretmenlerden düzenli olarak resmi ders planları yapmalarını ve sunmalarını beklerler. Öğretmenler planlamayı kendi başlarına yapabilirken, profesyonel gelişimde işbirliğinin giderek daha popüler hale geldiğini gösteren araştırmalar bulunmaktadır. Raporun kapsamlı incelemesi, ABD'de büyük reformlara tabi tutulan 1.500 okulda, öğretmenlerin "ortak bir entelektüel amaç duygusu ve öğrenci öğrenimine kolektif sorumluluk duygusu" oluşturduğu bir profesyonel öğrenme topluluğu oluşturduğunu ve bunun okuldaki başarı farklarını daralttığını göstermektedir (Darling-Hammond vd., 2009, s. 11). Dahası, bu raporda profesyonel gelişimdeki birçok strateji ve gelişmeler listelenmiştir ve öğretmenler arasındaki işbirliğinin Avrupa'daki birçok ülkede okullara katkıda bulunduğu belirtilmiştir.

Öğretmenler arasındaki mesleki gelişim alanındaki en başarılı uygulamalar arasında, Darling-Hammond, DA'yı Japon öğrenme kültürünün bir parçası olarak tanımlar ve özellikle göreve yeni başlayan öğretmenler için 'indüksiyon' programlarını kullanmanın önemini vurgular. Larssen vd. (2018), DA modelinin 1999'da ABD'de popüler hale geldiğini ve DA'e karşı artan bir ilginin bulunduğu belirtir. DA'nın potansiyeli hala öğretmen yetiştirme alanında incelenmektedir (La Velle vd., 2020; Moorhouse, 2020; Schipper vd., 2020; Strom & Martin, 2022) ve bu bağlamda araştırmacılar işbirliğini ve yansıtmayı teşvik etmek için LS uygulamaları gerçekleştirmektedir (Fernández, 2005; 2010; Kanellopoulou & Darra, 2019; Mase, 2021). Ancak, öğretmenlik uygulaması (staj), LS'nin uygulandığı oldukça yeni bir bağlamdır ve çoğu çalışma, öğrenciler olmadan üniversitelerde mikro öğretim oturumlarında uygulamak üzerine

odaklanmıştır (Bayram & Bıkmaz, 2021; Bjuland & Mosvold, 2015; Coşkun, 2021). Bu tez, okul uygulamasında yer alan ÖA için uyarlanmış bir DA modeli geliştirmeyi ve uygulamayı kapsamaktadır.

Ders Araştırması

Ders araştırması "öğretmen profesyonel öğreniminin sınıf merkezli, ders özel ve işbirlikçi bir biçimi" olarak tanımlanır (Xu & Pedder, 2015, s. 29). Geleneksel DA'da, genellikle üç öğretmen, öğrenci öğrenimini geliştirmeyi ve müfredatın belirli yönlerini tasarlayarak öğretimlerinde karşılaştıkları zorlukları veya engelleri aşmanın yollarını geliştirmeyi amaçlayarak bir araya gelirler.

DA, öğretmenlerin problem çözmek için sınıflarını kullandığı, uygulamalarını paylaştığı ve sonuç olarak hem birbirlerini hem de öğrencilerini anlama anlayışı oluşturduğu bir uygulama olarak pratik ve uygulanması kolay bir yaklaşımdır.

Bir uygulama olarak, DA, grup üyeleri arasında yansıma ve kapsamlı tartışmayı içerir ve bu yansıma ve etkileşim aracılığıyla, hem deneyimli hem de deneyimsiz öğretmenler için işbirlikçi bir öğrenme ortamı mümkün hale gelmektedir. Dudley (2014), birçok gelişmekte olan ülkenin DA'nın kullandığını belirtir.

Geleneksel bir DA uygulaması süreci üç ana bölümden oluşur: "planlama (hazırlık), uygulama (gözlem) ve değerlendirme (tartışma ve yansıma)". Bu üç ana bölümde, Halvorsen ve Lund (2013, s. 124), tipik bir LS'nin beş ana aşamasını listeler: (1) öğretmenler bir ders planlarlar, (2) bir öğretmen dersi öğretir, (3) öğretmenler dersi değerlendirir (ve genellikle gözden geçirir), (4) başka bir öğretmen dersi tekrar öğretir, (5) öğretmenler tekrar öğretilen dersi değerlendirir. Bu beş ana adımın yanı sıra, Dudley (2014), öğretmenlerin genellikle bir DA grubu protokolünde anlaştığına dikkat çeker. Tipik bir DA grup protokolü, tüm üyelerin bazı temel prensipleri imzalaması ve kabul etmesine izin verir. Tipik prensiplerden bazıları şunlardır (Dudley, 2014):

- Tüm üyeler yaş veya deneyime bakılmaksızın eşittir,
- Tüm öneriler kesin olumlu bir şekilde ele alınır,

- Tüm gözlemler sadık bir şekilde yapılır,
- Ders sonrası tartışmalar, öğrencilerin ne yaptığını ve ne öngörüldüğünü karşılaştırarak yapılır,
- Tüm grup üyeleri serbestçe konuşabilir, önerilerde bulunabilir, hipotezler ortaya koyabilir, açıklayabilir,
- Tüm LS'in amaçları, sonuçları paylaşılır ve tüm fikirler, öneriler ve görüşler eşit şekilde ele alınır. Bu tür bir protokol oluşturmanın ve prensipler üzerinde anlaşmanın nedeni, grubun tüm üyelerinin çekinmeden veya korkmadan fikirlerini ve endişelerini paylaşabilmesini sağlamak ve öğretmenler arasında sağlıklı bir ilişki sağlamaktır. Bu protokoller, öğretmenlerin eleştirilmediklerini ve LS'nin yalnızca profesyonel olarak gelişebilecekleri bir ortam yaratma amacının hatırlatılması için toplantılardan önce okunur.

Önerilen Model

Batıdaki DA uygulamalarının 1999'da önem kazanmıştır ve bu uygulamanın öğretmenlik uygulaması (staj) döneminde entegrasyonu daha yeni bir gelişmedir. Staj sürecinde DA uygulamak, dikkatli adaptasyonlar gerektirir. Literatürdeki çalışmalar, yaklaşımlar arasında önemli farklılıkların olduğunu göstermektedir. Farklı akademisyenler, değiştirilmiş DA modelleri denemiş, çeşitli teorik çerçevelerden yararlanmış ve katılımcılara farklı roller atamıştır. Özellikle LS'nin pratik uygulanması sırasında DA'nın belirli yönlerinin değiştirilmesi yaygın bir uygulamadır.

Çeşitli teorik çerçevelere dayanan ve katılımcılara (öğretmen adayları, mentor öğretmenler ve danışman öğretim elemanları) farklı roller atan çeşitli modeller üzerinde çalışmalar yapılmıştır. Örneğin, Lewis (2019), özellikle katılımcı rolleri açısından önemli değişiklikler yapmıştır. Lewis'in çalışmasında, üniversite öğretmeni tarafından tasarlanan dersi 23 ÖA gözlemlemiştir.

Bu tez, önerilen Modelin -Practicum Lesson Study (bundan sonra PLS olarak adlandırılacaktır)- adıyla geliştirilen bir model olarak, DA'nın uygulanmasından elde edilen faydaları öne çıkartmaktadır. PLS'nin, pratik,

erişilebilirlik, sürdürülebilirlik ve uyumluluk açısından öğretmenlik uygulaması sırasında uygun bir model olarak hizmet edebileceği öne sürülmektedir.

Bu iddia, özellikle deneyimli öğretmenler için tasarlanmış olan geleneksel DA modellerini (örneğin, Japonyadaki geleneksel DA), basitçe uyarlamak yerine, PLS modelinin faydalar getirebileceği ve gelecekte diğer uygulayıcılar tarafından da uygulanabilir bir profesyonel gelişim modeli olabileceği yönündedir.

Önerilen Modelin Arkasındaki Sebepler

Böyle bir modelin oluşturulmasının ve deneyimlenmesinin ana nedeni, DA uygulamasını staj sırasında sürdürülebilir kılmak ve katılan ÖA'ların bağlamsal gerçekliklerine uygun hale getirmektir. Türkiye'deki bir devlet üniversitesindeki ÖA'ların öğretmenlik uygulamasındaki (stajındaki) DA uygulamaları için daha iyi uyum sağlamak amacıyla bazı belirli değişiklikler yapılmıştır; böylece değiştirilmiş bir versiyon olan PLS oluşturulmuştur. Bu bölüm, bu modelin tasarlanmasının ardındaki nedenleri belirleyecek ve ilgili literatürden örnekler sunacaktır.

Japonya'da uygulanan geleneksel modelinin başarısının, onun içine gömülü olduğu reformun yüzyılı aşkın bir sürede uzun vadeli hedeflerle benimsenmesine ve bir norm haline gelmesine bağlı olduğu düşünülebilir. Sadece geleneksel modeli bir İngilizce dil öğretmeni ortamına uygulamak ve aynı sonuçları ve etkileri beklemek özellikle uzun vadede gerçekçi olmayabilir. Bu noktalar göz önünde bulundurularak, aşağıdaki alt bölümler PLS'nin belirli noktalardaki mantığını açıklamayı amaçlar.

Öğretmen adaylarının diğer okulları ziyaret etme sorunu ve modelin önerisi

Türkiye'de ÖA'ların stajları iki akademik yarıyıl sürer. Bir akademik yıl boyunca, staj okulları değişmez ve bu durum, ÖA'larının farklı okulları ziyaret etmelerini gerektiren bir DA uygulamasında zorluklar yaratır. ÖA'larının farklı okullara gitmesi için resmi izin alınması gereklidir ki bu süreç zaman alıcı ve lojistik açıdan zordur.

PLS modeli, ÖA'ların okullarını deęiřtirmemesi gerektięini savunur. Lisans programı kapsamında yürütölen öęretmenlik uygulamasında, DA'ya katılım isteyen öęretmen adayları ile halihazırda yerleşmiş oldukları okul içinde farklı sınıflarda (örneğin, 9A ve 9B) DA uygulamaları yapılabilir.

Kalabalık LS grupları sorunu ve modelin önerisi

Öęretmenlik uygulamasındaki gruplarının kalabalık olması, ve DA gruplarının da kalabalık olması, literatürdeki ampirik çalışmalarında yaygın olarak tespit edilen zorluklardan biridir (Aslan ve Sağlam, 2018; Gürbüzürk ve Çalış, 2019; Tuęluk, 2007; Yeşilyurt ve Semerci, 2011). Bu durum, çok sayıda gözlemcinin sınıfta bulunmasını zorlaştırır ve ÖA'ların performansını olumsuz etkileyebilir.

PLS modeli, her grubun iki ÖA, mentor öęretmen ve danışman öęretim elemanından oluşmasını önerir. Bu şekilde gruplar daha yönetilebilir hale gelir. Ayrıca, ders sonrası tartışma ve son yansıtıcı düşünme toplantıları da bu grup boyutu ile daha kontrol edilebilir bir hal alır.

Grup Üyelerinin Rollerinin Belirlenmesi

DA uygulamalarında ÖA'ların hem dersi öęreten öęretmen hem de dersi gözlemleyen gözlemci rollerini ayrı zamanlarda üstlenmesi gerekmektedir. PLS modelinde, her ÖA ders planlaması, öęretimi, gözleme, yansıtma ve planı revize etme sorumluluklarını paylaşır. Mentor öęretmenler ders öęretmez ancak planlama, gözlem ve revize etme süreçlerine katılır. Akademik danışmanlar ise tüm aşamalarda destek sağlar.

PLS'nin Kritik Bileşenleri

PLS modelinin kritik bileşenleri, okul pratięine uygun hale getirilmiştir. Devlet okullarındaki uzun vadeli hedefler ile ilgilenmek yerine ÖA'lar ders planlama sürecini başlatır ve mentor öęretmenler ve danışmanlar bu konuda rehberlik sağlar.

Odak Noktasının Belirlenmesi: ÖA'ları sınıf müfredatını inceler ve öęrenci öęrenimini geliştirecek bir ders planı hazırlar.

Planlama: İki ÖA ve mentor öğretmen işbirliği yaparak, belirlenen tema veya içerikle ilgili materyalleri inceler ve bir ders planı hazırlar.

Dersin Öğretilmesi: Hazırlanan ders, her ÖA tarafından birer kez öğretilir. Mentor öğretmen sadece gözlemci rolündedir.

Ders Sonrası Tartışma: Grup, dersin ardından toplanarak ders planını ve öğrenci tepkilerini değerlendirir. Tartışma, öğretmenin yeteneklerini eleştirmek yerine ders planının iyileştirilmesine odaklanır.

Tekrarlanan Döngüler: PLS modeli, iki döngü ile sınırlıdır; her ÖA planı bir kez öğretir ve revize edilmiş plan tekrar öğretilir.

Dış Uzmanlık: Mentor öğretmen ve akademik danışmanla işbirliği yaparak, ÖA'lar, planlama ve tartışma süreçlerine katkıda bulunurlar.

Bilginin Hareketliliği: Uygulamalardan elde edilen deneyimleri ÖA'lar paylaşır. ÖA'lar uygulamalarını sunum yaparak, rapor (blog yazısı gibi) hazırlayarak veya bir etkinlik düzenleyerek paylaşabilirler.

LİTERATÜR TARAMASI VE KURAMSAL ÇERÇEVE

Literatürde yaygın olarak incelenen bir konu olan DA, birçok derleme makalesi, farklı bağlamlarda ders çalışmasının kullanıldığı birçok ampirik çalışmada incelenmiştir (Bucher, 2024; Ding vd., 2024; Fluminhan vd., 2022; Kager vd., 2024; Nedzinskaite-Maciuniene vd., 2021; Tijmen vd., 2020). Bu derlemelerden biri olan Bucher'ın (2024) kapsamı Almanya bağlamında, 2005 ile 2024 arasında yayımlanmış 50 makaleye odaklanmıştır. Fluminhan vd. (2022) öğretmenlerin DA uygulamaları bağlamında öz yeterliklerini inceleyen bir derleme yapmıştır. Nedzinskaite-Maciuniene vd. (2021) benzer bir yaklaşım kullanmış ve 1999 ile 2019 yılları arasında öğretmen gelişimi üzerine odaklanmış makaleleri incelemiştir. Kager vd. (2024) ise DA'da gözlem ve yansıtmanın nasıl raporlandığını incelemiştir. Ding vd. (2024) ise matematik bağlamında DA'ya odaklanmış ve 2015 ile 2022 yılları arasında yayımlanmış 75 makaleyi gözden geçirmiştir. Son yıllarda, DA, öğretmen eğitimi bağlamında incelendiği çalışmaların sayısında artış gözlemlenmektedir.

Birçok çalışma, ÖA katılımını içeren bir Mikroöğretim DA tasarımı kullanmaktadır. Bununla birlikte, ÖA ve K-12 sınıflarındaki öğrencilerle birlikte ders çalışması yapmaya yönelik çalışmalar, diğerlerine kıyasla daha az yaygın bir metodoloji olarak ortaya çıkmaktadır.

ÖA katılımı içeren ders çalışmasının uygulanması, özellikle matematik veya fen eğitimi alanında yoğunlaşmıştır. Bununla birlikte, bu alanda yapılan çalışmaların çoğu, ÖAların pedagojik becerilerini geliştirmeye yardımcı olan etkili bir yöntem olarak ders çalışmasının potansiyelini vurgular. Örneğin, bu yöntem, ÖAların öğretme stratejilerini geliştirmek için etkili bir araç olabilir. ÖAların, sınıf içi gözlemler ve akran geri bildirimleri temelinde öğretim stratejilerini eleştirel bir şekilde ele almasını sağlar.

Öğretim içeriğinin daha derinlemesine anlaşılmasını destekleyerek ÖAlarını teori ile pratik arasında bir köprü kurmaya yardımcı olabilir. Türkiye bağlamında, ÖAlarını içeren ders çalışması ile ilgili literatür, şu anda yalnızca iki ampirik çalışmayla sınırlıdır. Bu çalışmalardan her ikisi de 2016-2017 akademik yılında gerçekleştirilmiştir ve ders çalışmasının ÖAların mesleki gelişimine önemli etkileri olduğunu rapor etmiştir.

Ancak bu çalışmalar, ders çalışmasını pratik deneyimlerin daha geniş çerçevesi içinde sürekli bir bileşen olarak tasarlamak yerine, geleneksel Japon ders çalışması modelini bir kezlik bir uygulama olarak kullanmaya odaklanmıştır. Bu yaklaşım, uygulama için dikkatle manipüle edilmiş koşulları gerektirir ve genel olarak bir bağlamı vurgular.

Kuramsal Çerçeve

DA ile ilgili ampirik çalışmalar, araştırmalarını birçok farklı teoriye dayandırmaktadır. Başka bir deyişle, çalışmalar, araştırmalarının odak noktasına bağlı olarak farklı teorileri kullanır. Odaklarına bağlı olarak, birçok ampirik çalışma, dinamik teori, pedagojik içerik bilgisi, aktivite teorisi, konumlandırılmış öğrenme ve uygulama toplulukları gibi teorik yapıları kullanır. Bunların arasında, Wenger'in (1999) Uygulama Toplulukları (CoP), Wenger (1998) tarafından ortaya atılan, belirli konularda paylaşılan ilgi, zorluklar veya heveslerle bağlı kolektif grupların oluşumunu tanımlar ve bu grupların düzenli etkileşim yoluyla becerilerini ve anlayışlarını artıran bir

kavramdır. Bu topluluklar, paylaşılan bir alanda ortak bir uzmanlığı simgelerken, bu alana bağlılık, grubu diğerlerinden ayıran bir uzmanlığı gösterir. Bu paylaşılan alan içinde, bireyler işbirliği faaliyetlerine, tartışmalara, karşılıklı destek ve bilgi alışverişine katılırlar, böylece karşılıklı öğrenmeyi teşvik eden kişisel bağlantılar geliştirirler. Grubun üyeleri, aktif uygulayıcılar olarak, sık karşılaşılan zorlukları ele almak için deneyimler, hikayeler ve metodolojiler gibi ortak bir kaynak koleksiyonu geliştirirler, bu da sürekli katılımlarıyla kolektif yeterliliklerini artırır. Wenger (1998) tarafından görüldüğü gibi, öğrenme yalnızca bireysel bir bilişsel başarı değil, aynı zamanda sosyal katılım ve toplumsal etkileşimler yoluyla kimliklerin inşası ile de sıkı sıkıya bağlıdır. Bu görüş, öğrenmeyi geleneksel eğitim veya eğitim programlarının sınırları ötesine genişletir ve günlük yaşamda gerçekleşen zengin, resmi olmayan ve sürekli öğrenme deneyimlerini içerir.

Yansıtıcı düşünme alanındaki ALACT modeli, öğretim sürecinde beş aşamadan oluşur: eylem, geriye bakma, farkındalık, alternatif yöntemler oluşturma ve deneme (Korthagen, 1985). İlk aşamada öğretmen dersi verir ve ardından bu deneyimi değerlendirir, etkili ve etkisiz olan unsurları belirler. Bu farkındalıkla, öğretmen yeni stratejiler geliştirir ve bunları uygular. Bu döngü, öğretmenlerin sürekli olarak kendilerini geliştirmelerini sağlar. Kager ve arkadaşları (2022), ALACT modelinin bir DA döngüsüne benzediğini belirterek, bu modelin öğretmenlerin yansıtma süreçlerini derinlemesine incelemek için kullanıldığını belirtmişlerdir. Bu model, teorik bilgi ile pratik deneyim arasındaki bağlantıyı güçlendirir.

YÖNTEM

Bu tezin genel amacı, İngiliz dili eğitimi öğretmenlik uygulaması kapsamında bir DA modeli tasarlamak, uygulanan modeli test etmek, modeli katılımcıların görüşleri doğrultusunda iyileştirmek ve böylece modelin nihai halinin verilmesini kapsamaktadır. Bu amaç, katılımcıların görüşleri ve önerilerine dayanan kapsamlı bir tasarım, test ve iyileştirme sürecini içerir.

Bu doğrultuda, bu başlık araştırmanın genel yöntemsel çerçevesini, desenini, veri toplama araçlarını, ve analiz süreçlerini belirtmektedir.

Araştırmanın Deseni

Bu tezde gerçekleştirilen araştırmalar, "pratik ve karmaşık eğitim problemlerine çözümlerin iteratif olarak geliştirilmesi, aynı zamanda deneysel araştırmanın bağlamını oluşturan ampirik araştırmaların sonuçlarının teorik anlayış sağlayan, diğerlerinin çalışmalarını bilgilendirebilecek araştırmalara da hizmet eden bir araştırma türü olarak eğitim tasarım araştırması" olarak nitelendirilen eğitimde tasarım araştırması olarak bir araya getirilmiştir (McKenney & Reeves, 2012, s. 7). Wang ve Hannafin (2005) tarafından açıklandığı gibi, tasarım temelli araştırma, daha önce kurulmuş paradigmalardaki ortaklıkları birleştirir ve vurgular. Tasarım araştırması prensipleri, bu tezdeki PLS modelinin hem geliştirilmesi hem de uygulanmasında bir çerçeve olarak iki ayrı fazda (Faz 1 ve Faz 2) hizmet etmiştir. Ayrıca, tasarım araştırması çerçevesinin bir parçası olarak vaka incelemesi yöntemi de iki fazda da kullanılmıştır. Çoklu vaka incelemeleri, katılımcılar tarafından kullanılan belgeler, tartışma toplantılarının içerikleri, gerçekleşen vakaların grup içi düzenlemeler ve ders planlama ve işleme süreçleri hakkında bilgi verecek şekilde düzenlenmiştir.

Veri Toplama Araçları

Bu araştırmanın verileri çeşitli kaynaklardan elde edildi. PLS, süreç odaklı, işbirlikçi ve yansıtıcı bir uygulama olduğundan, vakalarda kullanılan tüm belgeler ve araçlar bu çalışmanın verilerini oluşturmuştur. PLS sürecinin bir parçası olarak kullanılan ders gözlem notları ve bu notların kullanıldığı ders sonrası gerçekleşen tartışma ve yansıtma toplantılarının içerikleri her bir vakada sunulmuştur. Vakalar sırasında kullanılan araçlara ek olarak, katılımcı ÖAların staj portfolyolarından (dersler hakkındaki öz ve akran değerlendirmelerinden) içerikler de bu çalışmanın bir veri kaynağı olarak kullanılmıştır. Faz 1 ve Faz 2'de, vakalardaki ders planları, gözlem notları, ders planları ve çalışma sayfalarında yapılan değişikliklerin görüntüleri, staj portföylerindeki ÖAların kendi kendine ve akran değerlendirme formlarının

görüntüleri, post-ders tartışma ve nihai yansıtma toplantılarının ses kayıtlarının transkriptleri gibi birçok aracı içeriyordu. Bu kaynaklar, bulguların sunulmasında veri üçgenlemesi olarak kullanıldı.

Görüşlerin Belirlenmesi İçin Veri Toplama Araçları

Faz 1'deki ÖAalar ve mentor öğretmenlerle yapılan yarı yapılandırılmış mülakatlar, katılımcıların sürece ve karşılaştıkları faydalara ve zorluklara yönelik görüşlerini toplamayı amaçlar (bazı sorular Ayra, 2021'den uyarlanmıştır; Ek 3). Aynı sorular, mentorlarla yapılan mülakatlarda da sorulmuştur ve aynı yarı yapılandırılmış mülakat yöntemi izlenmiştir (Ek-4). Faz 2'nin sonunda, ÖAalar ile açık uçlu sorular paylaşılmıştır ve cevapları analiz edilerek tezin bulgular bölümünde sunulmuştur.

Verilerin Toplama Araçlarının Geçerliliği ve Analiz

Öncelikle, her bir vaka için sistematik bir yapı içeren bir içerik analizi sonrasında vaka tanımlamaları sunulmuştur. Daha sonra, öğretmen adayları ve mentor öğretmenlerle yapılan görüşmeler tümevarım (indüktif) kodlama süreci ile analiz edilmiştir. Son olarak, her bir vakadaki toplantıların içeriği protokol kodlama (Kager vd., 2022) süreci kullanılarak kodlanmıştır.

Nitel çalışmalarda kodlama işlemlerini kullanırken, kodlayıcılar arası güvenilirliği sağlamak için bazı adımlar atılmalıdır. Bu tezde, vMAXQDA 2024 yazılımı kullanılarak yapılan indüktif kodlama sürecinde, kodlayıcı uyumu analiz edilmiştir ve sonuçlar yüksek uyum göstermiştir (Tüm vakalar için; Kappa >.90). Protokol kodlama sürecinde ise, iş birliği içinde kodlama yapılarak, %97.21 uyum oranına ulaşılmıştır ve bu oranın kabul edilebilir bir seviyede değerlendirilmiştir (Neuendorf, 2017).

BULGULAR

Vaka Betimlemeleri ve Yansıtıcı Düşünme Süreçleri

Bulgular bölümünde yer alan vaka tanımları, her vakada izlenen aşamalar ve adımların derinlemesine bir incelemesini sunmuştur. Prosedürel

düzenlemeler, öğretim oturumları, tartışma toplantıları ve gözlem notları, her vakada kullanılan materyallerin ve notların görüntüleriyle birlikte sunulmuştur. Önceki sayfalarda bulunan Tablo 10 (Faz 1 için) ve Tablo 24 (Faz 2 için), tüm vakaların öğretim ve toplantı aşamalarının genel bir özetini göstermektedir. Her vaka için ayrılan alt bölümler, zamanlama gibi prosedürel detayları tasvir eder ve öz ve akran değerlendirmelerinden, gözlem notlarından ve toplantıların ses kayıtlarının transkripsiyonlarından alıntılarla birlikte ayrıntılı bir tanım sunar.

Nitel analiz, toplantıların içeriği için daha derinlemesine inceleme yaparak, her vakada izlenen aşamalar ve adımlar ile katılımcıların yansıtma süreçleri ve toplantılardaki etkileşimlerine dair görüşleri ortaya koymuştur. Başka bir deyişle, geleceğe yönelik eylem yaratmak için açıklamalar ve tanımlamalar yaparak yansıtma süreçlerini kullanmışlardır. Ancak, bu süreçler her vakada farklılık göstermiştir, bu da bazı grupların sonuçlara hızlıca vardığını, bazılarının ise tartışmalarında daha fazla açıklama ve tanımlama kullandığını göstermiştir.

Ayrıca, Faz 2'de 'tanımlama' sıklığında bir artış ve 'yaratma' sıklığında bir azalma gözlemlenmiştir. Tüm vakalardaki yansıtma süreçlerinin genel dağılımını gözden geçirirken, tanımlama süreçlerinin neredeyse eşit olarak temsil edildiği, ancak açıklamanın daha az sıklıkta olduğu bulunmuştur.

Model Hakkında Görüşler

Katılımcılar, model hakkında olumlu yorumlar yaparak genellikle yüksek memnuniyet belirtmişlerdir. Modelin faydaları hakkında görüşleri sorulduğunda, analiz sonucunda görülmüştür ki, sıklıkla kendilerinin ve arkadaşlarının eylemleri üzerinde düşünmenin faydalı olduğunu belirtmişlerdir. PLS, katılımcılara dersin belirli yönlerini açıklarken eylemleri üzerinde düşünme fırsatı sunar. Bu yansıtıcı düşünme süreçleri, birçok çalışmada PLS'nin yararları olarak rapor edilmiştir (Galini ve Kostas, 2014; Leavy ve Hourigan, 2016). Katılımcılar, öğretim becerilerinin gelişimini de PLS'nin bir yararı olarak bildirmişlerdir. PLS'ye katılan PST'lar, farklı öğretim stratejilerini tartışma ve planlarını gözden geçirme süreci sayesinde öğretim becerilerinin geliştiğini belirtmişlerdir. Bu bulgu, alandaki benzer

çalışmaların da bulguları ile benzerlik göstermektedir (Fernández 2010; Mauricio ve Valente, 2024).

PLS ayrıca katılımcıların revize edilmiş bir planı öğretmenlerine olanak tanımıştır. Bu, bazı katılımcılar tarafından bir avantaj olarak görülmüş, ancak bazı araştırmacılar bu durumun mükemmel bir ders planı yaratma tuzağına düşebileceğini belirtmişlerdir (Alvarez, 2017; Larssen et al., 2018) fakat bu konuda karşıt görüşler de bulunmaktadır (Cavey ve Berenson, 2005; Hird vd., 2014). Bunun yanı sıra, katılımcılar PLS'nin dolaylı olarak öğrencilerin öğrenimine de fayda sağladığını bildirmişlerdir. PLS süreçleri, öğretim stratejilerinin gözden geçirilmesini ve tartışılmasını teşvik ederek öğrenci öğrenimini olumlu yönde etkilemiştir.

PLS sürecinde çeşitli zorluklar da rapor edilmiştir. İç ve dış kesintiler, zaman yönetimi sorunları, öğretim sırasının zorlukları, fazla bilgi yüklemesi, sınıfı iyi tanıma, ve gözlem altında olmanın getirdiği stres gibi zorluklar yaşanmıştır. Bu zorluklar, PLS'nin daha etkili bir şekilde uygulanabilmesi için dikkate alınması gereken önemli unsurlardır. Bunlara ek olarak, mentör öğretmenler, ÖAların işbirliği yapma biçimlerinde bireysel farklılıklar gözlemlemişlerdir. Bu farklılıklar, işbirliği sürecinin doğasında bulunan doğal zorluklar olarak değerlendirilmiştir.

TARTIŞMA

PLS modelindeki vakalarda izlenen prosedürler ve adımlar incelendiğinde, genel anlamda tüm sürecin özellikle ÖAlar için uygun olduğu ve adımların öğretmenlik uygulamasının doğal akışına göre atıldığı tespit edilmiştir. Bu görüş, ayrıca ÖAların yarı-yapılandırılmış görüşmelerde belirttikleri görüşleri ile de desteklenmiştir.

PLS modeline yönelik görüşlerin analizi, genel olarak PLS modelinin, aday öğretmenleri sınıfın gerçeklerine hazırlamadaki etkinliği için övgüyle karşılandığını göstermiştir. Modelin algılanan faydaları arasında öz ve akran yansıtması, grup olarak çalışma, öğretim geliştirme ve revize edilmiş bir plan öğretme yer almıştır. PLS modeli, ÖAların vurguladığı gibi, işbirlikçi bir

ortam yaratmıştır, bu da onların fikirlerini bir araya getirmelerini ve yapıcı geri bildirim almalarını sağlamıştır.

Bu işbirlikçi çabanın önemi, katılımcı PST1 ve PST3 tarafından vurgulanmış, karşılıklı destek sisteminin sadece ders planlama stresini hafifletmekle kalmayıp, aynı zamanda çeşitli bakış açılarıyla öğretim sürecini zenginleştirdiği belirtilmiştir. Ayrıca, revize edilmiş bir planın tekrarlı öğretimi, önemli bir öğrenme mekanizması olarak ortaya çıkmıştır. ÖAlar, akranlarının öğretim oturumlarını gözlemleyerek, kendi öğretim stratejilerine bilinçli ayarlamalar yapma fırsatı bulmuşlardır.

Bu yansıtıcı uygulama, öğretim dinamiklerinin daha derin bir şekilde anlaşılmasını kolaylaştırmış ve profesyonel gelişimlerine önemli ölçüde katkıda bulunmuştur. Katılımcıların bu deneyimlerine ilişkin yüksek memnuniyet düzeyleri, teorik bilginin gerçek sınıf ortamında pratik uygulamayla bütünleştirilmesinin etkinliğini vurgulamaktadır. Bu köprü kurma, ÖAların gerçek dünya öğretim dinamiklerine dair ilk elden deneyim ve içgörüler kazanmalarını sağladığı için öğretimde profesyonel gelişim açısından önemlidir. Özetle, modelin deneyimsel doğası, yansıtıcı uygulamalara katılırken işbirliği yapma imkanı sunmuştur.

Katılımcılar tarafından belirlenen zorluklar, görüş farklılıklarının ve öğretim tarzlarının yönetimi gibi, işbirlikçi çalışmanın karmaşıklıklarını vurgulamıştır. Bu zorluklar, PLS modeli içinde etkili iletişim, uzlaşma ve çatışma çözme becerilerinin gerekliliğini ortaya koymaktadır. Bu sorunların ele alınması, üretken işbirliğini sürdürmek ve sürecin tüm taraflar için olumlu sonuçlara yol açmasını sağlamak açısından kritik öneme sahiptir.

Toplantılardan elde edilen bulguların analizine göre, yansıtıcı düşünme süreçlerinin sıklık oranları (yüzdeler olarak) tüm vakalarda grup üyelerinin çoğunlukla sınıftaki prosedürler üzerine yansıtıcı düşündüğünü, bu düşünceler için açıklamalar sunduğunu ve çözümler üreterek geleceğe yönelik önerilerde bulunduğunu göstermiştir. Bu durum, tüm vakalardaki üyelerin eylemler üzerine başarılı bir şekilde düşündüğünü ve gözlemlerini eyleme geçirebildiğini ortaya koymuştur.

Tüm vakalardaki yansıtma süreçlerinin genel dağılımını gözden geçirirken, tanımlama süreçlerinin neredeyse eşit olarak temsil edildiği, ancak açıklamanın daha az sıklıkta olduğu bulunmuştur. Tartışma, bu eğilimin açıklama etkileşimli alt kodu içinde yalnızca karşıt argümanlar ve çelişkilerin kodlanmasından kaynaklanabileceğini, bu da ÖAların toplantılar sırasında mentorlarının veya danışmanlarının bakış açılarını zorlamaktan kaçınmaları nedeniyle sıklıkta bir azalmaya yol açtığını öne sürmüştür.

SONUÇ

Bu tez, ÖAlar, mentor öğretmenler ve akademik danışmanların katılımı ile gerçekleştirilmek üzere tasarlanmış bir DA çalışması olan PLS modelinin uygulanmasını değerlendirmeyi amaçlamıştır. Bu amaca ulaşmak için, araştırma iki fazda, tasarım tabanlı bir araştırma çerçevesinde, çoklu vaka incelemesini tasarımını takip etmiştir. İki fazdada toplam sekiz vaka incelenmiş ve katılımcı ÖAların ve mentor öğretmenlerin görüşleri iki aşamanın sonunda da sonra alınmıştır.

Vaka incelemeleri betimsel analiz ile incelenmiş ve tüm vakaların içerikleri sistematik bir yapı ile bulgular başlığında sunulmuştur. Katılımcıların görüşleri, bir tümevarım (indüktif) kodlama süreci aracılığıyla analiz edilmiştir. Ayrıca, durumlardaki yapılan toplantılar (PLS toplantıları) da bir protokol kodlama süreci aracılığıyla analiz edilmiş ve sonuçlar yüzde oranları ile sunulmuştur.

Bulgular bölümünde sunulan vaka betimlemeleri, her bir vakada izlenen aşamaların ve adımların derinlemesine incelenmesini sunmuştur.

Katılımcıların belirttiği yüksek memnuniyet düzeyleri, staj deneyimlerinin teorik bilgiyi pratik uygulamayla entegre etmenin etkinliğini vurgulamaktadır. Katılımcılar tarafından belirlenen zorluklar, işbirliğinin karmaşıklıklarını vurgulamaktadır. Çalışmanın sonuçları, PLS modelinin öğretmen eğitimi bağlamındaki uygulamasının faydalarını ve zorluklarını göstererek literatüre katkıda bulunmaktadır.

Toplantıların içeriklerinin incelenmesi, yalnızca bu frekansların vakalar arasındaki dağılımıyla sınırlı kalmıştır. Yansıma uygulamalarını daha derinlemesine anlamak için temel yansıma düzeylerinin daha fazla araştırılması faydalı olabilir (Korthagen & Vasalos, 2005). Böyle bir çalışmayı gerçekleştirmek için, sistematik olarak yapılandırılmış toplantılar gereklidir, ve böylece mikro-diachronik bir analiz yapılabilir (Kager vd., 2022). Ayrıca, fazla bilgi yüklemesini yönetme, gözlemle ilgili stresi azaltma ve öğretim sırasından bağımsız olarak tüm katılımcılar için eşit fayda sağlama stratejileri araştırılabilir.

Literatürde öğretmenlerle yürütülen DA araştırmaları, okullarda görev yapan öğretmenler arasında yansıtıcı uygulamaların hem derinliğini hem de içeriğini önemli ölçüde artırdığını göstermiştir (Bayram & Bıkmaz, 2021; Kager et al. 2022; Hui & Yan-Jun, 2016). Aynı şekilde, bu çalışma, PLS uygulamaları sırasında yansıtmanın nasıl gerçekleştiğini derinlemesine incelemenin önemini ortaya koymuştur. Bu doğrultuda, gelecekteki araştırmalar, katılımcılar arasında temel yansıma düzeylerini yakından inceleyerek PLS sırasında gerçekleşen yansıma süreçlerini genişletebilir (Dudley, 2013; Kager et al., 2022; Korthagen & Vasalos, 2005). Ayrıca, yansıma süreçlerinin analizi, açıklayıcı etkileşim adı verilen yansıma sürecinde katılımcı rollerinin daha yakından incelenmesi gerektiğini ortaya koymuştur; bu nedenle, gelecekteki çalışmalar, toplantılar sırasında ÖA-mentor öğretmen etkileşimlerini yakından inceleyebilir.

Gelecekteki, PLS modelinin DA'ların öğretim uygulamaları üzerindeki uzun vadeli etkisini keşfedebilir. Ayrıca, belirlenen zorlukları hafifletme stratejilerini araştırabilir, böylece modelin etkinliğini ve farklı eğitim bağlamlarında uygulanabilirliğini artırabilir. Gelecekteki araştırmalar için bir diğer öneri, PLS sırasında aday öğretmenlerin öğrenme süreçlerinin karmaşıklığını ortaya çıkarmak için bireysel yaşam deneyimlerine daha fazla odaklanmaktır. Örnek olarak, Skott ve Møller (2017) tarafından yapılan böyle bir çalışma, DA'ya katılan hizmet içi öğretmenlerden ampirik içgörüler sunmuştur.

Gelecekteki çalışmalar ayrıca, özel ve işbirlikçi yansıtıcı uygulamalardaki farklılıkları daha derinlemesine araştırabilir veya katılımcıların farkındalık

düzeylerini inceleyerek değişimi nasıl başardıklarını takip edebilir (Yeşilbursa, 2008). Ayrıca, gelecekteki araştırmalar, PLS'ye katılım sırasında PST'lerin inançlarında ve profesyonel benliklerinde olası değişiklikleri izlemeye odaklanabilir (Cephe, 2009).

Araştırmacı, tezdeki araştırma sonucunda elde edilen bulguların, verilerin toplandığı toplantılarda takip edilen protokollerin yapısı gibi birçok unsura bağlı olduğunu kabul etmektedir. Araştırmada analiz edilen toplantılar, bireysel tercihlere bağlı olarak yapı bakımından farklılık göstermiştir. Başka bir deyişle, katılımcılar gerekli gördükleri bir konuyu tartışmakta serbest bırakılmış ve ilgili eylem veya inançların farkına varmadan hemen bir çözüm üretmeyi seçmişlerdir. Araştırma, katılımcıların öğretim gelişimini ölçmek için özel olarak veri toplamamış olmasına rağmen, görüşmelerde bildirilen bu durum, PLS'nin dolaylı bir etkisi olabileceğini gösterebilir. Yine de, bu bulgu yalnızca algılanan bir etki olarak yorumlanabilir ve PLS'nin öğretim gelişimi üzerindeki etkisini keşfetmek için daha fazla araştırma gereklidir.

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