

## İngilizce Öğretmen Adayları Mesleki Öğrenmeleri İçin Uygulamalı Çalışmalara Değer Verirler: Bir Nitel Durum Çalışması

### Pre-Service ELT Teachers Appreciate Hands-On Work for Their Professional Learning: A Qualitative Case Study

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#### ABSTRACT

Pre-service teacher professional learning could be affected by a range of factors such as pre-service teachers' prior schooling experiences and the effectiveness of the courses offered in the pre-service teacher education program. The absence of research in the literature carried out to examine second-year pre-service English teachers' perceptions concerning their experiences of planning a lesson to teach a speech act and giving a presentation on it encouraged the researchers to conduct this investigation. This qualitative case study investigates 25 sophomore pre-service English teachers' perceptions with regard to the effect of preparing a lesson plan for the teaching of a speech act they selected and the presentations they made on it in online Pragmatics and Language Teaching course to their professional learning. The data was collected from a qualitative survey and semi-structured telephone interviews. The inductive analysis of the gathered data revealed that the pre-service English teachers contended preparing a lesson plan to teach the speech acts they chose and giving a presentation on it enhanced their professional learning. The findings also indicated the pre-service English teachers' desire for more hands-on work starting from the first year in the pre-service English teacher education program.

**Keywords:** Hands-on work, Lesson planning, Making a presentation, Pre-service teacher professional learning, Speech acts

#### ÖZ

Öğretmen adayı mesleki öğrenimi, öğretmen adaylarının önceki öğrencilik tecrübeleri ve öğretmen adayı yetiştirme programında verilen derslerin etkililiği gibi birtakım faktörlerden etkilenmektedir. Literatürde ikinci sınıf İngilizce öğretmen adaylarının bir söz eyleminin öğretimi için ders planlaması ve planı sunmasını araştıran bir çalışmanın yokluğu araştırmacıları bu araştırmayı yürütme hususunda cesaretlendirmiştir. Bu nitel durum çalışması 25 ikinci sınıf İngilizce öğretmen adayının çevrimiçi Edimibilim ve Dil Öğretimi dersi bağlamında kendi seçtikleri bir söz eyleminin öğretimi için hazırladıkları bir ders planı ile bu ders planı üzerine yaptıkları sunumların mesleki öğrenmelerine etkisi hakkında ne düşündüklerini araştırmaktadır. Veri, bir nitel anket ve telefonda yürütülen yarı yapılandırılmış mülakatlar aracılığıyla toplanmıştır. Toplanan verinin tümevarımsal analizinden elde edilen bulgular İngilizce öğretmen adaylarının kendi seçtikleri söz eylemlerinin öğretimi üzerine hazırladıkları ders planları ve bu ders planları üzerine yaptıkları sunumların mesleki öğrenmelerini arttırdığını düşündüklerini ortaya koymuştur. Bulgular aynı zamanda İngilizce öğretmen adaylarının İngilizce öğretmen adayı öğretim programının birinci yılından itibaren daha fazla uygulamalı çalışma yapma isteğine sahip olduklarını işaret etmektedir.

**Anahtar Kelimeler:** Ders planlaması, Öğretmen adayı mesleki öğrenmesi, Söz eylemleri, Sunum yapma, Uygulamalı çalışma

## INTRODUCTION

Learning by doing could be maintained to be the catalyzer of learning and therefore the pre-service teacher (PST) education program should be rich in hands-on work with an eye to fostering PST professional learning, which is culture-bound (Edwards & Nuttall, 2015). It is unsurprising that learning to be a teacher for PSTs necessitates engaging in practicing the works carried out by the in-service teacher. Therefore, the pre-service English language teacher education program needs to serve as a learning platform for pre-service English teachers where they are offered ample opportunities for developing their teaching skills.

Lesson planning is an indispensable part of the teacher work. For this reason, pre-service English teachers need to practice lesson planning in the courses they take in the pre-service English teacher education program. The pre-service English teacher education program in the context of this study enables PSTs to practice lesson planning for the teaching of language skills in the third- and fourth-year of the program. However, the second-year pre-service English teachers in this research were engaged in preparing a lesson plan for teaching a speech act they would choose and in making a presentation on it in the context of online Pragmatics and Language Teaching course. Scrutinizing sophomore pre-service English teachers' viewpoints about the impact of going through the process of preparing a lesson plan and making a presentation on it would provide valuable insights into the effect of lesson planning and presenting the lesson plan on not only their professional learning and but also that of PSTs from disparate disciplines. In view of this objective and the lack of research in the literature conducted to examine second-year pre-service English teachers' perceptions concerning their experiences of planning a lesson to teach a speech act and giving a presentation on it, this study could add to the literature on PST professional learning enabled by lesson planning and making a presentation about it as an integral part of online Pragmatics and Language Teaching course in the first two years of the PST education program.

### 1.1. PST Professional Learning

Professional learning takes place when the teacher faces inconsistency with their existing beliefs (Davidson, 2001). Nguyen (2017) reported that English-as-a-foreign-language (EFL) teachers' prior English language learning experiences profoundly impacted on their English language teaching practices. Similarly, PSTs can be prompted to make use of their prior English language learning experiences to develop conceptions of what works and does not work in effective English language teaching, which might impinge on their professional learning. "Learning from teaching" was reported to be important to PST learning in Phelps and Spitzer's (2015) research. Likewise, "Practice-embedded designs" were highlighted as tools for teacher professional learning in Gibbons et al.'s (2021) research.

As pointed out by Duran (2017), teaching is an effective way of learning. In line with that assertion, it could be alleged that PST professional learning may be promoted through the medium of the teaching experience they gain in the program via practicing teaching in teaching practicum and microteaching in the courses they take. According to Hogan and Gopinathan (2008), teacher professional learning is stimulated under a range of conditions, one of which suggests that the teacher should be an active learner and engage in teaching, assessing, observing and reflecting. Indicating the many-sided nature of teacher learning and the role to be played by university- and school-based mentoring in PST learning, Ager and Wyatt (2019) concluded that PST professional learning could occur on the condition that the mentor takes into account PST professional developmental level as giving feedback.

Recent exponential growth in the interest in online language teaching and learning as a consequence of the COVID-19 pandemic has brought along the need for technology integration into teacher education. The use of blogs was found to positively influence PST professional learning in the UK and US settings (Fisher & Kim, 2013). As well as technology incorporation

into the PST education program, PST research was presented to contribute to PST professional learning (Sachs, 2016; van Katwijk et al., 2019; van Katwijk et al., 2021; White et al., 2016). The PSTs participating in the study by Hennessy and Lynch (2019) recognized the merit teacher research had in teacher professional development.

### **1.2. A Closer Look at the Impact of the PST Education Program on PST Professional Learning**

The PST education program, varying in agreement with contextual factors (Salajan et al., 2017), can be posited to be one of the building blocks of PST professional learning. The PST education program impacts on PSTs' motivation (Lee & Yuan, 2014), and therefore, it exerts effect on their professional learning. The findings in Tang et al.'s (2020) study yielded that PSTs' intrinsic motivation positively affected their professional competence through enhancing their professional learning with the help of the coursework offered in the PST education program and interacting with others. A video-based teacher education course was reported in Chung and van Es's research (2014) to be a tool giving a chance to PSTs to analyze their teaching and how their teaching influences student learning. Suggesting the impact of the program on the change in the PSTs' conceptions of teaching and learning, Cheng et al. (2016) reported in their paper that "faculty, learners' attitudes towards learning and ability to integrate different learning resources" (p. 177) were the factors impacting on the changes.

Planning lessons and enacting them improve PST professional learning, as was demonstrated in Hourigan and Leavy's (2019) research. Feedback on PSTs' professional understanding could enhance PST understanding and/or impede misunderstanding. To illustrate, the study by Prilop et al. (2021) revealed that the PSTs provided with expert feedback on videos of other teachers, specifically focusing on their classroom management practices, developed their professional vision of classroom management while the ones not getting expert feedback did not gain significant improvement. The review of literature on teaching and assessment process in practice-based teacher education conducted by Royo and Montoya (2021) revealed the focus given to teaching practice in PST education programs in the enactment of which teacher educators and peers play a crucial role. The findings reported in Santagata et al.'s (2018) research suggested that the PSTs taking video-enhanced methods course could make the most of it providing their reflection and analysis were promoted.

The experiences gained in teaching practicum, an important part of the PST education program, have a profound influence on PST professional learning, which is unique to each PST (Hamilton, 2015). The teaching practice done in the PST education was demonstrated to be paramount for PST learning in Rozenszajn et al.'s (2019) research. Emphasizing the impossibility of constraining PST learning to the coursework offered in the PST education program, Wrench and Paige (2020) brought into focus the indispensable contribution of teaching practicum to PST learning. Cooperating teachers, thus, assume a crucial role in PST professional learning through the medium of their mentoring practices (Ambrosetti et al., 2014; Bloomfield, 2010). The support drawn from a peer in field experience was shown to positively affect the benefit reaped by the PST from field experience in Bone et al.'s (2019) research. According to Mitchell and Reid (2017), observing and practicing "good" teaching and explicit coaching are the elements having a hand in PST learning. The study by Yu et al. (2020) yielded that the overseas immersion program in which 11 pre-service English teachers took part improved their teaching practice. The influence of engaging in field experience in an overseas program on PSTs' critical thinking skills was investigated in the research conducted by Yuan et al. (2021), the findings of which revealed that the participants developed agency for coping with the constraints imposed by contextual factors and incorporating critical thinking in their future teaching.

### **1.3. On the Effect of Engaging in Lesson Planning in the PST Education Program on PST Professional Development**

The PST education program offers chances to PSTs to design lessons and teach them with a view to advocating them to get ready for the teaching profession through practicing teaching as well as offering courses providing theoretical knowledge. Exploring how microteaching influenced PSTs' self-efficacy in teaching, Arsal (2014) reported that following the cycle of designing a lesson plan, putting it into practice, revising the lesson plan in light of the feedback given by the teacher educator, teaching another lesson prepared in accord with the feedback and evaluating it by virtue of the teacher educator feedback induced an increase in PSTs' self-efficacy in teaching. Lesson planning, and subsequent to it, microteaching could function as a means for getting PSTs to have a practical experience of what it means to teach a specific subject. To illustrate, the pre-service English teachers practicing teaching critical literacy via preparing lessons developed an understanding of the teaching of critical literacy (Ng, 2017).

The literature is rich in the studies undertaken to scrutinize to what extent microteaching impinges on helping PSTs acquire and enhance their pedagogical knowledge (e.g., Diana Jr., 2013; Özcan & Gerçek, 2019). For instance, it was yielded in Mikulec and Hamann's (2020) research which set out to examine the effect of microteaching project on PSTs' comprehension of the complexity of student behavior that the PSTs realized how complex student behavior and teaching was, resulting from the experiences they gained in the microteaching project. Coteaching of the PSTs participating in McCullagh and Doherty's (2021) research, which took place as a part of the PST education, supported them in improving their teaching skills.

In view of the paucity of research into examining PSTs' viewpoints on the effect of engaging in lesson planning and giving a presentation on their lesson plans in the first two years of the program on their professional learning, this research was carried out with pre-service English teachers with a view to seeking answers to the following research questions:

1. What do pre-service English teachers think about the impact of the lesson planning they did in online Pragmatics and Language Teaching course on their professional learning?
2. What do the pre-service English teachers think about the effect of the presentation they made on their lesson plans on their professional learning?

## **METHODOLOGY**

### **2.1. Research Design, Context and Procedure**

According to Beck et al. (2004), case studies are the studies investigating limited number of cases in depth in their uniqueness. In line with the definition of case studies provided by Beck et al. (2004), this qualitative case study explored a cohort of 25 pre-service EFL teachers' conceptions of their experiences of lesson planning in online Pragmatics and Language Teaching course as precisely as possible through collecting qualitative data from a qualitative survey and semi-structured telephone interviews.

This research was conducted within the context of the 14-week online Pragmatics and Language teaching course (two hours per week) offered in the fourth term of the pre-service English language teacher education program at a state university in Türkiye. The course is designed to aid pre-service English language teachers in learning the core concepts of pragmatics, how to teach speech acts to English language learners and learning to apply politeness theory to English language teaching. The study was carried out in the spring term of the academic year 2020/2021 when the higher education institutions in Türkiye continued online education due to the COVID-19 pandemic. Therefore, the course, like the other courses in the program, was taught

online. The university mandated the synchronous teaching of at least 50% of the total number of credit hours per course whilst the remaining credit hours could be offered asynchronously. The lecturer of the course, also one of the researchers of the study, offered Pragmatics and Language teaching course totally synchronously and uploaded the recorded lessons to the distance education system of the university so that the students who did not attend the online lessons or the ones wanting to watch the online lessons they joined could benefit from them. Attendance to the online lessons was not obligatory in the university.

The first five weeks of the course were dedicated to the teaching of context, co-text, cooperative principle, speech acts and politeness theory. Week six functioned as a stage for the participants at which they developed an understanding about how to teach speech acts to English language learners through the medium of analyzing the lesson plans prepared to teach 8-9-year-old-students the speech act of promising and to teach 17-18-year-old-students the speech act of suggesting in English. These analyses led to developing the participants' understanding of the sections (needs, main aims, subsidiary aims, timetable fit, materials, assumptions and procedure) involved in a lesson plan. At the end of the lesson in week 6, the students were asked to prepare a lesson plan for teaching the speech act they would select to any age group they would choose and make a 10-15-minute-presentation to provide information about the lesson plan they would prepare. In addition, it was notified that the score they would get on the lesson plan they would prepare would constitute 20% of their final exam score. The students were asked to make a list of the students who would prepare a lesson plan and make a presentation. The PSTs enrolled in the course were also emailed to inform them about the assignment as the majority of the students neither attended to the online lessons nor watched the uploaded videos regularly. The email functioned as the tool by which the PSTs were informed about the fact that participation in the study was voluntary. The communication tools that enabled the interaction between the lecturer and the students till the end of the course were emails, texting and phone calls.

Out of a total of 97 second-year pre-service English teachers taking the course of Pragmatics and Language Teaching, 25 students desired to prepare a lesson plan and make a presentation on it, comprising the participants of the present study. Fourteen of the participants were female while 11 were male and the mean of their age was 19.6. The participants were the ones regularly attending to the lessons. They contacted the lecturer to ask their questions about their lesson plans and presentations frequently by texting her. Five PSTs gave their presentations on their lesson plans every week following week 7 which was allocated as the preparation week for the participants. After the completion of the presentation of each lesson plan, the lecturer invited the students attending the online lesson to comment on the lesson plan, and thereafter, the lecturer stated her opinions about it. The rationale behind adding the component of giving a presentation on the lesson plans to the study was increasing the interaction amongst the PSTs and getting them to experience providing feedback on peers' works. The researchers of the study scored each lesson plan according to a 20-point-worth-evaluation form they prepared. The form involved the criteria of aims, timetable fit, materials and procedure. Subsequent to the completion of all the presentations, the qualitative survey was emailed to the participants and they were given five days to respond to it. All the participants emailed back their surveys in the assigned time, which was followed by reading their responses to the survey questions. Then, semi-structured telephone interviews were carried out.

## **2.2. Data Collection Tools and Analysis**

### **2.2.1. Qualitative Survey**

A qualitative survey involving six open-ended questions was developed by the researchers considering the aims of the study and the procedure the participants underwent during the research. A pre-service English language teacher educator served as the debriefer in this study. They were sent the qualitative survey and the research questions to ensure the survey questions

were not leading and it served for providing answers to the research questions. After making the necessary changes in the survey questions in accord with the comments of the debriefer, it was emailed to the participants. It was highlighted in the email that their responses to the questions would have no impact on their scores either on the lesson plans they had prepared or their final exam score; for this reason, they were requested to state their real thoughts about their experiences of the process of lesson planning and the feedback they got on their lesson plans from the lecturer and their peers. Table 1 displays the survey questions and which survey questions were used to answer which research question.

**Table 1**

*The Survey Questions And The Research Questions To Which They Provided Answers*

<b>Survey Questions</b>	<b>Research Questions</b>
1- Tell me what you think about your experience of the lesson plan you prepared for the teaching of the speech act you selected. (Was it useless, beneficial etc.? Why?)	Research question 1
2- How do you think I could improve the effectiveness and quality of the process of preparing the lesson plan for you?	
3- Tell me what you think about the effectiveness of the presentation you made in learning about how to conduct the effective teaching of the speech act you selected?	Research question 2
4- Tell me what you think about the feedback you got from me on your lesson plan. Was my feedback “enough” for you? How could I improve the way I gave feedback to the students on their lesson plans?	
5- Could you get feedback from the students who were in the online lesson in which you gave your presentation? If no, why do you think your peers did not give feedback to you? Please explain.	
6- Would it be better for you if you had received feedback from your peers? Please explain.	

Inductive content analysis was conducted to analyze the gathered data. The analysis was performed following the steps introduced by Creswell (2012). First, the participants’ responses were read to have an idea about them. Then, the process of coding started. After completing the coding and preparing the list of codes, the responses were reread to prevent overlooking any code and to combine the overlapping codes. Afterwards, themes were developed from them. Member checking (Lincoln & Guba, 1985) was used by emailing the findings to the participants with an eye to ensuring they were in line with what they had in minds. The researcher teaching the course had prolonged engagement (Lincoln & Guba, 1985) with the study participants, which enhanced the credibility of the research.

### **2.2.2. Semi-Structured Telephone Interviews**

A semi-structured telephone interview was conducted with five participants selected according to their responses to the survey questions to gain deeper insights into the participants’ views about their experiences of the lesson planning and its impact on their professional learning, and about the effect of making presentations on the lesson plans on their professional learning. Five of the seven participants stating in the survey that they did not get peer feedback on their responses were invited to attend the semi-structured telephone interview and they accepted to have it. The purpose of that was unearthing those participants’ opinions as to why they could not obtain feedback from the PSTs joining the online lessons in which they made their presentations.

The interview questions were produced in light of the participants' responses to the survey questions. The debriefer checked the questions in the interview to ascertain their clarity and that they would not lead the interviewees. After getting the approval from them to conduct the interview, it was carried out. Table 2 below demonstrates the interview questions and the research questions to which they gave answers.

**Table 2**

*The Interview Questions And The Research Questions To Which They Gave Answers*

Interview Questions	Research Questions
1- You stated in your response to the first survey question that preparing a lesson plan was beneficial for you. Could you please tell me why it was beneficial for you by giving specific examples?	Research question 1
2- Why do you think the students listening to your presentation did not give feedback to you?	Research question 2
3- Would it better for you if I had given written feedback to you on your lesson plan?	

Each interview lasted for 15-20 minutes and the interviewees' responses to the questions were jotted down in the interview protocols kept for each interviewee (Creswell, 2012). Extracts from the interviewees' responses will be presented to second the findings obtained from the qualitative survey. Further, it will enable gaining a better understanding of the participants' viewpoints on the contribution of the lesson plans they prepared for the teaching of the speech act they chose and the presentations they made on them to their professional learning.

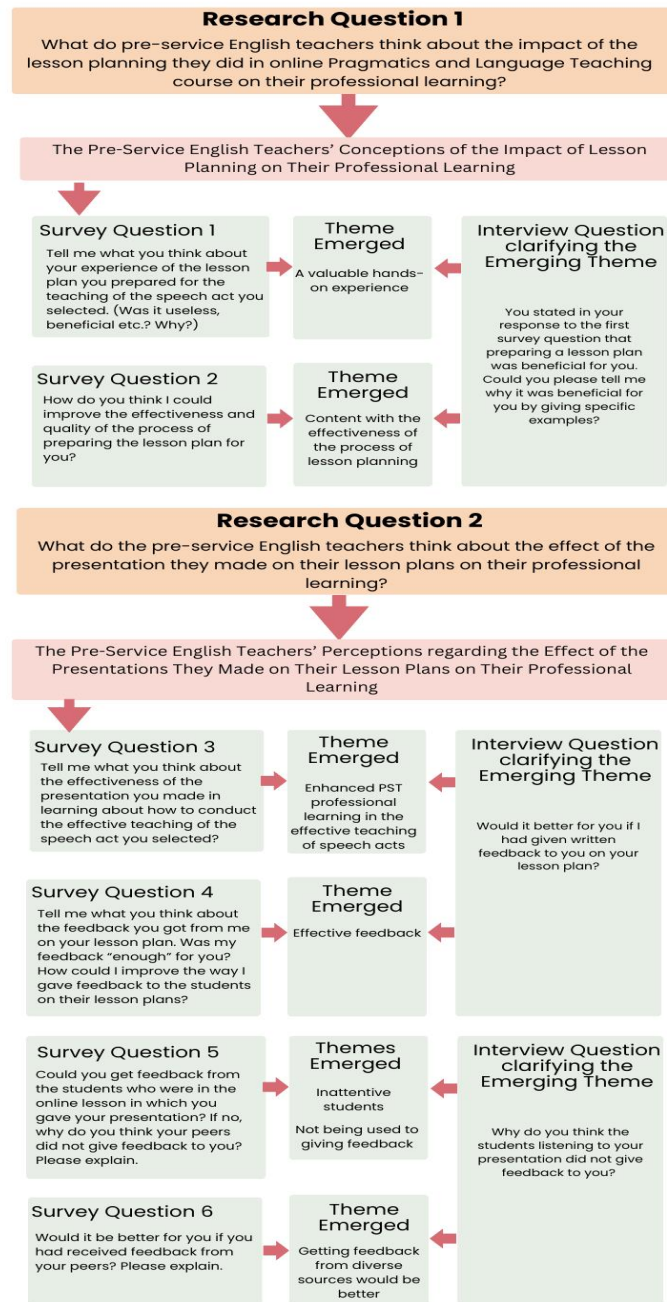
All the rules stated in "Higher Education Institutions' Regulation on Scientific Research and Publications Ethics" were adhered to in this study. None of the actions specified in the second section of the regulation, "The Improper Actions for Scientific Research and Publications Ethics" were performed. Hatay Mustafa Kemal University Social and Human Sciences Research and Publication Ethics Board stated in its document numbered 902-01-FR 006 and dated March 5, 2021 that ethical standards were followed in this research.

## FINDINGS

The analysis of the data collected from the first question in the qualitative survey produced the theme *a valuable hands-on experience* while the responses to the second question led to the emergence of the theme *content with the effectiveness of the process of lesson planning*. The inductive content analysis of the responses to the third survey question created the theme *enhanced PST professional learning in the effective teaching of speech acts* and that to the fourth question produced the theme *effective feedback*. The themes that emerged from the responses given to the fifth question are *inattentive students* and *not being used to giving feedback*, and the one developed from the last question in the qualitative survey is *getting feedback from diverse sources would be better*. The overall results obtained from the content analysis are presented with a view to the research questions, survey questions and semi-structured interview questions in Figure 1 below.

**Figure 1**

*Infographic Matrix of the Themes with Relation to the Research, Survey and Interview Questions*



### 3.1. The Pre-Service English Teachers' Conceptions of the Impact of Lesson Planning on Their Professional Learning

The analysis of the responses of the participants to the first question in the qualitative survey produced the theme a valuable hands-on experience. All the participants noted that the experience of lesson planning was useful and affected their professional learning positively. The experience of lesson planning was associated with taking an essential step towards being a teacher. For instance, participant 3 stated:



*“I think it is very beneficial for me because I have always waited for the day when I would have a duty like this, and because of that, it was an opportunity for me. Thinking like a teacher and preparing something for my future students made me happy and I think it was a very good first start for my career.”*

In line with the statements of participant 3, pointing to gaining experience in lesson planning, participant 12 noted that they had a chance to plan a lesson for the first time in the PST education program. Similarly, participant 22 expressed: *“I liked the experience of preparing a lesson plan to teach the speech act of suggesting in English. I searched for materials I could use in my lesson and how I could teach it effectively”*. In the semi-structured telephone interviews, the interviewees provided more detailed explanations about how the process of lesson planning contributed to their professional development. Concentrating the attention on the usefulness of engaging in lesson planning and making a presentation on the lesson plan starting from the first year in the pre-service English language teacher education program, like the other two interviewees, interviewee 4 expressed:

*“It was the first time for me to prepare a lesson plan and it was a plan for teaching promising in English to 7th graders. Preparing a lesson plan to teach it helped me understand the importance of teaching speech acts to EFL learners. I also had an opportunity for listening to my classmates’ lesson plans for teaching different speech acts to students of different ages. That really contributed to my professional learning. I believe it is so important that PSTs should be given opportunities for planning a lesson and presenting it not in the second year but in the first-year of the program.”*

The participants’ responses to the second survey question developed the theme *content with the effectiveness of the process of lesson planning* as they highlighted the immediate help they received from the researcher who facilitated their professional learning. For example, participant 24 stated:

*“When I had a question while preparing the lesson plan, I could get the answer to it from you as soon as I texted it to you. So, I can say that it was really a fruitful and painless process for me.”*

Likewise, stressing the instant feedback they got from the lecturer, participant 15 stated: *“You helped me to find an answer to all the questions I had in my mind when preparing my lesson plan. Talking to you made me understand how I must teach a speech act.”*

### **3.2. The Pre-Service English Teachers’ Perceptions regarding the Effect of the Presentations They Made on Their Lesson Plans on Their Professional Learning**

The participants’ answers to the third, fourth, fifth and sixth questions in the survey and the second and the third interview questions served for unveiling the participants’ perceptions of the effect of making presentations on the lesson plans on their professional learning. The inductive content analysis of the participants’ responses to the third question in the qualitative survey produced the theme *enhanced PST professional learning in the effective teaching of speech acts*. The participants stated that giving a presentation on their lesson plan and listening to the others’ presentations helped them develop their skills of the teaching of speech acts. Arguments of participant 18 could explicate the reasons for the consensus amidst the participants on the positive impact of making presentations on the lesson plans on their professional learning:

*“I guess the process would not have been as effective as it was if we had not made a presentation on the lesson plans. We learned about our peers’ lesson plans and the materials they would use to teach different speech acts. For example, I really liked the materials my friends presented, which they would use to teach the speech act of greeting in English to young learners. I am planning to use similar ones in the future if I teach young learners. Moreover, I got feedback from you. I believe it was really*

*useful because I learned what to do, why to do, what not to do etc. I also got feedback from my three classmates and I think they were useful as well.”*

Similarly, participant 2 noted: *“Making a presentation on the lesson plan I prepared to teach the speech act of apology helped me see my weaknesses because I got feedback from you.”*

All the participants deemed the lecturer feedback as effective, which developed theme *effective feedback* and did not come up with suggestions to improve its quality and effectiveness apart from participant 23 who put forth that providing the lecturer had offered written feedback on the lesson plans alongside the oral one, the lecturer feedback could have been far more effective. Therefore, the third question in the interview was posed to uncover the interviewees' views about whether it would have been better if the lecturer had provided written feedback along with the oral feedback on their lesson plans. Four of the participants stated written feedback was unnecessary for they believed the oral feedback was detailed enough whereas one of the interviewees expressed it could have been better as the feedback would be permanent, and the PST would have a chance to review it when needed.

Of a total of 25 participants, seven participants stated they did not get feedback from the student teachers attending to the online lessons in which they presented their lesson plans. The responses of the participants produced the themes *inattentive students* and *not being used to giving feedback*. The four participants that did not receive peer feedback claimed that their classmates were inattentive, and thus, they did not give feedback while the rest, three participants, asserted their classmates were not accustomed to providing feedback on student teachers' productions. In the semi-structured interview, interviewee 3, one of the seven students not receiving peer feedback, claimed that their classmates by large fell into silence when their turn for making a presentation was over. They continued their explanations stating that they were one of the last presenters, and hence, they could not receive feedback from peers.

The seven participants' answers to the sixth survey question led to the theme *getting feedback from diverse sources would be better*. Emphasizing the effectiveness of the lecturer feedback, participant 8 noted: *“The feedback I got from the lecturer was effective but it would have been better if I had got feedback from my peers because I know that they could give useful feedback.”*

## **DISCUSSION AND CONCLUSIONS**

The first research question to which answers were sought in this qualitative case study is what pre-service English teachers thought about the impact of going through the process of lesson planning in online Pragmatics and Language Teaching course on their professional learning. The findings obtained from the qualitative survey indicated that the PSTs perceived lesson planning as effective for their professional learning as they contended preparing a lesson plan for teaching a speech act they selected engaged them in hands-on work. This particular finding falls in line with Yu et al.'s (2025) study on how to strategize the lesson plans in a positive way as their participant pre-service English teachers benefited from developing lesson plans in terms of augmenting knowledge and professional development but also in a relatively negative way in that the lesson plans are not solely sufficient to improve teaching. The participants seized a chance to prepare a lesson plan, which engaged them in a rigorous work involving finding and/or developing the materials they would use in line with the characteristics of target students, pondering upon the procedure etc., a practicing teacher is supposed to do. The participants' perceptions of the contribution of the whole process of planning a lesson to their professional learning confirm the results of the studies undertaken by Aarsal (2014), Ng (2017) and Özcan and Gerçek (2019) in that the participating PSTs in those studies also held positive conceptions of planning a lesson, teaching it and receiving feedback on their teaching performance. It was also pointed out in the

interviews that pre-service English teachers needed to begin to gain experiences of lesson planning in the first year of the program. The participants' statements pointed to the importance attached by the PSTs to learning by doing rather than merely relying on lectures. This finding is consistent with the ones in the research by Hourigan and Leavy (2019) because the contribution of lesson planning to PST professional learning was reported in it, too. In the same vein, Gibbons et al. (2021) and Phelps and Spitzer's (2015) research indicated the importance of learning by engaging in teaching in teacher professional learning. Preparing a lesson plan for teaching a speech act made the PSTs feel like teachers and comprehend the significance of teaching speech acts. The participants' expressions on the beneficial effect of lesson planning on their professional learning illustrate the notable contribution of hands-on work on PSTs' professional learning, signifying the priority to be taken by the opportunities for practicing distinct constituents of teaching.

Another objective of the study is to explore the effect of making a presentation on the lesson plans the pre-service English teachers prepared for their professional learning. The findings show that the PSTs derived benefit from not only their own presentations but also from listening to their peers' presentations. Due to the nature of the complexity of preparing a presentation lesson planning, Li and Zou's (2017) findings support collaborative lesson design, where the preservice English language teachers' peers and the teachers can build on ideas to generate pedagogical ways to teach better. However, this similar finding may need to be backed up with the cognitive skills on how to understand the feedback for the contribution to their lesson planning. In this regard, the participants noted in their answers in the survey that they got feedback on their lesson plans from the lecturer and developed an understanding of what would work in the teaching of speech acts and what would not, indicating its contribution to their professional learning. In this vein, this falls into the scope of the findings of Yan and Goh (2023), in which teacher's feedback can play a role in addressing the issues for topicality, communication, language use, challenges of implementation, pedagogy and the context. Furthermore, as was stated by the participants, the participants could contact the lecturer any time they were in need of help and she provided constructive and immediate feedback to all the participants in the process of lesson planning, which was likely to enhance their professional learning. Emphasizing the significance of getting expert feedback, the results in Prilop et al.'s (2021) research showed that the PSTs receiving expert feedback could develop a professional vision of classroom management, which could be linked with the findings in the current study in terms of the positive effect of the lecturer feedback on pre-service English teacher professional learning. Listening to the presentations made by the peers helped the PSTs enhance their professional learning as they observed the materials that would be used by them to teach different speech acts, which they could also use in their future teaching of speech acts. This triggers a dialogic move based feedback and it supports the key importance of professional learning with a link to teacher learning as evidenced in a qualitative video-based analytical study conducted by Vrikki et al. (2017). The comments made by the lecturer on the lesson plans supported the PSTs in gaining deeper insights into what to do and not to do in the teaching of speech acts. The findings as to the contribution made by making presentations to improving PSTs' professional learning indicate how giving presentations on designed lesson plans can add to PSTs' professional learning.

The PSTs were encouraged to comment on each other's lesson plans through considering whether the planned lesson was appropriate to the stated age group and the suitability of the materials for the teaching of the chosen speech act or the age group. Seven participants stated they did not receive feedback from their peers after their presentation, which, according to them, could have resulted from their peers' inattentiveness and not being used to giving feedback. In view of the participants' statements about the importance of peer feedback, teacher educators asking PSTs to prepare a lesson plan and make a presentation about it could attempt to elucidate the likely contribution of the feedback they would give to their peers to each other's professional learning. In doing so, PSTs' tendency towards offering peer feedback can be reinforced.

Moreover, this research was conducted in the course of Pragmatics and Language Teaching offered online. Peers may have a predisposition to provide more feedback on each other's lesson plans in face-to-face lessons. On the contrary, Karimi et al. (2023) found that technology-mediated classes improve teachers' pedagogical competences through peer observations and peer feedback. Still, there could be other factors affecting the present study. For example, PSTs could be more attentive in face-to-face lessons, which might influence the quantity and quality of feedback they provide on their peers' lesson plans for three interviewees viewed their peers as inattentive.

This qualitative case study investigated 25 pre-service English teachers' perceptions of the effect of the lesson plans they prepared for the teaching of speech acts and the presentations they gave on them on their professional learning. The findings as to the first research question on the lesson plans demonstrated that the PSTs viewed the lesson plans they prepared a valuable hands-on experience, which in turn attracted their favoring views on the usefulness of the content they implemented and on developing their preservice professional learning. In the similar vein, the findings concerning the second research question on the presentations they made pointed several concerns such as effective teaching for developing professional learning, effective feedback but also lack of enough classmates feedback due to the inattentive students. The findings of the second research question can pave the way for reaching the idea that the more number of classmates provide feedback, the more value could be gauged.

## RECOMMENDATIONS

Considering the fact that the present research is a case study, it is overt that it does not claim to generalize the findings to the wider population. In order to generalize the findings, further studies representing a variety of contexts from different regions of Türkiye can be implemented to bring more insights onto the preservice teachers hands-on activities to design lesson plans. In addition, the data was collected from 25 second-year pre-service English teachers who made presentations on their lesson plans but did not microteach their lessons, which might be postulated to be among the limitations of this study. Therefore, further research in which more first- and second-year PSTs will take part could be carried out and participants can be asked to microteach their lesson plans. Even if this research is conducted with pre-service English teachers, teacher educators training PSTs in distinct subject areas could employ a methodology similar to the one in this study to examine their student teachers' conceptions of going through the process of lesson planning and presenting lesson plans in either online or face-to-face learning environments in the first two years of the initial teacher education program. Last but not least, the methodological soundness can be strengthened by quantitative research methods, which can in turn bring spaces for triangulated results.

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## GENİŞLETİLMİŞ ÖZET

### Giriş

Hizmet öncesi programlarda sunulan teorik eğitimin uygulamaya yönelik olması gerekmektedir. Bu amaç ile hizmet öncesi öğretmenlerin teorik bilginin uygulamada nasıl karşılık bulacağına yönelik eğitim almaları önem arz etmektedir. Tüm öğretmenlerin ders planı hazırlama konusunda aldıkları eğitimin uygulamada mesleki öğrenme ve gelişimleri açısından çok önemli olduğu bilinmektedir. Mesleki öğrenme bir öğretmenin sahip olduğu mevcut inançlarının tutarsızlıkla karşılaştığında gerçekleşir (Davidson, 2001). Bu durumu görebilmek içinse öğretmenin inançlarının neler olduğunu uygulamada görmek gerekir. Nguyen (2017), İngilizce öğretmenlerinin önceki İngilizce öğrenme tecrübelerinin İngilizce öğretim uygulamalarını derinden etkilediğini ifade etmiştir. Benzer şekilde, İngilizce öğretmen adayları, etkili İngilizce öğretiminde neyin işe yarayıp neyin yaramadığına dair kavramlar geliştirmek için önceki İngilizce öğrenme deneyimlerinden faydalanmaya yönlendirilebilir ve bu da mesleki öğrenmelerini etkileyebilir. Phelps ve Spitzer (2015) yaptıkları araştırma çalışmalarında öğretim yaparak öğrenmenin hizmet öncesi öğretmenlerin öğrenimi açısından önemli olduğunu ortaya koymuşlardır. Kısacası, Duran (2017)'nin de ifade ettiği gibi öğretim yapmak öğrenmenin etkili bir yoldur. Bu çalışmanın kapsamında ise hizmet öncesi İngilizce öğretmenlerinin ders planı hazırlamaları esas alınmıştır. İlgili alanyazın incelendiğinde ikinci sınıf İngilizce öğretmen adaylarının söz eylemi öğretimi için ders planlamalarını ve bu planı sunmalarını araştırma konusu edinen herhangi bir çalışmanın olmaması araştırmacıları bu konuda araştırma yapmaya yönlendirmiştir.

Alanyazın incelendiğinde bu çalışmanın araştırma konusunun önemi önceki çalışmalar ile desteklenmektedir. Hourigan ve Leavy'nin (2019) araştırmasında gösterildiği gibi, derslerin planlanması ve uygulanması, öğretmen adaylarının mesleki öğrenimini geliştirmektedir. Öğretmen adaylarının mesleki anlayışına ilişkin geri bildirim, öğretmen adaylarının anlayışını geliştirebilir ve/veya yanlış anlamalarını engelleyebilir. Örneğin, Prilop ve diğerlerinin (2021) çalışması incelendiğinde, öğretmenlerin sınıf yönetimi uygulamaları videoları üzerine uzman geri bildirimi verilen öğretmen adaylarının sınıf yönetimine ilişkin mesleki vizyonlarını geliştirdiğini, uzman geri bildirimi almayanların ise önemli bir gelişme kaydetmediğini ortaya koymuştur. Royo ve Montoya (2021) tarafından yapılan uygulamaya dayalı öğretmen eğitiminde öğretim ve değerlendirme sürecine ilişkin alanyazın taraması, öğretmen eğitimcilerinin ve akranlarının önemli bir rol oynadığını ortaya koymaktadır. Örneğin, Santagata ve diğerlerinin (2018) araştırmasında rapor edilen bulgular, video destekli yöntem dersi alan öğretmen adaylarının yansıtma ve analizlerinin teşvik edilmesi koşuluyla bu dersten en iyi şekilde yararlanabileceklerini göstermiştir.

Hizmet öncesi öğretime dair eğitim programının önemli bir parçası olan öğretmenlik uygulamasında edinilen deneyimler, her bir hizmet öncesi öğretmene özgü olan mesleki öğrenme üzerinde derin bir etkiye sahiptir (Hamilton, 2015). Rozenszajn ve diğerlerinin (2019) araştırmasında, hizmet öncesi öğretmen eğitiminde yapılan öğretmenlik uygulamasının hizmet öncesi öğretmen öğrenimi için çok önemli olduğu gösterilmiştir. Bone ve diğerlerinin (2019) araştırmasında, saha deneyiminde bir akrandan alınan desteğin, hizmet öncesi öğretmenin saha deneyiminden elde ettiği faydayı olumlu yönde etkilediği gösterilmiştir. Mitchell ve Reid'e (2017) göre, "iyi" öğretimi gözlemlemek ve uygulamak ile açık koçluk, hizmet öncesi öğretmenin öğrenmesinde etkili olan unsurlardır. İngilizce öğretmen adaylarının, programın ilk iki yılında ders planlaması yapmanın ve ders planları hakkında sunum yapmanın mesleki öğrenmeleri



üzerindeki etkisine ilişkin görüşlerini inceleyen arařtırmaların azlıđı göz önünde bulundurularak, bu arařtırma ařađıdaki arařtırma sorularına yanıt aramak amacıyla İngilizce öğretmen adayları ile gerçekleştirilmiştir:

1. İngilizce öğretmen adayları çevrimiçi Edimbilim ve Dil Öğretimi dersinde yaptıkları ders planlamasının mesleki öğrenimleri üzerindeki etkisi hakkında ne düşünmektedirler?

2. İngilizce öğretmen adayları ders planları üzerine yaptıkları sunumun mesleki öğrenmelerine etkisi hakkında ne düşünmektedirler?

### **Yöntem**

Bu nitel durum çalışması 25 ikinci sınıf İngilizce öğretmen adayının çevrimiçi Edimbilim ve Dil Öğretimi dersi bağlamında kendi seçtikleri bir söz eyleminin öğretimi için hazırladıkları bir ders planı ile bu ders planı üzerine yaptıkları sunumların mesleki öğrenmelerine etkisi hakkında ne düşündüklerini arařtırmaktadır. Veri, bir nitel anket ve telefonda yürütölen yarı yapılandırılmış mülakatlar aracılığıyla toplanmıştır. Bu çalışmada bu ilke ve yöntemler ile bir nitel durum arařtırmasını benimseyerek 14 haftalık bir akademik takvim süresince veri toplanılmış ve elde edilen veri içerik analizine tabi tutulmuştur. Analize tabi veriyi altı tane anket sorusu ve anket sorularından edinilen bulguları teyit etmek ve derinlemesine görüş alabilmek için yarı yapılandırılmış mülakatlarda üç adet soru ile desteklenmiştir. Elde edilen veri tematik analiz ile bulgu olarak sunulmuştur.

### **Sonuç ve Tartışma**

Analizi yapılan veriler řu temaları ortaya çıkarmıştır: *deđerli bir uygulamalı deneyim, ders planlama sürecinin etkinliđi, söz edimlerinin etkili öğretiminde gelişmiş hizmet öncesi öğretmen mesleki öğrenimi, etkili geri bildirim, dikkatsiz öğrenciler, geribildirim vermeye alışkın olmamak ve son olarak farklı kaynaklardan geribildirim almanın daha iyi olacağı.*

Bu nitel durum çalışmasında yanıt aranan ilk arařtırma sorusu, İngilizce öğretmen adaylarının çevrimiçi Edimbilim ve Dil Öğretimi dersinde ders planlama sürecinden geçmenin mesleki öğrenmeleri üzerindeki etkisi hakkında ne düşündükleridir. Nitel anketten elde edilen bulgular, İngilizce öğretmen adaylarının, seçtikleri bir konuşma edimini öğretmek için bir ders planı hazırlamanın kendilerini uygulamalı çalışmaya dahil ettiđini düşündüklerinden, ders planlamasını mesleki öğrenimleri için etkili olarak algıladıklarını göstermiştir. Katılımcılar, hedef öğrencilerin özellikleri doğrultusunda kullanacakları materyalleri bulma ve/veya geliştirme, prosedür üzerinde düşünme gibi bir öğretmenin yapması gereken titiz bir çalışmayı içeren bir ders planı hazırlama şansı yakaladıklarını ifade etmişlerdir. Katılımcıların bir dersi planlama sürecinin tamamının mesleki öğrenmelerine katkısına ilişkin algıları, Arsal (2014), Ng (2017) ve Özcan ve Gerçek (2019) tarafından gerçekleştirilen çalışmaların sonuçlarını teyit etmektedir; zira bu çalışmalarda katılımcı öğretmen adayları da bir dersi planlama, öğretme ve öğretim performansları hakkında geri bildirim alma konusunda olumlu düşüncelere sahiptir.

Çalışmada yanıt aranan bir diđer arařtırma sorusu ise sunum yapmanın İngilizce öğretmen adaylarının mesleki öğrenimleri için hazırladıkları ders planları üzerindeki etkisini arařtırmaktır. Bulgular, İngilizce öğretmen adaylarının sadece kendi sunumlarından deđil, aynı zamanda akranlarının sunumlarını dinlemekten de fayda sağladıklarını göstermektedir. Uzman geribildirimi almanın önemini vurgulayan Prilop ve arkadaşlarının (2021) arařtırmasındaki sonuçlar, uzman geribildirimi alan öğretmen adaylarının sınıf yönetimi konusunda mesleki bir vizyon geliştirebildiklerini göstermiştir ki bu da dersi veren öğretim üyesinin geribildiriminin İngilizce öğretmeni adaylarının mesleki öğrenmeleri üzerindeki olumlu etkisi açısından mevcut çalışmadaki bulgularla ilişkilendirilebilir.

Sonuç olarak elde edilen bulgular, öğretmen adaylarının hazırladıkları ders planlarını ve bunlarla ilgili yaptıkları sunumları mesleki öğrenimlerinde etkili olarak gördüklerini ortaya

koymuřtur. Mevcut arařtırmanın bir vaka alıřması olduėu gz nnde bulunduruluėunda, bulguların daha geniř bir poplasyona genellenmesi gibi bir iddiasının olmadıėı da anlařılmaktadır ancak bu alıřmanın katılımcıları İngilizce ėretmen adayları olmasına raėmen bulgular farklı alanlardan ėretmen eėiticileri ve ėretmen adayları iin ilgi ekici olabilir.