

## Views and Suggestions of Turkish Teachers on Lesson Plans

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**Abstract:** This study was conducted to determine the views and suggestions of Turkish teachers regarding lesson plans. Within the scope of the research, interviews were conducted with 21 Turkish teachers who volunteered to participate in the study and who had at least five years of professional experience, working in the Keçiören and Pursaklar districts of Ankara. The participants were selected using the criterion sampling method, which is one of the purposeful sampling techniques. The opinions and suggestions of the participants were collected using a semi-structured interview form prepared based on expert feedback. The interviews were recorded and subsequently transcribed. The study was conducted by using the phenomenological research model. Three themes were identified as a result of the analysis. These themes are participants' views on lesson plans, participants' lesson plan preparation processes, and participants' suggestions for lesson plans. The participating Turkish teachers agreed that lesson plans are very important and have a positive effect on both teacher and student success. However, it was found that they held differing views on the preparation of lesson plans. Based on the results of the study, it is recommended that lesson plans be used regularly in educational activities.

**Keywords:** Instructional efficiency, planning in education, student achievement.

## Türkçe Öğretmenlerinin Ders Planları Hakkındaki Görüş ve Önerileri

**Öz:** Bu çalışma, Türkçe öğretmenlerinin ders planlarına ilişkin görüş ve önerilerini belirlemek amacıyla yapılmıştır. Araştırma kapsamında Ankara'nın Keçiören ve Pursaklar ilçelerinde görev yapan en az beş yıllık mesleki deneyime sahip Türkçe öğretmenleri arasından araştırmaya katılmaya gönüllü olan 21 Türkçe öğretmeni ile görüşmeler gerçekleştirilmiştir. Katılımcılar, amaçlı örnekleme yöntemlerinden biri olan ölçüt örnekleme yöntemine göre belirlenmiştir. Uzman görüşleri doğrultusunda hazırlanan yarı yapılandırılmış görüşme formu kullanılarak katılımcıların görüş ve önerileri alınmıştır. Görüşmeler kayıt altına alınmış ve bu kayıtlar daha sonra yazılı doküman haline getirilmiştir. Araştırma, olgubilim modeli kullanılarak gerçekleştirilmiştir. Analiz sonucunda üç tema belirlenmiştir. Bu temalar; katılımcıların ders planlarına ilişkin görüşleri, katılımcıların ders planı hazırlama süreci ve katılımcıların ders planlarına ilişkin önerileridir. Çalışmaya katılan Türkçe öğretmenleri, ders planlarının çok önemli olduğu ve öğretmen ve öğrenci başarısı üzerinde olumlu bir etkiye sahip olduğu konusunda hemfikirdir. Ancak ders planlarının hazırlanması konusunda farklı görüşleri paylaştıkları tespit edilmiştir. Çalışma sonucunda ders planlarının eğitim-öğretim faaliyetlerinde düzenli olarak kullanılması önerilmektedir.

**Anahtar kelimeler:** Öğretim etkililiği, eğitimde planlama, öğrenci başarısı.

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## **Introduction**

Instructional activities can only be successful if they are planned regularly and efficiently (Koç, 2021). Planning in instructional activities is a prerequisite for the predetermination of which activities will be used to achieve the determined goals, how the objectives will be achieved, and how the teaching and learning process will be evaluated. Since education ultimately aims to achieve instructional goals, unplanned activities distract educators from reaching them. If the teaching process is planned effectively, the success of the instructional process will be greater (Senemoğlu, 2013). In this regard, lesson planning is crucial for instruction to be efficient.

Planning in education, in general terms, refers to determining in advance how teaching activities will be carried out in the most rational and organized way (Demirel, 2003). In this context, preparing lesson plans for effective learning is an important professional competence for teachers (Yıldırım and Yıldırım, 2020), since the person who makes the plan should have a command of every stage of the plan and have the necessary foresight for implementation (Akın and Akın, 2020).

Lesson plans are important tools that help teachers plan and organize the educational process. The purpose of lesson plans is to plan the topics to be covered in a particular lesson. When making lesson plans, all the topics in that unit should be taken into consideration. Lesson plans include the planning of teaching-learning activities that will enable students to acquire the desired behaviors within the week to which they are related. A well-prepared lesson plan ensures that the lesson achieves its purpose and guides teachers during the lesson. Planning the activities to be implemented in the teaching process helps to create an effective classroom environment, saves teaching from clutter, saves time, and improves the quality of teaching (Yılmaz and Temiz, 2015).

While preparing lesson plans, teachers ensure that their lessons are more effective and interesting by determining the materials they will use in advance (Fidan, 2012). These plans help teachers present their lessons in a systematic way. A planned lesson process increases student achievement and enables the achievement of teaching objectives. In addition, lesson plans help teachers to be prepared for possible problems they may encounter during the lesson. In this way, teachers can see the possible problems they may encounter in their lessons in advance, be prepared for these problems, and minimize the problems that may occur during their lessons (Demirel, 2020). In general, a lesson plan is an outline of the lesson. Additionally, time can be managed effectively with lesson plans, which are one of the first and most important stages of the planning process of education and instruction (Konyalıoğlu et al., 2002). With lesson plans, undesirable behaviors can be foreseen and prevented (Özaltun Çelik and Bukova Güzel, 2017).

In lessons without a plan, the teacher may not be able to use the activities and materials effectively. As a result, the teaching process may be disorganized, and teachers may have difficulty attracting students' attention. This leads to inefficient lessons and failure to achieve the set goals. Therefore, it is of great importance for teachers to create a detailed and carefully prepared plan for each lesson, both for their own development and for the development of their students. Consequently, studying teachers' views and suggestions regarding lesson plans can contribute to the betterment of instructional activities by engaging in discussion about the importance of planning in education.

Yıldırım and Yıldırım (2020) argue that teachers consider themselves sufficient in terms of their lesson planning competencies (theoretical and practical) related to lesson planning. Additionally, however, they state that most of the teachers have not received in-service training or a special course on lesson planning before. Yıldırım and Gündoğdu (2004) examine teachers'

perceptions of annual and unit plans. They find that although there is a general opinion among teachers about the necessity of annual plans, there are differences of opinion about the necessity of unit plans. According to the findings of the study, teachers face various difficulties in preparing their plans. Yıldırım and Öztürk (2002) found that there are significant relationships between teachers' experience, residential area, and gender variables and their priorities for preparing daily plans. Experienced teachers prioritize the detailed coverage of lesson topics more than their less experienced colleagues. Erden and Dilekçi (2022) state that Turkish teachers see teacher's guidebooks as a need for more productive lessons, and although it is a legal obligation, it is determined that a significant number of them do not make lesson plans, and those who do cannot benefit from these plans at the desired level.

Despite the importance of lesson plans for effective instruction, studies in the literature have concluded that teachers usually neglect planning processes. For instance, Erden and Dilekçi (2022) discussed that a significant portion of the teachers participating in their study did not make lesson plans, and those who prepared lesson plans did not utilize them at a desired level. While MoNE (Ministry of National Education) state that it is compulsory for teachers to prepare annual and daily plans; teachers only prepare annual plans and disregard lesson plans in practice (Öztürk, 2012). The same situation can also be said to be true for Turkish classes and Turkish teachers. Besides, Saygın and Polatlar (2021) stated that the teachers participating in their research used ready-made plans directly or indirectly. If teachers do not make their own lesson plans, the plans may not be fully appropriate to students' needs. On the other hand, in the international context, Ratnawati (2017) conducted a study to develop a more effective lesson plan for adult English for special purposes courses at a private university. For this purpose, she created a new lesson plan model. The research showed that the new lesson plan improved students' English skills and increased their interest in the lessons. Sabetra and Aziz (2021) conducted a study to examine and understand the components of lesson plans related to classroom management. The study emphasized that lesson plans are an important element of creating a well-managed and organized classroom environment.

It can be said that there is a considerable amount of research on different aspects of lesson plans with pre-service teachers (see e.g., Aşıroğlu and Koç Akran, 2018; Coşkun et al., 2009; Karagöz et al., 2017) in various subject areas (Büyükbayraktar and Kurban, 2023; Kaya, 2023; Koyunkaya and Daştan, 2019). However, the number of studies conducted with Turkish teachers who are actively working in schools is limited. In other words, when the literature was examined, no study was found that included the views and suggestions of Turkish teachers about lesson plans. In this context, it can be concluded that there is a need to examine the views and suggestions of Turkish teachers about lesson plans. Therefore, this study aimed to examine the views and suggestions of Turkish teachers about lesson plans. For this purpose, answers to the following questions were sought:

1. What are the views of participants about lesson plans?
2. What do the participants pay attention to and how do they proceed when preparing lesson plans?
3. What are the participants' suggestions for lesson plans?

## **Method**

### **Research Model**

Aiming to determine the views and suggestions of Turkish teachers on lesson plans, this study was conducted by utilizing a qualitative approach. Specifically, this study utilized phenomenological research model. Phenomenology is a method in which the researchers identify the nature of participants' experiences in relation to a phenomenon as understood by participants (Creswell, 2009). Given that this study aimed to unearth the meanings that lie deep in the minds of educators about lesson plans, phenomenology as a research model was deemed suitable since it can help the researchers to focus on the mutual meaning and interpretations of Turkish teachers about lesson plans (Merriam and Tisdell, 2015).

## Participants

Participants of the study were determined according to criterion sampling, one of the purposeful sampling methods, among Turkish teachers in Ankara. Criterion sampling can consist of individuals, events, objects, or situations whose observation units have certain characteristics in the research to be conducted. In this case, units (objects, events, etc.) that meet the criteria determined for the sample are included in the sample (Büyüköztürk et al., 2016).

While selecting the participants, attention was paid to the fact that they were working in Ankara province, were Turkish teachers, and had at least 5 years of professional experience in order to be experienced in lesson plans. While forming the participants of this study, attention was paid to diversify the schools where the participants work. For this reason, 21 Turkish teachers working in middle schools, imam hatip (religious) middle schools, and imam hatip high schools affiliated with the Ministry of National Education in Keçiören and Pursaklar districts of Ankara province, who have at least 5 years of professional experience and who volunteered to participate in the study, were selected according to the criterion sampling method. Participant characteristics are presented in Table 1.

**Table 1**

*Participants of the Study*

		Frequency	Percentage	Total
Gender	Male	9	42.9	21
	Female	12	57.1	
School Type	Middle School	13	62	21
	İmam Hatip (Religious) Middle School	4	19	
	İmam Hatip (Religious) High School	4	19	
Age Distribution	26-30	1	4.8	21
	31-35	7	33.3	
	36-40	7	33.3	
	41-45	3	14.3	
	55 or older	3	14.3	
Education	Undergraduate	18	85.7	21
	Master	3	14.3	
	Education	18	85.7	21

Type of the Graduation School	Science and Literature	3	14.3	
Seniority	6-10	4	19	21
	11-15	9	42.9	
	16-20	3	14.3	
	21-25	3	14.3	
	25 or longer	2	9.5	

### **Data Collection Tool**

The data collection tool for this study included two sections. The first section is the personal information form and the second one is the interview protocol. In the personal information form, questions such as gender, age, educational status, grade level, experience as a teacher and which faculty they graduated from were included.

In addition to the personal information form, the data collection tool included an interview protocol, which was a semi-structured interview protocol consisting of 11 questions. The development of the interview protocol followed a systematic process to ensure content validity. First, a draft pool of 17 questions was prepared by taking the relevant literature into consideration about lesson plans and planning in education (e.g., Coşkun et al., 2009; Erden and Dilekçi, 2022; Yıldırım and Gündoğdu, 2004; Yıldırım and Yıldırım, 2020). After that, these questions were presented to three subject matter experts (an academician specializing in qualitative research, an education inspector, and an experienced Turkish teacher) who reviewed the questions and suggested corrections. In line with the expert opinions, the interview questions were clarified, and the number of questions was reduced by combining similar statements or removing them. For example, the academician specializing in qualitative research suggested to remove some questions in the initial form since he thought that they were simply yes or no questions, which would limit the possibility of participants' discussion of their experiences and views about the lesson plans in depth. The other expert suggested the removal of some questions as well. For instance, the initial form included "Which learning outcomes do you find most difficult to implement? What do you do to overcome the challenges you experience" question. Judging that it was not relevant to the research topic, it was removed per expert suggestion. Similarly, another expert, the Turkish teacher, reworded some of the questions. For instance, the initial form included the question: "In your opinion, what should a teacher pay attention to when preparing a lesson plan?" Per the correction, it was changed to "What process do you follow when preparing your lesson plans? Specifically, what do you pay the most attention to during this preparation?"

### **Data Collection Process**

In this study, 21 Turkish teachers were interviewed individually using a semi-structured interview protocol to obtain the views and suggestions of Turkish teachers working in Ankara about lesson plans. Before the interviews, the participants were informed about the interview and the interview process and asked to fill out the personal information form. It was stated that the interviews would be recorded with a voice recorder with the permission of the participants, and it was tried to make the participants more comfortable by stating that the voice recordings would not be shared with anyone and their names would not be used anywhere. Some of the interviews were then recorded with a voice recorder with the participants' permission. Since some participants did not give permission for voice recording, the interviews with them were recorded by taking notes.

To ensure a comfortable environment that would allow participants to express themselves more freely and to not cause extra burden on participants in terms of transportation problems, the interviews were held in schools where participants work. That is, the first author visited schools where participants work and conducted the interviews. Specifically, the interviewer alongside the participation of the interviewees tried to find secluded and quiet areas at schools such as the teachers' staff rooms during off-duty hours or private meeting spaces within the schools. Before commencing, each participant was briefed on the study's scope and the ethical framework regarding confidentiality; subsequently, they were provided with an informed consent form, which they signed and handed back to the interviewer form. The interviews, on general, lasted between 30 and 50 minutes.

### **Data Analysis**

Since the data obtained as a result of the interviews with Turkish teachers within the scope of this research were recorded with a voice recorder, these data were first transferred to the computer environment, listened to several times and then transcribed into written documents. The documents obtained were given names such as P1, P2, P3... according to the order of the interviews with the participants. Then, the documents and the audio recordings were compared again and the missing or incorrect parts were corrected. In transcribing the interviews, no changes were made to the participants' answers, and the answers of the participants were kept as they were to provide authenticity.

The data obtained after the data editing procedures were analyzed with the content analysis method. Content analysis requires a detailed examination of the collected data and the identification of concepts, categories and themes that explain the data. In content analysis, the focus is on the collected data; codes are extracted from events and phenomena that are frequently repeated in the data set or emphasized by the participant. Codes are organized into categories and categories are organized into themes (Baltacı, 2019).

In qualitative research, various software programs facilitate the data analysis process for researchers. These programs enable the systematic evaluation of qualitative data and allow for rapid access to coding and relevant sections during analysis. MAXQDA program was used for coding the data in this study. This software contributes to validity by enabling the procedures to be carried out easily and quickly. The transcripts created from the qualitative data obtained in this research were transferred to this program and codes were first created, and then the codes were reviewed and themes were reached.

In preparation for the data analysis process, the raw recordings of interviews were transcribed verbatim and imported to MAXQDA for maintaining data integrity. Then, the analysis followed a multi-stage coding process as outlined by Braun and Clarke (2006). First, the transcripts were broken down into discrete units (primary codes) to capture emergent and recurring concepts directly from the participants' responses. These primary codes were then iteratively reviewed and refined through to identify relationships and patterns across the dataset. Finally, these categories were synthesized into overarching themes that represent the core phenomena of the study. The codes, categories and themes were defined and named, which were used to produce the findings of the study.

### **Reliability and Validity (Trustworthiness)**

To ensure the reliability and validity of the study, specific strategies were employed. For example, Lincoln and Guba (1985) suggested member checking, which is a useful technique to confirm the data obtained from the research and the results, and interpretations of these data reached by the researcher with the sources from which the data were obtained, and that this can help the researcher to understand how adequate the results obtained in this way are in expressing the truth. As a result of the interviews conducted for this research, some participants were contacted and their opinions were collected on the results and interpretations. The participants stated that the results and interpretations represent the reality. Another technique was prolonged engagement—spending an adequate amount of time in the natural context where the phenomenon of the study occurs (Lincoln and Guba, 1985). Given that the first researcher of this study is a Turkish teacher working at a state school in Ankara, he has spent a considerable time in the natural context of the study, thereby immersing himself in phenomenon of the study and having enough experience in relation to phenomenon. The final strategy was ensuring intercoder agreement. Intercoder agreement refers to the degree of agreement among two or more coders in a qualitative study and 80–90% range of agreement is considered to be the minimum level agreement (Saldaña, 2013). In this study, the first researcher analyzed the dataset and created the initial codes. After that, these initial set of codes were checked by the second author. This iterative process allowed to check the level agreement between two researchers, results of which showed that the level of agreement between them was in the acceptable range.

### **Ethical Considerations**

Before starting the study, an application was made to the Ethics Committee of the University with which the researchers are affiliated with. The application was examined by the board and the approval of the board was obtained (number 2023/03-17 on 25.04.2022). After the board decision was taken, research permission was obtained from Ankara Provincial Directorate of National Education in order to conduct interviews with the participants. Additionally, before the interviews were conducted, the participants were given detailed information about the interview process and how and where the data obtained at the end of this process would be used, and it was stated that the confidentiality and privacy of the information and participant identities would be protected. No coercion or pressure was applied to the participants. Interviews were conducted after obtaining the written consent of the participants, i.e., participants signed an informed consent form. The records obtained as a result of the interviews and the documents of these records were kept on a password-protected computer.

### **Results**

In line with research questions of the study, results section constitutes of three major themes, congruent with research questions. In the first, the study presents participants' views on lesson plans. In the second, the study detail participants' process of preparing lesson plans. Finally, in the third and last part, results put forward suggestions of participants regarding lesson plans.

#### **Participants' Views About Lesson Plans**

In line with the first research question of the study, participants' views on lesson plans are presented here. In doing so, participants' views about lesson plans are divided into three categories: (1) Participants' views on lesson plans being compulsory, (2) Participants' views on importance of lesson plans and (3) Participants' views about necessity of lesson plans.

#### ***Participants' Views on Lesson Plans Being Compulsory***

**Table 2**

*Participants' Views on Lesson Plans Being Compulsory*

Codes	Participants
Lesson plans increase efficiency	P1, P2, P3, P6, P7, P8, P9, P11, P15, P16, P19, P20
Lesson plans help teachers to be prepared	P2, P4, P6, P9, P10, P12, P13, P14, P15, P16, P17, P18
Lesson plans increase success	P2, P5, P8, P10, P11, P13, P14, P21

***Lesson Plans Increase Efficiency.*** Some of the participants in the study stated that the MoNE's requirement to make lesson plans helped teachers to use their time more effectively and as a result, efficiency in lessons increased. Participants also emphasized that if lesson planning was not compulsory, some teachers would not make lesson plans, and then especially novice teachers would encounter problems to teach their lessons effectively. However, some of the participants in the study expressed a negative opinion about making lesson plans compulsory and stated that people do not like things that are compulsory, so lesson plans should not be compulsory. Specifically, P15 mentioned: *"Many people would not make lesson plans if they were not compulsory. The MoNE knows this and therefore makes it compulsory. If it was left to voluntary work in such an important issue, plans would not be made."*

***Lesson plans help teachers to be prepared.*** Participants stated that lesson plans are useful for teachers to come prepared for their lessons, and that teachers who come to class prepared are more useful to their students because they know what to do in their lessons. It was also emphasized that the lessons were more productive when the things to be done in the lesson were designed in advance and put in a certain order before the lesson. It was stated that the preparedness of the students increased when the teachers came prepared to the lessons and that there were no problems in attracting students with different levels of readiness to the lessons. They also emphasized that teachers who plan their lessons have a good command of the educational processes, can anticipate the problems that may arise in their lessons and thus prepare for the problems that may arise. For example, P6 said: *"Lesson plans allow us to consider different situations that may occur during the lesson."* Similarly, P10 argued: *"Thanks to the plans, we know in advance what we will do in the lesson, design them and put them in a certain order."*

***Lesson plans increase success.*** The majority of the participants stated that making lesson plans compulsory has a positive effect on success. It was stated that lesson plans increase the teacher's mastery of the lesson in the education process and facilitate reaching students at different levels, thus achieving the goals more quickly and regularly. It was also stated that thanks to lesson plans, both teachers' and students' achievements increase, and as a result of this increase, teachers start to enjoy their profession more. About this point, while P2 noted that *"the purpose of making lesson plans compulsory is to ensure that the subjects are taught in an organized manner and that the desired goals of the lessons are achieved,"* P5 added: *"In this way, teachers do their duties better. Students of teachers who teach in a planned way are successful."*

***Participants' Views on Importance of Lesson Plans***

As a result of the analyzes, it was seen that the opinions of the participants can be gathered around three codes under this category: “Pre-lesson effect of lesson plans,” “The effect of lesson plans on actual teaching” and “Effect of lessons plans on achievement.” Participants in their answers to these codes are shown in Table 3.

**Table 3**

*Participants’ Views on Importance of Lesson Plans*

Codes	Participants
Pre-Lesson Effect of Lesson Plans	P1, P2, P3, P5, P7, P8, P9, P10, P11, P12, P15, P16, P18, P19, P20, P21
The Effect of Lesson Plans on Actual Teaching	P1, P2, P4, P5, P6, P7, P8, P9, P10, P12, P13, K14, K15, K17, K19, K21
Effect of Lessons Plans on Achievement	P2, P3, P5, P6, P7, P8, P9, P11, P12, P13, P16, P19, P21

***Pre-Lesson Effect of Lesson Plans.*** Most of the participants stated that it is crucial to plan teaching processes. Thanks to the plans, it is emphasized that teachers can reach educational goals, that the inconsistencies that may occur in the teaching processes are prevented. Participants stated that it is very important for teachers to prepare for their lessons by making lessons plans and that the subjects to be studied in the course can be adjusted in accordance with the level of the class. In addition, thanks to the plans made, the problems that may occur in the courses and the questions that may come from the students can be prepared and the methods and techniques to be used in the courses will be decided correctly. Specifically, P7 stated: “*Thanks to lesson plans, we can determine what we do in the course that day...*”

***The Effect of Lesson Plans on Actual Teaching.*** The participants stated that the time was used correctly and effectively thanks to the lesson plans. It was emphasized by the participants that the mastery of the course and the subject is increased, and that the students are better motivated and that the disciplinary problems decrease in the classes. In addition, some participants stated that they have reserved time in their plans and that all level students can be addressed through the plans made according to the class level. P1 maintained: “*There will be a more effective teaching process with the lesson plan. This process will be more effective for both teachers and students.*”

***Effect of Lessons Plans on Achievement.*** Participants stated that the lesson plans contribute to the success of the student and teacher, that the efficiency of both the teacher and the student increases in the planned courses, that the plans made by taking into consideration the interests of the students increase success and enable permanent learning to take place thanks to the planned courses. They stated that the respect of the students will increase for the teacher who prepares a lesson plan. Moreover, it is emphasized that the appropriate measurement process for the courses can be completed, the evaluation process can be performed successfully, and information can be obtained about whether permanent learning has been realized.

***Participants’ Views about Necessity of Lesson Plans***

The analysis revealed that participants' views regarding necessity of lesson plans were categorized into two codes: "Inefficient use of time and the consequences of lack of planning" and "Challenges in conducting lessons." These codes are presented in Table 4.

**Table 4**

*Participants' Views about Necessity of Lesson Plans*

Codes	Participants
Inefficient Use of Time and the Consequences of Lack of Planning	P1, P2, P4, P5, P7, P8, P9, P10, P14, P16, P19, P21
Challenges in Conducting Lessons	P3, P4, P5, P6, P9, P11, P13, P15, P17, P18, P20

***Inefficient Use of Time and the Consequences of Lack of Planning.*** Participants stated that in classes without a lesson plan, they particularly struggle with managing time effectively and cannot allocate time properly during lessons. As a result, they noted a decrease in student motivation, making the class dull and unproductive for students. They expressed that they were unable to cover the topics they intended within the allotted time, leaving topics to the next session, and this accumulation cause them to consistently fall behind the annual plan.

Participants emphasized that lesson plans allow for both the lesson and weekly class hours to be utilized effectively, whereas the absence of a lesson plan resulted in inefficient use of class time. They also highlighted challenges such as being unable to determine the appropriate time to introduce new topics, experiencing disruptions in their lessons due to uncertainty about what to do, and unnecessarily extending the time allocated for certain topics, leading to incomplete coverage of material. Furthermore, they stressed that when time management issues arise, learning objectives cannot be achieved at the right time, causing disruptions in the annual plan.

A lesson plan ensures that the lesson is more productive and time is used efficiently. If we cannot manage time well, we cannot cover the topic we intended within that class period, leaving it to the next lesson. Consequently, problems arise in achieving the learning objectives we aim for. In short, an unplanned lesson is also an unproductive one (P10).

***Challenges in Conducting Lessons.*** The majority of participants stated that when describing lessons they conducted without a lesson plan, they struggled the most with introducing the lesson effectively and failed to make the introduction engaging. As a result, they found it challenging to capture students' attention, which led to decreased motivation and limited active participation from students. Participants also mentioned that in the absence of lesson plans, they attempted to prepare students for the lesson by using engaging questions at the beginning to assess prior knowledge, then proceeded by guiding students to the topic or breaking the topic into segments.

Some participants expressed difficulties in providing appropriate examples during lessons, noting that the examples they gave in unplanned lessons were simpler compared to those in planned lessons. One participant reported struggling to address the students' level in lessons without a lesson plan. Most participants emphasized that unplanned lessons were less effective than planned

ones, causing disruptions, leading to some topics being unintentionally overlooked or skipped. A few participants mentioned that when teachers are unprepared for their lessons, complete learning does not occur.

The most common challenges participants faced in unplanned lessons included uncertainty about when and where to pause, difficulty in deciding which materials to use, deviating from the topic, and selecting activities unsuitable for the subject matter. As an example of challenges encountered by Turkish teachers in unplanned lessons, P3 said: “*I may not use the lesson time effectively. There may be challenges in achieving the objectives specified in the learning outcomes. Some topics may be forgotten or unintentionally skipped.*” Moreover, P9 discussed: “*When I do not prepare a lesson plan, time management becomes one of my biggest challenges. Being unprepared for the topic also prevents students from achieving complete learning.*”

### **Participants’ Process of Preparing Lesson Plans**

In terms of research question 2, participants’ process of preparing lesson plans are divided into two categories: (1) How participants utilize technology when preparing lesson plans, (2) Challenges participants encounter when preparing lesson plans.

#### ***How Participants Utilize Technology When Preparing Lesson Plans***

Based on the analysis, participants’ approaches on utilizing technology when preparing lesson plans were grouped into four main codes: “The Effect of Technology on Lesson Plan Preparation,” “Storing Lesson Plans,” “Accessing Resources and Ready-Made Plans,” and “Not Using Technology.” Participants who provided responses related to these codes are presented in Table 5.

**Table 5**

#### ***How Participants Utilize Technology When Preparing Lesson Plans***

Themes	Participants
The Effect of Technology on Lesson Plan Preparation	P1, P3, P4, P7, P10, P11, P12, P13, P14, P15, P17, P18, P21
Storing Lesson Plans	P2, P3, P5, P8, P9, P12, P15, P20
Accessing Resources and Ready-Made Plans	P2, P4, P5, P6, P9, P20, P21
Not Using Technology	P7, P16

***The Effect of Technology on Lesson Plan Preparation.*** Participants stated that technology had a positive impact on the process of lesson planning and teaching. They highlighted that technology allow them to prepare their lesson plans quickly and easily. The use of technology facilitated easier access to information, enriching the content of their plans and addressing gaps in their lesson preparation. They emphasized that with the incorporation of technology in education, lessons could appeal to multiple senses of students, resulting in lesson plans being prepared with richer content.

Some participants pointed out that, unlike in the past when lesson plans were handwritten, today lesson plans are created using ready-made templates where necessary adjustments can be

made, allowing teachers to avoid writing plans repeatedly. One participant suggested that short and effective videos, relevant to the subject, should be included in lesson plans, while another emphasized that activities to be used on smart boards should also be incorporated into lesson plans. Additionally, participants expressed the need for training for teachers on how to use technology effectively and noted that distance education, which became prominent during the pandemic, should also be included in lesson plans. Some excerpts from the dataset about this point include: “*The use of technology has made many things easier, including lesson planning.*” (P3), “*I believe that the use of technology has positively contributed to both the lesson planning and teaching processes.*” (P4), “*We cannot deny that technology provides great convenience in preparing lesson plans.*” (P7).

**Storing Lesson Plans.** Participants stated that technology made their work easier by allowing them to have their lesson plans accessible anytime and anywhere. They mentioned that, as a result, they were relieved from the burden of carrying physical documents and could check their plans whenever needed. One participant mentioned creating an archive of their lesson plans on their computer and referring to these plans whenever necessary. Additionally, participants emphasized that technology facilitated the printing of their lesson plans.

**Accessing Resources and Ready-Made Plans.** Participants stated that mobile applications and online resources made lesson planning easier, providing them with access to an unlimited range of sources through the internet. They emphasized that using these resources enabled them to create more effective lesson plans. Additionally, participants mentioned that they could easily access ready-made plans through various websites and mobile applications, without much effort.

One participant noted that downloading ready-made plans without reviewing them negatively affected both students and teachers. Another participant emphasized that using pre-made plans had drawbacks, as these plans often brought various issues with them. Interestingly, P2 argued: “*Today’s technology, the internet, negatively affects not only students but also us teachers. Since all kinds of plans are readily available in these environments, they are downloaded and reproduced without being reviewed.*”

**Not Using Technology.** A participant stated that they believed technology was useful in the lesson planning process but preferred not to use it. Another participant mentioned that preparing lesson plans with pen and paper felt more authentic to them, which is why they continued to plan lessons this way.

### **Challenges Participants Encounter When Preparing Lesson Plans**

As a result of the analysis, it was observed that the challenges that the participants’ encounter when preparing lesson plans can be grouped around two main codes “Curriculum and Other Issues” and “Student Needs.” Participants who responded to these codes are shown in Table 6.

**Table 6**

#### *Challenges Participants Encounter When Preparing Lesson Plans*

Codes	Participants
Curriculum and Other Issues	P1, P3, P4, P5, P7, P8, P11, P12, P13, P16, P19, P20, P21

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Student Needs	P5, P6, P8, P9, P10, P11, P12, P13, P17, P20, P21
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**Curriculum and Other Issues.** In terms of the most common challenges teachers face while preparing lesson plans, participants pointed out the excessive responsibilities, class hours, and learning objectives as major factors. Some participants specifically emphasized that the lack of sufficient time allocated for some learning objectives that require detailed explanations in the annual plans made the lesson planning process more difficult. Additionally, the heavy workload and unscheduled holidays, which were not mentioned in the annual plans, were also cited as problems encountered during lesson preparation.

Participants also expressed difficulties in including activities, materials, and assessments for both in-class and out-of-class activities in their plans. Some noted that lesson plans often contain unnecessary details, which led them to adapt ready-made plans instead of writing new ones from scratch. To address this issue, they suggested that the MoNE should provide ready-made lesson plan templates, and teachers should use these templates to avoid wasting time.

One participant shared that due to inspection concerns, finding ready-made plans on the internet caused their plans to deviate from their functional purpose and made them less applicable. Overall, participants agreed that requiring lesson plans to be written on paper led to waste, and instead, they suggested that plans should be submitted electronically.

**Student Needs.** Most participants expressed that the main challenges they encounter when preparing lesson plans stem from the differing interests and abilities of students, their low levels of readiness, and their lack of interest in the lessons. Some participants mentioned that they struggled to select materials that would capture students' attention, attributing this difficulty to the unpredictability of the students' responses. Others identified the primary issue as the mismatch between the teaching methods and techniques used in class and the individual readiness levels of students, making it difficult to create lesson plans that cater to students' varying levels. P8's remarks about this issue is critical:

The most frequent problem I face is students' low levels of readiness. This negatively affects my lesson plans. Especially in classes where there is no concern about grades from students, students' attitudes reflect this, which impacts my teaching. Another issue is the level differences within the classes.

### Participants' Suggestions About Lesson Plans

Based on the analyses conducted, it was observed that participants' suggestions regarding lesson plans can be categorized under five codes: "Content of Plans," "Actions to Be Taken by Teachers," "Incorporating Diversity," "Student-Centered Approaches" and "Use of Technology and Materials." Participants addressing these codes in their responses are presented in Table 7.

**Table 7**

#### *Participants' Suggestions About Lesson Plans*

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Codes	Participants
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Content of Plans	P1, P3, P5, P8, P10, P11, P13, P16, P17, P20, P21
Actions to Be Taken by Teachers	P2, P3, P4, P6, P7, P8, P13, P17, P20
Incorporating Diversity	P1, P2, P5, P8, P9, P15, P17, P21
Student-Centered Approaches	P4, P5, P9, P11, P16, P19
Use of Technology and Materials	P10, P11, P12, P14, P15, P21

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**Content of Plans.** Participants emphasized several key considerations for structuring lesson plan content. They noted that lesson plans should be designed to facilitate more effective instruction and, in particular, that the introduction sections of lessons should be prepared to capture students' attention. They stressed the importance of setting realistic objectives while developing plans and working towards achieving those objectives, focusing on real-world contexts, and avoiding the inclusion of unattainable goals in lesson plans. Additionally, they highlighted the necessity for lesson plans to be flexible, incorporate periodic reviews of previously covered topics, and establish connections with prior learning experiences.

**Actions to Be Taken by Teachers.** Participants emphasized the importance of teachers thoroughly understanding the characteristics of the classes they teach and creating lesson plans tailored to each class's needs. They stated that teachers should dedicate sufficient time to planning, especially at the beginning, as this investment would enable them to create plans effortlessly in the future, conduct their lessons effectively and efficiently, and ultimately enhance their success. Additionally, it was noted that some learning outcomes might be postponed or omitted based on students' levels of understanding, allowing teachers to allocate more time to outcomes that are not fully comprehended. Some participants highlighted the need to consider real-life situations, emphasizing the importance of developing lesson plans that can be implemented in the classroom and tailored specifically for each class.

A teacher should be able to postpone or omit certain learning outcomes based on the situation in their class. They should make this decision according to the specific needs of their class. By doing so, they can allocate additional time to outcomes that the class is falling behind on or that are deemed more important. (P13).

**Incorporating Diversity.** Participants pointed out that students differ from one another due to factors such as the geography they live in, the culture they are raised in, their family structures, and the location of their schools. They emphasized that these differences result in varying levels of readiness among students, and lesson plans should be designed with these differences in mind. Especially, P9 noted: "*I believe that flexibility can be incorporated into planning based on geographical conditions, local culture, the location of the school, and the socio-economic status of families.*"

**Student-Centered Approaches.** Participants emphasized that students' characteristics should be taken into account when preparing lesson plans to enhance their motivation. They stated that lesson plans should not remain theoretical but should be practical and tailored to classroom applications. Additionally, they highlighted the importance of designing lesson plans that promote high levels of interaction with students.

***Use of Technology and Materials.*** Participants emphasized that lesson plans should be designed according to current needs and technologies. They highlighted that teachers must continually develop themselves and reach a certain level of proficiency in technology usage. It was pointed out that lesson plans that do not meet the needs of today's conditions should be replaced with those that effectively incorporate technology. Such plans, it was argued, would motivate students more, and the materials used should be carefully selected to support this goal. Furthermore, it was stated that teachers lacking in these areas should address their deficiencies through in-service training and courses.

### **Discussion and Conclusion**

The majority of the participants indicate that lesson plans positively influence success and that every teacher should prepare lesson plans. Duyar (1989), Senemoğlu (2013), Sünbül (2011), Öztürk (2012), Yaylacı (2013), and Bozdoğan and Ağırbaş (2022) have all stated that a well-structured teaching process improves success. Yıldırım and Yıldırım (2020) and Atik (2021) agree on the necessity of teachers preparing lesson plans. Senemoğlu (2013) note that when the teaching process is effectively and well-planned, the success of the process will also be high. Sünbül (2011) state that lesson plans would contribute to the success of both teachers and students, and the implementation would be more effective. Bozdoğan and Ağırbaş (2022) conclude that a lack of planning in the learning process reduces the chances of success. The consensus between the finding about positive influence of lesson plans and the literature highlights that lesson planning is seen by practitioners not just as a formal obligation but as a vital determinant of success in education. In other words, these results indicate that the nature of teaching is inherently associated with systematic preparation that ensures instructional quality (Richards, 1998).

Participants mention that lesson plans help them to avoid aimlessness and achieve their goals more quickly. Demirel (2020), Yeşilyurt (2020), and Erden and Dilekçi (2022) note that lesson plans speed up the process of reaching educational objectives, facilitate it, and guide teachers throughout the teaching process. Karaca (2006) state that planned teaching ensures the shortest route to achieving goals. The findings imply that lesson plans take the role of cognitive lighthouse for teachers, and hence, they reduce anxiety for Turkish teachers. Based on this, it can be argued that lesson plans eliminate aimlessness and lead to rigorous Turkish instruction.

Participants express that lesson plans should be flexible, and rigid plans are difficult to implement. The Ministry of National Education (MoNE, 2017) emphasized that lesson plans should be flexible, considering student characteristics. These findings indicate that teachers are adhering to the competency specified by the MoNE. In this lieu, the alignment between Turkish teachers' preference over flexibility in lesson plans and MoNE's suggestions hints at the internalization of recent standards by Turkish teachers. What is more, it can be inferred that the move from the rigid to flexible planning is a reflection of the desire of Turkish teachers for autonomy, which can help Turkish teachers to prioritize students' needs and interest over bureaucratic documentation. The desire of Turkish teachers for autonomy aligns with international trends as well. For instance, OECD (2024) emphasizes that curriculum flexibility is a vital part of modern educational reform, allowing teachers to bridge the gap between centralized policy and diverse classroom conditions. Similarly, Priestley et al. (2015) discuss that teacher agency is not an inherent trait; rather it is an ecological achievement, i.e., it is significantly hindered when planning requirements consider administrative compliance more than it does so for pedagogical responsiveness.

Participants note that instead of using pre-made lesson plans, they adapt them according to their needs. Kılıç (2010) discuss that teachers have differing opinions on using pre-made plans, and Saygın and Polatlar (2020) argue that pre-made plans might restrict flexibility, highlighting the need for teachers to create their own plans. Öztürk (2012) mention that teachers made modifications and adaptations when using pre-made plans. The tendency toward adaptation of pre-made plans implies that one-size-fits-all approach to lesson planning is not desired for Turkish instruction where diverse classroom settings need to be welcomed. This situation can be read as a sign of Turkish teachers' maturity since they aim to tailor their planning to fit the environment they teach rather than passive implementation of pre-made plans. The rejection of a one-size-fits-all approach resonates well with international contexts and trends as well, such as those described by Biesta et al. (2015). When teachers reject one-size materials and create their own based on the local conditions they are surrounded with, they are moving from being mere technicians of the curriculum to architects of learning. Such adaptive behavior from teachers is essential for maintaining instructional quality worldwide.

Regarding the compulsory nature of lesson plans, some participants express positive views, while others hold negative opinions. Those with positive views state that lesson plans make lessons more efficient and that without compulsory plans, some teachers might neglect planning. Akpınar and Özer (2008) conclude in their research with school administrators and teachers that teachers believe lesson plans should not be a legal requirement. Öztürk (2012) adds that although history teachers are required to prepare annual and daily plans, many only create annual plans. Yıldırım and Gündoğdu (2004) point out that teachers agree on the necessity of annual plans but disagree on the necessity of unit plans. This study discusses that the tension between positive and negative views on lesson plans being compulsory points out that while the value of planning is recognized, the bureaucratic burden of documentation might be a point of contention among Turkish teachers. As a result of, it can be said that policymakers should focus more on functional utility than legal necessity and formal documentation. In line with this, Farrell (2002) suggest that while teachers generally value the benefits of planning, they often resist *pro forma* documentation that acts as a control mechanism of their work rather than a supporter of student learning. Similar considerations are also voiced by Lima et al. (2024).

Participants state that sharing lesson plans with students would help them come to class prepared and positively impact their success. Ceyhun et al. (1999), İşman and ESKİCUMALI (2003), Terzi (2002), Güven (2004), and Yıldırım (2023) all note that involving students in the preparation of lesson plans has a positive effect on the lesson's effectiveness and increasing student success. Tok (2023) state that knowing the objectives would motivate students and help them focus on the subject. Inclusion of students in preparing lesson plans and presenting them with lesson plans can aid Turkish teachers to create a democratic classroom, where students can feel that they are contributing members of the learning environment as well, not just passive receivers of information. This transparency of lesson plan sharing can also result in a shared sense of responsibility among students.

Participants argue that they face various difficulties in unplanned lessons, such as forgetting certain topics unintentionally, and mentioned that their success decreased in these lessons. Yıldırım and Öztürk (2002), Öztürk (2012), and Aykaç (2018) note that the success of a lesson is dependent on planning, and success decreases in lessons without plans. Taşdemir (2006) argue that in lessons without plans, no success beyond chance can be achieved, and Bozdoğan and Ağırbaş (2022) concluded that the lack of planning in the learning process reduces success. Based on this finding

and relevant literature, it is reasonable to conclude that unplanned teaching is at risk of cognitive overload for teacher, which can diminish instructional effectiveness in Turkish lessons. Said another way, unplanned lessons in Turkish teaching decreases the chances of achieving the outcomes of lessons.

Participants mentioned that they utilized the Turkish Language Curriculum while preparing their annual plans and that every teacher should examine the curriculum for their own subject. Sünbül (2011), MoNE (2017, 2022), Gözütok (2021), Güven (2021) and Güven (2022) state that lesson plans should be developed using the curriculum for the subject being taught. Oğuz and Bayındır (2009) posit that nearly half of the teachers participating in their research prepare their lesson plans based on the curriculum goals for their subject, and Öztürk (2012) add that teachers prepare plans according to the curriculum and continued using them as long as the curriculum remained unchanged. In this context, this study argues that unplanned teaching is at the risk of cognitive overload for the teacher, which can diminish instructional effectiveness. This finding attests that Turkish teachers' high reliance on the Turkish Language Curriculum demonstrates that they view the official curriculum as their authoritative source. Based on this, it should be discussed that any potential reform or improvement attempt in Turkish teaching should be effectively integrated into curriculum to ensure classroom-level implementation.

Participants indicate that they place more emphasis on the introduction section of lesson plans. Yıldırım (2023) note that teachers believed drawing attention and motivating students at the beginning of the lesson is crucial for the course's continuation. Ergin et al. (1999) mention that despite teachers being aware of the importance of attracting attention and motivating students in teaching and learning, these activities are not sufficiently implemented.

Participants report that they consider students' interests and levels as well as the surrounding environment of the school when preparing lesson plans. MoNE (2017) state that lesson plans should be prepared considering environmental conditions, including the available resources and limitations of the environment. Tannriseven (2019) note that the characteristics of the teacher, students, and the teaching environment should be taken into account when preparing plans, and Taşdemir (2006) indicate that teachers partly utilize environmental factors in their planning. Oğuz and Bayındır (2009) put forward that about half of the teachers considered students' characteristics, environment, interests, and needs in their lesson plans. These findings indicate that Turkish teachers strive to create a learning environment where physical and social context are taken into consideration. As a result, it can be said that effective planning is a localized activity that must reflect the reality of students.

Participants emphasize that technology facilitates the preparation and storage of lesson plans and enriches content, and that student success increases in technology-based lessons. Karagöz et al. (2017), Koyunkaya and Daştan (2019), and Serttaş et al. (2020) indicate that using technology in lesson planning and education increases student success. Yavuz and Coşkun (2008) note that using technological tools in lessons makes the lessons more enjoyable, enhances understanding of topics, and facilitates comprehension through visual representations. Yıldırım and Şimşek (2023) emphasize that using technology in education enriches activities and engages students actively. This study interprets this finding as a sign of transformative effect of technology. That is, technology can be seen as a facilitator that enhances the sustainability and richness of instruction (Chaharbashloo et al., 2020). Besides, participants stress that teachers who are lacking in technology use should be directed to in-service training to address these deficiencies. Başaran et

al. (2022) state that teachers should be encouraged to follow technological developments, and Özkara et al. (2018) note that in-service training on technology usage positively impacts teachers' integration of technology into their teaching.

When discussing the challenges faced while preparing lesson plans, participants most frequently mention low student readiness, lack of student interest, and individual differences among students. Yıldırım and Öztürk (2002) list insufficient student levels, lack of interest, and overcrowded classrooms as challenges when preparing lesson plans. Such challenges are external to the teacher's effort, being rooted in classroom conditions and systematic situation. This indicates that for planning to be effective, it must be supported by broader systematic improvements that would enhance student readiness and classroom size.

Overall, the findings of this study can be interpreted that lesson planning is a must step for success in Turkish instruction, but it need to be supported by other conditions as well. Specifically, it needs to be seen as a multidimensional tool for pedagogical success rather than a mere administrative requirement. Additionally, the relation between planning and student success, as consistently highlighted by both participants and the existing literature, is not the result of plans' existence, but from their function. While Turkish Language Curriculum provides the solid base for functional planning for Turkish teachers, the true efficiency of plans lies at the hands of Turkish teachers, i.e., it is dependent upon their ability of connecting curricular goals with students' needs and interests.

Based on the findings, the study suggest that in-service training and seminars on lesson planning can be provided to teachers through the Ministry of National Education and universities. Moreover, in the teaching practice course, mentor teachers can assist student-teachers more with their lesson plans and set a good example for them. Besides, since requesting printed lesson plans causes paper waste, lesson plans can be requested in digital formats. In general, teachers should be encouraged to follow technological developments and utilize these technologies in their teaching activities. Similarly, the study suggests that the future research on this topic could include a larger sample of teachers and students to obtain more generalizable results. What is more, the same research could be conducted in various cities and districts with different types of schools. Finally, the same research topic can be conducted by interviewing teachers from different disciplines such mathematics, social sciences, science, etc.

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## Geniş Özet

### Giriş

Eğitim öğretim faaliyetlerinin amacı, bireylere kaliteli bir eğitim sunarak öğrencilerin yeterliklerini en üst seviyeye çıkarmaktır. Bunu yapabilmeyen en iyi yolu da eğitimin planlanmasından geçmektedir. Bu nedenle okullarda verilen eğitimin planlı ve programlı olması gerekmektedir. Eğitimin planlanmasında hazırlanması gereken plan türlerinden biri, ders planlarıdır. Ders planları, öğretmenlerin eğitim sürecini planlamasına ve düzenlemesine yardımcı olan önemli araçlardır. Ders planlarının amacı belli bir ders veya birden çok ders saatinde işlenecek konuların planlanmasıdır. Ders planları yapılırken, o ünite içinde yer alan tüm konular göz önünde bulundurulmalıdır. Bu planlar, ilgili öğretim programlarında bulunan ve birbirleriyle ilişkili kazanımların bir ya da birkaç ders saatinde işlenecek konu örüntüsünü ve yapılacak tüm etkinlikleri kapsar. Ders planları, zümre öğretmenleri ve şube öğretmenlerinin katkısıyla ders öğretmenleri tarafından hazırlanır ve uygulanır. Ders planları, ilgili oldukları hafta içerisinde öğrencilere kazandırılması istenen davranışların kazanımını sağlayacak öğretme-öğrenme etkinliklerinin planlanmasını içerir. Ders planlarının hazırlanması, öğretimin etkililiği ve sürecin başarılı olması açısından büyük önem taşır. İyi hazırlanmış bir ders planı dersin amacına ulaşmasını sağlar ve ders esnasında öğretmenlere rehberlik eder. Öğretim sürecinde uygulanacak olan etkinliklerin planlanması etkili sınıf ortamının oluşmasına yardımcı olur, öğretimi dağınıklıktan kurtarır, zamandan tasarruf sağlar ve öğretimin kalitesini artırır. Tartışılan bağlamda, etkili bir öğretim için ders planlarının önemini açık olmasına rağmen, literatürdeki çalışmalar planlama süreçlerinin ihmal edilebildiği sonucuna varmıştır. Araştırmalar sonucunda öğretmenlerin ders planı yapmadıkları, ders planı yapanların da bu planları istenilen düzeyde kullanmadıkları belirlenmiştir. Milli Eğitim Bakanlığı, öğretmenlerin yıllık ve günlük plan hazırlamalarının zorunlu olduğunu belirtmiş olmasına karşın, uygulamada öğretmenlerin sadece yıllık plan hazırladıkları ve ders planlarının göz ardı edildiği tartışılmıştır. Aynı durumun Türkçe dersleri ve Türkçe öğretmenleri için de geçerli olduğu söylenebilir. Ancak literatür incelendiğinde Türkçe öğretmenlerinin ders planlarına ilişkin görüş ve önerilerini içeren bir çalışmaya rastlanmamıştır. Bu bağlamda, Türkçe öğretmenlerinin ders planlarına ilişkin görüş ve önerilerinin incelenmesine ihtiyaç olduğu sonucuna varılabilir.

### Yöntem

Bu araştırma Ankara ilindeki Türkçe öğretmenlerinin ders planları hakkındaki görüş ve önerilerinin belirlenmesi amacıyla yapılmıştır. Araştırma kapsamında Ankara ilinin Keçiören ve Pursaklar ilçelerinde görev yapan ve en az beş yıllık mesleki tecrübeye sahip Türkçe öğretmenlerinden araştırmaya katılmaya gönüllü olan 21 Türkçe öğretmeni ile görüşmeler gerçekleştirilmiştir. Katılımcılar amaçlı örnekleme yöntemlerinden ölçüt örnekleme yöntemine göre belirlenmiştir. Katılımcıların görüş ve önerileri uzman görüşleri doğrultusunda hazırlanan yarı yapılandırılmış görüşme formu kullanılarak alınmıştır. Görüşmeler kayıt altına alınmış ve sonrasında yazılı doküman haline getirilmiştir. Görüşmeler sonucu elde edilen veriler olgubilim araştırma modeli kullanılarak analiz edilmiştir.

## **Bulgular**

Yapılan analizler sonucu elde edilen bulgulara araştırma sorularına uygun olacak şekilde üç bölümde sunulmuştur. Bu bölümler; “Katılımcıların ders planları hakkında görüşleri”, “Katılımcıların ders planı hazırlama süreci” ve “Katılımcıların ders planlarına yönelik önerileri” şeklindedir. “Katılımcıların ders planları hakkındaki görüşleri” temasında katılımcıların ders planlarının zorunlu oluşu, önemi ve gerekliliği hakkındaki görüşlerinin alınması amaçlanmıştır. “Katılımcıların ders planı hazırlama süreci” temasında katılımcıların ders planı hazırlarken nelere dikkat ettikleri ve nasıl bir yol izledikleri, ders planı hazırlarken teknolojiden yararlanma şekilleri ve planlama süreçlerinde karşılaştıkları sorunlar açığa çıkarılmaya çalışılmıştır. “Katılımcıların ders planlarına yönelik önerileri” temasında katılımcıların ders planları ile ilgili önerilerinin alınması amaçlanmıştır.

## **Sonuç ve Tartışma**

Araştırmanın sonuçlarına göre; katılımcı Türkçe öğretmenlerinin, ders planlarının oldukça önemli olduğu, öğretmen ve öğrenci başarısına olumlu etki ettiği konusunda görüş birliğinde oldukları görülmüştür. Katılımcılar tarafından ders planlarının öğretmenlerin ders öncesinde ve ders esnasında işini kolaylaştırdığı ve bu yüzden de her öğretmenin plan yapması gerektiği belirtilerek planlı derslerde öğrencilerin derse daha iyi çekileceği, öğrenci katılımının artacağı bu sayede hem öğretmenin hem de öğrencilerin başarılarının artacağı ifade edilmiştir. Ders planlarının hazırlanması konusundaysa farklı görüşleri paylaştıkları görülmüştür. Bazı katılımcılar hazır planlar üzerinde değişiklik yaparak kullanmayı tercih ederken, bazıları ise her öğretmenin kendi planını yapması gerektiği yönünde görüş bildirmiştir. Ders planlarının esnek olması konusunda ise fikir birliğinde oldukları görülmüştür. Ders planlarının zorunlu olması konusunda bazı katılımcılar olumlu fikir belirtirken, bazıları olumsuz fikir belirtmiştir. Katılımcılar özellikle planların kâğıda basılı olarak istenmesi nedeniyle kâğıt israfının olduğunu, israfın engellenmesi için planların dijital ortamlarda teslim edilmesi gerektiğini savunmuşlardır. Ders planları sayesinde öğretmenlerin hedefsizlikten kurtulduğu, belirlenen hedeflere daha hızlı bir şekilde ulaşıldığı belirtilerek ders planı yapan öğretmenlerin kendine güveninin arttığı ve mesleklerinden daha fazla haz aldıkları vurgulanmıştır. Ayrıca ders planlarının öğrenciler ile paylaşılması sayesinde öğrencilerin derslere hazırlıklı geleceği ve bunun derslere olumlu yansiyarak derslerde kalıcı öğrenmelerin meydana geleceği ifade edilmiştir.

Katılımcılar, plan yapılmayan derslerde derse giriş yapma konusunda sıkıntı yaşadıklarını, zamanı etkili kullanamadıklarını belirterek bunun sonucu olarak öğrencilerin motivasyonunun düştüğünü ve derslere aktif katılmadıklarını belirtmiştir. Ders planı hazırlanan derslerde kullanılacak araç-gereçlere, yöntem ve tekniklere plan yapma aşamasında karar verildiğini fakat plansız derslerde bunlara anlık karar verilmesi gerektiğini, bunun da derslere olumsuz yansıdığını vurgulamışlardır. Plansız derslerde karşılaşılan sorunların başında konuların yetiştirilememesi, zamanın verimli kullanılmaması gösterilmiş ve bunlara bağlı olarak yıllık planda aksamaların meydana geldiği ifade edilmiştir. Ayrıca plan yapan öğretmenlerin vicdanen daha rahat olacağı, yaşanabilecek sorunları önceden tahmin ederek bu sorunlara hazırlanabileceği ve farklı seviyelerdeki öğrencilere ulaşma konusunda sıkıntı yaşamayacağı da belirtilmiştir. Ders planı hazırlarken özellikle öğrencilerin hazırbulunuşluğunun düşüklüğü, bireysel farklılıkları, derslere karşı ilgisiz olmaları ve bireysel sorunlarını öğretmenler ile paylaşmak istemeleri ders planı hazırlarken öğretmenlerin karşılaştığı en büyük sorunlar olarak belirtilmiştir. Özel eğitim ihtiyacı olan öğrencilerin de ders planlarının yapılmasında karşılaşılan sorunlardan olduğu bazı katılımcılar

tarafından ifade edilmiştir. Özellikle materyal, yöntem ve teknik seçimine karar verme aşamasında bu sorunların kendilerini zorladığını belirtmişlerdir. Araştırmada elde edilen bulgulara göre ders planlarının eğitim-öğretim faaliyetlerinde düzenli olarak kullanılması önerilmektedir. Sonuç olarak, araştırma kapsamında elde edilen bulguların ders planlarının önemine yönelik ilgili tüm paydaşlara farkındalık kazandırması açısından katkı sağlaması beklenmektedir.