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THE EFFECT OF VIGNETTE CASES ON INSTRUCTION GIVING PRACTICES OF PRESERVICE TEACHERS: A CASE STUDY IN A STATE UNIVERSITY

Melike Koçak-Mat

MASTER'S THESIS

DEPARTMENT OF FOREIGN LANGUAGES TEACHING

ENGLISH LANGUAGE TEACHING PROGRAM

GAZI UNIVERSITY

GRADUATE SCHOOL OF EDUCATIONAL SCIENCES

NOVEMBER, 2023

TELİF HAKKI VE TEZ FOTOKOPİ İZİN FORMU

Bu tezin tüm hakları saklıdır. Kaynak göstermek koşuluyla tezin teslim tarihinden itibaren on iki (12) ay sonra tezden fotokopi çekilebilir.

YAZARIN

Adı : Melike

Soyadı : KOÇAK MAT

Bölümü : İngiliz Dili Eğitimi

İmza :

Teslim tarihi :

TEZİN

Türkçe Adı : Vinyetlerin Öğretmen Adaylarının Yönerge Verme Uygulamaları Üzerindeki Etkisi: Türkiye'deki Bir Devlet Üniversitesinde Vaka Çalışması

İngilizce Adı : The Effect of Vignette Cases on Instruction Giving Practices of Preservice Teachers: A Case Study in a State University

ETİK İLKELERE UYGUNLUK BEYANI

Tez yazma sürecinde bilimsel ve etik ilkelere uyduğumu, yararlandığım tüm kaynakları kaynak gösterme ilkelerine uygun olarak kaynakçada belirttiğimi ve bu bölümler dışındaki tüm ifadelerin şahsıma ait olduğunu beyan ederim.

Yazar Adı Soyadı : Melike KOÇAK MAT

İmza : ……..

JÜRİ ONAY SAYFASI

Melike KOÇAK MAT tarafından hazırlanan "The Effect of Vignette Cases on Instruction Giving Practices of Preservice Teachers: A Case Study in a State University" adlı tez çalışması aşağıdaki jüri tarafından oy birliği ile Gazi Üniversitesi Yabancı Diller Eğitimi Anabilim Dalı'nda Yüksek Lisans tezi olarak kabul edilmiştir.

Danışman: Doç. Dr. Zekiye Müge TAVİL

(İngiliz Dili Eğitimi Anabilim Dalı, Gazi Üniversitesi) ……

Başkan: Prof. Dr. Kadriye Dilek BACANAK

(İngiliz Dili Eğitimi Anabilim Dalı, Gazi Üniversitesi) ……

Üye: Dr. Öğr. Üyesi Ayşe Selmin SÖYLEMEZ

(Mütercim Tercümanlık Bölümü, Hacı Bayram Veli Üniversitesi) ……

Tez Savunma Tarihi: 23/10/2023

Bu tezin Yabancı Diller Eğitimi Anabilim Dalı'nda Yüksek Lisans tezi olması için şartları yerine getirdiğini onaylıyorum.

Prof. Dr. Şaban ÇETİN

Eğitim Bilimleri Enstitüsü Müdürü .....

To the loving memory of my dear mother who would be proud of me…

ACKNOWLEDGEMENTS

The journey of writing this thesis was challenging for me. However, I was able to complete my thesis with the help of so many valuable people. I would like to express my heartfelt gratitude to the individuals who have played a pivotal role in the completion of this thesis.

First and foremost, I extend my deepest appreciation to my supervisor, Assoc. Prof. Dr. Zekiye Müge TAVİL, for her invaluable mentorship, patience, and expertise throughout the research process. I would also like to express my gratitude to the members of the jury, Prof. Dr. Kadriye Dilek BACANAK and Dr. Ayşe Selmin SÖYLEMEZ, for their thoughtful evaluation of my work.

I am profoundly indebted to my family for their unending encouragement and understanding. To my parents, Pakize and Kenan KOÇAK, and twin brother, Murat, and little brother, Efe Kaan, your unwavering support have made this achievement possible, and for that, I am deeply grateful.

To my dear husband, Uğur, your endless support has been my rock throughout this journey. I am profoundly grateful for your love and companionship, which have made this journey more meaningful.

I would also like to extend my gratitude to my friends who provided support and invaluable insights during this research. I would like to express my appreciation to Zehra Sultan KUMRU-YAĞMURKAYA and Gizem ÇOŞKUN.

This achievement would not have been possible without the support of these wonderful individuals, and I am deeply thankful to each and every one of them.

VİNYETLERİN ÖĞRETMEN ADAYLARININ YÖNERGE VERME UYGULAMALARI ÜZERİNDEKİ ETKİSİ: TÜRKİYE'DEKİ BİR DEVLET ÜNİVERSİTESİNDE VAKA ÇALIŞMASI

(Yüksek Lisans Tezi)

Melike Koçak-Mat

GAZİ ÜNİVERSİTESİ

EĞİTİM BİLİMLERİ ENSTİTÜSÜ

Kasım 2023

ÖZ

Öğretmen adaylarının etkili öğretmenlik rolüne hazır olmalarını sağlamak, mesleki yolculukları boyunca karşılaşabilecekleri çeşitli zorluklar göz önüne alındığında son derece önemlidir. Bu zorlukları aşma yetenekleri, otantik sınıf etkileşimlerindeki yeteneklerine dayanmaktadır. Hangi yönergenin ne zaman ve nasıl verileceğini bilmek, bir dil öğrenme bağlamında hayati bir rol oynamaktadır, çünkü bu konuda herhangi bir yetersizlik ciddi pedagojik sorunlara yol açabilir. Yönerge verme uygulamalarıyla ilgili mevcut araştırmalar genellikle sorunlar, öneriler ve sınıf etkileşimi üzerine odaklanmaktadır. Karma yöntem araştırma yaklaşımını benimseyen bu vaka çalışması, öğretmen adaylarının yönerge verme uygulamalarını aydınlatmaya, verilen eğitimin öğretmen adaylarının yönerge verme uygulamalarını etkileyip etkilemediğini ve uygulama sürecinde kullanılan hikâyeleştirilmiş durumlara ilişkin katılımcıların algılarını ortaya çıkarmaya çalışmaktadır. Bu amaçlar doğrultusunda, Gazi Üniversitesi İngiliz Dili Eğitimi lisans programına kayıtlı öğrenciler kolay örnekleme yöntemiyle seçildi. Öğretmen adaylarının yönerge verme konusundaki bilgi düzeylerini ve yönerge verirken karşılaştıkları zorlukları tespit etmek için anket tasarlandı. Pilot çalışmayı takiben, ön test ve odak grup görüşmeleri yoluyla veri toplandı. Ardından, ön test ve görüşmelerden elde edilen bulgular dikkate alınarak hikâyeleştirilmiş

durumlar tasarlandı. Yaklaşık 8 haftalık bir uygulama süreci boyunca katılımcılar, toplanan verilerin güvenilirliğini artırmak amacıyla yansıtıcı günlük tutmuştur. Aynı zamanda araştırmacı, uygulama sürecini başka verilerle de aydınlatmak için günlük tutmuştur. Uygulamadan sonra, aynı anket son test olarak kullanılmıştır. Sonuçları karşılaştırmak için betimleyici istatistiksel analiz ve tematik analiz yapılmıştır. Eşleştirilmiş gruplar t-testi sonuçları, Yönerge Verme Uygulamaları ön test ve son test puanları, Genel İnançlar ve Yönerge Verme Uygulamaları ön test ve son test puanları, Yönerge Vermeden Önceki ön test ve son test puanları arasında anlamlı bir fark olduğunu ortaya koymuştur ancak Yönerge Verme Sırasında ön test ve son test puanları arasında anlamlı bir fark olmadığı bulunmuştur ve Yönerge Verdikten Sonra ön test ve son test puanları arasında anlamlı bir fark olmadığı bulunmuştur. Bu nedenle, deneysel grubun, genel inançlar ve yönerge vermeden önceki yönlerle ilgili olarak gelişme gösterdiği sonucuna varılmıştır. Odak grup görüşmeleriyle ilgili olarak, öğretmen adayları öncelikle öğretmenlik eğitimi programlarına yönelik algılarına ve yönerge verme uygulamalarıyla ilişkilendirilen zorluklara odaklanmışlardır. Benzer bir şekilde, öğretmen adayları tarafından tutulan yansıtıcı günlükler deneyimlerine ve hikâyeleştirilmiş durumlar ile ilgili varsayımsal uygulamalara odaklanmıştır. Bu bulgularla uyumlu olarak, araştırmacı günlüğünün çoğunlukla vinyet tabanlı öğrenme deneyimleri için benimsenen stratejilere odaklandığı ortaya çıkmıştır. Araştırmacının vinyet tabanlı öğrenme deneyimleri boyunca hedeflediği amaçlar, katılımcıların uygulamaya dayalı algıları ile büyük ölçüde uyumlu bulunmuştur. Bu bulguların kapsamlı bir şekilde göz önüne alınmasıyla, vinyetlerin öğretim aracı olarak kullanılmasının birçok avantajının olduğu belirtilebilir.

Anahtar Kelimeler: Hikâyeleştirilmiş durumlar, Öğretmen adayları, Yönerge, Yönerge Verme Uygulamaları

Sayfa numarası: xviii + 164

Danışman: Doç. Dr. Zekiye Müge Tavil

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GRADUATE SCHOOL OF EDUCATIONAL SCIENCES

November 2023

ABSTRACT

Ensuring the preparedness of preservice teachers for the role of effective teaching is of paramount importance, given the myriad challenges they are likely to encounter throughout their professional journey. The ability to navigate these challenges hinges upon their proficiency in authentic classroom interactions. Knowing how and when to give which instruction has a vital role in a language learning context as any inadequacy in this aspect may precipitate serious pedagogical issues. Existing research in the domain of instruction giving practices predominantly centers on problems, suggestions, and classroom interaction. Embracing a mixed method research approach and a case study design, the current study endeavors to elucidate the instruction giving practices of preservice teachers, to explore if the intervention promotes preservice teachers' instruction giving practices and to reveal their perceptions concerning the vignette cases employed throughout the intervention process. In pursuit of these objectives, the students enrolled in the English Language Teaching undergraduate program at Gazi University selected through convenience sampling. A questionnaire was designed to identify what preservice teachers know about instruction giving and what challenges they encounter while giving instructions. Following the pilot study, the data was collected through the questionnaire

and focus group interviews. Subsequently, vignette cases were meticulously designed, taking into account the findings from the pre-test and interviews. Over the course of an 8-week intervention period, participants kept reflective journals to increase the reliability of the gathered data, while the researcher concurrently maintained journals for each lesson to provide additional insights into the intervention process. After the intervention, same questionnaire was employed as post-test. The results were compared to see the difference before and after the intervention. To analyze the data collected, both descriptive statistical techniques and thematic analysis were employed. Paired samples t-test revealed that there was a significant difference between the scores of Instruction Giving Practices of Preservice Teachers pre-test and post-test, General Beliefs & Instruction Giving Practices pre-test and post-test, Before Giving Instruction pre-test and posttest while it was found that there was no significant difference between the scores of the During Instruction pre-test and post-test, After Giving Instruction pre-test and post-test. Hence, it can be inferred that the experimental group demonstrated improvement in terms of aspects related to general beliefs and before giving instruction. Regarding the focus group interviews, preservice teachers primarily concentrated on their perceptions of the teacher training program and the challenges and issues associated with instructional delivery practices. In a similar vein, the reflective journals were mostly centered around the experiences and hypothetical practices related to the vignette cases as documented by the preservice teachers. In alignment with these findings, the researcher's journal predominantly documented the strategies adopted for the vignette-based learning experiences. The objectives pursued by the researcher throughout these vignette-based learning experiences were largely congruent with the participants' perceptions regarding the intervention based on vignette cases. Upon comprehensive consideration of these findings, numerous advantages associated with the utilization of vignettes as an instructional tool may become apparent.

Keywords: Vignette, Preservice Teachers, Instruction, Instruction Giving Practices

Page number: xviii + 164

Supervisor: Assoc. Dr. Zekiye Müge Tavil

TABLE OF CONTENTS

ACKNOWLEDGEMENTS ..... **vii**

ÖZ ..... **viii**

ABSTRACT ..... **x**

TABLE OF CONTENTS ..... **xii**

LIST OF TABLES ..... **xv**

LIST OF FIGURES ..... **xvii**

LIST OF ABBREVIATIONS ..... **xviii**

CHAPTER I **1**

INTRODUCTION **1**

1.1. Background of the Study **1**

1.2. Statement of the Problem **3**

1.3. Purpose of the Study **4**

1.4. Significance of the Study **4**

1.5. Definitions **5**

1.6. Limitations **5**

1.7. Assumptions **5**

CHAPTER II **7**

REVIEW OF LITERATURE **7**

2.1. Foreign Language Classroom Discourse and Interaction **7**

2.1.1. Teacher Talk **13**

2.1.2. The Role of Instruction Teaching in ELT Departments **16**

2.2. Instructions in Foreign Language Learning and Teaching 18

2.2.1. Planning/Delivering/Checking Instructions 21

2.3. Vignettes 25

2.3.1. The Use of Vignettes in Instruction Teaching 27

2.4 Related Research in Literature 30

2.4.1 Studies in Turkey 30

2.4.2 Studies Abroad 34

2.5. Conclusion 39

CHAPTER III 40

METHODOLOGY 40

3.1. Introduction 40

3.2. Research Design 40

3.3. Research Setting 43

3.4. Participants 43

3.5. Data Collection 46

3.5.1. Instruments 47

3.5.2. Procedure 61

3.6. Data Analysis 62

3.6.1. Quantitative Data Analysis 62

3.6.2. Qualitative Data Analysis 63

3.7. Validity 64

3.8. Reliability 65

3.9. Conclusion 68

CHAPTER IV 69

FINDINGS 69

4.1. Research Question 1: What are the problems that ELT Department Preservice Teachers (PSTs) encounter while giving instructions? 69

4.1.1. Pre-test 69

4.1.2. Focus Group Interviews **75**

4.2. Research Question 2: What is the effect of vignette cases on the instruction-giving practices of PSTs? **83**

4.2.1. Pre-test/Post-test **83**

4.2.2. Researcher's journal **87**

4.3. Research Question 3: What are the perceptions of the participants about the vignette-based intervention? **91**

4.3.1. Reflective Journals **91**

4.4. Conclusion **100**

CHAPTER V **101**

DISCUSSION AND CONCLUSION **101**

5.1. Discussion **101**

5.2. Implications **112**

5.3. Conclusion **113**

REFERENCES **115**

APPENDICES **130**

Appendix I. Vignette-Based Lesson Plans **131**

Appendix II. Sample PowerPoint Slides from Week I **145**

Appendix III. Pre-test and Post-test **148**

Appendix IV. Focus Group Interview Questions **153**

Appendix V. Reflective Journal Questions **155**

Appendix VI. Researcher's Journal Entries **157**

Appendix VII. Ethics Committee Approval **163**

LIST OF TABLES

Table 1. *Research Questions, Data Collection Tools, and Data Analysis Instruments* 41
Table 2 *Independent Samples t-Test Results Regarding the Difference Between Experimental and Control Groups Instruction Giving Practices of Preservice Teachers Pre-Test Scores* 44
Table 3. *Demographic Information of the Participants (Control Group and Experimental Group)* 45
Table 4 *Elective Courses that the Participants Took and Their Teaching Experiences (Control Group)* 45
Table 5. *Elective Courses that Participants Took and Their Teaching Experiences (Experimental Group)* 46
Table 6. *Data Collection Timeline* 46
Table 7. *EFA Results for Instruction-Giving Practices of Preservice Teachers Scale* 49
Table 8. *Compatibility Index Values of the Instruction Giving Practices of Preservice Teachers Scale* 51
Table 9. *Vignette Framework: Key Elements, Characteristics, and Descriptors.* 57
Table 10. *Procedural Plan for Vignette-Based Lessons* 61
Table 11. *Skewness and Kurtosis Values* 62
Table 12. *Reliability Analysis Findings of Instruction Giving Practices of Preservice Teachers Scale* 66
Table 13. *Selected Items for the VBLs (Results from the Pre-Tests)* 73
Table 14. *Themes, Subthemes and Relevant Codes for Focus Group Interviews* 75
Table 15. *Summary of the Emerging Themes and Subthemes in Focus Group Interviews* .83
Table 16. *Independent Samples t-Test Results Regarding the Difference Between Experimental and Control Groups Instruction Giving Practices of Preservice Teachers Pretest Scores* 84

Table 17. *Independent Samples t-Test Results Regarding the Difference Between Experimental and Control Groups Instruction Giving Practices of Preservice Teachers Post-Test Scores*.....85
Table 18. *Paired Samples t-Test Results Regarding the Difference Between Experimental and Control Groups Instruction Giving Practices of Preservice Teachers Pre-Test and Post-Test Scores*.....86
Table 19. *Results of the Researcher's Journal*.....88
Table 20. *Summary of the Emerging Themes and Subthemes in Researcher's Journal*.....90
Table 21. *Themes, Subthemes and Codes from the Reflective Journals*.....92
Table 22. *Themes, Subthemes and Codes from the Reflective Journals*.....93
Table 23. *Themes, Subthemes and Codes from the Reflective Journals*.....96
Table 24. *Themes, Subthemes and Codes from the Reflective Journals*.....97
Table 25. *Themes, Subthemes and Codes from the Reflective Journals*.....99
Table 26. *Summary of the Emerging Themes and Subthemes in PSTs' Reflective Journal*.....99

LIST OF FIGURES

Figure 1. A model for classroom interaction.....8
Figure 2. Transcript of videotape from class in the pilot study.....9
Figure 3. A sample conversation.....10
Figure 4. A sample conversation showing a teacher acting out body movements of animals 11
Figure 5. Transcript A and B.....14
Figure 6. Revising wordy instructions.....19
Figure 7. Primary tasks of instruction. 22
Figure 8. The design of the study 42
F*igure 9.* Path diagram of sub-dimensions of instruction giving practices of preservice teachers scale F1= General Beliefs & Instruction Giving Practices, F2= During Instruction, F3= After Giving Instruction, F4= Before Giving Instruction 52
Figure 10. Sample Vignette Case from Week 3. 58
Figure 11. Sample Lesson Plan for Week 3. 60
Figure 12. Qualitative data analysis process. 63
Figure 13. Strategies for validation 65

LIST OF ABBREVIATIONS

CoHE	Council of Higher Education
PST	Preservice Teacher
VBL	Vignette-based Lesson
ELT	English Language Teaching
IRF	Initiation, Response, Feedback
IRE	Initiation, Response, Evaluation
CIC	Classroom Interactional Competence
FIACS	Flanders Interaction Analysis Categories System
FLINT	Foreign Language Interaction
ECTS	European Credit Transfer and Accumulation System
L1	First Language
L2	Second Language
RQ	Research Question
ESL	English as a Second Language
EFL	English as a Foreign Language
CCQ	Concept Checking Questions

CHAPTER I

INTRODUCTION

The primary objective of the first chapter is to establish the groundwork for the present study by providing overall information regarding the thesis. The chapter has been divided into seven sections. It starts with the background information about the study. Then, the statement of the problem, the purpose of the study, and the significance of the study are discussed in the following parts. Lastly, definitions of crucial terms, limitations and assumptions of the study are presented.

1.1. Background of the Study

Preparing preservice teachers (henceforth PSTs) to excel in their future roles as educators is of utmost significance since they are likely to come across various challenges throughout their career and they will be the one who is responsible for their students' learning. As Turkey strives to achieve this goal, drastic changes have been implemented to provide PSTs with a system that utilizes contemporary methods and strategies. Accordingly, each PST who is in the fourth grade is supposed to participate in practicum. Nevertheless, it has been widely discussed that taking practicum for two terms is not enough for PSTs to practice what they have learned throughout their education. Although they seem to have various assignments from micro-teachings to presentations, these are far away from providing an environment that is as fruitful as a real classroom. Thus, PSTs need to be familiar with real classroom interaction so that they can convey knowledge more efficiently, enhance students' learning by asking to-the-point questions, explain tasks and activities better, check their students' learning, and give feedback to them.

Considering classroom interaction, it is a crucial research facet that has drawn attention in recent years. To make this interaction better, the teacher should be able to make immediate decisions, utilize opportunistic teaching moments, and change the instruction regarding students' background, levels, and the type of activities and the construct or skill that is meant to be taught. In its simplest form, classroom interaction can be defined as "the collection and representation of socio-interactional practices that portray the emergence of teaching and learning of a new language through teachers' and students' co-construction of understanding and knowledge in and through the use of language-in-interaction" (Sert, 2015, p. 9). As stated by Dagarin (2005), classroom interaction is "a two-way process" between the teacher and students during the learning process. In concordance with these ideas, it is a crystal-clear fact that teachers affect students and vice versa in the learning process. Also, a study conducted by Edwards and Westgate (1994) revealed that teacher talk has a vital role in ensuring classroom interaction. For learners who learn a foreign or second language, it is crucial to be exposed to the target language that is used for conveying knowledge and giving instructions. However, a great number of studies demonstrated that classroom interaction should be learner-centered, thereby diminishing teacher talk is necessary. The other side of the coin is that it is more realistic to focus on quality rather than concentrating on the amount of time that the teacher talks (Walsh, 2002). Hence, a language teacher who gives instructions by adopting some strategies (e.g., considering learner profile, needs, and objectives of the activity) is more likely to attain effective teacher talk and enhance the interaction in the classroom.

Having considered classroom interaction and teacher talk, knowing how and when to give which instruction has a substantial role in a language learning context as failure to give appropriate and effective instructions may result in serious issues. To simply put, instructions are "the directions that are given to introduce a learning task which entails some measure of independent student activity" (Ur, 1996, p. 16). As Somuncu and Sert (2019, p. 3) indicated, instructions are not teacher monologues but sequences in which teachers formulate the ways to fulfill a task by informing, guiding, and engaging learners. To accomplish these and give effective instructions, Sowell (2017) proposed three stages which are preparation, delivery, and monitoring. In the first phase, the teacher needs to plan instructions by using clear language which includes imperatives and short sentences. Then, in the next phase, the teacher is expected to get students' attention before the instruction. While giving instructions, the teacher may use body language and facial

expressions to convey meaning. In the final phase, the teacher monitors students to ensure that they have fully comprehended the task and followed the relevant steps of the task or activity. In parallel with these, the present study is focused on planning, delivering, and checking instructions.

1.2. Statement of the Problem

Many PSTs struggle as they attempt to integrate what they have learned into their actual classroom teaching practice. To overcome this problem, they are given the opportunity to practice teaching during practicum. Before teaching, they are supposed to plan the lessons considering the instructions and activities to be carried out. Furthermore, they need to be able to give appropriate instructions and check them during teaching. Even after teaching is over, they are expected to reflect on what they have accomplished, and which aspects should be improved. In light of the instructional practices of teachers, there are various studies investigating instructions in language classrooms (Dinçer, 2008; Gündüz, 2020; Korkut, 2015; Margaretha, 2015).

Studies centered on the problems during instruction and suggestions for these problems can be also seen in the literature (Badem, 2018; Korkut, 2017; Somuncu & Sert, 2019). A qualitative case study by Uğurlu-Şen (2021) illuminated the instruction-giving practices of in-service teachers and compared online and face-to-face lessons. The study revealed that the teachers employed six techniques to give instructions including reading the original book instruction, paraphrasing, L1 translation, demonstration, getting one student to read aloud, and having students read the instructions on their own. When it comes to instruction-checking techniques, the teachers made use of display questions, referential questions, and L1 display questions and asked for a summary of the instruction from the students (Uğurlu-Şen, 2021). In the same study, the medium of teaching was found to have an impact on teachers' strategies. Nevertheless, to the best of the researcher's knowledge, there are not any studies on PSTs' instruction-giving practices in Turkey. The present study is also aimed to improve PSTs' practicum experience by implementing vignette cases. There is only one study using vignettes to uncover PSTs' perceptions of peer bullying. (Küpeli, 2020). However, this study is not focused on instruction, which is a crucial aspect of teaching practice as it affects the whole interaction in a classroom.

Accordingly, it can be inferred that the current study may shed light on training PSTs and offer significant implications.

As seen, the research on instruction-giving practices is mainly focused on problems, suggestions, and classroom interaction analyses. As there are not any theses in Turkey focusing on the instruction-giving practices of PSTs, this study relies on examining PSTs' knowledge of instruction-giving practices and improving their practicum experience by using vignette cases. Hence, the current study attempts to cast light on the instruction-giving practices of PSTs, to explore if the vignette-based intervention promotes PSTs' instruction-giving practices, and to unveil PSTs' perceptions regarding the vignette cases used during the intervention.

1.3. Purpose of the Study

This study endeavors to address the following research questions:

1. What are the problems that ELT Department preservice teachers (PSTs) encounter while giving instructions?

2. What is the effect of vignette cases on the instruction-giving practices of PSTs?

3. What are the perceptions of the participant PSTs about the vignette-based intervention?

1.4. Significance of the Study

As stated in the previous parts, instruction-giving practices have been analyzed in terms of classroom interaction via conversation analysis or descriptive studies that present suggestions to achieve effective instructions and identify problems. To the best of the researcher's knowledge, none or limited studies are investigating PSTs' instruction-giving practices, especially in Turkey. Hence, it is of paramount importance to uncover the instruction-giving practices of PSTs and to explore the ways to improve them since they are supposed to be competent teachers who know how to give instructions. Accordingly, the study aims to illuminate the gap in the literature by implementing vignette cases, which is a method that is mainly used in descriptive studies.

1.5. Definitions

Throughout the thesis, the following terms will refer to the definitions presented below:

Instruction: According to Ha and Wanphet (2016, p. 138), the term instruction can be defined as follows "the practices of teachers that are focused on initiating and conducting activities and engaging students throughout the lesson and aimed to result later in students' behavior, responses, actions, products, and ultimately learning outcomes".

Vignette: While a variety of definitions of the term vignette have been proposed, this thesis will use the definition suggested by Jeffries and Maeder (2011) who saw it as "incomplete short stories that are written to reflect, in a less complex way, real-life situations to encourage discussions and potential solutions to problems where multiple solutions are possible".

1.6. Limitations

The limitations of the present study are delineated as follows:

1. The participants of the study are only limited to PSTs studying English Language Teaching at a state university in Turkey. Therefore, the findings of this study may not apply to other EFL contexts in Turkey.

2. Since the study is a case study, the number of participant PSTs is low, which may be another limitation of the study.

3. As the study included an eight-week intervention, the participants might feel disengaged with the activities throughout the study.

4. The findings may not be generalized to future studies since it was conducted during the spring term of 2023.

1.7. Assumptions

The assumptions of the current study can be listed as in the following:

1. All the PSTs in the study are willing to participate in the study and give honest answers with full engagement.

2. The data collection instruments are in line with the purpose of the study.

3. The questions in the focus group interviews are appropriate to elicit the problems that PSTs may encounter while giving instructions.

4. The pre-test designed for the study identifies the problems that PSTs may come across while giving instructions.

5. Reflective journal questions are appropriate to clarify participants' perceptions about the vignette-based intervention.

6. Activities and materials in the vignette-based intervention are appropriate for the PSTs' level.

7. The lesson plans designed for the experimental group have effective activities and enhance the participant's level of knowledge related to instruction-giving practices.

CHAPTER II

REVIEW OF LITERATURE

The second chapter comprises the relevant literature related with instruction giving practices of PSTs and the use of vignette cases as an intervention in teaching how to give effective instructions to PSTs. Taking these into consideration, the chapter has been categorized into five sections. The first section refers to a broader review as instructions are an integral part of foreign language classroom discourse and interaction. It is divided into two subsections, which are determined as teacher talk and the role of instruction teaching in ELT departments since the studies are generally related to them. The second section encompasses instructions in foreign language learning and teaching. After presenting studies related to instructions in foreign language learning and teaching context, the section is also focused on stages of planning, delivering, and checking instructions. The third section dwells on vignettes as it is the focal point of the present study and was aimed to be used as an intervention by utilizing vignette-based lessons (henceforth VBL). Furthermore, the section addresses the use of vignettes in instruction teaching. The fourth section is identified as related research in literature, which is separated into studies in Turkey and studies abroad. The final section is conclusion intended to encapsulate the primary points within the literature review.

2.1. Foreign Language Classroom Discourse and Interaction

Foreign language classroom discourse may be defined as the forms of talk that can be observed in a language learning context (Jocuns, 2013). With respect to classroom interaction in a foreign language classroom, it is a crucial aspect that is at the heart of language teaching and learning and is likely to have a huge impact on the way teachers teach and students learn. Hence, PSTs need to be aware of its utmost importance and attain

strategies to create meaningful classroom interaction. In this respect, language teachers may create interaction in the classroom by "initiating turns, reacting to students' behaviors and mistakes" (Sert, 2019). Additionally, language learning and interaction can be enhanced if interactional practices are in line with the objectives of teaching the target language (Sert, 2019). In a broader sense, the term indicates the interaction between the teacher and learners and amongst the learners (Tsui, 2001). It is different from other types of interaction as it is based on the process of language learning (Sagita, 2018). Regarding its definition, what classroom interaction constitutes may be defined in the following ways. As Dagarin (2005) stated, classroom interaction has two implications which can be regarded as an environment initiating the learning process and motivating students to communicate effectively in the target language. Another definition by Huriyah and Agustiani (2018) is focused on the term "interaction" and highlights "an action, reaction, or mutual influence" that may occur between the teacher and students or student and student. This definition helps distinguish the significance of interaction and mutual understanding in an educational setting. To accomplish these, the teacher and learners can exchange "knowledge, attitudes and feelings" to improve social and cognitive skills (Sagita, 2018). However, as Dagarin (2005) indicated, classroom interaction is "more than action followed by the reaction" and means "acting upon each other". Therefore, it is a multidimensional term encapsulating various aspects of language learning and teaching. Taking these into consideration, it can be concluded that delivering effective instructions in a language teaching context is a vital aspect of classroom interaction. A model for classroom interaction (Byrne, 1987) is shown below (see Figure 1).

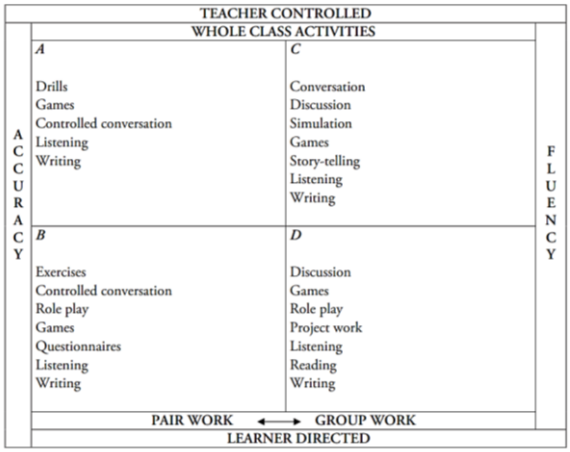


Figure 1. A model for classroom interaction. From Byrne, D. (1987). *Techniques for Classroom Interaction.* Harlow: Longman.

In the light of the categories presented in Figure 1, Type A and B activities are based on accuracy while Type C and D activities are designed to make students more fluent. Type A and C activities are initiated by the teacher. Conversely, in Type B and D activities, learners are the active participants and lead the activities (Byrne, 1987). Taking these into consideration, giving instructions for such activities is substantial as the teacher needs to differentiate the instruction according to the activity type.

With regard to the ways to attain interaction in a foreign language learning context, it can be achieved through using language or nonverbal strategies like body language, gestures, or mimics (Dagarin, 2005). To utilize language, language teachers may ask different types of questions to direct interaction and foster students' learning. Using effective strategies to ask questions may affect classroom interaction and students' language learning positively. In this way, the teacher is more likely to elicit learners' ideas, provide valuable input, and engage learners meaningfully. Teacher's questions are divided into open and closed questions, display and referential questions, and yes/no questions (Farahian & Rezaee, 2012). Considering open and closed questions, open questions have multiple answers and are more subjective whereas closed questions have one answer. Furthermore, display questions, which are the type of questions that the teacher already knows what the answer is, are asked to check presented information to observe students' understanding (Farahian & Rezaee, 2012). They allow the teacher to assess students' learning informally and offer an opportunity to observe learners throughout the lesson, which is crucial in a teaching context. For instance, the following excerpt taken from Oh (2020) shows a sample of display questions (see Figure 2). In the lesson, the teacher asks a question to ensure students' understanding of the dialogue. Such questions may help check the understanding of the students, but the teacher should also create space for elaboration and interpretation. This allows students to survive in real life by using the target language and using it communicatively.

"What's the weather prediction?"
T: So where are they going?
Ss: beach
T: And what's the weather prediction?
S1: hot-
S2: hot

Figure 2. Transcript of videotape from class in the pilot study. From Oh, H. J. (2020). *Native English Speaking Teachers' Classroom Discourse in Korean EFL Classrooms* (Doctoral dissertation, State University of New York at Buffalo).

Regarding the referential questions, they can be defined as “questions that require learners to interpret and elaborate on a topic” (Qashoa, 2013). It is distinctive from display questions as it is more subjective and allows for multiple answers (Qashoa, 2013). To illustrate, the following dialogue taken from the study by Farahian and Rezaee (2012) includes referential questions, and failure to enhance interaction can be observed (see Figure 3).

Teacher: Suppose that you are going to backpack. Where would you go and what would you do? What would you take with yourself?
Students: (No answer).
Teacher: Would you choose remote areas in the country?
One of the students: No, I would go to North of Iran.

Figure 3. A sample conversation. From Farahian, M., & Rezaee, M. (2012). A case study of an Efl teacher’s type of questions: An investigation into classroom interaction. *Procedia - Social and Behavioral Sciences, 47*, 161–167. https://doi.org/10.1016/j.sbspro.2012.06.631

As stated in the study (Farahian & Rezaee, 2012), such questions are generally asked as warm up and students are expected to answer them by sharing their ideas. Nonetheless, if the teacher does not provide any background information related to the topic and fails to draw students' attention, such problems are likely to occur and hinder students’ understanding. Hence, it can be concluded that asking referential questions may not create an opportunity for learners to interpret and elaborate on a topic. To achieve this, the teacher needs to decide when and how to ask such questions.

Lastly, yes/no questions are also utilized throughout the lessons to foster interaction. Teachers may ask yes/no questions to get feedback and see if students have understood the presented information (Farahian & Rezaee, 2012). For lower levels, it may be better to ask such questions as students tend to feel less confident while using the target language (Farahian & Rezaee, 2012).

When it comes to adopting nonverbal strategies to achieve interaction, the teacher may make use of paralinguistic features like body language, gestures, mimics, and mimes. As stated by Dagarin (2005), students may understand the target language better by analyzing the teacher’s nonverbal strategies. In this way, they also learn how to use such features while using L2, which is a crucial strategy that has a huge impact on communication. The

following excerpt analyzed by Dagarin (2005) is an effective use of body language (see Figure 4).

T: I point to my legs and show emphatically their length): It's got …
Ss: … long legs
S1: It a long neck.
Ss: And a long …
S2: He lives in Africa.
S1: It can hard kick.
S3: It can run.
S4: It's got eggs.
S5: Big eggs.
T: It can't … (I mime the action of flying with my arms)
Ss: … fly.

Figure 4. A sample conversation showing a teacher acting out body movements of animals. From Dagarin, M. (2005). Classroom interaction and communication strategies in learning English as a foreign language. *ELOPE: English Language Overseas Perspectives and Enquiries, 1*(1–2), 127–139. https://doi.org/10.4312/elope.1.1-2.127-139

As far as the patterns of interactional sequence are concerned, the term "Initiation, Response and Feedback" by Sinclair and Coulthard (1975) has been coined, which is also known as IRF. In some studies, 'follow-up' is used instead of the term 'feedback' (Gardner, 2019). Another similar term coined for such a sequence is "Initiation, Response and Evaluation", which is abbreviated as IRE (Mehan, 1979). In the literature, the term tends to be used to refer to a triadic structure. In the first part, the teacher asks a question to elicit students' ideas. Then, the student or students respond(s) to the question, and the answer is followed by feedback from the teacher. In a similar vein, IRF is a sequence involving teacher-student-teacher taking turns throughout the lesson (Saswati, 2018). Having defined what is meant by IRF, it is aimed to facilitate the interaction between the teacher and students and enhance students' language learning. This structure is examined in a great number of studies to observe and analyze classroom interaction (Atkins & Brown, 2001; Ayaz, 2020; Jones, 2009; Li, 2018; Li & Lam, 2022; Saswati, 2018; Thoms, 2012). A study conducted by Li and Lam (2022) focused on classroom interaction and found that the percentage of IRF sequence was 48% and IR (not followed by any feedback) was 52%. Accordingly, the study indicated that it was the teachers who initiated and directed the interaction during the lesson. This resulted in limiting students' participation and hindering their learning. Additionally, the feedback part was ignored generally as the teachers focused on getting the correct answer and having students participate in "mechanical repetition" (Li & Lam, 2022). Despite being a pattern that is used by a great

number of language teachers and scholars to analyze classroom interaction, IRF has been criticized for not being student-centered (Navaz, 2021). However, as stated by Navaz (2021), the ways to utilize the IRF pattern should be sought to increase learner participation since handling the follow-up part effectively may have positive effects on classroom interaction. A conversation analysis study by Lee (2007) analyzed the third turn position in teacher talk, which is the third position in the IRF sequence. The study highlighted the significance of the third turn and pointed out that each IRF sequence is distinctive even though it seems like a repetitive cycle. Lee (2007) underpinned this referring to the three-turn sequence as "close interpretive works of understanding by the parties to the interaction". This implies the nature of interpretation, which is subjective and encapsulates several aspects from the ability of the teacher and how students attend to the lesson. Delving into a similar analysis, Hall's study (1998) showed that IRF was not the reason why the students had limited learning, but the opportunities provided by the teacher during the third turn. For instance, the IRF sequence hindered two of the students' learning while it offered various opportunities for another student to develop interactional abilities (Hall, 1998).

As a term related to classroom interaction, classroom interactional competence (henceforth CIC) can be defined as "teachers' and learners' ability to use interaction as a tool for mediating and assisting learning" (Walsh, 2011, p. 158). Accordingly, the term encompasses the ability to solve problems when a language learner comes across a problem while interacting with others using the target language (Walsh, 2012). Sert (2019, p. 5) proposed some features that are included in CIC and make the learning process more effective and communicative. These are listed in his study as:

- Maximizing interactional space
- Shaping learner contributions (seeking clarification, scaffolding, modeling, or repairing learner input)
- Effective use of eliciting
- Instructional idiolect (i.e., a teacher's speech habits)
- Interactional awareness

Depending on the objective and type of the activity, the teacher can make use of these features to ensure CIC. For example, the teacher may introduce a speaking game that includes too many steps. Instructional idiolect is of paramount importance in such an

activity. Additionally, to foster CIC, the teacher may focus on fluency instead of accuracy as it is a speaking activity.

In terms of analyzing classroom interaction in a foreign language classroom, it is aimed to analyze classroom interaction patterns in its natural settings. Flanders Interaction Analysis Categories System (FIACS) is a system used for observing and analyzing the verbal behavior of teachers and students as they interact with each other in a foreign language classroom (Mardiana, Zainuddin & Gultom, 2019). It is a tool generally used in descriptive qualitative research and consists of ten categories of communication. Seven categories are focused on various aspects of teacher talk which can be listed as accepting feelings, praising/encouraging, accepting/using ideas of a student, asking questions, lecturing, giving directions, and justifying authority/criticizing (Ayunda, Komariah & Achmad, 2021). The other two categories are based on aspects of student talk and the last one refers to cases when confusion or silence occurs in the classroom (Ayunda et al., 2021). By analyzing classroom interaction, various aspects of verbal communication between the teacher/students and student/student(s) are aimed to be shed light on. A recent study adopting FIACS (Novianti & Anugrawati, 2023) revealed that giving direction is the most frequently observed aspect of teacher talk (20.39%) and followed by asking questions (15.42%). As for categories related to student talk, they generally interacted with the teacher or other students to give responses to the questions (23.88%). The last category referring to silence or confusion was found to be 10.94%. The results indicated a great amount of teacher talk is focused on giving instructions and teachers used direct teaching methods (Novianti & Anugrawati, 2023). Hence, giving instructions can be regarded as an integral part of a language teaching and learning context and needs to be focused on by integrating various teaching materials (e.g., differentiated tasks like vignettes for practicum allowing PSTs to learn the relevant theories and associate what they have learned to their actual practices).

2.1.1. Teacher Talk

The term teacher talk encompasses “a special language” used while talking to a group of learners in the classroom (Al-Smadi, 2017). Lei (2009) proposed three criteria that make teacher talk more communicative, which can be listed as referential questions, content feedback, and avoidance of the IRF sequence. Regarding referential questions, which are

distinctive from display questions, the teacher may utilize them to create a communicative learning opportunity as they offer a purpose and enhance real-life communication. As the teacher does not know the answer to the question and does not focus on the fact that if students have learned the given information, genuine communication may occur between the teacher and learners. In this way, the teacher finds an opportunity to focus on content and give feedback to assess students' learning. Paying too much attention to what students are saying in which form may pose some problems. Instead, content should be the focal point. Another criterion is avoidance of the IRF sequence, which was described in the previous section. Despite IRF being the typical sequence to initiate communication in the classroom, it is sometimes far less likely to create real-life communication as genuine communication is more flexible, and natural and does not always follow a sequence like that.

As can be seen from the transcripts included in Lei's study (2009), it can be inferred that transcript B includes referential questions, offers a purpose, and have meaningful communication (see Figure 5). In addition, the students are allowed to lead the conversation and they can be seen as active participants using the target language effectively. Nevertheless, in Transcript A, the conversation between the teacher and students sounds like a monologue and less communicative compared to the latter. Transcript A involves display questions, and the teacher aims to observe if students remember the previously presented information.

Transcript A:	**Transcript B:**
T: Today, we are going to study Lesson Six "The Human Touch". First, I will give you several minutes to go through the text, and after that, I have several questions for you . . . ok now? S: Yes. T: Who is O' Henry? S1: Of course, a writer. T: Good. Who knows more about the writer? S2: A famous writer. T: Right. Who knows why he is known as a famous writer? S3: Sorry. T: Don't worry. Think it over. S4: He is a famous short story author. T: Fine. What else do you know about him? S4: Sorry. T: Ok. Now, let's study the new words in this text. The first one is "victim". "Victim" means person, animal, etc. suffering death, injury or loss. Can you make a sentence with "victim"? S5: Sorry, I can't do it.	T: Hi, Sunny, do you like reading novels? S1: Yes, of course. I read a lot in my spare time. T: Ha, the same with me. Then, which novel do you like best? S1: Oh, "Gone with the Wind" is my favorite book, and I have ever read "A farewell to Arms". I could say it is perfect. T: I have read it several times, to tell you the truth. And I find the "Gone with the Wind" is very attractive indeed. Now, here comes the question, have you read the "The Gift of the Magi"? S1: Oh, of course. The story is very impressive. T: But I wonder who wrote it? S2: O' Henry. T: Great. Who can tell me what novels he had written besides this one? S3: The Cop and the Anthem. T: Good, Lesson Six tells us a story written by the same author. Now let us look at what happened to the girl named Johnsy and why Sue called the painted leaf Behrman's masterpiece. Read the text and tell me the answers.

Figure 5. Transcript A and B. From Lei, X. (2009). Communicative teacher talk in the English classroom. *English Language Teaching, 2*(1). https://doi.org/10.5539/elt.v2n1p75

The other side of the coin is that creating communication may get easier for the teacher as the level advances. For lower levels, it may be sometimes more engaging and motivating for students to follow the IRF model as they have limited knowledge related to the target language. Such students may feel more confident if they are asked display questions and seeing themselves being able to answer the questions accurately may motivate them to learn and participate. A study carried out by Taşçı and Aksu-Ataş (2020) examined L1 use in language classrooms and found that Turkish EFL teachers were prone to use more L1 in lower levels. Accordingly, language teachers may need to consider the objectives of the lesson, activity type, and learner profile and need to balance the use of L1 and target language and enhance classroom interaction through teacher talk. Since instructions are a crucial aspect of teacher talk, language teachers should be able to utilize instructional sequence effectively while initiating teacher talk. Another descriptive mixed method study using the Foreign Language Interaction (FLINT) Analysis System (Solita, Harahap & Lubis, 2021) was focused on a tenth-grade language teaching context and set to analyze teacher talk categories. Asking questions and giving information were found to be the most frequently used categories used by the teacher. As for giving instruction, it was observed when the teacher asked the students to follow tasks and respond to the questions and the teachers spent little time controlling the students by giving directions (Solita et al., 2021), which is a significantly different result compared to other studies.

From a different point of view, the quantity and quality of teacher talk is another aspect that needs to be illuminated. Recent teaching methods suggest teachers talk less and have students talk more as they are based on a more student-centered approach. Nevertheless, teacher talk may allow for students to be exposed to more language input; thus, creating more valuable opportunities for them to acquire language (Cullen, 1998). In addition, for some cultures, teachers are seen as the “transmitters of knowledge” as attempts to reduce teacher talk are likely to fail because of not being in line with the culture (Cullen, 1998). Rather than focusing on quantity and quality, it may be better to find a balance between quantity and quality and create opportunities for students to thrive using appropriate strategies while utilizing teacher talk. Functional analysis of teachers’ instructions by Todd, Chaiyasuk, and Tantisawetrat (2008) analyzed the nature of instructions using a discourse analysis perspective and uncovered that instruction is the most frequent type of exchange (42%). Thanks to the recorded videos in the study, some suggestions were made to teachers to give clearer instructions, which are signaling the start of instructions,

focusing on the instruction exchanges, involving transfer knowledge moves, and ending with an instruction exchange (Todd et al., 2008).

Another line of research focused on teacher talk has analyzed the use of learners' native language and the effect of using L1 in the IRF cycle (Kim & Elder, 2005; Littlewood & Yu, 2011; Philip, 2016). A case study conducted by Li (2018) in a Chinese EFL context demonstrated that the use of the target language or learners' L1 is determined according to the goal of the activity. Accordingly, some sequences include more target language whereas the others involve more L1 usage. As stated in the article, the teacher used more L1 while giving instructions. This may provide clarification for students and enhance L2 acquisition (Li, 2018).

2.1.2. The Role of Instruction Teaching in ELT Departments

English Language Teaching Departments in universities in Turkey follow the curriculum developed by the Council of Higher Education (henceforth CoHE). CoHE has examined the curriculum of English Language Teaching Departments and updated the contents and objectives accordingly (Cesur & Bulanık, 2020). These changes are focused on the European Credit Transfer and Accumulation System (ECTS) and modularization (Cesur & Özekinci, 2022). Universities are allowed to adapt their teaching materials, but they need to obey national regularity about the curriculum (Cesur & Bulanık, 2020). According to the Law of Higher Education (2018), courses including theories and practices related to instruction teaching can be listed as Instructional Principles and Methods, Approaches to ELT, ELT Methodology I, ELT Methodology II, Teaching English to Young Learners, School Experience and Practice Teaching. The stated courses do not solely focus on teaching how to give effective instructions; thus, it can be inferred that it is a skill that needs to be focused on more and should be an integral part of the courses given in teacher education. Furthermore, School Experience and Practice Teaching are focused on practice whereas the others are based on teaching theoretical aspects. During their education, PSTs are expected to acquire various skills, which comprise preparing lesson plans and materials with appropriate instructions, applying relevant theoretical knowledge, utilizing teaching materials effectively, designing micro-teaching activities by using various approaches, making observations, and developing materials for observed language classes and

reflecting on their teaching experience from various aspects of teaching (Law of Higher Education, 2018).

A study exploring the perceptions of PSTs on the use of learners' first language in language classes (Yıldız & Yeşilyurt, 2017) revealed that the participant PSTs preferred to use Turkish while giving instructions as they believed that it could be more effective than the target language because of the following reasons:

- Students may have difficulty in understanding English,
- Using English may create misunderstandings,
- Students may fail if they do not comprehend the instructions,
- Using Turkish may save time,
- Students may be more engaged when they understand the instructions in Turkish (Yıldız & Yeşilyurt, 2017).

Having considered the stated reasons, they also highlighted that their students would encounter written instructions rather than oral instructions (Yıldız & Yeşilyurt, 2017). Thence, negative backwash can be observed in the teaching practices of the PSTs.

Another study investigating mentoring in an English language teaching department at a Turkish university (Yavuz, 2011) indicated that the use of English for giving instructions was stated as a teaching problem by the PSTs. They ascertained that having limited time for preparing materials and lesson plans was the reason why they had difficulty in putting what they had learned into practice (Yavuz, 2011). Therefore, in the study, problem-coping strategies of PSTs were unfolded. They tended to use Turkish while giving instructions and lack of guidance by the mentors resulted in ineffective teaching practices such as giving unclear instructions (Yavuz, 2011). Additionally, they expressed that they felt confused due to the contradictory instructions given by the mentor and faculty tutor (Yavuz, 2011). Thus, it can be inferred that faculty tutors and mentors need to work in cooperation with each other and have a teaching understanding and approach that is in line with the current methodology.

As far as the effect of feedback on the instructional behaviors of PSTs is concerned, a mixed-method sequential explanatory design study by Gürkan (2018) examined the teaching practices of PSTs through the use of immediate and delayed feedback. The

supervisor provided immediate feedback to the first group and gave delayed feedback to the second group. In the study, the PSTs' lessons were observed by using the checklists and their performance was scored. The analysis uncovered that the treatment group performed much better than the second group (Gürkan, 2018). Thus, there was a significant difference between the two groups in terms of their teaching practice. Immediate feedback was found to be more effective in increasing the appropriate teaching behavior of PSTs (Gürkan, 2018).

2.2. Instructions in Foreign Language Learning and Teaching

In its simplest form, instructions mean guidelines that inform people about how to perform a specific task, which may include tasks such as assembling household furniture or setting up electronic devices. As for the relevant literature, the term 'instruction' embodies a multitude of concepts. Lindwall, Lymer, and Greiffenhagen (2015) categorized instructions into three categories, which are instructions as education, as directives, and as written texts. Thus, they can be encountered in such contexts, each with its distinct usage and application.

From a broader perspective, it is defined as "a series of directives that are aimed to get the students to do something" (Todd, 1997, p. 32). Another definition refers to the practices of teachers that are focused on initiating and conducting activities and engaging students throughout the lesson and aim to "result later in students' behavior, responses, actions, products, and ultimately learning outcomes" (Ha & Wanphet, 2016, p. 138). This definition highlights the significance of delivering instructions effectively as they are utterly needed before, during, and after each activity. Furthermore, Markee (2015) conducted a study related to teachers' instructions at the beginning of class. The seminal study indicated that "teachers' instructions are not monologic but inherently interactional" (Markee, 2015). He stated that instructions go beyond telling students what to do and how instructions unfold during the instruction-giving sequences is crucial, which also include nonverbal strategies as they are an integral part of instructions (Markee, 2015). In a similar vein, instructions are described as the language used by teachers that direct students' behavior, responses, actions, and learning (Ha & Wanphet, 2016). Thus, it can be inferred that they are utilized by language teachers to achieve a desired outcome. This outcome can be designed around a task that is entitled to enhance students' learning.

Accordingly, task instructions tend to be used to refer to not monologues conducted by the teacher but communicative conversations that are performed to engage students and make meaningful explanations to students so that they can understand what they are supposed to do to achieve the learning objectives (St John & Cromdal, 2016). Furthermore, instructional conversations can be defined as "dialogues between teacher and learners in which the teacher listens carefully to groups of students' communicative intent and tailors the dialogue to meet the emerging understanding of the learners" (Tharp & Gallimore, 1991). Hence, they play a vital role for both teachers and students as it leads to effective interaction. The present study attempts to focus on instructions delivered by PSTs before, during, and after tasks.

Having defined what is meant by instruction, the ways of giving effective instructions in a language learning environment need to be elaborated upon as it involves various strategies. Sowell (2017) stated that good instruction giving is a substantial element of teaching practice. She also points out that teaching good instruction giving is a skill that is ignored in teacher education. Therefore, it requires 'attention' and 'practice' as stated in the article. According to Sowell (2017), there are three stages of instruction giving, which are preparation, delivery, and post-delivery. In the preparation, the teacher may feel like improvising can be an option while delivering the instruction. However, it is indicated that it is better to write the instructions in lesson plans to be able to produce clear and concise instructions (Sowell, 2017). Figure 6 shows how to make wordy instructions concise. Instead of giving instructions in long and complex sentences, using concise and clearer instructions ensures that learners are more likely to get what they are supposed to do.

Wordy Instructions	Concise Instructions
1. Now, I would like for you to get out a piece of paper and put it on your desk.	1. Take out a piece of paper.
2. Once the paper is on the desk, could you please write down five questions using the present continuous tense?	2. Write down five questions using the present continuous tense.
3. Now that you have written five questions, I would like for you to fold the paper in half.	3. Fold your paper in half.
4. Now, when I turn on the music, please pass your paper to the person on the left, and I would like for you to continue passing your papers until the music stops.	4. When the music starts, pass your papers to the left. Continue passing your papers until the music stops.

Figure 6. Revising wordy instructions. From Sowell (2017, p. 12). Good Instruction-Giving in the Second-Language Classroom. English Teaching Forum. 55(3), 10-19. Retrieved from https://eric.ed.gov/?id=EJ1156495

In the second stage, which is the delivery stage, the teacher is advised to group students before giving instructions as some students may forget the instructions while moving around (Sowell, 2017). The other significant points that need to be paid attention to are given as drawing students' attention, speaking simply and briefly, modeling instructions, using body language, breaking down instructions if it is too long, checking students' understanding, and avoiding vague instructions (Sowell, 2017). Although these ideas may seem easy to do in a classroom, the reality is different when it comes to an actual learning setting. Thus, it is crucial to underscore the need to train PSTs in terms of instruction giving and checking. Trainee teachers may also utilize some methods like 'self-reflection and self-observation, and outside-oriented methods, such as peer observation' (Sowell, 2017).

In the post-delivery stage, teachers are encouraged to observe students' engagement and should not take offense if students show misunderstanding or nonunderstanding (Sowell, 2017). For example, a teacher may give clear instructions to put students in groups, but students may not be familiar with such activities. Thus, it may be better for the teacher to familiarize students with such activities and demonstrate what students need to do by selecting a sample group or using other effective strategies.

There are several studies that examined instructional actions of non-native teachers. To begin with, regarding the instructional actions and decisions made by PSTs, Johnson (1992) carried out a study to investigate PSTs' videotaped lessons. Six PSTs viewed their lessons and made comments. The findings demonstrated that preservice ESL teachers' instructional actions and decisions were directed by unexpected learner responses and the urge to ensure the flow of activities. They focused on promoting students' understanding, motivating, and engaging them, and managing instructions. Despite being an old study, the results showed that we need to further our understanding of the dynamics of a teaching/learning environment, which refers to the cognitive processes PSTs go through while gaining experience (Johnson, 1992).

Another study by Walsh (2002) delved into teacher talk and learner involvement in the EFL classroom. He argued that focusing on quality is more appropriate as being a learner and teacher in an EFL classroom requires a social context. Eight experienced teachers participated in the study and made 30-minute audio recordings of their lessons. The activities that were centered upon the teacher were asked to be recorded in the study. Using

conversation analysis, the study concluded that teachers should sometimes avoid "filling in the gaps" as they may affect learning potential badly (Walsh, 2002). Furthermore, PSTs and in-service teachers may make audio and video recordings of their lessons to reflect on their instructional practices. Teacher education programs need to pay regard to language use by analyzing the interaction, teacher talk, and learning opportunities.

Additionally, Lien (2018) performed a study on tertiary education in Vietnam. Adopting conversation analysis, the study sought to answer how non-native teachers give instructions to EFL classes and how instruction-giving practices affect classroom interaction. The participants of the study were three teachers and students in three classes of freshmen at a university. The results indicated that non-native teachers experienced problems in language use while giving instructions. Although there were errors in teachers' language use, the students did not see them as a barrier to their comprehension. Thus, the study concluded that minor mistakes may not hinder the interaction between teachers and students during the instruction-giving process. In addition, the study highlighted that language teachers need training in terms of classroom language, especially instruction-giving strategies (Lien, 2018).

Regarding a qualitative study, İpek (2016) aimed to analyze the factors related to foreign language teaching anxiety. The analysis of the gathered data demonstrated that teachers tended to feel uncomfortable when they thought they failed to give effective instructions (İpek, 2016). Furthermore, a study examining foreign language teachers' teaching practices (Richards, Conway, Roskvist & Harvey, 2013) unveiled that three out of teachers preferred to use both English and the target language while giving complex instructions. An effective technique for giving instructions was found to be repeating the instructions to create an opportunity for learners to understand what they are supposed to and using longer and complex sentences to increase the students' exposure to the target language (Richards et al., 2013).

2.2.1. Planning/Delivering/Checking Instructions

From a more comprehensive viewpoint, instruction-giving practices can be divided into four stages. As proposed by Gage and Berliner (1998, as cited in Koni & Krull, 2015), primary tasks of instruction are divided into four steps which are before instruction, before and during instruction, instruction and after instruction (see Figure 7). The steps

are regarded as cyclical and seen as integral parts of an effective instructional sequence. In the first step, the teacher is supposed to decide on the objectives. This can be determined by the institution, curriculum, learners' profile, and needs. Then, considering the characteristics of the target learners, the teacher needs to think about what s/he knows about the learning process and ways to engage students meaningfully. During the instruction, the teacher may need improvisation to adapt the instructions and consider the strategies to give effective instructions. After giving the instructions s/he needs to reflect on his/her teaching and evaluate students' learning (Gage & Berliner, 1998, as cited in Koni & Krull, 2015).

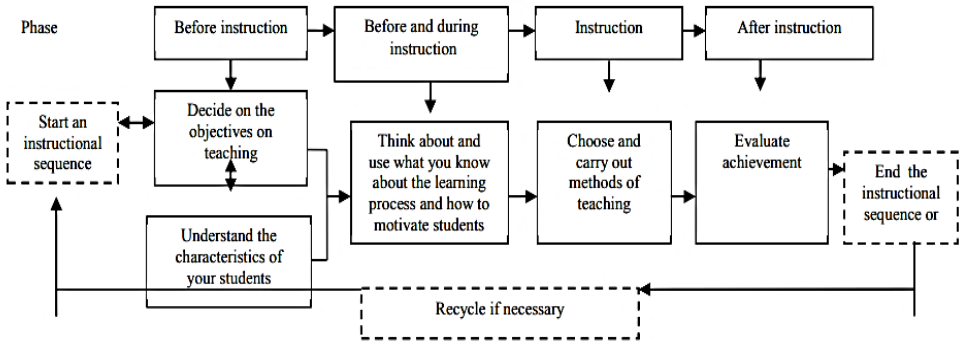


Figure 7. Primary tasks of instruction. From Koni, I., & Krull, E. (2015). Developing a questionnaire to uncover teachers' thinking in instructional planning. *Procedia - Social and Behavioral Sciences, 191*, 673–679. https://doi.org/10.1016/j.sbspro.2015.04.492

To begin with, planning instructions before each lesson is essential in language teaching. Some teachers may not feel the need to prepare instructions before the lesson; however, as stated by Scrivener (2012), it is of paramount importance for a teacher to plan instructions until s/he feels confident about giving effective instructions without planning them. Hence, PSTs need to pay attention to preplanning instructions. During the preparation stage, teachers may consider the following criteria:

- The important information/topic to be conveyed, the order of the steps in an activity, what students should know to achieve the given task (Harmer, 1998),

- Using gestures, pictures, drawings, or written instructions to enhance students' learning, planning when to distribute papers (e.g., worksheets, materials, cards),

and considering the teaching context, learners' proficiency levels, and background (Sowell, 2017),

- Writing instructions down to come up with a detailed lesson plan to have clear and concise instructions, dividing the exercise into discrete steps, visualizing what students need to do in each step, planning how to move students between parts, keeping instructions concrete and specific (Woodberry & Aldrich, 2000),

- Being brief, paraphrased versions of the instructions, how to demonstrate or model the instruction using nonverbal or language strategies, ways to support instructions, selecting the right directives, instruction giving orders, and ways to check students' understanding (El Kemma, 2019).

Having discussed how to plan instructions, a recent study conducted in an English preparatory program at a Turkish state university (Rathert & Cabaroğlu, 2021) revealed that planning instructions seemed to be an unimportant component of teachers' instructional practice as the teachers felt that there was too much workload and they needed to catch up with the curriculum. Hence, such problems need to be solved to enhance teaching practice. Another study focused on foreign language training at a multidisciplinary university (Almazova, Rubtsova, Kats, Eremin & Smolskaia, 2021) unveiled the results of a survey, and data from 126 students was gathered. The students' responses demonstrated that they had difficulties regarding planning and monitoring classroom communication. The results also pointed out the students were having difficulties in terms of attaining classroom interaction by using strategies like paraphrasing, questioning, and maintaining the flow of the lesson (Almazova et al., 2021).

As regards delivering instructions, language teachers need to be able to communicate instructions to students, make immediate decisions while giving instructions so as not to hinder interaction, and come up with solutions in case nonunderstanding or misunderstanding occurs. While delivering instructions, teachers need to pay attention to using familiar words and delete some of the words to make the instruction clear and concise (Scrivener, 2011), finding ways to get students' attention (e.g., using a bell or a whistle for younger learners), distributing worksheet after instruction, observing students' body language, avoiding vague instruction, and reflecting on their teaching (Abdullah & Siphakdee, 2020). For some exercises or activities, teachers may provide written instructions as they save time, help students understand better (especially tasks that

require learners to follow a hierarchical order), and allow students to go over the parts they have not understood or misunderstood (Woodberry & Aldrich, 2000). Other strategies proposed by Estrada (2016) include using direct language so as not to interfere with students' understanding, writing keywords on the board, having some students model the task, and observing students to catch signs of nonunderstanding. In addition, Sowell (2017) pointed out that giving students a time limit is crucial as it helps students manage their time better and stay focused throughout the task. The teacher can also model the instructions on his/her own, with a student, with a pair of students, or with a group of students, depending on the activity type (Sowell, 2017). As Scrivener (2012) stated, this process can be conducted as a think-aloud monologue by the teacher.

After delivering the instructions, the teacher is supposed to check his/her students' understanding as failure to give effective instructions may result in serious consequences (e.g., interfering with students' learning). To avoid this, teachers may utilize some techniques stated in the relevant literature:

- Getting regular feedback from the students (e.g., using index cards) and keeping written records (Woodberry & Aldrich, 2000),

- Asking concept checking questions, having one student repeat the instructions, and asking wh- questions instead of yes/no questions (Estrada, 2016),

- Monitoring students during the activity and not feeling offended if students have not understood the instructions (Sowell, 2017).

As stated above, teachers may make use of concept-checking questions (henceforth CCQ), during the post-delivery stage. They are used to check if the meaning of the target language is conveyed clearly to the students. According to Florkowska (2018), CCQs are used to "check students' understanding of new vocabulary, grammar points, communicative functions or even instructions presented in class". The study underscored the need for student teachers to learn how to formulate CCQs effectively as they had trouble in their training. A study conducted with instructors (Uğurlu-Şen, 2021) revealed that the instructors decide if they need to check instructions and how to check them depending on some factors. These factors include activity type, classroom climate, students, timing problems, and exam content and they tend to check the instructions by monitoring, using their body language, instruction-checking questions, and having a student repeat the previously given instruction (Uğurlu-Şen, 2021). Regarding the

medium of teaching, the results of the study highlighted the importance of the medium of teaching. The instructors stated that they did not need to check instructions in online lessons as the instructions were written on the screen whereas they tended to check instructions more in face-to-face lessons (Uğurlu-Şen, 2021). Therefore, these factors need to be taken into consideration as each has a huge impact on the way teachers teach language and check instructions.

2.3. Vignettes

Stories can be utilized to gather data from the selected participants, provoke discussion and generate ideas, and then those ideas can be analyzed accordingly. Story formats involve case studies, case stories, scenarios, and vignettes (Jeffries & Maeder, 2011). As regards vignettes, widely varying definitions have been proposed in the relevant literature. Initially, Poulou (2001) described vignettes as "short descriptions of hypothetical persons or situations which contain the information necessary for the respondents to base their judgments upon (as cited in Angelides & Gibbs, 2006). Accordingly, vignettes are distinctive from case studies, case stories, and scenarios in terms of having varying answers, not requiring participants to know about the topic under research, stimulating discussion more effectively, enabling participants to share their background and point of view to elaborate on the topic under study (Jeffries & Maeder, 2005). Another broad definition defines vignettes as "a brief incident or a scene (as in a play or movie)" (Vignette, n.d.). Regarding a more specific definition in the literature, Skilling and Stylianides (2020) conceptualized the term as descriptive episodes used to simulate real-life problems and incidents in written or visual form. According to Campbell (1996), a vignette can be described as in the following frame:

> A vignette is a short story without an ending. It is short, but not too short to present an issue. It is detailed, but not so detailed that the underlying issue gets lost. A vignette presents an issue, such as the under-representation of girls in advanced math courses, in a context with which individuals can identify. A good vignette has fewer complexities and personalities than real life, sets up a situation in which there is no one "right" answer, and is flexible enough that individuals from different groups (teacher/administrator, female/male, liberal/ conservative) can identify with the story and bring their perspective forward in discussions of solutions. (p. 2).

Considering the positive aspects of vignettes, they may engage participants in a way that activates their imagination and draws their attention (Huebner, 1991). In Poulou's seminal study (2001), the advantages of using vignettes for research purposes are stated, which are being nondirective, specific, allowing the researcher to analyze the aspect that is under

research, providing individualized and comparable results, providing flexibility in sensitive or ethical issues, providing an opportunity to elicit more objective ideas, more interesting than formal questions and requiring the participants to know about the topic (Poulou, 2001). First of all, being nondirective enhances the quality of the gathered data as it is less likely to lead to bias, which stems from the fact that vignettes do not direct participants to a specific answer since there is no right and wrong answer. Also, the researcher may construct a vignette that is in line with the research aimed to be conducted. Having to-the-point instruments to collect data is vital for a study. For some issues (e.g., religious, cultural, ethical), it may be better for a researcher to gather data more objectively. For example, a researcher studying the intercultural communicative competence of teachers and students may utilize vignettes as they feel less threatened because of the nature of the vignettes. In doing so, the researcher makes sure that the participants give answers in the name of the person or people in the vignette, which may offer a more relaxed environment; thus, leading to responses that reflect their real beliefs or perceptions. Lastly, vignettes are more likely to get participants' attention as they may feel bored while reading a formal question included in an interview or questionnaire. Despite having various advantages, some limitations of using vignettes are also stated. As Poulou (2001) indicated, vignettes may be biased, include subjective interpretation and generalizability of the responses and not be clear and consistent. Even though vignettes are seen to create enough space for participants to reflect their perceptions, some participants may tend to give socially acceptable answers, which may result from personal factors related to participants. Furthermore, the researcher should objectively interpret the gathered data. As vignettes are like a reflection of the participants'' ideas, they cannot be generalized to other contexts. This may be solved by using vignettes in different contexts. Then, the researchers may make interpretations if recurring patterns are observed throughout the data. Finally, the researcher needs to be aware of the criteria for a case to be considered as a vignette, which will be explained in detail in the methodology chapter. If the researcher fails to meet these standards, then the constructed vignette is less likely to reflect the topic under research (Poulou, 2001). As stated by Torres (2009), the quality of the data collected through vignettes is reliant on the vignettes constructed. Last but not least, the administration of vignettes is challenging and can be regarded as a limitation since deciding whether to utilize them in a survey, interview, intervention or video is difficult (Torres, 2009).

Having discussed the advantages and disadvantages, it is also necessary to focus on the ways and reasons to utilize vignettes in research since they pave the way for indicating the significance of using such a tool for research purposes. Hughes and Huby (2004) offered some ways to use them in social research, which are "exploring attitudes and beliefs, measuring behavior, test interventions, compare groups, explore cultural differences". In addition, they can help the researcher analyze a multifaceted concept that would require a lengthy interview and create distance between the researcher and participants (Bradbury-Jones, Taylor & Herber, 2014). Furthermore, a study investigating the of vignettes in qualitative interviewing (Jenkins, Bloor, Fischer, Berney & Neale, 2010) put forward that vignettes should not be aimed to reach "an accurate prediction of the participant's behavior" but to gain an insight into the possible reasons about the perceptions, beliefs, and behaviors. Jenkins et al. (2010) stated that how participants respond to a vignette case is not different from how they would behave in real life if they were to encounter a similar incident. Hence, using vignettes and analyzing responses may offer valuable contributions to the field.

2.3.1. The Use of Vignettes in Instruction Teaching

It is of utmost significance to review the use of vignettes in training PSTs since the current study is set to utilize vignettes as an intervention. As supported by the study analyzing the professional development of teachers through the use of vignettes, teacher trainers who want to use more engaging ways may make use of vignettes (Angelides & Gibbs, 2006). Utilizing vignettes may also save time and money, does not offer manageable data, and can be useful in qualitative research (Angelides & Gibbs, 2006). Nonetheless, some drawbacks of using vignettes were indicated in the study. They can be biased when teachers tend to avoid problems and hesitate to confront their incompetence; therefore, it was suggested that vignettes should be written in an appropriate format so as not to offend teachers (Angelides & Gibbs, 2006). Adopting a similar understanding of using vignettes for educational purposes may be useful for giving feedback to PSTs. For instance, the mentor teacher may observe the PST. Then, during the practicum course, s/he may construct relevant vignettes to provoke discussion among PSTs. By doing so, the mentor teacher creates a meaningful communication environment and PSTs are less likely to feel

threatened by their mistakes as the vignette cases create a hypothetical situation that is familiar and authentic.

A recently published study by Goetze (2023) adopted an appraisal-based examination of language teacher emotions and constructed vignettes to elicit emotions in teachers toward anxiety-provoking cases. The findings ascertained that the highest mean of anxiety was found in the vignette focused on improvisation. Thus, it can be inferred that the teachers felt more anxious about the issues that were out of their control. For example, not being able to prepare for the lesson resulted in a lower level of instructional quality, which triggered anxiety (Goetze, 2023). Additionally, vignettes can be used as an assessment tool. In a study utilizing vignettes as an assessment tool throughout online teacher education courses, Jeffries and Maeder (2005) designed a scoring guide and checked its reliability. The results revealed that vignettes may be a reliable tool for assessing teachers' understanding of teaching. In the study, it was pointed out that vignette assignments may facilitate reflection, motivation, and collaboration among teachers and offer an opportunity to recycle what they have learned throughout their training and education (Jeffries & Maeder, 2005). In doing so, instructors can also develop a comprehensive understanding of the teachers' learning. Another study developing multicultural vignettes for teacher education (Anast-Seguin & Ambrosio, 2002) aimed to use vignettes for formal teacher education program assessment and learning improvement. After participating in discussions that included vignettes constructed for the research purpose, the teachers were found to develop their problem-solving strategies, and the quality of the responses was increased thanks to the vignettes. The study suggested that prospective teachers may develop their problem-solving skills for assigning tasks and assessing students' learning (Anast-Seguin & Ambrosio, 2002).

Edwards and Protheroe (2003) conducted a one-year study to examine student teachers as learners in EFL classrooms. The aim was to analyze how student teachers learn about pupil learning in a primary school. The participants of the case study were observed and then observations were used to construct vignettes for post-observation interviews. For instance, a vignette designed for the study included a case where the student was not interested in the task that s/he had been assigned. The participant student teachers were more focused on keeping up with the curriculum than responding to learners' needs. Also, the analysis shed light on the development of the participants' teaching style and understanding throughout

their education. The resources for this development were found to be their own experience and feedback from the mentor teachers (Edwards & Protheroe, 2003).

A recently published thesis by Kumru-Yağmurkaya (2022) focused on EFL teachers' perceptions and actual practices of intercultural communicative competence. In the study, vignette-based interviews were used as an instrument to gather qualitative data. The analysis of the data revealed that even though the curriculum involved ICC in theory, the actual practice is the opposite. Additionally, as ICC is not an element included in testing, the teachers stated that they felt the need to focus on other skills more (Kumru-Yağmurkaya, 2022). As for the other theses in Turkey, there is a limited number of studies focusing on the use of vignettes. They can be categorized into education and training and psychology (Ateşsaçan, 2021; Çakal, 2022; Küpeli, 2020). However, there are no studies aimed to analyze problems that PSTs encounter during school experience and enhance their actual practice by using vignette cases.

As for using vignettes for measuring instructional practices, a study focusing on the teaching practices of mathematics teachers aimed to analyze the validity of vignettes to see if they represent the actual teaching practices of teachers (Stecher, Le, Hamilton, Ryan, Robyn & Lockwood, 2006). The study investigated the relationship between vignettes, surveys, logs, and direct observations and 20 elementary schools were sampled for the study. Responses to the vignettes including common problems were found to be consistent with both cases, which were different from each other in terms of context (Stecher et al., 2006). Furthermore, the study highlighted that vignettes were more difficult to construct compared to surveys or logs (Stecher et al., 2006). Developing hypothetical situations for each grade level required more effort as surveys or logs could be used for all grades with small changes (Stecher et al., 2006).

A study by Jeffries and Maeder (2011) was conducted to compare vignette instruction and assessment tasks as reflective practice. The participants were prospective teachers studying in a public university and attending an online course on educational psychology. For observing K-12 classrooms, the experimental group participated in vignette assessment tasks whereas the control group wrote reflective essays. The treatment group was expected to complete four problem-solving vignette instruction tasks and was given a lecture on how to complete a vignette-based assessment task. Regarding the control group, they attended personal application activities. Having followed a pre-test and post-

test design to see the effect of vignette tasks, the study revealed that there were no significant differences in terms of measuring content mastery between both groups (Jeffries & Maeder, 2011). However, it was stated that vignettes have the potential to be a simulation of an effective teaching context and measurement tool for online lessons (Jeffries & Maeder, 2011). Vignettes were suggested as an alternative to writing reflective essays after observing classrooms, which may create an opportunity for prospective teachers to associate their observations from K12 classrooms with their university (Jeffries & Maeder, 2011). All in all, vignettes can be used in education as a model representing effective teaching scenarios and a tool to support PSTs' teaching practices (Jeffries & Maeder, 2005). For example, in the same study, vignettes were suggested as a reliable assessment tool for assessing teachers' pedagogical understanding (Jeffries & Maeder, 2005). While teaching how to give effective instructions to various levels, expert teachers may make use of vignettes to provoke discussion and demonstrate an effective or an ineffective case. In this way, the teacher ensures that PSTs are exposed to real-life scenarios and uncover what they know and practice during their practicum experience.

2.4 Related Research in Literature

2.4.1 Studies in Turkey

Studies investigating the use of instructions in Turkey generally focus on how the interaction happens between the teacher and students, the type of problems that may appear during the instruction, and the use of learners' first and second language.

Somuncu and Sert (2019) carried out a conversation analysis study to analyze EFL trainee teachers' orientations to students' nonunderstanding of instruction-giving sequences. By using conversation analysis, they transcribed 13 hours of video recordings of 13 EFL trainee teachers. The study revealed that when students did not understand something and asked for clarification (e.g., we do not understand), the teachers used strategies like modeling and multimodal explanations. Nevertheless, most of the cases unveiled that the trainee teachers lacked orientation to students' nonunderstanding of instruction-giving sequences. In light of these findings, it can be inferred that teacher education needs some changes to teach trainee teachers how to respond to nonunderstanding more effectively in instruction-giving sequences and respond to students' nonunderstanding in a meaningful way. The study also sought to explore if teachers are responsible for students' non-

understanding of the instructions. The results showed that trainee teachers preferred to behave in some ways which are listed as being unable to respond to students' nonunderstanding, multimodal explanation and demonstration, and modeling through a previously used material (Somuncu & Sert, 2019). As stated in the study, considering the gathered data, being unable to respond to students' nonunderstanding is of high frequency. Thus, so as not to hinder instruction-giving sequence, trainee teachers need to be informed about turn-taking sequences and focused on ways to orient to students' nonunderstanding.

Another recent study by Badem-Korkmaz and Balaman (2020) investigated third-position repair for resolving troubles in understanding teacher instructions. Having utilized conversation analysis, the study attempted to analyze the understanding of teacher instructions in higher education and how teachers oriented themselves when students showed nonunderstanding without expressing their nonunderstanding directly. For this purpose, 25 hours of intermediate-level EFL classroom lessons were recorded as a video. In the study, it was argued that when nonunderstanding occurs in a classroom environment, students may display nonunderstanding directly or the teacher may realize nonunderstanding without any claim by students. As stated in the study, instructions are necessary to perform activities in a classroom. Thus, when a student is unable to initiate an activity, this reveals trouble in the instruction given by the teacher. Being unable to accomplish the given task accurately signals to the teacher that s/he should modify his/her instruction accordingly (Badem-Korkmaz & Balaman, 2020). The study also unveiled the terms "misunderstanding" and "nonunderstanding". In a misunderstanding, the student shows understanding but interprets the instruction incorrectly while nonunderstanding includes incorrect relevant next action (Bdem-Korkmaz & Balaman, 2020). Hence, it can be stated that these terms are distinctive. Lastly, the study concluded that teachers need to display constant monitoring as the instruction-giving sequence is a dynamic process. In doing so, teachers may orient the instructions more effectively.

A qualitative study carried out by Yurtseven (2021) scrutinized teachers' instructional practices and explored whether the teachers were happy with the quality of instruction. The content analysis uncovered categories related to poor quality of instruction. The teachers pointed out that "being unprepared, unable to identify students' needs, lack of feedback and instructional success, making mistakes, poor classroom management, repeating

oneself, teacher-centered lessons and using traditional teaching methods" were among the reasons why they felt unhappy regarding their instructional practices (Yurtseven, 2021).

Another recent qualitative study by Uğurlu-Şen (2021) was based on the instruction-giving practices of in-service teachers during hybrid education. Dwelling on the instructions before learning activities, the study attempted to compare face-to-face and online lessons. By using audio recordings and semi-structured interviews, some categories and themes emerged from the collected data. The findings gathered from the interviews demonstrated that there were various factors influencing instructors' instruction-giving practices, which are instructors' views on preplanning instructions, securing students' attention, instruction-giving techniques, and the medium of teaching. Most of the teachers stated that it is not always possible to preplan instructions because of workload and limited time. As for getting students' attention, most of the teachers revealed that they do not employ any specific strategies. Regarding the techniques, it is stated that reading the book instruction, paraphrasing the book instruction, making one student read aloud, getting students to read the instructions on their own, translating the sentence into L1, and demonstrating the instructions were commonly used strategies. With respect to the medium of teaching, some teachers pointed out that they cannot use demonstration as in the way they use in face-to-face lessons. Therefore, they tend to read or paraphrase the instructions in online lessons. Finally, a surprising contradiction appeared between the audio recordings and interviews. Even though most of the teachers stated that they checked the learners' understanding after giving instructions, audio recordings unveiled that 73.15% of the activity instructions were not checked (Uğurlu-Şen, 2021). Hence, teachers' awareness should be raised by implementing some changes to the curriculum and increasing their actual teaching practices.

When it comes to teachers' use of mother tongue and target language use in the classroom, a study by Özlen (2021) investigated target language use in the classroom and analyzed perceptions of students and teachers. The results uncovered that only 21% of the teachers stated that they preferred to use L1 while giving instruction, which means more than half of the teachers chose to use L2 while giving instructions. Additionally, 59% of the teachers agreed to use L2 while giving instructions as they thought that it was a motivating factor for students. However, 70% of the students wanted their teachers to use English while giving assignments and 17% of the students pointed out that their teacher uses the target

language while giving instructions, which is a contradictory result (Özlen, 2021). Thus, contrary to what is stated in the interview and questionnaire, actual practice can be different, and more elaboration is needed to bridge the gap between theory and practice. Another study aimed to explore L1 use in L2 teaching (Taşçı & Aksu-Ataç, 2020) analyzed actual classroom of language teachers in a primary school in Eskişehir. The findings highlighted that the teachers use L1 while giving instructions even though they think it may hinder students' learning. One of the teachers stated that using L1 may have a positive impact as it clarifies meaning for students and using L1 when students have not understood the instructions is not a problem. Furthermore, actual practices of teachers demonstrated that the most frequent function of L1 was to give instructions and they tended to switch to L1 while giving instructions (Taşçı & Aksu-Ataç, 2020). Considering these results, for some activities, teachers may utilize learners' L1 to engage and activate students' prior knowledge. Nevertheless, giving instructions is an integral part of classroom interaction. Hence, to enhance the interactional competence of students, teachers must find a balance between using L1 and L1 while giving instructions. In addition, Sali (2014) performed an analysis of the teachers' use of L1 in Turkish EFL classrooms. The data was collected from semi-structured interviews and audio-recorded observations. The participants were three secondary school EFL teachers. The results uncovered functions of L1 as in the following: academic, managerial, and social/cultural (Sali, 2014). Each major theme had minor functions. As for managerial, it included giving instructions, managing discipline, monitoring, and drawing attention. Hence, it can be inferred that teachers tended to give instructions in L1. They used L1 while beginning a new task or changing the topic. The interviews demonstrated that the teachers preferred to use L1 as they believed that it promotes classroom interaction (Sali, 2014). However, this may hinder students' language learning process as the more they get exposed to the target language, the better they will learn.

As for a study conducted with PSTs in Turkey, Kani and Yılmaz (2018) designed an observation schedule for PSTs and gave various tasks to be completed throughout the practicum. In their observations about giving instructions, the PSTs indicated that the mentor teachers mostly used Turkish. They also underscored the need to use L2 because they thought that it may be an opportunity for students to be more familiar with the target language (Kani & Yılmaz, 2018). Additionally, a qualitative study focusing on novice EFL teachers (Sali & Kecik, 2018) was conducted to analyze the challenges that novice teachers

experience in their first year of experience in primary and secondary schools. The case study revealed that the teachers did not have the motivation to prepare lesson plans for the lessons; thus, resulting in having difficulty in managing lessons and giving instructions. They also stated that they were having trouble differentiating instruction due to large class sizes and their teaching ability (Sali & Kecik, 2018). To minimize these adverse sides, more opportunities for PSTs should be provided for them to gain more actual practice as they will be the one who is responsible for their own students' learning.

Lastly, a study aimed to compare native and non-native English-speaking teachers' interactional patterns found that native-speaker teachers applied more wait time after delivering instructions; thereby creating more space for interaction (Akyol, 2014). Additionally, the analysis of the students' interviews revealed that they had a better understanding of the non-native speaker teachers' talk and did not feel the need to speak using longer sentences as they thought that the non-native speaker teacher would understand what they were trying to convey. However, in native-speaker teachers' lessons, they felt more motivated to talk as they wanted to be understood by the teacher (Akyol, 2014). These results are also likely to have an impact on the way teachers deliver instructions since it is an integral part of classroom interaction.

Regarding theses conducted with PSTs in Turkey, they mainly deal with inquiry-based instruction, video-case-based instruction, and instructional video-assisted blended learning (Baran, 2006; Ermiş, 2020; Uçar, 2007). When it comes to studies on instruction-giving practices, they either focus on problems during instruction or suggestions to improve instruction (Badem, 2018; Demir, 2022; Korkut, 2017; Leblebicier, 2020; Yavuz, 2018). Accordingly, the current study seeks to shed light on the problems that PSTs have related to giving instructions and offer implications for training PSTs.

2.4.2 Studies Abroad

Having reviewed the literature, most of the studies on instruction-giving practices are centered upon classroom interaction, effective instruction strategies, and perceptions of teachers on instructional practices and instruction-giving practices.

With respect to a study investigating target language use in a language teaching context in New Zealand (Kim & Elder, 2008), the participants were native-speaker teachers. The

results underpinned that the teachers tended to use learners' first language to give and clarify instructions, explain grammar, and familiarize students with the culture of the target language. Even though one of the teachers stated that he utilizes the target language for giving instructions, especially for lower-level students, observing the actual classroom practice revealed that he used L1 even for basic instructions (Kim & Elder, 2008). This may constrain learning opportunities for students as they need to be exposed to the target language more and acquire the ability to survive using the target language since they are likely to encounter such situations in real life.

As an experimental study (Seidel, Blomberg & Renkl, 2013) utilizing video in teacher education, the study attempted to investigate what PSTs may learn in different learning contexts; thereby, having suggestions for improving teacher education. In the study, two video-based courses including two instructional strategies were designed and rule-example and example-rule groups were established. The participants completed three tasks which were a factual knowledge test, observation and evaluation of videorecorded lessons, and a lesson plan that asked them to follow instructional actions. The results illustrated that both groups could recall factual knowledge at the end of the term. However, the rule-example group performed better in terms of reproducing what they have learned and making use of it in observing and evaluating real classroom situations. Hence, the study concluded that being exposed to rules in videos made the acquisition process easier (Seidel, Blomberg & Renkl, 2013).

A multiple case study by Vaughn, Parsons, Kologi, and Saul (2014) delved into rural educators' understandings of instructional practice and revealed that the ability to give effective instructions can be enhanced by performing reflective practices like action research. A similar study by Hatch and Clark (2021) attempted to scrutinize the instructional decisions of rural elementary school teachers. Embarking on a multiple case study design, the instructional practices of five expert teachers were collected through lesson plans, observations, think-aloud protocol, and semi-structured interviews. The results revealed that the teachers felt the need to know their students academically and personally to prepare the instructions before the lesson. By gathering data from the students, the teachers sought to differentiate the instructions to meet the needs of each student. Also, the analysis shed light on the process of giving instructions. The teachers did not keep detailed lesson plans but wrote down key points to make instructional decisions

related to the lesson. During the preplanning stage, the teachers learned about students' needs, adopted various teaching strategies to differentiate instruction, and analyzed the teaching context. Then, while planning the instructions, the teachers focused on the objectives of the lesson and the curriculum. The instruction stage included performing the plan, attending to the learners' behavior, and adapting the instruction accordingly. In the last stage, the teachers reflected on their teaching practice and knowledge related to each student (Hatch & Clark, 2021).

Ha and Wanphet (2016) sought to explore the differences between written and spoken instructions and how language teachers utilized written and spoken modes to deliver effective instructions. In their seminal study, teachers' lessons were video recorded, and spoken instructions were transcribed and analyzed. As for written instructions for the same tasks, the slides prepared for the same lessons were examined. Two Thai teachers working in a tertiary educational setting in Thailand were the participants of the study. Compared to spoken instructions, the written instructions did not explain the task in detail. For instance, the verbal instructions for a story writing task included the required number of paragraphs, content, information related to characters, the ways to end the story, and genre. It was pointed out that written instructions may signal to the students that a new activity is about to begin and formalize the activity. Furthermore, transition from the spoken to written instructions or vice versa may gather students' attention in a better way (Ha & Wanphet, 2016). Another prominent result is that the teachers made use of spoken instructions, which are described as "dynamic and spontaneous", to facilitate written instructions that are defined as "static and planned". Hence, the teachers first planned the written instructions and then gave the spoken instructions for the same task. The features of spoken instructions were identified as continuous exemplification, communicative function, paraphrasing, dividing information into manageable steps, and repetition. Considering these results, it can be inferred that both types of instructions may enhance each other and should be used for the tasks as students need to be familiar with both types of interaction performed in the target language.

St John and Cromdal (2016) focused on task instructions and analyzed video recordings of English, French, Science, and Social Studies lessons at an international secondary school in Sweden. Taking a conversation analysis approach, the study emphasized the significance of interactional patterns between the teacher and students. They are both

active participants in the interactional sequences by making instructions followable (St John & Cromdal, 2016). The teachers were also doing more than communicating the instructions; hence, adjusting the instructions continuously throughout the lesson and attempting to turn problems hindering students' understanding into opportunities. Thus, task instructions were described as "collaborative and complex" by the researchers (St John & Cromdal, 2016).

A study by Satar and Wigham (2017) analyzed multimodal instruction-giving practices in web conferencing-supported language teaching. It is stated that instruction-giving practices are an under-researched field of interest in online language environments. The study utilized videos from a telecollaboration project and analyzed the instructions of trainee teachers in a role-play task. The findings indicated that trainee teachers mostly used "fillers, markers, pauses, and gaze" to signal the beginning of instruction or different sequences of the given instruction (Satar & Wigham, 2017). To signal the end of the instructions, the trainee teachers had a change in proximity and gaze, moved their heads, or touched the headphones. All trainee teachers checked students' understanding of vocabulary items before or during the instructions. The study suggested that an explanation of vocabulary items can be added as another fragment of instructions in the literature (Satar & Wigham, 2017).

A study performed in a Vietnamese university EFL classroom (Grant & Nguyen, 2017) focused on code-switching in classroom instruction. The analysis of the data gathered from field notes, observations, recordings, and interviews revealed that the teachers tended to code-switch to make their instructions clearer and scaffold the learning of the target language. For lower-level students, they used more Vietnamese to clarify the instructions. Another study carried out in Vietnam elaborated on the instruction-giving stage in tertiary education (Lien, 2018). Using conversation analysis, the instructional styles of the teachers were categorized into monologue-type instruction and interactive instruction. In the interactive instruction, the students were the active participants in the lesson whereas the other was more teacher-centered due to one-way interaction. In addition, some of the teachers delivered long instructions with few or no pauses, which resulted in hindering students' understanding of the target language and failure to accomplish the task. Not drawing students' attention before giving instruction was found to be a problem for attaining interaction throughout the lesson (Lien, 2018).

Another study by Depaepe and König (2018) associated the instructional practices of 342 preservice teachers with general pedagogical knowledge and self-efficacy. By using the term instructional practice, the study refers to "what actually happens in the classroom" (Depaepe & König, 2018). The teachers were asked to reflect on their internship and rated 22 items about three dimensions of instructional practice, which are cognitive activation, classroom management, and supporting students' learning. Considering the results, no correlation was found between general pedagogical knowledge and self-efficacy. Furthermore, self-efficacy was found to be crucial for PSTs' reported instructional practice. Compared to PSTs who obtain comprehensive training, nonacademically trained PSTs fail to utilize cognitive activation in their instructional practices (Depaepe & König, 2018). Thus, PSTs need to go through training that requires them to learn every aspect of instructional sequences and put what they learn into practice.

Glaser (2020) investigated instruction giving in a primary school context. She compared two teachers' instruction-giving sequences by taking a qualitative approach. The factors that led to ineffective instruction giving sequence were stated as not drawing the students' attention before delivering instruction, not being able to use body language and spatial positioning effectively and giving contradictory instructions. The study concluded that effective instruction giving is not a skill that can be gained through only experience but can be learned during teacher education and through reflective practice (Glaser, 2020).

Another study exploring the use of instruction-checking questions by teacher trainers and trainees in a CELTA course (Radeva, 2020) examined how checking instructions might affect learners' learning and interaction between the teacher and learners and among learners. Having analyzed qualitative data gathered through observations and interviews, instructions checking questions were found to be effective by trainees as they thought that the instructions need to be checked so that the learners can grasp what are supposed to do and what is conveyed through the target language. It is also indicated that novice teachers need to use instruction-checking questions more as they are more likely to have trouble in terms of understanding students' reactions. However, the study highlighted that it is the teacher who should decide when and how to use these questions regardless of the experience (Radeva, 2020). For instance, in an advanced-level classroom, the teacher may conduct an activity that all the students are familiar with (e.g., an information gap activity. In this case, asking instruction-checking questions may not have a huge impact on

students' learning and not enhance interaction as they already get what are expected to do to learn the given information.

Mok and Staub (2021) performed a meta-analysis of quasi-experimental studies. They investigated if coaching, supervision, and mentoring affect preservice teachers' lesson planning and clarity of instruction. The study uncovered that experimental studies focusing on coaching, supervision, and mentoring are limited, and the three mentioned research facets had a small impact on PSTs' instructional skills. They also pointed out that PSTs improved the clarity of instruction throughout the practicum. In a similar vein, the meta-analysis showed that trained teachers not only improve PSTs' instructional skills but also provide emotional support (Mok & Staub, 2021). This ensures them to develop an emotional aspect of teaching. Thus, it can be inferred that providing PSTs with mentoring, coaching, and supervision helps them to develop professionally from all aspects including instruction-giving practices.

2.5. Conclusion

This chapter has presented comprehensive information about the relevant literature to offer crucial insight into the topic that is under research. The literature has been divided into four main sections. In the first section, foreign language classroom discourse and interaction are deeply investigated as instructions are a crucial and integral aspect of classroom interaction. Then, in the second section, instructions in foreign language learning and teaching have been examined and the interactional sequence and process have been scrutinized. The third section has delved into the definition and use of vignettes for instruction teaching. Lastly, related research is investigated as national and international studies. The next chapter is aimed to elaborate upon the research methodology of the present study.

CHAPTER III

METHODOLOGY

3.1. Introduction

The previous chapters provided the general framework and the pertinent literature, serving as the foundation upon which the present study is built. Proceeding to the methodology, this chapter encapsulates a detailed explanation of the research methodology adopted in the present study. Procedures for collecting and analyzing the data, crucial aspects of the methodology, and ethical considerations are explained in depth.

3.2. Research Design

In studies related to language learning and teaching, mixed method study design may offer valuable insights by integrating quantitative and qualitative data collection and analysis. This may allow researchers to gain a comprehensive understanding of the topic that is under research. In this mixed method design study, the main aim is to explore if the intervention promotes PSTs' instruction-giving practices. The secondary aims are to identify the PSTs' knowledge of instruction-giving practices, problems they encounter while giving instructions, and what perceptions they hold about the vignette cases during the intervention. To achieve triangulation, the participant PSTs were asked to keep a reflective journal after each intervention and the researcher had also written a journal to illuminate the research process. Accordingly, the following research questions were addressed:

Table 1

Research Questions, Data Collection Tools, and Data Analysis Instruments

Research Questions	Data Collection Tools	Data Analysis Instruments
1. What are the problems that ELT Department preservice teachers (PSTs) encounter while giving instructions?	Pre-test Focus group interviews	Descriptive (Statistical) Analysis Thematic Analysis
2. What is the effect of vignette cases on the instruction-giving practices of PSTs?	Pre-test/Post-test Researcher's Journal	Descriptive (Statistical) Analysis Thematic Analysis
3. What are the perceptions of the participants about the vignette-based intervention?	Reflective Journal	Thematic Analysis

In light of the objectives of the current study, a mixed-method study design was selected since it has various advantages. First of all, it may bring out the best of each approach (Byrne & Humble, 2007). It also offers flexibility in terms of methodology and a comprehensive understanding of smaller cases (Maxwell, 2016). Quantitative data can be supported or refuted by analyzing qualitative results, which ensures triangulation of the study (Dawadi, Shrestha & Giri, 2021). Additionally, a case study approach was adopted as it is likely to give real examples in real contexts rather than abstract theories. According to Yin (1989), a case study is an empirical inquiry that:

- explores a contemporary phenomenon within its real-life context,
- is performed when the boundaries between phenomenon and context are not clear,
- multiple sources of evidence are used (p. 23).

Case studies have also been referred to as "research vignettes" (Freiberg & Driscoll, 2000, p. 311). Hence, the use of vignette cases as an intervention and analyzing if the intervention promotes the PSTs' instruction-giving practices is in line with the present study's research purposes. In addition, the case study method is described as useful for

exploring the effect of educational interventions as it allows the researcher to investigate the relevant factors (Tomaszevski, Zarestky & Gonzalez, 2020).

The research has the following design (see Figure 8). To identify what PSTs know about instruction giving and what problems they encounter while giving instructions, a questionnaire was designed by the researcher as a pre-test and post-test. Accordingly, vignette cases were designed considering the results of the pre-test and focus group interviews. Then, an 8-week intervention was carried out. During the intervention, reflective journals and researcher's journal were kept by PSTs and the researcher to increase the reliability of the gathered data. As the study is focused on pre and post-test design, journals are likely to reflect the dynamic nature of the learning process. Lastly, after the intervention, the same questionnaire was employed as a post-test. The results were compared to see the difference before and after the intervention. Meanwhile, the control group was exposed to the traditional practicum course that included school experience with a variety of instruments which were focused on making observation, micro-teaching applications, creating lesson plans, constructing materials for the assigned lessons, teaching and reflecting on their teaching, learning and experience.

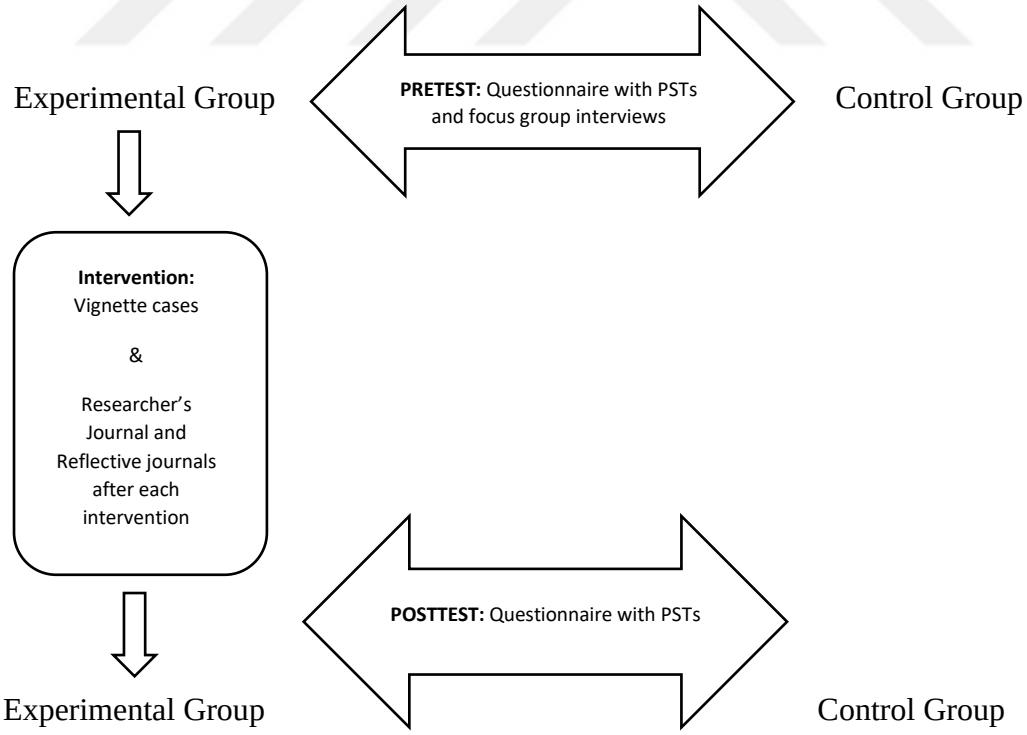


Figure 8. The design of the study

3.3. Research Setting

The context of the present study comprises a foreign language education department in a state university in Turkey. Students who are enrolled in the undergraduate program, which is named as English Language Teaching, are supposed to complete their education in four years. Additionally, they may study for one more year in preparatory school if they fail to pass the proficiency exam held when they get accepted to the university. Throughout their education, they are provided with lessons designed for learning the English language, literature, methodology, educational sciences, and linguistics so that they can teach in primary, secondary, and tertiary educational settings. The Council of Higher Education in Turkey determines the curriculum, and the teachers may develop their materials to meet the needs of the students. Taking the latest developments in the field into consideration, the curriculum and materials are designed accordingly. Hence, when the students of these departments graduate, they are expected to be able to work in various educational institutions according to their interests and wishes. In the first, second, and third years, students are focused on methodology, literature, linguistics, learning the language, and elective courses. When it comes to the fourth year, which is the final year, they need to put what they have learned into practice. In the seventh and eighth semesters, they take the ELT practicum course which is stated at least two hours (Gazi University, 2023).

By observing their mentor teacher, delivering micro-lessons, and completing specific tasks designed by their teachers, PSTs are expected to gain insights into language teaching, develop their teaching philosophy, and associate their experience with what they have learned throughout their education. With regard to the tasks that PSTs need to accomplish, they observe their mentor teacher's lessons and reflect on the interactional patterns, instructions, activities, classroom management, and teaching skills. In micro-teaching lessons, they need to design lesson plans by integrating various skills and then get feedback from the mentor teacher and their teacher from the university.

3.4. Participants

The study group of the research consists of PSTs studying at the Faculty of Education English Language Teaching undergraduate program in a state university in the province of Ankara during the 2022-2023 academic year. All participant PSTs were enrolled in the school experience course in their final year, which is compulsory for ELT students.

Regarding the selection of the PSTs, convenience sampling was utilized since the participants were selected deliberately. 22 students who were final year undergraduate PSTs were included in the experimental group and control group. Convenience sampling is the most common non-probability sampling method when members of the target group are chosen only if they meet the criteria specified by the researcher (Mackey & Gass, 2011). Easy accessibility is another crucial aspect as the researcher can access to the participants more easily thanks to proximity. Furthermore, participants are required to have certain key characteristics that are in line with the research purposes (Mackey & Gass, 2011). This is supported by the pre-test results of the control and experimental group as the analysis unveiled that both groups had similar understandings related to instruction-giving practices (see Table 2).

Table 2

Independent Samples t-Test Results Regarding the Difference Between Experimental and Control Groups Instruction Giving Practices of Preservice Teachers Pre-Test Scores

Pretest	**Group**	**N**	**X̄**	**SS**	**t**	**p**
Instruction-Giving Practices of Preservice Teachers	Experimental Group	11	2,74	,40	-,353	,728
	Control Group	11	2,81	,51		
General Beliefs & Instruction-Giving Practices	Experimental Group	11	2,24	,55	,481	,636
	Control Group	11	2,11	,76		
Before Giving Instruction	Experimental Group	11	2,99	,89	-1,028	,316
	Control Group	11	3,24	,67		
During Instruction	Experimental Group	11	2,35	,47	-,395	,697
	Control Group	11	2,47	,90		
After Giving Instruction	Experimental Group	11	3,47	,30	,391	,700
	Control Group	11	3,42	,35		

When Table 2 is examined, it can be inferred that there was no significant difference between the Instruction Giving Practices of the Preservice Teachers Pretest, General Beliefs & Instruction Giving Practices Pretest, Before Giving the Instruction Pretest, During the Instruction Pretest, After Giving Instruction Pretest scores according to Control Group and Experimental Group (p.>05).

As for the demographic information of the participants and elective courses that they took and their teaching experience, it is presented in the following tables (see Table 3, Table 4 and Table 5).

Table 3

Demographic Information of the Participants (Control Group and Experimental Group)

	Categories	**Stratum**	**N**	**f**
Control Group	Gender	Female	6	54.5
		Male	5	45.5
	Age	20-25	9	81.8
		26-30	1	9.1
		31-35	1	9.1
Experimental Group	Gender	Female	9	81.8
		Male	2	18.2
	Age	20-25	9	81.8
		26-30	0	0
		31-35	2	18.2

Table 4

Elective Courses that the Participants Took and Their Teaching Experiences (Control Group)

Categories	**Stratum**
Elective Courses	Drama in Teaching English
	Teaching Integrated Language Skills
	Teaching English Language Skills
	Teaching English to Young Learners
	Teaching Literature
	English Vocabulary Teaching
	Evaluation of Classroom Learning
	Material Design in English Teaching
	Discourse Teaching
	Testing Skills
Teaching Experience	Limited experience with online private courses.
	Face-to-Face Lessons
	Part-time in private institutions

Table 5

Elective Courses that Participants Took and Their Teaching Experiences (Experimental Group)

Categories	**Stratum**
Elective Courses	World Englishes and Culture
	Mass in Communication
	Testing in ELT
	Teaching Integrated Language Skills
	Teaching English Language Skills
	English Language Teaching Programs
	Teaching English to Young Learners
	Material Design in English Teaching
	Course Book Evaluation
	Teaching English to Young Learners
	Teaching Reading, Speaking, Listening and Writing
Teaching Experience	Limited experience with online private courses
	Face-to-Face Lessons
	Part-time in private institutions

3.5. Data Collection

The first phase of the study consisted of the design of a questionnaire that was appropriate for the needs of the current study. Piloting was conducted with PSTs who were not the participants of the actual study. The aimed questionnaire was used as a pre-test and post-test to investigate the effect of vignette cases on instruction-giving practices of PSTs. For qualitative data collection, reflective journals were kept by the participants and researcher's journal was written by the researcher. Table 6 shows the data collection timeline:

Table 6

Data Collection Timeline

Time	***Activity***
March 27-March 31	Collecting data for the pre-test and focus group interviews
April 17-June 2	Vignette-based lessons and collecting data for reflective journals and researcher's journal
June 3-June 15	Collecting data for the post-test

3.5.1. Instruments

Delving into the data collection process, the data was collected from pre-test and post-test, focus group interviews, reflective journals, and researcher's journal. Vignette cases were integrated into the data collection process as an intervention. Each instrument is enlarged upon in the following parts.

3.5.1.1. Pre-test and Post-test

For the quantitative part of the research, pre-test and post-test design was employed to see if the intervention promotes instruction-giving practices of PSTs. As the researcher had not been able to find a pre-test and post-test that is in line with the research questions, a Likert scale-type questionnaire was constructed (see Appendix III). The main purpose of the questionnaire is to identify the problems that PSTs experience while giving instructions. The questionnaire named "Instruction Giving Practices of Preservice Teachers" was applied to the experimental and control groups as a pre-test and post-test. Cohen, Manion and Morrison (2007, p. 337) put forward the procedures for developing a questionnaire, which are presented below:

1. Decide the objectives of the questionnaire.
2. Decide the population and the sample.
3. Generate the topics/constructs/concepts/ issues to be addressed and the data required to meet the objectives of the research.
4. Decide the kinds of measures/scales/questions /responses required.
5. Write the questionnaire items.
6. Check that each issue from (3) has been addressed, using several items for each issue.
7. Pilot the questionnaire and refine items.
8. Administer the final questionnaire.

Having considered these procedures, the pre-test/post-test development process went through the following stages. First of all, the problems experienced by PSTs while giving instructions were reviewed in the literature. In addition, experienced teachers and academicians were also consulted about these problems. In this direction, a draft questionnaire was created by creating an item pool. Afterward, the opinions of 3 expert

academicians were taken and corrections were made to the items. As a final step, the questionnaire was given its final form as a result of the piloting process. Concerning the data collected from the sample study and applied to the pilot group, exploratory factor analysis and reliability analyses were performed. The reliability coefficient of the questionnaire has been found .92, which shows that it is highly reliable.

Regarding the analysis of the obtained data, some items that were not understood by the participants and items that reduced the reliability coefficient of the scale were identified. In addition, items that were not loaded in any factor were determined by conducting an explanatory factor analysis. In the light of the analyses, three experienced teachers were consulted about the reliability and validity of the questionnaire items. Some items were redesigned considering their advice.

As a result of the revisions, 6 items out of 34 items have been reduced to 28 items.

- before giving instruction [17. I need to hand out the worksheet(s) before giving the instruction.],

- before giving instruction [19. I find it easy to give instructions in the target language when I am not prepared.],

- during instruction [20. I need to repeat instructions to make them understandable for my students when my students have trouble understanding me.],

- during instruction [24. I feel the need to write the instructions on the board if there are too many stages in the present task.],

- after giving instruction [28. It is easy for me to ask concept-checking questions to monitor students' understanding (simple questions that students can respond to with a short answer).],

- after giving instructions [32. It is better to repeat the instructions to the whole class when most of the students do not understand].

The structure of the pre-test/post-test which was named "Instruction Giving Practices of Preservice Teachers" was created by conducting exploratory factor analysis (EFA). As a result of EFA, the following was found out: Kaiser–Meyer–Olkin coefficient= 0.867, Bartlett's test $\chi 2$ value= 4376.177 and $p< 0.01$. Additionally, it was identified that the scale consists of four subdimensions. The four-dimensional scale explains 58.97% of the total

variance. The factor loads of the items in the first sub-dimension ranged from 0.605 to 0.777. The factor loads of the items in the second sub-dimension ranged from 0.546 to 0.889. The factor loads of the items in the third sub-dimension range from 0.556 to 0.787, and the factor loads of the items in the fourth sub-dimension range from 0.543 to 0.811 (see Table 7).

Table 7

EFA Results for Instruction-Giving Practices of Preservice Teachers Scale

Items	Factor 1 General Beliefs & Instruction Giving Practices	Factor 2 Before Giving Instruction	Factor 3 During Instruction	Factor 4 After Giving Instruction
1)I have difficulty in giving instructions since it is a skill neglected for student teachers in teacher-training programs.	,777			
2)I have difficulty in giving instructions since I am a novice teacher	,773			
3)I have difficulty in giving instructions since I am a nonnative speaker	,721			
4)I have difficulty in giving instructions since using extra-linguistic devices (gestures, facial expressions, voice, and visuals) to foster my students' learning is challenging for me.	,703			
5) I have difficulty in giving instructions since differentiating instruction to meet the needs of each learner is a challenge for me.]	,698			
6)I have difficulty in giving instructions since I cannot use language at or below my students' current level of understanding.]	,695			
7) I have difficulty in giving instructions as the level of my students changes.	,678			
8) I have difficulty in giving instructions as the age of my students changes.	,677			
9)I have difficulty in giving instructions when I need to arrange pair work or group activities.	,644			
10)I have difficulty in giving instructions when I need to introduce an activity and set the rules.	,631			
11)I have difficulty in giving instructions if the number of my students is high.	,624			
11)I have difficulty in giving instructions since using the target language at my students' level is troubling for me.	,605			
13)I feel the need to prepare how I will give instructions while planning my lesson.		,889		
14)It is a challenge for me to draw my students' attention before I start to give instructions.		,793		
15)If I do not prepare my instructions beforehand, I might have trouble during the lesson.		,756		
16)I need to plan my lessons with clear		,737		

instructions in mind.]				
17) I need to write the instructions on the slide or book to make them memorable.		,546		
18) I need to use learners' native language to give instructions to make them understandable for my students.			,787	
19) I have problems in engaging students and creating communication in the target language.]			,748	
20)I can ask a student to explain the activity to other students who have not fully understood the given instructions.			,706	
21) I have difficulty in rephrasing instructions when my students show nonunderstanding or misunderstanding.			,601	
22) I have difficulty in telling the instructions in a hierarchical order in a process-based activity. (games, group work, pair work, jigsaw, etc.)			,587	
23)Reading the original instruction in the coursebook is easier than formulating the instruction.			,556	
24. I do not know what to do when my students are confused although I have given good and clear instructions.				,811
25. I have difficulty in encouraging all the students to start the activity after giving instructions.				,804
26. I give importance to the feedback of my students about my instruction giving.				,704
27. I can easily use paralinguistic features (e.g., body language, facial expressions, tone) to make sure that all the students have understood my instructions.				,679
28. I can adopt a variety of strategies when some of my students show misunderstanding.				,543
Explained variance (%)	%31.91	%10,89	%9,26	6.92
Explained total variance (%)	%31.91	%42,80	%52,05	%58.97
Eigenvalue	8,93	3,05	2,59	1.94
Kaiser-Meyer-Olkin	,867			

In the EFA analysis applied to the data of the questions in the Instruction Giving Practices of Preservice Teachers Scale, it was taken into account that the factors with an eigenvalue above 1.00 and the factor load value of the items belonging to these factors should be 0.45 or higher, however, this value could go down to 0.30. (Büyüköztürk, 2010). Items with a value above 0.45 and the difference between factor loadings loaded by an item on multiple sub-factors were included in the analysis. In this analysis, it was determined that there was no item with a common variance load of less than 0.30 and the difference between the factor loads of an item on more than one sub-factor was less than 0.1. 28 items were

grouped under four dimensions and explained 58.97% of the total variance. 20.,26.,27.,28. questions are positive and other questions are negative.

The scale was determined as "Instruction Giving Practices of Preservice Teachers", "General Beliefs & Instruction Giving Practices" as factor 1, "Before Giving Instruction" as factor 2, "During Instruction" and factor 4 was named “After Giving Instruction”.

Additionally, CFA was carried out for the structure of the Instruction Giving Practices of Preservice Teachers Scale and values of RMSEA, GFI, CFI, NFI, NNFI IFI, and AGFI were utilized. As Özdamar (2004) pointed out “CFA tests whether there is a sufficient level of relationship between the factors determined by exploratory factor analysis, which variables are related to which factors, whether the factors are independent of each other, and whether the factors are sufficient to explain the model”. According to the literature, GFI, CFI, NFI, NNFI IFI, and AGFI values can be ≥ 0.90 (Şimşek, 2007), or 0.80 - 0.89 (Doll, Xia & Torkzadeh 1994; Okur & Yalçın-Özdilek, 2011; Segars & Grover 1993) are also considered as acceptable values.

In addition, the limit values of the fit indices accepted for DFA for the scale structure were also taken as a basis in the research (Akgün, Büyüköztürk, Özkahveci & Demirel, 2004).

Calculated fit indices are presented in Table 8. When the fit indices were examined, RMSEA, GFI, CFI, AGFI, IFI, and CMIN/DF values were found within acceptable limits after the modifications. In line with these findings, the factor structure obtained by EFA was confirmed by CFA and it was supported that the scale consisted of four factors with 28 items.

Table 8

Compatibility Index Values of the Instruction Giving Practices of Preservice Teachers Scale

Model Compatibility Index	Boundary Values	**Findings**
RMSEA	≤0.05/0,05-0,08	0,064
GFI	≥0,90/0,80	0,847
AGFI	≥0,90/0,80	0,818
CFI	≥0,90/0,80	0,843
NFI	≥0,90/0,80	0,815
IFI	≥0,90/0,80	0,844
CMIN/DF	2< CMIN/DF <5	2,383

RMSEA: Root Mean Square Error of Approximation; GFI: Goodness of Fit Index; AGFI: Adjusted Goodness of Fit Index; CFI Comparative Fit Index; IFI: Incremental Fit Index; CMIN/DF: Chi-Square/degrees of freedom ratio

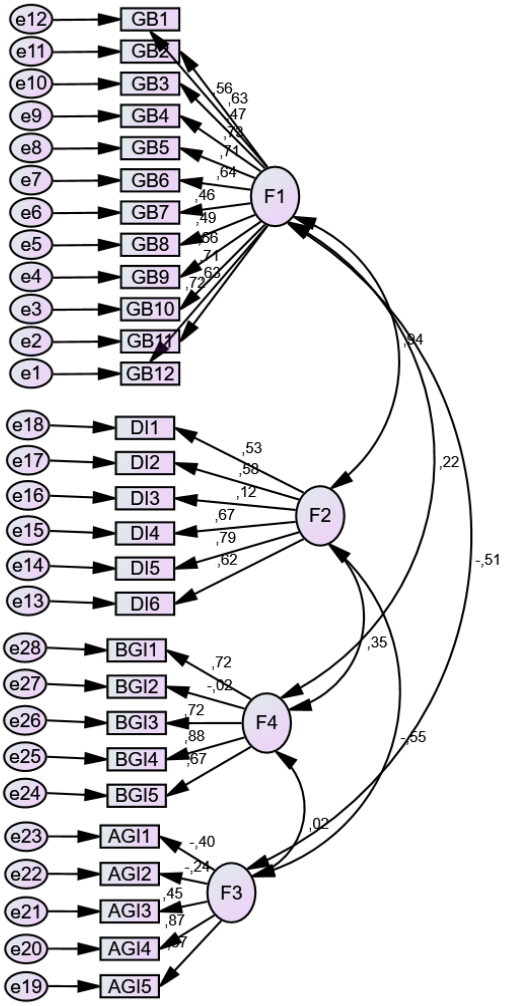


Figure 9. Path diagram of sub-dimensions of instruction giving practices of preservice teachers scale F1= General Beliefs & Instruction Giving Practices, F2= During Instruction, F3= After Giving Instruction, F4= Before Giving Instruction

3.5.1.2. Focus Group Interviews

To increase the reliability and validity of the gathered data, focus group interviews were aimed to gain an in-depth understanding of the problems that PSTs experience related to instruction giving, which allows the researcher to attain a different lens towards the research topic that is of interest (see Appendix IV). As can be inferred from its name, focus group interviews are conducted within a group of participants (Dörnyei, 2007). One of the advantages of this interview is that the researcher is likely to save time as more data can be

gathered in a short time (Mckay, 2008). In addition to gaining time, participants may enjoy the interview as there may be a good atmosphere among the participants. Besides the advantages, the researchers should consider the limitations as some participants may dominate others and they may hesitate to convey their ideas (Dörnyei, 2007). With respect to the application process, the participants were asked specified questions whose answers might provide valuable insight into the study. Considering the size of the participant group and the nature of the case study design, three groups were formed by the researcher. The interviews were carried out and recorded via Zoom. As stated by Creswell (2007), interviews are a valuable data collection tool in qualitative inquiry and research design. In the seminal work, some steps were suggested for researchers to follow while conducting an interview. Identifying the participants through an appropriate sampling strategy is the first step. Then, determining the type of the interview is another crucial aspect. Focus group interviews are useful when the interaction among participants is likely to enhance the data collection process and data quality, participants have similar backgrounds, and the researcher has limited time (Creswell, 2007). Additionally, using adequate recording procedures is another significant step that must be taken into consideration, which was ensured by utilizing Zoom. As for the questions of the interview, they should be in line with the main research questions. Lastly, during the interview, staying to the questions so as not the divert the topic, not dominating the participants, and listening to them are the requirements that the researcher must meet. All in all, these criteria were conceived for the focus group interview process.

3.5.1.3. Reflective Journals

Reflection is of paramount importance to help researchers develop their understanding of a concept and they are utilized in qualitative research. The use of reflective journals in teacher education may offer several benefits, which are strengthening the relationship between teachers/mentors and PSTs and enhancing the learning of PSTs (Moon, 2006; O'Connell & Dyment, 2011).

To achieve triangulation of the present study, participant PSTs were also asked to keep reflective journals after each intervention (see Appendix V). Reflective journals were selected as an instrument to gather qualitative data and reflect the dynamic process of the PSTs' practices as journals written by participants provide a source of narrative research

(Connelly & Clandinin, 1990) and it may compensate for the nature of pre-test and post-test research design. Thanks to the data collected from reflective journals, the perceptions of the participants towards the intervention were aimed to be explored.

3.5.1.4. Researcher's Journal

To reach an in-depth understanding and illuminate the research process, the researcher aimed to keep journals to shed light on the preparation, delivery, and reflection of vignette-based lessons. Additionally, the researcher's journal was integrated as an instrument to enrich qualitative data (see Appendix VI). After each vignette-based intervention, the journals were written for 8 weeks and recorded with the help of an office program. In line with these purposes, the researcher kept diaries to note down the experiences during the process. Through the journal entries for each week, the researcher's evaluation of preparation, execution, problems, and solutions in the lessons and reflections were recorded from a reflective approach. As stated by Nastasi and Schensul (2005), adopting an emic perspective, researchers are one of the main sources for collecting data. Hence, the quality of qualitative data is related to the researcher's skill, and they can record their experiences, activities, and reflections via journals, which provide additional sources of qualitative data (Nastasi & Schensul, 2005).

3.5.1.5. Vignette-based intervention

Vignettes as a research method have come into prominence in recent years. With regard to a research context, vignettes are conceptualized as descriptive scenarios that simulate real-life incidents or problems in either visual or written form (Skilling & Stylianides, 2020). They can be also utilized for various purposes as research tools since they are considered "versatile in terms of their style, the way they are used, and their applicability to various contexts (Skilling & Stylianides, 2020). Accordingly, in the present study, vignette cases were integrated into the lessons to provoke discussion and promote instruction-giving practices of PSTs. In the relevant literature, the reasons for utilizing vignettes include being easy to conduct, providing a useful focus for discussion, allowing the researcher to delve into sensitive topics, offering an opportunity to conduct a study with individuals or groups, reflecting on problems or situations coming from real life (Jeffries & Maeder,

2005). They also involve real-life problems and may enhance learning processes and professional development (Leicher & Mulder, 2018). Thence, the present study attempts to draw these advantages since the research purposes are in line with the stated reasons.

When it comes to constructing vignette cases, Jeffries and Maeder (2005, p. 20) listed five crucial criteria for a case to be considered a vignette:

1. It is a story. It is a narrative but not a dialogue, case study, case story, or scenario.
2. It is short. Its length is 50-200 words.
3. It is relevant. It simplifies a real-life situation that is relevant to participants.
4. It allows for multiple solutions/answers and is intended to encourage independent thinking and unique responses.
5. It is purposely incomplete. The story's details are omitted so that multiple interpretations can be defended.

Leicher and Mulder (2018) categorized the criteria for developing vignettes into three headings. The first aspect relates to the construction. While developing vignettes, the very first step is deciding on the issue and problem in the vignette (Leicher & Mulder, 2018). A review of the relevant literature and consulting experts to generate ideas and get feedback are crucial criteria during the construction. The second aspect refers to the content of vignettes. They should include a clear definition of the problem including clear descriptions of the aimed task (Poulou, 2001), and create opportunities for the participants to find solutions to the problems that they may encounter as a teacher. As vignettes are "context-bound" and demonstrate a situation that can be generalized to other settings, using these criteria for the construction, and getting feedback from experts can enhance the validity of the vignettes (Leicher & Mulder, 2018). The last aspect is focused on the style of the vignettes. They should present a context, clear instructions, and questions, and be at the level of the participants'' level so as not to confuse them (Leicher & Mulder, 2018). In this way, the researcher may ensure that the perceptions and beliefs of the participants can be elicited in a more effective and meaningful way.

Considering the key elements, characteristics, and descriptors of vignettes, Skilling and Stylianides (2020) conceptualized a framework for constructing and using vignettes in educational research (see Table 9). Reviewing the relevant literature and experiences of teachers, demonstrating situations that simulate real-life problems or issues, and paying

attention to the research purpose are the vital characteristics included in the conception, which were realized for the current study. As for the design, the vignettes were intended to be incomplete so that the participants could generate various ideas. The length, settings, and terminology were also considered to increase the validity of the vignettes and the researcher asked for the feedback of 3 expert teachers related to the stated criteria. The type of questions was selected as open-ended questions and integrated into the lessons according to the flow of the lesson and content (e.g., the type of the problem, and step of the inquiry-based learning lessons) and participant perspectives were ensured by the way questions asked. For the administration process, the vignettes were piloted in terms of representativity as they should be authentic and reflect the real-life problems that are likely to be encountered by prospective teachers. During the online lessons, the instructions for each vignette were delivered in written form on the slides and given verbally to make sure that the participants grasped what they were supposed to do. Accordingly, the delivery mode was determined as online due to being more convenient for the researcher and participants. In each vignette, timing was given while giving instructions, and the participants were provided enough time to elaborate on the cases. All in all, the key elements were attempted to be implemented into the construction and administration of vignettes, which enhances validity and trustworthiness.

Table 9

Vignette Framework: Key Elements, Characteristics, and Descriptors

Key Elements	***Characteristics***	***Descriptors***
CONCEPTION	Capturing content	Draw on theoretical frameworks, existing literature, and practical experiences to reflect the essence of the research topic
	Realistic and hypothetical portrayals	Portray characters and events that are representative of and meaningful to those experienced by the participants, balancing hypothetical yet realistic situations
	Purpose/function	Construction guided by the research purpose, data sought, and respondents (e.g., solve problems, identify attitudes, and understandings)
DESIGN	Presentation	The nature of vignettes requires succinct portrayals of selected information. Brevity and incompleteness allow for participants to interpret/respond in unique ways
	Length	Written vignettes usually range between 50–200 words. The length should consider maintaining interest, and time for absorbing information and responding to it.
	Settings and terminology	Consider participants' degree of familiarity with the vignette situation and ability to adequately respond to it. Also, consider the appropriateness of using age-relevant and gender-neutral language.
	Open or closed questioning	Consider the purpose of the vignette to decide the type and format of questions. Open questions allow for more detailed, realistic, and independent reactions to the situation posed in vignettes. Questions may be in a written or verbal form (e.g., if vignettes are part of an interview situation).
	Participant perspectives	Consider from which perspective(s) the participants are being asked to respond to the vignette (e.g., from a vignette character's perspective, another role, or from their perspective).
	Piloting	Pilot the vignette prior to use to assess the extent of how representative it is of situations and participants.
ADMINISTRATION	Instructions	Provide clear instructions for delivering, and how to respond to, the vignette.
	Timing and responses	Consider the phase within the research study the vignette will be given (e.g., as the starting point or to follow other data collection methods) and provide adequate time for responses.
	Delivery mode and frequency	Consider how the vignette will be delivered (e.g. in person, online) and how this might influence completion and quality of responses.

From Skilling, K., & Stylianides, G. J. (2020). Using vignettes in educational research: a framework for vignette construction. *International Journal of Research & Method in Education*, *43*(5), 541-556.

Taking the stated criteria into consideration, literature review, pre-test, and focus group interview results, the researcher's observation experience, and the opinions of 3 experts were realized for the internal validity of the vignettes. Also, the use of personal experience to construct vignettes was stated in the relevant literature (Flaskerud, 1979; Giovannoni & Becerra, 1979, as cited in Wilson & While, 1998). The problems in each vignette were identified by analyzing the results of the pre-test and focus group interviews and each case consisted of a problem or problematic situation related to the instruction-giving practices of PSTs. A sample vignette case taken from the lesson in Week 3 is presented (see Figure 10).

CONTEXT

Read the context of the vignette.

Doğa is a language teacher at a secondary school. She has been teaching English as a second language for over eight years. As it is an international school, her students come from different cultural backgrounds and levels. For today's lesson, she aims to focus on vocabulary teaching.

How would you teach such vocabulary in terms of giving instructions?

Doğa enters her classroom on the first lesson and is greeted by eager faces. She has just taught a new set of vocabulary words on food. To introduce those words and to help her students understand the meanings of the words, she has used various strategies, such as visual aids, gestures, mimics, and authentic examples. However, during the practice activity, she realizes that some of her students are having difficulty with the concept of "portion sizes," and they seem to be confused.

What would you do in this situation?

As Doğa makes her way around the classroom, she realizes that her typical teaching methods are not working for these students. Despite her attempts to rephrase her instructions, use simpler language, and provide additional examples, the students still seem puzzled.

Figure 10. Sample Vignette Case from Week 3.

The identified problem in the given vignette refers to teachers having trouble in differentiating instructions to meet students' needs. As the administration of vignettes varies according to the design of the research, the way of data collection, and how to gain responses, open-ended questions were provided to generate responses from the participant preservice teachers. In doing so, the researcher ensures that they feel safer and more open to sharing their thoughts. Vignettes offer an opportunity to create distance between the researcher and participants since they talk about a hypothetical teacher who is having a problem that they may find familiar. They are also implemented into the lessons according to the flow and purpose of the lesson, which helps the researcher convey more meaningful communication.

The lessons designed as an intervention followed a specified model to be more effective and appropriate for the research purpose. Since the main aim is to see if the intervention enhances instruction-giving practices of preservice teachers, unveils the problems, and offers multiple solutions, the framework utilized in the study was focused on inquiry-based learning. Inquiry-based learning strategies allow students to engage in a more flexible and deeper learning environment (Duffy & Raymer, 2010; Schwartz & Martin, 2004; Sears, 2006). In a study by Duffy and Raymer (2010), the characteristics of inquiry-based learning are specified. The first characteristic refers to the nature of learning, which is centered on problem-solving. Learning starts with a problem and the activities are centered around solving that problem (Duffy & Raymer, 2010). Another characteristic is based on the learner owning the problem. The goals and objectives of the learner assign what is to be learned and the activities are designed to enhance learners' thinking and learning process (Duffy & Raymer, 2010). The last characteristic is focused on learning itself and highlights that learning should not be directed toward inquiry-based learning. Teaching the topics at a surface level and focusing on only content does not ensure learning as learners are less likely to be engaged in meaningful activities that lead to learning by discovering. To utilize inquiry-based learning, teachers may follow a 5E lesson plan. Each of the 5 E's describes a cyclical phase of learning, which are Engage, Explore, Explain, Elaborate, and Evaluate. As stated by Jogan (2019), each step has a distinctive purpose. In the Engage stage, the purpose is to engage learners and set the context for the lesson. It is designed to activate prior knowledge and generate interest in the topic. Then, in the Explore stage, the purpose is to explore the concepts related to the topic (e.g., giving effective instructions). It is designed to encourage students to explore the topic further. In the third stage, which is Explain, the aim is to explain the concepts in more detail and provide further examples. It is designed to provide a conceptual understanding of the topic. For example, in a lesson whose aim is to solve the problems of preservice teachers related to planning instructions, the Explain stage involves a lecture on the strategies for planning effective instructions before the lesson. During the Elaborate stage, the main purpose is to apply the concepts to a real-world context. It is designed to provide students with opportunities to apply what they have learned. In the last stage, which is Evaluate, the purpose is to evaluate the students' understanding of the concepts. It is designed to assess the learning outcomes of the lesson. Studies exploring the five E model have revealed that it is effective in enhancing deeper learning and providing opportunities for it (Özdemir & Balkan, 2017).

Hence, the five E model was adopted for the vignette-based lessons. Below is a sample lesson plan designed for Week 3 (see Appendix I). In the Engage stage, the researcher provided a picture to draw attention and generate the preservice teachers' ideas on the problem identified from the pretest and focus group interviews. The vignette case was presented in Explore to lead the discussion to the identified problem, which is differentiating instructions to meet students' needs. During the Explain, a lecture was delivered, and various instructional strategies were utilized. Then, in the Elaborate stage, the preservice teachers were given scenarios including fictional students and asked to brainstorm on the ways to differentiate for such students. Finally, in the Evaluate, they reflect on their learning and are expected to complete reflective journal questions after the lesson.

Lesson Plan 3: Differentiating Instructions to Meet Students' Needs
Grade Level: Preservice Language Teachers
Objectives:
By the end of the lesson, preservice language teachers will be able to:
-understand the importance of differentiating instruction to meet students' needs
-identify strategies for differentiating instruction based on students' needs
-apply differentiated instruction strategies to a lesson plan
Materials:
- Handouts on differentiated instruction strategies and a planning template
-Vignette as reading
Instructional Strategies:
- Lecture
- Class Discussion
- Small Group/Pair Work
- Vignette Reading
-Mentimeter
Engage:
Provide a picture to provoke discussion and ask students to identify the challenge the teacher is facing. Elicit answers.
Explore:
Provide a vignette as reading and ask students to answer the questions and write them to the chat box.
Explain that the lesson will provide strategies and tools for effective differentiated instruction.
Explain:
Provide handouts with different strategies for differentiated instruction, such as flexible grouping, learning stations, and leveled assignments.
Ask the preservice language teachers to work in pairs and choose one strategy to explore in more depth.
Give them time to read about their chosen strategy and brainstorm how they might use it in their upcoming lessons.
Elaborate:
Provide a fictional student who struggles with a problem.
Ask the preservice language teachers to brainstorm how they might differentiate instruction to support this student.
Provide feedback and suggestions for improvement.
Emphasize the importance of understanding students' individual needs and using differentiated instruction to meet those needs.
Evaluate:
Ask the preservice language teachers to reflect on the lesson and how it can be applied to their future teaching practice.
Ask them to write down one strategy they learned for differentiating instruction to meet students' needs and one way they plan to use it in their future teaching practice.

Figure 11. Sample Lesson Plan for Week 3.

3.5.2. Procedure

In the present study, the planned procedure and identified problems for each lesson are provided in the following table. After gathering data through focus group interviews and the pre-test, vignette cases were designed as an eight-week intervention. Each case was integrated into the lesson plan according to the flow and framework of the lesson and presented in the Appendices. Having defined the problem for each lesson, the lessons followed an inquiry-based learning model as the main aim was to enhance PSTs' instruction-giving practices (see Table 10).

Table 10

Procedural Plan for Vignette-Based Lessons

Week	***Identified Problems***
1 (17-21 April)	Giving instructions at the students' level
2 (24-28 April)	Planning instructions before the lesson
3 (1-5 May)	Differentiating Instructions to Meet Students' Needs
4 (8-12 May)	Giving Instructions to a Large Class and Forming Pairs/Groups
5 (15-19 May)	Tailoring Instructions When Students Show Nonunderstanding/ Misunderstanding
6 (22-26 May)	Addressing the Problem of Ignoring Student Feedback and Neglecting Paralinguistic Features in Instruction
7 (22-26 May)	Encouraging Student Engagement and Communication in the Target Language
8 (29 May-2 June)	Enhancing Instructional Clarity-Minimizing the Use of Learners' Native Language

3.6. Data Analysis

The gathered data was analyzed considering the nature of the data which is categorized as quantitative and qualitative. Crucial aspects of data analysis are also discussed in detail in the following headings.

3.6.1. Quantitative Data Analysis

For quantitative data analysis, descriptive statistical analysis was utilized since the pre-test and post-test included Likert-type questions.

All statistical analyses were made with the SPSS IBM program. Descriptive statistics were specified in the analyses, and firstly, descriptive analysis results for the Instruction Giving Practices of Preservice Teachers Scale were given, and whether it complied with the normal distribution hypothesis was determined by looking at the skewness and kurtosis coefficients, and parametric test methods were preferred (see Table 11). Then, internal consistency analysis for the scale was made and it was discussed whether there was any inconvenience in using the scales in the study.

While the Independent Samples t-Test was used in the comparisons of the normally distributed variables between two groups, the Paired Samples t-Test was used in the pre-test and post-test comparisons of the groups. Statistical significance was evaluated at the $p<0.05$ level in all the results obtained. The Kurtosis/Skewness coefficients were examined to determine whether the data showed a normal distribution or not. The values for the kurtosis and skewness coefficients of the data are given in the table (see Table 11).

Table 11

Skewness and Kurtosis Values

	Scale	**N**	**Skewness**	**Kurtosis**
Experimental	Instruction Giving Practices of Preservice Teachers	11	,301	,082
	General Beliefs & Instruction Giving Practices	11	,579	,111
	Before Giving Instruction	11	,073	-,505
	During Instruction	11	,068	,661
	After Giving Instruction	11	-,265	-,939
	Scale	**N**	**Skewness**	**Kurtosis**
Control	Instruction Giving Practices of Preservice Teachers	11	,301	,082
	General Beliefs & Instruction Giving Practices	11	,885	,142
	Before Giving Instruction	11	,355	-,440
	During Instruction	11	,020	,265
	After Giving Instruction	11	-,068	-,395

As stated by Seçer (2015, p. 28), normal distribution can be found more accurately by looking at the 'skewness and kurtosis' values. Tabachnick and Fidell (2013) also pointed out that normal distribution is achieved when the values of skewness and kurtosis are between +1 and -1 values. As a result of the analyses carried out, it was determined that the variables showed normal distribution.

3.6.2. Qualitative Data Analysis

As for qualitative data analysis, focus group interviews were carried out to enrich the data gathered from the pre-test. The interviews were recorded via Zoom. To ensure reliability and consistency, the videos were transcribed. Having utilized thematic analysis, MAXQDA was used to code the collected data. Additionally, the researcher read the transcriptions to become familiar with the data and then sections of the transcriptions were highlighted, coded, and categorized according to the research questions. Utilizing a computer program and consulting 3 experts in the field ensured the inter-reliability of the data. The procedures stated by Creswell (2014) were followed for the qualitative data analysis process (see Figure 12).

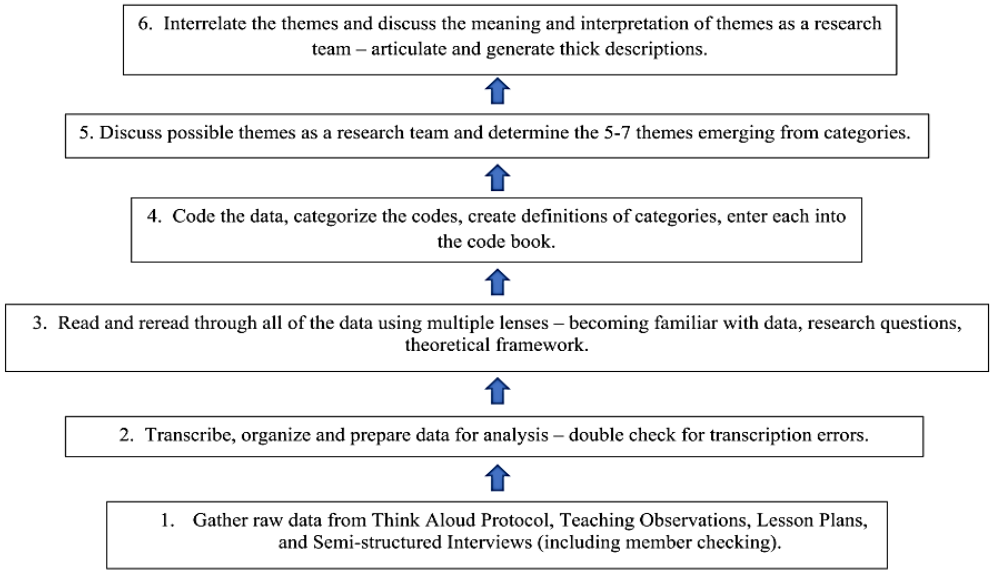


Figure 12. Qualitative data analysis process. From Creswell, J. W. (2014). Research design: Qualitative, quantitative, and mixed methods approaches (4th ed.). Thousand Oaks, CA: Sage.

Another instrument for collecting qualitative data was reflective journals. The participants were asked to keep reflective journals after each intervention. The reflective journal questions were sent to the participants via the Google Forms link. These questions ensure the researcher to collect in-depth data and uncover the perceptions of the participants on the vignette cases used during the intervention. Reflective journals also increased reliability as learning is a dynamic process.

3.7. Validity

Validity is an important key for a study to be considered effective and objective. With respect to the validity of the current study, it aims to be realized by utilizing the strategies stated in a study by Creswell and Poth (2018). As can be seen from the figure below, the strategies are divided into three subcategories (see Figure 13). The first category is named the researcher's lens. Triangulation was achieved through collecting data via various instruments, which are pretest and posttest, reflective journals, and focus group interviews. Another aspect involving disconfirming evidence was ensured by assessing the results objectively and using relevant steps in the relevant literature. To avoid researcher bias, the results of statistical analysis and codes that emerged from the gathered data were all consulted by experts. In terms of the participant's lens, participant feedback was sought out after each intervention through reflective journals and online vignette-based lessons. Another significant strategy is the reader's or reviewer's lens. Enabling external audits was attempted to be accomplished by consulting the thesis supervisor and other academicians whose research interest was relevant to the present study. Furthermore, detailed explanations of the research setting, participants, and instruments were procured to ensure validity. In-service teachers' experiences and experts' feedback were taken into consideration during the vignette construction process.

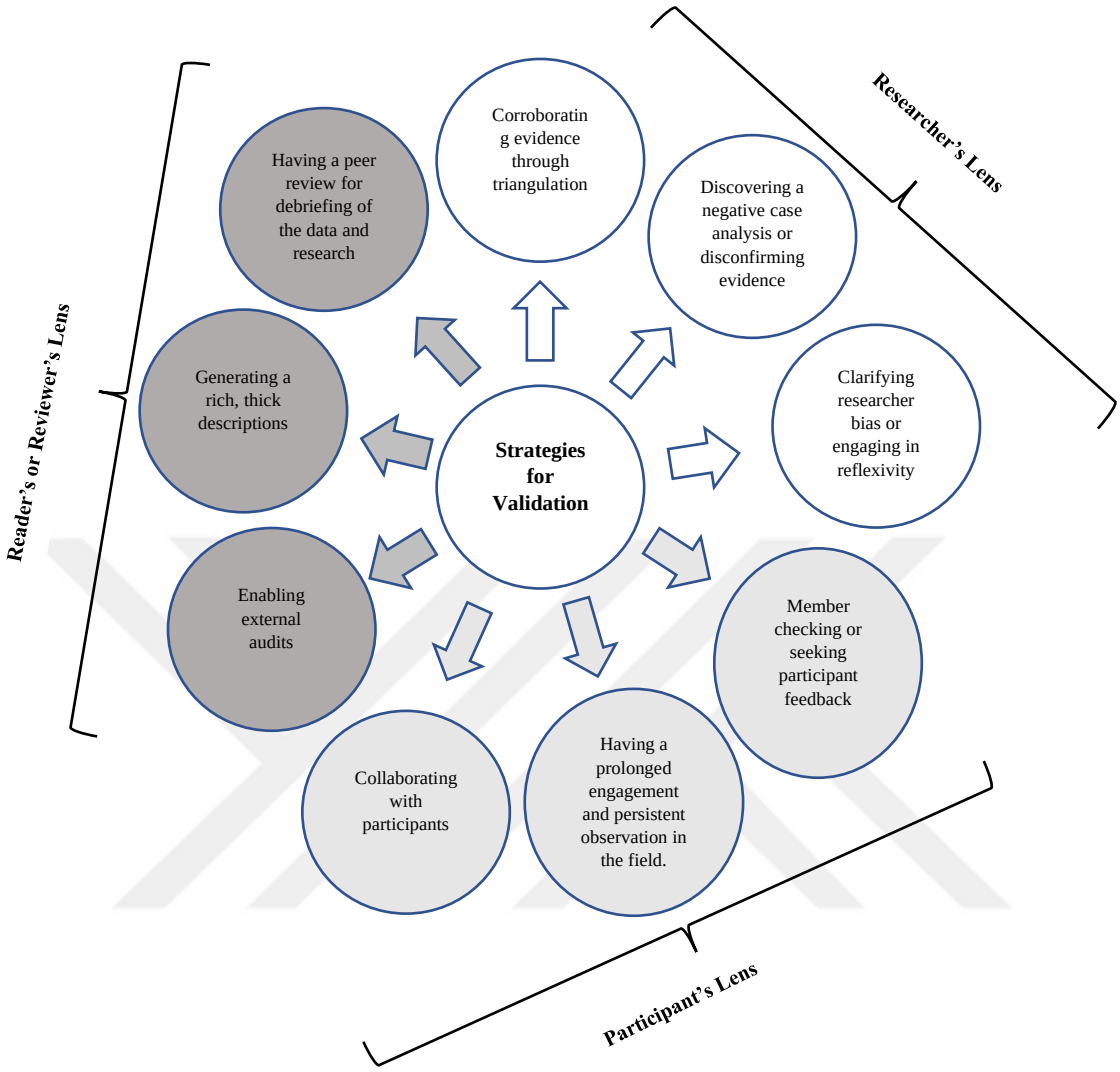


Figure 13. Strategies for validation. From Creswell, J. W., & Poth, C. N. (2018). Qualitative inquiry & research design. London: Sage.

3.8. Reliability

What reliability means is distinctive in qualitative and quantitative research methods. Reliability in quantitative research is categorized into three types which are reliability as stability, reliability as equivalence, and reliability as internal consistency (Cohen et al., 2007). Reliability as stability refers to having similar results if the same test is applied to the same group at a different time and having similar results if the same test is applied to two similar groups (Cohen et al., 2007). In experimental studies, while adopting the test-retest method, the researcher needs to pay attention to the period between the pretest and

posttest to ensure reliability (Cohen et al., 2007). The correlation coefficients were calculated to see the reliability of pretest and posttest. The second type is reliability as equivalence, which relates to having pretest and posttest that generate similar results if they are applied to experimental and control groups (they should be similar) at the same time. The last type is reliability as internal consistency which means utilizing the instrument only once using the split-half method. The relevant calculations are shown in the following table (see Table 12).

The evaluation criteria of the coefficient related to reliability are given below:

> "Not reliable if in the range of $0.00 < \alpha < 0.40$"
>
> "Low reliability in the range of $0.40 < \alpha < 0.60$."
>
> "It is quite reliable if it is in the range of $0.60 < \alpha < 0.80$."
>
> "Highly reliable in the range of $0.80 < \alpha < 1.00$" (Özdamar, 1999, p. 513).

Table 12

Reliability Analysis Findings of Instruction Giving Practices of Preservice Teachers Scale

Subdimensions	Cronbach's α	Split-half method				
		First half Cronbach's α	Second half Cronbach's α	Spearman-Brown	Guttman split half	Correlation between two halves
Scale	0.882	0.864	0.856	0.817	0.814	0.802
Factor 1	0.890					
Factor 2	0.811					
Factor 3	0.872					
Factor 4	0.845					

The total Cronbach alpha value of the Instruction Giving Practices of Preservice Teachers Scale was determined as 0.882. The Cronbach alpha value for the first sub-dimension was 0.890, the Cronbach alpha value for the second sub-dimension was 0.811, the Cronbach alpha value for the third sub-dimension was 0.872, and the Cronbach alpha value for the fourth sub-dimension was 0.845 (see Table 12).

As a result of the split-half analysis, the Cronbach's alpha value of the first half was 0.864, the Cronbach's alpha value of the second half was 0.856, the Spearman-Brown coefficient

was 0.817, the Guttman-split-half coefficient was 0.814, and the correlation coefficient between the two halves was 0.802.

Regarding the reliability of qualitative data, the terms “consistency, credibility, and trustworthiness” are used to refer to the reliability of qualitative data (Cohen et al., 2007). The stability of observations is a crucial aspect that is focused on the fact that the researcher would have made a similar analysis of the gathered data if they had been collected at a different time or in a different place (Cohen et al., 2007). As stated by Tomaszewski, Zarestky, and Gonzalez (2020), the researcher needs to consider what kind of data to gather and how to analyze the data to ensure the trustworthiness of qualitative data. To accomplish this, some strategies were proposed, which included consulting other researchers and experts in the field, getting feedback from the participants and scholars, ensuring triangulation, and keeping reflective journals during the research (Lincoln & Guba, 1985). Getting feedback from 3 experts, in-service teachers, and the participants and triangulation through various instruments, and having the participants keep journals were fulfilled throughout the study. With respect to the issues of trustworthiness related to the construction of vignettes, Lincoln and Guba (1985, as cited in Wilson & While, 1998) pointed out four components of trustworthiness, which are credibility, transferability, dependability, and conformality. These components are also likely to increase internal validity, external validity, and reliability (Wilson & While, 1998). The use of member checks ensures credibility by representing a simulation of a real-life problem. Thus, the vignettes were shown to 3 preservice teachers who were not the actual participants of the study. Transferability refers to seeing if the same vignettes can be applied to similar contexts in other places (Wilson & While, 1998). Each constructed vignette has a specific context which allows the researcher to adapt it to similar contexts with slight changes. Considering dependability means having similar results if the same study had been conducted in a different setting (Wilson & While, 1998). For the present study, explaining the process in detail and consulting 3 expert academicians (i.e., enabling external audits) were realized for dependability. Lastly, confirmability can be achieved when credibility, transferability, and dependability are achieved (Sandelowski, 1986, as cited in Wilson & While, 1998). All in all, all these criteria were taken into account for the reliability of the vignettes.

3.9. Conclusion

The aimed research was carried out to see the effect of vignette-based intervention on instruction-giving practices of PSTs studying in an ELT Department in a state university. The secondary aims were to identify the PSTs' knowledge of instruction-giving practices, problems they come across while giving instructions, and what perceptions they hold about the vignette cases during the intervention. To enrich the data collection process, the participant PSTs were asked to keep reflective journals after each intervention, and the researcher also wrote a journal to illuminate the process. To identify what PSTs know about instruction giving and what problems they encounter while giving instructions, a pre-test/post-test was designed by the researcher. After the piloting process, the pre-test was sent to experimental and control groups. Additionally, focus group interviews were held. Having analyzed both quantitative and qualitative data from the pre-test and interviews, vignette-based lessons were designed. Then, an 8-week intervention was carried out. After each intervention, reflective journals were kept by PSTs to increase the reliability of the gathered data. As the study was focused on pre and post-test design, reflective journals were likely to shed light on the dynamic nature of the learning process. Lastly, after the intervention, the same questionnaire was carried out as a post-test. The results were compared to see the difference before and after the vignette-based intervention.

CHAPTER IV

FINDINGS

The previous chapters sought to scrutinize the study by dwelling on the introduction, review of literature, and methodology. This chapter goes into greater depth to present the results of the current study. The primary aim of this chapter is to investigate the quantitative and qualitative findings from a variety of data collection instruments which are Pre-test, Focus Group Interviews, Researcher's Journal, Reflective Journals, and Post-test. The results are categorized according to the research questions formulated to investigate PSTs' instruction-giving practices.

4.1. Research Question 1: What are the problems that ELT Department Preservice Teachers (PSTs) encounter while giving instructions?

To identify the problems, the researcher utilized the pre-test results of experimental and control groups and conducted focus group interviews to gain a broader understanding into the problems and difficulties.

4.1.1. Pre-test

Having gathered data from the designed pre-test, the researcher selected 8 themes for each vignette-based lesson. Similar items were also put into the same VBL. In doing so, the focus of the lessons was enriched to cover the relevant aspects of each problem. For the 1st VBL, the main focus of the lesson was identified as giving instructions at the students' level. As shown in Table 13, the questionnaire items "6, 7, 8, and 12" were selected for the first lesson. 4,55% of the PSTs (for items 6 and 8) indicated that they had difficulty in adjusting instructions according to students' level and age. Furthermore, considering items

7 and 12, 9.09% of the participants pointed out that they have trouble in giving instructions when they need to use the target language at their students' level. Also, for items "6, 7, 8, 12", PSTs who selected "Not sure" was 31,82%, 18,18%, 13,64%, and 22,73% respectively. Accordingly, with regard to "not sure", "agree" and strongly agree" percentages, it can be stated that the PSTs yielded a response rate of more than 30%.

As for the second VBL, the focal point was aspects of giving instruction related to before delivering instruction. Items "13, 14, 15, and 16" were selected as they each have similar problems. For item 13, 8,18% of the PSTs indicated that they feel the need to prepare how they will deliver instructions while planning the lesson. In item 14, 50% of the PSTs pointed out the difficulty to draw students' attention before giving instruction. Additionally, 40,91% of the PSTs agreed with Item 15 as they feel that they might have trouble during the lesson if they do not prepare instructions before the lesson. 54,54% agreed that they needed to plan their lessons with clear instructions and 18,18% of them was not sure about this aspect. All in all, for the second VBL, more than 40% of the PSTs agreed with the items including similar problems.

The 3rd VBL, which was focused on the ways to differentiate instructions to meet students' needs, was based on Item 5. 31.82% of the participants agreed with the statement indicating the difficulty of integrating differentiation into their instruction-giving practices. 22,73% were not sure about it and 45,46% disagreed with the idea as they believed that they did not encounter any relevant difficulty. However, this aspect is to be elaborated upon in the focus group interview results.

The 4th VBL was centered upon Items 9 and 11. The focus of the lesson was determined as giving instructions to a large class and forming pairs and groups. Although they generally disagreed with the items (59,09% for 9 and 54,54% for 11), 27,28% for Item 9 and 27,27% for Item 11 agreed with the difficulty of delivering instructions to a large class and putting students in pairs and groups. Including the percentage of "Not sure" degree, 40,92% and 45,45% of the PSTs had the potential to have such difficulties. Considering the reported practices and actual practices of PSTs, these percentages are likely to represent a difficulty and cannot be ignored as they comprise for almost half of the PSTs.

The 5th VBL encompassed Items 21, 24 and 28. The main aim was to teach how to tailor instructions when students show nonunderstanding and misunderstanding. For Item 21, 13,64% agreed that they have difficulty in rephrasing instructions when some students

show nonunderstanding or misunderstanding. 18,18% of the PSTs were not sure and 68,18% of them disagreed with it. Accordingly, it can be inferred that most of the PSTs do not experience any problems related to tailoring instructions. Nevertheless, when it comes to Item 28, 40,91% of them were not sure about their ability to adopt a variety of strategies when students show misunderstanding or nonunderstanding. Furthermore, 27,28% of them disagreed with Item 28, which means almost 70% of the PSTs think that they might have trouble in utilizing various strategies while tailoring instructions. In regard to Item 24, 18,19% of the PSTs agreed that they do not know what to do when their students are confused although they have given good and clear instructions. 27,27% were not sure and 54,54% disagreed and stated that they know what to do in such situations. Thus, it can be pointed out that almost half of the PSTs needed elaboration on this aspect of instruction giving despite the high percentage of disagreeing participants.

The 6th VBL encapsulated Items 4, 26, and 27 and was based on addressing the problem of ignoring student feedback and neglecting paralinguistic features while giving instruction. As shown in Table, for Item 4, none of the PSTs agreed with having difficulty in giving instructions as using extra-linguistic devices (gestures, facial expressions, voice, and visuals) to promote students' learning. However, 9,09% of them were not sure. 90, 91% of them disagreed with the item and indicated that they knew how to utilize extra-linguistic devices. Nevertheless, these findings are not supported in focus group interviews. As for Item 26, 22,73% strongly agreed that they pay attention to student feedback about their instruction giving. 45,45% of them agreed with the idea; 18,18% were not sure; 13,64% disagreed with it. How they adjust instruction according to student feedback was deeply investigated in focus group interviews. Lastly, 95,46% of the PSTs believed that they could easily use paralinguistic features to make sure that all the students understood their instructions. 4,55% was not sure. However, how they make use of such features and in what ways they enhance students' comprehension should be analyzed in depth.

The 7th VBL was designed for teaching and encouraging student engagement and communication in the target language, which is based on Item 19 including similar aspects. 13,64% of the PSTs agreed that they have problems in engaging students and creating communication in English. Additionally, 31,82% of them were not sure and 54,54% disagreed with it. Considering the percentage of PSTs stating they were not sure; it can be

stated that 45,46% of the participants might need to elaborate on the ways to engage students and facilitate communication in the target language.

The last VBL, which was centered upon Item 18, was aimed at delving into enhancing instructional clarity and minimizing the use of learners' native language. The PSTs who agreed to feel the need to use learners' native language to give instructions to make it understandable for students was 13,64% and 22,73% of them were not sure. Nonetheless, 63,64% of them disagreed with the idea and indicated that they do not need to use learners' L1 while giving instructions as there are other ways to achieve clarity. Taking relevant percentages into consideration, 36.37% of the PSTs seemed to need clarification on how to ensure delivering understandable instructions and minimizing learners' L1. Table 13 provides information about the pre-test results and selected Items for each VBL.

Table 13

Selected Items for the VBLs (Results from the Pre-Tests)

Weeks & Focus of the Lesson	Item Number	Strongly disagree	Disagree	Not Sure	Agree	Strongly agree
1st VBL Giving Instructions at Students' Level	6. I have difficulty in giving instructions since I cannot use language at or below my students' current level of understanding.	%22,73	%31,82	%31,82	%9,09	%4,55
	7. I have difficulty in giving instructions as the level of my students changes.	%22,73	%40,91	%18,18	%9,09	%9,09
	8. I have difficulty in giving instructions as the age of my students changes.	%22,73	%45,45	%13,64	%13,64	%4,55
	12. I have difficulty in giving instructions since using the target language at my students' level is troubling for me.	%22,73	%22,73	%22,73	%22,73	%9,09
2nd VBL Planning Instructions Before the Lesson	13. I feel the need to prepare how I will give instructions while planning my lesson.	%4,55	%18,18	%9,09	%40,91	%27,27
	14. It is a challenge for me to draw my students' attention before I start to give instructions.	%18,18	%13,64	%18,18	%36,36	%13,64
	15. If I do not prepare my instructions beforehand, I might have trouble during the lesson.	%4,55	%27,27	%27,27	%36,36	%4,55
	16. I need to plan my lessons with clear instructions in mind.	%9,09	%18,18	%18,18	%45,45	%9,09
3rd VBL Differentiating Instructions to Meet Students' Needs	5. I have difficulty in giving instructions since differentiating instruction to meet the needs of each learner is a challenge for me.	%13,64	%31,82	%22,73	%22,73	%9,09
4th VBL Giving Instructions to a Large Class and Forming Pairs/Groups	9. I have difficulty in giving instructions when I need to arrange pair work or group activities.	%22,73	%36,36	%13,64	%22,73	%4,55
	11. I have difficulty in giving instructions if the number of my students is high.	%18,18	%36,36	%18,18	%18,18	%9,09

5th VBL Tailoring Instructions When Students Show Non/Misunderstanding	21. I have difficulty in rephrasing instructions when my students show nonunderstanding or misunderstanding.	%27,27	%40,91	%18,18	%9,09	%4,55
	24. I do not know what to do when my students are confused although I have given good and clear instructions.	%18,18	%36,36	%27,27	%13,64	%4,55
	28. I can adopt a variety of strategies when some of my students show misunderstanding.	%4,55	%22,73	%40,91	%18,18	%13,64
6th VBL Addressing the Problem of Ignoring Student Feedback and Neglecting Paralinguistic Features in Instruction	4. I have difficulty in giving instructions since using extra-linguistic devices (gestures, facial expressions, voice, and visuals) to foster my students' learning is challenging for me.	%31,82	%59,09	%9,09	%0,00	%0,00
	26. I give importance to the feedback of my students about my instruction giving.	%4,55	%9,09	%18,18	%45,45	%22,73
	27. I can easily use paralinguistic features (e.g., body language, facial expressions, tone) to make sure that all the students have understood my instructions.	%0,00	%0,00	%4,55	%54,55	%40,91
7th VBL Encouraging Student Engagement and Communication in the Target Language	19. I have problems in engaging students and creating communication in the target language.	%27,27	%27,27	%31,82	%9,09	%4,55
8th VBL Enhancing Instructional Clarity-Minimizing the Use of Learners' Native Language	18. I need to use learners' native language to give instructions to make it understandable for my students.	%31,82	%31,82	%22,73	%9,09	%4,55

4.1.2. Focus Group Interviews

Having analyzed the pre-test results, focus group interviews were implemented to generate qualitative data and to identify the problems from a different lens. As can be seen from Table 14, four themes and thirteen subthemes emerged from the gathered data. Furthermore, relevant codes for each theme and subtheme are presented in Table 14. F denotes the frequency of each theme and subtheme. The results are presented in accordance with the following themes.

Table 14

Themes, Subthemes and Relevant Codes for Focus Group Interviews

THEME	SUBTHEMES	RELEVANT CODES
DIFFICULTIES/PROBLEMS RELATED TO INSTRUCTION-GIVING PRACTICES (f=30)	No problem (f=2)	▪ No problem thanks to the level of students ▪ No problem because of utilizing the appropriate strategies while giving instruction
	Student based issues (f=15)	▪ Nonunderstanding of the given instruction ▪ Students' mindset towards some topics ▪ Students' being familiar with instructions given in Turkish ▪ Students' being familiar with formulaic instruction language ▪ Problems related to students' age
	Activity/task-related problems (f=4)	▪ Giving instructions in a hierarchical order
	Differentiating instructions (f=4)	▪ Adjusting instructions to various levels
	How the PSTs notice instruction-related problems (f=5)	▪ Observing students' body language ▪ Asking concept-checking questions
WHAT PSTS FOCUS ON MOST WHILE GIVING INSTRUCTIONS (f=24)	Issues with language use in the classroom (f=15)	▪ Giving instructions in the target language ▪ Simplifying the instructions ▪ Giving instructions in students' L1 for clarification ▪ Paraphrasing the written instructions in the book
	Other factors (f=9)	▪ Enhancing students' comprehension ▪ Students' age and level ▪ Utilizing extra-linguistic devices, body language, games, demonstration, warm-up activities
SOLUTIONS TO OVERCOME INSTRUCTION-GIVING PROBLEMS (f=19)	Verbal strategies (f=15)	▪ Using more concise and clear language ▪ Dividing instructions into meaningful steps ▪ Asking display questions to see the problem ▪ Presenting concrete examples ▪ Changing intonation to draw the attention of students
	Nonverbal strategies (f=2)	▪ Integrating paralinguistic features while giving instructions
	Other strategies (f=2)	▪ Empathizing with the student ▪ Associating the topic with his/her own life ▪ Adding students' interests to the topic

PERCEPTIONS OF TEACHER TRAINING PROGRAM (f=34)	Comments on mentors (f=5)	▪ Mentors' teaching practice ▪ Mentors' feedback on PSTs' teaching practice
	Comments on courses (f=4)	▪ Putting too much emphasis on theory ▪ Issues on micro-teaching during PSTs' education
	Practicum experience (f=25)	▪ General ideas on practicum ▪ Experience in different levels ▪ Observation of students during practicum

When Table 14 is carefully examined, it is clear that the most frequent theme is perceptions of teacher training program (f=34). The PSTs' perceptions were divided into three subthemes which are their comments on mentors, comments on courses, and practicum experience. Regarding the stated theme, the most frequently stated aspect was about their practicum experience. They pointed out their general ideas, their experience at various levels, and their observations of students during the lesson. The relevant viewpoints are shown below:

> *PST1:" Generally. You know, sometimes when activities are being conducted, there should be pre, while and post activities while any activity is being done, but now we don't have such a possibility in practicum, such as what is pre, what is while, what is post, because of time constraints or excessive book tracking or something like that. We feel like we need to follow the curriculum and I think it's because of our teacher."*
>
> *PST5: "Last semester, I was teaching high school students and they had B1 and A2 level of English. This semester, I am teaching prep school students."*
>
> *PST3:" No, of course we can't choose the level we want, but for example, the school we go to is high school, and when we adjust it according to our teacher's schedule and our own schedule, we need to teach those classes. You know, preferably I didn't do anything so that I could go to those classes. Just how it fits. For example, in the preparatory class, of course, we had to teach more hours. Because their lessons are so many, we need to use a simpler language or a clear understandable language there."*
>
> *PST1: "There is a class I have been teaching for 2 semesters. In that class, I realized that a student was having a bit of a problem. Not in a psychological sense, but not in the sense of a disorder. I guess, in his own family life, and I noticed this on my own, frankly. You know, his behavior in the classroom, his silence, etc., and then I went and consulted my mentor teacher, and teacher at university, I told them my observation. After that, we talked a little bit about that student. So, there might be a problem like this, so you can act like that. But before I realize it, I guess it is. There was no information."*
>
> *PST8: "I may not be doing something different. I just think that, as I started to know the student profile better, I was shaped according to them. The way I gave instructions was shaped by them."*

While talking about the mentor teachers, they referred to mentors' feedback on their teaching practice and mentors' tendency to use Turkish while giving instructions. Some of the participants stated their comments in the following sentences:

> *PST2: "No, it was not like giving feedback, you know, when I was teaching, the teacher interrupted. I think he was intervening for me. Yes, unfortunately he tried to be in control. Then, when talking after class, he gave feedback like something like you have to control the classroom, but unfortunately, he didn't leave it to me."*
>
> *PST1: "In the first term, it was definitely not like that. Our mentor was leaving it to us. At the end of the lesson, if there was feedback, he shared it with us. You know, there is classroom management, giving instructions. When I had any problems, I could either ask the teacher directly there or get feedback later."*
>
> *PST5: "I observed, for example, he was not doing many things. Hani usually preferred Turkish."*
>
> *PST3: "My mentor teacher was reading what was written in the book. It says there, listen and match this and this, I don't know, and the teacher says okay. I am opening listening and doing this."*

When it comes to their comments on the courses they had taken during their education in university, their comments were focused on either putting too much emphasis on teaching theory or issues related to their micro-teaching/demo experience. Some of the participants articulated:

> *PST1: "Actually, I think the training they give about giving instructions is enough. I think we don't have a chance to apply exactly what we learned in the practicum."*
>
> *PST4: "In general, as teachers, our body language is important and our tone. That I should pay more attention. I also learned to ask a student in the class to tell their friends to check to see if everyone understood it."*

As shown in Table 14, the second recurrent main theme emerged as difficulties and problems related to instruction-giving practices (f=30). Then, the problems/difficulties stated by the PSTs were categorized into five subthemes. While some of the PSTs stated that they had not experienced any instruction-giving-related problem (f=2), some of them elaborated on their problems and gave examples. These problems or difficulties were centered around student-based issues(f=15), activity/task-related problems(f=4), differentiating instructions (f=4), and how they discern such problems (f=5). One of the PSTs stated that she had not come across any instruction-giving problems:

> *PST2: "Can I talk first? So, honestly, I don't have a problem while giving instructions in the practicum because I think my friends will also agree with me. The level of the students is quite high, there is no situation that they cannot understand."*

However, some of the PSTs pointed out the student-based issues in the following comments:

> *PST3: "For example, when giving instructions to children, sometimes the children did not understand the words I used or the way of giving instructions. So, I always had to simplify. When you give instructions, more or less yes, you also give examples, but sometimes the child does not understand, and after saying let's do the first one together after doing the instruction together, there is no way to check whether the children understand it in a different way."*
>
> *PST4: "I can elaborate on this question. At the beginning of the first term. When we started our lessons. They were prep school students; I think as far as I remember they stared blankly at me when I gave instructions like this."*
>
> *PST5: "In addition to giving examples, I have also noticed this. At the same time, children have a mind set against certain subjects, especially in high school groups, because of their age, rather than their level. For example, while social media is a subject they are very interested in, a traditional subject is a subject that bores them, or a subject that does not interest them, or about traditions. If there is a different country, for example, for every subject, at least I think this is the case. You know, these issues both attract their attention and sometimes give instructions? It makes it hard for us, or at least me, to get their attention. Or they can't get over their mind sets directly, or the words they know change, to put it simply. So, they know a lot of words about social media. Because they're so relevant. Maybe they don't have such information in arts and films. They don't have much information. I don't think that this makes a teacher's job more difficult, but it adds something like this, it adds something."*
>
> *PST2: "He only gave importance to certain things in the lesson and the rest of the lesson was taught in Turkish, which was a huge problem. I needed to overcome this problem because the children were not exposed to English, the instruction was told in Turkish, it was always given in Turkish.*
>
> *PST10: "They become accustomed to formulaic instructions because of their teachers. That's why they don't understand what you're saying differently."*
>
> *PST7: "Last year, I was teaching especially A1 level and 7–8-year-old class and I was having a really hard time there. When giving instructions, even in very simple things. Because I couldn't focus the attention of children even on things like line and circle, so one understands, the other doesn't, I had to explain it again."*
>
> *PST1: "Oh, that's how it usually happens. when they can't focus. Because even when I do this, there may be a student who cannot understand and says what we were going to do, but at that point, frankly, I feel like it happened not because I could not teach but because he didn't want to listen, but of course I always repeat, after all, it's still our responsibility, whether they listened or not. I'm trying to solve that problem by repeating it. That's what happens to me."*

As for activity/task-related problems, the PSTs indicated the difficulty of giving instructions that require them to put the instructions in a hierarchical order as it is a long activity/task. One of the PSTs stated that she had this difficulty not because she felt

confused about the task/activity but because it was too long. The remarks below illustrate such difficulties and problems:

> *PST2: "For example, if the task or activity we were going to do consists of multiple steps and I was trying to keep the level simple, if I was trying to keep the language simple, I had difficulty adjusting it. It was either too complicated or too long for them to understand and escape their attention."*
>
> *PST1: "It's not because I was confused about the steps, I think it's purely because of the length. So no matter how much I tried to simplify some things, I just couldn't do it at that moment. I think I'm better this semester."*
>
> *PST11: "So when you do something in groups, it was difficult for me to divide it into simple steps when explaining a long activity. I was facing such a problem."*
>
> *PST4: "As my friend told us, when there are tasks that will take longer and take time, we have to explain longer, naturally, they don't understand when I say it in paragraphs like this. That's when I noticed. that I should have made it simpler."*

With regard to difficulties and problems with differentiating instructions, the comments were generally focused on adjusting their instructions to various levels. In the pre-test results, 45,46% of the PSTs disagreed with having difficulty in differentiating instructions as they believed that they did not come across any relevant difficulty. However, in the focus group interviews, they stated that they have encountered difficulties related to differentiation of instructions. Since some of them had to teach different levels in both terms during practicum, they had different experiences and difficulties. The following comments are presented below:

> *PST1: ""For example, when I was giving instructions to children especially, the children sometimes did not understand the words I used or the way I gave instructions."*
>
> *PST4: "When I was teaching the 9th and 10th's class, their levels were better. Because they were students who studied in preparatory school. I used to have such an imbalance there. You know, I could explain it in a simpler way in the preparatory class and then suddenly get to a better level on the same day, you know, sometimes I could explain it very simply and sometimes it was too long. You know, this might be a waste of time or cause even more confusion in the minds of the students."*

The last subtheme that emerged is about how the PSTs notice instruction-related problems. Their ideas were generally about observing students' body language and asking concept-checking questions. In line with these ideas, some of the PSTs mentioned:

> *PST7: "I can speak. You know. I think we can directly understand that there is a problem because of the children, and if this is the majority, we inevitably start a second instruction."*

PST3: "First of all, it's not that all children don't understand anyway, one of them understands and sometimes s/he tries to explain it to the other, and I understand it from there. "

PST7: "Yes, yes, I give the first step, then I look into their eyes. You know, when I see a question mark, I wait 5 seconds, no, I wait longer. I expect them to form affirmative sentences. You know, okey or clear? I observe and continue with the second. It goes on like this. I have learned to be more cautious, controlling now. I have learned to teach more calmly."

PST1: "Yeah yeah. I would ask if there were any problem about the instruction. As I just said, if anyone understood, I would like him/her to have a summary for everyone."

As can be inferred from the Table 14, the third frequently stated theme is what PSTs focus on most while giving instructions (f=24). Under the same theme, two subthemes emerged as they referred to language use in the classroom (f=15) and other factors (f=9). Starting out, considering the issues on language use in the classroom, some of the PSTs expressed their viewpoints in the following comments:

PST2: "About speaking Turkish. It really varies from teacher to teacher. For example, in the first semester, my mentor teacher was doing something when I went for the first time last semester. He only cared about certain things in the course and taught the rest of the course in Turkish, which was a huge problem."

PST6: "We didn't grow up with the target language we learned or learn that way. We have always learned English in our own language. But in this school, that is the school we go to, the teachers are really careful about this and our own mentor teacher, the only thing he really wants from us, is please don't speak Turkish. Try to speak English. Well, since the teacher of the class I went to pays great attention to this, you know, because he speaks English, inevitably, in that direction, you know? In other words, I can say that we never speak Turkish, so it almost never happens."

PST10: "Again, although the children were in the fifth grade, I cannot say that their level was very bad. So too much. I can't say the thing. You know, they always know the same things, for example, when you give instructions for a different activity, the child looks with a question mark."

PST11: "Yes, I have to use Turkish as a last resort."

PST7:" As the instruction in the book is like this, I don't prefer to read it and convey it that way. For example, there is an instruction in the book, I do not find it right to read it as it is. Students have to get used to hearing different structures, that is, it is necessary."

Considering the responses above, it can be stated that the PSTs focused more on issues related to language use. Using Turkish to attain interaction, the impact of mentor teachers on PSTs' teaching practice, and giving the same instruction in different words were the examples given by some of the PSTs.

Other factors they focus on most comprised paying attention to students' comprehension, students' age, and level, and taking advantage of extra-linguistic devices, body language, games, demonstration, and warm-up activities. Sample excerpts are shown in the following comments:

> *PST1: "I mostly focus on body language. I'm trying to make what I'm talking about more understandable by supporting it with body language. Also, as I said, I try to keep Instructions simpler and shorter. So that it can be understood by everyone."*
>
> *PST8: "I don't know, in extra linguistic device or sometimes when the students do not understand the activity, if I can get a student on the board quickly and explain something together, I use them as a little game, Children on the board are also having fun. The other children are doing something, too. When I demonstrate something like this on the board, for example by demonstrating."*
>
> *PST10: "In other words, we automatically adjust comprehension and language use according to age. I think that lies at the root of it anyway."*

In this respect, it can be deduced that PSTs tend to give instructions according to what they attach importance to most. Generally, they concentrated on level, age, comprehension, body language, and implementing some strategies to accomplish giving effective instructions.

The last theme addressed in Table 14 is solutions to overcome instruction-giving problems (f=19). These views surfaced mainly in relation to verbal strategies (f=15), nonverbal strategies (f=2), and other strategies (f=2). As far as verbal strategies are concerned, using more concise and clear language, breaking down instructions into steps, asking display questions to identify the problem, providing concrete examples, and changing intonation to direct the attention of students towards activity/task are among the verbal strategies. The following comments are shown to present the relevant solutions:

> *PST3: "As I said as a solution, my solution was to just give instructions to children with simpler words and simpler patterns."*
>
> *PST5: "If it's a very few people like this, I go to the children. You know, what happened, I ask in English if there is a problem. When I look at it, I try to understand if the children are having problems, if they do not understand in general, and if there is a step-by-step activity, which step they have problems with or which step they do not understand. I'm trying to learn this. Children usually answer by asking questions to the children, here is the teacher, we did not understand this part. Just because we didn't understand this part."*
>
> *PST6: "Now even in high school, did they understand something or not? You know, I have learned to wait and behave more calmly. I think as the most important thing in this instruction is to give an example. It's like they seem to understand, but then when an example is given, the child becomes enlightened like this. I personally understood the importance of the example."*

PST8: "I was going to emphasize showing an example. After giving instructions, if there was something that we can give example from ourselves, I would do it and they always perceived it so easily, for example, it was about fashion. It was between the seller and the buyer. It was pair work but I didn't feel like the task was very understood. MAybe, it was actually understood. but I felt the need to calrify it. Then, for example, I immediately said, ah, my pants are like that, they seemed to enjoy it. You know, sometimes the example we give makes the activity fun for them, or at least giving an example from yourself."

PST9: "Sometimes, even changing intonation can bring their attention back while giving instructions."

As can be seen in Table 14, the PSTs reported more comments on verbal strategies. When it comes to nonverbal strategies, they were prone to mention body language.

PST4: "No, when there are such cases, I use body language directly. If it says listen and circle, you know listen and circleeeeee…"

Other strategies included empathizing with the student, associating the topic with his/her own life, and adding the student's interests to the topic.

PST2: "The last time I went to practicum course, my mentor teacher made me sit next to a student. He was a student who didn't do anything, didn't talk, but one day, the kid looked at the question, didn't even understand the question. Okay, okay, I looked, I know. I was able to gradually make her talk that the girl was a non-speaking person, her level was low. If I didn't know that student, I would have asked her the question when I sat next to her. I wouldn't get an answer from her and we would just look at each other like that. Just because I know her low level. I simplified the question there first, divided it and gave myself an example. When she gave me an answer, I took her answer and modified it a bit more and told her back some more level. She repeated it. She learned a different way of saying it. So I think the thing that has changed is getting to know the student."

PST11:" I agree with that. They love to hear about the teacher's life. Well. That way, I think it got better as I got used to the students and got to know them."

PST9: "For example, I was teaching a class full of male students last semester. I was having school expereince at the Imam Hatip. You know there are separate classes for boys and girls, you know, what happens? In other words, there was a noise, it was difficult to manage, etc. You know, for example, an activity seemng boring to the students. I was asking about football, I was asking about games. We were we including such things. In this way, a little more like this, for example, they kept silent. Even children who never wanted to speak English like that were taking a voice just to show their interest."

In line with the remarks above, it can be highlighted that some of the PSTs attempt to put themselves into students' shoes and have meaningful interaction by delivering effective instructions. To achieve this, they seek to familiarize themselves with students' background knowledge as they think that students are highly likely to bring their background into the classroom setting.

All in all, Table 15 provides a summary of the themes and subthemes extracted from the data collected through focus group interviews. It is apparent from this table that the PSTs mostly focused on their perceptions of teacher training program and difficulties/problems related to instruction-giving practices.

Table 15

Summary of the Emerging Themes and Subthemes in Focus Group Interviews

THEMES	SUBTHEMES
DIFFICULTIES/PROBLEMS RELATED TO INSTRUCTION-GIVING PRACTICES (f=30)	No problem (f=2)
	Student based issues (f=15)
	Activity/task-related problems (f=4)
	Differentiating instructions (f=4)
	How the PSTs notice instruction-related problems (f=5)
WHAT PSTS FOCUS ON MOST WHILE GIVING INSTRUCTIONS (f=24)	Issues with language use in the classroom (f=15)
	Other factors (f=9)
SOLUTIONS TO OVERCOME INSTRUCTION-GIVING PROBLEMS (f=19)	Verbal strategies (f=15)
	Nonverbal strategies (f=2)
	Other strategies (f=2)
PERCEPTIONS OF TEACHER TRAINING PROGRAM (f=34)	Comments on mentors (f=5)
	Comments on courses (f=4)
	Practicum experience (f=25)

4.2. Research Question 2: What is the effect of vignette cases on the instruction-giving practices of PSTs?

4.2.1. Pre-test/Post-test

Considering the first subproblem of the study, which is posed to see if there is a significant difference between the pretest scores of the experimental group and control group, and its

sub-components were examined by using the Independent Samples t-Test. The findings of the analysis are shown in Table 16.

Table 16

Independent Samples t-Test Results Regarding the Difference Between Experimental and Control Groups Instruction Giving Practices of Preservice Teachers Pretest Scores

Pre-test	Group	N	$\bar{X}$	SS	t	p
Instruction-Giving Practices of Preservice Teachers	Experimental Group	11	2,74	,40	-,353	,728
	Control Group	11	2,81	,51		
General Beliefs & Instruction-Giving Practices	Experimental Group	11	2,24	,55	,481	,636
	Control Group	11	2,11	,76		
Before Giving Instruction	Experimental Group	11	2,99	,89	-1,028	,316
	Control Group	11	3,24	,67		
During Instruction	Experimental Group	11	2,35	,47	-,395	,697
	Control Group	11	2,47	,90		
After Giving Instruction	Experimental Group	11	3,47	,30	,391	,700
	Control Group	11	3,42	,35		

When Table 16 is examined, it can be inferred that there was no significant difference between Instruction Giving Practices of the Preservice Teachers Pretest, General Beliefs & Instruction Giving Practices Pretest, Before Giving Instruction Pretest, During Instruction Pretest, After Giving Instruction Pretest scores according to Control Group and Experimental Group (p.>05).

Within the framework of the second subproblem of the study, which was framed to see if there is a significant difference between the Instruction Giving Practices of Preservice Teachers post-test scores of the Experimental group and the Control group, it was found that there was a significant difference between the preservice teachers' post-test scores from Instruction Giving Practices of Preservice Teachers and its subcomponents. This was examined with the Independent Samples t-Test. The findings obtained from the analysis are presented in Table 17.

Table 17

Independent Samples t-Test Results Regarding the Difference Between Experimental and Control Groups Instruction Giving Practices of Preservice Teachers Post-Test Scores

Post-test	Group	N	$\bar{X}$	SS	t	p
Instruction-Giving Practices of Preservice Teachers	Experimental Group	11	2,41	,42	-2,183	,000
	Control group	11	2,75	,60		
General Beliefs & Instruction-Giving Practices	Experimental Group	11	1,80	,73	-2,363	,000
	Control group	11	2,21	,74		
Before Giving Instruction	Experimental Group	11	2,57	,94	2,349	,000
	Control group	11	3,05	,76		
During Instruction	Experimental Group	11	2,12	,50	-1,912	,070
	Control group	11	2,21	,68		
After Giving Instruction	Experimental Group	11	3,56	,22	1,266	,220
	Control group	11	3,25	,78		

When Table 17 is examined, comparing the analysis of the post-test scores of both groups, while there was a significant difference between the Instruction Giving Practices of Preservice Teachers post-test (t:-2.183, $p<.05$), General Beliefs & Instruction Giving Practices post-test (t:-2.363, $p<.05$) and Before Giving Instruction post-test (t:2.349, $p<.05$); it was identified that there was no significant difference between the During Instruction post-test ($p>.05$) and After Giving Instruction post-test ($p>.05$) scores.

It was revealed that the control group's Instruction-Giving Practices of Preservice Teachers post-test scores ($\bar{X}=2.75$) were higher than the experimental group's Instruction-Giving Practices of Preservice Teachers post-test scores ($\bar{X}=2.41$).

It was identified that the General Beliefs & Instruction-Giving Practices post-test scores of the control group ($\bar{X}=2.21$) were higher than the General Beliefs & Instruction-Giving Practices post-test scores of the experimental group ($\bar{X}=1.80$).

It was also found that the Before Giving Instruction post-test scores of the control group ($\bar{X}=3.05$) were higher than the Before Giving Instruction post-test scores of the experimental group ($\bar{X}=2.57$).

The third sub-problem of the research was “Is there a significant difference between the Instruction Giving Practices of Preservice Teachers pre-test and post-test scores of the preservice teachers in the Experimental group and Control group?” Whether there is a significant difference between the pre-test and post-test scores of the PSTs from Instruction Giving Practices of Preservice Teachers and its sub-components was examined with the Paired Samples t-Test. The findings generated from the analysis are illustrated in Table 18.

Table 18

Paired Samples t-Test Results Regarding the Difference Between Experimental and Control Groups Instruction Giving Practices of Preservice Teachers Pre-Test and Post-Test Scores

Experimental Group	**Group**	**N**	**X̄**	**SS**	**t**	**p**
Instruction-Giving Practices of Preservice Teachers	Pretest	11	2,74	,40	3,325	,000
	Posttest	11	2,41	,42		
General Beliefs & Instruction-Giving Practices	Pretest	11	2,24	,55	3,698	,000
	Posttest	11	1,80	,73		
Before Giving Instruction	Pretest	11	2,99	,89	-3,910	,000
	Posttest	11	2,57	,94		
During Instruction	Pretest	11	2,35	,47	1,936	,082
	Posttest	11	2,12	,50		
After Giving Instruction	Pretest	11	3,47	,30	-,959	,360
	Posttest	11	3,56	,22		
Control Group	**Group**	**N**	**X̄**	**SS**	**t**	**p**
Instruction-Giving Practices of Preservice Teachers	Pretest	11	2,81	,51	,400	,697
	Posttest	11	2,75	,60		
General Beliefs & Instruction-Giving Practices	Pretest	11	2,11	,76	-,666	,521
	Posttest	11	2,21	,74		
Before Giving Instruction	Pretest	11	3,24	,67	1,129	,285
	Posttest	11	3,05	,76		
During Instruction	Pretest	11	2,47	,90	-1,150	,277
	Posttest	11	2,21	,68		
After Giving Instruction	Pretest	11	3,42	,35	,564	,585
	Posttest	11	3,25	,78		

When scores of the Experimental group (see Table 18) are analyzed, it can be inferred that there is a significant difference between the scores of Instruction Giving Practices of Preservice Teachers pre-test and post-test (t:3.325, p<.05), General Beliefs & Instruction Giving Practices pre-test and post-test (t:3.698, p<.05), Before Giving Instruction pre-test and posttest (t:-3.910, p<.05), it was found that there was no significant difference between the scores of the During Instruction pre-test and post-test (p>.05), After Giving Instruction pre-test and post-test (p>.05).

It was identified that the experimental group's Instruction-Giving Practices of Preservice Teachers pre-test scores ($\bar{X}$=2.74) were higher than the experimental group's Instruction-Giving Practices of Preservice Teachers post-test scores ($\bar{X}$=2.41).

It was also analyzed that the General Beliefs & Instruction Giving Practices pre-test scores of the experimental group ($\bar{X}$=2.24) were higher than the General Beliefs & Instruction Giving Practices post-test scores of the experimental group ($\bar{X}$=1.80).

Another finding is that the experimental group's Before Giving Instruction pre-test scores ($\bar{X}$=2.99) were higher than the experimental group's Before Giving Instruction post-test scores ($\bar{X}$=2.57).

When the scores of the Control group (see Table 18) were analyzed, it was determined that there was no significant difference between the scores of the Instruction Giving Practices of Preservice Teachers pretest and posttest (p.>05), General Beliefs & Instruction Giving Practices pretest and posttest (p.>05), Before Giving Instruction pretest and posttest (p.>05), During Instruction pretest and posttest (p.>05), After Giving Instruction pretest and posttest (p.>05).

4.2.2. Researcher’s journal

As stated before, researcher journals were kept to shed more light on the research process. While analyzing the qualitative data, the main aim was to create codes and then put them into more general themes. Hence, when the journals were analyzed, three general themes and eight subthemes were extracted from the gathered data (see Table 19).

Table 19

Results of the Researcher's Journal

THEMES	SUBTHEMES	RELEVANT CODES
ADOPTED STRATEGIES FOR THE VIGNETTE-BASED LESSONS (f=30)	Utilized materials and activities (f=18)	▪ Using sample lesson plans, brief lectures for each identified problem, activities from books, videos, and pictures to provoke discussion, matching activities, scenario cards (including fictional students/hypothetical teaching contexts), current articles for brainstorming and presenting information, and reflection activities ▪ Presenting effective and ineffective instructions inductively ▪ Having a variety of interactional tools (e.g., Menti, Slido, Quizizz) ▪ Selecting engaging and interesting materials
	Ways to enhance the flow of the lesson (f=12)	▪ Paying attention to the steps of the planned lesson ▪ Creating interaction with the PSTs to involve them ▪ Taking advantage of having lessons via Zoom
DESIGNING VIGNETTE-BASED LESSONS (f=14)	Construction process (f=11)	▪ Steps of the construction process (e.g. criteria for developing vignettes, selecting a framework, getting feedback from experts, in-service teachers, and academicians, and scanning the literature, using the researcher's experience)
	Encountered problems (f=2)	▪ Having difficulty in selecting an appropriate framework ▪ Observing the PSTs become disengaged
	Issues related to the objectives of the lessons (f=1)	▪ Setting the context for the PSTs
RESEARCHER'S EXPERIENCE RELATED TO THE PROCESS (f=16)	Feeling positive towards the process (f=6)	▪ Enjoying the process of writing vignette cases and preparing the lessons for each week ▪ Becoming familiar with the experiences of the PSTs and getting positive feedback from them ▪ Sharing the researcher's own experience
	Feeling uncomfortable during the process (f=3)	▪ Feeling afraid of not being able to draw the PSTs' attention ▪ Having difficulty in designing the lessons and preparing materials
	Associating the researcher's own experience with the PSTs (f=7)	▪ Combining the researcher's experience and the PSTs' experience to elaborate on vignette-based lessons ▪ Advantages of the research process

To begin with, the most frequent theme was found to be adopted strategies for the vignette-based lessons (f=30), which means that the researcher focused on the strategies more. Having analyzed the subthemes, they were categorized into two categories that refer to utilized materials and activities and ways to enhance the flow of the lesson. With respect to the utilized materials and activities, the researcher aimed to select a wide range of materials and activities for the lessons as can be seen from the table. Relevant excerpts are presented below:

> *"To prepare a lesson for this aim, I tried to remember what I learned when I was studying at university. I found sample lesson plans, which were in line with the purposes of the second week's lesson and enhanced authenticity." (Researcher's Journal, Week II)*

"I wanted to start the lesson in a more enjoyable way. Thus, I prepared a quiz on the ways to consider student feedback and adapt instruction accordingly and utilizing paralinguistic features." (Researcher's Journal, Week VI)

Another subtheme included in the first theme was about ways to enhance the flow of the lesson. To accomplish this throughout the lessons, the researcher focused on following the steps of the planned lesson, creating interaction with the participant PSTs, and bringing out the best of having online lessons. As an example of creating interaction and engaging the PSTs, the following excerpt is shown below:

"Lastly, I distributed some activities from a book (e.g., including four skills) and wanted them to plan instructions considering the strategies they had just learned. For this lesson, I sent them a link from Slido. It has an interactive board, which makes communication easier and more enjoyable. In groups, they wrote the answers to the interactive board. Having talked about the prepared instructions, we also had a Quiziz to wrap up the lesson." (Researcher's Journal, Week II)

The second theme was based on designing vignette-based lessons (f=14). After delving into the details, three subthemes were created as in the following: construction process, encountered problems, and issues related to the objectives of the lessons. The comments related to the construction process were more frequent and focused on the criteria for developing vignettes, selecting a framework, getting feedback from experts, in-service teachers, and academicians, and scanning the literature, using the researcher's experience. The following excerpt is given below:

"While constructing vignettes for each lesson, I scanned the relevant criteria for developing vignettes. I had fun while creating them as it was like writing a story. As an in-service teacher who has been working for six years in a state university, I tried to remember my own experience related to each problem. After writing the first vignette, I got feedback from my supervisor, other experts in the field, and in-service teachers to see if the vignette case was relevant to them. Accordingly, I made revisions and integrated them into the lesson." (Researcher's Journal, Week I)

The encountered problems were having difficulty in selecting the appropriate framework for the lessons and trying to engage the PSTs all the time. The relevant excerpt is presented below:

"In the last stage, they were assigned to apply what they had learned to hypothetical teaching contexts. Frankly, I thought their examples were not bad. However, they could have elaborated on their examples more. The practice stage did not go over well as I had planned. The beginning of the lesson and other activities seemed more effective and better to me in terms of engaging the PSTs." (Researcher's Journal, Week I)

Issues related to the objectives of the lessons were found to be less frequent and focused on setting the context of the lessons for the participant PSTs. This was ensured by gathering other in-service teachers' and academicians' feedback for the lesson plans.

The third and last theme was named as the researcher's experience related to the process (f=16). Three subthemes emerged from this theme, which were feeling positive towards the process, feeling uncomfortable during the process, and associating the researcher's own experience with the PSTs. The relevant excerpts can be seen in the following examples:

> *"When the lesson was over, I felt like I also learned from the PSTs and gained more insight into language teaching. Thus, I can say that preparing these lessons and having the lessons with PSTs is enlightening for me and I am looking forward to upcoming lessons." (Researcher's Journal, Week III)*

> *"Honestly, I had difficulty in preparing the lesson plan and materials for this lesson as there were various aspects to be covered. I did not want to give a boring and monotonous lecture which would be a monologue instead of an interactive lesson." (Researcher's Journal, Week III)*

> *"I also thought that they might already know how to prepare instructions as they were preservice teachers who were about to graduate soon. Thus, I tried to implement the strategies that they might not be familiar with and presented real-life scenarios to stimulate their critical thinking and deepen their understanding of teaching." (Researcher's Journal, Week II)*

Table 20 illustrates a summary of the themes and subthemes identified in the data gathered from the researcher's journal. What stands out in this table is the high frequency of the first theme named adopted strategies for the vignette-based lessons. Thus, it can be inferred that the researcher focused on strategies to increase the validity and trustworthiness of the vignette cases and lesson plans.

Table 20

Summary of the Emerging Themes and Subthemes in Researcher's Journal

THEMES	SUBTHEMES
ADOPTED STRATEGIES FOR THE VIGNETTE-BASED LESSONS (f=30)	Utilized materials and activities (f=18)
	Ways to enhance the flow of the lesson (f=12)
DESIGNING VIGNETTE-BASED LESSONS (f=14)	Construction process (f=11)
	Encountered problems (f=2)
	Issues related to the objectives of the lessons (f=1)
RESEARCHER'S EXPERIENCE RELATED TO THE PROCESS (f=16)	Feeling positive towards the process (f=6)
	Feeling uncomfortable during the process (f=3)
	Associating the researcher's own experience with the PSTs (f=7)

4.3. Research Question 3: What are the perceptions of the participants about the vignette-based intervention?

4.3.1. Reflective Journals

The data gathered to explore the perceptions of the participants about the vignette-based intervention were analyzed using thematic analysis. The analyzed data were divided into 5 major themes. The first theme was about the PSTs' perceptions of the vignette cases (see Table 21). The perceptions were also categorized into two subthemes, which were the aspects of what they liked and disliked. They focused on more what had liked about the vignette cases. They liked the cases because the teachers attempted to utilize various techniques and activities and try to enhance students' comprehension and the cases seemed familiar, authentic, and helpful for their teaching practice. To illustrate, the following remarks are presented below:

> *"I liked that the vignette helped me learn that as teachers, sometimes we should try different teaching strategies than the ones we are used to." (Reflective Journal, Week III)*
>
> *"It was really really helpful for me because I realized that I was having some problems related to the topic." (Reflective Journal, Week VI)*
>
> *"It was a kind of summary of my current practicum school and the problems mentioned in the vignettes are the ones I faced at school. So, there were some tips that I could use." (Reflective Journal, Week VIII)*
>
> *"They were familiar cases. Lena's instruction was very general and Onur kept giving the same instruction although the students did not understand." (Reflective Journal, Week VI)*
>
> *"It reminds us the responsibilities of a teacher. I liked it a lot. We should and must take consider and take care of our students' cognitive and social development." (Reflective Journal, Week VI)*

Regarding the aspects they disliked, the PSTs focused on the problems involved in the vignette cases. Using complex language while giving instructions, not drawing the attention of students by using interesting materials, not considering the level and age of the students, the way of giving instruction, and not paying attention to the instructional sequence were the reasons why disliked the cases. Also, some of the remarks highlighted that they would not want to be in the teacher's shoes as they empathized with the teacher and found the context difficult.

"The teacher's way of starting the lesson is not suitable for elementary students. Telling about what they will do in the lesson can be confusing for the students, considering their age again." (Reflective Journal, Week II)

"It was not clear, the language was not appropriate, too much instruction." (Reflective Journal, Week I)

"I don't like the teacher's instructions were not simplified and easy to follow." (Reflective Journal, Week I)

The table below demonstrates the relevant subthemes and codes for the first theme (see Table 21.)

Table 21

Themes, Subthemes and Codes from the Reflective Journals

THEME	SUBTHEMES	RELEVANT CODES
PSTS' PERCEPTIONS ON THE VIGNETTE CASES (f=18)	What they liked (f=11)	▪ Adopting various techniques and activities, ▪ Making an effort to convey meaning, ▪ Utilizing different teaching strategies, ▪ Being authentic and simulating real-life classroom problems, ▪ Being familiar, ▪ Being useful for their teaching practice
	What they disliked (f=7)	▪ Not simplifying the instruction, ▪ Not drawing the attention of students by using interesting materials, ▪ Making empathy with the teacher, ▪ Not considering the level and age of the students ▪ Way of giving instruction ▪ Not paying attention to the instructional sequence

Another theme identified in the gathered responses was the PSTs' reaction to the teacher/instructor's practice in the vignette cases (see Table 22). Concerns regarding the stated theme were separated into before giving instruction and during instruction. The codes that emerged from the subtheme before giving instruction were familiar problems, selecting engaging materials, drawing the attention of students before giving instruction,

and reminding the objectives of the lesson. The following remarks are presented to support these findings:

> *"The problems included in the vignettes are the ones I experienced at school." (Reflective Journal, Week VIII)*
>
> *"S/he should use an attractive item or material before starting to the lesson to keep the class quiet." (Reflective Journal, Week II)*
>
> *"She should try to get the students' attention in a different way, for example, she could use a bell or clap." (Reflective Journal, Week II)*
>
> *"She should bring authentic or real-life materials to the class for the students coming from different cultures. for the next lesson, she could increase the number of such materials. "(Reflective Journal, Week III)*
>
> *"She should have first attract students attention and then give instructions." (Reflective Journal, Week IV)*
>
> *"The teacher should try to detect the problem in the class and solve it. s/he should relieve the students besides reminding them the important points and the aim of the lesson." (Reflective Journal, Week VII)*

Table 22

Themes, Subthemes and Codes from the Reflective Journals

THEME	SUBTHEMES	RELEVANT CODES
PSTS' REACTION TO THE TEACHER/INSTRUCTOR'S PRACTICE IN THE VIGNETTE CASES (f=21)	Before giving instruction (f=10)	▪ Familiar problems ▪ Selecting engaging materials ▪ Drawing the attention of students before giving instruction ▪ Reminding the aim of the lesson before giving instruction
	During instruction (f=11)	▪ Dividing the instructions into steps ▪ Presenting concrete examples ▪ Paraphrasing the instruction for clarification ▪ Creating interaction ▪ Considering the level of students

The third theme was focused on the hypothetical practices related to the vignette cases (see Table 23). The PSTSs elaborated on their ideas about what they would do differently or similarly regarding the instructor/teacher in the case. Their remarks were generally based

on a variety of strategies to support the given instruction, aspects of classroom management, instructional sequence, and cultural issues. With respect to the strategies to support the given instruction, they stated that they might implement more videos, pictures, and real-life material to convey meaning in a more effective way while giving instruction. Some of them also pointed out that they would pay attention to student's background information and that would be better in terms of engaging students. For some students, most of the PSTs stated that writing down the instructions, utilizing demonstration, asking display questions, giving instructions in Turkish, and forming groups before giving instruction might be effective strategies. These ideas are shown in the excerpts below:

> *"Also, for the instructions, a question, video, picture might be helpful for the teacher. Generally, a material outside from the classroom. Then explaining what to do with a few sentences. For this one for example, two or three sentences would be enough for me." (Reflective Journal, Week II)*
>
> *"I would play a music or show a video to get their attention then group them and finally give the instructions and set an example." (Reflective Journal, Week IV)*
>
> *"Rather than try to dictate speaking in English I would try to meet in a common point with student." (Reflective Journal, Week VIII)*
>
> *"I would use an ice breaker activity before moving on to the role play activity. similarly, I would not keep the same activity while the students are unsure what they are supposed to do." (Reflective Journal, Week VII)*
>
> *"I would ask simple yes/no questions and use different words while repeating the instructions." (Reflective Journal, Week VI)*
>
> *"Writing down the instructions or supporting with visuals might be other tips." (Reflective Journal, Week IV)*
>
> *"I would try to explain it with different words that maybe the students are more familiar with in terms of their background knowledge and life experiences." (Reflective Journal, Week I)*
>
> *"I would try to talk in English as possible as the teacher did. If necessary I would definitely use L1." (Reflective Journal, Week VIII)*

The PSTs also focused on classroom management and indicated that setting the rules may make instruction giving easier and the teacher may make use of a wide range of strategies to foster classroom management.

> *"Setting a classroom rule for being quiet. For example, there was a rule in one of the camps I attended. The one who wants to speak clap her hands and the ones who see it also clap their hands. It spreads in the crowd and the silence is obtained in this way. I would have explained it before." (Reflective Journal, Week II)*
>
> *"I would remind the rules in the classes to the students before starting." (Reflective Journal, Week II)*

"When there is no option, remaining silent is effective but it is not one of my favorites." (Reflective Journal, Week III)

"I always face this problem with my students in my practicum classes, and I usually clap or hit the board with board marker. It works but I wish this shouldn't have become a regular thing." (Reflective Journal, Week II)

The remarks of the PSTs were also focused on instructional sequence, and they laid emphasis on dividing instructions into meaningful steps, writing instructions on the board, and giving instructions after putting students into groups or pairs. The comments below illustrate the stated codes:

"I would ask many questions to students and move one by one." (Reflective Journal, Week V)

"I think I would show an example first about how to do the activity and write it on the board in steps." (Reflective Journal, Week I)

"Also, pairing before the instructions could ease the struggle." (Reflective Journal, Week IV)

"I would give instructions in a simple way but also step by step. I would ask if there were any problems related to the activity or instruction." (Reflective Journal, Week VI)

"If I were Onur I would try to be patient and demonstrate students how to do the activity and I would not underestimate them. If I were Lena, I would write the instruction on the board in steps and detailed and I would also group students first then give the instructions." (Reflective Journal, Week VI)

In light of the last code that emerged from the third theme, the PSTs gave examples related to integrating cultural elements into the lesson. The following remarks are presented below:

"Try to associate some examples from his/her culture" (Reflective Journal, Week III)

"I would stop using the typical methods or techniques as the instructor did. at the beginning of the lesson, I would try to reach all students by integrating their cultures, differently from her." (Reflective Journal, Week III)

Table 23

Themes, Subthemes and Codes from the Reflective Journals

THEME	SUBTHEMES	RELEVANT CODES
HYPOTHETICAL PRACTICES RELATED TO THE VIGNETTE CASES (f=24)	Strategies to support the given instruction (f=13)	▪ Utilizing videos, pictures, and realia to enhance instruction ▪ Considering students' background information ▪ Putting students into groups/pairs before giving instruction ▪ Writing down the instructions ▪ Presenting an example to demonstrate instructions ▪ Asking display questions ▪ Using students' native language
	Classroom Management (f=4)	▪ Setting the rules for classroom management ▪ Using various strategies to ensure classroom management
	Focusing on instructional sequence (f=5)	▪ Presenting step-by-step instructions ▪ Writing the instructions on the board ▪ Grouping students and then giving instructions
	Integrating culture (f=2)	▪ Implementing examples from various cultures

The fourth and least frequent theme that emerged from the data is what PSTs learned or realized after attending the session (see Table 24). As can be seen from Table 24, their comments were categorized into two subthemes: what they learned and in what ways they expanded their knowledge about instruction giving. Regarding what they learned; it is less frequent compared to how they expanded their knowledge. They pointed out that they had learned new terms in the literature and how to adopt various strategies while giving instructions. The following excerpts are shown below:

> *"How to modify instructions according to situations." (Reflective Journal, Week I)*
>
> *"Many new things learner contract, tiering etc." (Reflective Journal, Week III)*
>
> *"Sometimes I needed some help to give instructions in such unexpected situations and with the help of today's discussion, I realized some tips that could solve the problem I face with while giving instructions." (Reflective Journal, Week VI)*
>
> *"Differing the instructions and techniques according to the context" (Reflective Journal, Week VIII)*
>
> *"A new approach that I didn't know." (Reflective Journal, Week VIII)*

When it comes to how they expanded their knowledge about instruction giving, they emphasized some aspects which are finding an opportunity to associate what they know with their own experience, noticing their strengths, comparing the problems in the vignette cases to their own mistakes, using more nonverbal strategies and deepening their

understanding of instruction, which results in grasping the significance of giving appropriate instructions. As shown in the following excerpts, the PSTs found a chance to elaborate on their instruction-giving practices:

> *"I learned more about the principles of giving instructions, and how to apply them." (Reflective Journal, Week I)*
>
> *"I realize that it is important to attract the students besides being clear and brief. difficult level of language use may be confusing for them." (Reflective Journal, Week II)*
>
> *"I have thought about my past instructions and compared them with the case scenarios. I have realized the mistakes I made, especially regarding the unnecessarily long instructions." (Reflective Journal, Week II)*
>
> *"I realized that giving the instructions with various methods will not change the way of the students' thinking and understanding. the important thing is to reach the students in a way that shows the teacher could see the things from their perspective." (Reflective Journal, Week III)*
>
> *"I realized that I should be warming and sure that the students are not stressed while I give instruction. I can also integrate useful applications or websites as I learned in today's session into my lessons to grab the attention. some beneficial clues can be given thanks to these applications to lead the students better." (Reflective Journal, Week VII)*
>
> *"I realized again that it doesn't seem sincere when a teacher doesn't try her/his best while saying you can do it." (Reflective Journal, Week VI)*
>
> *"It's the key point to teaching. It is very important for students to understand what they need to do in class. If they get lost it is, then very hard to get them back." (Reflective Journal, Week IV)*
>
> *"The importance of seating arrangement, raising curiosity, and focusing before starting the lesson for the warmup part, and knowing different techniques that could be implemented in the classrooms." (Reflective Journal, Week IV)*
>
> *"I realized I am proficient in terms of finding ways to upgrade my instruction skills according to the needs of students." (Reflective Journal, Week III)*

Table 24

Themes, Subthemes and Codes from the Reflective Journals

THEME	SUBTHEMES	RELEVANT CODES
WHAT PSTS LEARNED/REALIZED AFTER ATTENDING THE SESSION (f=15)	What they learned (f=5)	▪ New terms in the relevant literature ▪ Using different strategies
	Expanding their knowledge (f=10)	▪ Associating what they know with their own experience ▪ Realizing their strengths ▪ Comparing the problems in the cases to their own mistakes ▪ Using more nonverbal strategies ▪ Understanding the significance of instructions

As shown in Table 25, the last theme that emerged from the analysis is the PSTs' experience related to the given vignette cases. The relevant question for the stated theme was if they had experienced similar situations in their practicum and what they did to solve them. They did not state any different experience other than the cases and focused more on the solutions to overcome problems. Having analyzed their remarks, the analysis demonstrated that they tended to avoid long instructions, utilize demonstration, paraphrase instructions, differentiate instructions, have one of the students explain the instruction to the other students, and make use of some strategies to form pairs/groups. The relevant comments are shown below:

> *"I faced with confusion when I gave the instructions in a long and complex way. I asked if they understood and when they said no, I started again this time with "firstly.." and then used "after that.." (Reflective Journal, Week I)*
>
> *"Yes. I rephrased the instructions and used remarkably short sentences and tried to give many examples according to students' interests." (Reflective Journal, Week III)*
>
> *"I had a student who was not interested in English but in drawings. So, I wanted her to explain herself by drawing in some points." (Reflective Journal, Week III)*
>
> *"Yes, I have. I was able to grab the attention before giving the instructions, so it was easier for me. I asked about the instructions to different students to repeat." (Reflective Journal, Week IV)*
>
> *"I had difficulty once in making groups. I used numbers to sort the situation." (Reflective Journal, Week IV)*
>
> *"Yes, of course. However, I was an observed in that situations and our mentor teacher preferred to make it clear in L1. I would ask one of the students to summarize/retell the instruction to other students in his/her words." (Reflective Journal, Week VI)*
>
> *"I can see that sometimes students get lost. especially if it is a longer one. They also don't ask questions. I usually write it on the board so they can always look at it when they get lost." (Reflective Journal, Week VI)*
>
> *"Yes, I have experienced similar situations as the one we have discussed. a few students did not understand what to do even if they listened to me and I tried to explain it once more with the same expressions. I realized that the level of the language and their worry prevent them from understanding the instructions. so, I used easier words and short sentences with a friendly voice. I tried to be calm and made the students feel it. when they saw that I believed that they could do, they did their best for the activity." (Reflective Journal, Week VII)*
>
> *"Yes, I tried to differ the instruction many times and gave some examples in English, I also used demonstrations and miming." (Reflective Journal, Week VIII)*
>
> *"I required students to talk in English, when they said something in Turkish, I paraphrased their sentences in English. I tried to use pair works and give hints about their concerns while speaking the target language. For my high school*

students, I think giving feedback and realizing and supporting their efforts works a lot." (Reflective Journal, Week VIII)

Table 25

Themes, Subthemes and Codes from the Reflective Journals

THEME	SUBTHEMES	RELEVANT CODES
PSTS' EXPERIENCE RELATED TO THE GIVEN VIGNETTE CASES (f=23)	Solutions to overcome problems (f=14)	▪ Avoiding long instructions ▪ Demonstrating the instructions using useful strategies ▪ Paraphrasing the instructions ▪ Differentiating instructions according to students' interest ▪ Having a student explain the instruction to the other students ▪ Using strategies to group students
	Similar Experience (f=9)	▪ Using complex language while giving instructions ▪ Considering students' age, level, and interest ▪ Using body language

Table 26 shows a summary of the themes and subthemes extracted from the reflective journals of the PSTs.

Table 26

Summary of the Emerging Themes and Subthemes in PSTs' Reflective Journals

THEMES	SUBTHEMES
PSTS' PERCEPTIONS ON THE VIGNETTE CASES (f=18)	What they liked (f=11)
	What they disliked (f=7)
PSTS' REACTION TO THE TEACHER/INSTRUCTOR'S PRACTICE IN THE VIGNETTE CASES (f=21)	Before giving instruction (f=10)
	During instruction (f=11)
HYPOTHETICAL PRACTICES RELATED TO THE VIGNETTE CASES (f=24)	Strategies to support the given instruction (f=13)
	Classroom Management (f=4)
	Focusing on instructional sequence (f=5)
	Integrating culture (f=2)
WHAT PSTS LEARNED/REALIZED AFTER ATTENDING THE SESSION (f=15)	What they learned (f=5)
	Expanding their knowledge (f=10)
PSTS' EXPERIENCE RELATED TO THE GIVEN VIGNETTE CASES (f=23)	Solutions to overcome problems (f=14)
	Similar Experience (f=9)

4.4. Conclusion

The chapter has laid out the results of the study through a variety of instruments: Pre-test, Focus Group Interviews, Researcher's Journal, Reflective Journals, and Post-test. The data collected from each instrument was presented according to the relevant research question. The first research question included findings from the pre-test and focus group interviews. Pre-test and focus group results demonstrated which item was selected for the VBLs and the findings were generally in line with each other except for some aspects of instruction giving. The second research question was related to the effect of vignette cases on instruction giving practices of PSTs. To investigate it, pre-test and post-test scores were examined and compared. Also, researcher's journals were implemented to cast more light on the intervention process. The analysis revealed that there was a significant difference between the scores of Instruction Giving Practices of Preservice Teachers pre-test and post-test ($t:3.325$, $p<.05$), General Beliefs & Instruction Giving Practices pre-test and post-test ($t:3.698$, $p<.05$), Before Giving Instruction pre-test and posttest ($t:-3.910$, $p<.05$), it was found that there was no significant difference between the scores of the During Instruction pre-test and post-test ($p>.05$), After Giving Instruction pre-test and post-test ($p>.05$). It was also stated that the experimental group's Instruction-Giving Practices of Preservice Teachers pre-test scores ($\bar{X}=2.74$) were higher than the experimental group's Instruction-Giving Practices of Preservice Teachers post-test scores ($\bar{X}=2.41$). Furthermore, the last research question was about the perceptions of the participants about the vignette-based intervention. The PSTs' ideas were mostly consistent with the researcher's ideas, and they were generally focused on their hypothetical practices related to the vignette cases and their experience regarding the vignette cases.

CHAPTER V

DISCUSSION AND CONCLUSION

This chapter includes a comprehensive discussion on the findings gathered from the data collection instruments. The discussion has been organized regarding each research question. Then, taking into account the study's findings, implications of the thesis are presented to offer recommendations to language teachers and researchers. Lastly, conclusion part is provided to summarize the key points and give a final comment.

5.1. Discussion

This section is aimed to discuss the findings in relation to the relevant literature. In an attempt to answer the following research questions, the discussion will be in the same order as the researcher presented them in the results emerged from the study:

1. What are the problems that ELT Department preservice teachers (PSTs) encounter while giving instructions?

2. What is the effect of vignette cases on the instruction-giving practices of PSTs?

3. What are the perceptions of the participants about the vignette-based intervention?

In relation to the first research question, pretest and focus group interviews were carried out to identify the problems that ELT Department PSTs come across while giving instructions. Then, the findings of pre-test and focus group interviews comprised the content of the VBLs. Hence, for the first research question, it was crucial to unveil the problems so that the vignette cases could be more meaningful, engaging and to-the-point. Through the discussion part regarding the first research question, the findings of the pre-test and focus group interviews are to be discussed all together as they were compared to

see if the results were consistent. As for quantitative data, except for the affirmative Items 26, 27 and 28, the results of the pre-test revealed that the PSTs mostly tended to disagree with the items included in the pre-test although they are focused on having difficulty related to instruction giving practices. Therefore, it can be stated that the PSTs generally do not see themselves having difficulty related to their instruction giving practices. However, there are studies indicating the problems about teachers' instruction giving practices (Lien, 2018; Somuncu & Sert, 2019; Walsh 2002; Yavuz, 2011; Yurtseven, 2021) and potential troubles in understanding the instructions given by teachers may occur, which hinders completion of activities (Badem-Korkmaz & Balaman, 2020). To illustrate, a study by Yavuz (2011) revealed that PSTs were prone to use learners' L1 while giving instructions and lack of guidance by the mentors leaded to giving unclear instructions (Yavuz, 2011). Additionally, it was indicated that the PSTs felt confused due to the contradictory instructions given by the mentor and faculty tutor (Yavuz, 2011). Thus, it can be stated that faculty tutors and mentors must collaborate with each other. Another study exploring non-native teachers' instruction giving practices and revealing the relevant problems (Lien, 2018) demonstrated that non-native teachers experienced problems in language use while giving instructions; thereby, the study highlighted the significance of training about classroom language, especially instruction-giving strategies. Furthermore, Somuncu and Sert's study (2019) indicated the trainee teachers lacked orientation to students' nonunderstanding of instruction-giving sequences. Being unable to respond to students' nonunderstanding was found to have high frequency. Another study at a multidisciplinary university (Almazova, Rubtsova, Kats, Eremin & Smolskaia, 2021) demonstrated that the student teachers had difficulties regarding planning and monitoring classroom communication and were having difficulties in terms of maintaining classroom interaction by using strategies like paraphrasing, questioning, and enhancing the flow of the lesson. In line with these studies, it can be inferred that there are stated problems and difficulties encountered by PSTs about instruction giving practices although the participant PSTs in the present study tended not to state difficulties with high frequency. This may stem from the fact that they lack experience to reflect on their teaching practice.

From a broader perspective, as can be inferred from Table 14, at least 45% of the PSTs thought that they do not have difficulty or problems included in the items. However, for the Items 13, 14, 15 and 16, more than 40% of the PSTs agreed with the given difficulties and problems regarding before giving instruction. Almost 70% of them stated that they feel

the need to prepare how they would give instructions while planning their lesson (Item 13). Half of the PSTs pointed out that getting students' attention before giving instructions is a challenge for them (Item 14). As Sowell (2017) stated, drawing students' attention during the delivery stage is crucial and teachers are recommended to group students before giving instructions as some students may forget the instructions while moving around (Sowell, 2017). A study by Glaser (2020) revealed that not drawing students' attention before delivering instruction was one of the problems observed in instructional sequence. Nearly 41% of the participants in this study believed that they might have trouble if they do not prepare the instructions beforehand (Item 15). Additionally, more than half of the PSTs believed that they need to plan their lesson with clear instructions (Item 16). What is interesting from these findings is that the PSTs indicated that they had more difficulty related to before delivering instruction practices even though they were prone to not agree with the difficulties in other sections. Hence, they may need more experience that can be associated with such aspects of giving instruction, which were covered in the second VBL. A similar finding in a study by Yavuz (2011), the PSTs pointed out that having limited time for preparing materials and lesson plans was the reason why they had difficulty in putting what they had learned into practice; thus, they had also difficulty in aspects related to before giving instruction. Additionally, a study conducted in an English preparatory program at a Turkish state university (Rathert & Cabaroğlu, 2021) indicated that planning instructions seemed to be an unimportant component of teachers' instructional practice as the teachers felt that they needed to catch up with the curriculum. Hence, it can be inferred that ignoring how to plan instructions may also make them more nervous about aspects related to before giving instruction. Another study by Sali and Keçik (2018) was focused on the challenges that novice EFL teachers had experienced. As for instructional planning, it was one of the challenges stated in the findings and it was highlighted that the participants were not motivated to write lesson plans with clear instructions. Being unmotivated to plan lessons with clear instructions also led to another challenge, which was identified as managing lessons. Therefore, failure to plan effective instructions may result in problems that are likely to hinder students' learning and impede classroom interaction.

Regarding the Items chosen for other VBLs, the findings of the Items (6, 7, 8 and 12) grouped for the first VBL showed that at least 45% of them believed that they have trouble in delivering instructions at students' level. The most problematic aspect was related to

using the target language at students' level (Item 12). Thence, it can be stated that adjusting the instructions to students' level and using the target language simultaneously seemed challenging for them. As Scrivener (2011) indicated, teachers need to pay attention to using familiar words while delivering instructions. To illustrate, Kani and Yılmaz's study (2018) involved similar comments about the teacher's failure to give instructions at students' level. The PSTs pointed out that the teacher should have given concise instructions and decreased the difficulty of the instructions for the students to provide them with an opportunity to learn and practice. In addition, Sali (2014) performed a study to investigate L1 use in Turkish EFL classrooms and illustrated that what teachers teach was an important factor for their preferences about the use of L1 and L2. The teachers stated that they preferred to use Turkish while teaching grammar as they felt that they were able to give instructions at students' level by doing so. However, giving instructions at students' level can be achieved through the use the target language, which is learners' L2. The third VBL included Item 5, which referred to differentiation of instructions to meet the needs of students. In the literature, not being able to address the needs of learners was one of the difficulties stated by the novice teachers (Sali & Kecik, 2018). Although 31,82% of the participants in this study generally indicated that they have similar difficulty and 22,72% was neutral, almost 46% disagreed, which means they do not encounter any problems in the given context. However, focus group interviews unveiled that they might sometimes confuse students as differentiating instructions according to the level of students was troubling. Accordingly, comparing the results of the pre-test and focus group interviews, stated experiences of the PSTs contrasted with each other. This may stem from the fact that the PSTs might feel more comfortable with sharing their problems through interviews, rather than Likert-type scales as sharing their perceptions in a more flexible way is likely to reflect the issues from a perspective that entails in-depth data. Hence, it can be pointed out that using a variety of instruments may allow the researcher to elaborate on the issue that is under research more effectively. The fourth VBL consisted of Items 9 and 11 which were about giving instructions to a large class and forming pairs and groups. Although at least 55% of them disagreed, more than 26% of the PSTs agreed with having such difficulties and at least 13% was not sure about it. Thus, except for the Items 13, 14, 15 and 16, it can be highlighted that the revealed findings show a higher percentage compared to the analysis of results of the other Items. A similar difficulty can be found in a study conducted to analyze novice EFL teachers' challenges (Sali & Kecik, 2018). It was pointed out that the teachers were having trouble differentiating instruction due to large class sizes

and their teaching ability (Sali & Kecik, 2018). In the focus group interviews, some of the PSTs stated strategies to put students into pairs and groups (e.g., assigning numbers to each student and putting them into groups accordingly). However, they may need to practice which strategy is useful for which activity. For the fifth VBL, which included Items 21, 24 and 28, the focus was about adjusting instructions when students show misunderstanding and nonunderstanding. As can be seen from Table, almost 70% of the PSTs disagreed with Item 21 and stated that they do not have difficulty in rephrasing instructions in case of a misunderstanding/nonunderstanding. However, almost 55% of them disagreed with Item 24, which means they know what to do when students seem confused about the given instruction. Nevertheless, only 18% stated that they know what to do when students are confused although they have given good and clear instructions and 27% of them was not sure. Taking these into consideration, the PSTs were more confident about their teaching skill. They seemed to be less confident about what might unfold during their teaching. Thus, they may need more practice and experience related to overcoming such problems and taking opportunistic teaching moments by delivering more effective instructions. For Item 28, which was about adopting a variety of strategies when students show misunderstanding/nonunderstanding, 40% of them was not sure and 27% disagreed with it. What is surprising is that although most of them indicated that they have no difficulty in rephrasing instructions and know what to do in case of a misunderstanding and nonunderstanding, they seem less sure when it comes to utilizing strategies in such cases. Hence, it may be recommended that they need more training in terms of using a variety of strategies as it requires critical thinking and experience. In a similar vein, Badem-Korkmaz and Balaman's study (2020) investigated how teachers resolve troubles while giving instructions. The study discussed that teachers' extended instruction giving sequences are likely to enhance classroom interaction and create space for learners to learn and their interactional awareness should be fostered through designing different activities (Badem-Korkmaz & Balaman, 2020). The sixth VBL included Items 4, 26 and 27. As can be inferred from Table 13, the main theme was about how to utilize student feedback and paralinguistic features. For Item 4, none of the PSTs indicated any difficulties/problems related to using extra-linguistic devices (gestures, facial expressions, voice, and visuals) while giving instructions and almost 70% of them revealed that they give importance to student feedback. For Item 27, none of the PSTs disagreed as they believed that can easily use paralinguistic features for clarifying instructions. Accordingly, their responses for Items 4 and 27 can be considered as in line with each other. However, even though they

stated that they had no problems in utilizing paralinguistic features, Glaser's study (2020) found that not being able to use body language and spatial positioning effectively was among the reasons for ineffective instructional sequences. The seventh VBL was focused on Item 19 and involved a vignette case and activities on engaging students and creating communication in the target language. Although almost 55% of them disagreed with having such difficulty, 32% was not sure and 14% agreed to have trouble in creating communication in the target language while giving instructions. In the focus group interviews, it was found that the PSTs had trouble in creating communication in the target language as the students were accustomed to formulaic language used while giving instructions. Thus, it was crucial to focus on that aspect and provoke discussion. The last VBL was related to using students' L1 while giving instructions, which was Item 18. 64% of the PSTs disagreed and stated that they do not need to use students' native language while giving instructions. Thus, it can be inferred that they regard themselves as competent users of language, which means they can use the target language effectively to create communication. A study conducted to analyze the teachers' use of L1 in Turkish EFL classrooms (Sali, 2014) revealed that giving instructions was the third largest category; hence, the teachers tended to use learners' L1 for managerial mode and continuously used Turkish before they started a new task or when the activity involved a change. Thus, learners' L1 was utilized to clarify the instructions given by the teacher. Another study by Taşçı and Aksu-Ataç (2020) conducted to explore L1 use in L2 teaching found that giving instruction was the most frequently used function of L1 and especially for students in lower levels, the teachers tended to use Turkish more. Also, in a study by Yıldız and Yeşilyurt (2017) the PSTs tended to use Turkish while giving instructions as they believed that it could be more effective than giving instructions in the target language. The study indicated possible reasons for this preference, which were saving time, engaging students, avoiding failure and misunderstanding. When it comes to the focus group interviews, as can be seen from Table, some of the PSTs stated that they sometimes use Turkish for clarification if they feel like it is the only solution. Thus, the participant PSTs stated differing preferences compared to some of the studies in the literature (Kim & Elder, 2008; Sali, 2014; Taşçı & Aksu-Ataç, 2020; Yıldız & Yeşilyurt, 2017).

With respect to the focus group interviews, the findings supported the pre-test results and enriched the collected data by adding a qualitative aspect and an in-depth analysis of the problems and difficulties. As can be seen from Table 14, the most frequent theme was the

perceptions of teacher training program. They mostly commented on their practicum experience and some of their comments were about either mentors or the courses they have taken. Their remarks on practicum experience included general ideas, experience in various levels and observation of students during practicum. (Comoglu & Dikilitas, 2020; Debreli, 2012; Kani & Yılmaz, 2018). Regarding mentors, they shared their observations about mentor's teaching style and the way the mentor had given feedback to their teaching. One of the PSTs stated that the mentor tended to use Turkish while giving instructions. A similar result was unveiled in Kani and Yılmaz's study (2018) and it was pointed out that the teacher missed the opportunity to make the students familiarize with the target language because of not giving instructions in English. With respect to comments on courses, they pointed out some drawbacks, which are relying too much on theory rather than having actual practice and what they had experienced during micro teaching practices. Additionally, difficulties and problems related to their instruction giving practices were the second frequently stated theme. The problems and difficulties were generally based on issues about students, activities and tasks, differentiation and how they noticed instruction-related problems. Sali and Keçik (2017) highlighted the difficulty related to differentiation of instruction and the novice teachers in the study stated that they did not have homogeneous levels of students; thus, making the instruction giving practices more difficult as each student needed differentiated instruction. Also, the least frequent subtheme was identified as having no problem related to instruction giving practices. This may be interpreted as unrealistic as even experienced teachers may sometimes have difficulty while giving instructions regarding students' age, level, needs and activity type. The third theme was focused on what they pay attention to most while giving instructions. They mostly gave examples related to language use in classroom, which may signal that they associate giving instruction with language use. Their remarks were divided into four subthemes which are giving instructions in the target language, simplifying instructions, giving instructions in students' L1 for clarification and paraphrasing the written instructions in the book. These strategies were also included in a number of studies (Abdullah & Siphakdee, 2020; Estrada, 2016; Scrivener, 2011; Uğurlu-Şen, 2021). There were also other factors pointed out by the PSTs that can be listed as enhancing students' comprehension, age, and level, utilizing strategies like extra-linguistic devices, games, demonstration, and warm up activities. Demonstration can be seen as an effective strategy in the literature (Scrivener, 2005). Also, as Markee (2015) stated, giving instructions is a teaching skill that is more than telling students what to do and how instructional sequence

unfolds is of paramount importance, which include nonverbal strategies. The last theme was identified as solutions to overcome instruction-giving problems. They mostly focused on verbal strategies rather than nonverbal strategies, which may be a problem as students need to be familiar with nonverbal signs while learning the target language. Thus, PSTs may need to elaborate on nonverbal aspects more and avoid ignoring nonverbal strategies. There were also other strategies emerged from the data as making empathy with students, giving examples from his/her own life to associating the topic with his/her own life, and adding students' interests to the lesson. A similar result was found in Hatch and Clark's study (2021). The teachers in the study believed that they need to know their students academically and personally to plan the instructions before the lesson. By getting to know the students more, the teachers aimed to differentiate the instructions to meet the needs of each student. In the interviews, as can be seen from the excerpts in the findings section, some of the PSTs stated that it is crucial to learn more about students' life, which is vital in differentiation of instructions.

The second research question was posed to explore the effect of vignette cases on the instruction giving practices of PSTs. In an attempt to shed light on its effect, scores of the pre-test and post-test and researcher's journal were utilized. Researcher's journal was written to gather in-depth data related to the research process and compare the participant PSTs' journal to see if their remarks and the researcher's comments are consistent with each other. As Sali and Kecik (2018) stated PSTs may be engaged in analyses of cases that simulate real-life teaching moments and may be asked to examine problematic situations. Hence, integrating vignette cases may offer such an opportunity to PSTs as they are asked to comment on various questions throughout the VBLs. Starting out, quantitative data analysis unveiled surprising results. Regarding the comparison of the pre-test scores of the experimental and control group, the Independent Samples t-test analysis revealed no significant difference among the subcomponents. In concordance with these, it can be noted that both groups had similar levels of experience and can be compared with each other after the vignette-based intervention. Having two groups that are at similar levels may be an advantage for the research process. Furthermore, having conducted the Independent Samples t-test, the comparison of the post-test scores of both groups indicated a significant difference between the Instruction Giving Practices of Preservice Teachers post-test, General Beliefs & Instruction Giving Practices post-test and Before Giving Instruction post-test. Nevertheless, it was found that there was no significant difference

between the During Instruction post-test (p>.05) and After Giving Instruction post-test (p>.05) scores. Hence, experimental group has improved in terms of the stated subcomponents of the post-test. As stated by Glaser (2020), "the ability to give effective instructions is not something teachers have to 'wait for' until they have gathered a certain experience on the job, but something that can be learned – and thus trained – during university teacher education". Accordingly, the study underscores the need for implementing changes into the curriculum and designing VBLs may deepen PSTs' insights into teaching.

Another instrument to reflect the dynamic nature of the research process was the researcher's journal. While discussing findings related to the journals by the researcher, they are also compared with the reflective journals kept by the PSTs. In doing so, their ideas are explored to see if they are in line with each other. The researcher mostly focused on the strategies for the VBLs. The strategies were divided into utilized materials and activities and ways to enhance the flow of the lesson. Materials and activities were based on a variety of tools as can be seen from Table 19. Having interesting, engaging, and interactional materials are likely to have a huge impact on how PSTs give instructions as they may draw students' attention in a more effective way and consequently, fewer problems are likely to occur. In a similar vein, vignettes were constructed considering criteria stated in the literature (Jeffries & Maeder, 2005; Leicher & Mulder, 2018; Skilling & Stylianides, 2020) and implemented into the lessons according to design of each lesson. In one of the journals written by a PST, it was stated that having such tools in the lesson was helpful for them to deepen their understanding into the aspect that was aimed to be taught during the lesson. Researcher's experience related to the process involved feeling positive, uncomfortable and association of the researcher's experience with the PSTs' experience. The least frequent theme was designing VBLs. Its subthemes were construction process, encountered problems and issues related to the objectives of the lesson.

With respect to the third research question, the perceptions of the PSTs about the vignette-based intervention were sought to be investigated through reflective journals. Reflective journals were integrated to reflect the dynamic research process. Arguments of researcher journals were consistent with the PSTs' views. To illustrate, the PSTs stated that they liked the vignette cases as they were authentic, familiar, and useful for their teaching practice. The researcher's journal also included similar comments. As can be seen from the findings,

the PSTs' perceptions were categorized into five themes, which are their general perceptions on the vignette cases, reaction to the teacher/instructor' practice in the case, hypothetical practices, what they learned/realized after attending the session and their experience related to the given vignette-cases.

The first theme was about the perceptions of the PSTs on the vignette cases. As described by Skilling and Stylianides (2020), they can be described as "descriptive episodes used to simulate real-life problems and incidents in written or visual form". In line with these, the PSTs indicated that the cases were familiar, authentic, and helpful or their teaching practices. They also tended to focus on more what they liked rather than what they disliked; thus, it can be inferred that their experience was more positive. This may be due to the fact that they might feel more comfortable while sharing their experience and ideas because of the distance between them and the case (Bradbury-Jones, Taylor & Herber, 2014). In this way, they might find an opportunity to be more open. (Bradbury-Jones et al., 2014). Also, the use of vignettes may ensure that PSTs can easily express their perceptions on topics that seem familiar to them, which does not require much time or skill (Angelides & Gibbs, 2006). Furthermore, when their comments on what they disliked about the cases were analyzed, it can be stated that they focus on problems in the vignette rather than what they disliked about the case. Some of the given problems/difficulties in the vignette cases included using complex language while giving instructions, not using interesting materials to get students' attention, not paying attention to students' age and level, and ignoring effective instructional sequence were among the problems/difficulties that were identified by the PSTs and what they disliked about the vignette-cases. Hence, they did not state any negative remark on the use of vignette; rather, they commented on the way the teacher/instructor handled his/her instruction giving practices.

The second theme was about the way they reacted to the given cases. Their reactions were categorized as before giving instruction and during instruction. This may be interpreted as an interesting result as they did not focus on after giving instruction although there were some problems related with after giving instruction. They could have identified the problems related to after giving instruction as they were embedded in some of the vignette cases. Failure to check instructions after delivery can be seen in several studies in the literature (Lien, 2018; Margaretha, 2015; Solita et al., 2021) and suggestions to check instructions are presented in various studies (Estrada, 2016; Florkowska, 2018; Radeva, 2020). As stated by Sowell (2017), instructional sequence includes three crucial stages that

are preparation, delivering and monitoring. Thus, each stage is essential in language teaching and should be focused on equally. In a study by El Kemma (2019), it was stated that checking students' understanding after giving instruction was mostly attained through using display questions, which means one-way interaction. However, teachers need to make use of a variety of strategies as relying too much on only one strategy may inhibit interaction and students' learning. In Uğurlu-Şen's study (2021), instruction checking practices were asking elicitation, display, referential, L1 display questions and getting cues and summary from students. Regarding the aspects covered in before giving instruction, their journals revealed that they had experienced similar problems and suggested to the teacher/instructor in the case to choose engaging materials, draw students' attention before giving instruction and present the objectives of the lesson before giving instruction. As for during instruction, they recommended the teacher/instructor in the case to put instructions into steps, implement real-life examples, paraphrase the instruction for clarification, enhance interaction and pay attention to students' level. These suggestions are in line with the results of several studies (Almazova et al., 2021; Ha & Wanphet, 2016).

The third emergent theme referred to the hypothetical practices of the PSTs. They focused more on the strategies to support the given instruction. In the relevant literature, some of the strategies to enhance instruction giving practices were suggested as repeating the instructions to create a space for learners to understand what they are supposed to do and using the target language more while giving instructions (Richards et al, 2013), writing instructions down to have clear and concise instructions, dividing the exercise into concrete steps (Woodberry & Aldrich, 2000), paraphrasing instructions, using nonverbal strategies and paying attention to the order of instructions (El Kemma, 2019). Accordingly, most of the strategies can be found in the focus group interviews; however, reflective journal revealed other strategies and they were mostly focused on aspects of before giving instruction and during instruction. Classroom management and following an effective instructional sequence were found to be less frequent. Integrating cultural elements was the least frequent subtheme. Although these were all what they would do differently or similarly regarding the teacher/instructor in the vignette cases, it should be noted that their actual practices should be observed to see if their knowledge and teaching practice are consistent with each other.

The fourth theme in the findings was what they learned or realized after attending the sessions. Rather than focusing on what they learned, they had more remarks on what they

realized related to instruction giving practices, which is in line with the researcher's journal. In the journals, as they were in their final year, it was pointed out that the participant PSTs had already learned a lot about how to plan and deliver effective instructions and check them. However, the main aim was to deepen the PSTs' understanding and gain them a different perspective by engaging them in meaningful discussions provoked by vignette-cases. Thus, it can be clearly stated that the objectives of the researcher and remarks of the PSTs were in line with each other. While relating their comments to expanding their knowledge, the PSTs underscored the need to use more nonverbal strategies while giving instructions and highlighted that they could associate what they know with their experience, realize their strengths and significance of giving effective instructions and compare their problems to the ones in the cases.

The fifth theme was found to be the PSTs' experience related to the given vignette cases. They had more comments on the solutions to overcome problems. Their remarks demonstrated that they mostly used some of the strategies proposed in the literature. These strategies included avoiding long instructions, demonstration, paraphrasing, differentiating, having a student explain the instruction to the other students and utilizing effective strategies to put students into groups or pairs (Uğurlu-Şen, 2021). They also stated that they had similar problems and experience, which was the focal point of integrating vignette cases as an intervention. For example, one of the PSTs revealed that she encountered a problem similar to the one in the vignette and had an opportunity to reflect on her own teaching practice thanks to the discussions held through the VBLs. All in all, each data collection instrument revealed varying results and enlightened the research process by generating similar, different, and new findings.

5.2. Implications

The results of the present study may offer several significant implications for further studies. First and foremost, the utilization of vignette-based intervention can be helpful for teaching how to teach language in a more effective way. Educators and curriculum designers may consider the implementation of vignette cases as an instructional tool to facilitate reflective teaching practices of language teachers. Furthermore, integration of reflective journals as part of this study's methodology underscores the significance of reflective teaching practices. PSTs may be engaged in such practices more by integrating vignette cases, which may ensure a more comfortable learning environment and simulate

real-life teaching contexts. Thus, institutions and educational organizations may consider utilizing such reflective practices for professional development of PSTs. Thirdly, incorporation of vignette cases might provide researchers and educators with an opportunity to explore the dynamics of teaching language contexts. They may construct vignettes after observing PSTs and explore the identified problems and difficulties or effective teaching moments during the lesson. This can offer valuable insight to both teacher trainers and trainees. By doing so, they can cultivate effective teaching strategies. Lastly, further investigations may delve deeper into other aspects, such as the design of vignettes or its long-term impact on PSTs' teaching practices. To conclude, the current study offers practical implications that may positively influence reflective teaching practices and inform future studies in this field.

5.3. Conclusion

This study was set out to shed light on the instruction-giving practices of PSTs, to investigate if the vignette-based intervention promotes PSTs' instruction-giving practices, and to explore PSTs' perceptions regarding the vignette cases used during the intervention. To accomplish these, an array of data collection tools was utilized. Pre-test, focus group interviews, researcher's journal, reflective journals, and post-test were implemented to gather both quantitative and qualitative data. Then, descriptive (statistical) analysis and thematic analysis were conducted to analyze the findings. Considering the scores of both groups, Paired Samples t-Test revealed that there is a significant difference between the scores of Instruction Giving Practices of Preservice Teachers pre-test and post-test ($t:3.325$, $p<.05$), General Beliefs & Instruction Giving Practices pre-test and post-test ($t:3.698$, $p<.05$), Before Giving Instruction pre-test and posttest ($t:-3.910$, $p<.05$), it was found that there was no significant difference between the scores of the During Instruction pre-test and post-test ($p>.05$), After Giving Instruction pre-test and post-test ($p>.05$). Hence, it can be inferred that the experimental group seemed to improve in terms of aspects related to general beliefs and before giving instruction. With respect to the focus group interviews, the PSTs focused mostly on perceptions of teacher training program and difficulties/problems related to instruction giving practices. The results allowed the researcher to gain a deeper understanding into the encountered problems. In a similar vein, reflective journals were centered around PSTs' experience and hypothetical practices related to the vignette cases. In line with these findings, the researcher's journal was

mostly based on adopted strategies for the VBLs. What the researcher aimed to achieve throughout the VBLs were mostly consistent with the perceptions of the participants about the vignette-based intervention. When all the findings are considered, several advantages of utilizing vignettes can be listed. Rather than being used as only a descriptive tool, they may be constructed by the educators or researchers for teaching purposes. In doing so, they can ensure that they provide PSTs with an effective teaching material and provoke discussion and foster critical thinking by using authentic cases. Thus, PSTs may find an opportunity to reflect on their own teaching and engage in meaningful activities. In sum, this study has questioned the effect of vignette cases on instruction-giving practices of PSTs and may stimulate further research into the use of vignettes for training PSTs.

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APPENDICES

Appendix I. Vignette-Based Lesson Plans

Lesson Plan 1: Giving Instructions at Students' Level

Grade Level: Preservice Language Teachers

Objectives:

By the end of the lesson, PSTs will be able to:

- understand the importance of giving instructions that are tailored to students' level,
- identify the challenges they face in giving instructions at students' level,
- develop strategies to give effective instructions at students' level.

Materials:

- Video of a teacher giving problematic instructions,
- Vignette as a reading passage describing a language classroom situation,
- Scenario cards.

Instructional Strategies:

- Lecture
- Class Discussion
- Small Group and Pair Work
- Vignette Reading

Engage:

Introduce the lesson by showing a video to the students and ask the problems related to instruction giving practices. Elicit answers.

Explore:

Provide a vignette as a reading passage that describes a language classroom situation where the teacher is struggling to give instructions at the appropriate level.

Ask students to work in pairs to identify the challenges the teacher is facing and come up with solutions for how the teacher could adjust their instructions.

Allow time for pairs to share their solutions with the class and discuss the effectiveness of each solution.

Explain:

Provide a brief lecture on the importance of giving clear, concise instructions at the level of the students.

Discuss common challenges teachers face when giving instructions, such as assuming students have prior knowledge or using vocabulary that is too advanced.

Introduce strategies for adapting instruction to meet the needs of different language proficiency levels, such as using visual aids, checking for understanding, and simplifying language.

Elaborate:

Ask the PSTs to write the instructions for the given scenarios where they give instructions at students' level (group work).

Have them present their scenarios to the class using Padlet.

Evaluate:

Have the PSTs give feedback to each other on their instructions by using the checklist.

Lesson Plan 2: Planning Instructions Before the Lesson

Grade Level: Preservice Language Teachers

Objectives:

By the end of the lesson, preservice language teachers will be able to:

- understand the importance of effective instruction planning,
- draw students' attention to the topic and motivate them to learn,
- apply the planning template to a real-world scenario.

Materials:

- Vignette Reading
- Planning Template
- Sample Lesson Plans

Instructional Strategies:

- Lecture
- Class Discussion
- Small Group and Pair Work
- Vignette Reading
- Slido

Engage:

Provide a vignette as a reading passage that describes a language classroom situation where the teacher is struggling to give instructions as s/he has not prepared the instructions before the lesson.

Ask students to work in pairs to identify the challenges the teacher is facing and come up with solutions for how the teacher could prepare his/her instructions.

Allow time for pairs to share their solutions with the class and discuss the effectiveness of each solution.

Explore:

Provide a sample lesson plan including the instructions that are planned for a reading lesson.

Ask students to answer to the questions related to planning instructions and elicit answers (group work).

Explain:

Provide a brief lecture on the importance of planning effective instructions and layout the steps of planning such instructions.

Discuss common challenges teachers face when planning instructions.

Elaborate:

Ask the PSTs to write the instructions for the contexts where they plan instructions (pair work). Give a task to plan a mini lesson that includes clear instructions for a specific language skill, such as listening or speaking.

Have them present their scenarios to the class using the “Slido” link.

Evaluate:

Have the PSTs give feedback to each other on their instructions by using the guidelines.

Lesson Plan 3: Differentiating Instructions to Meet Students’ Needs

Grade Level: Preservice Language Teachers

Objectives:

By the end of the lesson, preservice language teachers will be able to:

- understand the importance of differentiating instruction to meet students' needs,
- identify strategies for differentiating instruction based on students' needs,
- apply differentiated instruction strategies to a lesson plan.

Materials:

- Handouts on differentiated instruction strategies and a planning template
- Vignette as reading

Instructional Strategies:

- Lecture
- Class Discussion
- Small Group and Pair Work

- Vignette Reading

-Mentimeter

Engage:

Provide a picture to provoke discussion and ask students to identify the challenge the teacher is facing. Elicit answers.

Explore:

Provide a vignette as reading and ask students to answer the questions and write them to the chat box.

Explain that the lesson will provide strategies and tools for effective differentiated instruction.

Explain:

Provide handouts with different strategies for differentiated instruction, such as flexible grouping, learning stations, and leveled assignments.

Ask the preservice language teachers to work in pairs and choose one strategy to explore in more depth.

Give them time to read about their chosen strategy and brainstorm how they might use it in their upcoming lessons.

Elaborate:

Provide a fictional student who struggles with a problem.

Ask the preservice language teachers to brainstorm how they might differentiate instruction to support this student.

Provide feedback and suggestions for improvement.

Emphasize the importance of understanding students' individual needs and using differentiated instruction to meet those needs.

Evaluate:

Ask the PSTs to reflect on the lesson and how it can be applied to their future teaching practice.

Ask them to write down one strategy they learned for differentiating instruction to meet students' needs and one way they plan to use it in their future teaching practice.

Lesson Plan 4: Giving Instructions to a Large Class and Forming Pairs/Groups

Grade Level: Preservice Language Teachers

Objectives:

By the end of the lesson, preservice language teachers will be able to:

- identify the challenges faced by teachers when giving instructions to a large number of students,
- learn strategies to effectively deliver instructions to a large class,
- develop techniques for organizing students into pairs or groups before giving instructions.

Materials:

-Vignette as a reading passage describing a language classroom situation,

-Scenario cards

-Discussion prompts on Miro.com

Instructional Strategies:

- Lecture
- Class Discussion
- Small Group and Pair Work
- Vignette Reading

-Brainstorming

Engage:

Begin the lesson by asking students to reflect on their own experiences as language learners. Prompt them with questions such as:

- ✓ Have you ever had difficulty understanding instructions from a teacher?
- ✓ How do you feel when you are in a large class?
- ✓ Have you ever faced challenges when working in pairs or groups?

Then, pose a question or statement related to classroom instruction, such as:

- ✓ What difficulties do you face when giving instructions to a large number of students?
- ✓ How do you currently manage group work in your classrooms?
- ✓ What strategies have you tried to address these challenges?

Facilitate a brief discussion on the difficulties they face when trying to put students in pairs or groups before giving instructions. (Have them write their answers to miro.com)

Highlight the importance of effective instruction giving and managing large classes to create an optimal learning environment.

Share the objectives of the lesson, emphasizing that they will learn strategies to overcome these challenges.

Explore:

Divide students into small groups and provide each group with a different scenario related to the problem statement. For example:

- Scenario 1: You have a class of 40 students, and you need to give clear instructions for a listening activity.
- Scenario 2: You want to form pairs for a speaking activity, but you have 30 students.

In their groups, students brainstorm possible solutions for their assigned scenario. Encourage creativity and collaboration among group members.

Ask each group to present their scenario and the strategies they brainstormed. Facilitate a class discussion to explore the pros and cons of each solution.

Explain:

Deliver a concise explanation of key strategies for effective instruction, such as:

- Using clear and concise language.
- Providing visual aids or written instructions.
- Checking for understanding through questions or mini quizzes.

Provide a concise explanation of effective grouping strategies, including:

- Strategies for forming pairs or groups based on various criteria (e.g., skill level, interests).
- Techniques for managing large groups effectively (e.g., assigning roles, establishing group norms).

Elaborate:

Provide a vignette reading related to effective instruction giving and group formation in large classrooms.

Instruct students to read the vignette individually and identify the missing or key strategies they have learned.

Divide students into pairs and ask them to discuss and share their highlighted points with their partners.

After the pair discussions, facilitate a whole-class reflection on the vignette, encouraging students to share their insights and strategies.

Evaluate:

Ask participants to individually reflect on the strategies discussed and select two strategies they find most valuable for their teaching practice.

Conduct a brief class discussion, allowing participants to share their chosen strategies and explain why they believe these strategies will be effective in their future classrooms.

Provide feedback and additional guidance based on their responses.

Extension Activities:

Provide additional resources (articles) for further reading on effective instruction strategies in large classes.

Lesson Plan 5: Tailoring Instructions When Students Show Nonunderstanding/ Misunderstanding

Grade Level: Preservice Language Teachers

Objectives:

By the end of the lesson, preservice language teachers will be able to:

- learn strategies to adopt a variety of instructions effectively when students show misunderstanding/nonunderstanding.

-develop strategies for responding to students' misunderstanding/nonunderstanding.

- apply the strategies to the given contexts.

Materials:

-Question prompts for discussion,

-Vignette as a reading passage describing a language classroom situation,

-A conversation analysis study to draw attention (Somuncu & Sert, 2019).

Instructional Strategies:

- Lecture
- Class Discussion
- Small Group and Pair Work
- Vignette Reading

Engage:

Provide PSTs with a study illustrating a context where a student demonstrates misunderstanding/nonunderstanding.

Ask them to read the slides individually and make notes about possible reasons for the student's difficulty in understanding the instructions.

Explore:

Provide a vignette as a reading passage that describes a language classroom situation where the teacher is struggling to adopt a variety of instructions when students show misunderstanding/nonunderstanding.

Ask students to identify the challenges the teacher is facing and come up with solutions for how the teacher could adopt different strategies.

Allow time for students to share their solutions with the class and discuss the effectiveness of each solution. (Think-pair-share sequence)

Explain:

Introduce strategies and techniques for adapting instructions, such as:

- Simplifying language and using visual aids.
- Providing additional examples or analogies.
- Checking for comprehension through questioning techniques.
- Encouraging peer collaboration and discussions.
- Offering individualized support or scaffolding.

Share relevant research findings and best practices to support the explanations.

Elaborate:

Assign each group a specific strategy or approach discussed in the previous stage.

In their groups, students should brainstorm and find an example related to the assigned strategy.

Each group will present their hypothetical case to the class, explaining how it can be utilized to tailor instructions when students show misunderstanding or nonunderstanding.

Evaluate:

Have the PSTs give feedback to each other on their ideas and discuss the ways to apply what they have learned to their actual teaching practice.

Lesson Plan 6: Addressing the Problem of Ignoring Student Feedback and Neglecting Paralinguistic Features in Instruction

Grade Level: Preservice Language Teachers

Objectives:

By the end of the lesson, preservice language teachers will be able to:

- understand the importance of student feedback and effectively use paralinguistic features in their instruction,
- to incorporate the given strategies effectively in their teaching.

Materials:

-Vignettes as a reading passage describing a language classroom situation,

-Quizizz,

- Hypothetical situations to incorporate both student feedback and paralinguistic features.

Instructional Strategies:

- Lecture
- Class Discussion
- Small Group/Pair Work
- Vignette Reading

Engage:

Begin the lesson by conducting a quiz on “Quizizz”. The quiz includes questions related to the importance of effective communication and paralinguistic features. (To draw the students' attention to the topic and activate their prior knowledge.

After completing the quiz, discuss the answers as a class, highlighting the significance of effective communication and the use of paralinguistic features in instruction giving.

Introduce the main problem statement: "Language teachers often ignore student feedback and fail to utilize paralinguistic features during instruction. How can we address this issue and improve our teaching skills?"

Explore:

Divide the participants into small groups.

Provide each group with a vignette that illustrates a scenario where a teacher ignores student feedback and fails to use paralinguistic features effectively.

Instruct the groups to read and discuss the vignette, identifying the problems and their possible impact on student learning.

Ask each group to prepare a brief presentation summarizing their analysis.

Explain:

Bring the groups back together and allow each group to present their findings from the vignette analysis.

Facilitate a class discussion by highlighting the common themes and challenges identified by the groups.

Introduce the concept of paralinguistic features (such as tone, gestures, facial expressions, and body language) and discuss their significance in effective communication and instruction.

Explain the importance of actively seeking and valuing student feedback as a means to improve instruction.

Elaborate:

Break the students into pairs or small groups. Assign each group a specific language skill or topic (e.g., reading comprehension, speaking fluency, pronunciation).

In their groups, students should brainstorm and design an activity that incorporates both student feedback and paralinguistic features to enhance learning.

Groups should present their activities to the class, explaining how they address the problem and engage students effectively.

Provide examples and practical tips on how to gather and incorporate student feedback effectively.

Evaluate:

Conduct a class discussion where students share their thoughts and insights gained from the elaboration stage.

Ask open-ended questions to evaluate students' understanding and encourage critical thinking, such as:

- ✓ How can you incorporate student feedback into your teaching practices?
- ✓ What strategies can you employ to enhance your use of paralinguistic features?

Provide constructive feedback and clarify any misconceptions.

Lesson Plan 7: Encouraging Student Engagement and Communication in the Target Language

Grade Level: Preservice Language Teachers

Objectives:

By the end of the lesson, preservice language teachers will be able to:

- effectively encourage all students to start an activity after giving instructions,
- practice strategies to create communication in the target language.

Materials:

- Vignette as a reading passage describing a language classroom situation,
- Various applications for creating communication in the target language,
- Key strategies for the identified problem.

Instructional Strategies:

- Lecture
- Class Discussion
- Group Work
- Vignette Reading

Engage:

Begin the lesson by introducing a sample activity (an application called Bottled) that promotes communication in the target language.

Ask PSTs to reflect on their own experiences with giving instructions and engaging students in the target language.

Facilitate a short discussion and encourage them to share any challenges they have faced.

Introduce the problem statement: "Preservice language teachers often find it difficult to encourage all students to start activities after giving instructions and create communication in the target language."

Explore:

Provide participants with a vignette describing a scenario in a language classroom. This vignette should highlight challenges related to engaging students and promoting communication.

Ask participants to read the vignette individually and underline key issues or challenges they identify.

Divide participants into small groups and facilitate a discussion to explore the challenges they identified and their potential causes.

Ask each group to select a spokesperson to share their group's findings with the whole class.

Explain:

Present a mini lecture on effective strategies for engaging students and promoting communication in the target language.

Provide examples of strategies such as:

- Incorporating real-life and authentic materials into lessons.
- Using group work and cooperative learning activities.
- Implementing interactive technology tools.
- Encouraging active participation through questioning techniques.
- Creating a supportive and inclusive classroom environment.

Emphasize the importance of creating a safe space for students to take risks and make mistakes while using the target language.

Elaborate:

Divide participants into small groups and assign each group a specific engagement or communication strategy discussed in the previous stage.

In their groups, participants should develop a short activity or lesson plan using the assigned strategy. They should consider the language proficiency level, age, and interests of the hypothetical students.

Allow participants time to prepare their activities, encouraging them to be creative and think beyond traditional teaching methods.

Ask each group to present their activity briefly to the whole class, explaining how it promotes engagement and communication.

Evaluate:

Ask reflection questions to the participants, asking them to individually reflect on the following:

- How do the strategies discussed, and the activities presented align with their teaching philosophy?
- Which strategies and activities do they plan to incorporate into their future language lessons?
- How do they anticipate these strategies will impact student engagement and communication in their classrooms?

Encourage participants to share their reflections and engage in a whole-class discussion.

Lesson Plan 8: Enhancing Instructional Clarity-Minimizing the Use of Learners' Native Language

Grade Level: Preservice Language Teachers

Objectives:

By the end of the lesson, preservice language teachers will be able to:

- develop strategies to minimize the use of learners' native language when giving instructions, thus fostering effective communication and language acquisition in the classroom.

Materials:

- Vignette as a reading passage describing a language classroom situation,
- An article on the identified problem,
- Scenario cards.

Instructional Strategies:

- Lecture
- Class Discussion
- Small Group and Pair Work
- Vignette Reading

Engage:

Begin the lesson by presenting a real-life scenario: *"Imagine you are a language teacher in a classroom with students who speak different native languages. How would you give instructions to make them easily understandable without relying too much on their native language?"*

Ask the PSTs to share their experiences or observations regarding the use of learners' native language during instruction.

Explore:

Provide the PSTs with a vignette that illustrates the challenges and consequences of overusing the learners' native language during instruction.

In pairs or small groups, ask the preservice language teachers to read the vignette and identify the issues faced by the teacher and students.

Facilitate a whole-class discussion, allowing the groups to share their findings and insights.

Explain:

Provide a brief lecture or presentation on effective instructional strategies that minimize the use of learners' native language and a brief explanation of the

negative impact of excessive use of learners' native language during instruction, such as impeding target language acquisition and hindering students' ability to think in the target language.

Provide an article to facilitate a brief discussion to elicit their opinions and concerns about relying too much on the native language during instruction.

Highlight the importance of creating a language-rich environment and using scaffolding techniques to support understanding.

Elaborate:

Divide the PSTs into small groups and assign each group to one of the cards.

Provide each group with a list of scenarios or situations where giving instructions in the target language might be challenging.

Ask the groups to practice using the strategy to give instructions to their peers. (e.g., visual aids, gestures, realia).

Evaluate:

Divide the PSTs into pairs.

Provide each pair with a different instructional scenario that requires them to give instructions to their partner, ensuring minimal use of the learners' native language.

Allow time for preparation and practice, and then ask each pair to perform their role-play in front of the class.

After each performance, facilitate a brief discussion to provide constructive feedback and highlight effective aspects of their instruction.

Appendix II. Sample PowerPoint Slides from Week I

ENGAGE

Let's watch the video.

- Guess what went wrong during the lesson and jot it down to the chat box.



EXPLORE

- **Read the context of the vignette.**

CONTEXT

Sena, an experienced English language teacher, is teaching a grammar lesson for her intermediate level ESL (English as a Second Language) class at a private school. The students, who come from diverse linguistic and cultural backgrounds, are awaiting her instructions for the day's activities.

EXPLORE

Let's read the vignette case to answer the following questions.

- Is the instruction clear and concise?
- Is the language appropriate for the students' level?
- Are there any rooms for confusion or misinterpretation?

Sena: "Good morning, class! Today, we will be delving into the intricacies of complex sentence structures. I want you to listen carefully as I explain the subtle nuances of dependent clauses and independent clauses, and how they interact to form compound-complex sentences. Are you ready? At the end, you will be writing complex sentence structures in pairs."

EXPLAIN

NEED ANALYSIS

Match the explanations to the relevant example.

1. Analyze the task and the students' needs (Richards & Rodgers, 2014).	d	a. Instead of saying, "Now, when I turn on the music, please pass your paper to the person on the left, and I would like you to continue passing your papers until the music stops," the teacher could say, "When the music starts, pass your papers to the left. Continue passing your papers until the music stops."
2. Use simple and concise language (Harmer, 2015).	c	b. When giving instructions on how to play a game, the teacher could show a picture of the game board or a diagram of the rules.
3. Use visual aids (Scrivener, 2011).	b	c. Instead of saying, "Write a paragraph about your favorite hobby," the teacher can say «First, think of your favorite hobby. Then, write a sentence about why you like it. Finally, write a sentence about what you do when you engage in the hobby.»
4. Break down instructions into steps (Harmer, 2015).	a	d. If the task is to write a paragraph about a favorite hobby, the teacher may analyze the students' level and determine whether they need guidance on how to use vocabulary related to hobbies and how to structure a paragraph.

ELABORATE

Now we have discussed the solutions, which ones are missing in the vignette?

1. Analyzing the task and the students' needs
2. Using simple and concise language
3. Using visual aids
4. Breaking down instructions into steps
5. Differentation
6. Scaffolding
7. Modeling
8. Checking for understanding



LET'S PRACTICE

Work in small groups.
Read the scenario cards. (containing a different teaching scenario where you must provide instructions to students).
Brainstorm how you would give instructions to your students using effective instructional language.

Scenario Card 1:

Context: An English language learning classroom with mixed-level students. The task is to give instructions on how to make a travel itinerary in English.

Instructions: Your students are planning a trip to a nearby city. Your task is to give instructions on how to make a travel itinerary in English. Your instructions should include vocabulary and phrases related to travel, as well as tips on how to organize and plan a trip.

Scenario Card 2:

Context: An English language learning classroom with beginner level students. The task is to give instructions on how to ask for and give directions in English.

Instructions: Your students are visiting a new city and need to know how to ask for and give directions in English. Your task is to give instructions on how to do this. Your instructions should include vocabulary and phrases related to giving and asking for directions, as well as examples of common landmarks and directions.

Scenario Card 3:

Context: An English language learning classroom with intermediate level students. The task is to give instructions on how to order food at a restaurant in English.

Instructions: Your class is on a field trip to a local restaurant. Your task is to give instructions on how to order food in English. Your instructions should include vocabulary and phrases commonly used in restaurants, as well as any cultural norms that students should be aware of.

Scenario Card 4:

Context: An English language learning classroom with advanced level students. The task is to give instructions on how to write a research paper in English.

Instructions: Your students are preparing for a research paper assignment. Your task is to give instructions on how to write a research paper in English. Your instructions should include tips on how to choose a topic, how to conduct research, and how to structure and write the paper.

EVALUATE

- https://padlet.com/melikekocak94/scenario-cards-civa10ba9f58q06a



Appendix III. Pre-test and Post-test

Dear Participant,

This questionnaire is designed to analyze your general beliefs and instruction giving practices. It composes of two sections: the first part includes background information; and the second part includes questions that are related to your beliefs and instruction giving practices. The second section is divided into four parts (general beliefs, before giving instruction, during instruction and after giving instruction). Your participation will provide valuable data for the study. All information will be kept strictly confidential, and you will remain completely anonymous throughout. Your participation is voluntary, and you may withdraw at any time. The information you give will only be used for this study. Thank you in advance for your help and cooperation.

Melike Koçak Mat
Gazi University

Thesis Advisor
Assoc. Prof. Zekiye Müge Tavil
Department of English Language Teaching
Gazi University

SECTION 1: BACKGROUND

[Please circle the answer]

Q1. Your gender

a) Female
b) Male

Q2. Your age

a) 20-25
b) 26-30
c) 31-35

Q3. Please list name(s) of the elective courses you have taken involving how to give instructions:

[you may respond to more than one answer]

_____
_____
_____
_____
_____
_____

Q4. Do you have any teaching experience(s) other than practicum? (e.g., private course, face to face lesson, online lesson etc.)

☐ Yes

☐ No

If yes, please describe it briefly.

_____
_____
_____
_____
_____
_____

SECTION 2: YOUR BELIEFS & INSTRUCTION GIVING PRACTICES

Q5. Circle a response that <u>best</u> represents your beliefs and instruction giving practices.

(1=strongly disagree, 2= disagree, 3=not sure, 4=agree, 5=strongly agree)

GENERAL BELIEFS & INSTRUCTION GIVING PRACTICES	1	2	3	4	5
1. I have difficulty in giving instructions since it is a skill neglected for student teachers in teacher-training programs.					
2. I have difficulty in giving instructions since I am a novice teacher.					
3. I have difficulty in giving instructions since I am a nonnative speaker.					
4. I have difficulty in giving instructions since using extra-linguistic devices (gestures, facial expressions, voice, and visuals) to foster my students' learning is challenging for me.					
5. I have difficulty in giving instructions since differentiating instruction to meet the needs of each learner is a challenge for me.					
6. I have difficulty in giving instructions since I cannot use language at or below my students' current level of understanding.					
7. I have difficulty in giving instructions as the level of my students changes.					
8. I have difficulty in giving instructions as the age of my students changes.					
9. I have difficulty in giving instructions when I need to arrange pair work or group activities.					
10. I have difficulty in giving instructions when I need to introduce an activity and set the rules.					
11. I have difficulty in giving instructions if the number of my students is high.					
12. I have difficulty in giving instructions since using the target language at my students' level is troubling for me.					

BEFORE GIVING INSTRUCTION	1	2	3	4	5
13. I feel the need to prepare how I will give instructions while planning my lesson.					
14. It is a challenge for me to draw my students' attention before I start to give instructions.					
15. If I do not prepare my instructions beforehand, I might have trouble during the lesson.					
16. I need to plan my lessons with clear instructions in mind.					
17. I need to write the instructions on the slide or book to make them memorable.					

DURING INSTRUCTION	1	2	3	4	5
18. I need to use learners' native language to give instructions to make it understandable for my students.					
19. I have problems in engaging students and creating communication in the target language.					
20. I can ask a student to explain the activity to other students who have not fully understood the given instructions.					
21. I have difficulty in rephrasing instructions when my students show nonunderstanding or misunderstanding.					
22. I have difficulty in telling the instructions in a hierarchical order in a process-based activity (games, pair work, group work, etc.).					
23. Reading the original instruction in the coursebook is easier than formulating the instruction.					

AFTER GIVING INSTRUCTION	1	2	3	4	5
24. I do not know what to do when my students are confused although I have given good and clear instructions.					
25. I have difficulty in encouraging all the students to start the activity after giving instructions.					
26. I give importance to the feedback of my students about my instruction giving.					
27. I can easily use paralinguistic features (e.g., body language, facial expressions, tone) to make sure that all the students have understood my instructions.					
28. I can adopt a variety of strategies when some of my students show misunderstanding.					

Appendix IV. Focus Group Interview Questions

Dear Participant,

This interview is designed to analyze your general beliefs and instruction giving practices. Your participation will provide valuable data for the study. All information will be kept strictly confidential, and you will remain completely anonymous throughout. Your participation is voluntary, and you may withdraw at any time. The information you give will only be used for this study. Thank you in advance for your help and cooperation.

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Gazi University

Thesis Advisor
Assoc. Prof. Zekiye Müge Tavil
Department of English Language Teaching
Gazi University

Focus Group Interview Questions

1. Think about the time when you had a problem related to giving instructions. What kind of difficulties did you experience while giving instructions? Please describe them briefly.
2. How do you react when you come across with a problem while giving instructions?
3. What do you focus on most while giving instructions?
   (e.g., language use, understanding of your students, level or age of your students, extra linguistic devices etc.)
4. Do you think that the teacher training program in your university is sufficient for teaching how to give instructions? What can be done to improve instruction giving practices of preservice teachers?
5. Do you want to add anything regarding the topic?

Appendix V. Reflective Journal Questions

Dear Participant,

This interview is designed to analyze your general beliefs and instruction giving practices. Your participation will provide valuable data for the study. All information will be kept strictly confidential, and you will remain completely anonymous throughout. Your participation is voluntary, and you may withdraw at any time. The information you give will only be used for this study. Thank you in advance for your help and cooperation.

Melike Koçak Mat
Gazi University

Thesis Advisor
Assoc. Prof. Zekiye Müge Tavil
Department of English Language Teaching
Gazi University

Reflective Journal Questions

1. What did you like/dislike about today's vignette cases?
2. What should the instructor/teacher do in that situation?
3. What would you do similarly/differently regarding the instructor/teacher in the case?
4. After attending today's discussion, what did you learn/realize regarding how to give instructions?
5. Have you experienced similar situations in your practicum in the first term or in a different classroom setting? What did you do to solve it?

Appendix VI. Researcher's Journal Entries

Researcher's Journal Entry I

Having gathered the data from both experimental and control groups, I analyzed them to design the lessons for the aimed vignette-based intervention. As this was the very first lesson for the experimental group, I wanted to set the context so that they could know what we were going to do throughout the lessons. The first defined problem was related to having difficulty in giving instructions at students' level. In the focus group interviews, PSTs stated that it might be sometimes difficult for them to adapt their instructions as they teach different levels in the first and second term. Also, some of them were working in private institutions at different levels. Thus, I scanned the literature on how to give appropriate instructions at students' level. As this was the first lesson, it was challenging for me to decide on the framework. Having consulted my supervisor, academicians, and in-service teachers, I selected the inquiry-based learning model as it was based on problem solving and the intervention was also focused on solving the problems of PSTs related to instruction giving practices. Then, I delved into the details of the model and reviewed how it has been being used in other studies. In the first lesson, I talked about the aim of the vignette-based intervention and started the lesson by showing a video. I did not talk about the identified problem and asked them to write what might go wrong during the lesson in the video. Then, in the next stage, I presented the designed vignette and asked the questions specified for different parts of the vignette. While constructing vignettes for each lesson, I scanned the relevant criteria for developing vignettes. I had fun while creating them as it was like writing a story. As an in-service teacher who has been working for six years in a state university, I tried to remember my own experience related to each problem. After writing the first vignette, I got feedback from my supervisor, other experts in the field and in-service teachers to see if the vignette case was relevant to them. Accordingly, I made revisions and integrated into the lesson. Having presented the vignette and provoke discussion thanks to it, I came up with the possible solutions from the literature and talked about my own experience. While doing the exercise, some of the PSTs talked about their practicum experience, which was fruitful and engaging. In the practice stage, I gave them some scenarios and they needed to specify instructions for their assigned scenario in groups. Lastly, they gave peer feedback to each other. As this was the first lesson, I was nervous as I thought that the PSTs could be disengaged. Rather, they seemed to enjoy the lesson and participated in the activities.

Researcher's Journal Entry II

The second identified problem was about how to plan instructions before the lesson. To prepare a lesson for this aim, I tried to remember what I learned when I was studying in university. I found sample lesson plans, which was in line with the purposes of the second week's lesson and enhance authenticity. This time, I started with presenting the vignette including a language teacher that had not planned the instructions. The PSTs were expected to identify the problem by responding to the questions as they read through the vignette. Then, I showed them the sample lesson plans including the written instructions for each activity. In groups of two, they tried to find the problematic parts. I intentionally presented a well-written lesson plan and the other one was more problematic in terms of planning instructions. After eliciting ideas, I had a brief lecture on how to plan instructions more effectively using the strategies presented on the slides. I had enjoyed teaching this part as the PSTs were giving examples from their micro teachings. Lastly, I distributed some activities from a book (e.g., including four skills) and wanted them to plan instructions considering the strategies they had just learned. For this lesson, I sent them a link from Slido. It has an interactive board, which makes communication easier and more enjoyable. In groups, they wrote the answers to the interactive board. Having talked about the prepared instructions, we also had a Quiziz to wrap up the lesson. At the end of the lesson, they stated that they had enjoyed the Quiz; so, I thought integrating such materials would be more enjoyable and helpful for their learning. I also thought that they might already know how to prepare instructions as they were preservice teachers who were about to graduate soon. Thus, I tried to implement the strategies that they might not be familiar and presented real-life scenarios to stimulate their critical thinking and deepen their understanding of teaching.

Researcher's Journal Entry III

The third week's lesson was on how to differentiate instructions to meet students' needs. Honestly, I had difficulty in preparing the lesson plan and materials for this lesson as there were various aspects to be covered. I did not want to give a boring and monotonous lecture which would be a monologue instead of an interactive lesson. In line with these ideas, I presented two relevant pictures and elicit their ideas. For all the materials I implemented, I got feedback from my colleagues and asked their ideas on the pictures, activities, and articles. After talking about the pictures, I showed the vignette and asked them to come up

with a resolution to the problem in the vignette. Then, we checked the resolution to see they had guessed it correctly. In the next stage, I moved on to the lecture part, which was the Explain stage. While I was teaching about how to differentiate instructions, some of the PSTs indicated that they had not known some of the terms and they would apply these strategies to their future teaching. After the lecture part, they completed a short matching activity and put in pairs to differentiate instructions for the fictional students. Each fictional student had a different problem and the PSTs needed to brainstorm on differentiation of instruction. They wrote down their ideas to Menti and we could all see their ideas this way. To expand the discussion, I also presented my own ideas using the techniques I had covered during the lesson. When the lesson was over, I felt like I also learned from the PSTs and gained more insight into language teaching. Thus, I can say that preparing these lessons and having the lessons with PSTs is enlightening for me and I am looking forward to upcoming lessons.

Researcher's Journal Entry IV

The fourth week's lesson was about giving instructions to a large class and forming pairs and groups. As an in-service teacher who had been teaching to a class of at least 30 students, I felt like I had so many relevant anecdotes for this lesson. Thus, I wrote down some real-life scenarios for PSTs to talk about. To draw the attention of PSTs, I started the lesson by showing two pictures. The pictures were depicting classrooms packed with students. I asked them to guess what kind of problems they were likely to encounter in terms of giving instructions. Then, they were given scenarios and brainstorm possible solutions. To see if their ideas were included in the lecture part, I moved on to the ways to give instructions to a large class and put students in pairs and groups. While covering each strategy/way, I gave examples from my own teaching experience. In the next stage, I demonstrated the vignette including a teacher whose instructions could be interpreted as both effective and ineffective. Some parts of the vignette referred to effective teaching while the other was ineffective. In the final stage, I asked them to find the technique that they had found most valuable for their teaching experience. Some of the PSTs talked about their experience and problems they had come across throughout their practicum. Since I was graduated in 2017, I thought some of their problems were similar to mine but some of them were different as the schools they were teaching had distinctive contexts.

Researcher's Journal Entry V

For the fifth week, I focused on how to tailor instructions when students show nonunderstanding or misunderstanding. This time, I wanted to start the lesson in a different way and selected an excerpt taken from Somuncu and Sert's study (2019). The excerpt included a dialogue between a teacher and students. I asked the PSTs to make inferences from the excerpt. Then, I gave information about the study and talked about EFL Trainee Teachers' Orientations to Students' Non-understanding. In the next stage, I presented a vignette including a problem that leaded to confusion among students. After brief discussion, ways to overcome students' nonunderstanding/misunderstanding were discussed. The PSTs did not know the difference between these two terms. We exchanged views about each strategy. For example, for think-pair-share technique, I focused on its advantages and how to group students by using more effective ways. During the Elaborate stage, I listed ten approaches and strategies and showed an example for one of the strategies. In the last stage, they were assigned to apply what they had learned to hypothetical teaching contexts. Frankly, I thought their examples were not bad. However, they could have elaborated on their examples more. The practice stage did not go over well as I had planned. The beginning of the lesson and other activities were seemed more effective and better to me in terms of engaging the PSTs.

Researcher's Journal Entry VI

This week was about addressing the problem of ignoring student feedback and neglecting paralinguistic features in instruction. I wanted to start the lesson in a more enjoyable way. Thus, I prepared a quiz on the ways to consider student feedback and adapt instruction accordingly and utilizing paralinguistic features. After the quiz, I put them into groups and asked them to read the assigned vignette case. For such tasks, using the breakout rooms was helpful for me and I could also join the rooms. After reading their assigned vignette and brainstorming about the questions posed about the case, I asked them to share their insights with the rest of the class. In the Explain stage, we went over the ways to solve the stated problems. During this stage, I noticed that some of the PSTs were so confident about their teaching and stated that they had not experiences any problems related to using paralinguistic features in instruction and they had always paid attention to student feedback. However, these ideas may not reflect their actual practice as they might not be aware of the problem that they had been experiencing. For example, I may ignore student

feedback on my instruction giving because of the number of students. My classes are generally at least 30 students. Despite six years of experience, it may be sometimes impossible to pay attention to what all students say. I think as teachers gain more experience; we tend to raise our awareness towards our own teaching.

Researcher's Journal Entry VII

This week's lesson was by far the most enjoyable and engaging lesson for me. I had fun while preparing the lesson. The focus of the lesson was on encouraging student engagement and communication in the target language and how to give instructions while doing so. I thought about creating meaningful interaction in the target language and came up with the strategies I had been using. My students love the application named "Bottled". I integrated screenshots of the app into the beginning of the lesson. Thus, the PSTs seemed to be engaged as they did not know the app. Then, we talked about the barriers related to creating communication. In the next phase, I showed the relevant vignette including a language teacher who failed to give appropriate instructions to create communication in English. In the Explain stage, I showed sample applications and gave ideas to overcome the identified problem. The PSTs stated that they did not know the stated applications and would use them in their future teaching. I also showed sample articles on this topic. In the last stage, they were given a specific communication strategy discussed in the previous stage and develop a short activity using the assigned strategy. I demonstrated an example with appropriate instructions, and they shared their ideas with the class. I noticed that some of the PSTs gave general ideas related to giving instructions. I stated that it might be better to think about the activities in a more detailed way. Finally, I got positive feedback from the PSTs about the lesson, which made me happy and motivated to continue with the lessons.

Researcher's Journal Entry VIII

The last week's lesson was focused on enhancing instructional clarity and minimizing the use of learners' native language while giving instructions. I started with a funny video showing a teacher teaching English for Spanish speakers and he was also translating the instructions into Spanish. Then, we looked at some cartoons related to the topic. I presented two vignette cases about the use of Turkish while giving instructions. While

constructing the vignettes, I reflected on my own teaching experience and came up with ideas. I also got feedback from my colleagues and asked their experience. This cyclical process taught me valuable things and deepened my understanding. In the next stage, we talked about the negative impacts of using learners' native language. Then, I presented some information from a study on translanguaging in EFL classrooms. They stated that they had not known this term. Having talked about the lesson, I covered the strategies to maximize the use of target language while giving instructions. I also had the PSTs complete a short matching activity. I think such activities are a good way to wrap up what has been covered. In the last stage, I asked the PSTs to reflect on their own teaching and give their ideas on the stated examples. As today was the last lesson, I thanked all the PSTs for their valuable contribution and got feedback on the lessons. They stated that they had learned a lot and would integrate them into their future teaching practice.

Appendix VII. Ethics Committee Approval

Evrak Tarih ve Sayısı: 30.03.2023-E.624092

T.C.
GAZİ ÜNİVERSİTESİ REKTÖRLÜĞÜ
Etik Komisyonu

Sayı : E-77082166-302.08.01-624092 30.03.2023
Konu : Bilimsel ve Eğitim Amaçlı

Dağıtım Yerlerine

Üniversitemiz Eğitim Bilimleri Enstitüsü Yabancı Diller Eğitimi Ana Bilim Dalı **Yüksek Lisans Öğrencisi Melike KOÇAK MAT'ın, Doç. Dr. Zekiye Müge TAVİL'in** danışmanlığında yürüttüğü ***"The Effect of Vignette Cases on Instruction Giving Practices of Preservice Teachers: A Case Study in A State University"*** adlı tez çalışması ile ilgili konu Komisyonumuzun **21.03.2023** tarih ve **05** sayılı toplantısında görüşülmüş olup,

İlgilinin çalışmasının, yapılması planlanan yerlerden izin alınması koşuluyla yapılmasında etik açıdan bir sakınca bulunmadığına oybirliği ile karar verilmiş ve karara ilişkin imza listesi ekte gönderilmiştir.

Bilgilerinizi rica ederim.

Araştırma Kod No: 2023 - 393

Komisyon Başkanı

Ek:1 Liste
DAĞITIM
Gereği:
Sayın Doç. Dr. Zekiye Müge TAVİL

Bilgi:
Eğitim Bilimleri Enstitüsü Müdürlüğüne

CURRICULUM VITAE

Personal Information

Surname: Koçak-Mat

Name: Melike

Educational Background

2020- in progress	MA, Gazi University, English Language Teaching
2012-2017	BA, Middle East Technical University, Foreign Language Education Department, English Language Teaching

Publications

1. Koçak-Mat, M., Tavil, Z. M. (2023, June 2). *The effect of vignette cases on instruction giving practices of preservice teachers: a case study in a state university* [Conference Presentation]. The 3rd ILTERG Conference, Cappadocia, Turkey. https://www.ilterg.com/project-conference



GAZİLİ OLMAK AYRICALIKTIR...