THE EFFECT OF MODELING ON THE PLANNING PROCESS: A STUDY ON READING PLANS OF PROSPECTIVE ENGLISH LANGUAGE TEACHERS

Süheyla ANDER TAŞKESEN

MA Thesis

ESKİŞEHİR 2014

THE EFFECT OF MODELING ON THE PLANNING PROCESS: A STUDY ON READING PLANS OF PROSPECTIVE ENGLISH LANGUAGE TEACHERS

Süheyla ANDER TAŞKESEN

MA THESIS

INSTITUTE OF EDUCATIONAL SCIENCES

Advisor: Assoc. Prof. Dr. Fatma Hülya ÖZCAN

ESKİŞEHİR

Anadolu University

Department of English Language Teaching

May, 2014

JÜRİ VE ENSTİTÜ ONAYI

Süheyla ANDER'in "The Effect of Modeling on the Planning Process: A Study on reading Plans of Prospective English Language Teachers" başlıklı tezi 25.06.2014 tarihinde, aşağıda belirtilen jüri üyeleri tarafından Anadolu Üniversitesi Lisansüstü Eğitim-Öğretim ve Sınav Yönetmeliğinin ilgili maddeleri uyarınca Yabancı Diller Eğitimi Anabilim Dalı İngilizce Öğretmenliği programı yüksek lisans tezi olarak değerlendirilerek kabul edilmiştir.

	Adı-Soyadı	**İmza**
Üye (Tez Danışmanı)	: Doç.Dr. F.Hülya ÖZCAN	
Üye	: Prof.Dr. İlknur KEÇİK	
Üye	: Prof.Dr. Zülal BALPINAR	
Üye	: Yard.Doç.Dr. Özgür YILDIRIM	
Üye	: Yard.Doç.Dr. Aysel KILIÇ	

Doç.Dr. Handan DEVECI
Anadolu Üniversitesi
Eğitim Bilimleri Enstitü Müdür Vekili

ABSTRACT

THE EFFECT OF MODELING ON THE PLANNING PROCESS: A STUDY ON READING PLANS OF PROSPECTIVE ENGLISH LANGUAGE TEACHERS

Süheyla ANDER TAŞKESEN

Anadolu University Graduate School of Educational Sciences

Department of English Language Teaching

May, 2014

Advisor: Assoc.Prof. Dr. Fatma Hülya ÖZCAN

Lesson planning plays a vital role not only in teaching but also in the teacher training process. However, lesson planning is a painful process for novice teachers and especially prospective teachers. In the English Language Teacher Training Program of Anadolu University in Turkey, prospective English language teachers prepare reading lesson plans in their third year. In order to investigate the effect of modeling on the reading lesson planning process, a research using mixed methods explanatory sequential design was conducted. For the research, 22 prospective English language teachers were asked to participate in the modeling sessions, prepare reading lesson plans, report how they planned their lessons and answer questions for the surveys. The quantitative data obtained through the evaluation of the lesson plans were analyzed using one way ANOVA for repeated measures and t-test for paired samples as a post hoc test. These statistical analyses were conducted using SPSS 21. The qualitative data obtained through lesson planning process action lists and surveys were analyzed through Constant Comparison Method. The data revealed the effects of the modeling on the lesson planning process of the prospective teachers.

Key Words: Teacher training, modeling, lesson preparation, lesson plan, teaching reading.

ÖZET

MODELLEMENİN PLANMA SÜRECİNE ETKİSİ: İNGİLİZCE ÖĞRETMENİ ADAYLARININ OKUMA DERSİ PLANLARI ÜZERİNE BİR ÇALIŞMA

Süheyla ANDER TAŞKESEN

Anadolu Üniversitesi Eğitim Bilimleri Enstitüsü

İngilizce Öğretmenliği Bölümü

Mayıs, 2014

Danışman: Doç. Dr. Fatma Hülya ÖZCAN

Ders planı hazırlamak sadece öğretmenlikte değil öğretmen yetiştirme sürecinde de önemli bir rol oynamaktadır. Fakat, ders planı hazırlamak yeni öğretmenler ve özellikle de öğretmen adayları için sancılı bir süreçtir. Türkiye'deki Anadolu Üniversitesinin İngilizce Öğretmenliği Programında üçüncü yılda İngilizce öğretmeni adayları okuma dersi planı hazırlar. Bu okuma dersi planlama sürecinde modellemenin etkilerini araştırmak üzere karma araştırma yöntemlerinden sıralı açıklayıcı tasarım kullanılan bir çalışma düzenlenmiştir. Bu araştırmada, 22 İngilizce öğretmeni adayından modelleme oturumlarına katılmaları, okuma dersi planı hazırlamaları, ders planlarını nasıl hazırladıklarını rapor etmeleri ve anket soruları yanıtlamaları istenmiştir. Ders planlarının değerlendirilmesinden elde edilen nicel veriler; SPSS 21 kullanılarak, tekrarlı ölçümler için tek faktörlü ANOVA ve post hoc test olarak ilişkili örneklemler için t-testi ile analiz edilmiştir. Ders planı hazırlama sürecinde yapılanlar listesi ve anketlerden elde edilen nitel veriler Sürekli Karşılaştırmalı Yöntem ile analiz edilmiştir. Veriler modellemenin söz konusu öğretmen adaylarının ders planlama sürecindeki etkilerini ortaya çıkarmıştır.

Anahtar kelimeler: Öğretmen yetiştirme, modelleme, ders hazırlama, ders planı, okuma dersi.

ACKNOWLEDGEMENTS

ÖZGEÇMİŞ

Süheyla ANDER TAŞKESEN

Anadolu Üniversitesi Eğitim Bilimleri Enstitüsü

İngilizce Öğretmenliği Bölümü

Yüksek Lisans

Eğitim

Lisans-   2008, Çukurova Üniversitesi, İngilizce Öğretmenliği Programı

Lise-   2004, Başkent Üniversitesi Özel Başkent Lisesi

             2003, Özel Çukurova Bilfen Lisesi

             2002, Özel Çukurova Bilfen Yabancı Dil Ağırlıklı Lisesi

İlköğretim- 2001, Özel Çukurova Bilfen İlköğretim Okulu

             1997, Celalettin Sayhan İlköğretim Okulu

İş

2008-   Araştırma Görevlisi, Anadolu Üniversitesi

İLETİŞİM BİLGİLERİ

E-posta adresi: sander@anadolu.edu.tr

İş Adresi: Anadolu Üniversitesi, Eğitim Fakültesi, Yabancı Diller Eğitimi Bölümü, İngilizce Öğretmenliği ABD. Tepebaşı/ESKİŞEHİR

TABLE OF CONTENTS

LIST OF TABLES

CHAPTER ONE

1. INTRODUCTION

1.1.Background to the Study

Teacher trainees take many courses in preparation for their professional life. These courses undoubtedly teach them a lot about teaching. Pre-service teacher education focuses on lesson planning as well as teaching methodologies. Lesson planning is emphasized because lesson plans are considered as tools "which help the teacher think through the lesson in advance, to provide a structure for a lesson and to provide a map to follow" (Richards, 1998:103). Scrivener (2005:109) points out the possibility of teaching without planning and states that "planning increases the number of teachers' options and consequently, increases chances of a successful lesson". Lesson planning, therefore, is a continuum. At one hand of this continuum, there are teachers who start a lesson without doing any planning and without giving any thought beforehand. Although this is possible, this kind of attitude requires high organization skills and an ability of decision-making every minute of the lesson. At the other end of the spectrum, there are novice teachers and teacher trainees who tend to produce a detailed lesson plan. The important point is not the "actual form that a plan takes but the thought that has gone into it because written plans act as a useful record of what teachers hoped to achieve" (Harmer, 2007: 365). These records not only serve as an account of what to achieve but also say what actually happened in the lesson (Ibid). That is why lesson plans reflect "a thinking process" which helps teachers decide how to do the teaching in a way that satisfactorily meets the students' needs.

Like many language teacher training programs, the program in English Language Teaching Department at Anadolu University has a range of methodology courses. One of these courses is Methodology in the Area of Specialization: Reading and Listening. In this course, the prospective teachers are to decide on their learning outcomes and to learn about how to design reading and listening lessons according to these learning outcomes. After learning about how to teach a reading lesson, they are assigned to plan a reading lesson.

We have observed that prospective teachers fulfill the requirements of a reading lesson plan providing Lead-in to activate the schemata(pre-reading task), tasks for global comprehension(Type1/while-reading/during-reading/first reading tasks) and tasks for detailed understanding(Type 2 tasks/while-reading/during-reading/second reading tasks) and tasks going beyond the reading text(Follow-up/ post-reading/after-reading task) (Harmer, 2007:270). However, we have also observed that these tasks do not serve to a reading objective or a learning outcome, are not related to each other; nor to the text. Nevertheless, a good lesson should have a sense of coherence and flow, should hang together and should not be just a sequence of discrete activities (Jensen, 2001:406).

In order to overcome this problem, prospective teachers should develop their thinking skills during pre-planning and planning stages. Richards (1998:78) states that one of the important goals of pre-service experiences for language teachers is to expose novice teachers to the thinking skills of expert teachers in order to help them develop the pedagogical reasoning skills they need when they begin teaching. Richards proposes that the tasks of language teacher education programs will be enhanced if they are followed by presentation of expert teachers' solutions of the same tasks with the thinking that accompanied them. He shares his own training practice, in which he provides a think-aloud "walk through" of the planning task in order to model the thinking that an experienced teacher would go through while planning a reading lesson around a short text.

1.2.Statement of the Problem

In the informal discussions we usually make with the prospective teachers taking the course Methodology in the Area of Specialization: Reading and Listening express that lesson planning process is painful for them. One reason for this painful process is that they learn the principles of teaching receptive skills but they do not work on a model; in other words, they do not have any guidance. They, therefore, feel alone and lonely on this path and may see nothing wrong in attempting to adopt similar styles of teaching to the ones they experienced as learners; although, using this approach to planning endangers good teaching and attempting to copy a teaching style will often simply not work (Butt, 2006:4). The basis for this situation can be explained by Lortie (1975), who states that teachers typically ground their understanding of teaching and learning as well

as their notions about how to teach in their own instructional histories as learners. Besides relying upon their own experiences as a student, prospective teachers are not able to fully understand the given advice, or have difficulties in interpreting this advice within a particular educational setting. They clearly need extra instruction in order to interpret and apply the advice given on lesson planning (Butt, 2006:3).

The lesson plans prepared by the prospective English language teachers as the visa assignment for the course Methodology in the Area of Specialization: Reading and Listening, do not form a coherent whole and do not reflect prospective teachers' proper thinking before and during planning. Therefore, we conducted a very small scaled pilot study with two prospective teachers in the fourth year of the ELT program to see the way they "think" while planning. We focused on their decision making process since lesson planning is a process of deciding what and how to teach (Richards, 1998; Horwitz, 2008; Riddell, 2010)

For this reason, we asked these prospective English language teachers to prepare reading lesson plans on a given text and to reflect on what they do before planning, during planning and after planning. They reported that they started their plan by reading the text and asking some questions such as "what is the level of the text and students", "what can be done to activate their schema" and "how should the exercises be". While writing their plans, they stated that they thought about the activities they can prepare. One of them stated that she asked how she could make her students get the global understanding of the text and then she tried to find the questions that ask for general information as the first reading part. The other participant reported that, for second reading activities, she prepared different types of questions such as chart filling, t/f and comprehension questions and then she sequenced these questions from the questions which ask less detailed information to more detailed information. They did not mention about deciding on learning outcomes in their reports. However, while they were printing out their lesson plans, they both told that after finishing the plan they prepared the front pages of their plans, which give information about the lesson. They finally added the learning outcomes on this page, which are already fixed for almost all of their reading lessons. All these statements display the evidence that the prospective teachers fulfill the requirements of the stages of a reading lesson. However, the tasks are not planned

around "a learning outcome" for the students to achieve and are relevant neither to the text nor to the learning outcomes, and the learning outcome(s) is/are defined after designing the tasks. Therefore, the lesson plans become a collection of tasks rather than form a coherent whole.

Since lesson planning is one important step of a quality lesson, knowing how to prepare a good, working and an efficient lesson plan is crucial to prospective teachers as efficient planning is one of the keys of a successful lesson. A teacher transfers his/her knowledge to classroom and it is not easy for a prospective teacher to connect the knowledge with the practicalities of the classroom; therefore, an understanding of planning is needed and should be developed. For the understanding to develop, the first step is awareness. Freeman (1976:33) defines awareness as "the capacity to recognize and monitor the attention one is giving or has given to something. Thus, one acts on or responds to the aspects of a situation of which one is aware". Teacher's being aware of the knowledge s/he has and of how to transfer to knowledge to classroom will lead to a better teaching practice. Freeman (Ibid: 36) adds that "awareness triggers and monitors attention to what to teach" and, more importantly, "to how to teach". Although awareness is related to affective domain referring to the learner's sensitivity to the existence of stimuli, awareness is related to cognitive processes as well since awareness is a mental process, which relates to retrieving previously learned material and comprehension of this material and requires inferencing. Besides, lesson planning is a process that requires thinking. These facts lead trainers to tap the cognitive thinking of the prospective teachers and one way of tapping the cognitive thinking is using Think Aloud strategy. Think Aloud strategy is defined as "a technique used in investigating what kind of thinking processes and/or strategies are employed during a certain task" (Richards, Platt and Platt, 1992: 380). In classroom, ThinkAloud strategy is a useful technique teachers can use to model thinking processes underlying a certain task since teachers speak their thoughts on what they do and their reasons of doing these while accomplishing a task. ThinkAloud strategy, therefore, helps students gain awareness, make inferences and monitor their own thinking and behaviors during a task. The purpose of the ThinkAloud strategy in lesson planning is to model students how an experienced teacher constructs a lesson plan and what sort of thinking process s/he goes through.

1.3.Purpose of the Study

The study, therefore, aims to;

1.   develop participants' thinking skills during the decision making process through modeling this process

2.   see whether this modeling helps the prospective teachers to develop the reading lesson plans they prepare.

1.4.Research Questions

The study, therefore, aims to answer the following research questions:

1. Will modeling through ThinkAloud strategy help the prospective teachers to develop the reading lesson plans they prepare?
2. Will modeling change the actions prospective teachers take while planning lessons?
3. Will modeling change perceived strengths and weaknesses of the prospective teachers?
4. What are the perceived gains of the modeling process?

1.5.Significance of the Study

The review of literature points out the importance of lesson planning (Richards, 1998; Butt, 2006; Byram and Dube, 2008; Serdyukov and Ryan, 2008; Walker 2008). Additionally, several ways to prepare lessons and several issues to consider are given in the literature. Although, this process was well explained not only in the literature but also in the course; Methodology in the Area of Specialization: Reading and Listening to the prospective English language teachers, the participants of the study, who were prospective English language teachers, followed wrong ways to plan a lesson and found it too difficult to plan a lesson, at the end their lesson plans did not form a coherent whole and they imitate the basic template for the reading lessons.

It was necessary to help the prospective English language teachers to develop their lesson plans and make lesson planning process easier. As Livingston and Borko

(1989:40) and Richards (1998:78) state in order to improve prospective teachers' knowledge development, cooperating teachers should model their pedagogical thinking by demonstrating and then explaining how they transform subject matter into pedagogically powerful forms. As they could make their thinking process explicit, they could reveal the connection between their actions and their knowledge structures. This study was in a way designed to check whether this need could be fulfilled by performing such kind of modeling in the light of the literature related to teacher training, lesson planning and modeling.

CHAPTER TWO

2. LITERATURE REVIEW

This chapter, first, defines lesson planning phenomenon and explains how it is conceptualized in teacher training. Then, several studies regarding the focus of this study are reviewed. Finally, how the reviewed literature in the sections below shaped the design of the current study is explained.

2.1. Lesson Planning

2.1.1. What is a lesson plan?

In pre-service teacher education one of the main teaching aspects is lesson planning (Richards, 1998:103). As it conveys such an important role in teacher training, what is a lesson plan?

A lesson plan is a concise, working and practical document serving as an outline of the teaching and learning that will be conducted within a single lesson fitting within the broader scheme of work and an aide memoire in a standard format so that the teacher and the other teachers within the department can teach it. Lesson plans contain similar common elements such as aims, learning objectives, teaching and learning activities, timings, assessments and evaluation (Butt, 2006:21-22).

Additionally, a lesson plan is a framework for a lesson and a formal lesson plan establishes goals (objectives) for each teaching session, ensures that appropriate content is included, and provides a feasible timeline. And essentially the lesson plan indicates what the teacher hopes to achieve over the course of the lesson and how he or she hopes to achieve it (Byram and Dube, 2008:25).

Another definition of lesson plan is a model of the lesson to be taught in the future. In detail, a lesson plan is a tool that moves from theory to practice by carrying out a methodical approach structured enough to ensure clear and concise direction, yet flexible enough to provide for differentiation to meet the needs of every student (Serdyukov and Ryan, 2008:2)

Thus, it can be concluded that a lesson plan is a flexible outline of a lesson to achieve determined learning outcomes.

Now that the definition of lesson plan is determined, in the following section why planning is so important will be discussed.

2.1.2. What is the importance of lesson plan?

It is emphasized that as a plan serves as a systematic means to an end, rational and sound planning, organization and management are crucial for quality in all occupations. Planning, thus, turns out to be the important part of every practitioner's professional development; in this sense the teacher's competence in lesson plan development is cited as one of the prerequisites for achieving this goal (Serdyukov and Ryan, 2008:1).

In addition, it is agreed that the success of a lesson depends on the effectiveness with which the lesson is planned (Richards, 1998; Butt, 2006; Byram and Dube, 2008; Serdyukov and Ryan, 2008; Walker 2008).

Byram and Dube (2008:26-27) list the reasons why planning is important:

- It allows the teacher to predict possible problems and therefore consider solutions.
- It ensures that a lesson is balanced and appropriate for a particular class.
- It gives a teacher confidence from knowing what they are doing.
- It is evidence of good practice.
- It is a sign of professionalism.

Additionally, the usefulness of lesson planning is illustrated by Woodward (2001:131) via listing the reasons why teachers would want to plan their courses and lessons:

- Thinking things through before you teach helps to reduce feelings of uncertainty or panic and inspires you instead with a sense of confidence and clarity.
- It can inspire confidence in students who pick up a feeling of purpose, progression and coherence.
- It helps you to understand what research you need to do.
- It reminds you to marshal materials beforehand, and makes it easier for you to organize the time and activity flow in classes.
- If at least some of the planning is shared with students, they too will be able to gather their thoughts before class

- Plans can be used in lessons to get things started, and prompt memory, and can help us to answer student questions.
- Working on planning after lessons, as well as before, ensures that the class you are teaching gets a balanced mixture of different kinds of materials, content and interaction types throughout the course.
- Course and lesson planning help you to develop a personal style since they involve sifting through all your information, resources and beliefs, and boiling them all down to a distillation for one particular group, time and place. This distillation, together with what happens in the classroom, represents a cross-section of the present state of your art!

The importance of lesson planning is pointed by Serdyukov and Ryan (2008:1), good lesson plans are the foundation of successful student learning, accurate assessment, and effective classroom management. Similarly, Butt (2006:2) states that the key to good teaching, purposeful class management and achievement of sustained educational progress lies in effective planning.

It is concluded that the planning is crucial although it has some disadvantages such as its potentials to be irrelevant, inflexible or a display lesson. These disadvantages are explained by Woodward (2001:131) giving the situations that lead to these drawbacks. For example, the things that a teacher prepared earlier can turn out to be irrelevant or unsuitable when changes occur after the lesson plan is done too far ahead and in too much detail. Or, planning in too much detail can cause inflexibility in a programme if the teacher cannot respond to students. Else, when the plan is written for an observer or examiner, the result is a display lesson with attached documentation rather than a learning event prompted by a useful working document.

It is understood that there are important points that a teacher should pay attention to while planning a lesson in order not to experience the drawbacks but to make the lesson good. So, what should a teacher do to achieve this and to plan a lesson?

2.1.3. How to plan a lesson? - The lesson planning process

Literature points out that planning improves with the time. More experienced teachers prepare more effective lesson plans with more ease (Woodward, 2001:5). So it is wise to have a look at what the literature suggests to develop effective lesson plans.

There may be little evidence of formal 'paper planning' by experienced teachers, but it is often because their lesson planning is now an internalized procedure – a way of thinking and doing that has resulted from regular and extended contact with different groups of students within the context of teaching their subject (Butt, 2006:2).

However, in the planning process, regardless of their experience, all teachers should consider a number of key factors such as:

- The capabilities of the students you are going to teach;
- What you think the students should be learning;
- The ways in which you feel they will learn best (Butt, 2008:7).

Additionally, they need to take a list of questions into account when starting to plan lessons:

- What is the scheme of work that the students are following?
- What has been taught and learnt in the previous lesson(s)?
- What do you want the students to learn in the lesson you are planning (and in future lessons)?
- How will your lesson plan facilitate learning?
- What resources will you need?
- What activities will the students undertake? (Butt, 2008:7).

In their five star approach, Serdyukov and Ryan (2008:3-18) choose to describe five stages of lesson plan development (preparation, development, implementation of instructional methodologies and reflection), five parts of a lesson plan (lesson description, goals and objectives, materials and tools, procedures, reflective assessment and evaluation) and a five-step lesson procedure (introduction, new material presentation, activities, assessment and evaluation, closure). Then when each lesson step has been thought out and written down, in addition to considering the who, what, how, and why of actual classroom teaching and learning they suggest putting all the preparations together by considering these important preparation aspects:

- Lesson topic
- Academic standards
- Culturally relevant curriculum
- Goals and objectives
- Projected outcomes

- Student characteristics
- Lesson structure
- Subject matter content
- Degree of specificity (level of complexity)
- Format of new material
- Instructional methods, strategies, and procedures
- Student activities
- Supporting materials and learning tools, including educational technology
- Assessment and evaluation tools and techniques
- Space and time

After preparing the lesson plan and before teaching it, they also suggest pre-assessing the lesson and the lesson plan using the following checklist (p.153):

- Did I include academic content standards? Are they appropriate for this lesson and for my students?
- Did I clearly state the goal and objectives?
- Do the subject matter, language material, cognitive demands, and activities fit into previous knowledge and experiences as well as students' abilities?
- Will I be able to make the input and learning materials comprehensible?
- How will I take into account students' first languages and cultures?
- Did I integrate all the four language skills into the lesson activities?
- Did I take into account students' multiple intelligences and learning styles?
- Will there be sufficient time for students' individual and collaborative activities, communication, questions, and interaction with the materials?
- Do I have sufficient visuals, realia, and manipulatives?
- Will I make a good use of available technologies?
- Did I include formal and informal assessment and evaluation procedures?
- Will I be able to implement everything I planned in the allocated time frame?

However, Woodward (2001:1) defines course or lesson planning not as writing pages of notes, but the sort of mental image a working teacher might have, in other words, everything a teacher does when she says she is planning. She, then, gives examples such as listening to students, remembering, visualizing, noting things down, flicking through magazines, rehearsing, or drinking tea while staring into space and deciding.

Thus, it is obvious that either an experienced or a novice or a trainee, all teachers prepare a plan for their lesson and an experienced teacher plans more effectively and

with more ease. What changes during planning process is their approaches to teaching the same content, the time it takes them to prepare the lesson plan, and its implementation. (Nunan, 1992; Bailey, 1996; Richards, 1998; Woodward, 2001; Butt, 2006; Byram and Dube, 2008; Serdyukov and Ryan, 2008 and etc.)

The related literature indicates that lesson planning is a thinking process which is gone through more effectively by experienced teachers and that teacher trainees are less successful in this process. The major focus of this study is to help them improve this situation through modeling.

2.2.Modeling

Traditionally, modeling can be defined as demonstrating how to do a task while explaining what is being done and why it is done that way. For example, in traditional apprenticeship programs the master craftsman models expert behavior to the apprentice and the apprentice learns the correct actions and procedures and then attempts to copy them on a similar task (Johnson, 1992).

Modeling is also utilized in cognitive apprenticeship model to enhance learners' cognitive abilities. During the modeling phase of cognitive apprenticeship, the instructor shows students how to complete a task or solve a problem while verbalizing his/her thinking process (Johnson, 1992).

According to Collins, A., Brown, J.S., Newman, S.E. (1989) modeling provides a learning environment which promotes intrinsic motivation, cooperation, and competition as the process includes increasing complexity and diversity in lesson sequences.

Modeling includes explicit and direct teaching of any skill and displays a situation for the learners to exploit, to see, to think and to follow. This opportunity for exploitation draws a clear picture of how intellectual processes such as problem solving and decision making develop. Modeling is one of the recommended teacher behaviors in order to create a learning environment conducive to the development of thinking skills (Thacker, as quoted in Gough 1991, p. 5).

Johnson (1992) emphasizes that explicit and direct teaching of metacognitive processes and teaching students how to learn better rather than teaching them to perform isolated skills will improve their overall performance. He describes this approach by the old adage "Give people fish and they are fed for a day, but teach them to fish and they are fed for a lifetime". Similarly, modeling the thinking that an expert goes through while planning a lesson goes further from stating what to do to plan a lesson and it can be used to teach the thinking skills effectively.

Teacher professional development models are broadly categorized as standardized, school-centered and self-directed teacher professional development programs by Gaible, E. and Burns, M. (2005). So that all these programs could be effective, they emphasize providing teachers opportunities to gain new knowledge and skills, reflect on changes in their teaching practice, and increase their abilities over time. They recommend focusing on student learning outcomes in ways that enable teachers to use their new knowledge and skills and modeling learner-centered instruction so that teachers could experience and reflect on the learning activities that they would lead.

Also relevance and appropriateness are cited as characteristics of effective teacher development. In other words, a teacher must find the content and delivery of professional development relevant to his/her needs, and appropriate for the culture of the community, as well as in sync with the goals of the school. Activities must model the instructional approaches that teachers can apply in their own settings (Gaible, E. and Burns, M., 2005, p.3-4).

To enable an effective teacher development Schuman, D. R. and Relihan, J. (1990) promote modeling. They propose that if prospective teachers are to be effective, they must have a model of the various instructional techniques that can be implemented. They recommend teacher trainers to model these techniques in their education courses so that the prospective teachers could conclude what is modeled in the training is what should be evident in the classrooms in which they teach.

A study examined the effects of incorporating the instructional methods of cognitive apprenticeship-specifically think aloud modeling and scaffolding-into community college writing classrooms. (Duncan, 1996).

The participants in the study were nine volunteer instructors and 159 students in current sections of writing courses at Danville Area Community College in Eastern Illinois. Each instructor participated in a single writing course and taught using one of the following techniques: modeling with scaffolds, scaffolds without modeling, and control groups. The instructors participating using modeling with scaffolds, were given six hours of modeling training before the semester began. The study included statistical findings and qualitative findings; the qualitative findings included classroom observations and instructor interviews, and the instructors also kept journals.

The results of the research study were that the writing instructors who participated using modeling with scaffolds reported increases in student attention and enthusiasm, and statistical findings indicated significant gains in student's writing skills development. Comments were made by the instructors that think aloud modeling can be taught, and were unanimous in their belief that training, opportunities to practice and extensive coaching and feedback would be necessary for continuous improvement in using this newly-acquired skill/technique. The primary focus of the study was on think aloud modeling. Although, Duncan (1996) found that the scaffolding focus of the study was not successful as instructors used their own scaffolding in their instruction, but did not employ the researcher's tools, think aloud modeling has been shown to be an effective instructional technique. Think aloud modeling was used successfully in technical skills instruction, mathematics instruction, reading and writing instruction. It was recommended as it has potential as a vehicle for integrating vocational and academic education.

In another study, modeling was compared to direct instruction (Putnam and Johns, 1987). Similar studies such as comparing modeling in combination with videotaped feedback as opposed to videotaped feedback alone, modeling alone, and lecture/discussion were conducted (King, 1979, 1980; Martin and Fanslow, 1980). The applications that involve models revealing their thoughts and reasoning (cognitive

modeling) while performing a task, in contrast to direct instruction, showed that cognitive modeling is more effective (Gorrell and Capson, 1988,1989).

There is a quantity of literature referring to the teachers modeling various reading behaviors and skills for school children (Combs, 1987; Duffy, Roehler, and Herrmann, 1988; McCracken and McCracken, 1978; Perez, 1986; Roser, 1987). Parents were also trained to help develop reading skills in young children by observing teachers model effective teaching techniques (Spewock, 1988). Vocational trainings, additionally, promote using modeling as a way to develop professional skills (Johnson, 1992).

In the light of this review of literature, a study has been designed using modeling in teacher training to develop the prospective teachers' both thinking skills in lesson planning process and the reading lesson plans occurring at the end of this process.

2.3. Implications of the Reviewed Literature on the Current Study – Why to Use Modeling in Teacher Training

The social learning theory of Bandura emphasizes the importance of observing and modeling the behaviors, attitudes, and emotional reactions of others stating that most human behavior is learned observationally through modeling: from observing others, one forms an idea of how new behaviors are performed, and on later occasions this coded information serves as a guide for action (Bandura, 1977:22).

Moreover, modeling can be linked to observational learning an efficient way of learning because the students are learning by observing the model. A seemingly simple task such as throwing a small pot could take pages and pages to describe in words, and beginners would still not know how to proceed. Learning by observation fills an important need. For example: The class of beginners watches intently as a skilled potter centers a ball of clay on the wheel and deftly pulls it up into a vase form. Such instructions simply cannot be effectively passed on verbally (Coon, 1980:198).

As inferred by the literature reviewed and by the results of the studies, interest in the cognitive processes employed by second language teachers is relatively more recent. However, teacher education can be enhanced by providing experiences that enable the development of cognitive and interpretative skills of the prospective teachers. Exposing

novice teachers and/or teacher trainees to the thinking skills of expert teachers is an important part of training for language teachers so that it can help them to develop the pedagogical reasoning skills they need when they begin their profession (Richards, 1998). Richards also proposes that the benefits of the activities in many of the resource books in second language teacher education can be facilitated by expert teachers' presentation of their solutions to the same tasks together with their accompanying thinking. He, then, gives the example from his own teaching, which became one of the main inspirations of the current study. When he assigned a task such as planning a reading lesson, in addition to the peer and instructor feedback, he added a ***think-aloud walk through*** of the same planning task, during which he tried to model the thinking that an experienced teacher would bring to the task.

As Livingston and Borko (1989:40) and Richards (1998:78) emphasize, cooperating teachers should model their pedagogical thinking by demonstrating and then explaining how they transform subject matter into pedagogically powerful forms in order to enhance prospective teachers' knowledge development. As they make their thinking explicit, they reveal the connection between their actions and their knowledge structures.

Therefore, in the light of this literature review, this study aimed at training prospective teachers providing the think-aloud walk through modeling of lesson planning to help them develop the mind mapping while planning their lessons.

CHAPTER THREE

3. METHODOLOGY

3.1.Participants

The study focuses on prospective teachers' planning reading lessons, hence, the sample of this study are 22 third year students in ELT program, Anadolu University, who were taking the methodology course for teaching reading: ÖMB311 Methodology in the Area of Specialization: Reading and Listening. The participants were the ones who volunteered to participate in the study. Among the non-random sampling methods, convenience sampling method was employed. In other words, the participants were the ones who were available at the time of the study and volunteered to participate in the study.

3.1.1. Background of the Participants

Anadolu University, Faculty of Education, ELT department provides students with a four-year program on teaching English as a foreign language after they pass a language proficiency exam either given by the School of Foreign Languages or one of the central exams such as TOEFL, UDS or KPDS.

The first year of the program focuses on improving their English language skills and grammar. First year students take advanced skill courses such as Contextual Grammar, Oral Communication Skills, Academic Reading, Critical Reading in ELT, Written Communication, Academic Writing and Reporting, Pronunciation and Learner Autonomy. First year of the program includes only Introduction to Education and Educational Psychology courses as teacher training courses and the medium of instruction in these courses is their native language, Turkish.

In the second year of the program, students start taking 'methodology' courses which specifically focus on how to teach English such as Approaches in ELT, Teaching Principles and Methods, Fundamental Aspects of ELT, Instructional Technology and Materials Design and Methodology in the Area of Specialization: Grammar Teaching. In the course, Methodology in the Area of Specialization: Grammar Teaching, the

students start preparing a lesson. As a course requirement, students develop lesson plans on teaching a particular structure and in order to be able to do this, they are given a 6-hour-long instruction on how to prepare a lesson plan and how to determine learning outcomes.

In the third year, the students continue with Methodology in the Area of Specialization: Reading and Listening and Methodology in the Area of Specialization: Speaking and Writing. In these courses, students are required to prepare lesson plans for reading, listening, speaking and writing lessons and to apply what they have learned about lesson planning in the second year.

In the final year, in School Experience courses students are required to go to the public schools to make observations related to different aspects of language teaching. In the courses of Microteaching, Macroteaching and Teaching Practice, students are required to put their theoretical knowledge into practice in public schools chosen as their practicum schools. They conduct microteaching and full-teaching sessions for language areas and skills. They are required to make preparation before giving these courses by preparing materials and plans. Some of their plans and lessons are evaluated and given feedback on by their supervisors.

3.2. Context of the Study

The study was conducted in accordance with the course: ÖMB311 Methodology in the Area of Specialization: Reading and Listening Course which is given in the first semester of the third year. The course focuses on teaching receptive language skills (reading and listening) and a language area (vocabulary). In this course, it is aimed to enable prospective teachers to develop an understanding of how to teach reading, vocabulary and listening. For visa and final assessments, they were required to prepare lesson plans for reading and listening lessons.

The participants were invited to participate in the study after handing their final assignment so that they do not outscore or underscore other groups of students who took the same course and were evaluated through the same procedure.

After their final assignments, the participants attended the modeling sessions.

3.2.1. The Modeling Sessions

The modeling sessions were done in three sets. Each set lasted three hours and all the sessions took nine hours in total. In each set, the researcher modeled a reading lesson planning process, in other words thought aloud the walk through of her own reading lesson planning process. The sessions were made in an interactive way to lead the participants to think more and be more active in the process.

In the first step of the session, the researcher modeled the thinking going through while identifying the learning outcomes of the lesson by showing the participants the thinking process, the sequence of the steps in lesson planning and by asking the relevant text analysis questions to identify the learning outcomes and expressing the rationale behind.

In the second step of the session, the researcher modeled the thinking going through while lead-in and type 1 tasks were decided on by considering the learning outcomes and possible alternatives according to the student profile. The rationale behind all the actions in other words thought were then explained.

In the third step of the session, the researcher modeled the thinking going through while deciding on type 2 tasks by considering the learning outcomes and the student interaction with the text. All the actions' rationales were then explained.

In the fourth step of the session, the thinking going through to decide on the follow up task was modeled. The researcher focused on the decision process of the language focused and text based tasks with the rationales behind.

At the end of the session, the researcher wanted the participants to reflect on the process, to state what they have learnt so that the sessions could be more interactive and effective.

The details of the modeling sessions are given in Appendix 5.

3.3.Instruments

3.3.1. Lesson plans

First research question of the study was whether this modeling through ThinkAloud strategy helped the prospective teachers to develop the reading lesson plans they prepared. Therefore, the first data collection instrument of the study was the participants' reading lesson plans. When the course Methodology in the Area of Specialization: Reading and Listening finished, the participants were instructed to prepare their lesson plans. These reading lesson plans were the ones collected before the modeling sessions. The participants were instructed to prepare another lesson plan after the modeling sessions. Three months after the modeling sessions they prepared one more reading lesson plan. The evaluation results of these three lesson plans were analyzed as pre-modeling plans, post-modeling plans and three months after modeling plans respectively.

The participants were given a list of guidelines before preparing the lesson plans. These guidelines are the guidelines used in the course assessments (Appendix 1). The reading lesson plans were evaluated using a checklist which is explained in the following section.

3.3.2. Lesson plan evaluation checklist

In order to evaluate the participants' reading lesson plans, experts from the field (experienced teacher trainers who also constitute the committee for the course ÖMB311 Methodology in the Area of Specialization: Reading and Listening) prepared a checklist. The checklist was used to evaluate the lesson plans of the participants by the researcher and another rater who is an instructor in the ELT department. The co-rater was also giving this course and she did not know whether the lesson plans were from the pre-modeling lesson plans, post-modeling lesson plans or three months after modeling lesson plans.

The checklist has got 26 items and five points to one point are allocated for each item. (Appendix 2)

3.3.3. Action List

The aim of the study was to develop the thinking skills during the process of deciding through modeling this process and second research question of the study was whether modeling would change the actions prospective teachers take while planning lessons. Therefore, the first data collection instrument aimed to reveal the thinking process that the participants go through while planning a reading lesson so that it can be discovered whether the participants were able to develop their thinking skills during the process of deciding or not. As a result, an Action List was developed (Appendix 3). The participants were instructed to write what they did while planning on a sheet divided. The participants were instructed to report these for the lesson plans they prepared before the study, after the study and three months after the study.

The instruction for their action lists was as follows:

"What did you do while planning? Write what you did in the columns; before writing the plan, during writing and after writing the plan. If you asked some questions, write the specific questions you asked." (Appendix 3)

3.3.4. Survey

Third and fourth research questions of the study were "Will modeling change perceived strengths and weaknesses of the prospective teachers?" and "What are the perceived gains of the modeling process?". Therefore, the participants of the study were asked to answer the survey about their perceptions of the modeling (Appendix 4). The survey consisted of two sections. The first section was about their perceived strengths and weaknesses before and after the modeling. The second section was about their perceived gains after the modeling.

In the first section of the survey, the participants were asked these questions "What were the aspects that you felt strong while planning your lesson before participating these modeling sessions?", "What were the aspects that you felt insufficient while planning your lesson before participating these modeling sessions?" and "What do you think you did better compared to your first lesson plan?" and they were instructed as "Write the difficulties you faced while preparing your second lesson plan.".

In the second section of the survey, the participants were asked "What do you think you have gained at the end of this training process?".

The questions of the survey were decided by a committee including the experts from the field who are experienced teacher trainers who also constitute the committee for the course ÖMB311 Methodology in the Area of Specialization: Reading and Listening and the researcher.

3.4.Timeline

The study was carried out in a planned schedule. The following table describes the steps of the study in the timeline:

Table 1: *Timeline of the research process*

Pre-modeling lesson plan	December 28, 2010
Action list of pre-modeling lesson plan	January 3, 2011
Modeling sessions	January 3-7, 2011
Post-modeling lesson plan	January 7-14, 2011
Action list of post-modeling lesson plan	January 7-14, 2011
Survey	January 7, 2011
Three months after modeling lesson plan	April 21-26, 2011
Action list of Three months after modeling lesson plan	April 21-26, 2011

3.5.Data Analysis

Both quantitative and qualitative data were collected for the study. The analyses of the data were done for the quantitative data and qualitative data and for each data collection instrument separately.

3.5.1. Quantitative Data Analysis

The quantitative data for the research were obtained through the evaluation of the lesson plans prepared by the participants before, after and three months after the modeling sessions. The following section explains the results related to the quantitative data analysis process.

3.5.1.1. Results of Lesson Plan Evaluation

The data were analyzed in the following order:

1.   Interrater reliability was calculated. For inter-rater reliability, fifteen of pre-modeling lesson plans, fifteen of post-modeling lesson plans and fifteen of three months after modeling lesson plans were given to another rater who is one of the instructors in the ELT department who also gave the course Methodology in the Area of Specialization: Reading and Listening. The co-rater did not know whether the lesson plan was pre-modeling, post-modeling or three months after modeling. At first some problems occurred about the evaluation procedure, however, these problems were eliminated through negotiation and interpreting the checklist for evaluation. The results of both raters were then compared through Pearson's Product Moment Correlation Coefficient. Inter-rater reliability was obtained for pre-modeling lesson plans, post-modeling lesson plans and three months after modeling lesson plans (r= .91; .79; .89). The scores given by the researcher were used as the data on which the analysis process was run.

2.   Median, mode, mean, minimum and maximum scores were computed as the descriptive measures. Descriptive statistics was used to see whether the average and the most frequent grades have changed between the applications.

3.   Individual profiles were scrutinized to reveal the patterns regarding the increase, decrease and stability of the scores.

4.   To see whether there is a statistical difference among the pre-modeling lesson plan, post-modeling lesson plan and three months after modeling lesson plan results, one-way ANOVA test for repeated measures was administered.

5.   To reveal which pair of scores has statistical significant difference, as post hoc tests, paired samples t-tests were conducted. For these t-tests Bonferroni Adjustment was applied. That is, the alpha level for one way ANOVA for repeated measures was .01. For t-tests, as there were three measures (the pre-modeling lesson plans, post-modeling lesson plans and three months after modeling lesson plans) and consequently three pairs (1. the pre-modeling lesson plan and post-modeling lesson plan, 2. the pre-modeling lesson plan and three months after modeling lesson plan and 3. the post-modeling lesson plan and three months after modeling lesson plan), this value was divided by the number of the pairs- three and the significances found after the t-tests were evaluated by the revised alpha level, which is now .003.

3.5.2. Qualitative Data Analysis

The first research aim was developing the thinking skills during the process of deciding through modeling the lesson planning process, therefore, a qualitative data collection and analysis were done to see whether there are any differences in their thinking process, what has been changed and what has been improved, if there is any, after modeling the thinking process.

The data obtained through the action lists and survey were analysed through Constant Comparison Method (Glasser & Strauss, 1967). This data analysis method enables to draw categories from the relevant data of the specific study instead of using a fixed categorization. The Constant Comparison Method necessitates the following four steps:

1.   comparing incidents applicable to each category,

2.   integrating categories and their properties,

3.   deliminating the theory,

4.   writing the theory

Nevertheless, only the first two steps of the method were administered as the current study does not aim to delimit or/and write any theories.

3.5.2.1.   Analysis of Action Lists

In order to check the first research aim, the participants' reports of what they did in the lesson planning process, in other words action lists, were collected and analyzed. The data were analyzed using the Constant Comparison Method by two independent raters. For the reliability measurement of this qualitative data analysis, at first 37% of the data was analyzed separately by two raters. The raters then examined and compared their individual results and reached an agreement on the identification of the communication units. The inter-rater reliability was measured by using the formula suggested by Tawney and Gast (1984), "Point by point method", in which the number of agreements is divided by the number of the agreements plus disagreements multiplied by 100:

The number of agreed items

---------------------------------- x 100

Total number of items

As a result, the inter-rater reliability was found 98% for the analysis of the participants' reports of what they did in the lesson planning process; therefore, the rest of the data were analyzed based on the determined categories by the researcher independently.

When the whole data were divided into communication units, the two raters came together and conducted revision sessions in which the newly found communication units and their wordings were revised and decided on. Then the two raters conducted another meeting to categorize the communication units and they collected similar units under the determined categories. Each communication unit was compared and contrasted with each other, and the ones with similar characteristics were collected under certain categories and sub-categories. Later, each category and sub-category were named given the general characteristics of each set based on reading lesson planning process. Lastly, the researcher and the co-rater consulted and conducted revision and

discussion sessions to reach a final agreement on the categories drawn from the action lists by comparing and contrasting each point. They collected the categories under main headings that represent the process of teaching reading.

3.5.2.2.   Analysis of the Survey

The last data source was the survey. The participants were asked to write about their perceived strengths and weaknesses before and after the modeling and additionally, their perceived gains after the modeling.

The data were analyzed using the Constant Comparison Method by two independent raters and used to provide evidence and samples from the participants' own words.

For the reliability measurement of this qualitative data analysis, at first 37% of the data was analyzed separately by two raters. The raters then examined and compared their individual results and reached an agreement on the identification of the communication units.

The inter-rater reliability was measured by using the formula suggested by Tawney and Gast (1984), "Point by point method", in which the number of agreements is divided by the number of the agreements plus disagreements multiplied by 100.

As a result, the inter-rater reliability was found 96% for the analysis of the participants' reports of what they did in the lesson planning process; therefore the rest of the data were analyzed based on the determined categories by the researcher independently.

When the whole data were divided into communication units, the two raters came together and conducted revision sessions in which the newly found communication units and their wordings were revised and decided on. Then the two raters conducted another meeting to categorize the communication units and they collected similar units under the determined categories. Each communication unit was compared and contrasted with each other, and the ones with similar characteristics were collected under certain categories and sub-categories. Later, the researcher and the co-rater consulted and conducted revision and discussion sessions to reach a final agreement on the categories drawn from the survey by comparing and contrasting each point without

looking for the main categories as the data were aimed to shed light on the participants' own views about the modeling sessions.

CHAPTER 4

4. RESULTS AND DISCUSSION

In this chapter, the findings of the study are presented in three main sections. In the first section, the quantitative data gathered from their reading plans are presented. Then, in the second section qualitative data gathered from the action lists of what they did while planning their reading lessons. In the last section, the qualitative data from survey are presented.

4.1.Analysis of Quantitative Data

In this part, the pre-modeling lesson plan, post-modeling lesson plan and three months after modeling lesson plan results of prospective teachers' lesson plans are discussed to see whether this modeling helped the prospective teachers to develop the reading lesson plans or not.

4.1.1. Results of the pre-modeling lesson plan, post-modeling lesson plan and three months after modeling lesson plan

Table 2 presents the participants' pre-modeling, post-modeling and three months after modeling lesson plan scores and descriptive statistics related to them:

Table 2: *Results of the pre-modeling lesson plan, post-modeling lesson plan and three months after modeling lesson plan*

Participant	pre-modeling lesson plan score	post-modeling lesson plan score	three months after modeling lesson plan score
1	76	74	70
2	76	73	65
3	71	77	76
4	70	65	69
5	70	86	60
6	69	74	75
7	65	67	61
8	65	80	77
9	65	60	60
10	64	61	76
11	61	81	79
12	61	68	60
12	54	74	80
14	46	60	44
15	46	71	70
16	45	68	70
17	44	55	64
18	43	68	68
19	40	66	63
20	39	70	70
21	33	62	65
22	30	57	64
Median	61	68	68.5
Mode	65	68	70
Mean	56	69	67.5
Minimum	30	55	44
Maximum	76	86	80

As shown in Table 2, the **median**, the central score of the pre-modeling lesson plans was 61. That is, half of the scores in the pre-modeling lesson plan was below 61, whereas the other half was above 61. The median increased to 68 among the post-modeling lesson plans and to 68,5 among the three months after modeling lesson plans, which was almost the same as the post-modeling lesson plans. There was an 11% increase between pre-modeling lesson plans and post-modeling lesson plans and there was 1% increase between post-modeling lesson plans and three months after modeling lesson plans.

The **mode**-the most frequently obtained score- was 65 among the pre-modeling lesson plans, and the mode was 68 among the post-modeling lesson plans. In three months after modeling lesson plans, the mode increased to 70. That is, the most frequent score received by the participants increased from 65 to 68 and then to 70 in due course. There were 5% and 3% increases in modes of the pre-modeling lesson plans and three months after modeling lesson plan scores.

The **mean** score- average score-of the pre-modeling lesson plans was 56, after the modeling, in the post-modeling lesson plan, the mean increased to 69 and three months later it decreased to 67,5 in three months after modeling lesson plan. Between the pre-modeling lesson plan and post-modeling lesson plan mean scores, there was 23% increase. Between the post-modeling lesson plan and three months after modeling lesson plan, there was 2% decrease.

The **minimum** score among the pre-modeling lesson plans was 30 and 55 among the post-modeling lesson plans and 44 among the three months after modeling lesson plans. The 25-point increase among the minimum scores can indicate that the participants who got lower scores gained a lot in terms of reading lesson planning. Although there is a decrease between the minimum scores in the post-modeling lesson plans and in the three months after modeling lesson plans, the difference between the post-modeling lesson plan and the three months after modeling lesson plan scores is statistically insignificant; this tells us that the participants retained what they have learnt from the modeling sessions.

The **maximum** score among the pre-modeling lesson plans was 76 and 86 among the post-modeling lesson plan scores and 80 among the three months after modeling lesson plan scores. After modeling sessions, the participants got higher scores and three months after the modeling sessions despite the six point decrease they still got higher scores than the pre-modeling lesson plans. So, the participants who got higher scores gained from the modeling sessions and their gains were sustaining after three months.

After the discussions of minimum and maximum scores and median, mode and mean, the participants' individual profiles were scrutinized.

Between the pre-modeling and post-modeling lesson plans; seventeen participants' scores increased (Participants 3, 5, 6, 7, 8, 11, 12, 13, 14, 15, 16, 17, 18, 18, 20, 21 and 22), while five participants' scores decreased (Participants 1, 2, 4, 9 and 10). Therefore, it can be stated that 77% of the participants' performance developed after the modeling.

Between post-modeling and three months after modeling lesson plans, eleven of the participants' scores decreased (Participants 1, 2, 3, 5, 7, 8, 11, 13, 14, 18 and 22) and eight of them increased (Participants 4, 6, 10, 12, 15, 16, 20 and 21), three of them did not show any difference (Participants 9, 17, 19). This indicates that 50% of the participants forgot some issues three months after the modeling, 36% of the participants continued to gain and 14% of the participants' gaining sustained after three months.

Between pre-modeling and three months after modeling lesson plans, there were eight decreases and 14 increases. Thus, it can be concluded that 64% of the participants gained from the whole process, whereas although the decreases in their scores were only one or two points, 36% of the participants did less after the whole process.

That is, the modeling made an increase in the median, mode and mean scores of the participants and the increases in median and mode sustained three months after the treatment. Therefore, the raise in the scores indicates the gain from the modeling sessions and prospective teachers were able to use what they gained from the modeling sessions after three months.

To summarize, when the whole process was considered, before the modeling, after the modeling and three months after the modeling, there appeared six patterns;

1. 9% of the participants continuously decreased their scores,

2. 27% of the participants continuously increased their scores,

3. 9% of the participants decreased and then increased their scores,

4. 41% of the participants increased then decreased their scores,

5. 5% of the participants had decreasing and stable scores,

6. 9% of the participants had increasing and stable scores.

To conclude, 77% of the participants gained from the training sessions as 27% of the participants' scores continuously increased, 41% had increasing then decreasing scores and 9% had increasing then stable scores. As stated by themselves, the reasons for their gains can be that they specifically witnessed the appropriate process of lesson planning and were able to go through the process again. Nevertheless, it can be stated that 23% of the participants may be told to have not gained much from the sessions as a look at their plan scores showed that 9% of them had continuously decreasing scores, another 9% had decreasing then increasing scores and 5% had decreased then stable scores. As proposed by themselves, the reasons for this decrease can be that changing their lesson plans and the way they prepare their lesson plans according to what they have learnt was quite difficult for them.

By examining the scores and the patterns, differences were found among the participants' performances before the modeling, after the modeling and three months after the modeling. In order to find out whether these differences are statistically significant, a one-way ANOVA for repeated measures was conducted with pre-modeling, post-modeling and three months after modeling lesson plan scores.

The results of one way ANOVA, which aimed to compare the mean scores of pre-modeling, post-modeling and three months after modeling lesson plans, revealed a significant result (F=15.017; df=1,490; p< .01). In other words, the results of one way ANOVA for repeated measures indicated a statistically significant difference among the means in three different times.

Then in order to reveal which pair of scores had the statistically significant difference, paired-samples t-tests were applied as follow-up to one way ANOVA for repeated measures. The results of paired samples t-tests are given below in Table 3.

Table 3: *Results of paired samples t-tests*

		Mean	SD	df	t	p
Pair 1	Results of Pre-modeling lesson plans	-12,9091	12,15734	21	-4,980	,000
	Results of Post-modeling lesson plans					
Pair 2	Results of Pre-modeling lesson plans	-11,5000	14,86367	21	-3,629	,002
	Results of Three months after modeling lesson plans					
Pair 3	Results of Post-modeling lesson plans	1,4091	8,48898	21	,779	,445
	Results of Three months after modeling lesson plans					

As shown in Table 3, the difference between pre-modeling lesson plan scores and post-modeling lesson plan scores is highly significant (t=-4,980; df=21; p< .003). That is to say, the modeling had a statistically significant difference in the reading lesson plan scores of the prospective teachers. Therefore, the think-aloud walk through of the lesson planning process (modeling) can be told to have helped participants to gain insight on the process of planning a reading lesson.

Pair 2 demonstrates the comparison between pre-modeling lesson plan scores and three months after modeling lesson plan scores. Again there is a statistically significant difference between these test scores (t=-3,629; df=21; p< .003). Thus, it can be concluded that the participants have learned from the modeling and have not forgotten after three-months as the results of the post-modeling and three months after modeling lesson plan scores are highly significant from the pre-modeling lesson plan scores.

Pair 3 shows us the comparison between post-modeling and three months after modeling lesson plan scores. There is no statistically significant difference (t=,779; df=21; p> .003). Although there was a decrease between the mean scores of post-

modeling and three months after modeling lesson plan scores, there is no statistically significant decrease in post-modeling lesson plan scores and three months after modeling lesson plan scores of the participants. As the decrease in the mean score was statistically insignificant, participants can be told to have sustained their reading lesson planning performance three months after the modeling sessions.

That is, as it is understood from the whole analysis procedure, the participants gain from modeling and they retain what they have gained during the modeling sessions.

4.2.Analysis of the Qualitative Data

The qualitative data for the research was gathered in two sets. The first set of the qualitative data was obtained through action lists. The participants were asked to list the actions they went through while preparing their first, second and third lesson plans. Second set of the qualitative data was obtained through the survey about the participants' perceptions on modeling sessions conducted in the frame of the research.

4.2.1. Action Lists

One of the aims of the study was to develop the thinking skills of the participants during the process of lesson planning which is defined as the process of deciding what and how to teach. (Richards, 1998; Horwitz, 2008; Riddell, 2010) Additionally, one of the research questions was "Will modeling change the actions prospective teachers take while planning lessons?"

In order to see whether they have developed these skills after modeling and whether their actions have changed, there was a need to identify the process prospective teachers went through while planning a lesson; therefore, the participants were instructed to go through the process and report what they did in the lesson planning process step by step immediately after each of their lesson plans. While getting these steps, they were instructed to list their actions in a sequence on the paper divided into three columns: before planning, during planning and after planning. Then the sequences and the changes, if there are any, in these reports were focused on in the following section.

A total of 635 communication units were identified. After this primary analysis, the communication units expressing similar ideas were grouped according to the contents they expressed by constantly comparing and contrasting them. At the end of this grouping process, the sub-categories were formed. A total of 17 sub-categories were identified by the raters. The data at hand were compared and contrasted again to decide on the main categories. Totally three main categories were determined at the end of the qualitative analysis process. The communication units, sub-categories and main categories in the action lists were discussed in the following sections. Table 4 shows the

main categories and the total number of the communication unit in each category of participants' reports.

Table 4: *Distribution of the Communication Units According to Main Categories Related to What the Participants Did in Lesson Planning Process*

Main Categories	N*	%
How to Teach Reading	33	5
How to Use the Text	147	23
How to Prepare the Lesson Plan	455	72
TOTAL	**635**	**100**

N*: Number of the communication units

As displayed in Table 4, the analysis procedure revealed that the participants were mainly focusing on **how to teach reading** (5%), **how to use the text** (23%) and **how to prepare the lesson plan** (72%). The details are given according to these main categories in the action lists before, after and three months after modeling (Table 5).

Table 5: *Distribution of the Communication Units According to the Action Lists Before Modeling, After Modeling and Three Months After Modeling*

MAIN CATEGORIES & SUB-CATEGORIES	BM*	AM*	3MAM*
How to Teach Reading	**9**	**15**	**9**
Revising the notes on teaching reading	9	3	4
Considering skills and strategies to study on	-	12	5
How to Use the Text	**39**	**66**	**42**
Analyzing various aspects of the text	26	57	26
Reading the text for comprehension	13	9	16
How to Prepare the Lesson Plan	**148**	**168**	**139**
Preparing activities for the text	66	60	67
Revising the plan for the necessary corrections	36	30	36
Thinking about the activities	14	3	-
Writing the learning outcomes	13	11	8
Considering the learning outcomes	9	-	-
Discussing the plan with peers	6	1	3
Considering achieving the learning outcomes	3	31	10
Writing the rationales of the activities	1	9	5
Writing the learning outcomes based on analysis	-	9	8
Revising the rationales of the activities	-	7	-
Revising the first plan	-	7	-
Thinking about how to draw students' interest	-	2	-
TOTAL NUMBER OF COMMUNICATION UNITS:	**196**	**249**	**190**

***BM**: Before Modeling, **AM**: After Modeling, **3MAM**: Three Months After Modeling.
The Communication units written in bold are the ones that were found in the action lists both after modeling and three months after modeling. The Communication units written in gray are the ones that were only found in the in the action lists after modeling. Others are the ones that were found in all action lists but they differ in numbers.

4.2.1.1.   Prospective Teachers' Actions about How to Teach Reading

In the action lists before modeling, there were nine communication units under the main category "how to teach reading". All of these communication units were expressing that the prospective teachers revised the notes on teaching reading. The analysis procedure revealed that the participants then started to consider the skills and strategies to study on after attending the modeling sessions because there were twelve communication units in the action lists after modeling. Three months after modeling, still there were 5 communication units about considering the skills and strategies to study on. However, the number of the communications units related to revising the notes on teaching reading decreased to 3 and 4 in the action lists after modeling and three months after modeling. It can indicate that the prospective teachers felt less necessary to revise their notes on teaching reading as they still remembered what they should do in the process such as considering the skills and strategies to study on.

The following sentence exemplifies the subcategory, **"revising the notes on teaching reading**" and the words that the participants used to state that they revised the notes on teaching reading. (*This extract and all the other quotations were written in English and are given verbatim):

(1)   "Then I checked my notes about preparing the reading lesson plan and looked * the samples on the book."

(2) exemplifies the subcategory, "**considering the skills and strategies to study on"** and the words used by the participants to state that they considered the skills and strategies to study on:

(2)   "I asked these two questions:

-What are the reading skills I need to develop in students?

-And which of these skills can be developed with this article?"

4.2.1.2.   Prospective Teachers' Actions about How to Use the Text

Under the main category "how to use the text", there were 39, 66 and 42 communication units in the action lists before modeling, after modeling and three months after modeling, respectively.

In the action lists before modeling, there were 26 communication units about **analyzing various aspects of the text** such as writer's style, target audience, message and aim, the type of the text, the main idea(s), the language used in the text, the skills and strategies used while reading the text. In the action lists after modeling, the number of the communication units increased to 57. In the action lists three months after modeling, the number of the communication units were again 26.

(3) exemplifies this subcategory and the words used by the participants to state that they analyzed various aspects of the text:

> *(3)   "I asked two questions: What are the reading skills and strategies I need to develop and which of these skills and strategies can be developed with the text? To answer these questions I asked some questions: Text type, vocabulary, writer's aim, main idea, message, Where can I see such a text?, Who may the target audience be?, What are the writer's aims? How is the information organized?, What type of a text can have these characteristics? Do I sense any intentional meaning? Then I refer to the list of specific skills involved in reading to find out the learning outcomes."*

In the action lists before modeling, there were 13 communication units about **reading the text for comprehension**. In the action lists after modeling, the number of the

communication units decreased to 9. In the action lists three months after modeling, the number of the communication units were 16.

(4) exemplifies this subcategory and the words used by the participants to state that they read the text for comprehension:

(4) *"Firstly, I read the text to understand the text fully."*

Under the main category - how to use the text, there were less communication units, in the action lists three months after the modeling sessions than the action lists reported immediately after the modeling sessions. It stemmed from the fact that they reported less about analyzing various aspects of the text. It can indicate either that they preferred to analyze less or state less about the various analysis aspects of the text. However, when the other data were considered, the latter was valid for the participants. For example, the number of the communication units about writing the learning outcomes based on analysis was nine after the modeling and three months after the modeling it was still eight. This can indicate that despite the time, they still made the necessary analysis to decide what to teach and write their learning outcomes three months after the modeling. The other sub-category under how to use the text main category was reading the text for comprehension. The number of the communication units about reading the text for comprehension increased when three months passed after the modeling. It can indicate that they preferred to state just they read the text to comprehend while they did more analysis through this reading as previously mentioned.

4.2.1.3. Prospective Teachers' Actions about How to Prepare the Lesson Plan

Under the main category, "how to prepare lesson plan", there were 148, 168 and 139 communication units in the action lists before modeling, after modeling and three months after modeling, respectively.

Most of the communication units were found to be related to **preparing activities for the text**, there were 66, 60 and 67 communication units in the action lists before modeling, after modeling and three months after modeling, respectively.

(5) exemplifies this subcategory and the words used by the participants to state that they prepared activities for the text:

(5) *"Then I tried to find a Lead-in and Type I task activity because they are related to each other but it was difficult to decide because there are so many Type I task activities. I made it according to the topic of the text. I asked questions related to text. to activate students' schema. I asked from general to specific questions. After that I tried to find questions about Type 2 tasks. It was easy to find explicit questions, but it was so difficult to find inference questions. I organized the questions from easy to difficult, from explicit to inference questions. I made a Follow-up activity related to topic. It is a text-based activity and it consists of an opinion question. "*

There were 36, 30 and 36 communication units about **revising the plan for the necessary corrections** in the action lists before modeling, after modeling and three months after modeling, respectively.

(6) exemplifies this subcategory and the words used by the participants to state that they revised the plan for the necessary corrections:

(6) *"I read and checked again. I like more this plan than the other. I did this time by understanding and more awareness. But I still think it's not great.*

There were 14 and 3 communication units about **thinking about the activities** in the action lists before modeling and after modeling, respectively.

(7) exemplifies this subcategory and the words used by the participants to state that they thought about the activities:

> *(7)* *Later, I thought about Lead-in, Type I, Type II task and Follow-up activities."*

There were 13, 11 and 8 communication units about **writing the learning outcomes** in the action lists before modeling, after modeling and three months after modeling, respectively.

(8) is from an action list before modeling. It exemplifies this subcategory and the words used by the participants to state that they wrote the learning outcomes; however, what the participant meant with "in general" does not explain what sort of a path s/he followed:

> *(8)* *"I wrote outcomes in 'general'."*

There were 9 communication units about **considering the learning outcomes** in the action lists before modeling.

(9) exemplifies this subcategory and the words used by the participants to state that they considered the learning outcomes:

> *(9)* *"I researched information about outcomes on the Internet. I thought outcomes of the text."*

There were 6, 1 and 3 communication units about **discussing the plan with peers** in the action lists before modeling, after modeling and three months after modeling, respectively.

(10) exemplifies this subcategory and the words used by the participants to state that they discussed the plan with peers:

> *(10)* *"When I finished the plan, I discussed some parts of it with my classmates and I made some addings. However, I had some questions about the plan. I asked these questions and discussed them with different people concerned on the plan, I tried to make them go out of my mind."*

There were 3, 31 and 10 communication units about **considering achieving the learning outcomes** in the action lists before modeling, after modeling and three months after modeling, respectively.

(11) exemplifies this subcategory and the words used by the participants to state that they considered achieving the learning outcomes:

> *(11)* *"Then I tried to find Type 2 activities. Firstly, I prepared an activity to include why questions. This activity serves to my learning outcomes. By asking these questions the students can restate the main idea of the text and explicitly stated information. Then I prepared one more different activity. It's true-false activity because this activity allowed me to ask most of the information given in the text. It also serves to my learning outcomes. With this activity the students can identify the implicitly stated information."*

There were 1, 9 and 5 communication units about **writing the rationales of the activities** in the action lists before modeling, after modeling and three months after modeling, respectively.

(12) exemplifies this subcategory and the words used by the participants to state that they wrote the rationales of the activities:

> *(12) "Then I wrote my rationale to explain why I chose this activity."*

There were 9 and 8 communication units about **writing the learning outcomes based on analysis** in the action lists after modeling and three months after modeling, respectively.

(13) exemplifies this subcategory and the words used by the participants to state that they wrote the learning outcomes based on analysis:

> *(13) "Firstly, I spotted my learning outcomes according to text type and my teaching skills and strategies, I found four learning outcomes. Then, I planned the Lead-in and Type 1 task according to my learning outcomes."*

There were 7 communication units about **revising the rationales of the activities** in the action lists after modeling.

(14) exemplifies this subcategory and the words used by the participants to state that they revised the rationales of the activities:

> *(14) "Because I changed Lead in, so I had to change rationale too."*

There were 7 communication units about **revising the first plan** in the action lists after modeling.

(15) exemplifies this subcategory and the words used by the participants to state that they revised their first plans:

>
> *(15)* *"First of all I checked what I wrote in first plan and I also checked all we did in the class."*

There were 2 communication units about **thinking about how to draw students' interest** in the action lists after modeling.

(16) exemplifies this subcategory and the words used by the participants to state that s/he thought about how to draw students' interest:

>
> *(16)* *"I read the text in order to understand thoroughly. While reading I think about how I can take students interests to the text. I consider what features I want to gain my students with this text. I consider my aims."*

In the action lists after modeling, the analysis process revealed higher number of communication units in the subcategories; considering achieving the learning outcomes (3, 31 and 10 communication units in the action lists before, after and three months after modeling, respectively) and writing the rationales of the activities (1, 9 and 5 communication units in the action lists before, after and three months after modeling, respectively). It can indicate that many of prospective teachers started to consider

achieving the learning outcomes and write the rationales of the activities after attending the modeling sessions.

Additionally, in the action lists before modeling, there were communication units about writing the learning outcomes(13, 11 and 8 communication units in the action lists before, after and three months after modeling, respectively), however, in the action lists after modeling and three months after modeling, there were communication units expressing that the prospective teachers wrote the learning outcomes based on analysis (9 and 8 communication units in the action lists after modeling and three months after modeling, respectively). It can indicate that the prospective teachers started to write the learning outcomes of their reading lessons based on the analysis they made after they attended the modeling sessions.

Likewise, in the action lists before modeling there were no communication units about considering skills and strategies to study on, however, in the action lists after modeling and three months after modeling there were 12 and 5 communication units about considering skills and strategies to study on. It can indicate that after they attended the modeling sessions the prospective teachers started to consider the skills and strategies to study on while preparing their reading lesson and the activities for their lesson.

Therefore, it can be concluded that the analysis process indicated that the prospective teachers started to follow different steps after attending the modeling sessions such as writing the learning outcomes based on analysis, considering achieving the learning outcomes and write the rationales of the activities.

The communication units were from almost the same sub-categories in the action lists three months after the modeling sessions and in the action lists immediately after the modeling sessions. There were almost the same number of the communication units about preparing activities for the text, revising the plan for the necessary corrections, considering achieving the learning outcomes, writing the learning outcomes, writing the learning outcomes based on analysis, writing the rationales of the activities and discussing the plan with peers. It can indicate that three months after the modeling they still remembered and applied what they learned from the modeling sessions. There was no communication unit about revising the former plan and revising the rationales, it can

indicate that they did not feel such a necessity to revise their first plan and the rationales of the activities. Additionally, instead of thinking about the activities, they reported a more specific action, they thought about how to draw students' interest while preparing their lesson plan. It can indicate that they were still aware of what they did even three months after the modeling sessions.

It can be concluded that despite three months, the participants still remembered the points they learned from the modeling sessions and applied them in their delayed post-test. It can indicate that the modeling achieved its aims and the gains from the modeling sessions were still in action three months later.

To conclude, both the quantitative analysis about the lesson plan scores and the qualitative analysis about the action lists can indicate that not only modeling through ThinkAloud strategy helped the prospective teachers to develop the reading lesson plans they prepare but also modeling changed the actions prospective teachers took while planning lessons.

4.2.2. Participants' Perceptions of the Modeling

4.2.2.1. Perceived Strengths and Weaknesses of the Participants before the Modeling

The participants were asked to express their strengths and weaknesses both before the modeling and after the modeling through a survey. In order to reveal their perceived strengths before the modeling, they were asked the question "What were the aspects that you felt strong while planning your lessons before participating these modeling sessions?" The responses are listed below:

Table 6: *Participants' Perceived Strengths before the Modeling*

	Number of the communication units
Preparing the tasks	24
Feeling confident in lesson planning	3
Making smooth transition between Lead-in and Type 1 task	1
TOTAL	**28**

There were 24 communication units about preparing the tasks as strength before attending the modeling sessions. One of the participants reported this strength with the following extract:

> **(1)** "While preparing the activities, that is I didn't face difficulties in choosing the activities for the tasks."

There were three communication units about feeling confident in lesson planning. The following extract exemplifies the participants who reported that they felt confident in lesson planning:

(2) "I trusted the plan schema as I listened to the course well and took notes carefully."

There was one communication unit about making smooth transition between Lead-in and Type 1 task as strength. S/he expressed this strength with the following extract:

(3) "… but it was easy to combine Lead-in and Type1 task."

In addition, one of the participants reported that s/he has no strength at all with the following extract:

(4) "I cannot tell that there were aspects that I felt strong. It was the first lesson plan I prepared."

In order to reveal their perceived weaknesses before the modeling, they were asked "What were the aspects that you felt insufficient while planning your lessons before participating these modeling sessions?" The responses are listed below:

Table 7: *Participants' Perceived Weaknesses before the Modeling*

	Number of the communication units
Preparing the tasks	23
Deciding on learning outcomes	18
Writing rationale for the activities	8
Analyzing the text	4
Finding active and passive vocabulary	1
Putting theory into practice	1
Connecting students' background knowledge with the text	1
TOTAL	**56**

There were 23 communication units about preparing the tasks as a weakness before attending the modeling sessions. One of the participants expressed that weakness with the following extract:

> **(5)** "Preparing appropriate activities for the learning outcomes. Being able to decide on the kinds of Type 2 activities. Being able to decide on the number of the questions in the Type 2 activities."

There were 18 communication units about deciding on the learning outcomes as a weakness before attending the modeling sessions. One of the participants reported that with the following extract:

(6) "I used to feel insufficient in preparing learning outcomes which may be the skeleton of a reading lesson."

There were eight communication units about writing the rationale for the activities as a weakness before attending the modeling sessions. One of the participants reported that with the following extract:

(7) "While planning a lesson, I was most confused about learning outcomes and rationales"

There were four communication units about analyzing the text as a weakness before attending the modeling sessions. One of the participants reported that with the following extract:

(8) "I didn't know how to analyze the text at all."

There was one communication unit about finding active and passive vocabulary as a weakness before attending the modeling sessions. The participant reported that with the following extract:

(9) "While discriminating between active and passive vocabulary."

There was one communication unit about putting theory into practice as a weakness before attending the modeling sessions. The participant reported that with the following extract:

(10) "Despite knowing this process theoretically, I didn't know the problems faced in practice."

There was one communication unit about connecting students' background knowledge with the text as a weakness before attending the modeling sessions. The participant reported that with the following extract:

(11) "I used to face difficulties in making a connection between students' background and the text."

4.2.2.2. Participants' Perceived Strengths and Weaknesses after the Modeling

In order to reveal their perceived strengths after the modeling, they were asked "What do you think you did better compared to your first plan?" The responses are listed below:

Table 8: *Participants' Perceived Strengths after the Modeling*

	Number of the communication units
Being able to prepare better tasks	12
Being able to write better rationale	9
Being able to write better learning outcomes	7
Being able to analyze the text better	4
Better understanding the order of lesson plan preparation	2
Being able to understand the rationale behind analyzing the text	2
Being sure about the learning outcomes they determine	1
Being able to understand the significance of learning outcomes in a lesson plan	1
TOTAL	**38**

There were twelve communication units about being able to prepare better tasks as a strength they gained after attending the modeling sessions. Some of the participants reported that with the following extract:

> **(12)** "Lead-in was better than first one. Because when I re-read first plan, Lead-in part was little irrelevant or ambiguous. In the second one, by starting a general conversation about animals, I can have students become more interested in text. So, as a result of that Lead-in, purpose and checking part were

better. Also T/F activity for the second plan makes student understand detailed meaning better."

(13)   "All my activities serve to my learning outcomes."

There were nine communication units about being able to write better rationale as strength after attending the modeling sessions. Some of the participants reported that with the following extract:

(14)   "I wrote my rationales in order to express reasons for preparing the activities."

(15)   "I did better learning outcomes and rationale. Because we did together process how to find right outcomes for different texts. We asked many questions and checked from 16 strategies and skills and wrote correct outcomes and wrote rationale to support that our activities serve to our outcomes. So after I wrote activities and added one more activity I wrote my rationales for each of them. I wrote my rationales better, because I was sure that it really serves to my outcomes."

There were twelve communication units about being able to prepare better tasks as strength they gained after attending the modeling sessions. One of the participants reported that with the following extract:

(16) "Lead-in was better than first one. Because when I re-read first plan, Lead-in part was little irrelevant or ambiguous. In the second one, by starting a general conversation about animals, I can have students become more interested in text. So, as a result of that Lead-in, purpose and checking part were better. Also T/F activity for the second plan makes student understand detailed meaning better."

There were seven communication units about being able to write better learning outcomes as strength they gained after attending the modeling sessions. Some of the participants reported that with the following extract:

(17) "I comprehended the sequence of planning a reading text well. I omitted one of my learning outcome and wrote a reasonable one according to text type. I tried to improve the students understanding of the text."

(18) "My outcomes and rationales are better in my second plan. Because this time I analyzed the text. I studied on it. So at least I tried to write outcomes according to it."

There were four communication units about being able to analyze the text better as strength they gained after attending the modeling sessions. One of the participants reported that with the following extract:

(19) "I analyzed the text better and thoroughly."

There were two communication units about better understanding the order of lesson plan preparation as strength they gained after attending the modeling sessions. One of the participants reported that with the following extract:

> **(20)** "Because we revised the thing we learned in the first lesson plan process, and we understood these steps better."

There were two communication units about being able to understand the rationale behind analyzing the text as strength they gained after attending the modeling sessions. One of the participants reported that with the following extract:

> **(21)** "I was good at defining my outcomes after analyzing text and choosing which skills should be gained."

There was one communication unit about being sure about the learning outcomes they determine as strength s/he gained after attending the modeling sessions. The participant reported that with the following extract:

> **(22)** "I wasn't sure about my outcomes, but this time I was sure."

There was one communication unit about being able to understand the significance of learning outcomes in a lesson plan as strength s/he gained after attending the modeling sessions. The participant reported that with the following extract:

(23) "As I pointed above, I took my learning outcomes in front, so they were my guide, my driver and also helper in all sections. Thus, my purpose, my target was much clear."

In order to reveal their perceived weaknesses after the modeling, they were asked to write the difficulties they faced while preparing their second plan. The responses are listed below:

Table 9: *Participants' Perceived Weaknesses after the Modeling*

	Number of the communication units
Having difficulties in preparing the tasks	5
Having difficulties in writing learning outcomes	3
Being unsure about the suitability of the tasks	3
Having difficulties in analyzing the text	2
Having difficulty in writing instructions for the activities	1
Spending long time to find the reading skills and strategies the text involved	1
Being unsure about the suitability of the learning outcomes	1
Having difficulty in writing rationale	1
Having difficulty in simplifying the activity	1
Having difficulty in defining the types of comprehension questions	1
TOTAL	**19**

There were five communication units about having difficulties in preparing the tasks as a weakness after attending the modeling sessions. One of the participants reported that with the following extract:

(24) "I still can't choose appropriate Type 2 task for my learning outcomes."

There were three communication units about having difficulties in writing learning outcomes as a weakness after attending the modeling sessions. One of the participants reported that with the following extract:

(25) "I had difficulty in determining my learning outcomes. It is the basement of planning. It effects the forthcoming of the process."

There were three communication units about being unsure about the suitability of the tasks as a weakness after attending the modeling sessions. One of the participants reported that with the following extract:

(26) "I thought about my Lead-in again. And I hesitate again it is good or not. I hesitated my Follow up question. I thought whether it is productive, appropriate for discussion or not."

There were two communication units about the difficulties they faced in analyzing a text as a weakness after attending the modeling sessions. One of the participants reported that with the following extract:

(27) "Analyzing the text was a painful process for me."

There was one communication unit about the difficulties in writing instructions for the activities as a weakness s/he had after attending the modeling sessions. The participant reported that with the following extract:

(28) "Just one thing I faced with difficulty is to write instructions for my activities and write them in cohesive way."

There was one communication unit about spending long time to find the reading skills and strategies the text involved as a weakness s/he had after attending the modeling sessions. The participant reported that with the following extract:

(29) "So finding skills and strategies involved in the text took a long time."

There was one communication unit about being unsure about the suitability of the learning outcomes as a weakness s/he had after attending the modeling sessions. The participant reported that with the following extract:

(30) "Deciding learning outcomes is a bit difficult for me. Because, I sometimes don't decide whether learning outcomes are appropriate for activities or not."

There was one communication unit about writing rationale as a weakness s/he had after attending the modeling sessions. The participant reported that with the following extract:

(31)   "For me writing rationales was some difficult."

There was one communication unit about simplifying the activity as a weakness s/he had after attending the modeling sessions. The participant reported that with the following extract:

(32)   "And also it was some difficult to simplify my 1st Type II task."

There was one communication unit about having difficulty in defining the types of comprehension questions as a weakness s/he had after attending the modeling sessions. The participant reported that with the following extract:

(33)   "In Follow-up process, I had difficulty defining my question types."

In addition, six participants reported that they didn't feel any weakness after attending the modeling sessions by using the following extracts:

(34)   "I didn't face any more difficulties, because I know what am I doing."

> **(35)** "Actually, I faced with no difficulties because I thought that I learned planning a reading lesson very well. So, there were no particular difficulties I should face with."

Before the modeling the participants reported `preparing the tasks`, `feeling confident in lesson planning` and` making smooth transition between Lead-in and Type 1 tasks' as their strengths before attending the modeling sessions; however, the frequency of expressing preparing the tasks as a strength decreased and they did not report the other two strengths after attending the modeling sessions. The reason for this situation can be that the participants developed awareness about the lesson planning process because they reported more specific strengths after the modeling, such as `being able to write better rationales` and `learning outcomes`, `being able to analyze the text better`, `understanding the order of lesson plan preparation better`, `being able to understand the rationale behind analyzing the text`, `being sure about the learning outcomes they determine` and `being able to understand the significance of learning outcomes in a lesson plan`. The communication units that emerged after the modeling can indicate that participants felt stronger and they developed a `thinking process` after attending the modeling sessions.

Before the modeling, the participants reported their weaknesses such as preparing the tasks, deciding on learning outcomes, writing the rationales of the activities, analyzing the text, finding active and passive vocabulary, putting theory into practice and connecting students' background knowledge with the text. After modeling, the frequency of expressing preparing the tasks, deciding on learning outcomes, writing the rationales of the activities and analyzing the text as their weaknesses decreased and the rest of them vanished. However, developing awareness about the lesson planning process can be told to have brought different difficulties for the participants because they reported such weaknesses after the modeling as being unsure about the suitability of the tasks and the learning outcomes, spending long time to find the reading skills and strategies the text involved, having difficulty in writing instructions for the activities, simplifying the activity and defining the types of the comprehension questions. In addition to the decrease in the number of the communication units that the participants

used to report their weaknesses, the variety of their weaknesses can indicate that despite the additional issues to consider, they felt stronger and they faced less difficulty in their lesson planning process after attending the modeling sessions.

To conclude, modeling can be told to have changed perceived strengths of the prospective teachers not only as the number of the communication units found about the strengths increased from 28 to 38 in the surveys before the modeling and after the modeling, but also the categories changed in the survey after modeling. There were 3 categories about their perceived strengths before modeling while there were 8 categories about their perceived strengths after modeling. The strengths they expressed after modeling were being able to prepare better tasks, being able to write better rationale, being able to write better learning outcomes, being able to analyze the text better, better understanding the order of lesson plan preparation, being able to understand the rationale behind analyzing the text, being sure about the learning outcomes they determine and being able to understand the significance of learning outcomes in a lesson plan.

Additionally, modeling can be told to have changed perceived weaknesses of the prospective teachers not only as the number of the communication units found about the strengths decreased from 56 to 19 in the surveys before the modeling and after the modeling, but also the categories changed in the survey after modeling. There were 7 categories about their perceived weaknesses before modeling while there were 10 categories about their perceived weaknesses after modeling. As they gained knowledge and skills their perceived weaknesses could have been varied. Their perceived weaknesses before modeling were preparing the tasks, deciding on learning outcomes, writing rationale for the activities, analyzing the text, finding active and passive vocabulary, putting theory into practice and connecting students' background knowledge with the text. While after modeling their perceived weaknesses were having difficulties in preparing the tasks, having difficulties in writing learning outcomes, being unsure about the suitability of the tasks, having difficulties in analyzing the text, having difficulty in writing instructions for the activities, spending long time to find the reading skills and strategies the text involved, being unsure about the suitability of the learning outcomes, having difficulty in writing rationale, having difficulty in

simplifying the activity and having difficulty in defining the types of comprehension questions.

4.2.2.3.   Perceived Gains from the Modeling Process

In order to reveal the participants' perceived gains after the modeling, they were asked "What do you think you have gained at the end of this training process?" The responses are listed below:

Table 10: *Participants' Perceived Gains from the Modeling*

	Number of the communication units
Preparing appropriate activities	13
Conceptualizing the lesson planning process	9
Learning the important points to be considered in the process of lesson planning	6
Writing learning outcomes	5
Noticing their weaknesses in lesson planning process	4
Analyzing a reading text in detail	4
Understanding the connection between learning outcomes and activities	4
Determining the learning outcomes according to text analysis	4
Writing rationale for the activities	3
Learning the importance/effect of the text while preparing the activities	2
Confidence in lesson planning	1
Confidence in putting theory into practice	1
Having less difficulty while preparing a lesson plan	1
Gaining different perspectives in lesson planning	1
TOTAL	**58**

There were 13 communication units that the participants used to report preparing appropriate activities as a gain they had after attending the modeling sessions. One of the participants reported this gain with the following extract:

(36)   "Preparing activities according to the text. Preparing activities according to the outcomes. That the follow up should also be suitable for the outcome."

There were nine communication units that the participants used to report conceptualizing the lesson planning process as a gain they had after attending the modeling sessions. One of the participants reported this gain with the following extract:

(37)   "This study helped me to make the lesson planning process meaningful."

There were six communication units that the participants used to report learning the important points to be considered in the process of lesson planning as a gain they had after attending the modeling sessions. One of the participants reported this gain with the following extract:

(38)   "I have learnt the points that I should focus on in the reading lesson planning process and the ways of doing this and reasons for doing this, what to think about and how to think about and the use of them."

There were five communication units that the participants used to report writing learning outcomes as a gain they had after attending the modeling sessions. One of the participants reported this gain with the following extract:

(39) "I believe I will be able to write the learning outcomes better."

There were four communication units that the participants used to report noticing their weaknesses in lesson planning process as a gain they had after attending the modeling sessions. One of the participants reported this gain with the following extract:

(40) "The most important gaining of mine was noticing my faults and learning the reasons for these mistakes and the possible corrections of these mistakes."

There were four communication units that the participants used to report analyzing a reading text in detail as a gain they had after attending the modeling sessions. One of the participants reported this gain with the following extract:

(41) "I will analyze the text more carefully while planning."

There were four communication units that the participants used to report understanding the connection between learning outcomes and activities as a gain they had after attending the modeling sessions. One of the participants reported this gain with the following extract:

(42) "I didn't use to pay attention to the learning outcomes
while preparing the activities. I learnt that actually all the
activities are related to the learning outcomes."

There were four communication units that the participants used to report determining the learning outcomes according to text analysis as a gain they had after attending the modeling sessions. One of the participants reported this gain with the following extract:

(43) "I have learnt analyzing a reading text in detail and
determining the learning outcomes accordingly."

There were three communication units that the participants used to report writing rationale for the activities as a gain they had after attending the modeling sessions. One of the participants reported this gain with the following extract:

(44) "And I learned to give the rationale."

There were two communication units that the participants used to report learning the importance/effect of the text while preparing the activities as a gain they had after attending the modeling sessions. One of the participants reported this gain with the following extract:

(45) "I have learnt that the text has a big effect in preparing
the activities in addition to the learning outcomes."

There was one communication unit a participant used to report that s/he gained confidence in lesson planning after attending the modeling sessions. The participant reported this gain with the following extract:

(46) "I gained confidence and therefore I feel strong in lesson planning."

There was one communication unit a participant used to report that s/he gained confidence in putting theory into practice after attending the modeling sessions. The participant reported this gain with the following extract:

(47) "I have noticed my insufficiencies and gained confidence to put my knowledge into practice with ease."

There was one communication unit a participant used to report that s/he has less difficulty while preparing a lesson plan after attending the modeling sessions. The participant reported this gain with the following extract:

(48) "Absolutely I won't have difficulties while writing a plan as earlier and I will finish the plan in a shorter time."

There was one communication unit a participant used to report that s/he gained different perspectives in lesson planning after attending the modeling sessions. The participant reported this gain with the following extract:

(49) "Being a model and seeing these processes in three different types added variety in learning. Finding the learning outcomes according to the text, giving the Type 1 and Type 2 and Follow up activities by explaining their reasons and being able to prepare many activities gained different perspective."

CHAPTER 5

5. CONCLUSION

5.1.Summary of the Study

The prospective teachers taking the course Methodology in the Area of Specialization: Reading and Listening expressed that lesson planning process is painful for them. Additionally, it was revealed that they did not go through "a thinking process" since the tasks were not planned around "a learning outcome" for the students to achieve and were relevant neither to the text nor to the learning outcomes, and the learning outcome(s) was/were defined after designing the tasks. Moreover, at the end of such a lesson planning process their plans did not form a coherent whole.

Therefore, the current study was designed to develop the thinking skills during the process of deciding through modeling this process and to see whether this modeling helped the prospective teachers to develop the reading lesson plans they prepare.

In order to check whether the study achieved these aims, reading lesson plans, action lists, lesson plan evaluation checklist and survey were used as data collection instruments. Lesson plans and action lists were given before the modeling sessions, after the modeling sessions and three months after the modeling sessions. The survey was given after the modeling sessions and it was about the participants' perception of the modeling, in other words, their perceived strengths and weaknesses before and after the modeling and their perceived gains after the modeling.

5.2.Conclusion

Quantitative and qualitative analysis have led the following conclusions to be drawn from this study.

Modeling;

- can serve as a consciousness raising activity on how to use the text, taking students' needs into consideration, merging these needs with the type, content and nature of the text.

-creates awareness that lesson planning is a whole. The change of priorities while planning shows that student teachers focus on the strategies and skills to be studied, and on writing the learning outcomes. That is, prospective teachers have shifted their attention from activities to the aims to achieve and the behaviors that the students will gain after reading the text.

-creates awareness that there is a rationale behind the activities; each and every activity has an aim and contributes to the overall aim, in other words, to the learning outcomes to achieve.

Modeling, therefore, is an aid to lead prospective teachers to "think" and to discover how to do things better while planning.

5.3.Implications

Literature review, observation and pilot study conducted before the current study indicated that prospective English language teachers need to develop their lesson plans and make lesson planning process easier. Correspondingly, the study indicated that this necessity could be fulfilled by performing modeling. The data analysis of the research revealed that a more experienced teacher's modeling his/her cognitive process while planning a reading lesson helped the prospective teachers to go through a thinking process, develop their lesson plans, and perform these tasks easier.

In courses and literature, to do lists are well provided, however, prospective teachers find it difficult to perform these tasks. In respect to this situation, teacher training programs can use modeling as a practical guide to help prospective teachers to develop understanding of how to do these tasks. In other words, a more experienced teacher can share how s/he perform these tasks.

5.4.Limitations and Suggestions for Further Research

The study was applied with only a limited number of participants. The number of the participants could be higher so that the effects of the modeling could be analyzed in a much more detailed way.

This study analyzed and discussed the data according to the type of the instruments. The results can be analyzed and discussed according to each participant. Therefore, each participant's own gains from the modeling sessions can be focused on.

In addition to the qualitative measures, an interview could have been made to triangulate the survey. As the participants had their final exams and then their almost one month-vacation, the study lacked an interview to support the survey.

This study covered only the reading lesson plans of the participants. Further studies can be made covering different or all language skills and areas.

Another study can be conducted by a more experienced teacher because teachers' way of thinking and preparing a lesson plan can change as they gain experience. The participants of such a study can gain more from a more experienced teacher. Additionally, such two studies can be compared.

Lastly, a longitudinal study can be conducted by applying modeling as a strategy for teacher training for the whole program or year. Thus, prospective teachers can benefit more from these strategies used by their instructors to help them in their training process

APPENDICES

APPENDIX 1: Guideline for Reading Lesson Plans

Anadolu University
Department of English Language Teaching
2010-2011 Spring

You are going to use the attached text to do the following.
First of all, read the text and make sure that you have already fully comprehended and analyzed the text yourself.
The type of the text is Reference Article.

A. Decide on the learning outcome(s) and state explicitly. (Write the outcome(s) on the introductory page of your plan)

B. Reading
1. Make an introduction/**lead** the students **in** (activating the schema)
2. Give a purpose for first reading (**type 1** task with clear instruction)
3. Check the answers
4. Give the rationale (Briefly explain why you chose this activity in Type 1 task)
5. Design two activities to help students to **understand** the text in detail

    a-Prepare one activity to include wh/y-n questions   (type 2 task)
        -indicate the type of question in parenthesis next to each question
        - write your instruction clearly
        - give the answers just below the question

    b-Prepare one more activity –a **different type**   (type2 task)
        -write your instruction
        - write your rationale for giving this activity
        - give the answers

6. Write what kind of a **follow-up** (post-reading) activity you'd like to design for the text

IMPORTANT NOTES
- All these should be **in the form of a coherent and neat lesson plan** (including introductory page).
- Your command of English is vital. 50% of your grade will be allocated to correct language use.
- Identical twins will be considered as cheating.

APPENDIX 2: Evaluation Checklist for 1st / 2nd /3rd Reading Lesson Plans

NAME OF THE PARTICIPANT:

	Pts. Allocated	Pts. given
LEARNING OUTCOMES (5pts)		
Are learning outcomes achievable for the given text?	2	
Are learning outcomes defined appropriately?	3	
LEAD-IN (10 pts)		
Is the lead-in appropriate to activate the schema?	5	
Is the lead-in and the type 1 task connected/related?	5	
TYPE 1 TASK (25 + 3 pts)		
Does the type 1 task give a purpose to read?	5	
Does the type 1 task aim global comprehension?	5	
Is the Type I task given using clear instructions?	5	
Are the student answers checked?	5	
Is the rationale logical, clear and suitable?	5	
Does this task serve to achieve learning outcomes?	3	
COMPREHENSION QUESTIONS (20 + 3 pts)		
Are there enough comprehension questions to form an outline of the text?	4	
Are there different types of questions?	4	
Are the types of questions identified correctly?	4	
Is the instruction clear?	4	
Are the answers given correct?	4	
Does this task serve to achieve learning outcomes?	3	
TYPE 2 TASK (20 + 1 pts)		
Is the 2nd detailed reading activity suitable to the text?	4	
Does this task check different information than the comprehension questions?	4	
Are there enough items?	2	
Is the instruction clear?	4	
Is the rationale logical, clear and suitable?	4	
Does this task serve to achieve learning outcomes?	3	
FOLLOW UP ACTIVITY (10 pts)		
Does the follow up activity aim another skill?	1	
Is the instruction clear?	3	
Is it suitable to the follow up stage?	3	
Does it really allow the students to combine the knowledge from the text with the real life?	3	
TOTAL:	**100**	

APPENDIX 3: Action List

What did you do while planning? Write what you did in the columns; before writing the plan, during writing and after writing the plan. If you asked some questions, write the specific questions you asked.

BEFORE	DURING	AFTER

APPENDIX 4: Surveys

Adınız Soyadınız:

Aşağıdaki sorular yapılan modelleme yoluyla öğretim hakkındaki görüşlerinizi almak için sorulmuştur. Görüşleriniz çalışma için çok değerlidir. Lütfen dikkatle cevaplayınız.

1. **Bu modelleme yoluyla öğretime katılmadan önce, plan yaparken kendinizi güçlü hissettiğiniz yönler nelerdi?**

2. **Bu modelleme yoluyla öğretime katılmadan önce, plan yaparken kendinizi yetersiz hissettiğiniz yönler nelerdi?**

3. **Bu eğitim süreci sonunda neler kazandığınızı düşünüyorsunuz?**

Name & Surname:

1. **What are the things that you have changed in your lesson plan if you did any changes? What are the reasons why you changed them? Express your rationale behind these changes.**

2. **What do you think you did better in your second plan compared to your first plan?**

3. **Write the difficulties you faced while preparing your 2nd lesson plan?**

APPENDIX 5: Modeling Sessions' Outline

Modeling 1

1st session:

Stage I

Purpose: Brainstorming (to enable students to reflect on their own planning stages)

Procedure:

T: How did you start planning? Ok then, How did you feel? Was it easy? Difficult? Why? What did you do before starting to write/while writing/after writing?

Stage II

Aim: To diagnose what the students did at different stages of planning.

Procedure:

Ss. will fill in the papers. (divided into three sections before/during/after)

(If in the first stage they say that they ask questions, tell them to write the actual questions.)

2nd Session:

Stage III

Aim: to train the students /to prepare students for the thinking process

Step 1: Identifying learning outcomes

1. T: Now, suppose that we are teachers working at a school. We are getting prepared for a reading lesson. We will plan to use the text in our book. In these meetings, you will see how I go through this process. What would I do at first?

I would identify my learning outcomes at first. To identify them I would start with two questions:

Q1.   What are the reading skills & strategies we need to develop in our students? (The ones in the curriculum or the textbook may be mentioned.)

Q2.   Which of these reading skills and/or strategies can be developed with the specific text we are planning to use? I would ask this question because a text cannot be appropriate for any reading skill and/or strategy I want to focus on.

2. T: How can I answer these questions? [What should I do to answer these questions?]*

I should read the text in order to understand it thoroughly.

*Alternatives are given in [   ].

3. T: What is understanding/comprehending a text thoroughly? What happens when we understand/comprehend a text?

4. T: There are different definitions of understanding. T. refreshes Ss.' Memories on what understanding means.

T: What does "understanding/comprehending" lead?

5. T: What do we have to know in order to thoroughly-comprehend the text?

-vocabulary

6. T: Is it enough to know the meaning of all the words in the text?

No, what else?

What is the text about?

Text type

Main idea

Supportive ideas

The message

Cohesive devices

Rhetorical patterns if there are any

So we have to analyze all of these.

7. T: Let's start now with our text titled Tom Ford-Master Designer. Read the text silently.

1. Where can we see such a text?
   In a book, magazine?
2. How do I know that?
   My knowledge as a reader helps me to make this preliminary decision.
3. Who may the target audience be?
   General audience, anyone interested in fashion, designers, Tom Ford.
4. What is the writer's aim?
   To give information about a well-known personality.
5. How is the information organized?
   Tom Ford's life and his achievements are mentioned in a chronological order.
6. What type of a text can have these characteristics?
   A biography.
7. Do you sense any intentional meaning?
   No.

   Why not? As it is a biography, it gives all the facts about Tom Ford.

8. T: These characteristics tell me:
   1. The information is explicitly stated
   2. The information is given in a chronological order

   8. T: Can these characteristics lead me to the learning outcomes? So the learning outcomes are:

LEARNING OUTCOMES

By the end of the lesson students will be able to

- Identify and restate explicitly stated information.
- Identify the sequence of events.
- Guess the meaning of vocabulary using contextual clues.

TEACHER STOPS AND ASKS PARTICIPANTS TO REFLECT ON THE PROCESS.

Step 2: Deciding on the tasks-Type 1 Task

10. T: Now, it's time to prepare the text-based tasks the students will do. My question is "Which tasks should I prepare for my students to achieve these learning outcomes?"

11. T: What is the first step?

A type 1 task which will facilitate general comprehension.

12. T: What should I consider now?

Topic of the text + Students' background + SS' existing world knowledge. And I should also consider attracting students' interest.

13. T: What is the topic of the text? The life of a fashion designer, Tom Ford.

14. T: Do the students know the concept of fashion designer? They may or may not know.

Student profile gains importance now, the socioeconomic situation of the area and the students would tell me.

15. T: So I should check their schema.

Alternative 1:

If their profile allows, I can do the following:

There is a picture of models on catwalk. The models are in exaggerated dresses. So I can use a related picture.

I can ask what they wear and who design these dresses. Then I can elicit or tell the term fashion designers.

After this term I can ask whether they know any famous fashion designers. (T: Do you know a fashion designer?> Calvin Klein, Tommy Hilfiger, Jean Paul Gaultier, Gucci?)

Alternative 2:

If their profile does not allow, I can use the title.

I would ask "Have you heard of Tom Ford?" No/Yes.

What is his job? What does the title say? A master designer.

Have you seen this word "designer" before?

Yes-Where did you see it?-fashion/house.

No-Can you guess? (Ss think about the term designer. If they say "they design", I can ask what they design.

Either I choose alternative 1 or 2, then I can ask: "What does Tom Ford design as a master designer?"

Ss guess. Then I give the instruction.

Instruction: Read the first paragraph and find what Tom Ford designs as a master designer.

Check: Yes, what does he design as a master designer? More reasonably priced ready-to-wear clothing along with a wide range of accessories/ related products.

Alternative 3:

What else can I do? I have another option.

I can tell them that they will read a text entitled with a name of a fashion designer. I can ask them to predict what aspect of the man is told in the text. Which of these issues are told about him? His life - His profession - His success - His failures - a scandal about him.

Now I should give an aim for them to read the text globally: Read the text quickly and then tell us which of these issues are included. His life(√) - His profession(√) - His success(√) - His failures - a scandal about him. Then I would check.

But when I think about this alternative, I notice that I am not fully sure about it because in order to fulfill this task the reader may need a more detailed reading than I had thought and this task also requires synthesizing and categorizing what is read. However, I can make some changes such as I may want them to read just the second paragraph and check whether their predictions will be mentioned. But I don't want so I will eliminate this option.

Depending on the student profile, I will use the first or second alternative.

Final version and original version of the tasks will be shown later.

16. T: Ok then, now that I have decided on the alternatives, I would write my rationale.

      Rationale:

Both activities start with activating their background about fashion designers so that the concept can lead them to the topic of the text. And also they make some guesses about the content of the text, which aims to construct a tie between the reader and the text. Additionally, the activities necessitate reading a little part of the text which will probably raise attention for the rest. I give a purpose for reading and then check whether they have fulfilled the requirement of the task.

TEACHER STOPS AND ASKS PARTICIPANTS TO REFLECT ON THE PROCESS.

Step 3: Deciding on the tasks-Type 2 Tasks

17. T: Since I have finished with type 1 task, global understanding, what would I do now?

     Find the type 2 tasks

18. T: What should I take into consideration while choosing my type 2 tasks?

     Learning outcomes

19. T: According to my learning outcomes, I need to design activities which would lead to the understanding of sequenced and explicitly stated information.

20. T: I want them to notice the important events of his life are sequenced; actually I do not want to jump into the sequence markers. What kind of an activity can I design? I can ask them to sequence the design houses he has worked for so far. I can give such an instruction: In which order has Tom Ford worked with the following design houses? Number them 1-5 in the correct order.

_____Gucci

_____Tom Ford

_____Perry Ellis

_____Cathy Hardwick

_____Yves Saint Laurent

Then I would check whether they have found the correct order.

Final version and original version of the tasks will be shown.

What is my rationale?

This type 2 activity is a smooth transition to the detailed understanding and reading of the text. It facilitates the interaction with the text but not bore the students. And also as this a biography of Ford's professional life it is very convenient to sequence the places

he has worked. Additionally, with this activity we get closer to the aim of sequenced events. Another outcome of the lesson was finding explicitly stated information, here the information is found via scanning. So I can say that this activity serves for the learning outcomes. Additionally, this activity facilitates interaction with the text and it requires more detailed reading than the type 1 tasks.

21. T: Is this activity enough to achieve the outcomes?

No, not yet. We can do more with this text.

To promote detailed understanding as well, what can I do?

Comprehension activities.

22. T: I have different options to choose such as T/F, Wh-questions and etc. But I think I will prepare some comprehension questions so that the students can produce some language. Then I want to give a put into order activity. As I want to focus on the understanding of the sequence of events and the linguistic cues that show sequence.

23. T: Which part of the text should I focus for my questions?

Any part other than the information can be used for the put into order activity. So this information should not be about the chronological order of the events. What else can I ask? What about the first paragraph? There is some information that should be understood in order to notice the situation of the houses. This information is important because these houses are the work places of his profession and in this text this professional life is explained.

How many questions should I ask? I should have a look at the text to see how many it and my aims allow.

Let me have a look at the paragraph. I would read it again. What can I ask? The house recovers from a bad situation I can ask how they managed.

1. How did the famous design houses achieved to stay in business?

The second paragraph is all about the sequenced events so I can use the information there in the next activity. What about the third paragraph? There is a wide range of information that I can ask.

2. What caused Gucci's loss of reputation and sale?

3. Who helped Gucci to regain its reputation?

4. What are the products that were effective in Gucci's rebirth?

Fourth paragraph, I think I can ask some of the information there.

5. How did Tom Ford manage to keep two fashion houses - Gucci and YSL apart?

And the last paragraph? Tom Ford agrees upon bringing out new beauty products and a perfume in addition to his own products. So can I ask this information?

6. What are the related-products that Tom Ford's company designs?

I would check the answers then.

Answer1: By selling cheaper ready-to-wear clothes with related accessories.

Answer2: The production of cheap and widely available imitations of the brand.

Answer3: Tom Ford

Answer4: the low-cut velvet pants, unbuttoned silk shirts and shiny boots in metallic colors.

Answer5: By comparing the two styles.

Answer6: Beauty products and a perfume.

Final version and original version of the tasks will be shown later.

What is the Rationale of this activity?

This activity leads to a more detailed reading and understanding of the text by allowing them to produce some language.

24. T: As I told before, I want to prepare a put into order activity. The rationale behind this activity is that I focus on the understanding of the sequence of events and the linguistic cues that show sequence because this is the most salient feature of the text type, and I don't want to skip it. How can I design this activity? Actually there are lots of events throughout the text. A part of them or the important events in his whole life? I think, as this is last type 2 activity it should recover the whole, in addition should consider not to ask the same information.

I can start with his birth. Then I should sequence the events for myself then I can mix them.

As an instruction, I can say: Put the events told in the text into order. The first one is already given as a clue for you.

1. Tom Ford was born in Texas.
2. He completed high school.
3. He moved to New York.
4. He studied Art History.
5. He became an interior designer.
6. He started working as a fashion designer.
7. He became a design director.
8. Gucci was in difficulty.
9. He started working for Gucci.
10. Gucci regained its reputation.
11. He worked for Yves Saint Laurent as a creative director.
12. He designed a distinctive black and white cloth collection.
13. He founded his own design house.
14. He agreed to work with Estee Lauder.
15. He developed a perfume.

Final version and original version of the tasks will be shown later.

What is the rationale for this activity?

As mentioned before this activity is designed in order to facilitate the students' detailed understanding of the text. It necessitates going through the text and understanding the sequence markers used throughout the text.

25. T: What other learning outcomes do we have?

Guess the meaning of vocabulary using contextual clues.

For that I have chosen such an activity which students go back to the text to complete. The words that I want to focus on are: custom, cutting-edge, exclusive and revolution. What kind of questions or statements can I ask? They should indicate the meaning of the word and also necessitate going back to the text. Students choose a or b to complete the sentence.

Custom clothes are special because they are specially made _____.

a) in a foreign country   b) for one person

I would give such an instruction: Read each statement below and choose the correct answers. Then I would like them to compare their answers with their partners.

TEACHER STOPS AND ASKS PARTICIPANTS TO REFLECT ON THE PROCESS.

Step 4: Deciding on the tasks-Follow up

26. T: What else can I do with this text after type 1 and type 2 tasks?

Follow up.

What are the options for follow-up tasks?

Language focused or text based

27. T: There are lots of sequence markers so I can do something related to this language item. It should include language production as they have already done tasks in recognition level.

I may provide them the information about a famous person with specific times then I may want them to write a paragraph or an essay by combining the given information

with the sequence markers they have seen so far. I should check it on internet. OK. I have found a timeline of Albert Einstein's life. I can make some adaptations.

What is my rationale?

In this activity I wanted my students to make use of seeing the sequence markers and the organization of information in the text. Although this is not a good representative of the text type, the textbook in which I found the text says classifies it as a biography. Through this activity students go beyond the text using the linguistic item they noticed in the text and produce an essay of the same kind.

TEACHER STOPS AND ASKS PARTICIPANTS TO REFLECT ON THE PROCESS.

Modeling 2

1. T: In our next reading lesson we will use this text. What would I do at first?

I would identify my learning outcomes at first. How do I start? To identify them I would start with two questions:

Q1.   What are the reading skills & strategies we need to develop in our students? (The ones in the curriculum or the textbook may be mentioned.)

Q2.   Which of these reading skills and/or strategies can be developed with the specific text we are planning to use? I would ask this question because a text cannot be appropriate for any reading skill and/or strategy I want to focus on.

2. T: How can I answer these questions? [What should I do to answer these questions?]

I should read the text in order to understand it thoroughly.

T: What does "understanding/comprehending" lead to?

5. T: What do we have to know in order to thoroughly comprehend the text?

    -vocabulary

6. T: Is it enough to know the meaning of all the words in the text?

No, what else?

    What is the text about?

    Text type

    Main idea

    Supportive ideas

    The message

    Cohesive devices

      Rhetorical patterns if there are any

So we have to analyze all of these.

7. T: Let's start now. Read the text-Mystery Tours silently.

The text will be given.

      Where can we see such a text?

      In a brochure.

      What are the **characteristics of brochure? (give info about a product or service, promote it and persuade to buy)**

      How do I know that?

      My knowledge as a reader helps me to make this preliminary decision.

      Who may the target audience be?

      General audience, anyone interested in tours or places to visit.

      What is the writer's aim?

      S/he aims to give information about the tours to Easter Island in the South Pacific, Stonehenge in England and the Nazca Desert of Peru so that they choose to travel with the agency.

      How is the information organized?

      (Introduction>Details>Conclusion)After an introduction which arouses interest of the reader, s/he gives the location of the structures, some information and the theories about them.

      What type of a text can have these characteristics?

      A travel brochure.

      Do I sense any intentional meaning?

      Yes, the writer tries to persuade the reader to buy one of the tours.

Identifying the salient features of the text would inform the identification of learning outcomes.

8. T: This analysis tells me:

The writer gives information and theories about the places. (GO THROUGH THE PASSAGE AND SHOW THE INFORMATION-1. YER > INFOSU THEORYSİ)

S/he wants to convince the readers visit these places.

9. T: Can these characteristics lead me to the learning outcomes? Yes/ No. How?

So the learning outcomes are:

LEARNING OUTCOMES

By the end of the lesson students will be able to

- Distinguish the facts and theories.
- Identify the writer's intention   adjs   persuasion words
- Identify and use the salient features of a text that aims to promote a product of service.

TEACHER STOPS AND ASKS PARTICIPANTS TO REFLECT ON THE PROCESS.

Step 2: Deciding on the tasks-Type 1 Task

10. T: Now, it's time to prepare the text-based tasks the students will do. My question is "Which tasks should I prepare for my students to achieve these learning outcomes?"

11. T: What is the first step?

A type 1 task which will facilitate general comprehension.

12. T: What should I consider now?

Topic of the text + Students' background + SS' existing world knowledge. And I should also consider attracting students' interest.

13. T: What is the topic of the text? Mysterious places to visit.

14. T: Do the students know the concept of travelling? They may or may not know.

Student profile gains importance now, the socioeconomic situation of the area and the students would tell me.

15. T: So I should check their schema.

How can I check their schema? Especially if they have just returned from a holiday, I can ask what they did in the holiday. There may be some students who travelled to other cities. I can ask where they went and what they saw there. And also I can start with my own experience: at the weekend, I visited Yazılıkaya. Did any of you visit an interesting place?

Then I can ask them to guess where the places mentioned in the text are.

T: What did you do in your holiday?>Where did you go?>Did you visit an interesting place?

I assume that they will be ready to read for the gist.

T: There are some other places to see in the world. (The ones from the text: the Moai, Stonehenge and the Nazca Lines)

Have you ever heard them?(the left column of the list) Y/N. (No problem.)

Ok then. I want you to guess where they are (the South Pacific, England and Peru can be written at right column of the list). Just guess, your guesses don't need to be educated.

T: Then how can I give the instruction to read (give an aim to read)? I can say:

Reading instruction: Scan the text and then find whether your guesses are correct.

Now that the type 1 activity is ready, I would write my rationale.

RATIONALE:

In this activity, the students scan the text the information, they use their scanning skill. I start with their own world from known to unknown-the structures described in the text. At first the students make guesses then they have an aim to read-to check their guesses. Additionally, this activity serves to the outcomes- finding information. In this activity, the students who don't have any idea about these places may feel that they are far from the issue. However, I am aware of it. That is why I start with their own lives and want them just to concoct a match.

TEACHER STOPS AND ASKS PARTICIPANTS TO REFLECT ON THE PROCESS.

Step 3: Deciding on the tasks-Type 2 Tasks

17. T: Since I have finished with type 1 task, what would I do now?

     Find the type 2 tasks

18. T: What should I take into consideration while choosing my type 2 tasks?

     Learning outcomes

19. T: According to my learning outcomes, I need to design activities which would lead to the understanding of the information and distinguishing facts and theories. In order to achieve them do they need to comprehend the text? So:

I want to go on with comprehension questions. I want to ask some explicit wh-questions so that they would face different type of questions and also they can produce some language.

20. Now, which information can I ask?

(There are 3 places in the brochure and as the title suggests these places are mysterious. This is an easy question that I can start with and it asks important information in the text.

Q1. What is/are the common characteristic/s of these three places?

A1. They are mysterious, the travel agency offers tours to travel these places, they are mysterious places to visit, they have puzzled the scientists for years.

Q2. Who created these ancient structures?

A2. Prehistoric civilizations.)

21. T: OK, these 2 questions are acceptable but when I look at the rest I think a **T/F question activity better suits the notion of the information given in the text.**

Let me find the information that I can ask as the first type2 activity in T/F form. Firstly, these questions can be turned into T/F questions.

I would write my rationale then.

RATIONALE:

At first I wanted to ask wh-questions so that the students could produce some language but then I decided to ask T/F questions, which allowed me to ask most of the information given in the text. It serves to the learning outcomes. And also it prepares the students to the next step distinguishing facts and theories.

After the first type 2 activity, I want to prepare an activity which focuses on facts and opinions in the text.

What is the rationale behind this decision?

23. T: What was my outcome?

　　　Distinguish the facts and theories.

How can I achieve this outcome? > Preparing an activity ☺ But what kind of an activity?

The information in the text was organized by giving facts and then theories on the places. I will want them to identify which piece of information refers to facts / theories. (F/T) I can give one fact and one theory about each of the places.

And I can give this instruction:

Read these pieces of information from the text. Write F if you think the information is a fact, and T if you think it is a theory.

After checking their answers I want to ask how they found the theories and the facts and how they discriminate them.

RATIONALE:

This activity requires the reader to go through to text and make some inferences to decide on whether this information is a fact or an idea of the scientists. This is an important skill to develop as a reader. When we read we are often presented with facts, but we may also encounter theories that are not proven. Facts are accepted as true, while theories may or may not be true. Knowing the difference will help the reader to correctly understand what we read. At first the reader finds the information in the text, after the reader is ready to think more and find whether the statements are theory or fact.

24. T: What was the other outcome? Identifying the intentional meaning.

What is the intention of the writer?

To persuade the readers to buy the tours.

How does he persuade? How do the brochures create interest and persuade?

By using words. What kind of words? I have found some persuasive words. I want to check whether our text has these words.

LET'S CHECK TOGETHER. Open the Website on desktop. PersuasiveWords.htm

I can want them to list all the words which persuades the reader or all the adjectives which show persuasion. But when we look at the text we see that although the persuasive words are mostly adjectives, there are also some adverbs and nouns which intends to persuade the reader. So I can want them to list all the words and then group the words according to their parts of speech. Then I can focus on the word group which is more frequently used in this text type.

RATIONALE:

SS TELL.

TEACHER STOPS AND ASKS PARTICIPANTS TO REFLECT ON THE PROCESS.

Step 4: Deciding on the tasks-Follow up

25. T: Now, it is time to go beyond from the text. What can we do here? Either text related or language focused activity.

Do we have such places to visit in Turkey?

I may want them to write a similar paper for our settings.

For example, we may have a school trip and I may want the students to write about a place to convince their friends and teachers to visit there.

I have found an article on the speculation about a place in Mt Ararat. Ker Than has written it for National Geographic News and it was published on April 28, 2010.

http://news.nationalgeographic.com/news/2010/04/100428-noahs-ark-found-in-turkey-science-religion-culture/

Then their writings can be published in school magazine and they can arrange a school trip to there.

The instruction and activity can be as follows:

You will have a school trip but they haven't decided on where to go. Would you like to convince them to travel to such a mysterious place in Turkey? Historians and archeologists think that they have found Noah's ark at Mount Ararat, in Ağrı, in Turkey, which is known as Mount Ağrı. There are some information and an article about this place. Now I want you to write about this place to convince your friends and teachers to go there. You can use the reading text we have just read.

http://news.nationalgeographic.com/news/2010/04/100428-noahs-ark-found-in-turkey-science-religion-culture/

Will this activity lead them to the last outcome?

Identify and use the salient features of a text to promote a product or service.

RATIONALE:

Using the reading as a sample text I wanted them to write a paper. This activity goes beyond the text and relates the text to real life. Additionally, they have an interesting purpose to write.

Modeling 3

Aim: to train the students /to prepare students for the thinking process

<div align="center">

Step 1: Identifying learning outcomes

</div>

1. T: Now, suppose that I am preparing my reading lesson with you for the third time.

> I would identify my learning outcomes at first. To identify them I would start with two questions:

Q1.　What are the reading skills & strategies we need to develop in our students? (The ones in the curriculum or the textbook may be mentioned.)

Q2.　Which of these reading skills and/or strategies can be developed with the specific text we are planning to use? I would ask this question because a text cannot be appropriate for any reading skill and/or strategy I want to focus on.

2. T: How can I answer these questions? [What should I do to answer these questions?]*

> I should read the text in order to understand it thoroughly.

*Alternatives are given in [   ].

3. T: What do we have to know in order to thoroughly comprehend the text?

> -vocabulary

4. T: Is it enough to know the meaning of all the words in the text?

No, what else? Daha sonra analizde dönülebilir, cevaplarını yazıyorum:

> What is the text about?
>
> Text type
>
> Main idea
>
> Supportive ideas
>
> The message
>
> Cohesive devices: In this text type we cannot focus on cohesive devices but there are some: so & for example.
>
> Rhetorical patterns if there are any: although there is not a distinctive rhetorical pattern as it is a forum, when we look at the responses they use a cause and effect pattern.

So we have to analyze all of these.

5. T: Let's start now with our text titled ASR Diet Forum. Read the text silently so that we can analyze it together.

The text will be given.

9. Where can I see such a text?
   On internet, in a website.
10. How do I know that?
   My knowledge as a reader helps me to make this preliminary decision. What are the clues? > The physical layout of the page, the title, the language used, the nicknames etc.
11. Who may the target audience be?
   People who are interested in diets and the readers who are familiar with the terms used.
12. What are the writers' aims?
   -to share a personal problem and ask for advice   -give suggestions
13. How is the information organized?
   The first writer shares a personal problem and asks for advice. Four responders give suggestions and then the first writer closes by expressing her appreciation of the responses.
14. What type of a text can have these characteristics?
   A Forum site.
15. Do I sense any intentional meaning?
   No, they suggest their ways of losing weight by expressing their experiences and ideas.

6. T: Which skills and strategies can be achieved using this text? Have a look at the list.

How do you generally read the texts on internet? Mostly you skim to find out what it is about and then scan if you are searching for any specific information. Knowing these facilitates my identification of learning outcomes.

LEARNING OUTCOMES

By the end of the lesson, students will be able to

- Identify what the text is about by skimming the text
- Identify specific information in the text by scanning
- (Guess the meaning of vocabulary using contextual clues)

- (Give advice for the question asked by the initiator). THE RESPONDERS GIVE ADVICE THEN I CAN WANT MY STUDENTS TO DO SO TOO.)

TEACHER STOPS AND ASKS PARTICIPANTS TO REFLECT ON THE PROCESS.

Step 2: Deciding on the tasks-Type 1 Task

7. T: Now that I have determined my learning outcomes, it's time to prepare the text-based tasks for my students to achieve these outcomes.

I should ask this question: "Which tasks should I prepare for my students to achieve these learning outcomes?"

8. T: What is the first activity?

A type 1 task which will facilitate general comprehension.

9. T: What should I consider now?

Topic of the text + Students' background + SS' existing world knowledge. And I should also consider attracting students' interest.

10. T: What is the topic of the text? suggestions for JudyGirl's diet problem written on a diet forum.

11. T: Do the students know the concept of forum? They may or may not know.

Student profile gains importance now, the socioeconomic situation of the area and the students would tell me.

12. T: So I should check and activate their schema.

Alternative 1: If their profile does **not** allow so much

I can ask whether they use internet and the kinds of websites they enter. Then I can ask whether they have entered a forum site or not. I can ask about their experiences. If there are some students who don't have such opportunity, :

After briefly talking about theirs, I can share an experience from my own life. I can tell that last week I bought a DVD but my computer could not read the DVD. I wrote about my problem on a computer forum, after a while someone wrote that I should download a program to watch this kind of DVDs. Fortunately; I was able to download the program and watch the movie then.

Alternative 2:

If all or most of the students are familiar with the internet and such forums, I can show the page and I can want my students to guess where this text is taken from, I can guide them to use the title and the layout of the page.

After talking about these issues (Alternative 1 or 2), I assume/know that **they'll be ready to read for the gist**.

I can tell that a girl, JudyGirl, has problem and writes a paragraph on this web page. Then I can want my students to guess her problem and then give the instruction read the first paragraph check your guesses.

Depending on the student profile, I will use the first or second alternative to activate their schema.

13. T: Ok then, now that I have decided on the alternatives, I would write my rationale.

Rationale:

Both activities start with activating the students' background so that the concept can lead them to the understanding of important points in the text. And also they make some guesses about the content of the text, which not only aims to construct a tie between the reader and the text and also creates an interest to read the text. I give a purpose for reading and then check whether they have fulfilled the requirement of the task. The activity necessitates skimming the first paragraph in order to find the answer. Additionally, as the activity necessitates reading a little part of the text, it is suitable as a type I activity.

TEACHER STOPS AND ASKS PARTICIPANTS TO REFLECT ON THE PROCESS.

Step 3: Deciding on the tasks-Type 2 Tasks

14. T: Since I have finished type 1 task, global understanding, what would I do now?

Find the type 2 tasks which will facilitate more detailed understanding of the text.

15. T: What should I take into consideration while choosing my type 2 tasks?

Learning outcomes

- Identify what the text is about by skimming the text
- Identify specific information in the text by scanning
- Guess the meaning of vocabulary using contextual clues
- Give advice for the question asked by the initiator.

16. T: According to my learning outcomes, I will design an activity which would enable the students to identify specific information in the text by scanning.

17. T: There are four people who give advice.

Therefore, I can prepare an activity to ask this piece of information.

This activity will be very useful as there is a very smooth transition between this one and the former activity.

The former activity asks the problem, here I will ask the advice given for the problem.

How can ask this information?

Matching?

Instruction: Scan the text and find which person gave JudyGirl these pieces of advice. Then match the advice with a name.

Advice   Person

1. no white foods   A. QueenMother

What is my rationale?

This activity facilitates comprehension of the text. It is a smooth transition to the detailed understanding and reading of the text. Also it fits the former activity. It facilitates the interaction with the text but not bore the students. Outcome of the lesson was identifying specific information in the text by scanning, here the information is found via scanning. So I can say that this activity serves for the learning outcomes.

18. T: Is this activity enough? Did I leave some information that I can ask?

We can do more with this text.

What can I do?

Comprehension activities.

19. T: I have different options to choose such as T/F, Wh-questions and etc. But I think I will prepare some multiple choice comprehension questions.

There is some specific information in the text and this information is important for the comprehension of the text so I can ask these pieces of information with a multiple choice activity.

Instruction: Read the text and then choose the best answer to complete each question or statement below.

What is the Rationale of this activity?

This activity leads to a more detailed reading and understanding of the text by requiring some search for the information and processing the information.

20. T: What other learning outcomes do we have?

Guess the meaning of vocabulary using contextual clues.

For that I have chosen such an activity which students go back to the text to complete. The words and phrases that I want to focus on are: alternate, carbohydrate, do the trick, fad, fed up with, fiber, moderate, portion, veteran. What kind of questions , or statements can I ask? They should indicate the meaning of the word and also necessitate going back to the text. Therefore, I can want them to match the word or phrase with its meaning, giving the meanings will ease their job:

Instruction: Look at the list of words and phrases from the text. Match each with a definition on the right.

Rationale:

This activity lead the reader to going back the text and find the meaning of the words. The reader finds the meanings from the context. If I didn't give the meanings, it can be difficult for the students to find them but in this activity the meanings ease their job.

TEACHER STOPS AND ASKS PARTICIPANTS TO REFLECT ON THE PROCESS.

Step 4: Deciding on the tasks-Follow up

21. T: What else can I do with this text after type 1 and type 2 tasks?

Follow up. This is optional.

What are the options for follow-up tasks?

Language focused or text based

Which one would you choose? Why?

22. T: JudyGirl asks for advice and four people give suggestions. What kind of an activity can relate the text with their own lives? An opinion, evaluation or a personal question?

I am thinking of asking an **opinion** question after wanting them to a little bit evaluate the responses. I will want them to express their advice.

Then I can ask what these people suggest. Then ask whether they are enough and we have other suggestions. As they have lessons suggesting balanced diet, they will have something to say. After making them aware of the patterns used in giving advice, I may want them to express their suggestions.

At first, they should be aware of how the responders give advice, the first activity manages this step. If they have already learnt patterns for giving advice, I can prepare such an activity. This text does not provide a model for giving advice, therefore, I can activate their previous knowledge and remind the patterns to give advice. After this introduction, I can want them to identify how the writers give their advice.

At the end, I can want my students to write a response to JudyGirl.

What is my rationale?

In this activity, I wanted my students to write a response on a forum question. The activity goes beyond the text to real life. Understanding a text leads the reader to give an appropriate response to the text. In this lesson, they do the activities for comprehension and then they respond according to the content of the text.

TEACHER STOPS AND ASKS PARTICIPANTS TO REFLECT ON THE PROCESS.

APPENDIX 6: Consent Form

Section A. Research overview

Dear student,
The aim of this study is to develop your thinking skills during the process of deciding through modeling this process and then we want to see whether this modeling helps the prospective teachers to develop the reading lesson plans they prepare. The study will be held in the academic year of 2010-2011. Within the framework of this study, you will be asked to participate in the training sessions on lesson planning and prepare lesson one lesson plan after the sessions and another in March. The training sessions will be videotaped. These recordings will be used by the researcher to reflect on the training session.

Please feel secure that:
- Your participation is voluntary – you don't have to participate
- Participation or refusal to co-operate will have no bearing on your course assessment
- You can always contact the researcher if you have any queries regarding this research
- Any information provided will remain confidential
- You will not be identified, unless otherwise agreed.
- Data held on computers and "hard" copy files will be held securely
- Data analysis will be available on request
- Your name and signature are used only as proof of reading the consent statement below – these will not be used in any other way
- You can withdraw your consent at any time

Please complete Section B or C:

Thank you.
Süheyla ANDER

Section B. Consent Approval:
I have read and understood Section A above. By signing below I agree that the information that I am going to provide will be used for the research purposes above.

Name-Surname: ………………………………….

Signature: ………………………………….

Date: ………………………………….

Section C. Consent Withdrawal:
I withdraw my consent to participate in research outlined above in Section A. By signing below I agree that any information given by me will not be used for the research purposes above. I also understand that this action **will not** influence my relationship with the researcher.

Name-Surname: ………………………………….

Signature: ………………………………….

Date: ……………………………

APPENDIX 7: Invitation to the Modeling Sessions

Sevgili _____,

Daha önce belirtildiği gibi Reading Dersi Hazırlama konusunda çalışma yapılacaktır. Öncelikle gönüllü olarak katılmak istediğin için teşekkür ederim.

Çalışma saatlerin aşağıdadır. Katılımın çalışma için çok değerlidir. Bu sebeple gereken özeni göstermeni rica ediyorum.

Araş. Gör. Süheyla ANDER

ÇALIŞMA PROGRAMIN:

GÜN:	SAAT:	YER:
3 Ocak 2011 PAZARTESİ	18:00-21:00	A 211
5 Ocak 2011 ÇARŞAMBA	16:00-19:00	A 311
7 Ocak 2011 CUMA	15:00-18:00	A 211

REFERENCES

Anderson, N. J. (2008). *Active Skills for Reading*. (2nd ed.) Boston: Thomson Heinle.

Bailey, K. M. and Nunan, D.(1996). *Voices form the language classroom.* Cambridge: Cambridge University Press.

Bandura, A. (1977). *Social learning theory*. Englewood Cliffs, N.J.: Prentice-Hall.

Butt, G. (2006) *Lesson Planning*. London: Continuum International Publishing Group.

Byram, R. and Dube, H. (2008) *Planning for Success: Effective teaching and learning methods*, New York: Continuum International Publishing Group.

Collins, A., Brown, J.S. & Newman, S.E. (1989). Cognitive apprenticeship: Teaching the craft of reading, writing and mathematics. In L.B. Resnick (Ed.), Knowing, learning, and instruction: Essays in honor of Robert Glaser. Hillsdale, NJ: Erlbaum.

Combs, M. (1987). Modeling the reading process with enlarged texts. *The Reading Teacher*, 40, 422-426.

Coon, D. (1980). *Introduction to Psychology: Exploration and Application*. Minnesota: West Publishing Company.

Duffy, G., Roehler, L, &Herrmann, B. (1988). Modeling mental processes helps poor readers become strategic readers. *The Reading Teacher*, 41, 762-767.

Duncan, S.L.S. (1996). Cognitive apprenticeship in classroom instruction: Implications for industrial and technical teacher education. *Journal of Industrial Teacher Education*, 33 (3), 66-86.

Gaible, E. & Burns, M.. (2005). Section 3: Models and best practices in teacher professional development. Using technology to train teachers: Appropriate uses of ICT for teacher professional development in developing countries (pp. 15-24). Retrieved from http://www.infodev.org/en/Publication.13.html

Gorrell, J. &Capron, E. (1988). Effects of instructional type and feedback on prospective teachers' self-efficacy beliefs. Journal of Experimental Education, 56, 120-123.

Gorrell, J., &Capron, E. (1989). Cognitive modeling effects on preservice teachers with low and moderate success expectations. *Journal of Experimental Education*, 57, 231-244.

Gough, D. (1991). *Thinking about Thinking*. Alexandria, VA: National Association of Elementary School Principals.

Freeman, D. (1976). Teacher Training, Development, and Decision Making: A Model of Teaching and Related Strategies for Language Teacher Education. *TESOL Quarterly*, 23(1), 27-45.

Harmer, J. (2007). *The Practice of English Language Teaching*. (4th ed.). Essex: Pearson Education Limited.

Horwitz, E. (2008). *Becoming a Language Teacher: A practical guide to language learning and teaching*. Boston: Pearson Education, Inc.

Jensen, L. (2001). Planning Lessons. In M. Celce-Murcia (Ed.), *Teaching English as a Second or Foreign Language* (3rd ed., pp. 403-413). Boston: Heinle & Heinle.

Johnson, S.D. (1992). A framework for technology education curricula which emphasizes intellectual processes. *Journal of Technology Education*, 3 (2), 1-11.

King, K. (1979). An experimental field study in elementary health education methods classes comparing four training procedures on the acquisition of three specifically defined teacher behaviors (Doctoral dissertation, Pennsylvania State University, 1979). Dissertation Abstracts International, 39, 4882A-4883A.

King, K. (1980). Modeling vs. lecture/discussion in training undergraduates as teachers. *Perceptual and Motor Skills Journal*, 51, 527-531.

Livingston, C.; Borko, H. (1989). Expert-novice differences in teaching: a cognitive analysis and implications for teacher education. *Journal of Teacher Education.* 40, 36-42.

Lortie, D. (1975). *Schoolteacher: a sociological study*. Chicago, IL: The University of Chicago Press.

Nunan, D. (1992). *Research methods in language learning*. Cambridge: Cambridge University Press.

Martin, R., & Fanslow, A. (1980). Video tape versus live model presentation in teacher preparation. *Home Economics Research Journal*, 8, 412-420.

McCracken, R., & McCracken, M. (1978). Modeling is the key to sustained silent reading. *The Reading Teacher*, 31, 406-408.

Perez, S. (1986). Children see, children do: Teachers as reading models. *The Reading Teacher*, 40, 8-11.

Putnam, J., &Johns, B. (1987). The potential of demonstration teaching as a component for teacher preparation and staff development programs. East Lansing Ml: Michigan State University College of Education. (ERIC Document No. ED 280 845).

Riddell, D. (2010). *Teach Yourself-Teach English as a Foreign Language*. London: Hodder & Stoughton

Richards, J. C. (1998). *Beyond Training: perspectives on language teacher education.* Cambridge: Cambridge University Press.

Richards, J. C., Platt, J. T., & Platt, H. (1992). Longman dictionary of language teaching and applied linguistics. Essex, England: Longman.

Roser, N. (1987). Research currents: Rethinking literature and literacy. *Language Arts*, 64, 90-97.

Schuman, D. R. and Relihan, J. (1990). The Role of Modeling in Teacher Education Programs, Reading Horizons, 31(2), 105-113.

Scrivener, J. (2005). *Learning teaching*. London: Macmillan.

Serdyukov, P. and Ryan, M. (2008). *Writing Effective Lesson Plans: The five star approach*, Boston: Pearson Education, Inc.

Spewock, T. (1988). Training parents to teach their preschoolers through literature. *The Reading Teacher*, 41, 648-652.

Thacker, J. L. (1990). Critical and creative thinking in the classroom. *ERS Spectrum,* 8 (4), 28-31.

Walker, L. (2008) *The essential guide to lesson planning*, Harlow: Pearson Education Limited.

Woodward, T. (2001). *Planning Lessons and Courses: Designing sequences of work for the language classroom*, Cambridge: Cambridge University Press.