

## Investigation of Turkish as A Foreign Language Instructors' Perception Towards Lesson Plans

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### ABSTRACT

The purpose of this study is to examine the perceptions of instructors teaching Turkish to foreigners on lesson plans. In order to collect data for the study, 175 instructors teaching at the Turkish Teaching Centers of universities across Turkey were contacted in the 2021-2022 academic year. In order to reach the study group, the scale system created in the "Google forms" software was used. The data collection process continued for 8 weeks in total. "The Scale of the Perceptions of Instructors Teaching Turkish to Foreigners on Lesson Plans" is a 3-point Likert-type measurement tool consisting of 30 items. For the evaluation of the study data, in addition to the descriptive statistics, the t test was used in comparisons of two groups with normal distribution, and the ANOVA test was used for the comparison of three or more groups. As far as the results of the study is concerned, while there was no statistically significant difference between the perceptions of the instructors teaching Turkish to foreigners on lesson plans by gender ( $p>.05$ ), there were significant differences by their graduation status ( $p<.05$ ) and professional seniority ( $p<.05$ ). The SPSS 24.0 program was used for statistical analysis.

**Key words:** Turkish teaching, Lesson plan, Instructional planning

### INTRODUCTION

In line with today's technological advances, it is an inevitable fact that all societies the world over aim to train creative individuals who possess the characteristics of able to do research and make inquiries. Participation of individuals in planned and programmed educational activities in their socialization and preparation for real life has become very important in this day and age. The effective retention and success of these activities depends on the planned teaching activities. Planning, implementation and evaluation of education are the three main stages that form the basis of the education process. Therefore, there is a need for new generation of instructors who knows how to apply the strategy, method and technics required by the contemporary education understandings in schools within the framework of certain plans and programs. The teachers who can implement these stages appropriately and effectively can assist their students to form permanent learning (Tan, 2005). Therefore, within the teacher training system, it is necessary to provide pre-service teachers with sufficient knowledge and skills in planning, implementation and evaluation throughout the teaching process. In this way, candidates will be able to start the teaching profession in an informed fashion (Coşkun, Gelen and Öztürk, 2009).

According to Sprinthall and Sprinthall (1990), Educational planning is the best way to organize a lesson

or unit within the framework of a plan. Moreover, in order to attain the predetermined teaching objectives, it is the process of converting the plan a written document in a certain format in order to identify which subjects will be covered in the lessons, which teaching methods and techniques will be used, which applications will be carried out in which order, how the learning outcomes will be evaluated, what kind of homework or projects will be given, which complementary resources and tools will be used, and how the success achieved will be measured (Özçelik, 1992; Tan, 2005; Kayıkcı, 2012; Gümüşeli, 2014; Taşdemir, 2015; Süral, 2019:1; Demirel, 2015: 13). In other words, the planning of the teaching process is a kind of road map that guides how the teachers will materialize the objectives in the curriculum, in what order and in what time interval. It is absolutely vital to make planning in order to implement the educational activities effectively and efficiently at every education level. Educational planning consists of the steps of identifying goals and behaviors, prerequisite learning, student characteristics, teaching methods, techniques and strategies, selection of teaching materials and measuring and evaluating learning outcomes (Gökçe, 2014).

Planning also impacts the organization of students in the classroom and teacher-student interaction. It also provides the opportunity for students to make connections between their previous learning and the new subjects they will learn,

and to organize the environmental conditions in accordance with the learning and teaching process. Educational planning enables the teacher not only to organize the teaching process, but also to uncover and implement the issues that s/he will consider in his/her ongoing studies more easily (Taşpınar, 2017). Developing a lesson plan can be challenging and achieving it requires effort, energy and time. Nevertheless, since the developed lesson plans can be updated and applied several times, it also helps teachers to gain more professional time in the following years. Furthermore, it offers many opportunities to teachers, such as a variety of activities, methods and materials, so that they do not render the teaching process monotonous and unnecessary. With the exception of reaching the goals of the lessons, it can also enable the teachers to enhance their self-confidence and resolve some of their professional problems (Nesari, A. J. & Heidari, M., 2014). One of the two important reasons why teachers plan lessons in advance is that lesson plans are recognized as a guide in teaching students. The other reason is about the teacher's presentation of how students' abilities are distributed in the classroom. Knowing the abilities of the students will help to plan the learning strategies appropriate for students' abilities (Suardamayasa, 2022).

According to Senemoğlu (2003), lesson planning has functions such as increasing students' self-confidence, arranging the teaching elements to be used in learning, and enabling the students to monitor, evaluate and correct the teaching activities. In other words, thanks to a planned teaching process, teachers will feel safe and be able to easily cope with unexpected situations in the classroom environment by acting calmly and facilitatively, and in this way, lesson plans will be able to help the learners develop their reflective thinking skills.

The criterion of success in teaching is to do with the extent to which students have these skills and to what extent the learning goals have been attained. Furthermore, the teacher should explicate the content of the lesson materials, selected methods, activities, measurement and evaluation activities in relation to each other in his/her plan and should be able to make some comments about the results. It is simply because the teachers who do not make a lesson plan and cannot use it effectively often experience losing their orientation during the teaching of the subjects (Nurtanto et al., 2021).

Within the framework of these reasons, teachers' lesson planning skills necessitate them to implement activities that are as close to reality as possible by utilizing the appropriate examples from real life (Yıldırım & Yıldırım, 2020).

Some studies in the relevant literature (Hall & Smith, 2006) support the idea that planning is necessary for teachers to demonstrate effective teaching behaviors. Accordingly, the stages of planning have been identified as navigating the lesson, building trust; presenting the material by examining the content; taking decisions about the timing and flow of the lesson; organizing the students; drafting for teaching and assessment; and helping the students to gain competencies that will meet the operational needs of daily, weekly and semester programs. Besides these stages, the environmental characteristics and cognitive development characteristics of students should also be taken into account in order

to make the learning-teaching environment more effective in the planning process. Nevertheless, it was found that the ability of teachers to make the most effective planning that would meet the needs of students depended on their attitudes towards planning (Aydın & Aydın, 2020, p. 2296). When the relevant literature is inspected, some studies are encountered that reveal the competencies of pre-service teachers and teachers about planning (John, 1991; Kılıç, 2010; Kılıç et al., 2004; Oğuz & Bayındır, 2009; Ünver, 2002). Nevertheless, there are not many studies on teachers' perceptions of planning competency and their perceptions on different variables that may be related to these perceptions.

The studies on planning competency, on the other hand, mostly tackled with other competency areas (Karacaoğlu, 2008; Bozaslan et al., 2012; Gülbahar, 2016), and planning was investigated as a stage of the teaching process and its applications (Aşiroğlu & Koç-Akran, 2018; Coşgun et al., 2009; Kopar et al., 2019; Özdemir, 2008). Furthermore, the information literacy, which is one of the new types of literacy, besides language education, especially due to digitalization has started to gain importance, and has become related to media literacy in terms of target, content and application (Leaning, 2019).

Therefore, the lesson plans to be prepared by the instructors teaching Turkish to foreigners should possess the characteristics to meet some criteria of information literacy and be able to offer the opportunities for students to benefit from the literacy opportunities related to a different language that they have just started to learn. The fact that there is no study available in the relevant literature about the perceptions of the instructors teaching Turkish as a foreign language towards lesson plans has constituted the main departure point of this study. In line with this requirement, answers were sought for the following research questions:

1. What is the distribution of the perceptions of the instructors who teach Turkish to foreigners towards lesson plans?
2. Are there significant differences between the perceptions of the instructors teaching Turkish to foreigners towards lesson plans by genders?
3. Are there significant differences between the perceptions of the instructors teaching Turkish to foreigners towards lesson plans according by their graduation status?
4. Are there significant differences between the perceptions of the instructors teaching Turkish to foreigners towards lesson plans according by their professional seniority?

### Significance of the Study

The number of Turkish teaching instructors especially those teaching to foreigners is insufficient in our country. Furthermore, the lack of studies that highlight the perceptions and attitudes of the instructors towards lesson plans was recognized as a gap in this field and it was deemed significant since the results of such a study would make a contribution to the relevant field and the suggestions to be presented. It is equally crucial to identify which group should be given more professional support about the lesson plans in case the

perceptions of the teachers differ based on the gender factor. Furthermore, it was found significant in this study to reveal and discuss how the lesson planning skills and opinions of the instructors differed by the different degrees they acquired before the teaching profession, and how their professional experience period affected their attitudes and perceptions towards the implementation of the plans.

## METHOD

In this section, the characteristics of the study group participating in the study, the characteristics of the measurement tool, the collection and analysis of the data are included. The quantitative screening model was used in this study. The main purpose of the quantitative research method is to obtain information that is as objective as possible, free from bias, explaining the cause-effect relationship and generalizable from the sample to the population (Gall and Borg 1996). Furthermore, it is also possible to examine whether there is a difference between the relevant variables by collecting data about certain characteristics of a group in survey studies (Karasar, 2013). In the present study, the perceptions of the instructors teaching Turkish to foreigners towards lesson plans were investigated with regards to various variables and the significant differences between the variables were examined.

### Population and Sample

All Turkish language instructors teaching at the Turkish Teaching Centers within the body of public and private higher education institutions throughout Turkey were included in this study. According to Karasar (2013), each individual in the universe has an equal probability of being selected for the sample. Due to the low number of both these institutions and the instructors involved in teaching in our country, Turkish teachers teaching at these centers also constitute the study universe of this study. The simple random sampling, one of the probability sampling types, was utilized for the sample of the study. From the study population, 175 Turkish language instructors teaching to foreigners could be approached. The demographic characteristics of the entire participant group included in the sample are given in Table 1.

**Table 1.** Demographic characteristics of the participants

	<i>f</i>	%
Gender		
Male	64	36.6
Female	111	63.4
Graduation		
Undergraduate	53	30.3
Postgraduate	76	43.4
Doctorate	46	26.3
Professional Seniority		
1-4 years	48	27.4
5-9 years	71	40.6
10 year and over	56	32.0

36.6% (n=64) of the participants were male and 63.4% (n=111) female. Of the participants, 30.3% (n=53) had undergraduate degrees, 43.4% (n=76) graduate degrees and 26.3% (n=46) doctoral degrees. When the professional seniority of the participants was examined, it turned out that 27.4% (n=48) had 1-4 years of teaching experience, 40.6% (n=71) 5-9 years and 32% (n=56) 10 years or over teaching experience.

### Characteristics of the Measurement Tool

"Tool for Measuring the Perceptions of Instructors Teaching Turkish to Foreigners towards Lesson Plans" consisted of 30 items. The measurement tool was in 3-point Likert type graded as "Yes" (3), "Partially" (2), "No (1). Three field experts contributed to the creation of the items, and after the items were completed, they were examined and finalized by another three Turkish language experts. The items were grouped as "the qualities that should be in lesson plans" (first 20 items) and "the benefits of lesson plans" dimensions (last 10 items). The results of the total item reliability analysis after the implementation of the measurement tool on 100 instructors are illustrated in Table 2.

According to Tavakol & Dennick (2011), when the Cronbach Alpha values are between 0.70 and 0.99, this indicates that the scale items are reliable. When Table 2 is examined, since the total item reliability coefficient ( $\alpha = 0.733$ ) was within the specified limit ranges, it is acknowledged that the measurement tool was reliable.

### Data Collection

In order to collect the data for the study, the instructors teaching Turkish to foreigners teaching in the 2021-2022 academic year were contacted. In order to reach out the study group, first of all, the scale system created in the "Google forms" software on the web, which is an application of [www.google.com](http://www.google.com), was used.

This research link, which was created on the internet, was sent to the e-mail addresses of the participants, together with a detailed explanation note on how to answer the scale. The participants consisted of all instructors teaching at the Turkish Teaching Centers of universities across Turkey. It was acknowledged that all the participants voluntarily participated in the study. The data collection process continued for 8 weeks in total.

### Data Analysis

Skewness and kurtosis values are taken into account in order to decide whether a distribution has a normal distribution. At this point, the cut-off points (boundaries) of the kurtosis and skewness values as the absolute value should not be over 3 for the skewness and should not be over 10 as the absolute value for the kurtosis (Kline, 2011). It was found that the skewness (Skewness= -0.844) and kurtosis (Kurtosis= 0.341) values obtained in the study were suitable for the normal distribution as they were within the specified limit ranges. In the evaluation of the data, in addition to the descriptive statistical

methods (Mean, Standard Deviation, Median, Frequency, Ratio, Minimum, Maximum), the t-test for the comparisons of two groups with normal distribution, and the ANOVA test for the comparisons of 3 and more groups were used. Significance was evaluated at  $p < .01$  and  $p < .05$  levels. The SPSS 24.0 program was used for statistical analysis.

## RESULTS

Table 3 presents the frequency and percentage of the responses to the items related to the lesson plan scale.

According to Table 3, almost all of the participants (90.3%) stated that the experiences of teachers in different educational institutions impacted their perspectives on creating lesson plans; a major part (86.9%) of the participants said that the planning of the lesson enabled the productive and effective use of time; an important part of them (85.7%) stated that the lesson plans were instructive and that the method-technical relationship should be established with the objectives of the lesson in the prepared plans (85.7%).

More than half of the teachers (66.9%) did not undecided comply with the conduct of the plans within the framework of the pre-made program; almost half (53.7%) of them had some difficulties in planning even though they had some teaching experience, and almost half of them (50.9%) stated that they undecided agreed that following the term plan did not pose any difficulties for the teacher. While nearly half of the teachers found planning a lesson plan boring (44.6%), almost half (41.7%) claimed that all teachers should implement the same plan throughout the teaching courses.

When Table 4 is examined, there was no statistically significant difference between the perceptions of instructors teaching Turkish to foreigners towards lesson plans by gender ( $p > .05$ ).

When Table 5 is examined, it was found that there was a statistically significant difference between the perceptions of the instructors towards lesson plans by their graduation status ( $p = .032$ ;  $p < .05$ ). Regarding the paired comparisons implemented, the mean score of doctoral graduates was higher than undergraduate and graduate graduates.

According to Table 6, it was found that there was a statistically significant difference between the perceptions of the participants towards lesson plans by their professional seniority ( $p = .038$ ;  $p < .05$ ). Based on this, it was found that the mean score of the instructors with 1-4 years of teaching experience was higher in comparison to the instructors with 5-9 years and those with 10 years or over teaching experience.

## DISCUSSION

According to the first research question, almost all of the instructors stated that the experiences of the teachers in different educational institutions impacted their perspectives on

creating plans, that the planning of the lesson enabled the productive and effective use of time, that the lesson plans were instructive, and that the method-technical relationship should be established with the objectives of the lesson in the prepared plans.

Furthermore, the instructors claimed that they did not partially comply with the procedure of the plans within the framework of the pre-prepared program, that they found it boring to prepare the lesson plan, that they had some difficulties in lesson planning even though they were experienced in teaching, and finally that all teachers had to implement the same plan throughout the courses. In the study conducted by Aydın and Aydın (2020), teachers' opinions were received about how to define the lesson planning and proceedings and also about an exemplary lesson plan. As far as the teachers were concerned, lesson planning and preparation before the actual lesson generated a smooth teaching environment in providing authority and control over the lesson subject and using the time effectively, emphasizing the integrity of the lesson and conducting the procedures systematically. Nevertheless, it was concluded that the teachers generally did not make a daily lesson plan and they preferred to jot down reminder notes in the book instead of making a daily lesson plan. On the other hand, it was clearly observed that the number of teachers who did not make any lesson preparations was very low.

Similarly, regarding the results of the study conducted by Oğuz and Bayındır (2009), it was found that only a minority part of the teachers made their own lesson plans by using all the resources available, half of them always made their lesson plans and they made those lesson plans most of the time in line with the learning outcomes stated in the programs, and they did not find it very significant to meet up with other teachers before making a lesson plan. Furthermore, the teachers found it necessary to organize and update the subjects in their plans in line with the characteristics of the students and the learning environment, but they stated that they did not find it necessary to add new subjects. The results of the study conducted by Taşdemir (2006), on the other hand, revealed that teachers were positive about the perception of carrying out different teaching activities in a planned manner.

Similarly, as far as the results of the study conducted by Bölükbaş and Alper (2019) is concerned, it was found that the language teachers had a high level of teaching planning efficacy perceptions. On the other hand, considering the results of the study conducted by Gülbahar and Gürler (2016), they found that the perceptions of language teachers regarding their teaching planning competencies were at a moderate level. In the studies of Karacaoğlu (2008), Taşgın and Sönmez (2013), Yıldırım and Yıldırım (2020) in which they examined the lesson planning competences of the instructors, it was concluded that the teachers mostly considered themselves proficient in terms of lesson planning competence, theoretical competence regarding lesson planning and

**Table 2.** Reliability coefficient distribution of the lesson plan measurement tool

N	Mean±SS	Min-Max (Median)	Cronbach's Alpha
Lesson Plan Scale 100	2.39±0.16	1.90-2.63 (2.40)	0.776



**Table 3.** Distribution of items related to the lesson plan scale

	No		Undecided		Yes	
	f	%	f	%	f	%
The instructors who teach in the same course are hesitant about the coordinated planning and conduct of the lessons.	74	42.3	72	41.1	29	16.6
The planning of the lesson topics makes a positive contribution to the fact that the instructors can finish their topics within the term and on time.	2	1.1	30	17.1	143	81.7
Planning the lesson enables the time to be used productively and effectively.	2	1.1	21	12	152	<b>86.9</b>
It is necessary to plan the semester lessons in advance, in order to make predictions about the learning levels of the students.	4	2.3	40	22.9	131	74.9
It would be beneficial to include all the materials (videos, presentations, visuals, quizzes, etc.) that have been used by the teachers before and that are thought to be useful in the lessons to be included in the weekly lesson plan.	6	3.4	24	13.7	145	82.9
The lesson plan should be shared with the students as well.	67	38.3	60	34.3	48	27.4
Teachers cannot comply with the procedure in the plans within the framework of the pre-prepared program.	44	25.1	117	<b>66.9</b>	14	8
All teachers must follow the same plan throughout the courses.	54	30.9	73	<b>41.7</b>	48	27.4
Plans should be as flexible as possible for the level of student.	0	0	31	17.7	144	82.3
Preparing lesson plans earlier and presenting them to teachers makes things easier.	4	2.3	24	13.7	147	84
The lesson plan is not restrictive.	24	13.7	77	44	74	42.3
Lesson plans are instructive.	3	1.7	22	12.6	150	<b>85.7</b>
Lesson plans should be evaluated jointly by teachers in terms of procedures.	6	3.4	38	21.7	131	74.9
Teachers' experiences in different educational institutions impact their perspectives on creating plans.	0	0	17	9.7	158	<b>90.3</b>
The pre-planning of the subjects of the course period is a source of confidence for the instructors.	4	2.3	33	18.9	138	78.9
Pre-planning the subjects of the course period is a source of confidence for improving student achievement levels.	23	13.1	53	30.3	99	56.6
Planning the lessons in the process does not enhance student success.	81	46.3	59	33.7	35	20.0
Even though teachers are experienced in teaching, they have difficulties in lesson planning.	45	2.7	94	<b>53.7</b>	36	20.6
The fact that the lessons in the course period are not planned in advance wears out the instructors during the teaching practice.	35	20	61	34.9	79	45.1
Compliance with the term plan does not pose any difficulties for the teacher.	8	4.6	89	<b>50.9</b>	78	44.6
Every pre-planned plan is not suitable for every class.	18	10.3	54	30.9	103	58.9
In the prepared plans, the technical relationship should be established between the objectives of the course and the method of teaching.	0	0	25	14.3	150	85.7
Lesson plans for courses should be made weekly.	22	12.6	32	18.3	121	69.1
Exams should be held after the weekly plans.	67	38.3	43	24.6	65	37.1
There is no need to get help from different experts about the suitability of the prepared plans for the level of the student.	116	66.3	44	25.1	15	8.6
Instead of using ready-made plans, teachers create their own plans.	14	8	102	58.3	59	33.7
Making a lesson plan is tedious.	74	42.3	78	<b>44.6</b>	23	13.1
Students do not need to participate in the preparation of lesson plans.	7	4	62	35.4	106	60.6
Teachers of the same subject branch should be able to analyze each other's lesson plans.	9	5.1	20	11.4	146	83.4
It is necessary for teachers to receive training on different plans and their preparation.	18	10.3	37	21.1	120	68.6

**Table 4.** Comparison between male and female instructors' perceptions towards lesson plans

	Male (n=64)		Female (n=111)		*p
	Mean±SS	Min-Max (Median)	Mean±SS	Min-Max (Median)	
Lesson Plan	2.40±0.14	1.90-2.60 (2.42)	2.39±0.18	2-2.63 (2.40)	<b>0.630</b>

\*Independent Sample t Test

**Table 5.** Comparison of instructors' perceptions on lesson plans by their educational levels

	Undergraduate (n=53)		Postgraduate (n=76)		Doctorate (n=46)		<sup>b</sup> p
	Mean±SS	Min-Max (Median)	Mean±SS	Min-Max (Median)	Mean±SS	Min-Max (Median)	
Lesson Plan	2.41±0.14	2.13-2.63 (2.40)	2.36±0.19	1.90-2.63 (2.40)	2.43±0.12	2.17-2.60 (2.43)	<b>0.032*</b>

<sup>b</sup>One-Way ANOVA test \* $p < .05$

**Table 6.** Comparison of instructors' perceptions on lesson plans by their professional seniority

	1-4 years (n=48)		5-9 year (n=71)		10 years and over (n=56)		<sup>b</sup> p
	Mean±SS	Min-Max (Median)	Mean±SS	Min-ax (Median)	Mean±SS	Min-ax (Median)	
Lesson Plan	2.44±0.15	2.13-2.63 (2.47)	2.38±0.14	2-2.57 (2.40)	2.37±0.19	1.90-2.60 (2.42)	<b>0.038*</b>

<sup>b</sup>One-Way Anova test \* $p < .05$

practical competence. Nevertheless, Ünver (2002) found that an important part of pre-service teachers thought that they would not be able to use the lesson plan models they had prepared during the early period teaching practice in their real life professional lives.

Considering all these results mentioned above, it is possible to say that the instructors teaching Turkish to foreigners found it essential and significant to prepare a lesson plan. Furthermore, it is also possible to say that allowing teachers to be flexible about the plans could prevent them from being perceived as boring as an effective teaching instrument. Nevertheless, it is also possible to claim that the fact that the instructors had the opportunity to prepare the plans in cooperation with their colleagues could strengthen their conviction that they should implement the same plan.

According to the second research question, there was no significant difference between the perceptions of the instructors towards lesson plans by gender. Similarly, the results of the study conducted by Gülbahar and Gürler (2016) revealed that gender was not a variable that created a statistically significant difference in the perceptions of language teachers about teaching planning competencies. Nevertheless, the results of the study conducted by Çubukçu and Girmen (2008) revealed that the female teachers, in comparison to the male teachers, attached more significance to planning the teaching process in classroom management and tended to work more systematically. Similarly, the results of the study conducted by Süral (2019), Çetin and Çetin (2019) revealed a significant difference in favor of female pre-service teachers regarding the attitudes of male and female pre-service teachers towards lesson planning instruction.

Furthermore, in the studies of Oğuz and Bayındır (2009), Yıldırım and Yıldırım (2020), there was no gender-related difference in terms of lesson planning competence and practice-based competence, and it was found that male and female teachers' lesson planning competences were at similar levels. In the studies of Çoksak (2006), Bozaslan et al. (2012), on the other hand, it was found that the rate of planning the lesson in accordance with the subjects of female teachers was higher than the male teachers. When all these results are taken into consideration, it is possible to conclude that the female instructors were more responsive than the male instructors regarding lesson plan preparation and use of the plans and they found it more essential.

When the third research question was addressed, it was found that there were significant differences between the perceptions of the instructors towards lesson plans according to their graduation status. Thereafter, those instructors with a doctoral degree had higher perceptions of their lesson plans compared to those instructors with undergraduate and postgraduate degrees.

When the relevant literature was examined, it was found in the study of Nesari and Heidari (2014) that there was a significant difference between the perceptions of English teachers by their education levels, and there was no difference between the perceptions of teachers towards the lesson plan. It is possible to conclude based on this result that as the education levels of the instructors increased, they had a more positive view about planning and implementation. Considering the age factor and teaching experience along with the education level, it is possible that the instructors found it more essential to prepare and implement the lesson plans in the future. Nevertheless, it is also possible to say that similar studies should be conducted on different sample groups due to the lack of different studies in the literature on this subject.

When the fourth research question was examined, it was found that there were significant differences between the perceptions of the instructors towards the lesson plans by their professional seniority. Thereafter, it is possible to say that the instructors with a professional seniority of 1-4 years found it more important to prepare and implement lesson plans than the instructors with a professional seniority of 5-9 years and 10 years or over. However, according to the results of the study conducted by Yıldırım and Yıldırım (2020), the teachers with a professional seniority of 11 years and over considered themselves more proficient in terms of lesson planning, theoretical competence regarding lesson planning and practical competences compared to the teachers with 1-5 years of professional seniority.

Nevertheless, as far as the studies of Yılmaz and Çokluk-Bökeoğlu (2008), Bozaslan et al. (2012), Bulut (2014), Gülbahar and Gürler (2016), Bölükbaş Alper (2019) are concerned, they found that teachers' teaching competencies did not change depending on their professional seniority. Similarly, based on the result of the study conducted by Oğuz and Bayındır (2009), it was found that the perceptions of the teachers who had a professional seniority of 21 years

and over were more positive than the teachers with less professional seniority.

According to Hall and Smith (2006), professional seniority contributed to teachers' planning and teaching practices, information resources, and their ability to assist the students learn. Considering these results, it is possible that, unlike the results of the present study, the experienced instructors with longer professional seniority were more sensitive to lesson planning and its implementation. Therefore, it is possible to conclude that as the professional experience of the instructors increased, their commitment to lesson planning and its implementation increased as well and the instructors perceived lesson planning as an indispensable part of the profession.

## CONCLUSION

An efficient educational activity is contingent upon the personality traits of teachers, their professional competence and the quality of the educational services they receive. Therefore, it is expected that teachers will be equipped with the necessary skills to organize learning environments in the most efficient way and choose and apply the most appropriate methods and techniques in order to enhance educational quality.

Teachers should be ensured to conduct their lessons in a planned and orderly manner. Teachers should be offered comprehensive in-service training on a regular basis on subjects such as planning the educational process, lesson planning stages, methods, techniques and assessment tools to be used in the learning environments. During the training of pre-service teachers, the educators should use an educational method that will simultaneously materialize the practice skills of the plans they have prepared.

In some studies done in the relevant literature, it is clearly stated that teachers were not proficient to work together on a lesson plan, share information and cooperate in the evaluation of the plan. The teachers in charge of planning and executing teaching activities should possess the demeanor, skills and competence to cooperate with other teachers in the institution.

Consequently, special attention should be attached to this issue in training the pre-service teachers. Furthermore, in the light of scientific advances, it is essential to conduct more studies on the planning of different lessons. Besides, information literacy, which is one of the new literacy types due to digitalization, should also be included in the lesson plans. In this way, it will be possible to ensure that pre-service teachers and practicing teachers raise their awareness about the concept of lesson plan and its planning.

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