

**DEVELOPMENT OF A CHECKLIST TO
OBSERVE SCAFFOLDING IN EFL CONTEXT:
A DELPHI STUDY
Phd DISSERTATION**

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Eskişehir 2023

COVER PAGE

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PhD DISSERTATION

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**Eskişehir
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ÖZET

YABANCI DİL OLARAK İNGİLİZCE ÖĞRETİMİNDE ÖĞRENME DESTEĞİNİ GÖZLEMLEMEK İÇİN KONTROL LİSTESİ GELİŞTİRİLMESİ: BİR DELPHİ ÇALIŞMASI

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Bu çalışmada, İngilizce derslerinde öğrencilerin öğrenmelerini desteklemekte güçlük çeken öğretmen adaylarına yol göstermek amaçlanmaktadır. Bu bağlamda çalışmanın amacı öğretmen adaylarının ve okullardaki öğretmenlerin başka öğretmenleri gözlemlenmelerini veya kendi öğrenme desteği yöntemlerini fark etmelerini sağlayacak ve sınıf ortamında kullanabilecekleri bir kontrol listesi geliştirmektir. Araştırma yöntemi olarak en az üç turda yürütülen Delphi Metodu uygulanmıştır. Birinci tura 55 uzman katılmış ve İngilizce öğrenen öğrencilerini desteklemek için neler yaptıklarını ve yapılması gerektiğini listeler halinde yazarak açık uçlu bir anket doldurmuşlardır. Veriler analiz edilerek kategorilere ayrılmıştır. İkinci turda ise İngilizce öğretim alanında iki uzmanın daha tespit edilen temalar hakkında yorum yapmaları istenmiş ve yeniden kategorize edilmiştir. Ayrıca yeniden kategorize edilen temalar gözlemlenebilir eylemlere dönüştürülmüş ve kontrol listesinin tekrar yorumlanması için başka bir uzmana verilmiştir. Uzman görüşü sonucunda üç farklı bölümden oluşan bir kontrol listesi tasarlanmıştır. Üçüncü turda, kontrol listesi farklı kurumlardaki İngilizce öğretmenlerine çevrimiçi olarak gönderilmiş ve kontrol listesindeki maddelerin gözlenebilir ve kabul edilebilir olup olmadığını belirtmeleri istenmiştir. Kontrol listesinin son hali, gözlemlenebilir davranışları gösteren 52 maddelik iki bölüm ve beş alt başlıktan oluşmaktadır.

Anahtar sözcükler: Öğrenme desteği, Kontrol listesi, Tüm sınıf desteği

ABSTRACT

DEVELOPMENT OF A CHECKLIST TO OBSERVE SCAFFOLDING IN EFL CONTEXT: A DELPHI STUDY

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In this study, the purpose is to provide a guide for the pre-service teachers who have difficulties in supporting their students in EFL classes. The aim, therefore, is to develop a checklist to be used in the classroom environment by pre-service teachers and in-service teachers to observe other teachers' scaffolding strategies or reflect on their own scaffolding. The methodological approach to the study is the Delphi Method which is basically conducted in at least three rounds. Fifty-five (55) experts, participated in the first round and responded to an open-ended questionnaire in which they had to itemize what they do or what teachers should do in their classes to support their students learning of English. The data was analyzed and categorized by the researcher and a peer-debriefer. In the second round, two more experts in the field of English language teaching were asked to comment on the themes identified and a re-categorization was made. Furthermore, the re-categorized themes were converted into observable actions. Once more the checklist was given to another expert to comment on. In the third round, the checklist was sent to English teachers in different institutions via online and were asked to state whether the items of the checklist were observable and acceptable. According to the feedback from the teachers the checklist was revised once more and the checklist was finalized. The final version of the checklist consisted of two sections and five sub-titles with 52 items indicating observable behaviors.

Keywords: Scaffolding, Checklist, Whole-class scaffolding

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Neslihan MUTLU EKMEKÇİ
Eskişehir 2023

STATEMENT OF COMPLIANCE

03.03.2023

STATEMENT OF COMPLIANCE WITH ETHICAL PRINCIPLES AND RULES

I hereby truthfully declare that this thesis is an original work prepared by me; that I have behaved in accordance with the scientific ethical principles and rules throughout the stages of preparation, data collection, analysis and presentation of my work; that I have cited the sources of all the data and information that could be obtained within the scope of this study, and included these sources in the references section; and that this study has been scanned for plagiarism with “scientific plagiarism detection program” used by Anadolu University, and that “it does not have any plagiarism” whatsoever. I also declare that, if a case contrary to my declaration is detected in my work at any time, I hereby express my consent to all the ethical and legal consequences that are involved.

Neslihan MUTLU EKMEKÇİ

ETİK KURALLARA UYGUNLUK BEYANNAMESİ

03.03.2023

ETİK İLKE VE KURALLARA UYGUNLUK BEYANNAMESİ

Bu tezin bana ait, özgün bir çalışma olduğunu; çalışmamın hazırlık, veri toplama, analiz ve bilgilerin sunumu olmak üzere tüm aşamalarında bilimsel etik ilke ve kurallara uygun davrandığımı; bu çalışma kapsamında elde edilen tüm veri ve bilgiler için kaynak gösterdiğimi ve bu kaynaklara kaynakçada yer verdiğimi; bu çalışmamın Anadolu Üniversitesi tarafından kullanılan “bilimsel intihal tespit programı”yla tarandığını ve hiçbir şekilde “intihal içermediğini” beyan ederim. Herhangi bir zamanda, çalışmamla ilgili yaptığım bu beyana aykırı bir durumun saptanması durumunda, ortaya çıkacak tüm ahlaki ve hukuki sonuçları kabul ettiğimi bildiririm.

Neslihan MUTLU EKMEKÇİ

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1. INTRODUCTION

- (1) In class 5, I noted that she taught new vocabulary, but she just draws picture on the board and say their meaning. She didn't make repetition, checking understanding or guessing.
- (2) In class 6, I noted that the lesson was reading lesson, and she didn't make any lead in, didn't give any purpose to read and say just read it and then she said 'do matching activity on the book.'
- (3) I noted that she taught occupations and she asked them 'which occupations do you know?' And student said occupations and she wrote them on the board, and then said 'Do the activity on the book.' but students didn't know what they would do and actually they didn't learn occupations.

The quotations above are written by various pre-service teachers in their observation reports they were assigned to write during their practicum. These pre-service teachers were assigned to observe their mentor teachers and write a report on how the teachers are teaching their learners, whether they are effective or not. Most of the comments reflect some problems on part of the mentor teachers. As in example (2), the pre-service teachers noticed that the teacher did not try to activate background of the students while preparing the students to the reading text, learners were not involved in the reading process. When we consider examples (1) and (3) we see that the mentor teachers carry out teacher fronted lessons without much involving the students in learning. In example (1) the teacher just gives the meaning and does not check students' understanding, let them repeat to make the learning of the words permanent so that they can use the words in a different context independently. In example (3), the teacher just asks the students the names of the occupations and makes a list on the board, and without considering the students' learning that is whether they know the meaning of the occupations or not, she asks them to do an activity in the book. Similarly, when we, as teacher trainers, observe the pre-service teachers, we notice that they also do not involve the students in the learning process, check whether students have learned and support their learning when students have problems. For example, pre-service teachers do not give the students much opportunity to speak by asking lead-in and follow-up questions, make learning easy by using visual support such as gestures and body-language or using simple language. As given in the examples, they do not 'engage learners in the classroom discourse, encourage interactional adjustments between teacher and learners, promote opportunities for

self-expression and facilitate and encourage clarification by learners' in Walsh's terms (2002, p.5). During feedback sessions on their performance pre-service teachers indicate that they have problems in understanding students' needs and interest and choosing suitable strategies to create a more supportive learning environment. Whatever techniques and strategies they use, they need to be sensitive to learner needs and give the necessary amount of support in the right time like a mother helping her young child struggling to find the right word at a given moment. This skill is known as scaffolding (Walsh, 2002).

Teachers' role in the effective learning of students is very important and it is their duty to mediate their learners' achievement by scaffolding, such as applying suitable approaches and methods, modelling, selecting suitable strategies, exposing them to real language use and giving chances to more learning experiences. They should encourage the learners to be sufficiently independent to learn by themselves and support them to learn, especially in the classroom. The pre-service teachers as future teachers are also expected to lead their students and give necessary support, that is they should scaffold students to help them achieve the level of what the curriculum expects. So, it is not enough for the pre-service teachers just to notice some problems related to student support/scaffolding while observing their mentors but they also need to be aware of their own scaffolding actions during their teaching and to work on the problems that occur.

As it is mentioned above, the observations of the pre-service teachers by their supervisors and the reflections written by pre-service teachers during their practicum period reveal that they face problems in scaffolding students. The pre-service teachers state that they try to do everything they have learned in their methodology courses but still are not able to transfer knowledge of language and skills to the students in state schools. For example, when they give instructions, the students do not understand because pre-service teachers do not know how to make the instruction clear to the students. They are not able to give enough support to their students, that is they do not know how to scaffold their students' learning. So, it is necessary to insert the term scaffolding into curriculum and help pre-service teachers understand what scaffolding is and what actions to take to scaffold their students. For this purpose, it is thought that a checklist as an observation instrument with the actions indicating

scaffolding could, as an initial step, be helpful for the pre-service teachers to draw their attention to those actions.

1.1. Background to the Study

In the past, teaching was considered to be effective if students were sitting quietly and listening to the teacher, did all the necessary work. The teacher was in control of the students and students were to adapt to the teacher's environment. However, with the developments in educational research there have been debates about how effective teachers are in using their skills to accomplish the demands of the curriculum and the students. Students are no more considered as passive listeners. Learning does not only take place cognitively but it also happens in shared social practices. Interaction is the primary way of learning, more specifically, there is an engagement with others such as other learners or teachers in activities of the same interests which offer educational opportunities.

This broad shift in pedagogical thinking and practice from transmission of information by teachers to learners, towards a student-centered pedagogy is based on the ideas of constructivist theory which says learners construct knowledge rather than just passively take in information. As people experience the world and reflect upon those experiences, they build their own representations and incorporate new information into their pre-existing knowledge. Teaching practice shifts from lectures and other transmittal modes, to problem-based, collaborative and experiential designs for learning. Two major types of constructivism are cognitive constructivism based on Piaget's view and social constructivism which is considered to be influenced by Vygotsky's sociocultural theory. The theory states that language and culture are the frameworks through which humans experience, communicate, and understand reality. According to Vygotsky, language and culture play essential roles both in human intellectual development and in how humans perceive the world. Language is the most pervasive and powerful cultural artifact that humans possess to mediate their connection to the world, to each other, and to themselves.

The knowledge about Sociocultural theory, makes it easier to understand the logic behind scaffolding in education because the shared notion is social interaction. Walqui (2006) summarizes the main tenets of Vygotsky's learning theory as: learning precedes

development which is based on the view that the learning will take place if the learners are challenged with input above their actual cognitive level. The second tenet is that language is the main vehicle of thought since private speech becomes inner speech which is a way of thinking. Thirdly, he states that mediation, which is a tool used to accomplish some action, is central to learning since activities mediated by tools are mediated by social interaction. The fourth tenet which is social interaction is as much important as the notion of mediation. Vygotsky's concept of learning opposes with the idea of solitary work in the classroom since for him all knowledge and ability occur in social interaction. The last tenet is the best-known concept in Sociocultural Theory, that is the Zone of Proximal Development (ZPD). The definition taken from Vygotsky (1978:86) is as follows:

It is the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers.

In educational settings, Vygotsky's ZPD is taken as a basis to the learning in classrooms and can be paraphrased as the distance between a learner who is able to do an activity or a task without any help or support at all, and a learner who cannot do the activity or task without guidance and help from the teacher or peers who are more knowledgeable and skilled (Read, 2006).

The role of the teacher in teaching English to students is to mediate the students to be able to use the target language well by applying suitable approaches and methods, being a good model and using appropriate teacher support strategies. If teachers use strategies to support their students successfully, they will lead the students to more learning experiences and students will be exposed to more English. These strategies to support students' intellectual knowledge and skills and facilitate intentional learning are known as scaffolding strategies (Balbay, 2018). Scaffolding is defined by Wood, et al. (1976: p. 90) as "the process that enables a child or a novice to solve a problem, carry out a task or achieve a goal which would be beyond his unassisted efforts". Scaffolding especially important in language classrooms, as negotiation of meaning and linguistic assistance are crucial to students' language development (Kayi-Aydar, 2013).

The scaffolding metaphor is getting increasingly popular among educators. The initial use of the scaffolding metaphor started in the late 1970s and 1980s with the empirical studies

of adult-child interaction in the field of developmental psychology, in which adult assistance played a great role in children's development (Wood et al., 1976; Pacifici and Bearison, 1991). The analysis of teacher-student interactions started with Cazden (1979). In her study, she made the link between Vygotsky's ZPD and the scaffolding metaphor explicit by arguing that adults scaffold children's learning in any situation, be it adult-child or teacher-student interaction. She also contributed that Vygotsky's ZPD would provide an analytic link in understanding the adult-child interactions. Other studies of classroom interactions linked to the scaffolding metaphor began to appear in the mid-1980s (Applebee and Langer, 1983; Palincsar, 1986; Buenner, 2013). Most of these studies focused on the conceptualization of scaffolding, in that they observed teachers in the classroom and classified or defined the scaffolded instruction.

Despite the many different definitions of scaffolding, Van de Pol et al. (2010), in their review article state that much remains unclear with regard to the effectiveness and use of scaffolding in education and that a solid research and solid measurement instrument is needed for this purpose. One way of determining the use of scaffolding strategies by teachers is through an adequate observation instrument. Existing observation tools for language teaching are not suitable because they do not focus on teaching strategies that scaffold language learning in EFL context.

To fill in this gap and to compare and contrast teachers' scaffolding functions (SFs) and scaffolding strategies (SSs), Birjandi and Jazebi (2014) aimed at providing a tentative model of a framework. They employed a top-down and bottom-up approach in that they first compared and contrasted the classified functions and strategies in earlier researches to come up with a tentative model. Then some re-specifications were made by three experts' revision. Later they conducted a structured interview in order to scrutinize the consistency between the literature-based and the actual teacher practice of SFs and SSs in the classroom. The result was a 55-items (scaffolding strategies) checklist classified into six scaffolding functions.

Furthermore, Smit et al. (2017) concluded that existing observation tools for language teaching are not satisfactory in measuring the effectiveness of teaching strategies to scaffold EFL reading comprehension. Thus, they developed the instrument called 'the English

Reading Comprehension Observation Protocol'. By using the six scaffolding means as identified by Van de Pol et al. (2010) (feedback, hints, instruction, explaining, modeling and questioning), they collected a list of 71 items of possible teaching strategies from the L2 teaching literature. The clarity and comprehensibility of the items were measured through the feedback of 99 observers on one lesson. They were asked to state whether the items were “weak”, “weak rather than strong”, “strong rather than weak” or “strong” using a four-point Likert scale. As a result, the checklist was reduced to 45 items.

Smit’s study is limited to a specific area that is reading comprehension, whereas Birjandi and Jazebi’s study covers a wider perspective covering six scaffolding functions as linguistic, cognitive, metacognitive, social, cultural and affective/ emotive scaffolding. As Birjandi and Jazebi (2014) state ‘the choice of scaffolding strategies largely depends on the social context where one of the most determining factors is the learners’ ZPDs.’ Depending on the level of the learner, the choice of strategy may change or the learner attitudes formed, like focusing on form rather than meaning may change the priorities. So, checklists formed in different contexts could contribute to the development of a valid standard measurement tool.

Therefore, the aim of this study is to develop an observation instrument namely a scaffolding checklist to guide Turkish EFL in-service teachers and pre-service teachers in scaffolding their students learning of English.

1.2. Statement of the Problem

The major reform in the Turkish primary and secondary education curriculum was taken in 2005 and 2006. The new curricular was based on the constructivist approach to foreign language classrooms as was the case for other lessons (MEB, 2005; MEB, 2006). The aim for all the lessons was to develop high-level thinking skills of students such as problem-solving skills, research enquiry skills, communication skills, creative thinking skills, critical thinking skills, ability to use information technologies. This was done to provide a more productive learning in a constructivist environment rather than transmitting knowledge from teacher to student as it was done in the traditional learning environment.

This radical change from teacher-centered to student-centered classrooms led researchers in Turkey to find out whether the new curricular was implemented effectively by teachers. Bıkmaz (2006) stated that there are misunderstandings by teachers of the new concepts proposed to be implemented, because they did not get sufficient training. In order to apply the new strategies in their classes effectively, they first need to understand the conceptual background of the approach. In other words, they were not informed properly about the whole process and concepts. The research conducted by PISA (The Programme for International Student Assessment), which aims to identify whether students at the age of fifteen acquired the necessary knowledge and skills to adapt themselves into the society, reveals the fact that Turkey could not reach the expected outcome of the constructivist curricular (OECD, 2016). This shows that they need to be trained in teaching strategies to be effective teachers and to adapt into their new roles as teachers. The results of another survey known as TALIS (teaching and Learning International Survey) reported that most of the teachers although they felt competent in teaching could not involve their students effectively in learning. Thus, teachers instead of adapting their teaching to the students' needs, prefer to teach in the traditional way (OECD, 2019).

Pre-service teachers in the ELT department at Anadolu University get sufficient methodology courses and are equipped with the necessary pedagogic knowledge. In the course called 'The Fundamentals of Teaching English', for instance, pre-service teachers encounter with the topics of classroom management, how to give effective instructions, how to use transitions throughout the lessons, how to use visuals, such as realia, pictures, etc. effectively, how to organize and use the board as an instructional tool, how to use videos as technological devices. In the methodology courses, on the other hand, pre-service teachers learn how to teach grammar, vocabulary and the skills (reading and listening as receptive skills; speaking and writing as productive skills) respectively. The instructors in their courses also focus on how to make the learning easy for students in the classrooms. For example, while giving instructions, pre-service students learn that instructions should be simple and clear to the students which is in fact a way of scaffolding learners to a new task. Simplifying the instruction, giving the instruction in steps and paraphrasing if not understood or providing an example are ways or means of scaffolding instruction.

However, in practice, it is observed that the pre-service teachers have problems and feel stressed in their teaching to EFL learners at practicum (Merç, 2010; Çelik, 2008; Salı, 2008). They state that although they do everything to make learners learn, the learners are not interested in what they do. However, are the pre-service teachers aware of their own teaching? Do they use any scaffolding to support their students' learning and let them feel they are learning and achieving their goal? The researcher as a pre-service teacher supervisor also came across with complaints in her feedback sessions with her prospective teachers. Most of them complained that they asked a question to the students but did not get an answer although students were able to do it. In some cases, student teachers had problems in giving instruction to an activity. They thought that they had done everything that was necessary, however, nearly all the students in their classes asked later on what they should do during the activity.

The complaints above reveal that pre-service teachers, although they are equipped with all teaching techniques and strategies, are not efficient in scaffolding the students. To clarify the points that they have problems in, we need to develop a comprehensive set of behavior list or actions that might occur in class so that an observation checklist could be developed to check teachers' actions in guiding the students.

1.3. Significance of the Study

Most of the research describing the scaffolding processes of teachers have dealt mainly with one-to-one tutoring (Ewing McMahon, 2000) and scaffolding in other subject areas, especially, Mathematics and Arts. The significance of scaffolding in a whole class setting were also stated by several studies (Smit et al., 2013). They described experienced teachers' scaffolding strategies and found the effectiveness of using scaffolding. In the field of language teaching several studies confirmed that making use of these strategies helps and assists learners in their improvement and success in language learning. Yet there is a need to describe most of the strategies suggested in these studies in terms of observable behaviors in order to understand what scaffolding is and to help in-service teachers and pre-service teachers to identify and evaluate their teaching strengths and weaknesses in class. The observation instrument will take the form of a checklist enabling teachers to use it for

professional development purposes. Another reason why this study is of importance is that there are limited number of studies investigating the scaffolding instructions of teachers in Turkey. Although there is a study conducted by Birjandi and Jazebi (2014) to develop a tentative model of a framework in the form of a checklist, there is no such checklist developed in Turkey. This checklist outlines the actual perceptions and actions of English teachers in Turkey about scaffolded instruction. Furthermore, what makes this study distinctive from the other checklist development studies in the field of education is the Delphi method used as a methodological approach which strengthens the credibility and trustworthiness of the study.

As a consequence, the major outcome of the study will be that teacher education programs such as Anadolu University English language Teaching will benefit a lot from such an observation checklist which was developed by identifying the scaffolding instructions that teachers use in practice. The teachers at schools and pre-service teachers can use it to reflect upon their practices. Reflexive attitude of in-service teachers on their use of scaffolding strategies will lead them to a high-quality teaching (Smets, 2017). Furthermore, supervisors will be able to guide their pre-service teachers to the ways of being an effective teacher.

1.4. Purpose of the Study

The purpose of the study is to develop an observation checklist for pre-service English language teachers and English teachers at work. The checklist can help teachers in noticing their own scaffolding actions through reflection on action, thus, it can serve as a guide for the supervisors to raise preservice teachers' awareness in scaffolding and help them develop actions in improving their own scaffolding practices.

2. LITERATURE REVIEW

2.1. Introduction

In this chapter, after giving some information on theoretical background of the study, the term ‘scaffolding’ will be described. Following this section, studies conducted on scaffolding will be introduced. The final section will focus on the implementation of scaffolding in English language classes.

2.2. Theoretical Background

To improve the quality of their education system many countries have taken Constructivism to the basis of their education programs. Constructivist conceptions of learning have their historical roots in the work of Dewey (1929), Bruner (1961), Vygotsky (1962), and Piaget (1980) (in Bada & Olusegun, 2015). Teachers cannot merely transmit knowledge into students’ brains, because students need to construct knowledge on their own in order to learn effectively. Constructivist theory of learning considers the learner to be actively engaged in the process of acquiring knowledge (Bada and Olusegun, 2015). The role of teacher is to be a facilitator coaching, mediating, prompting and supporting learners learning. Knowledge is not memorizing information, but a dynamic view of the world which learners explore and construct their own understanding. Learners construct knowledge by building new information on the previous experiences. This is known as individual constructivism in which the knowledge does not come from outside but instead learners construct new knowledge from inside by reviewing their experiences and building on that experience (Chang, et al. 2009). In other words, constructivists’ view on learning takes place when learners create meaning by building upon previous experience. The learning process is a learner-centered, hands-on process where learners are required to construct new ideas and relate it with their existing knowledge (Schuh & Barab, 2008). Constructivists put forward that the learner constructs knowledge rather than taking it in passively (Katz, 1996).

As one of the pioneers of the constructivist ideas Piaget focused more on cognitive and relational features of development. Whereas Vygotsky was interested in mediational and social features of development. This idea gave way to the next level of constructivism which

is known as social constructivism. The focus is on interaction in a social environment, collaborating and building on previous knowledge to make new knowledge meaningful. Although constructivism is known as a student-centered approach, one should not think that teachers will be passive while teaching. On the contrary, their work is twofold in that they have to organize a suitable learning environment by modelling learning strategies and helping students to be independent learners (Bıkmaz, 2006). Akpan et al. (2020) state that teachers should use teaching methods that are learner centered, collaborative in nature and teacher guided. This means that the teacher should;

- provide an environment that will increase group interactions,
- encourage collaboration rather than competition,
- Accept whether right or wrong all the opinions of students,
- Leading the students into knowledge construction by providing resources and guidance,
- Encourage students to participate in group discussions freely and feel secure when asking and answering questions,
- Ensure that weak and good students learn from each other,
- Provide support (scaffolding) where necessary (Akpan et al., 2020).

For the teachers, knowing about their roles is not enough. They should also know how to implement a student centered, collaborative and teacher guided classrooms. According to Vygotsky (1978), the person who teaches is not only a source of information or a person who provides learners to understand new information, but also somebody who gives learners support to think. Based on this view of Vygotsky, Wood et al. (1976) proposed the metaphor of ‘scaffolding’ emphasizing adult support or intervention in the child’s interaction with his/her environment.

2.2.1. Vygotsky’s sociocultural theory

Vygotsky describes learning as a social process and human intelligence that depends on society or culture. In Vygotskian perspective, on the other hand, knowledge is not constructed individually, but it happens between two people of whom one is more capable and provides collaboration and guidance. This will lead the learner from a lower level to a higher level. Zhang et al. (2013) state that learning is the outcome of shared activity, therefore, the traditional teacher-student relationship in a classroom should be changed into

a collaborative relationship. In this sense, a knowledgeable member assists other members who need help in learning and stops guidance gradually till the member who needs help can act independently. As a result of this guidance, the learner becomes an effective member of the community. To Vygotsky everything is learned first through interaction with others, then the knowledge is integrated into the individual's mental structure.

Every function in the child's cultural development appears twice: first, on the social level, and later, on the individual level; first, between people (interpsychological) and then inside the child (intrapsychological). This applies equally to voluntary attention, to logical memory, and to the formation of concepts. All the higher functions originate as actual relationships between individuals. (Vygotsky, 1978, p.57)

Providing a supportive environment is the essence of sociocultural perspective to learning. Learners to be successful in language learning need to switch their learning from first dependent other-regulation to next independent self-regulation (Behroozizad et al., 2014).

Mediation is the central construct of Sociocultural theory. In a literal sense, Walqui (2006) describes mediation as "the tool to accomplish some action". To illustrate she gives the example of a farmer using a spade to till the soil. The spade mediates between the farmer and the soil to get the best result. A child while learning uses various kinds of tools such as cups, sticks, etc. that are given to the child in social interactions. From a sociocultural perspective learning is also a mediated process through social interaction where language plays an important role; language is the most powerful mediation tool.

According to Vygotsky (1978), children acquire conscious control and individuality through three stages of interaction which is an important form of mediation and is known as regulation (Lantolf et al., 2015). The stages are object regulation, other regulation and self-regulation. Object regulation is a process when an individual is controlled directly by the artifacts in the environment. Other regulation is a process in which an individual is regulated by someone who is more knowledgeable such as an adult, peer or teacher in a social activity they are in. The primary means of conducting other regulation is the dialogic speech which enables people to carry out some tasks with linguistically mediated assistance from a parent, teacher, or a more capable peer. The process of self-regulation which is a type of

metacognition in human mental activity in which individuals gain more control over their capacity to think and act.

2.3. Scaffolding

The metaphor of scaffolding has received a great deal of attention in educational research over the past few decades. The term literally refers to a contractor constructing a new building. Scaffolding is placed on the outside to access to the emerging structure that is being created by a builder. The builder removes the scaffolding once the building is able to support itself. It is the same way that teachers help students to develop new understandings, new concepts, and new abilities. They provide temporary support as the builders do. Teachers withdraw support when learners are ready to develop control over their abilities. Teachers further help if there are new or extended tasks to do (Vacca, 2008).

Scaffolding is a metaphor that has been linked to the work of Soviet psychologist Lev Vygotsky who argues that learning is a socially constructed process and that social interaction plays an important role in cognitive development. Thus, when there is interactive verbal support provided by an adult or more capable peer to a child to carry out a task that they would be unable to do without help, the learning occurs within the child's Zone of Proximal Development (ZPD) (Figure 2.1.). ZPD is defined as the "distance between the child's actual developmental level as determined by independent problem solving and the higher level of potential development as determined through problem solving under adult guidance and in collaboration with more capable peers" (Vygotsky, 1978, p. 86). Although Vygotsky (1978) did not use the term 'scaffolding', helping the learner to bridge this gap between the actual and the potential development depends on the support or scaffolding that is provided.

Scaffolding was first introduced by Wood, Bruner and Ross (1976) without any reference to Vygotsky. Scaffolding was defined as the provision of tutorial assistance by an adult for a child for learning that is beyond the child's capabilities. In this process learners are given support until they can apply new skills and strategies independently. As they begin to accomplish the task themselves, assistance and support is decreased gradually.

Zone of Proximal Development

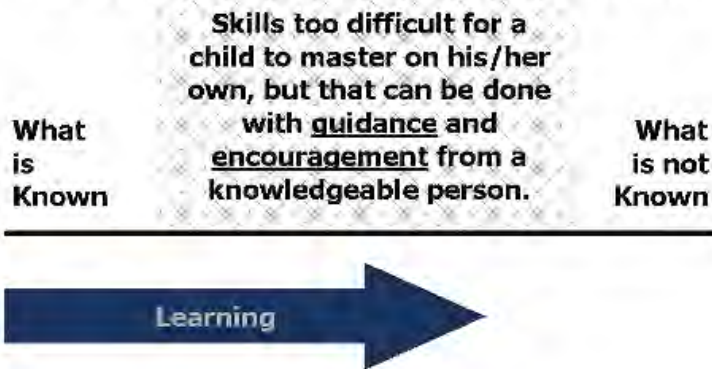


Figure 2.1. *Zone of Proximal Development (ZPD) (adapted from McGovern and Bray, 2012)*

The aim here is to shift the responsibility for learning from the adult to the child (Rosenshine and Meister, 1992). For example, a child learning how to use a playground slide is likely to need assistance before trying it herself (Dixon, 1994, p. 51). The first thing the adult might do is to carry the child up the steps and slide together with the child. Then the adult would place the child on the lower portion of the slide which is a removal of some of the scaffolding or support, and let her slide with little guidance. The adult then continues to withdraw the scaffolding as the child demonstrates that he or she can slide longer distances successfully without support.

There are three essential features of scaffolding that facilitate learning (Wood, D., & Wood, H. 1996). The first feature is the interaction between the learner and the expert. In order to have an effective interaction, it should be collaborative. The second, learning should take place in the learner's Zone of Proximal Development. To do that the expert needs to be aware of the learner's current level of knowledge and then work to a certain extent beyond that level. The third feature of scaffolding is that the scaffold, the support and guidance provided by the expert, is gradually removed as the learner becomes more proficient. The support and guidance provided to learners facilitate internalization of the knowledge needed to complete the task. This support is withdrawn gradually until the learner is independent (Palincsar, A. S., 1986). The focus and context of the study conducted by Wood et al. (1976) is mainly one-to-one tutoring of an adult supporting children learning. However, there was

also a need to conceptualize the scaffolding in whole-class situations. The notion of *Instructional scaffolding* was used by Applebee and Langer (1983) to describe necessary features of classroom instruction. They also conclude that learning occurs gradually by internalization of routines of procedures that are available for the learner in a social and cultural context. In instructional scaffolding the language learner is assisted by a more capable language user in a new task that the learners could otherwise not complete. The more capable language user models the language task and by using leading or probing questions tries to scaffold the learner to extend the knowledge that he or she already possesses. The teacher's aim is to support and encourage learners through collaboration rather than evaluating the learner's answers. As the learners internalize the patterns, the scaffolding is gradually reduced until the learner is able to function autonomously in that task. The features described by Wood et al. (1996) and Applebee and Langer (1983) are presented in Figure 2.2.

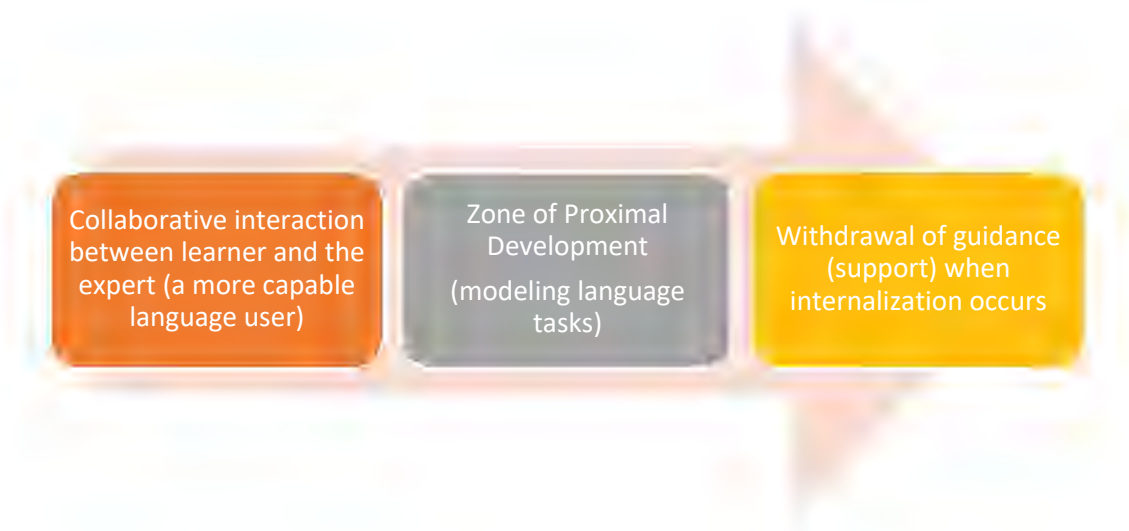


Figure 2.2. *Essential features of Scaffolding*

Instructional scaffolding also refers to the idea that specialized instructional supports need to be in place in order to best facilitate learning when students are first introduced to a new subject. These specialized instructional supports are the *teaching strategies* teachers employ when engaged with learners “in a collaborative problem-solving activity with the teacher providing demonstrations, support, guidance and input and gradually withdrawing these as learners become increasingly independent.” (Richards and Schmidt, 2013, p. 507).

2.4. Guideline for Scaffolded Instruction

Strategies teacher use in the classroom do not always imply the occurrence of scaffolding. Hogan and Pressley (1997) summarized the literature to identify eight essential elements of scaffolded instruction that teachers can use as general guidelines. The following can be used as guidelines when implementing instructional scaffolding (adapted from Hogan & Pressley, 1997):

1. Pre-engagement with the learner and the curriculum (Larkin, 2001,2002): Choose tasks that correspond to the aims of the curriculum, the learning objectives of the course, and the needs of the students.

2. Establishing a shared goal: Allow students to participate in the creation of instructional goals to enhance student motivation and commitment to learning.

3. Actively diagnosing the understandings and needs of the learners: To evaluate students' progress, take into account their backgrounds and existing knowledge– material that is too easy will quickly bore students and reduce motivation. However, material which is too difficult can lower students' interest levels.

4. Providing tailored assistance: As pupils proceed through a task, use a range of assistance. (e.g., prompts, questions, hints, stories, models, visual scaffolding including pointing, representational gestures, diagrams, and other methods of highlighting visual information (Alibali and Nathan, 2007).

5. Maintaining pursuit of the goal: Encourage and praise students, as well as ask questions and have them explain their progress, to keep them focused on the goal.

6. Giving feedback: Allows you to keep track of your students' development.

7. Controlling for frustration and risk: Create a friendly, safe, and supportive learning environment that encourages students to take risks by allowing them to express themselves without fear of negative consequences.

8. Assisting internalization, independence, and generalization to other contexts: As students work on projects, assist them in becoming less reliant on instructional resources and encourage them to practice the activity in a variety of contexts.

2.4.1. Intersubjectivity

Successful scaffolding occurs when there is a shared understanding of the goal of the activity with more knowledgeable other, whether a teacher, a better-informed peer, a member of community, an expert or a parent. While sharing the goal mutual engagement and rapport is provided. This increases the intersubjectivity between the learner and the more knowledgeable other. There is encouragement and non-threatening participation (Walqui, 2006) which decreases learner frustration because the learner feels like he is not alone in trying to accomplish the task. Putambekar and Hübscher (2005) stated:

Intersubjectivity is attained when the adult and child collaboratively redefine the task so that there is combined ownership of the task and the child shares an understanding of the goal that he or she needs to accomplish. The adult or expert's role is to ascertain that the learner is invested in the task as well as to help sustain this motivation, making it worthwhile for the learner to risk the next step. (p. 3)

Conflict in learning such as rejecting learning or other negative effects may arise if there is no shared goal (Ahioglu, 2006). Intersubjectivity to be successful, both parties, the learner and the more knowledgeable other, should be in collaboration and effective communication sharing the same goal. The more knowledgeable other should determine the learning environment, tasks, materials, and ways to achieve the target according to the learners' developmental level (Ahioglu, 2006). The participants interaction can be in learner-adult or learner-peer form.

2.4.2. Contingency

Scaffolding is an interactive process in which the teacher and the student must participate in the process actively. While interacting, the teacher's support must be adapted to the current level of the student's performance. This is the major characteristic of scaffolding which is known as *contingency* (Wood et al., 1976). The teacher is expected to act contingently while supporting in one way or another a student or a group of students (van de Pol et al., 2010). The contingent support to be effective, the teacher must first determine the student's level of competence using diagnostic strategies which is considered as the first phase of scaffolding. Without the knowledge of students' current levels and needs the support will not be contingent. To evaluate students' progress, the teacher needs to take into account students' backgrounds and existing knowledge. For example, material that is too

easy will quickly bore students and reduce motivation. However, material which is too difficult can lower students' interest levels. The importance of diagnosis has been reported by many researchers and they were referred to as: dynamic assessment (Belland, 2017), formative assessment or monitoring and checking students' understanding. One way of diagnosing students' needs is questioning which is a means emphasized by van de Pol et al. (2010) and is always available to teachers in the classroom. Questioning not only allows teachers to determine the level of the students, but it also directs the learner. Questions keep the flow of the interaction constant because there is always an answer. In this way learners can achieve their instructional goals and teachers can easily understand the learner's frustration.

2.4.3. Giving feedback

In sociocultural approach, learners accomplish tasks through scaffolding which is a collaborative process through which a teacher supports or guides the less proficient learner. Rather than providing correct answers to learner's linguistic mistakes, the teacher can assist learners in solving their problems through collaborative scaffolding which can be conceptualized as feedback. The difference between conventional types of feedback and scaffolded feedback is that it is connected to learners' needs, in other words, to a learner's zone of proximal development (ZPD); the difference between the learner's actual level of development, and the potential level of development with the collaborative performance. Three features were identified by Aljaafreh and Lantolf (1994, cited in Rassaei, 2014, p. 421) identified three features of corrective feedback: 'First, assistance should be graduated, with no more help than is needed. Second, assistance should be contingent, that is, it should be removed when the learner shows the capacity to function independently. Finally, assistance should be dialogic, with both learners and teachers collaborating to solve the problem. The feedback to become scaffolded, first the learners should be drawn on their interlanguage knowledge to revise their incorrect answer, and if the attempt is unsuccessful, the teacher increases the level of scaffolding by providing continuously more explicit feedback.

2.4.4. Transfer of responsibility

A third characteristic is the *transfer of responsibility*. The teacher transfers responsibility for the performance gradually by contingent fading which is the gradual withdrawal of the scaffolding. Fading of the teacher occurs the level of support is decreased over time. Van de Pol et al. (2010) interprets responsibility as the cognitive or metacognitive activities of students or the students' affect. The transfer of responsibility takes place when a student takes increasing learner control and can do the task without the support of the teacher.

2.5. Features of Scaffolding

Two important scaffolding classifications were a starting point for a framework of scaffolding. These were classified by Wood et al. (1976) and Tharp and Gallimore (1988). Wood et al. (1976) defined scaffolding as an “adult controlling those elements of the task that are initially beyond the learner's capacity, thus permitting him to concentrate upon and complete only those elements that are within his range of competence.” They identified six features of effective scaffolding that can be used by the more knowledgeable other to help the less knowledgeable learner complete a task. These six features of scaffolding are: *recruitment, reduction of degrees of freedom, direction maintenance, marking critical features, frustration control and demonstration*. Tharp and Gallimore (1988), on the other hand, speak of six means of “assisting performance”: *modeling, contingency management, feeding back, instructing, questioning, cognitive structuring*. Based on Tharp and Gallimore and Wood et al. (1976), some researchers indicated the value of a further distinction in scaffolding strategies; these were the distinction between tools and means for scaffolding. Van de Pol et al. (2010) created a framework for analysis of scaffolding strategies with five scaffolding intentions and six scaffolding means. Their framework distinguishes scaffolding goals or intentions and scaffolding tools or means. Intentions for scaffolding focus on what aspect of learning is scaffolded (metacognitive, cognitive or affective processes), scaffolding means, on the other hand, focus on how scaffolding takes place. The five scaffolding intentions are; 1) Direction Maintenance (keeping the learning on target); 2) Cognitive Structuring (the teacher provides “explanatory and belief structures that organize and justify”

(Tharp and Gallimore 1988, p. 63); 3) Reduction of the degrees of freedom (simplifying the parts of a task that the student is not able to carry out; 4) Recruitment (getting students interested in a task and helping them in fulfilling the requirements of the task); 5) Contingency management/frustration control (keeping students motivated with a system of rewards and punishments). Direction Maintenance focuses on the metacognitive activities of students, whereas cognitive structuring and reduction of the degrees of freedom focus on the cognitive activities of students. Recruitment and contingency management/frustration control are concerned with learner affect.

Six scaffolding means are further distinguished to support the different scaffolding intentions. (1) Feeding back involves the provision of information regarding the student's performance to the student him/herself. (2) The giving of hints entails the provision of clues or suggestions by the teacher to help the student go forward. (3) Instructing involves the teacher telling the students what to do or explanation of how something must be done and why. (4) Explaining refers to the provision of more detailed information or clarification by the teacher. (5) Modeling (i.e., Wood et al.'s (1976) demonstration category) is "the process of offering behavior for imitation" (Tharp and Gallimore 1988, p. 47). This can include the demonstration of particular skills. Finally, (6) questioning involves asking students questions that require an active linguistic and cognitive answer. Van de Pol et al. (2010) state in their review of article that a combination of intentions and means of scaffolding can be regarded as a scaffolding strategy and that there are many scaffolding strategies introduced in the reviewed articles.

With specific regard to language learning, another identification came from Leo Van Lier (1996, p.196) who has formulated six principles of scaffolding: 1. Contextual support - a safe but challenging environment: errors are expected and accepted as part of the learning process; 2. Continuity - repeated occurrences over time of a complex of actions, keeping a balance between routine and variation; 3. Intersubjectivity - mutual engagement and support: two minds thinking as one; 4. Flow – communication between participants is not forced, but flow in a natural way; 5. Contingency – the scaffolded assistance depends on learners' reactions: elements can be added, changed, deleted, repeated, etc.; 6. Handover – the ZPD closes when learner is ready to undertake similar tasks without help. In contrast to Wood et

al. (1976) description of scaffolding which highlights how scaffolding is provided, van Lier (1996) highlights what scaffolding looks like (Buenger, 2013).

Roehler and Cantlon (1997, cited in Bıkmaz et al. 2010) identified five different scaffolding strategies used by teachers to help students gain conceptual understanding. Two social constructivist classrooms were observed and analyses of lesson transcripts, including English as a second language, showed that five different types of scaffolding were commonly used: offering explanation; inviting student participation; verifying and clarifying student understanding; modeling of desired behaviors and inviting students to contribute clues.

McKenzie (2000) suggests that there are eight characteristics of scaffolding instruction. In order to engage in scaffolding effectively, teachers: 1. Provide clear direction and reduce students' confusion; 2. Clarify purpose of the lesson and activities; 3. Keep students on task so that they can make choices about how to proceed with the learning process; 4. Offer assessment to clarify expectations using exemplars, rubrics; 5. Point students to worthy sources to decrease confusion, frustration, and wasted time; 6. Reduce uncertainty, surprise, and disappointment by testing or evaluating the lesson or activity completely before implementation; 7. Deliver the lesson efficiently without wasting time; 8. Create momentum so that learners want to learn more and increase their knowledge and understanding.

In her research on specific types of scaffolding in classrooms with second language learners, Walqui (2006) developed a model which was designed considering the structure and process of scaffolding. The model consisted of six main types of instructional scaffolding: The first one is 'Modelling' of examples which are requested from students to reproduce. The examples of modelling can be teachers demonstrating the activity, examples of student work and appropriate language use for the activity. The second type of instructional scaffolding is 'Bridging' which entails activating students' background knowledge to make a connection with the new information. Another way of bridging can be indicating how the new information can be relevant to student's life by making a personal link between the student and the topic. Asking students about their experiences to relate it to the new topic is another aspect of bridging. Furthermore, to make the language engaging for learners, teachers should 'contextualize' the subject by the use of visuals such as pictures,

realia, videos and verbal clues. ‘Schema building’ is another factor that contributes to effective scaffolding. By activating students’ general knowledge about the topic, the teacher aims at preparing the students’ schema to the upcoming content which will ease the understanding of the new content. ‘Re-presenting text’ in another genre is an engaging activity for students to use the new language productively. There are different ways to re-present a text: poems can be transformed into narratives, journalistic articles into role-plays, historical narratives into eyewitness accounts, etc. The development of metacognition is the last aspect in Walqui’s (2006) model since the main aim of scaffolding instruction is to make the students ‘learners who can manage their own learning’. An overview of the features of scaffolding are presented in Table 2.1.

Table 2.1. *An overview of the scaffolding features in literature*

Research	Scaffolding classifications	Scaffolding intentions and Means
Tharp and Gallimore (1988)	Six means of “assisting performance”	1. Modeling, 2. Contingency management, 3. Feeding back, 4. Instructing, 5. Questioning, 6. Cognitive structuring.
Wood, Bruner, Ross (1996)	Six features of scaffolding	1. Recruitment, 2. Reduction of degrees of freedom, 3. Direction maintenance, 4. Marking critical features, 5. Frustration control 6. Demonstration
Leo Van Lier (1996)	Six principles of scaffolding	1. Contextual support 2. Continuity 3. Intersubjectivity 4. Flow 5. Contingency 6. Handover
Walqui (2006)	Model of scaffolding structure and processes	1. Modeling 2. Bridging 3. Contextualizing 4. Schema building 5. Re-presenting text 6. Developing metacognition
Roehler and Cantlon (1997, cited in Bikmaz et al. 2010)	Five different scaffolding strategies	1. Offering explanation; 2. Inviting student participation; 3. Verifying and clarifying student understanding; 4. Modeling of desired behaviors 5. Inviting students to contribute clues.

Table 2.1. (Continued) An overview of the scaffolding features in literature

Van de Pol et al. (2010)	Framework for analysis of scaffolding strategies.	<p>Scaffolding Intentions</p> <ol style="list-style-type: none"> 1. Direction Maintenance 2. Cognitive Structuring 3. Reduction of the degrees of freedom 4. Recruitment 5. Contingency management/ frustration control <p>Scaffolding means</p> <ol style="list-style-type: none"> 1. Feeding back 2. Giving of hints 3. Instructing 4. Explaining 5. Modeling 6. Questioning
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2.6. Characteristics of Scaffolding

The research conducted by Smit et al (2013) is an example of an empirical study consisting of three teaching experiments. They also proposed three characteristics of scaffolding that can be applicable in whole-class settings. The characteristic of scaffolding is *diagnosis* which implies that in order to be a successful scaffolder the actual developmental level of learners should be diagnosed. The second characteristic is *responsiveness* (also known as contingency) which is the adaptation of scaffolding during the teaching process. The third characteristic which is *handover to independence* is considered as the main goal of the scaffolding process. This is the time when the teacher's support starts to fade and the responsibility is handed over to the learner. In their study, Smit et al. (2013) discuss that diagnosing the process can take place in the classroom during the interaction of teacher and students, but that an explicit diagnosis is necessary and can be done during the lessons by checking students' written work to take notes on their language development. Responsiveness is seen in class situations when the teacher adapts his or her utterances the students' spoken and written utterances in order to develop their language use. Responsiveness can also be seen when the teacher addresses the language-related mistakes during the diagnosis in the following lessons. Handover comes after diagnosis and responsiveness with the gradual handover to independence by designing activities of which specific parts are left blank and students discuss to find the missing word. The missing parts are gradually increased and finally students are asked to verbalize or write texts independently. They conclude that whole-class scaffolding has three features: it is layered

in that all characteristics can be seen in class or during the lessons; it is distributed in that the characteristics operated in a scattered way; and it is cumulative which implies that handing over to independence does not occur in one lesson but can occur after repeated diagnosis and responsiveness.

2.7. Previous Studies

Using gestures have been examined in literature but not in the form of scaffolding. The study by Alibali and Nathan (2007) suggest that teachers using gestures where appropriate scaffold their students' comprehension of instructional language. This way they foster students' learning of the lesson content. The purpose of the study was to examine one teacher's use of gestures in classroom communication. The researchers were expecting the teacher to use more gestures 1) when introducing new material, 2) when talking about aspects of the lesson content that are more complex, and 3) when responding to students' questions and comments. Data was collected through video recordings of 6th grade mathematics lesson. The video was transcribed and analyzed for meaningful idea units. The results indicate that using gestures scaffold learner's comprehension of instructional language. Gesture was used most frequently for new material, for referents that were highly abstract, and in response to students' questions and comments as predicted.

Yaqubi and Mozaffari (2011) examined qualitatively how EFL teacher questions can scaffold the learning process of EFL students drawing on conversation analysis within a sociocultural perspective. Their aim was to analyze the questions in interactions with their students and to examine the relationship between teacher scaffolding and student involvement. The participants of the study were seven EFL intermediate-level teachers from private schools in Iran with their 54 students. The question-answer sequences were video recorded and transcribed later on. Using a conversation analysis framework, they looked for question-answer sequences in which teachers tried to involve their students by scaffolding. The findings revealed that teachers vary in their structuring of unfolding question-answer sequences and that only a small number of teacher questions tended to provide learning opportunities. Four question types were identified: simplifying questions, marking questions, prompting questions and asking for agreement questions.

In their study, Van de Pol et.al. (2012) argue that the interactive nature of scaffolding is difficult to measure in classroom situations and that no such instrument had been developed. Thus, their aim is to present two different instruments for analyzing how teachers scaffold their students in small-group interactions. To do so they emphasize the importance of contingency among the three main features of scaffolding: 1) contingency, 2) fading, and 3) transfer of responsibility. Fading and transfer of responsibility is only possible if they are performed in a contingent way. Contingent tutoring adopted by Wood, Wood, and Middleton (1978) has two basic rules. When there is a failure by the student, the teacher increases control; when the student succeeds, the teacher decreases the control. These rules were called the contingent shift principle and the interaction to be contingent had to be in a three-sequence turn of teacher turn, student turn and teacher turn. If the teacher reacts in an adaptive way in response to the student's understanding, contingency occurs. This adaptation is the way the teacher gathers information about the student's understanding to decide on whether to increase or decrease the level of control. The study is based on two frameworks: the model of contingent teaching (qualitative) and the contingent shift framework (quantitative). The model of contingent teaching has 4 steps: (1) applying diagnostic strategies (discovering a student's actual understanding); (2) checking one's diagnosis with the student (summarizing what the student said and asking whether this is correct to create common understanding or intersubjectivity); (3) applying intervention strategies (the actual support, adapted to the information gathered in steps 1 and 2); and (4) checking a student's understanding (verifying whether the student learned something). The teacher to be contingent has to focus on these steps but the student's response is the crucial point to determine what the next step will be. Thus, the interactive nature of scaffolding is not neglected in the model. The intention of contingent shift framework is to analyze the interaction between two people.

A study by Durmaz (2013) aimed at finding out whether scaffolding instruction has an impact on 6th grade students' writing development. The students were asked to write summaries of stories and received teacher scaffolding and peer checking on their writing. The purpose was to investigate whether scaffolding helped them to score better on writing summaries or not. The data was collected through qualitative and quantitative methods. To

obtain quantitative data pre-tests and post-tests were given on their writing performances. The qualitative data was gathered through interviews made at the end of the study. As a result, students improved in writing summaries after getting scaffolding by the teacher.

The goals of most of the studies in literature is to explore, describe and identify types of scaffolding. The study conducted lately in 2018 by van Driel et al., on the other hand, examined how a teacher, a native speaker of Dutch, trained in scaffolding strategies selected for the study support her 9-11-year-old students' use of scientific language in inquiry-based science lessons and identified the challenges the teacher came across. To collect the data instructional meetings were held to introduce the pedagogy of inquiry-based learning; the role of scientific language during inquiry-based science lessons and the concept of scaffolding and scaffolding strategies. Pre-lesson and post-lesson interviews were conducted and they asked the teacher to write a reflective report. The findings showed that teachers can be trained in using scaffolding strategies to stimulate scientific language development. It was noted that one strategy "reformulating pupils' utterances" was used less than the others because of the pedagogical content knowledge of the teacher.

The study by Mahan (2022) investigating the scaffolding strategies of teachers who support their students learning English in content and language integrated learning (CLIL) classrooms focuses on the interactional scaffolding practices of second language learner (SLL) teachers. A framework consisting of *comprehension strategies* and *task-solving strategies* has been suggested based on the literature from ELL and CLIL context. The first comprehension strategy which helps learners understand the new material is 'drawing on previous knowledge'. It is the most important element in learning new information since learners will link known knowledge to unknown knowledge. The second strategy is the 'supportive materials', such as using visual aids, body language, graphic organizers, real objects etc. to help learners understand language in context. The third comprehension strategy is the support of 'academic language development', in this case the development of content terminology in content lessons. When scaffolding of the target academic language is done explicitly by the teacher, learners learn vocabulary more efficiently. Task-solving strategies are 'use of discourse' and 'metacognition'. The aim of these strategies is to help learners complete a learning activity effectively. The use of 'discourse' including revoicing,

repetition, and elaboration can be a supportive tool to complete a task. The last task-solving strategy is metacognition, or ‘learning to learn’. Teachers’ aim is to make the learners aware of their own learning by showing them (modelling) how to solve a task. Using this framework, Mahan (2022) analyzed 12 video-recorded lessons in 1 CLIL classroom. The results indicate that CLIL teachers used more comprehension strategies such as making connections to prior knowledge, providing supportive materials and supporting with academic language, but did not use task-solving strategies much.

2.8. Related Studies

Smit et al. (2017) concluded that existing observation tools for language teaching are not satisfactory in measuring the effectiveness of teaching strategies to scaffold EFL reading comprehension. Therefore, they developed the instrument called ‘the English Reading Comprehension Observation Protocol’. By using the six scaffolding means as identified by Van de Pol et al. (2010) (feedback, hints, instruction, explaining, modeling and questioning), they collected a list of 71 items of possible teaching strategies from the L2 teaching literature. The clarity and comprehensibility of the items were measured through the feedback of 99 observers on one lesson. They were asked to state whether the items were “weak”, “weak rather than strong”, “strong rather than weak” or “strong” using a four-point Likert scale. As a result, the checklist was reduced to 45 items because of several reasons: 1) the intention was not clear, observers were to make inferences, 2) items could not be observed, 3) teacher-student interactions that take a long time could not be scored on the rating scale, 4) some of the observation points were merged to make it more transparent. Finally, to have a reliable instrument, five observers scored a set of 20 lessons. They conclude that with this observation list teachers can make their lessons more student-centered and learn how to scaffold their students to be skilled readers.

To fill the gap of measuring scaffolding strategies of teachers in the classroom Birjandi and Jazebi (2014) aimed at providing a tentative model of a framework. They intended to compare and contrast teachers’ scaffolding functions (SFs) and scaffolding strategies (SSs). They employed a top-down and bottom-up approach in that they first compared and contrasted the classified functions and strategies in earlier research to come up with a

tentative model. Then some re-specifications were made by three experts' revision. Later they conducted a structured interview in order to scrutinize the consistency between the literature-based and the actual teacher practice of SFs and SSs in the classroom. The result was a 55-items (scaffolding strategies) checklist classified into six scaffolding functions:

1. Linguistic scaffolding (9 items): The simplification of instructional language via various means such as form-based descriptions, feedback provision and Consciousness Raising (CR).
2. Cognitive scaffolding (20 items): The enhancement of comprehension via 1) conceptual scaffolding (i.e. supportive frameworks for meaning such as charts), and 2) Procedural scaffolding (i.e. supportive framework for learning procedures).
3. Metacognitive scaffolding (11 items): The improvement of the structure and regulation of cognitive processes, the co-construction of knowledge, and the monitoring and control of learning processes.
4. Social scaffolding (8 items): The employment of social interaction (e.g., group work).
5. Cultural scaffolding (2 items): The employment of culturally and historically familiar artifacts, tools and informational sources.
6. Affective/Emotive scaffolding (4 items): The provision of emotional support via encouragement and approval.

The tentative framework was then used in a structured interview with teachers to examine the relation between the literature-based scaffolding functions and strategies and the actual practices of teachers. Finally, it was used to observe 90 hours of video-recorded lessons to find whether there was relationship between teachers scaffolding practices and their qualifications, negotiation type and high-support and low-support scaffolding.

The aim of studies by Smit et al. (2017) and Birjandi and Jazebi (2014) was to develop a reliable framework (checklist). Both searched the literature to come up with a list of scaffolding strategies. The clarity and comprehensibility of the items in the reading observation tool was measured by 99 participants, and the tentative framework was measured by three experts and an interview was held to compare scaffolding practices of teachers and the items in the framework. Both studies concluded their study with teachers observing video-recorded lessons.

3. METHODOLOGY

This chapter presents the methodology for this study in four parts. The first part introduces the methodological approach of the study (the Delphi Method), the second part comprises of a description of the research design including the participants, the third part outlines the data collection and the fourth part will consist of the data analysis.

3.1. Methodological Approach

In this study, the Delphi Method was used to identify the strategies teachers use to scaffold their students in English Language classrooms. The aim of Delphi method is to produce a detailed examination and has been used in educational settings to form guidelines, standards, and to predict trends (Green, 2014). There has always been a debate about the nature of the Delphi Method. Considering the characteristics of the method, some researchers propose that it is a qualitative method because data is derived from subjective judgements and opinions of experts and their responses are coded through content analysis. Others state that it is quantitative because it focuses on statistical consensus in the ensuing rounds because participants rank the statements in a Likert-type questionnaire by level of agreement (Fletcher and Childon, 2014, p. 2), and some others argue that it has a mixed method design (Skulmoski et al., 2007). Sekayi and Kennedy (2017), after reviewing the literature of the traditional Delphi method, proposed a fully qualitative modification of the Delphi approach which she called the Qualitative Delphi. Sekayi and Kennedy suggested that this version can be used to gather expert perspectives for a broader purpose. This study will follow the qualitative version (Sekayi and Kennedy, 2017) of Delphi to gather expert perspectives to form a checklist. In the following part information on classical and qualitative Delphi will be given.

3.2. The Delphi Method

Delphi method was first used in technology forecasting studies initiated by the RAND (Research and Development) Corporation for the American military in 1944 (Hanafin,2004). The Delphi technique was first defined by Dalkey and Helmer (1963) as "a method used to obtain the most reliable consensus of opinion of a group of experts by a series of intensive

questionnaires interspersed with controlled feedback" (p. 458). In other words, consensus is gained through a series of rounds, usually two or three, where information is gained through questionnaires and results are fed back to Delphi respondents between each round.

The term originates from Greek mythology, and was named after the Ancient Greek oracle in Delphi, who could predict the future. Delphi, therefore, has been used in many fields to forecast developments or to reach to a consensus about complex situations. This group communication technique starts with the identification of a group of experts in the field. These experts are sometimes from different but related fields or the same field. They have a unique background knowledge base that needs to be brought together. A variety of participants from researchers to practitioners in the field may be called as experts. The selection of experts is very important because of the validity of the results. This study focuses on experts from the same field.

There are different types of Delphi studies that have been identified in the literature. Three of them are classical, policy and decision Delphi. There are also combinations or modifications of the different types of Delphi techniques. A modified version of Delphi called as Qualitative Delphi Method was suggested by Sekayi and Kennedy (2017).

The process in Classical Delphi technique is basically conducted in three rounds. The participants have expertise and are asked to give their opinions on specific issues to arrive at stability in responses (Hanafin, 2004). The first round is unstructured since the experts write answers to open-ended questions, which are later on listed and formalized. The second round consists of a questionnaire developed from the initial responses. The experts are asked to express their levels of agreement to each of the points raised in the first round on a 5- or 7-point Likert-type scale. In the third round the highest rated responses are fed back to the experts and are asked to indicate their level of agreement with the panel ratings, which indicates the strongest degree of consensus.

In policy Delphi, the aim is not to reach stability in responses among the experts. The aim is to generate alternative policies in the form of structured dialogues in public meetings (Hanafin, 2004). In these meetings, it is important to generate as many divergent ideas as possible rather than reaching a consensus. The decision Delphi, on the other hand aims at making decisions on social developments. The participants are a group of decision-makers

who are involved in the problem rather than a small number of persons. Hanafin (2004) defines it as ‘quasi-anonymity’ in which the people participating are known by their names by every participant but the questionnaire responses are anonymous.

The classical Delphi has four key features (Rowe, Wright, 1999); anonymity, iteration, controlled feedback, and the statistical aggregation of a group response. The respondents are anonymous in that they can express their opinions and judgments privately without a social pressure. Iteration of the questionnaire over a number of rounds gives the respondents a chance to reconsider their ratings without the interference of the others in the group (Nworie, 2011). Controlled feedback is provided throughout the iteration of questionnaires by informing the respondents of the opinions of their anonymous group members. The group responses are often statistically aggregated, usually as means and median value (Rowe; Wright, 1999).

The classical Delphi method is described as having a qualitative, quantitative and mixed-methods approach. Sekayi and Kennedy (2017), in her article proposes a modified Delphi method which is pure qualitative in nature. She argues that the narrative data loses some value when the data is treated qualitatively in the following rounds. Thus, instead of presenting quantitative results on qualitative results, it is better to get narrative feedback on narrative statements. This modified Delphi can be used by researchers who aim to do a qualitative research in which group-based data can answer their research question.

This study adopted the approach of Qualitative Delphi by Sekayi and Kennedy (2017), since the aim of this study is to convene expert perspectives on teachers scaffolding strategies and to develop a checklist.

3.3. Participants

The most important step of the Delphi method is the selection of participants taking part in the study since the choice of the appropriate experts maximizes the quality of the responses and increases the reliability of the study (Powell, 2003; Nworie, 2011). The selection of the Delphi participants depends on the areas of expertise required by the specific topic because the aim of Delphi is to elicit expert opinions over a period of time. Although

there is no exact criterion listed for selecting the appropriate Delphi participants, individuals are invited to participate in the Delphi study if they:

1. Have related backgrounds and experiences in the field of concern,
2. are willing to contribute to the study with their helpful thoughts,
3. have enough time to participate,
4. are also ready to review their previous contributions to reach a consensus

(Skulmoski et al., 2007).

In this study, therefore, purposeful sampling is used since this leads to a better understanding of the incident under investigation (Creswell 2012: p.206). The criteria in purposeful sampling for selecting participants is that they should be ‘information rich’ and they are selected intentionally to learn and understand the issue. Among the several forms of purposeful sampling strategies “maximal variation sampling” is preferred in this study since the aim of this kind of sampling requires the researcher to choose participants that share the same characteristic but differ on the dimensions of that characteristic (Creswell, 2012: p.207). In this study, the primary focus is on the scaffolding behaviors of teachers teaching English in different settings, such as primary- secondary- high schools, English teaching departments and preparatory schools.

The number of participants is another issue to consider, however, there is no single opinion regarding the number of participants in Delphi studies. The size of the participants may depend on the topic covered, the nature of different viewpoints and the time available (Van Zolingen et al. 2003). Nworie (2011) recommends starting with a large group of participants which can be advantageous because it is difficult to know how many of the participants will be willing to continue to participate till it is completed. Skulmoski et al. (2007) state that the size depends on whether it is a heterogeneous or homogenous sample. In homogenous groups, for example, smaller sample of between 10 to 15 participants would be sufficient to get meaningful results. They also add that when the sample size increases, there will be an increase in decision quality.

Another issue and the primary characteristics of the Delphi is the anonymous responses of participants, in other words subject anonymity (Hsu et al., 2007). The advantage of subject anonymity is to ‘minimize the biasing effects of dominant individuals, of irrelevant communication, and of group pressure toward conformity’ (Dalkey, 1969, p. v summary).

3.3.1. Participants of the first round

The participants of this Delphi study are experts in the area in which the researcher is interested (Khatib, 2014). The experts in the field of English language teaching volunteered to participate in the study by accepting to answer the open-ended questionnaire. The anonymity of the participants in a Delphi study is considered important because they can express their ideas privately without being under pressure.

To generate a wide range of scaffolding strategies, the first round of data gathering required a heterogeneous group of teachers who are experts in the same field but from different EFL institutions. The criteria for the inclusion of the experts are being a teacher trainer in English Language Teaching Departments at universities, an instructor at Preparation Schools of universities and English teachers at Primary-, Secondary-, High Schools. Professors in universities in the field of English language teaching were regarded as teacher trainers since they were all equipped with the necessary methodological knowledge and teacher education processes. Also, the doctorate students especially the ones at Anadolu University were chosen because they had observed different methodology courses of professors and also were involved in teacher training processes. The participants regarded as teachers were chosen from primary-, secondary- and high-schools. Primary school teachers in Turkey teach English to 2nd, 3rd and 4th grade students and secondary school teachers teach 5th, 6th, 7th, and 8th grade students. High-school teachers teach 9th, 10th, 11th, and 12th grade students. The curriculum they are implementing is based on the constructivist approach and are required to conduct student-centered classes in which students construct their own learning through experience. Instructors in Preparation Schools of universities were also regarded as teachers since they were teaching English to different levels of students at universities (Figure 3.1).

As a result, a group of 55 volunteer teachers (experts) from different EFL institutes and a variety of demographic backgrounds volunteered to contribute. The experts were mainly females (69,1%) (Figure 3.2). About half of the experts had PhD degrees or were PhD students (45,5%), 30,9% of them had MA degrees or were still MA students, and 23,6% of the experts had Bachelor's degrees (Figure 3.3) The experts were teacher trainers in English Language Teaching Departments at universities (n=24), instructors who are teacher

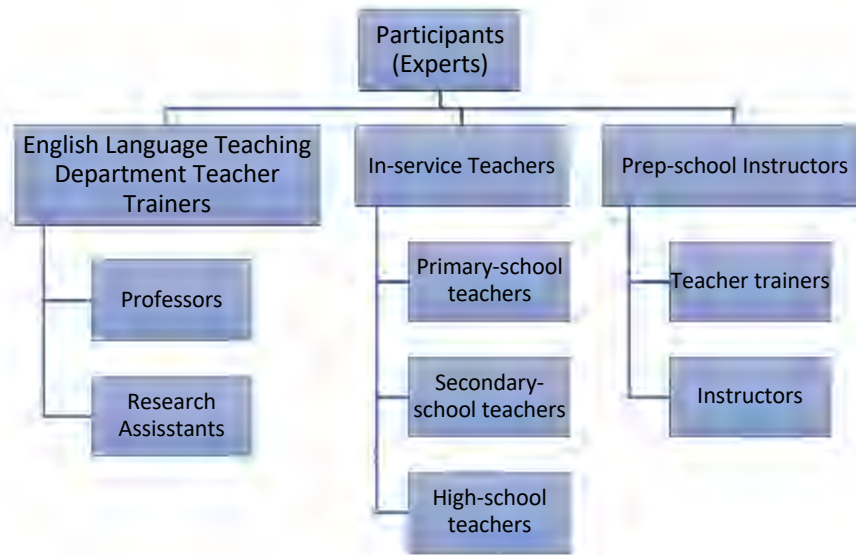


Figure 3.1. *Participants in the first round*

trainers at Preparation Schools of universities (n=3), instructors at Preparation Schools of universities (n=7) and English teachers at Primary- (n=3), Secondary- (n=12), High- (n=4) and Private Schools (n=1). Their age ranged between 20-50 and experience between 1 to more than 21 years (Figure 3.4) The demographic data is presented in Table 3.1.

Table 3.1. *Demographic Data of Participants in the first round of Delphi*

Experts		n (55)	Percentage (%)
Gender	Female	38	69.1 %
	Male	17	30.9 %
Educational Background	Bachelor's Degree	13	23.6 %
	Master's Degree Student	11	20 %
	Master's Degree	6	10,9 %
	PhD Student	15	27.3 %
	PhD	10	18.2
Institution	Primary School	3	5.5 %
	Secondary School	12	21.8 %
	High School	4	7.3 %
	Private School	1	1.8 %
	Preparation School	11	20 %
	Education Faculty	24	43.6 %



Figure 3.2. Round 1 Percentage of participants' gender

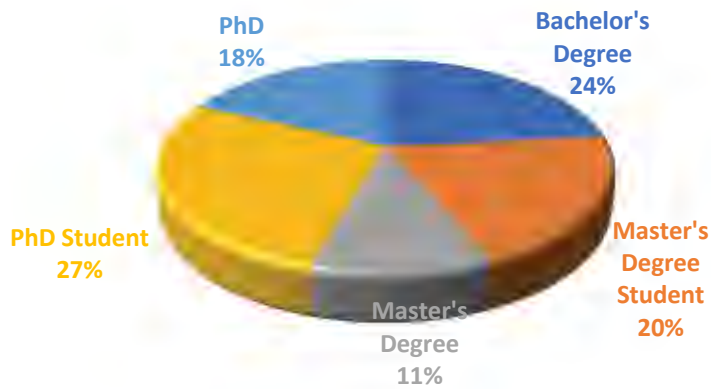


Figure 3.3. Round 1 Percentage of participants' educational Background

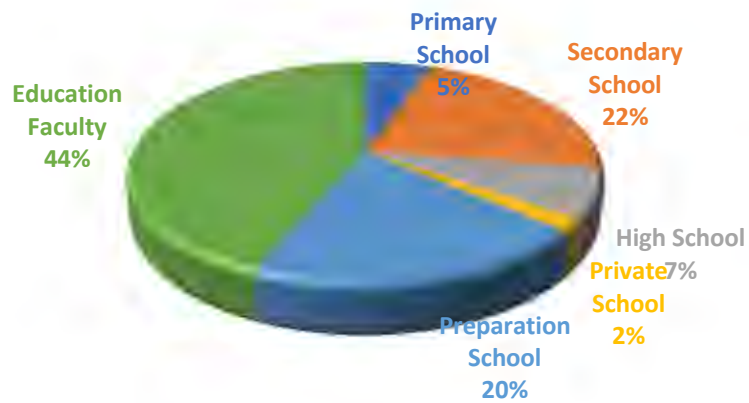


Figure 3.4. Round 1 Percentage of participants from different institutions

3.3.2. Participants of the second round

After the first round of collecting the scaffolding behaviors of teachers, content analysis was done by two experts, one the researcher and the researcher's advisor as the debriefer while developing the checklist throughout the study. After content analysis and coding by the researcher and the debriefer, other three independent experts were asked to comment on the themes identified. This was done to enhance the trustworthiness and credibility of the data analysis. Two of the independent experts were experienced teacher trainers in the ELT Department at the Education Faculty, Anadolu University. They are teaching methodology courses and are supervisors in teaching practicum. One was an expert in the field of educational sciences and a previous member of the thesis committee. She also had knowledge and experience in conducting Delphi studies.

3.3.3. Participants of the third round

After the second round the revised form of the checklist was given to a group of hundred (n=100) experts, who were teachers at primary-, secondary-, and high schools, teacher trainers at universities and instructors at Preparation Schools. The aim was to ensure the checklists' content validity. Creswell and Miller (2000) state that to establish the validity of qualitative inquiry, the researcher can use the participants in the study as a second lens. The assumption of qualitative approach is that 'reality is socially constructed and it is what participants perceive it to be' (Creswell and Miller, 2000, p.125). The aim is to reflect the participants realities in the final account and to assess whether 'the interpretations accurately represent them'. The checklist was sent online via e-mails and through their social media accounts. The following Table 3.2 indicates the number of participants from different institutions and Figure 3.5 shows the distribution of participants.

Table 3.2. *Number of participants in the third round*

Experts	n	%
Teacher Trainer	19	19%
Prep-school Instructor	44	44%
Primary School Teacher	7	07%
Secondary School Teacher	18	18%
High School Teacher	12	12%
TOTAL	100	100%

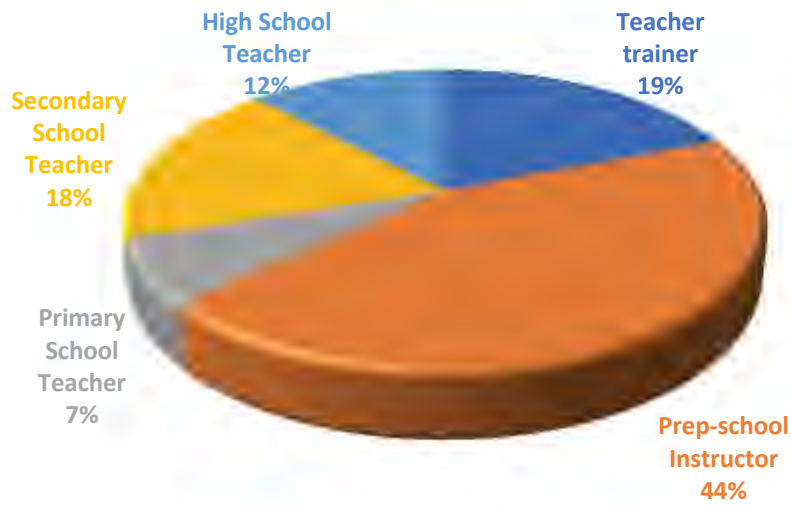


Figure 3.5. Round 3 Percentage of participants from different institutions

3.4. Data Collection Procedure

For the data collection, the Delphi method is used and the data was collected through a series of three rounds. The initial stage consisted of designing and planning the research by taking the related literature into consideration. Afterwards, the data tools for the first round were determined. The data collection procedure is described below in Figure 3.6.

3.4.1. First round

The first round was conducted in 2016. The nominated experts were invited to participate in the Delphi process and were told about the process. They were asked to respond to an open-ended questionnaire on scaffolding, and were assured that participation is on voluntary basis and that their identity will be confidential. Questionnaires with open-ended questions allow participants to respond freely and generate ideas. Participants will contribute with as many opinions and ideas as possible to ensure that most of the opinions and issues are covered (Hasson et al., 200).

The questionnaire was designed in two versions: one for the teachers in state schools and preparation schools and one for the university instructors (teacher trainers) (Appendix I). The Introductory part consisted of an invitation and an explanation of the procedure of

Delphi Research Process

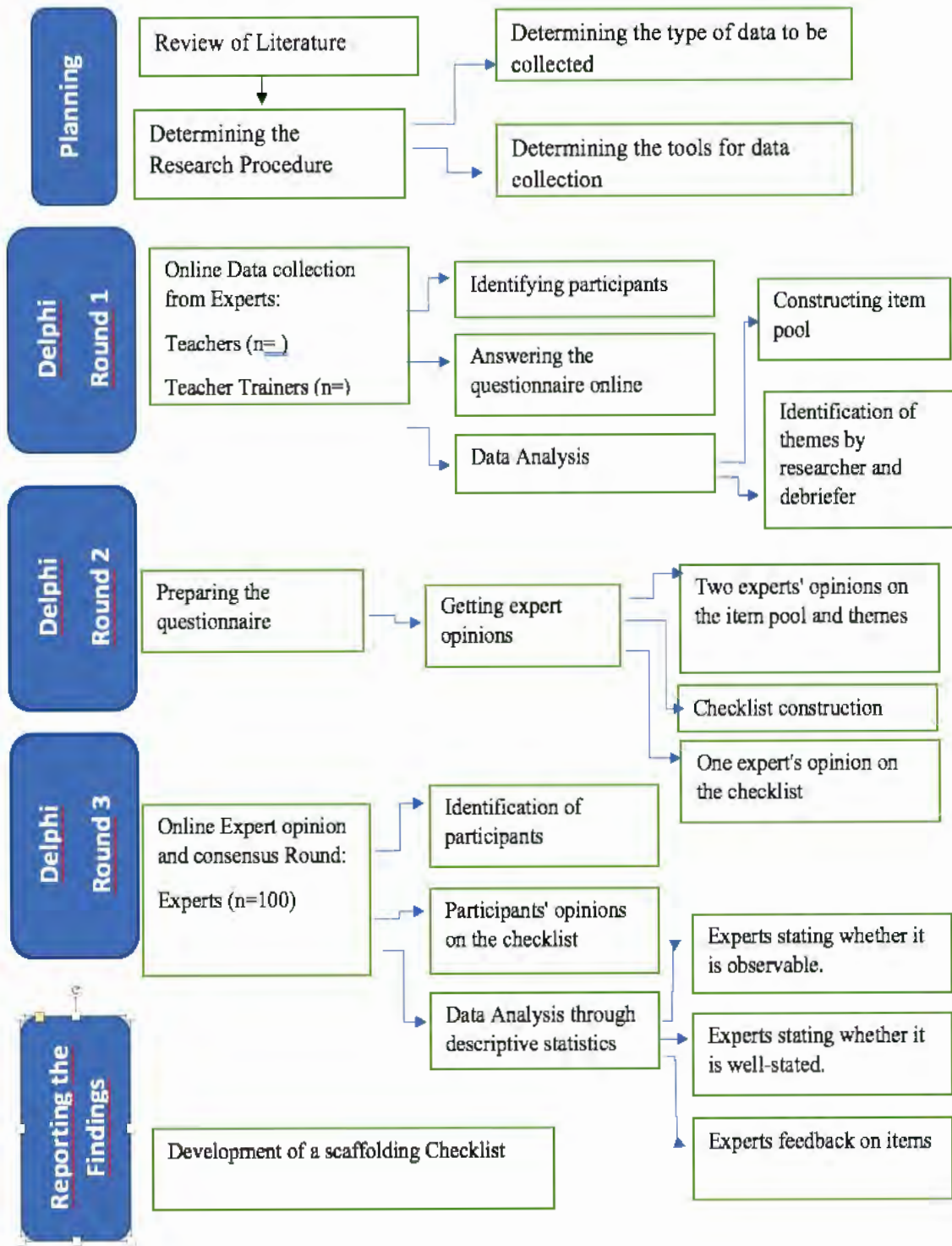


Figure 3.6. The research processes

the Delphi study. In the actual part of the questionnaire, teachers were asked to itemize what they do in their classes to support their students learning of English. They were asked to write at least six items as participants are likely to raise the same issue using different terms and this will lead to a large amount of data (Schmidt, 1997).

The teacher trainers, on the other hand, were asked to itemize what teachers should do in their classes to support their students learning English. The questionnaires were written in the L1 (Turkish) of the experts, so that teachers could express their thought easily without any language barriers. However, they were free to answer the questions which ever language they preferred, Turkish or English.

The questionnaire was sent to the experts via online and 55 experts agreed to participate and sent the questionnaire back. The data received from the participants was analyzed for content by the researcher and an expert in the field of English language teaching as debriefer. A peer debriefer was used for establishing interrater reliability (Barber & Walczak 2009). It is a process in which the researcher works together with one or more debriefers who are experienced in qualitative research and can have experience or knowledge in the topic of research. Thus, in this study, both the researcher and the debriefer analyzed and categorized the items received from the data independently, then in a peer debriefing session, they met in person and discussed their interpretations and resolved the discrepancy during the meeting. 'Although this process is similar to traditional methods of achieving interrater reliability, there are fundamental differences. The focus in the peer debriefing process is not to train two researchers to evaluate data in the same way, but rather to challenge assumptions about the data, manage subjectivities of the primary researcher, and provide alternate interpretations of trends in the data in order to ultimately create knowledge that is more robust and vetted than the researcher could produce working alone'. (Barber, Walczak, 2009:7).

3.4.2. Second round

In the second round, two independent experts among teacher trainers were asked to comment on the themes identified. The items under the themes were once more categorized to identify specific behaviors of teachers related to the theme and converted into statements. The statements then were used to form the checklist by considering the lesson procedure

since the aim is to observe what goes on in the classroom while the teacher is teaching. Finally, the expert in the field of Education was asked to comment on the checklist that was re-organized and developed by the researcher and the debriefer in the second round.

3.4.3. Third round

In the third round, an online form (Google Forms) with a letter of information about the purpose of the study, and the instrument itself was prepared and the link to the online form was sent to experts via e-mail or their social media accounts. The researcher sent the link to each participant personally by their name and invited them to participate and respond to the questionnaire. This was done to establish a rapport between the researcher and the participants otherwise they would not have responded if the form was sent to all participants at once.

In the form, an explanation on how the experts were expected to examine and comment on the checklist items was also included. They were asked for endorsement to state whether the item is acceptable namely whether the wording was good or should be changed, and whether it was observable or not on a two-point scale, and if they thought it was not acceptable or observable, some space was left under each item for them to write a narrative comment on their view (Appendix 6). An overview of the procedure of the rounds is presented in Figure 3.7.

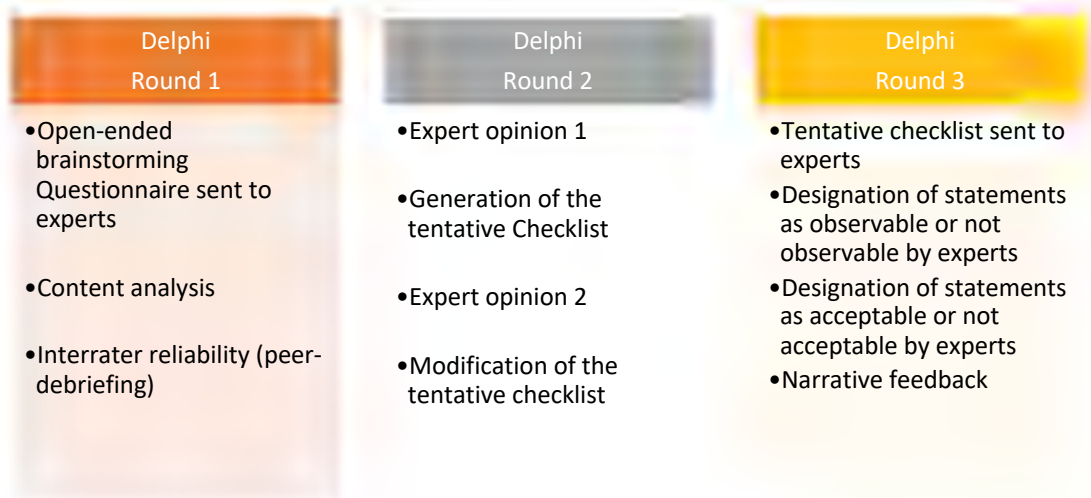


Figure 3.7. *Data collection procedure of the Rounds.*

3.5. Data Analysis

In this modified Delphi study adapted from Sekayi and Kennedy (2017), a qualitative data analysis method was used depending on the data collection procedure. The data analysis methods for each Delphi round are described below in Figure 3.8.

3.5.1. First round data analysis

The qualitative data for the first round was collected through an open-ended questionnaire in which the experts were asked to list their scaffolding practices in their classrooms. The data was analyzed through content analysis. The responses were mostly single declarative statements or responses with follow-up statements explaining their choice or giving further information. The statements were coded with numbers to be able to refer to easily while re-coding and re-categorizing. The analysis and the coding process of the responses were made by the researcher and a peer debriefer who is an expert in the field of English language teaching. Each coder, both the researcher and the peer debriefer coded the data. After coding they came together and held a peer de briefing session.

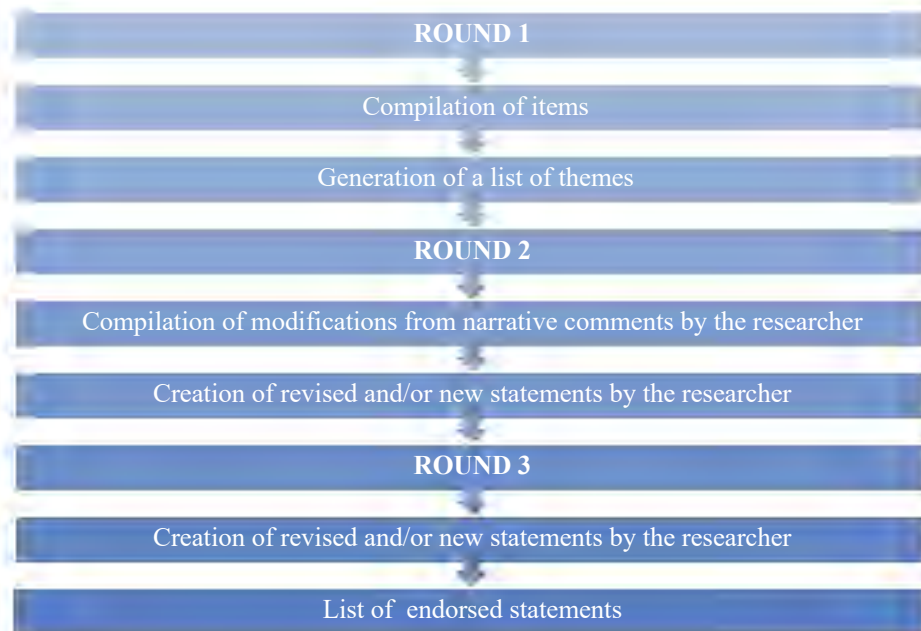


Figure 3.8. Data analysis of the Qualitative Delphi Rounds (adapted from Sekayi and Kennedy, 2017)

The process of the coding started with analyzing every item and bringing together all the statements that have the same content. Later, these groups of statements were compiled under themes that reflected the purpose of the statements. An example of content analysis is presented below in Table 3.3. The expressions such as *fun*, *using games* and *songs* reflect the idea of having fun in class. Thus, the theme for the content of these statements was ‘Making the lesson enjoyable’. All the themes in round 1 were identified using the same procedure.

Table 3.3. *Content analysis of the participants’ responses in Round 1.*

Responses of experts	Theme
175 to make the lesson fun and interesting, to arouse curiosity.	Making the lesson enjoyable
177 to support the learning process with games and songs. Especially in the younger age group, making up a game on almost any subject is much more fun and therefore creates a permanent learning environment.	
214 using songs, games, videoclips, subtitled movies and videos.	
217 regarding the subject, I try to use games especially in my 5 th and 6 th grades.	
298 increasing motivation with games	
311 supporting with games and songs to learn in a fun environment	

3.5.2. Second round analysis

In the second round, two experts in English Language Teaching commented on 30 themes and related items (n=321) resulting from the first round. They proposed some changes on the wording of the themes. Taking the comments into consideration the researcher again made necessary changes by changing wordings and adding new items to the themes. Since the aim of the study was to develop a checklist to be used while observing teachers in the classroom, the next attempt was to convert the items under the themes into statements which would be observable in the teaching process. To illustrate, the theme and items presented in round 2 analysis will be shown in Table 3.4. The items under the theme ‘making the lesson enjoyable, for example, were re-analyzed and specific behaviors of scaffolding to make the lesson enjoyable were identified and formulated into a behavior

statement. For example, item 175 to make the lesson fun and interesting, to arouse curiosity has been reformulated as ‘creates a fun environment’. Item (177) to support the learning process with games and songs. Especially in the younger age group, making up a game on almost any subject is much more fun and therefore creates a permanent learning environment; (214) using songs, games, videoclips, subtitled movies and videos; (217) regarding the subject, I try to use games especially in my 5t and 6th grades; (311) supporting with games and songs to learn in a fun environment; (298) increasing motivation with games, all included using songs and games in each statement. Thus, the statements were formulated as ‘makes students play games’ and ‘supports learning with songs.’ The remaining themes and items were handled in the same way.

Table 3.4. *Content analysis of the items under the themes in Round 2.*

Making the lesson enjoyable	Statements
175 to make the lesson fun and interesting, to arouse curiosity.	Creates a fun environment
177 to support the learning process with games and songs. Especially in the younger age group, making up a game on almost any subject is much more fun and therefore creates a permanent learning environment.	
214 using songs, games, videoclips, subtitled movies and videos.	Makes students play games +
217 regarding the subject, I try to use games especially in my 5t and 6th grades.	Supports learning with songs
311 supporting with games and songs to learn in a fun environment	
298 increasing motivation with games	

The statements formulated by the researcher and the debriefer were once again grouped under sections of a lesson. The tentative checklist was later revised by one other expert in the field of education by giving narrative comments for re-categorization of the sections and statements. The expert made comments on the sections and statements in the checklist. Taking all the comments into consideration, the researcher re-designed the checklist and had a meeting with the peer-debriefer to review and get feedback about the checklist. Turkish has been chosen for the language of the checklist since 78 percent (257 out of 321) of the participants’ statements were written in Turkish.

3.5.3. Third round analysis

In this round, the re-designed checklist was sent to 100 experts to comment on the checklist in terms of whether the items were observable, whether they were well-formulated and if they proposed anything new. Besides commenting on the statements, experts were also given two choices to designate; observable/not observable and well-formulate/not well-formulated. In rounds 2 and 3 in classical Delphi participants are asked to state their agreement on a Likert scale with an in-between option (such as 5-point or 7-point Likert scales). Green (2014) states that in designing a scale for a Delphi research, it is important to use a scale with even number of points. In this way participants will be forced to choose one side or the other. Green (2014) concludes that a mid-range response can lead to a false consensus. The endorsement of one side will promote consistency in the meanings of rankings (Sekayi and Kennedy, 2017). In this round, participants were forced to choose one of the two options. The data was analyzed by calculating how many of the experts said it was observable and well-formulated. The written narrative comments for each statement were compiled and considering each comment necessary changes were made. This qualitative version of Delphi results in more refined statements that adds a value to the findings.

4. RESULTS

4.1. Introduction

Scaffolding is a complicated issue which is defined with an emphasis on cognitive and or behavioral issues. For a clarification of attitudes that can lead to scaffolding of both pre-service and in-service teachers and in increasing their awareness on the issue, a checklist which would include observable acts was observed as a necessity (Van de Pol, 2010). Therefore, the aim of this study is to fill this gap by developing a checklist to observe English teachers' scaffolding strategies in the classroom.

Within this aim in mind, teachers' perceptions on what they do to scaffold their learners was asked in different rounds using Delphi method. In the first round an open-ended questionnaire was sent to the experts in the field of English language teaching and 55 of them agreed and responded to the questionnaire. 321 statements on scaffolding strategies were listed by the experts and the researcher categorized and codified the statements into common themes. In the second round, two experts on teacher training were asked to comment on the themes identified and after re-categorizing and modifying the statements, a checklist with two main sections, five sub-titles and 78 statements was created. A third expert in the field of education was asked to comment on the checklist version of the data. In the third round, the checklist with 78 items were sent to 100 experts to state whether the items were acceptable in terms of the wording and whether they are observable or not in class. In the following part, the findings of the rounds are presented in detail.

4.2. Results of the First Round

The questionnaires for both teacher trainers and teachers were sent to the experts via an online survey application and e-mail (see Appendices-1 and 2). 55 participants agreed to participate and sent the filled-in questionnaire back. The researcher compiled a pool of 321 statements out of 345 listed by the participants (see Appendix 3). The items which were not related or explained a scaffolding behavior were excluded from the list of 345 items. The remaining 321 statements on the questionnaire responded by the participants were analyzed by the researcher and a peer debriefer who was an expert in the field of English language

teaching to increase the reliability of the study (Barber, Walczak, 2009). The distribution of the statements received from English teachers at work and ELT trainers in universities is given in Table 4.1. 186 (%58) out of 321 were stated by the English Teachers and 135 (%42) came from the Teacher Trainers. Each of the statements were coded with numbers in order to make possible for the researcher to find and reorder in the following rounds.

Table 4.1. *Statements collected in the First Round*

Experts	(n)	Statements (n)	%
English Teachers (ET)	31	192	60
Teacher Trainers (TT)	24	129	40
Total	55	321	100

At the end of this analysis the statements (hereafter items) were grouped under 30 themes with 321 items (see Table 4.2). The items that reflected the idea of the theme were written under the theme. For example, the items of the theme ‘Making the lesson enjoyable’ were (175) to make the lesson fun and interesting, to arouse curiosity.; (177) to support the learning process with games and songs. Especially in the younger age group, making up a game on almost any subject is much more fun and therefore creates a permanent learning environment.; (214) using songs, games, videoclips, subtitled movies and videos.; (217) regarding the subject, I try to use games especially in my 5th and 6th grades.; (298) increasing motivation with games; 311 supporting with games and songs to learn in a fun environment. This theme had six (6) items that experts listed in the first round. The subsequent themes were also defined by compiling items that revealed the same content (Appendix-4).

Table 4.2. *Themes identified in the First Round*

1. Making the lesson enjoyable
2. Pre-teaching structures or vocabulary before a task
3. Encouraging and providing task for self-study (out of class)
4. Giving opportunities to use /produce the language
5. Preparing activities suitable to their level
6. Considering Individual differences
7. From simple to complex
8. From known to unknown
9. Peer Support
10. Student Centered

-
11. Using Body language/ Gestures/ Mime
 12. Being a source/coach for the students
 13. Using Audio-Visual materials (Technology)
 14. Asking questions to raise awareness
 15. Monitoring students' needs
 16. Giving Positive feedback
 17. Teaching Learning Strategies
 18. Providing a suitable environment for learning
 19. Giving Feedback
 20. Ignoring mistakes
 21. L1 Use
 22. Repeating
 23. Explaining the purpose of learning a language
 24. Giving examples
 25. Providing activities suitable for their interests
 26. Paraphrasing instructions
 27. Giving clear instruction (simplifying)
 28. Motivating students for learning
 29. Being a model for the student (modelling)
 30. Classroom language use
-

4.3. Results of the Second Round

In the second round two other experts in the field of English language teaching were asked to review the list of themes together with the sub-statements and comment on whether the themes are defined correctly and they were also asked whether any of the themes should be omitted or any be added to the list. They made some suggestions on how to modify the themes identified, such as, changing the theme 'Making the lesson enjoyable' into 'Motivating students', 'Encouraging and providing tasks for self-study' into 'Encouraging self-study'.

After the suggestions from the two experts, the researcher and the peer debriefer edited the themes taking the suggestions into consideration. Since the aim was to develop a checklist the researcher and the peer debriefer identified three aspects of the teaching process which are 'the actions taken by the teacher to teach content', 'to motivate students' and 'to lead them to self-study'. The themes were grouped under titles starting with the introductory sentences such as '*During the lesson, the teacher...*'; '*To create situations to increase motivation, the teacher...*'; and '*To give support for self-study, the teacher...*' Thus, the checklist comprised of three parts: 'Application during the lesson' with 66 items, 'Creating situations to increase motivation' with 28 items and 'Giving support for self-study' with 9 items (see Table 4.3). Some themes which are considered as too general expressions such

as, ‘*From known to unknown*’ are deleted and the items under that theme are regrouped. After the grouping, the items within each group are revised once more and redundant items or highly similar items are reduced and necessary changes for observable expressions are made.

Table 4.3. *Overview of the checklist*

Titles	Number of statements (items)
Application during the lesson	66
Creating situations to increase motivation	28
Giving support for self-study	9
TOTAL	103

All the items underneath each theme are rephrased starting with an action verb to indicate a scaffolding behavior. They were re-written as ‘*Reminds students of the previously learned content*’, ‘*Leads students from known to unknown*’ and ‘*Prepares activities to practice previously learned content*’ indicating an observable behavior. While doing this, some expressions in the items are also changed such as; ‘*Pre-teaching vocabulary items before doing a task*’ into ‘*Gives the necessary/key vocabulary before doing a task*’. Finally, the checklist of 103 items (statements) grouped under three titles is obtained. The first part of the checklist is as in Table 4.4. It starts with ‘*During the lesson, the teacher...*’ because all the items are related to the actions taken by the teacher during the teaching process. Some of the items are; ‘*Gives the necessary/key words before moving on to the topic*’, ‘*Uses visuals while vocabulary teaching.*’, ‘*Uses songs or melody while vocabulary teaching.*’ etc.

Table 4.4. ‘*Application During the Lesson*’ part of the checklist (the Turkish version in Appendix 6)

During the lesson, the teacher;
1. Gives the necessary key words before moving on to the topic.
2. Uses visuals while vocabulary teaching.
3. Uses songs or melody while vocabulary teaching.
4. Prepares activities suitable to the students’ level.
5. Prepares activities suitable to the students’ needs.
6. Asks questions suitable to students’ level in exams.
7. Shortens and simplifies the reading texts.
8. Modifies the text and words in a listening text according to the students’ level.
9. Separates long listening texts into parts to make it more comprehensible.
10. Makes writing activities easier.
11. Orders the activities from simple to difficult.

Table 4.5. (Continued) 'Application During the Lesson' part of the checklist (the Turkish version in Appendix 6)

12. First reminds the lesson content students have learned previously.
13. Builds new information on already known information.
14. Prepares activities in which students can use the previously learned knowledge.
15. Makes knowledge permanent by using association techniques.
16. Supports lesson presentations with gestures and mimics.
17. Uses body language while giving verbal instructions.
18. Enriches the topic presentation by using Visual-Audio materials (smart board, real objects, videos, drawing, web sites, social media etc.)
19. Uses mother tongue when explaining to students with low level.
20. Gives examples of similarities between L1 and L2.
21. Gives meaningful examples (based on real life, students' experiences) about the topic.
22. Explains the topic that is not understood by using different expressions.
23. Uses language that the students can understand.
24. Gives examples of language use.
25. Models the activity to be done first herself/himself.
26. Is a good role model for the student.
27. Provides variety a variety of tasks and activities.
28. Speaks English as much as possible.
29. Makes use of drama and theatrical activities while presenting the lesson.
30. Makes students repeat sentences and words frequently.
31. Models different learning strategies.
32. Teaches questioning techniques.
33. Teaches in context.
34. Uses the elicitation technique to enable students to say everything they can.
35. Explains instructions that are not understood by using different words.
36. Simplifies the instructions to make them clear.
37. Shortens the instructions to make them clear.
38. Guides students while they are doing the activities.
39. Repeats what she/he said to make understanding easier.
40. Uses some techniques (pointing, emphasizing, highlighting, prompting, etc.) to give clues.
41. Provides preliminary information about writing stages.
42. Makes abstract concepts concrete.
43. Increases the opportunity and time of speaking between students.
44. Gives students as much time as necessary in speaking activities.
45. Prepares an environment where students can express themselves freely in speaking activities.
46. Prepares productive activities that will enable students to use the new information.
47. Checks how much students have understood by asking questions
48. Asks questions to make students think and speak.
49. Draws their attention to idioms.
50. Does not give too many grammar rules.
51. Uses the 'learning by doing' technique.
52. Prepares worksheets to reinforce the learning outcomes.
53. Prepares activities for pronunciation practice.
54. Increases their language awareness.
55. Gives necessary information (such as grammar structure and vocabulary) when the student needs help.
56. Provides sources when needed.
57. Gives feedback to the correct language use of students, too.
58. Gives individual feedback during the lesson.
59. Repeats the correct form so that students can correct their mistakes.
60. Gives immediate and frequent feedback.
61. Gives written and verbal feedback.

Table 4.6. (Continued) ‘Application During the Lesson’ part of the checklist (the Turkish version in Appendix 6)

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62. Corrects mistakes through direct and indirect feedback.
 63. Enables students to do self-correction.
 64. Takes notes of common mistakes and shows the correct form at the end of the lesson.
 65. Allows peers to correct their friends’ mistakes.
 66. Gives feedback by using gestures.
-

The second part of the checklist started with ‘*To create situations to increase motivation, the teacher...*’ and the statements were listed below as shown in the Table 4.5. All the items are related with what the teacher does to increase their motivation. There are 28 items such as ‘reduces language learning anxiety by giving suggestions’, ‘makes learners play games’, ‘supports learning with songs’; ‘creates a fun learning environment’ etc.

Table 4.7. ‘Creating situations to increase motivation’ part of the checklist

To create situations to increase motivation, the teacher;

67. Reduces language learning anxiety by giving suggestions.
 68. Makes students play games.
 69. Supports learning with songs.
 70. Creates a fun learning environment.
 71. Treats students kindly.
 72. Uses every kind of expression to encourage students.
 73. Motivates students when they have difficulties.
 74. Makes the student feel that she/he will be successful.
 75. Simplifies the work done so that the student can succeed.
 76. Encourages students to participate in the lesson.
 77. Takes the opinions of students on the issues such as the lesson, materials etc.
 78. Makes students speak at least once by asking questions in the target language.
 79. Provides a positive atmosphere.
 80. Prepares the topics and activities so as to get the attention of the students.
 81. Attracts students’ interest by giving cultural information about the language.
 82. Gives motivational rewards.
 83. Provides a competitive environment by conducting competitions.
 84. Arranges individual meetings.
 85. Explains the language learning process.
 86. Explains the reasons for language learning.
 87. Ensures that students should not be afraid of making mistakes.
 88. Ensures that students do not make fun of each other when they make mistakes.
 89. Chooses topics that attract students’ interest and enables them to speak.
 90. Gives examples from her/his own life and experiences.
 91. Considers individual differences.
 92. Prepares the lesson content considering the students’ needs.
 93. Enables students to support each other by working in groups.
 94. Starts the lesson with a visual related to the topic to get students’ attention.
-

The third part of the checklist started with ‘To support self-study, the teacher...’ and the statements were listed below as shown in the Table 4.6; ‘suggests resources to benefit from outside the classroom.’, ‘directs students to study outside classroom; enables students to benefit from the social media, gives homework to practice the newly learned words at home, gives productive homework, gives topics to search for, etc.

Table 4.8. *‘Giving support for self-study’ part of the checklist*

<p>To support self-study, the teacher; 95. Suggests resources to benefit from outside the classroom.</p> <p>Directs students to study outside classroom; 96. Enables students to benefit from the social media. 97. Gives homework to practice the newly learned words at home. 98. Gives productive homework. 99. Gives topics to research. 100. Introduces studying methods to use when practicing outside the classroom. 101. Gives homework to overcome weaknesses in language. 102. Guides the students in developing their reading, listening, writing and speaking skills. 103. Gives activities to support language development outside classroom.</p>

The checklist developed in the second round was given to another expert apart from the subject area and who was experienced in educational sciences and the application of Delphi method to comment on the clarity and acceptability of the items and the categories they are placed. As a result, the expert stated that there are statements that do not belong to the during stage of a lesson. She suggested that there should be another title that checks what the teacher does before the lesson when planning the materials and activities to use in the lesson. Thus, the statements like ‘4. prepares activities suitable to the students’ level’, ‘5. prepares activities suitable to the students’ needs’, ‘7. simplifies and shortens the reading texts’, ‘11. orders the activities from simple to difficult’, ‘80. prepares topics and activities as to get the attention of the students were grouped under the title of ‘Planning’.

Another suggestion and modification were to merge some statements that overlapped or could be regarded as one behavior, such as ‘teaches vocabulary using visuals’ can be merged with ‘enriches teaching with audio-visual materials’, or ‘separates long listening texts into smaller parts to make it comprehensive’, ‘simplifies the writing activities’, ‘shortens and simplifies reading texts’ could be merged and made one statement like ‘shortens and simplifies reading and listening texts’. The wording of some statements was

also changed, such as ‘builds new information on the already known one’ to ‘activates students’ background knowledge’.

The researcher modified the checklist taking the suggestions of the expert into consideration and, finally, a checklist with two main sections, five themes (sub-titles) and 78 items indicating scaffolding behaviors was formed. The main sections were ‘Preparation for the lesson’ and ‘Application during the lesson’. The first section consisted of 8 statements under the sub-title of ‘Planning’. The second section ‘Application of the lesson’, consists of four more sub-titles, such as ‘Lesson Processing’ with 32 statements, ‘Giving Feedback’ with 12 statements, ‘Getting Attention and Motivation’ with 17 statements, and ‘Giving support for self-study’ with 9 statements (see Table 4.7 for an outline)

Table 4.9. *An overview of the checklist in the second round*

Main Phases	Sub-titles	Number of statements
Preparation for the lesson	Planning	8
Application during the lesson	Lesson processing	32
	Giving Feedback	12
	Getting Attention and Motivation	17
	Giving support for self-study	9
TOTAL		78

The statements under ‘Planning’ reflected what teachers do in their lesson planning stage when they are choosing and organizing the activities and materials to scaffold their learners. The ‘Application during the lesson’ part consists sub topics and items that refer to the actions of the teacher in class to scaffold the students. ‘Lesson processing’, one of the subtopics of this part, consists of scaffolding strategies that the teacher uses while teaching the content. ‘Giving feedback’ being another issue in scaffolding that needs to be observed in class, this group involves the teacher’s scaffolding actions while giving feedback. To involve students into the learning process, the teacher needs to get their interest in a task by getting their attention and motivating. So, this subtopic covers the actions of the teachers to motivate their students. The giving support for self-study is the stage when the teacher gives students the opportunity to apply what they have learned in class outside with different sources. The statements under the sub-titles are presented in Table 4.8.

Table 4.10. *The Checklist of the Second Round (the Turkish version in Appendix 7)*

Lesson Preparation Phase

I. PLANNING

1. Prepares activities that will make new knowledge permanent.
2. Prepares activities suitable to the level of the students.
3. Prepares activities according to the students' needs.
4. Shortens and simplifies the reading and listening texts.
5. Orders the activities from simple to difficult.
6. Provides variety in tasks and activities.
7. Prepares productive activities that will enable students to use the new information.
8. Prepares the topics and activities so as to get the attention of the students.

II. LESSON PROCESS

9. Teaches the necessary words by using visuals before moving on to the topic.
10. Stops the long listening texts time to time to make it understandable.
11. Provides help to write by giving necessary clues.
12. Activates students' background knowledge.
13. Uses body language while presenting the topic.
14. Uses body language while giving verbal instructions.
15. Enriches the topic presentation by using Visual-Audio materials (smart board, real objects, videos, drawing, web sites, social media etc.)
16. Uses mother tongue when explaining to students with low language level.
17. Gives examples of similarities and differences between L1 and L2.
18. Gives meaningful examples (based on real life, students' experiences) about the topic.
19. Explains the subject using language that the students can understand.
20. Gives instructions in a way that students can understand.
21. Uses modeling in learning.
22. Speaks English as much as possible.
23. Uses drama and theatrical activities while presenting the topic.
24. Asks students to repeat words very often.
25. Models different learning strategies.
26. Teaches the topic in context.
27. Asks questions to reveal what students know.
28. Asks questions to make students talk.
29. Guides students while they are doing the activities.
30. Uses some techniques (pointing, emphasizing, highlighting, prompting, etc.) to give clues.
31. Provides opportunities for students to talk in groups.
32. Gives students as much time as necessary in speaking activities.
33. Prepares an environment where students can express themselves freely.
34. Prepares an environment where students can ask questions freely.
35. Checks how much students have understood by asking questions.
36. Draws their attention to idioms.
37. Does not give too many grammar rules.
38. Uses the 'learning by doing' technique.
39. Increases their language awareness.
40. Provides need-based support.

III. GIVING FEEDBACK

41. Gives feedback to the correct language use of students, too.
 42. Gives individual feedback.
 43. Gives immediate feedback.
 44. Gives feedback frequently.
 45. Gives written and verbal feedback.
-

Table 4.11. (Continued) *The Checklist of the Second Round (the Turkish version in Appendix 7)*

46. Gives feedback by using gestures.
47. Repeats the correct form so that students can correct their mistakes.
48. Corrects mistakes directly.
49. Corrects mistakes indirectly.
50. Enables students to do self-correction.
51. Allows peers to correct their friends' mistakes.
52. Takes notes of common mistakes and shows the correct form at the end of the lesson.

IV. GETTING ATTENTION AND MOTIVATION

53. Reduces language learning anxiety by giving suggestions.
54. Reduces the language use anxiety by giving suggestions.
55. Provides a fun environment to motivate students.
56. Treats students kindly.
57. Simplifies the work done so that the student can succeed.
58. Encourages students to participate in the lesson.
59. Takes the opinions of students on the issues such as the lesson, materials etc.
60. Provides a positive environment.
61. Attracts students' interest by giving cultural information about the language.
62. Gives motivational rewards.
63. Provides a competitive environment by conducting competitions.
64. Explains the language learning process.
65. Explains the reasons for language learning.
66. Ensures that students should not be afraid of making mistakes.
67. Chooses topics that attract students' interest and enables them to speak.
68. Considers individual differences.
69. Enables students to support each other by working in groups.

V. SELF-STUDY SUPPORT

70. Suggests resources to benefit from outside the classroom.
71. Enables students to benefit from the social media.
72. Makes them practice the newly learned words at home.
73. Gives productive assignments.
74. Gives research topics.
75. Introduces studying methods to use when practicing outside the classroom.
76. Gives assignments to overcome weaknesses in language.
77. Guides the students in developing their reading, listening, writing and speaking skills.
78. Gives activities to support extracurricular language development.

4.4. Results of the Third Round

In the first two rounds, the researcher compiled a pool of items from the participants and reviewed, revised and grouped the items considering the views of experts and formed a final checklist. For validation of the checklist, in the third round it was given to hundred teachers in the field of English teaching. The checklist was sent to the teachers through an online survey website (Google Forms) in the form of an electronic checklist (Appendix 6). They were sent invitation letters in which they could also get a brief information about the research. Together with the information of the link for the checklist was also sent. They were

asked to decide whether each item was ‘acceptable or not’, and whether they were ‘observable or not’ respectively, and if they stated that it was unacceptable or not observable, they also had to write why they thought so and whether they have any suggestions. However, there was a misunderstanding by several participants since they thought they should designate only one option, either ‘acceptable or not’ or ‘observable or not’. The results for all the sub-titles show that the response numbers for ‘acceptable or not’ is higher than the numbers for ‘observable or not’. For example, the numbers of responses for ‘acceptable or not’ in statements 1, 2 and 5 are 100, but the remaining responses to each statement vary. In statement (1), 94 responses out of 100 designated that it is acceptable, but to the same statement only 82 participants designated ‘observable or not’ although it should have been 100. This was due to misunderstanding the guideline. 18 of the 100 experts did not understand that they should have also stated whether the behavior is observable or not. The participants were warned by the researcher upon realizing the situation by explicitly stating the requirements. The results for each sub-title will be presented in the following part.

4.4.1. Planning

A high percentage (over 90%) of responses to the planning stage agreed that the items are acceptable and observable. The highest acceptable statement with 100% is number 2. Prepares activities suitable to the level of the students. And the lowest acceptable statement is number 4. *Shortens and simplifies the reading and listening texts* (86 %). The highest observable statements are numbers 2. *Prepares activities suitable to the level of the students;* 6. *Provides variety in tasks and activities;* and 7. *Prepares productive activities that will enable students to use the new information.* The lowest percentage for observable is 90.4 %; 3. *Prepares activities according to the students’ needs.* The percentages are presented in Table 4.9.

The experts who stated that the statements were not observable, supported it with an explanation. Taking their comments into consideration the researcher revised the sentences so that they became observable as in statements 1 and 2 in Table 4.10. Some other statements were revised because experts responded saying that the wording of the statements are not clear. Statements 3, 5, 6, 7 and 8 were reformulated to make them more comprehensible.

Statement 4 was elaborated because experts said that authentic reading text cannot be simplified but can be supported with suitable tasks.

Table 4.12. Results of the Third Round Delphi: Number of Responses and percentages of responses for planning.

Lesson Preparation Phase	Responses n	Acceptable n	%	Responses n	Observable n	%
I. PLANNING						
1. Prepares activities that will make new knowledge permanent.	100	94	94	82	76	92.6
2. Prepares activities suitable to the level of the students.	100	100	100	82	81	98.7
3. Prepares activities according to the students' needs.	98	95	96.9	84	76	90.4
4. Shortens and simplifies the reading and listening texts.	93	80	86	90	85	94.4
5. Orders the activities from simple to difficult.	100	99	99	83	81	97.5
6. Provides variety in tasks and activities.	97	94	96.6	85	84	98.8
7. Prepares productive activities that will enable students to use the new information.	98	95	96.9	85	84	98.8
8. Prepares the topics and activities so as to get the attention of the students.	100	97	97	82	78	95.1

Table 4.13. Statements that were revised because they were not observable or acceptable.

I. PLANNING		
Round 3 Statements (English Translation)	Reason for Revision	Revised statement (English Translation)
1. Prepares activities that will make new knowledge permanent.	Changed because it was not observable.	includes interesting activities (e.g., puzzles, games, songs, visuals).
2. Prepares activities suitable to the level of the students.	Changed because it was not observable.	includes activities that provide student participation.
3. Prepares activities according to the students' needs.	Wording was changed to make it comprehensible.	takes the students level into account while preparing the activity.

Table 4.14. (Continued) Statements that were revised because they were not observable or acceptable.

4. Shortens and simplifies the reading and listening texts.	Wording was changed because respondents stated that a text cannot be simplified.	prepares activities that facilitate the understanding of reading and listening texts (e.g., activities that will lead to the clues in the texts).
5. Orders the activities from simple to difficult.	Wording was changed to make it comprehensible.	orders the activities to be used in the lesson from simple to difficult.
6. Provides variety in tasks and activities.	Wording was changed to make it comprehensible.	provides variety in activities to be used in the lesson.
7. Prepares productive activities that will enable students to use the new information.	The phrase ‘Production activities’ in Turkish was not clear. So, the wording was changed with an explanation.	prepares production activities in which students will use the newly learned knowledge in speaking and writing.
8. Prepares the topics and activities so as to get the attention of the students.	Wording was changed to make it comprehensible.	includes topics and activities that will get the attention of the student.

4.4.2. Lesson processing

The lesson processing consisted of 32 statements and a high percentage of responses agreed that the statements are acceptable and observable (see Table 4.11). The percentages of responses as acceptable range from 82.6 to 100. The lowest being number (16) *Uses mother tongue when explaining to students with low language level.* (21) *Uses modeling in learning.* (37) *Does not give too many grammar rules.* (12) *Activates students’ background knowledge;* and (10) *Stops the long listening texts time to time to make it understandable* respectively.

Table 4.15. Results of the Third Round Delphi: Number of Responses and percentages of responses stating acceptable and observable.

Lesson Preparation Phase	Responses n	Acceptable n	%	Responses n	Observable n	%
II. LESSON PROCESS						
9. Teaches the necessary words by using visuals before moving on to the topic.	97	92	94.8	86	85	98.8

Table 4.16. (Continued) Results of the Third Round Delphi: Number of Responses and percentages of responses stating acceptable and observable.

10. Stops the long listening texts time to time to make it understandable.	97	87	89.6	86	82	95.3
11. Provides help to write by giving necessary clues.	95	90	94.7	87	84	96.5
12. Activates students' background knowledge.	97	84	86.5	86	70	81.3
13. Uses body language while presenting the topic.	97	96	98.6	85	84	98.8
14. Uses body language while giving verbal instructions.	98	98	100	86	85	98.8
15. Enriches the topic presentation by using Visual-Audio materials (smart board, real objects, videos, drawing, web sites, social media etc.)	97	97	100	85	84	98.8
16. Uses mother tongue when explaining to students with low language level.	92	76	82.6	92	82	89.1
17. Gives examples of similarities and differences between L1 and L2.	96	89	92.7	86	82	95.3
18. Gives meaningful examples (based on real life, students' experiences) about the topic.	97	96	98.6	85	82	96.4
19. Explains the subject using language that the students can understand.	97	96	98.9	86	84	97.6
20. Gives instructions in a way that students can understand.	97	96	98.9	86	81	94.1
21. Uses modeling in learning.	93	79	84.9	90	74	82.2
22. Speaks English as much as possible.	95	91	95.78	87	83	95.4

Table 4.17. (Continued) Results of the Third Round Delphi: Number of Responses and percentages of responses stating acceptable and observable.

23. Uses drama and theatrical activities while presenting the topic.	98	96	9.9	85	84	98.8
24. Asks students to repeat words very often.	97	92	9.8	86	84	97.6
25. Models different learning strategies.	98	93	9.8	84	77	91.6
26. Teaches the topic in context.	97	95	9.3	88	85	95.5
27. Asks questions to reveal what students know.	99	98	98.9	86	85	98.8
28. Asks questions to make students talk.	99	97	97.9	86	84	97.6
29. Guides students while they are doing the activities.	96	94	97.9	88	87	98.8
30. Uses some techniques (pointing, emphasizing, highlighting, prompting, etc.) to give clues.	99	98	98.9	86	85	98.8
31. Provides opportunities for students to talk in groups.	98	95	96.9	86	84	97.6
32. Gives students as much time as necessary in speaking activities.	100	99	99	83	83	100
33. Prepares an environment where students can express themselves freely.	100	100	100	85	81	95.2
34. Prepares an environment where students can ask questions freely.	99	98	98.9	85	80	94.1
35. Checks how much students have understood by asking questions.	99	94	94.9	87	84	96.5
36. Draws their attention to idioms.	99	93	93.9	85	80	94.1
37. Does not give too many grammar rules.	96	82	85.4	87	79	90.8

Table 4.18. (Continued) Results of the Third Round Delphi: Number of Responses and percentages of responses stating acceptable and observable.

38. Uses the 'learning by doing' technique.	95	93	97.8	89	85	95.5
39. Increases their language awareness.	97	95	97.9	87	75	86.2
40. Provides need-based support.	97	93	95.8	87	77	88.5

Although experts rated the statements highly as acceptable and observable, the ones who did not endorse that the statements were acceptable or observable wrote the reason with some suggestions (all the reasons and re-formulations are presented in Table 4.12). They stated that some of the statements were not clear and gave some suggestions on how to re-formulate the statements. They stated that some of the statements were not comprehensible and needed to be clarified with examples. The statement (9) is one of the examples. Some suggestions of the experts are as follows:

- When you say visuals only flashcards come to my mind. Give examples of visuals.
- Vocabulary is not taught only by using visuals. There are other techniques too.
- Topic should be elaborated because we teach vocabulary only before reading and listening but not necessarily before grammar teaching.

Taking the suggestions into consideration, the researcher re-formulated the statement adding more information about how to teach vocabulary. 'teaches the necessary words by using visuals before moving on to the topic' was re-formulated as 'presents new words using different techniques (visuals, situations and drama) before moving on to the topic (reading, listening, etc.)'.

The experts also suggested that some of the statements need to be re-written because the wording is not acceptable and clear. For example, the experts' comments for statement (10) are as follows.

- Stopping the listening will disturb the unity of the text.
- Instead of saying time to time, it is better to say when necessary.

The suggestions led the researcher to change the wording so that it became more comprehensible. Thus, 'stops the long listening texts time to time to make it understandable.'

was re-written as ‘makes students listen to the listening texts in sections without disturbing the flow.’

Some of the statements were omitted such as statement (17) ‘gives examples of similarities and differences between L1 and L2’ because talking about the differences would lead to confusion in students. Another statement is (25) ‘models different learning strategies’ because in the Turkish version of the word model was not clear. Statement (36) ‘draws their attention to the idioms’ was also omitted because it could not be considered as scaffolding. Finally, the statement 39 ‘increases their language awareness’ was omitted because it was not observable.

Three of the statements were combined with other statements to make one since they had the same content. For example, statement (30) ‘uses some techniques (pointing, emphasizing, highlighting, prompting, etc.) to give clues’ was combined with statement (29) ‘guides students while they are doing the activities. The statement was re-formulated as ‘gives clues to students while doing the activities to enable them to do the activities themselves’.

Table 4.19. *Statements that were revised because they were not observable or acceptable.*

II. LESSON PROCESS		
Round 3 Statements (English Translation)	Reason for Revision	Revised statement (English Translation)
9. Teaches the necessary words by using visuals before moving on to the topic.	Examples were added to make it comprehensible.	presents new words using different techniques (visuals, situations and drama) before moving on to the topic (reading, listening, etc.)
10. Stops the long listening texts time to time to make it understandable.	Wording was changed to make it comprehensible.	makes students listen to the listening texts in sections without disturbing the flow.
11. Provides help to write by giving necessary clues.	Examples were added to make it comprehensible.	enables students to write by making necessary preparations (giving the skeleton structure of the text, brainstorming, etc.) to the writing activity.
12. Activates students’ background knowledge.	Examples were added to make it comprehensible.	activates students background knowledge of the topic (in reading, listening, speaking, writing, etc.) by asking questions.
13. Uses body language while presenting the topic.	Wording was changed to make it comprehensible.	makes use of body language while presenting a topic.

Table 4.20. (Continued) *Statements that were revised because they were not observable or acceptable.*

14. Uses body language while giving verbal instructions.	Wording was changed to make it comprehensible.	uses body language when giving verbal instructions.
15. Enriches the topic presentation by using Visual-Audio materials (smart board, real objects, videos, drawing, web sites, social media etc.)	Examples were added to make it comprehensible.	enriches language learning (reading, listening, grammar, vocabulary teaching) by using audio-visual materials (smart board, real materials, pictures, websites, social media, etc.)
16. Uses mother tongue when explaining to students with low language level.	Wording was changed to make it comprehensible.	uses mother tongue when necessary (when the students have difficulty in understanding the instruction).
17. Gives examples of similarities and differences between L1 and L2.	Omitted because talking about differences would lead to confusion in students.	
18. Gives meaningful examples (based on real life, students' experiences) about the topic.	Wording was changed to make it comprehensible.	gives examples related to the topic (from real situations, from their own lives, from the student's life) that makes sense for the student.
19. Explains the subject using language that the students can understand.	Wording was changed to make it comprehensible.	explains the subject using classroom language appropriate to the student's level.
20. Gives instructions in a way that students can understand.	Wording was changed to make it comprehensible.	gives instructions to the activities using classroom language that is appropriate to the student's level.
21. Uses modeling in learning.	Examples were added to make it comprehensible.	uses modeling as a teaching method (models by doing, eg: shows how to do scanning verbally)
22. Speaks English as much as possible.	Wording was changed to make it comprehensible.	speaks English throughout the lesson.
23. Uses drama and theatrical activities while presenting the topic.	Wording was changed to make it comprehensible.	makes students do drama activities.
24. Asks students to repeat words very often.	Wording was changed to make it comprehensible.	makes students repeat the newly learned words or sentences in different contexts.
25. Models different learning strategies.	Omitted because the word modelling is not clear.	
26. Teaches the topic in context.	Wording was changed to make it comprehensible.	teaches the subject in a clear and understandable context.
27. Asks questions to reveal what students know.	Wording was changed to make it comprehensible.	asks students questions so that they can relate old knowledge to new knowledge.
28. Asks questions to make students talk.	Wording was changed to make it comprehensible.	asks questions that enable students to speak English.
29. Guides students while they are doing the activities.	Wording was changed to make it comprehensible.	gives clues to students while doing the activities to enable them to do the activities themselves.

Table 4.21. (Continued) *Statements that were revised because they were not observable or acceptable.*

30. Uses some techniques (pointing, emphasizing, highlighting, prompting, etc.) to give clues.	Combined with 29.	
31. Provides opportunities for students to talk in groups.	Wording was changed to make it comprehensible.	includes group and pair work to give students the opportunity to speak.
32. Gives students as much time as necessary in speaking activities.	Wording was changed to make it comprehensible.	gives students enough time in speaking activities.
33. Prepares an environment where students can express themselves freely.	Examples were added to make it comprehensible.	provides an environment (without inhibiting behaviors such as laughing or humiliating) in which students can freely express themselves/ ask questions.
34. Prepares an environment where students can ask questions freely.	Combined with 33.	
35. Checks how much students have understood by asking questions.	Wording was changed to make it comprehensible.	checks how well the students understood the subject by asking questions (checks how well the subject is understood by the student).
36. Draws their attention to idioms.	Omitted because it cannot be considered as scaffolding.	
37. Does not give too many grammar rules.	Wording was changed to make it comprehensible.	explains grammar topics with example of usage rather than rules.
38. Uses the 'learning by doing' technique.	Combined with 37.	
39. Increases their language awareness.	Omitted because it cannot be observed.	
40. Provides need-based support.	Examples were added to make it comprehensible.	gives the necessary information (grammar structure, vocabulary, etc.) to the students when he/she needs it.

4.4.3. Giving feedback

The 'giving feedback' section consisted of 12 statements and a high percentage of responses agreed that the items are acceptable and observable (see Table 4.13). Only one statement (number 47) was evaluated as unacceptable by 56% of the experts. They explained that 'correcting feedback immediately' is not acceptable because this would demotivate the students and that this cannot be scaffolding. However, the researcher did not omit this statement because it is one of the ways of feeding back which is considered as scaffolding.

Table 4.22. Results of the Third Round Delphi: Number of Responses and percentages of responses stating acceptable and observable.

Lesson Preparation Phase	Responses n	Acceptable n	%	Responses n	Observable n	%
III. GIVING FEEDBACK						
41. Gives feedback to the correct language use of students, too.	98	97	98.9	85	83	97.6
42. Gives individual feedback.	97	95	97.9	84	83	98.8
43. Gives immediate feedback.	98	96	97.9	86	86	100
44. Gives feedback frequently.	92	86	93.4	91	85	93.4
45. Gives written and verbal feedback.	92	77	83.6	88	81	92
46. Gives feedback by using gestures.	93	90	96.7	88	87	98.8
47. Repeats the correct form so that students can correct their mistakes.	91	51	56	90	73	81.1
48. Corrects mistakes directly.	95	89	93.6	89	84	94.3
49. Corrects mistakes indirectly.	92	87	94.5	91	83	91.2
50. Enables students to do self-correction.	93	88	94.62	91	85	93.4
51. Allows peers to correct their friends' mistakes.	90	81	90	89	83	93.2
52. Takes notes of common mistakes and shows the correct form at the end of the lesson.	91	84	9.3	90	87	96.6

In this section (see Table 4.14), five of the statements were re-formulated because experts stated they were not comprehensible enough because of the wording. Experts suggested to use the word praise instead of feedback for statement (41) ‘gives feedback to the correct language use of students, too’ which later became ‘praise students’ correct use of language. The statement (42) ‘gives individual feedback’ was not clear because of the word individual. So, the statement was re-formulated as ‘gives feedback to students who need help while doing individual or group work.’

Some of the statements such as (47) ‘repeats the correct form so that students can correct their mistakes’ needed to be elaborated with details of the ways of giving feedback because recasting is not the only way of doing it, and studies have shown that recasts are perceived by advanced learners. As a result, the statement was re-formulated as ‘gives direct

feedback (asks them to correct themselves, allows their friend to correct them, the teacher gives the correct answer by stating that they made a mistake) to the mistakes made by students while answering the questions in the classroom. Finally, five of the statements were combined with one other statement because they reflected the same action. For example, statements (43) ‘gives immediate feedback’, (44) ‘gives feedback frequently’ and (51) ‘allows peers to correct their friends’ mistakes’ were inserted into statement (43). As mentioned before, statement (48) ‘corrects mistakes directly’ was not endorsed as acceptable, first because they stated that direct correction would be demotivating and secondly, that the wording in Turkish is not clear. Therefore, instead of omitting the statement the researcher re-formulated it as ‘corrects the language mistakes made by the students immediately.

Table 4.23. *Statements that were revised because they were not observable or acceptable.*

III. GIVING FEEDBACK		
Round 3 Statements (English Translation)	Reason for Revision	Revised statement (English Translation)
41. Gives feedback to the correct language use of students, too.	Wording was changed to make it comprehensible.	praises students’ correct use of language.
42. Gives individual feedback.	Wording was changed to make it comprehensible.	gives feedback to students who need help while doing individual or group work.
43. Repeats the correct form so that students can correct their mistakes.	Examples were added to make it comprehensible.	gives direct feedback (asks them to correct themselves, allows their friend to correct them, the teacher gives the correct answer by stating that they made a mistake) to the mistakes made by students while answering the questions in the classroom.
44. Gives immediate feedback	Combined with 43	
45. Gives feedback frequently.	Combined with 43	
46. Gives written and verbal feedback.	Wording was changed to make it comprehensible.	gives written feedback to students’ paper assignments
47. Corrects mistakes directly.	Wording was changed to make it comprehensible.	corrects the language mistakes made by the students immediately.
48. Corrects mistakes indirectly.	Combined with 49	

Table 4.24. (Continued) *Statements that were revised because they were not observable or acceptable.*

49. Enables students to do self-correction.	Examples were added to make it comprehensible	gives feedback indirectly (by giving hints, mimics, repeating the answers correctly, etc.) to the mistakes made by the students while answering the questions in the classroom.
50. Takes notes of common mistakes and shows the correct form at the end of the lesson.	Wording was changed to make it comprehensible.	gives delayed feedback (takes notes of the mistakes made by the students during the activity and shares them at the end of the lesson.
51. Allows peers to correct their friends' mistakes.	Combined with 43.	
52. Gives feedback by using gestures.	Combined with 49.	

4.4.4. Getting attention and motivation

This section (Table 4.15), getting attention and motivation, consisted of 17 statements. Experts endorsed with a high percentage (over 90%) that the statements are acceptable and observable. Only one statement was rated low (84,2%) as acceptable; (57) ‘simplifies the work done so that student can succeed. Additionally, another statement was rated below 90% as observable; (53) ‘reduces language learning anxiety by giving suggestions.

Table 4.25. *Results of the Third Round Delphi: Number of Responses and percentages of responses stating acceptable and observable.*

Lesson Preparation Phase	Responses n	Acceptable n	%	Responses n	Observable n	%
IV. GETTING ATTENTION AND MOTIVATION						
53. Reduces language learning anxiety by giving suggestions.	99	94	96.9	84	74	88
54. Reduces the language use anxiety by giving suggestions.	97	94	96.9	85	77	90.5
55. Provides a fun environment to motivate students.	99	97	97.9	85	83	97.6
56. Treats students kindly.	99	97	97.9	85	84	98.8

Table 4.26. (Continued) Results of the Third Round Delphi: Number of Responses and percentages of responses stating acceptable and observable.

57. Simplifies the work done so that the student can succeed.	95	80	84.2	90	85	94.4
58. Encourages students to participate in the lesson.	100	100	100	85	85	100
59. Takes the opinions of students on the issues such as the lesson, materials etc.	97	95	97.9	86	85	98.8
60. Provides a positive environment.	100	95	95	85	80	94.1
61. Attracts students' interest by giving cultural information about the language.	99	95	95.9	86	83	96.5
62. Gives motivational rewards.	95	91	95.7	89	85	95.5
63. Provides a competitive environment by conducting competitions.	91	84	92.3	90	84	93.3
64. Explains the language learning process.	96	94	97.9	88	86	97.7
65. Explains the reasons for language learning.	97	95	97.9	87	87	100
66. Ensures that students should not be afraid of making mistakes.	98	96	97.9	86	79	91.8
67. Chooses topics that attract students' interest and enables them to speak.	100	96	96	84	82	97.6
68. Considers individual differences.	98	97	98.9	86	81	94.1
69. Enables students to support each other by working in groups.	99	98	98.9	85	84	98.8

In this section, there were eight statements to be re-formulated because they were not clear enough because of wording. For example, statement (53) 'reduces language learning anxiety by giving suggestions' was made more comprehensible with the statement 'uses encouraging statements to relieve language anxiety'. Three of the statements were merged to make one meaningful statement, such as the statement (54) 'reduces the language use anxiety by giving suggestions. This statement was merged with statement (53) because they both were related to anxiety in learning. Statement (56) 'treats students kindly' was also merged with statement (60) 'provides a positive environment' because they reflected the same action. So, it became 'enables students to trust her/himself with a positive approach. Four of the statements were omitted because they overlapped with some of the statements in

the planning section. Statement (63) ‘provides a competitive environment by conducting competitions’ was omitted because it was not recommended by the experts to do in the classroom (see Table 4.16).

Table 4.27. *Statements that were revised because they were not observable or acceptable.*

IV. GETTING ATTENTION AND MOTIVATION		
Round 3 Statements (English Translation)	Reason for Revision	Revised statement (English Translation)
53. Reduces language learning anxiety by giving suggestions.	Wording was changed to make it comprehensible.	uses encouraging statements to relieve language anxiety.
54. Reduces the language use anxiety by giving suggestions.	Combined with 53.	
55. Provides a fun environment to motivate students.	Omitted because it already given in the planning stage.	
56. Treats students kindly.	Wording was changed to make it comprehensible.	enables students to trust her/himself with a positive approach.
57. Simplifies the work done so that the student can succeed.	Omitted because it already given in the planning stage.	
58. Encourages students to participate in the lesson.	Wording was changed to make it comprehensible.	encourages students to participate in the lesson using verbal statements (such as ‘you can do it’, ‘I’ll help you’, etc.)
59. Takes the opinions of students on the issues such as the lesson, materials etc.	Wording was changed to make it comprehensible.	asks for students’ opinions about the teaching of the lesson, the materials used, and the types of activities.
60. Provides a positive environment.	Combined with 56.	
61. Attracts students’ interest by giving cultural information about the language.	Omitted because it is not observable.	
62. Gives motivational rewards.	Wording was changed to make it comprehensible.	gives moral or small material rewards (such as a book) to the students as a result of his/her success.
63. Provides a competitive environment by conducting competitions.	Omitted because it is not recommended in classes.	
64. Explains the language learning process.	Wording was changed to make it comprehensible.	helps students to set goals for language learning in the teaching process.
65. Explains the reasons for language learning.	Combined with 64.	
66. Ensures that students should not be afraid of making mistakes.	Omitted because it is given in the planning stage.	

Table 4.28. (Continued) Statements that were revised because they were not observable or acceptable.

67. Chooses topics that attract students' interest and enables them to speak.	Omitted because it is given in the planning stage.	
68. Considers individual differences.	Wording was changed to make it comprehensible.	includes different types of activities taking the individual differences into account.
69. Enables students to support each other by working in groups.	Wording was changed to make it comprehensible.	enables students to help each other by working in groups.

4.4.5. Self-study support

This section, self-study support, consists of 9 statements. Experts endorsed with a high percentage (over 90%) that the statements are acceptable and observable. Only one statement was rated below 90% as observable; 72 'makes them practice the newly learned words at home' (see Table 4.17).

Table 4.29. Results of the Third Round Delphi: Number of Responses and percentages of responses stating acceptable and observable.

Lesson Preparation Phase	Responses n	Acceptable n	%	Responses n	Observable n	%
V. SELF-STUDY SUPPORT						
70. Suggests resources to benefit from outside the classroom.	97	97	100	86	84	97.6
71. Enables students to benefit from the social media.	95	93	97.8	88	85	95.5
72. Makes them practice the newly learned words at home.	96	92	95.8	87	77	88.5
73. Gives productive assignments.	98	96	97.9	86	83	96.5
74. Gives research topics.	98	97	98.9	86	84	97.6
75. Introduces studying methods to use when practicing outside the classroom.	97	97	100	86	83	96.5

Table 4.30. (Continued) Results of the Third Round Delphi: Number of Responses and percentages of responses stating acceptable and observable.

76. Gives assignments to overcome weaknesses in language.	98	92	93.8	85	79	92.94
77. Guides the students in developing their reading, listening, writing and speaking skills.	98	96	97.9	85	81	95.2
78. Gives activities to support extracurricular language development.	97	97	100	86	83	96.5

In this section, there were two statements to be re-formulated because they were not clear enough because of wording. For example, statement 73 ‘gives productive assignments’ was made more comprehensible with the statement ‘gives homework in which students can use the language’. Experts stated that the word productive is not clear and should be explanatory. Another statement was 74 ‘gives research topics’ which was not clear. The statement was re-formulated as ‘gives research assignments. Statement 70 ‘suggests resources to benefit from outside classroom’ was exemplified with different resources as in ‘recommends resources (books, web-sites, worksheets, etc.) that students can use outside of the classroom’. Statement 71 ‘enables students to benefit from the social media’ was merged into statement 70 because it was one of the sources mentioned in the re-formulated statement. Statement 72 ‘makes them practice the newly learned words at home’ was another one that was not clear enough and needed to be exemplified as in the new statement ‘gives homework to reinforce vocabulary and grammar knowledge and language skills’. Thus, four statements such as (75) ‘introduces studying methods to use when practicing outside the classroom’, (76) ‘gives assignments to overcome weaknesses in language’, (77) ‘guides the students in developing their reading, listening, writing and speaking skills’, and (78) ‘gives activities to support extracurricular language development’ are merged with statement (72) because they reflected the examples in the re-formulated statement (see Table 4.16).

Table 4.31. *Statements that were revised because they were not observable or acceptable.*

SELF-STUDY SUPPORT		
Round 3 Statements (English Translation)	Reason for Revision	Revised statement (English Translation)
70. Suggests resources to benefit from outside the classroom.	Examples were added to make it comprehensible.	recommends resources (books, web-sites, worksheets, etc.) that students can use outside of the classroom.
71. Enables students to benefit from the social media.	Combined with 70	
72. Makes them practice the newly learned words at home.	Examples were added to make it comprehensible.	gives homework to reinforce vocabulary and grammar knowledge and language skills.
73. Gives productive assignments.	Wording was changed to make it comprehensible.	gives homework in which students can use the language in context.
74. Gives research topics.	Wording was changed to make it comprehensible.	gives research assignments.
75. Introduces studying methods to use when practicing outside the classroom.	Combined with 72.	
76. Gives assignments to overcome weaknesses in language.	Combined with 72.	
77. Guides the students in developing their reading, listening, writing and speaking skills.	Combined with 72.	
78. Gives activities to support extracurricular language development.	Combined with 72.	

4.4.6. The final checklist

The checklist was re-modified taking the suggestions of participants into consideration and as a result a checklist with two main sections, five sub-titles and 52 statements emerged (see Table 4.19). The first section called ‘preparation for the lesson’ consisted of the planning stage with 8 statements. The following section, ‘application during the lesson’ consisted of 4 parts; lesson processing with 25 statements, giving feedback- correcting mistakes with 7 statements, getting attention- motivation with 8 statements and giving support for self-study with 4 statements. The Turkish version of the checklist is in Appendix-11.

Table 4.32. *An overview of the checklist in the third round*

Main Sections	Sub-titles	Number of behavior statements
Preparation for the lesson	Planning	8
Application during the lesson	Lesson processing	25
	Giving Feedback-Correcting Mistakes	7
	Getting Attention-Motivation	8
	Giving support for self-study	4
TOTAL		52

The statements under the first section indicate inclusion of interesting activities and activities that provide student participation. Taking the level of the students, preparing facilitative activities, ordering the activities according to their difficulty level, providing variety, leading students to use newly learned language with productive activities are the other codes taking place in the planning phase. The statements of the checklist related to these codes are given in Table 4.20.

Table 4.33. *The final version of the Lesson planning phase*

LESSON PREPARATION- PLANNING PHASE	
In her/his lesson plan, the teacher/student teacher;	
1.	includes interesting activities (e.g., puzzles, games, songs, visuals).
2.	includes activities that provide student participation.
3.	takes the students level into account while preparing the activity.
4.	prepares activities that facilitate the understanding of reading and listening texts (e.g., activities that will lead to the clues in the texts).
5.	orders the activities to be used in the lesson from simple to difficult.
6.	provides variety in activities to be used in the lesson.
7.	prepares production activities in which students will use the newly learned knowledge in speaking and writing.
8.	includes topics and activities that will get the attention of the student.

At the lesson processing part statements related to, presenting new vocabulary, making students listen, enabling students to write, activating background knowledge, making use of body language, using audio visual materials, making explanations and giving instructions appropriate to the level of the students, modeling, speaking English, using drama, use of newly learned words in different contexts, using context, relating old knowledge to new knowledge, asking question to make students speak, giving clues, including group-work, giving enough time to speak, students expressing themselves freely, checking understanding,

teaching grammar through examples, providing necessary grammar or vocabulary are presented in Table 4.21.

Table 4.34. *The final version of the Lesson Process- Application Phase*

LESSON PROCESS- APPLICATION PHASE	
I. Lesson Processing	
In her/his lesson, the teacher/student teacher;	
9.	presents new words using different techniques (visuals, situations and drama) before moving on to the topic (reading, listening, etc.)
10.	makes students listen to the listening texts in sections without disturbing the flow.
11.	enables students to write by making necessary preparations (giving the skeleton structure of the text, brainstorming, etc.) to the writing activity.
12.	activates students background knowledge of the topic (in reading, listening, speaking, writing, etc.) by asking questions.
13.	makes use of body language while presenting a topic.
14.	uses body language when giving verbal instructions.
15.	enriches language learning (reading, listening, grammar, vocabulary teaching) by using audio-visual materials (smart board, real materials, pictures, websites, social media, etc.)
16.	uses mother tongue when necessary (when the students have difficulty in understanding the instruction).
17.	gives examples related to the topic (from real situations, from their own lives, from the student's life) that makes sense for the student.
18.	explains the subject using classroom language appropriate to the student's level.
19.	gives instructions to the activities using classroom language that is appropriate to the student's level.
20.	uses modeling as a teaching method (models by doing, eg: shows how to do scanning verbally)
21.	speaks English throughout the lesson.
22.	makes students do drama activities.
23.	makes students repeat the newly learned words or sentences in different contexts.
24.	teaches the subject in a clear and understandable context.
25.	asks students questions so that they can relate old knowledge to new knowledge.
26.	asks questions that enable students to speak English.
27.	gives clues to students while doing the activities to enable them to do the activities themselves.
28.	includes group and pair work to give students the opportunity to speak.
29.	gives students enough time in speaking activities.
30.	provides an environment (without inhibiting behaviors such as laughing or humiliating) in which students can freely express themselves/ ask questions.
31.	checks how well the subject is understood by the student.
32.	explains grammar topics with example of usage rather than rules.
33.	gives the necessary information (grammar structure, vocabulary, etc.) to the students whenever.

Giving feedback and correcting mistakes phase includes the statements related to giving positive feedback, individual feedback, written feedback, immediate feedback, delayed feedback, indirect feedback, direct feedback (Table 4.22)

Table 4.35. *The final version of the Giving feedback- Correcting mistakes phase*

II. Giving Feedback- Correcting Mistakes	
In her/his lesson, the teacher/student teacher;	
34.	praises students' correct use of language.
35.	gives feedback to students while doing individual or group work.
36.	gives written feedback to students' paper assignments.
37.	corrects the language mistakes made by the students immediately.
38.	gives delayed feedback (takes notes of the mistakes made by the students during the activity and shares them at the end of the lesson.
39.	gives feedback indirectly (by giving hints, mimics, repeating the answers correctly, etc.) to the mistakes made by the students while answering the questions in the classroom.
40.	gives direct feedback (asks them to correct themselves, allows their friend to correct them, the teacher gives the correct answer by stating that they made a mistake) to the mistakes made by students while answering the questions in the classroom.

The statements in the drawing attention-motivation phase are; using encouraging statements to relieve language learning anxiety, trust-building, encouraging to participate, getting feedback about the lesson and materials, rewarding, helping to set language learning goals, different activities according to individual differences, peer-support in group-work (Table 4.23).

Table 4.36. *The final version of the Drawing attention- Motivation Phase*

III. Drawing Attention- Motivation	
In her/his lesson, the teacher/student teacher;	
41.	uses encouraging statements to relieve language anxiety.
42.	enables students to trust her/himself with a positive approach.
43.	encourages students to participate in the lesson using verbal statements (such as 'you can do it', 'I'll help you', etc.)
44.	asks for students' opinions about the teaching of the lesson, the materials used, and the types of activities.
45.	gives moral or small material rewards (such as a book) to the students as a result of his/her success.
46.	helps students to set goals for language learning in the teaching process.
47.	includes different types of activities taking the individual differences into account.
48.	enables students to help each other by working in groups.

The last phase, supporting self-study, comprises of statements related to offering sources outside, giving homework to reinforce language use, to use the language in a different context, and to do research (Table 4.24)

Table 4.37. *The final version of the Supporting Self-study phase*

IV. Supporting Self-study	
In her/his lesson, the teacher/student teacher;	
49.	recommends resources (books, web-sites, worksheets, etc.) that students can use outside of the classroom.
50.	gives homework to reinforce vocabulary and grammar knowledge and language skills.
51.	gives homework in which students can use the language in context.
52.	gives research assignments.

This final checklist will be used to identify the English teachers' scaffolding instructions, whether they are available and whether they are conducted effectively. It itemizes descriptions of teacher behavior in one column and a space provided beside each item in a second column to check the availability of the behavior. The classic evaluation checklists use dichotomous items such as done/not done. However, because they are not adequate for assessing complex tasks, an extended format with more categories (e.g., done/done insufficiently/not done) has been used. Versions of the final checklist in English and Turkish are presented in the Appendix-11 and 12.

5. DISCUSSION AND CONCLUSION

5.1. Introduction

The necessity of an observable measurement tool of the scaffolding strategies of English teachers and pre-service teachers, led the researcher to develop a checklist for observing the scaffolding process of teachers in the classroom.

This chapter will revisit the results of the study and discuss the results by comparing the existing research and findings on scaffolding. Furthermore, conclusion with a brief summary of the research, pedagogical implications, limitations of the study and recommendations for further studies are included in this chapter.

5.2. Discussion of the Results

Classroom observation is widely considered to be a significant tool for teachers' professional development. It is necessary to have a solid checklist for teachers and observers to express the points that were achieved and those that were missed in order to improve teaching practice. Although there are many checklists to observe classroom practices, developing a checklist for the scaffolding strategies of English teachers to support their students has been neglected. With the aim of fulfilling this gap, a checklist to observe and evaluate the scaffolding strategies of English teachers in the classroom was developed. During the development of the checklist English language teachers' perceptions related to what they do to scaffold are taken. The results indicate that English teachers in Turkey use a variety of scaffolding strategies that support the findings of numerous studies (e.g., Wood, Bruner, Ross, 1996; Tharp and Gallimore, 1988; McKenzie, 2000; Hogan and Pressley, 1997; Roehler and Cantlon, 1997, Van de Pol et al, 2010; Smit et al., 2017; Birjandi and Jazebi, 2014) van Driel et al., 2018; Mahan 2022).

The items gathered from the teachers are re-formulated into observable actions by the researcher. Taking the intentions of the observable actions into consideration a checklist with two sections such as *Preparation to the lesson* with a sub-title of *Planning*, and *Application during the lesson* with the sub-titles of *Lesson Processing*, *Giving Feedback-Correcting mistakes*, *Getting Attention-Motivation* and *Giving Support for Self-study* was formed. The

actions described in the items of the checklist will be evaluated and discussed in the light of the scaffolding strategies mentioned in the literature.

One of these studies is Hogan and Pressley's (1997) study who drew some guidelines for teachers. When we compare this study with their study, the themes and sub-themes cover most of their suggestions. Moreover, this study presents some concrete observable actions that indicate scaffolding, which will guide the teachers especially pre-service teachers in class on how to act. The first suggestion in their study is selecting tasks matching curriculum goals, learning objectives and student needs. For example, the items of this section are exemplified as preparing activities to get attention with games, songs etc., activities involving students, activities suitable to the learners' level, activities from simple to complex, variety of activities, productive activities, activities with topics of students' interest, and activities that make comprehension of reading and listening texts easier. The preparation of such activities needs actively diagnosing the needs of students during the interaction in the classroom which reflects another element in the guideline of Hogan and Pressley (1997). Following the guideline another element which is the provision of tailored assistance is elaborated with various scaffolding actions in the lesson processing stage of this checklist. Thus, the effectiveness of this checklist lies in the detailed description of what teachers do to assist their students in learning, such as, presenting new vocabulary, making students listen, enabling students to write, activating background knowledge, making use of body language, using audio visual materials, making explanations and giving instructions appropriate to the level of the students, modeling, speaking English, using drama, use of newly learned words in different contexts, using context, relating old knowledge to new knowledge, asking question to make students speak, giving clues, including group-work, giving enough time to speak, students expressing themselves freely, checking understanding, teaching grammar through examples, providing necessary grammar or vocabulary. As in the guideline of Hogan and Pressley, giving feedback as proposed and identified by most of the studies (Wood et al., 1976; van de Pol, 2010) has been dealt with separately since monitoring student progress through feedback is a crucial aspect in diagnosing and leading students to being independent learners by applying suitable feedback strategies for suitable situation. The monitoring of students' progress through feedback was described in detail by the experts

in this study, which also indicates the necessity of the present checklist. The last section of the present checklist also complements and exemplifies the element of assisting internalization, independence, and generalization to other contexts in Hogan and Pressley's guideline. One of the characteristics of scaffolding is transfer of responsibility or in other words handover which is also one of the six principles van Lier (1996) proposed. Although transfer of responsibility in most studies (Smit et al., 2013; van de Pol, 2010) was described as a process that takes place in the classroom, this checklist confirms that transfer of responsibility can also be done outside the classroom by assigning students productive and reinforcing activities such as researching or making use of sources students can use outside as was listed in the present study. Overall, this study elaborates the guideline proposed by Hogan and Pressley (1997) with every aspect of scaffolding to raise awareness in especially pre-service teachers about scaffolding, and to guide them with concrete actions.

When compared with the framework developed by Birjandi and Jazebi (2014), there are overlapping and distinguishing points to be stated. First of all, Birjandi and Jazebi (2014) outlined the scaffolding strategies under scaffolding functions such as linguistic, cognitive, metacognitive, social and affective functions. The checklist developed in this study, however, reflects the actual scaffolding actions of teachers during the flow of the lesson which can be more practical to observe. Besides, the items in their framework are not clear enough and not much elaborated. Items such as encouraging learners, creating fun, controlling frustration, making evaluative comments, for example, are not explained in detail how they encourage learners, control frustration and create fun. However, the present checklist, for instance, gives examples for activities that would get students attention and have fun such as games, puzzles, songs, etc.; or encouraging learners by making motivating statement; or to control frustration teachers can reward students for their success.

The concept of scaffolding as defined by van de Pol et al. (2010) was adapted by another study conducted by Smit et al. (2017) to scaffold the reading comprehension skills of students in the EFL context. In line with this study, their observation tool includes some of the same strategies under the scaffolding means proposed by van de Pol (2010). For example, activating background knowledge, making students active participants, creating a supportive environment as means of instructing; using visuals, helping students to produce

in L2 and using L2 for instruction as means of modeling. The items mentioned are also included in the present study but not organized in the same way since this checklist does not focus only on one skill.

The needs of students can be classified as cognitive, metacognitive and affective and each action in the planning part of this checklist reflects also the scaffolding intentions proposed by van de Pol et al. (2010). The statements in the present checklist related to preparing activities to involve student participation, activities suitable to students' level, activities from simple to complex, activities making reading and listening comprehensible, variety of activities and activities to produce language can be considered as *metacognitive* together with the intention of Direction maintenance because choosing these types of activities will keep the learning on target and maintain the learners' active participation. Preparing activities to get students' attention and topics or activities related to the students' interest can be considered as *affective* activities with the intention of recruitment and frustration control because the aim is to get students interested in the task and be motivated. Cognitive structuring and reducing the degrees of freedom which are concerned with the cognitive needs of students are not stated in the planning stage of this checklist since they are observable during the process of teaching in which teachers explain complex tasks and simplify them for the students

The lesson processing has an interactive nature in which scaffolding can take place. Teachers need to adapt their utterances to the responses of students since choosing the appropriate scaffolding strategy by the teacher under a certain situation largely depends on the responses of the students. The lesson processing and feedback sections of this present scaffolding checklist elaborates the support teachers can give during the teaching process with a variety of scaffolding strategies. They are the scaffolding means to scaffold the cognitive, metacognitive and affective activities of students (van de Pol, 2010). The present checklist mainly supports the scaffolding means identified by van de Pol (2010) and the assisting performances proposed by Tharp and Gallimore (1988). The scaffolding means are feeding back, giving of hints, instructing, explaining and modeling. Furthermore, the statements in this checklist exemplify the scaffolding means in detail. In other words, it extends the scaffolding means by providing specific actions taken by the teacher. Each

strategy in the present study serves also for the intentions of scaffolding. The scaffolding means together with their intentions covered in this checklist are as follows; providing the necessary vocabulary (cognitive with the intention of cognitive structuring); breaking the listening into smaller units (cognitive with the intention of reduction of degrees of freedom); providing pre-writing activities (metacognitive with the intention of direction maintenance); activating background knowledge about topic called as schema building by Walqui (2006); and activating background knowledge referring to students' experiences known as bridging in Walqui's terms (cognitive with the intention of cognitive structuring); using body language and gestures while teaching the topic and while giving instructions (cognitive with the intention of reducing the degrees of freedom); contextualizing (Walqui, 2006) language by using audio-visual materials (cognitive with the intention of reducing the degrees of freedom); explaining and giving instructions by adapting language to the students' levels; modeling strategies which is a frequently mentioned means of scaffolding (Walqui, 2006; van de Pol, 2010; Tharp and Galimore, 1988; Wood, Bruner and Ross, 1996; Roehler and Cantlon, 1997); re-presenting language in different genre e.g. using drama or context (Walqui, 2006); asking questions to make connections between old knowledge and new knowledge, to encourage speaking, to check comprehension; giving hints (van de Pol, 2010) so that students can do themselves; providing peer-interaction to give opportunities to talk and share; giving time to speak (Birjandi and Jazebi, 2014); giving chances to speak; teaching grammar with examples and not rules; providing necessary vocabulary and structures whenever a student needs.

The sub-title of feeding back should be considered as a separate element since the interactive nature of scaffolding requires teachers to work collaboratively with the students. They give guidance to accomplish a task and monitor their progress through feedback. Thus, the teacher while guiding the student to use appropriate and accurate language, needs to decide on the different feedback techniques. The scaffolding strategies for giving feedback in the present study are; giving positive feedback, immediate correction, delayed correction, indirect and direct corrections. Giving individual feedback and written feedback are two more approaches that were identified in this study. Aljaafreh and Lantolf (1994, cited in Rassaei, 2014) emphasized the importance of feedback and considered it as scaffolding when

the learner is involved in the correction of the incorrect answer with the collaboration of the teacher. Thus, teachers using the present scaffolding checklist are expected to use the ways of feedback by collaborating with the student and giving student a chance to self-correct for self-regulation.

Another important scaffolding action in the present checklist was to get students interested in the tasks and activities. Experts stated that the teacher should take some actions to motivate and get the attention of the students. The intentions of the actions identified were affective in that their aim was to create a welcoming, safe and supportive learning environment. All the actions listed in this checklist, such as, reducing language learning anxiety, building trust in the teacher, encouraging participation, rewarding, taking the individual differences into consideration encourage students to take risks and feel free to express their thoughts to fulfill this affective aspect.

Transfer of responsibility or handing over (van de Pol, 2010; Smit et al. 2013)) is the third characteristic of scaffolding. To assist internalization of knowledge, the teacher encourages students to practice the tasks in different contexts (Hogan and Pressley, 1997; Walqui, 2006). Assignments can be the most suitable ways to develop self-regulated learning, in other words, have students do task independently without having instructional support. Thus, the expert's suggestions for self-study such as, giving homework to practice vocabulary and grammar knowledge in contexts, and doing research leads to transfer of responsibility. Offering sources such as books, web-sites etc. is another self-study item in the present checklist. This is an item teachers' in Turkish context stated as a supportive behavior which has not been identified in any of the studies conducted on scaffolding.

The results of the present study revealed the scaffolding actions of English teachers in an EFL context. The checklist provides a variety of scaffolding means in relation to scaffolding intentions as van de Pol et al. (2010) proposed. This checklist also covers most of the scaffolding strategies presented in descriptive studies (e.g. Wood, Bruner, Ross, 1996; Tharp and Gallimore, 1988; McKenzie, 2000; Hogan and Pressley, 1997; Roehler and Cantlon, 1997, Walqui (2006); Van de Pol et al, 2010).

5.3. Conclusion

5.3.1. Summary of the study

The aim of this study is to develop a checklist to be used in the classroom environment by pre-service teachers and in-service teachers to observe or reflect on their scaffolding strategies. The methodological approach to the study is the qualitative Delphi Method which is conducted in three rounds. The participants with expertise are asked to give their opinions on specific issues to arrive at stability in responses. Fifty-five (55) experts, who are English teachers at governmental schools and instructors in prep-schools and ELT departments, participated in the first round and responded to an open-ended questionnaire in which they had to itemize what they do or what teachers should do in their classes to support their students learning of English. The data was analyzed and categorized by the researcher first and then an expert in the field of English Language Teaching. In the second round, two more experts in the field of English language teaching were asked to comment on the themes identified and a re-categorization was made. Furthermore, the re-categorized themes were converted into observable actions and a checklist with three different sections was designed. In the third round, the checklist was sent to English teachers in different institutions via online and were asked to state whether the items of the checklist were observable and acceptable. According to the feedback from the teachers the checklist was revised once more. The final version of the checklist consisted of two sections and five sub-titles with 52 items indicating observable behaviors.

5.3.2. Conclusion of the study

The results indicate that the checklist includes most of the identified scaffolding concepts in literature to support students' learning English. These strategies are selecting activities that match with the level and interest of students, activating students' backgrounds to lead them from known to unknown, modeling tasks and strategies to offer behavior for imitation, giving feedback to contribute to students' success, creating a context where students feel secure and encouraging them to use language in stress free environment, using gestures while explaining content or giving instructions which enables learners to follow and stay focused.

In conclusion, this checklist with various scaffolding concepts will provide pre-service teachers and in-service teachers with a framework for understanding important processes in students' learning, enhancing their self-awareness and professional development, and improving their everyday classroom practice and the quality of students' learning.

5.4. Implications

The present research contributes to the few studies on measurement tools of scaffolding in foreign language teaching. One of the practical implications of the study is that the scaffolding checklist can be used in the observation process of the practicum period. The checklist will provide a framework for effective scaffolding of students' learning to pre-service teachers. The pre-service teachers can get some instruction on what scaffolding is, what characteristics it has and what the related strategies are in order to grasp the concept of scaffolding before they do observations and reflection. As a next step, they can be trained in using the checklist by observing sample lessons. As the checklist includes different stages and purposes for observation, the focus of observation (i.e., whether to observe how teachers scaffold students learning by giving feedback, or whether to observe the strategies they employ during the process of teaching the content) can be determined before the observation of the sample lesson, and just the determined focus can be observed. While observing, pre-service teachers will learn the functions of scaffolding in a classroom. After observing another teacher and learning how scaffolding operates, the pre-service teachers can use the checklist while watching video recordings from their own lessons to reflect on their scaffolding actions while teaching. This will enhance the pre-service teachers understanding of own scaffolding actions. To receive feedback about the actual quality of their teaching, pre-service teachers can be observed by their supervisors. The aim of the supervisors' observation and feedback will be to evaluate their performance so that pre-service teachers can improve their scaffolding actions. The pre-service teachers' attention can be drawn to the points they are strong or weak in scaffolding their students with the help of the checklist. Consequently, they can develop and improve their scaffolding strategies and add quality to their teaching.

Another implication is that EFL mentor teachers can also benefit from the use of this checklist in two ways. Mentor teachers in Turkey have the chance to observe pre-service teachers more than the supervisors, and they are required to give feedback on the teaching performances of pre-service teachers. However, the feedback they give is mostly on classroom-management but not on the way pre-service teachers teach. Therefore, one way mentor teachers can benefit from using the checklist is that they can also be trained to use the checklist to observe the scaffolding actions of pre-service teachers and comment on how they performed. The second benefit they will get from will be to reflect on their own teaching and scaffolding students' learning. While giving advice on specific problems, they can realize their own teaching problems and try to overcome their problems.

5.5. Limitations of the study

A first limitation of the study is that classroom application of the checklist has not been done because of the time limitations, so field test of the checklist is not available.

A second limitation is that the researcher was involved in the development process, which could have led to bias. This effect was minimized by including experts not involved in the development process.

5.6. Recommendations for further research

The aim of the present study was to develop an observation checklist for pre-service English language teachers and English teachers at work. Examining and field testing the practicality of the checklist is an important quality which has not been examined in this study. To show the checklist's usefulness and practicality, further research on the application of the checklist in actual classrooms is required.

The study was fully qualitative in nature with narrative comments and endorsement by the participants. Consensus was reached with the participants agreement on whether the statements were observable and acceptable. A further research can be conducted to prove the consensus statistically in numbers. The items can be rated on a 5- or 7-point Likert-type scale until consensus is reached.

The present study includes scaffolding instructions for the four skills (reading, listening, writing and speaking) in one checklist. Another suggestion would be to develop checklists separately for each skill. This would ease the teachers use of scaffolding strategies in skill-based lessons.

Another possibility for further research can be investigating the impact of the teachers' scaffolding actions on the students' learning in a range of different classrooms with different age groups and levels of proficiency. The three characteristics of scaffolding namely contingency, fading and transfer of responsibility can be scrutinized with the help of this checklist.

Considering the cognitive gap between primary-school students and high-school students, a checklist to use in classes of young learners can be developed separately.

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APPENDICES

APPENDIX-1 Questionnaire for Teachers

Değerli Katılımcı,

Bu çalışmanın amacı İngilizce öğretmenlerinin derslerinde öğrencilerin öğrenmelerini kolaylaştırmak için nasıl destek sağladıklarını saptamaya yönelik geçerli ve güvenilir bir checklist (gözlem formu) geliştirmektir. Bu anket bir doktora tez çalışması kapsamında hazırlanacaktır.

Bu çalışma üç aşamadan oluşacaktır. Çalışmanın sonunda, katılımcı çoğunluğunun hem fikir olduğu İngilizce öğretmenlerinin İngilizce öğrenmeyi kolaylaştırıcı destek ve yardımları belirleyen maddelerden oluşan bir checklist (gözlem formu) oluşturulacaktır. Bu birinci aşamada sizden açık uçlu soruları yanıtlamanız istenmektedir.

Çalışmaya katılım tamamen gönüllülük esasına dayalıdır. Çalışma boyunca kimlikleriniz gizli tutulacak, vermiş olduğunuz bilgiler sadece bu çalışmanın amaçları için kullanılacak ve üçüncü şahıslarla paylaşılmayacaktır.

Vereceğiniz yanıtlar çalışmanın geçerliliğini ve güvenilirliğini doğrudan etkileyecektir.

Bu çalışmaya yapacağınız katkılardan dolayı sizlere çok teşekkür ederim.

Öğr. Gör. Neslihan Ekmekçi

[Type here]

1. AŞAMA

Adınız:

Yaşınız:

Eğitim Durumunuz: Lisans ()

Yüksek Lisans yapıyorum ()

Yüksek Lisans ()

Doktora yapıyorum ()

Doktora ()

Görev yaptığınız Kurum:

Kaç yıldır öğretmen olarak görev yapıyorsunuz?

1-5 ()

6-10 ()

11-15 ()

16-20 ()

21- ()

Kendi derslerinizde öğrencilerinizin İngilizce öğrenmelerini kolaylaştırmak için ne tür destek ve yardımda **bulunuyorsunuz?**

Örnek: Yönerge dilini öğrencilerin seviyesine göre basitleştirmek.

1.....

2.....

3.....

4.....

5.....

6.....

(Listeyi uzatabilirsiniz)

APPENDIX-2 Questionnaire for University Instructors (Experts)

Değerli Katılımcı,

Bu çalışmanın amacı İngilizce öğretmenlerinin derslerinde öğrencilerin öğrenmelerini kolaylaştırmak için nasıl destek sağladıklarını saptamaya yönelik geçerli ve güvenilir bir checklist (gözlem formu) geliştirmektir. Bu anket bir doktora tez çalışması kapsamında hazırlanacaktır.

Bu çalışma üç aşamadan oluşacaktır. Çalışmanın sonunda, katılımcı çoğunluğunun hem fikir olduğu İngilizce öğretmenlerinin İngilizce öğrenmeyi kolaylaştırıcı destek ve yardımları belirleyen maddelerden oluşan bir checklist (gözlem formu) oluşturulacaktır. Bu birinci aşamada sizden açık uçlu soruları yanıtlamanız istenmektedir.

Çalışmaya katılım tamamen gönüllülük esasına dayalıdır. Çalışma boyunca kimlikleriniz gizli tutulacak, vermiş olduğunuz bilgiler sadece bu çalışmanın amaçları için kullanılacak ve üçüncü şahıslarla paylaşılmayacaktır.

Vereceğiniz yanıtlar çalışmanın geçerliliğini ve güvenilirliğini doğrudan etkileyecektir.

Bu çalışmaya yapacağınız katkılardan dolayı sizlere çok teşekkür ederim.

Öğr. Gör. Neslihan Ekmekçi

1. AŞAMA

Adınız:

Yaşınız:

Eğitim Durumunuz: Lisans ()

Yüksek Lisans yapıyorum ()

Yüksek Lisans ()

Doktora yapıyorum ()

Doktora ()

Akademik Ünvanınız: Profesör ()

Doçent ()

Yardımcı Doçent ()

Öğretim Görevlisi ()

Okutman ()

Diğer(lütfen belirtiniz) ()

Görev yaptığınız Kurum:

Kaç yıldır öğretmen eğitimi alanında görev yapıyorsunuz?

1-5 () 6-10 () 11-15 () 16-20 () 21- ()

Sizce İngilizce öğretmenlerinin derslerinde öğrencilerinin İngilizceyi öğrenmelerini kolaylaştıracak ne tür destek sağlayıcı davranışlarda bulunmaları gerekir?

Örnek: Yönerge dilini öğrencilerin seviyesine göre basitleştirmek.

1.....

2.....

3.....

4.....

5.....

6.....

(Listeyi uzatabilirsiniz)

APPENDIX-3 (321) Statements gathered from English teachers and instructors in the field of ELT.

1. Öğrencilerin seviyesine göre ana dili kullanımı.
2. Öğrencinin yaptığı her hatayı dikkate almama.
3. The teacher should anticipate errors after choosing a task, because learners are likely to commit errors when working on a new task
4. Hataların olağan olduğunun ve öğrenme sürecinin olağan bir parçası olduğunun vurgulanması
5. Yalnızca yanlış ve eksiklerin üzerine değil, iyi noktalara da gereken dönütün verilmesi
6. Giving corrective feedback; especially recasts.
7. Herkesin dil öğrenirken hata yapabileceğini algılamalarını sağlamak.
8. Öğretmenin öğrenciye tavsiye ettiği her şeyin önemli oranda icracısı olması. (Model olması)
9. Modelleme yapması.
10. Modelleme/Örneklendirme yapmak.
11. Uygun bir tane örnek verip başka örnekleri onlardan istemek.
12. They should model compelling tasks.
13. Modelling
14. Yapılacak aktiviteyi önce öğretmenin göstermesi ve öğrencilerden beklentileri açık şekilde belirtmesi.
15. Teaching and modelling various strategies.
16. Thinking aloud while dealing with a text for example.
17. Kendilerinden belediklerimi öncelikle kendim ve daha başarılı olan öğrencilerden birkaçıyla örneklendiriyorum.
18. Kendi öğrenciliğimi ve İngilizceyi öğrenirken kullandığım teknikleri öğrencilerime anlatırım.
19. Öğrencilerin en çok model aldıkları öğretmenler olduğu için iyi bir model olmaya çalışıyorum.
20. Görsel işitsel materyallerin yanısıra onları çok etkilediğini düşündüğüm şeyler bir tanesi öğretmenin model olması ve kendi yaşantısından örnekler ve tecrübeler aktarması.
21. Öğretmen Öğrenme için iyi bir ortam yaratıcısı olmalı.
22. Ortam hazırlamanın bir parçası olarak ciddi bir ön hazırlık yapması
23. Öğrencilerin endişe ya da hayal kırıklığı yaşamamaları için önlemler almak
24. Zamana uygun araçlardan yararlanması.
25. Olabildiğince çeşitli materyal kullanabilmek (visual-audio-technology)
26. Eğitim teknolojilerini derslerimde uygulamaya çalışıyorum. Geçen sene beyaz pano isimli web sitesini, daha önceki senelerde sosyal medyayı eğitim amaçlı kullanmıştım
27. Display soruları sorması.
28. Monitoring yapması ihtiyaçları belirlemesi.

29. Monitoring students' learning and trying to catch up the points that students have difficulty in understanding and therefore readjusting what have been covered or classifying elaborating those points needs to be elicited.
30. Öncelikle öğrencilerime dilin kullanım amacının iletişim olduğunu, ana dilimizi çevremizle iletişime geçmek için öğrendiğimiz gibi İngilizceyi de iletişim amaçlı öğrenmemiz gerektiğini açıklıyorum.
31. Ders esnasında özellikle onlar bir task la uğraşırken sıralar arasında dolaşıp neler yaptıklarını gözlemlemeye çalışıyorum. Zaman ve sınıfın durumu el verdikçe bireysel dönüt vermeye çalışıyorum
32. Cesaret verecek her türlü ifade kullanması
33. Öğrencinin zorlandığı durumlarda yüreklendirmek.
34. The teacher should encourage these learners.
35. Increase motivation of the students by giving the impression that they can be successful.
36. Motivasyon artırıcı davranışlar
37. Endişe azaltıcı telkinler.
38. Being motivating all the time.
39. Lowering down anxiety
40. Cesaretlendirmek
41. Dil öğrenme sürecini açıklamak / motivasyon sağlamak
42. Sık, bol ve olumlu pekiştirme vermek.
43. Öğrencilerin motivasyon ve ilgilerini artırmak için kelime ya da dilbilgisi oyunları oynamalarına imkan sağlamak.
44. Öğrenci ile beraber yapmayı denemesi.
45. Anlaşılmayan konuyu farklı ifadelerle anlatmaya çalışması.
46. Yapılan açıklamaları değişik ifadelerle farklı açılardan açıklamak.
47. Paraphrasing the instructions
48. Arkadaşlarının yardım etmesini sağlaması.
49. Preparing an environment in the class in which better students help their inferior friends. Asking successful students to help poor students in order to increase their academic success
50. Öğrencilerin bir arada çalışarak birbirlerinin öğrenmelerine yardımcı olmasını sağlamak.
51. Öğrenciler, dersteki aktivitelerde sadece öğretmenle değil, arkadaşlarıyla da iletişim halinde olmalıdır.
52. Self-evaluation veya Peer-evaluation yapmalarını sağlayacak aktiviteler oluşturuyorum, bu süreçte foreign language speaking anxiety leri artmasın diye birbirlerine saygılı olmalarını sağlamaya çalışıyorum
53. Grup çalışması yaptırması.
54. Günümüz öğrenim sistemi iletişim odaklı olduğun için öğrencilere diyalog ve soru-cevap yöntemiyle grup çalışması yapmalarını sağlıyorum. (Teamwork)
55. Bilinmeyen yapı ve kavramları kullanmaması.
56. Anlatılanları vücut diliyle desteklemek.

57. The use of body language or realia or technology.
58. Yeni bir kavram ya da kelime öğretirken mimiklerimi kullanmak.
59. Öğrencilere karşı fiziksel feedback veririm,mesela başımla onaylarım, işaret ederim.
60. Using body language.
61. Jest ve mimiklerle İngilizce konuşurken beni anlayabildiklerini göstererek. Özgüvenleri beni İngilizce konuşurken anlayabildiklerinde çok artırıyor, daha çok heyecan duyuyorlar.
62. Öğrencilere sözlü olarak yönerge verirken, aynı yönergeyi beden diliyle (örneğin; “open your notebooks” derken ellerimizi kullanarak), ya da tahtayı kullanarak (örneğin “open page 65” derken tahtaya “p. 65” yazarak) hem kulağa hem göze hitap etmeye çalışırım.
63. Yönergeler verilirken ya da ders sunumu yapılırken içeriği destekleyen jest mimik ve görsel materyal kullanımı kesinlikle gerekli olmakta.
64. Jest ve mimikler ya da göstererek.
65. Aktiviteleri basitten zora doğru sıralamak.
66. Yapılacak çalışmaları somut adımlara bölüp, kolaydan zora bir yol izlemek.
67. Basitten karmaşığa doğru bir içerikle dersi sunmak
68. Çeşitli materyalleri-görsel, işitsel- kullanarak konu anlatımını zenginleştirmek.
69. Using visual clues or hints to promote learning
70. Dersi görsellerle desteklemek.
71. Konuyla ilgili görseller kullanılabiliriyorsa kullanmak.
72. Using various materials to support this attitude such as visuals, materials and activities
73. Tüm öğreteceğim konularda geçen kelimeleri görselleştirmek.
74. Yeni kavramları mümkünse görsel materyallerin desteklemek.
75. Yeni bir şey öğreteceği zaman konuyu yada kavramları anlamlı kılmak için görseller, resimler, animasyon yada videolar ve ses dosyaları kullanırım.
76. Using visuals.
77. Sık sık görseller ve projeksiyon kullanarak dikkatlerini çekmeye çalışıyorum.
78. Görsel materyaller, videolar ve slayt gösterileri de öğrenmeyi kolaylaştırıyor.
79. "Real object " kullanım yine çok fazla etkili olduğunu gördüğüm etkenlerden.
80. Kullandığım görsel materyallerin renkli ama sade olmasına dikkat ederim. Çok fazla görsel öğrencilerimin dikkatini dağıtıyor ve konudan uzaklaşıyoruz.
81. Mümkün olduğunca materyal kullanmaya çalışıyorum.
82. Kelime öğretiminde gerekli ve uygun görsel kaynakları kullanmak,
83. Eğer tabii mümkünse çizerek anlatıyorum.
84. Akıllı tahtayı çok fazla kullanıyorum, görsel ve işitsel öğelerin
85. öğrencilerin öğrenimini kolaylaştırdığını düşünüyorum.
86. Her öğrencinin stil ve stratejilerini dikkate alarak gereği kadar yardımcı olmak.

87. Öğrencilerin arasındaki farklılıkları dikkate alarak , onların nelerin etkilediğini ya da motive ettiğini bulmaya çalışarak dersi buna göre işlemesi.
88. They should provide guidance on the development of cognitive and social skills.
89. Designing and sequencing tasks appropriate for their needs and levels.
90. Öğrenciler, ne şekilde en iyi öğrendikleri konusunda bilinçlendirilmelidirler. Öğrenci duyarak en iyi öğreniyorsa, ona bu konuda yardımcı olunmalıdır.
91. Tailoring their teaching to students' styles and other individual factors.
92. Talking to students and asking for their opinions on their needs for better learning opportunities that can be offered in lessons.
93. Görsel hafızası daha baskın olan öğrencilerime öğrenilen konuyla ilgili ekstra görseller sağlamak.
94. İşitsel ve müziksel zekası yüksek olan öğrencilerime yaşlarına uygun ekstra İngilizce şarkılar sağlamak.
95. Kinestetik öğrenmeye yatkın öğrenciler için TPR sisteme yönelik etkinlikler düzenliyorum, mesela kelimeleri, hikayeleri hareketlerle hayata geçirip daha iyi kavramalarını sağlıyorum. (Role Playing/ Acting)
96. İlkokul seviyesi için şarkılar ve oyunlar olmazsa olmazdır. Özellikle 2. Sınıflarda hemen hemen her üniteye mutlaka konuyla alakalı bir şarkıyla yeni öğrenilen konuyu pekiştiriyoruz.
97. Örnek verirken anlamlı olmalarına dikkat edilmeli.
98. Contextualizing
99. Organizing the information (Schema-building)
100. To provide as many examples as possible as the language models
101. Providing a great deal of examples in relation to the topic of the lesson.
102. İngilizce dilinin gerçek hayatta nasıl kullanıldığına dair örnekler sunmak.
103. Bazı öğrencilere sadece bir örnekle konuyu açıklarken, kimilerine birden fazla örnekle anlatımı gerçekleştiriyorum.
104. Dilbilgisi konularının öğretiminde örnekleri mümkün olduğunca öğrencilerin yaşamlarından ve ilgilerinden vermek.
105. Öğrencinin anlayabileceği dilde açıklamalar yapmak.
106. Simplification of instruction.
107. Simplification of question stems of an exam
108. Yönerge dilini öğrencilerin seviyesine göre basitleştirmek gerçek bir zorunluluk Yoksa aktarılmaya çalışılanlar tamamen havada kalmakta
109. Öğrenciye seviyesine göre ve yerine getirebileceği alıştırmaya ve aktiviteler yaptırmak.
110. The use of topics/tasks that students would be interested in and according to their levels of English and to their cultural aspects
111. Verilen taskı öğrenci için başarılabılır olacak şekilde basitleştirmek.

112. Yapılan aktiviteler öğrencilerin seviyesine ve profiline uygun olmalıdır
113. Sınavlarda zor zoru sorup öğrenci güvenini kırmak yerine seviyesine uygun olan sorulara yer vererek daha yüksek not almasını sağlayıp, İngilizce önyargısını ortadan kaldırıp özgüven kazandırmak.
114. Seviyelerine uygun handout hazırlarım instruction lar da açık ve net olur.
115. Başarılabilir hedefler koymak. Başardıklarında daha istekli olup, derse daha fazla katılırlar.
116. Öğrencilerin seviyesinin üzerindeki okuma parçalarını basitleştirerek onların seviyesine indirmek.
117. Mutlaka İngilizce konusunda Self-Efficient olmalarını istiyorum, bunun için building self-efficacy yaparken kolay aktiviteler yapıp, yapabildiklerini göstermeye çalışıyorum.
118. Öğrenciye ihtiyaç duyduğunda gerekli bilgiyi vermek (gramer yapısı ve kelime gibi)
119. Bazı kavramları/kelimeleri dersin başında netleştirmek.
120. They should provide coaching.
121. They should help their students master a task by providing outlines, recommended documents, storyboards, or key questions.
122. Creating language awareness for students so that they can handle tasks.
123. Okuma yada listening öncesi gerek varsa muhakkak görsel destekle kelime öğretimi yaparım.
124. Pre-teaching new vocabulary before the tasks.
125. En başta, sözlük kullanmadan temel sözcükleri ben veririm . Daha sonraki sözcükler için sözlük kullanımı , oyun , video için teşvik ederim . Konunun temelini iyi kavrarlarsa , ileri düzeyde öğrenmeyi de kendileri başarabilirler diye düşünüyorum.
126. İzlettiğim kısa video ya da şarkıları izletmeden önce çoğu yapının anlamını önceden söylüyorum. Çünkü video boyunca bilmedikleri sözcüklerle karşılaşarlarsa takip etmeyi bırakıyorlar.
127. Dinleme etkinliklerindeki metin ve kelimeleri öğrenci seviyesine göre yeniden düzenlemek.
128. Öğrenciye ders dışında faydalanabileceği ve self-study yapabileceği kaynaklar önermek.
129. Öğrenciyi ders dışı çalışmaya yönlendirmek ve yüreklendirmek.
130. Gerekli gördüğü öğrencilere doğru kaynak, kitap ve materyal önermek.
131. Keeping them engaged in language even out of the classroom thanks to online materials (social media use)
132. Öğrendikleri kelimelerle ilgili kendi evlerinde / odalarında da çalışmalar yapıp fotoğraflar veya videolarla sınıfa getirmelerini istiyorum.
133. Bolca uygulama yapılmalı.
134. Bu uygulamalara anında dönüt verilmeli.
135. Yazılı ve sözlü dönütler de verilmeli
136. Giving implicit/explicit feedback
137. Öğrencilere dönüt vermek.
138. Bireysel dönütlerde bulunmak
139. Sıklıkla dönüt vermek.

140. Öğrencilere mutlaka farklı tipte geri dönüt veriyorum
141. Derslere uygun materyal hazırlama.
142. Materyal kullanımını artırmak.
143. Motivasyon amaçlı farklı materyaller kullanmaya çalışıyorum
144. Düşünceleri için zaman vermek.
145. Konuşma etkinliklerinde öğrencilere gerektiği kadar zamanı sağlamak ve kendilerini özgürce ifade edebilecekleri ortamı hazırlamak
146. Daha önceden bilineni vurgulayıp/hatırlatıp yeni bilgiyi ona göre inşa etmek
147. Linking to prior experiences and learnings (Bridging).
148. Using students' background knowledge and starting from what is known and move towards what is not known. Activating the necessary schema students already have and guiding them to learn the intended information by referring to students' own sources.
149. Ders işlenişi sırasında background bilgilerini kullanmalarına izin verecek içerikte aktivite ve yönlendirici sorular hazırlarım
150. Öğrenilen yeni bilgiyi kullanmalarını sağlayacak üretim odaklı aktiviteler hazırlayıp yapmak.
151. Preparing tasks that increase the students' talking/using the language time.
152. Üretici ödevler ya da görevler vermek
153. Choosing appropriate content to teach.
154. Düşüncelerini sağlayacak sorular sormak.
155. Araştırma konuları vermek.
156. Verdikleri cevaplar ya da ödevlerle ilgili 'Neden bu cevabı verdin?' 'Bunun neden doğru olduğunu açıklar mısın' şeklinde de bol bol ama anlamlı WHY? Soruları yöneltmek.
157. Sorular sorarak öğrencinin farkındalığını arttırmaya çalışmak.
158. Öğrenci ihtiyaç duyduğunda sorularını sorması ve bilgi alması için uygun zaman yaratmak.
159. Asking 'recall questions' such as 'What else do we do before starting writing an essay?
160. Doing elicitation, giving cues.
161. Eliciting anything students can tell/do with the assistance of the teacher or other peers who are in the upper level
162. Creating student centered classroom environment to provide communicative interaction among the students.
163. Ders öğretmen merkezli değil, öğrenci merkezli olmalıdır. Öğretmen öğrenme sürecinde sorumluluğu daha çok öğrencilerine vermelidir.
164. Encouraging student involvement by paying attention to classroom interactional competence.
165. Ders planlarını öğrenci odaklı hazırlamak.
166. Sınıf içinde yapılan canlandırmalar da öğrenmeyi kolaylaştırmaktadır
167. The use of cues such as pointing, emphasizing, highlighting, prompts, etc.

168. Using a variety fo techniques such as recasting, repetitions, clarification checks, hand technique, body language, gestures, mimics, etc. to ease understanding.
169. Authentic dil örnekleri sunmak.
170. Açıklayıcı örnekler sunmak.
171. Konuyu açıklamak için örnekler vermek.
172. Konulara örnekler vermek.
173. Writing yapacaksa aşamaları ile ilgili ön bilgilendirme yaparım ve öğrencilere outline veririm
174. Sık sık tekrar yapmak
175. Dersi eğlenceli ve ilgi çekici hale getirmek, merak uyandırmak.
176. Eğlenceli ve sıcak bir atmosfer sağlamak.
177. Öğrenme sürecini oyunlarla ve şarkılarla desteklemek özellikle küçük yaş grubunda hemen her konuda bir oyun uydurmak çok daha eğlenceli ve dolayısıyla kalıcı bir öğrenme ortamı oluşturuyor.
178. Öğretmeni seven öğrenci dersi de seviyor. Tam tersine öğretmeni sevmeyen öğrenci de o dersten nefret ediyor. Dersimi sevdirmek için sevimli olmaya ve dersi zevkli hale getirmeye çalışıyorum.
179. Öğrencinin sempatisini ve ilgisini çekmek çok önemli, hazır bulunurluklarını ne kadar arttırabilirsek (en azından psikolojik olarak) öğrenme o kadar kolay olmakta.
180. Olabildiğince fazla İngilizce konuşmak.
181. Sınıf içerisinde tamamen İngilizce konuşmak her zaman mümkün olmasa da, söyleyeceğim her ifadeyi İngilizce söylemeye çalışmak ya da bazen önce İngilizce söyleyip sonra da Türkçe açıklamak.
182. Mümkün olduğunda hedef dili kullanıp öğrencilerime sorular sorarak onları derste her birine en az bir kere söz hakkı vermeye çalışıyorum.
183. Okul içinde onlarla İngilizce selamlaşmak, basit ifadelerle konuşurmak.
184. Verilen görev ve aktivitelerde çeşitlilik sağlanması özellikle ülkemizde MEB'in önerdiği kitaplardan ya tamamen sıyrılmak ya da büyük değişiklikler yapmak.
185. Öğretmen derslerine farklı aktiviteler uygulayarak çeşitlilik katmalıdır
186. Öğrencilere dile ait kültürel ve dünyevi bilgiler sunarak ilgi kazanmak
187. Öğrenilecek konuyu gerçek hayata bağlayabilmek, örnekler sunmak.
188. Öğrendiği kalıplarla ve kelimelerle ilgili bol bol diyalog kurmasını sağlamak.
189. Günlük yaşamdan örnekler, görsel materyaller, şarkılar, eğitsel oyunlar.
190. Varsa ana dildeki benzerliklerden yararlanmak.
191. Ana dilde İngilizce diline benzemeyen kullanımlar varsa bunlara dikkat çekmek.
192. Ben doğru düzgün kelime bilmiyorum diyen öğrencilerimin aslında bir sürü kelime bildiğinin farkına varmasını sağlarım. (İngilizce ve Türkçe aynı olan kelimeleri sayarak)
193. Öğrencinin anladığını kendi yöntemi ile (örnek vererek, resim çizerek, vb) anlatmasını istemek.

194. Öğrencilerin İngilizce öğrenme ihtiyaçları belirlenmeli, daha sonra da öğrenciler bu konuda bilinçlendirilmelidirler. Öğrenci neden İngilizce öğrenmesi gerektiğinin farkına varırsa, motivasyonunu kendisi yükseltebilir. Öğrencinin motivasyonunun olması, öğrenmeyi gerçekleştirmede en büyük etkidir.
195. Öncelikle İngilizce öğrenmenin gerekliliğini, yeni bir dil öğrenmenin heyecanını sağlayarak
196. Kendilerinin keşfetmelerini sağlamak
197. Kaynak olma/ sağlama
198. Ders dışı çalışma yöntemlerini tanıtmak
199. Sık ve geri dönüt sağlayarak kelime quizleri uygulamak
200. Çok derin dilbilgisi kurallarından kaçınmak (Müfredatta yer olsa bile dilbilgisi yerine önceliğimi okuduğunu anlamaya vermekteyim)
201. Task dediğimiz aktiviteleri öğrencilerin ilgisini çekecek ve yaş grubuna uygun içerikle hazırlarım
202. Öğrencilerimi öğrenmeye teşvik etmek için çeşitli ödüller veririm.
203. Derse katılan öğrencilere + veriyorum
204. Öğrencilerime öğrenme tekniklerini öğretiyorum
205. Soyut kavramları somutlaştırarak
206. Yaparak yaşayarak öğrenme gerçekten en kalıcı yöntemlerden biri olmakta.
207. Drama,tiyatral etkinlikler, gerek dersin sunumunu yaparken yada konuyu pekiştirirken çok faydalı olduğu görülmektedir.
208. Yaparak yaşayarak öğrenme ilkesini kullanmaya dikkat ediyorum.
209. Yazma etkinliklerinde gerekli ipuçları ve örnekleri sağlamak
210. Shortening some reading texts.
211. Modifying some writing tasks.
212. Pausing the long listening texts in order to make them recognize the information they need.
213. Showing a slight show related to the new words
214. Using songs, games, videoclips, subtitled movies and videos.
215. Bu sene Graded Readers organizasyonu yapıyorum. Doğru örnekleri görmelerini ve kelime bilgilerini arttırmayı hedefliyorum.
216. Kazanımları pekiştirmeye yönelik çalışma kağıtları yazıp fotokopi yoluyla öğrencilerimle paylaşıyorum.
217. Konu ile alakalı olarak özellikle 5. Ve 6.sınıflarımda oyun kullanmaya çalışıyorum.
218. Portfolio ödev sistemini kullanıyorum. Kazanımları kullandıkları hedef yapıları dosya şeklinde isteyip not değerlendirmelerine katıyorum.
219. Proje ödevlerinde video çekimi ödevleri vererek öğrendikleri yapıları kamera karşısında kullanmalarını sağlıyorum.
220. Şu ana kadar uyguladığım bazı etkinlikler; 9.sınıf öğrencilerime Yurt Dışından bir sınıf ayarlayıp mektup arkadaşı olmalarını sağladım, meslek lisesinde çalıştığım dönemde bir sene değerlendirmeyi 4

beceri üzerinden yaptım.

221. Öğrencilerime gerektiğinde tavsiyelerde bulunurum.

222. Örneğin sınavdan 100 alan öğrenciye yemek ısmarlıyorum, ya da 90 üzeri alana çikolata alıyorum, ders içinde uygulanan bazı aktivitelerde de çikolata, şeker bazen meyve gibi minik ödülleri veriyorum.

223. Rekabet ortamı yaratmak ve gerek sınıf içi, gerekse sınıflar arası

224. Yarışmalar düzenlemek de dil öğrenimindeki başarıyı artırıyor.

225. Sınıf içinde öğrencilerin yaptığı canlandırmaları kayıt edip, bir sonraki derste projeksiyondan yansıtıp tüm sınıfa izletmek de, derse olan ilgiyi artırıyor

226. En önemli konulardan biri Lisede öğrenim yaptığım için öğrencilerin ilgilendikleri konuları yakından takip ederek aktivitelerimi bu konular üzerine oluşturmaya çalışıyorum.

227. Örneklerle açıklamak

228. Derse katılma konusunda cesaretlendirmek

229. Yanlışların doğruya götüreceğine ikna etmek

230. Öğrencinin düzeyine göre anlatım dil düzeyini ayarlamak.

231. Farklı duyu alanlarına (görsel işitsel, vb.) olabildiğince hitap edebilmek ve materyalleri bu açıdan çeşitlendirmek

232. Olabildiğince farklı ve çok örnekler vermek

233. Öğrencilerin kendi örneklerini derse katmak

234. Derste ki konuları pekiştirici ve konularını kendileri seçtikleri ödevler vermek ve öğrencilere hazırladıkları ödevleri (örn. poster) sundurmak

235. Öğrencilerden dersler, beğendikleri ve zorlandıkları konular, öğretim ve öğretmen konusunda yazılı ve sözlü görüşler almak (hem isimli hem anonim)

236. Öğrencilere derste öğrendikleri kavramları listeletmek ve beraber veya birbirlerine açıklamak

237. Öğrenme ortamlarını çeşitlendirmek (yüz yüze, uzaktan, çoklu medya, vb.)

238. Öğrencilere bire bir sözlü/yazılı dönüt vermek, yazılı dönütlerde yazısını tekrar düzeltip kontrol için istemek

239. Alternatif öğrenme ortam ve materyali konusunda yardım istediklerinde yol göstermek

240. İstediklerimde bireysel görüşme ve öğretim destesi için ofiste görüşmek

241. Konuşma zamanlarını arttırabilmek için ikili ve grupla çalışmalar yapmak

242. Öğretim konusu olan dili modellemek, çeşitli medyadan örnekler göstermek

243. Doğru kullanımlarında övgü sağlamak

244. Yanlış kullanımlarda aktivite amacına göre yanlışı kendi kendine bulmasını sağlamak (accuracy için ise) veya konuşmasını bitirmesini bekledikten sonra doğrudan veya dolaylı yollardan error correction yapmak

245. Öğrenme için motive edici, olumlu atmosfer oluşturmaya sağlamak

246. Öğrencileri hata yapmaktan korkmamaya özendirme, diğerlerinin küçük düşürmeye yönelik

tutumlarını ortadan kaldırmaya çalışmak

247. Yönergeyi paraphrase etmek

248. Görsel malzeme kullanmak

249. Önceki bilgilerini aktive etmek

250. Önceki bilgileri ve yeni öğrenecekleri konuyu birbirine bağlamak

251. Konu ile ilgili video izlemek

252. I always start my lessons with a set of visuals related to the content of the lesson. These visuals help me and my students to feel more involved in the lesson, and therefore enhance motivation and learning.

253. Using L1 for lower levels usually help them feel more secure at the beginning. I gradually use less L1 after we have set up a good bond.

254. Using www as much as possible helps me and my students a lot because that's an important part of their lives and they feel more motivated and comfortable when www is used.

255. Students need a lot of guidance and they ask for it only if they feel themselves close to you. Therefore I always try to behave as if we are brothers and sisters! (I remember you did the same thing too☺)

256. I make a list of common errors after each lesson and every week I put those mistakes on the board and we discuss together. They stop doing them after a while.

257. I utter a lot of " If I were you..." sentences and give them advice on how to study.

258. 'Prompt' verme

259. İngilizcesi iyi olan öğrenciyle daha kötü olan öğrencinin birlikte çalışmasını sağlama

260. Eksiklerini giderecek ödevler verme

261. Anadilden yardım alma

262. Örnekler verme

263. Basitten karmaşığa giden alıştırmalar yapma

264. Verilen yönergeleri basitleştirmek

265. Bolca ve mümkünse onların yaşantılarından örnekler vermek

266. Ekstra kitap, web sitesi önermek, ekstra çalışma kağıtları hazırlamak veya bulmak

267. Psikolojik ve duygusal destek

268. Yavaş öğrenen öğrencilere ayrıca özen göstermek, hızlı öğrenenleri desteklemek

269. Yönergeleri kısa tutarım

270. Örnek veririm

271. Kullanabileceği anahtar kelimeleri veririm

272. Söylediği kelime yada cümle yanlış bile olsa cesaretini kırmamak için kabul edilebileceğini söyler ama Doğruya yaklaşması için başka arkadaşlarının da fikrini öğrenip tekrar aynı öğrenciye söz hakkı veririm

273. Zaman tanırım

274. Yarışmalarla rekabet ortamı yaratırım

275. Ödül veririm

276. Paraphrasing
277. Helping them complete their sentences
278. Providing the words they need while they are speaking
279. Recasts
280. Clarification requests
281. Metalinguistic explanations
282. Providing repetitions of utterances
283. Drawing their attention to certain idiomatic expressions
284. Giving examples
285. Always asking questions to make them speak
286. Yönergeleri tekrar etmek
287. Beden dilini kullanmak
288. Önceki derslerden içerikleri hatırlatmak
289. Okuma, dinleme, yazma ve konuşma becerilerini geliştirebilmeleri için yönlendirme yapmak.
290. Öğretilen yeni konuyu bildikleri konular üzerine inşa etmek.
291. Hazır bulunuşlukları göz önünde bulundurarak derse başlamak
292. Yaptıkları hatalarla ilgili dönüt vermek.
293. Sınıfta kullanılan dili düzeylerine uygun bir şekilde ayarlamak..
294. Öğrenmeyi kolaylaştırıp kalıcı hale getirmesine yardımcı olacak görsel ve işitsel donanımlardan faydalanmak.
295. Dili sadeleştirmek
296. Örneklendirmek
297. Peer work ile daha kötü olanlara destek vermek
298. Oyunlarla motivasyonu artırmak
299. Görsel ve işitsel materyaller
300. Yaparak öğrenme
301. Ders işlenişinde rolleri değişme
302. Bol bol örnek vermek
303. Yapı kullanım ve anlam bilgisini aynı anda vermek
304. Çağrışım tekniği ile bilgiyi kalıcı hale getirmesini sağlamak
305. Dayatma örnek cümleler yerine kendi yaşantılarından örneklerle konuyu içselleştirmelerini sağlamak
306. Pekiştirmelerini sağlayacak benzer ifadeler kullanmak
307. Soru çözme tekniklerini vermek
308. Yeni öğrendiği yapıya da kelimeyi kullanabileceği gerçek hayattan durumlar sağlamak
309. Müfredatta var olup gerçek hayatta duymayacakları kelime ve yapıları eleyip gerekli olan kısmı öğrenen kişiye vermek

310. Telaffuzlarını kolay ifade edebilmeleri için aktivite sunmak
311. Eğlenceli ortamda öğrenebilmek için oyun ve şarkılarla destek olmak
312. Gramer anlatırken durumu bir film senaryosu gibi kurgulamak.
313. Melodi/ şarkı ekleyerek kelime öğrenimini akılda kalır hale getirmek.
314. Kelime öğretiminde gerçek materyaller kullanmak.
315. Konuşma uygulamalarında öğrencinin ilgi alanlarından sorular sıkıştırmak.
316. Yazılı sınav sorularının benzerlerini önceki ünite quizlerinde vermek.
317. Yazma aktivitelerini kolaylaştırmak için iskelet yapıyı öğrenciler ile fikir alışverişi yaparak tabloştırmak.
318. İngilizce haftası oluşturarak okuldaki ilgi sevisini yükseltmek.
319. Okuma uygulamalarında örnek okuma yapıp öğrenciye model olmak.
320. Role-play aktivitelerinde önce model olarak rol almak.
321. Dinleme aktivitelerinde güncel ve liste başı popüler şarkıları seçerek ilgi seviyesini yükseltmek.

APPENDIX-4 Round 1- Thirty (30) Themes and Statements

Making the lesson enjoyable

175. Dersi eğlenceli ve ilgi çekici hale getirmek, merak uyandırmak.

177. Öğrenme sürecini oyunlarla ve şarkılarla desteklemek. Özellikle küçük yaş grubunda hemen her konuda bir oyun uydurmak çok daha eğlenceli ve dolayısıyla kalıcı bir öğrenme ortamı oluşturuyor.

214. Using songs, games, videoclips, subtitled movies and videos.

217. Konu ile alakalı olarak özellikle 5. Ve 6. sınıflarımda oyun kullanmaya çalışıyorum.

298. Oyunlarla motivasyonu artırma

311. Eğlenceli ortamda öğrenebilmek için oyun ve şarkılarla destek olmak

Pre-teaching structures or vocabulary before a task

118 Öğrenciye ihtiyaç duyduğunda gerekli bilgiyi vermek (gramer yapısı ve kelime gibi)

119 Bazı kavramları/kelimeleri dersin başında netleştirmek.

122 Creating language awareness for students so that they can handle tasks.

123 Okuma ya da listening öncesi gerek varsa muhakkak görsel destekle kelime öğretimi yaparım.

124 Pre-teaching new vocabulary before the tasks.

125 En başta, sözlük kullanmadan temel sözcükleri ben veririm. Daha sonraki sözcükler için sözlük kullanımı, oyun, video için teşvik ederim. Konunun temelini iyi kavrarlarsa, ileri düzeyde öğrenmeyi de kendileri başarabilirler diye düşünüyorum.

126 İzlettiğim kısa video ya da şarkıları izletmeden önce çoğu yapının anlamını önceden söylüyorum. Çünkü video boyunca bilmedikleri sözcüklerle karşılaşarlarsa takip etmeyi bırakıyorlar.

213 Showing a slight show related to the new words

271 Kullanabileceği anahtar kelimeleri veririm

Encouraging and providing task for self-study (out of class)

128 Öğrenciye ders dışında faydalanabileceği ve self-study yapabileceği kaynaklar önermek.

129 Öğrenciyi ders dışı çalışmaya yönlendirmek ve yüreklendirmek.

130 Gerekli gördüğü öğrencilere doğru kaynak, kitap ve materyal önermek.

131 Keeping them engaged in language even out of the classroom thanks to online materials (social media use)

132 Öğrendikleri kelimelerle ilgili kendi evlerinde / odalarında da çalışmalar yapıp fotoğraflar veya videolarla sınıfa getirmelerini istiyorum.

155 Araştırma konuları vermek.

198 Ders dışı çalışma yöntemlerini tanıtmak

220 Şu ana kadar uyguladığım bazı etkinlikler; 9.sınıf öğrencilerime Yurt Dışından bir sınıf ayarlayıp mektup arkadaşı olmalarını sağladım, meslek lisesinde çalıştığım dönemde bir sene değerlendirmeyi 4 beceri üzerinden yaptım.

260 Eksiklerini giderecek ödevler verme

266 Ekstra kitap, web sitesi önermek, ekstra çalışma kağıtları hazırlamak veya bulmak

Giving opportunities to use /produce the language

133 Bolca uygulama yapılmalı.

145 Konuşma etkinliklerinde öğrencilere gerektiği kadar zamanı sağlamak ve kendilerini özgürce ifade edebilecekleri ortamı hazırlamak

150 Öğrenilen yeni bilgiyi kullanmalarını sağlayacak üretim odaklı aktiviteler hazırlayıp yapmak.

151 Preparing tasks that increase the students' talking/using the language time.

152 Üretici ödevler ya da görevler vermek

164 Encouraging student involvement by paying attention to classroom interactional competence.

183 Okul içinde onlarla İngilizce selamlaşmak, basit ifadelerle konuşurmak.

216 Kazanımları pekiştirmeye yönelik çalışma kağıtları yazıp fotokopi yoluyla öğrencilerimle paylaşıyorum.

241 Konuşma zamanlarını arttırabilmek için ikili ve grupla çalışmalar yapmak

Preparing activities suitable to their level

109 Öğrenciye seviyesine göre ve yerine getirebileceği alıştırmalar ve aktiviteler yaptırmak.

110 The use of topics/tasks that students would be interested in and according to their levels of English and to their cultural aspects

- 111 Verilen taskı öğrenci için başarılabilir olacak şekilde basitleştirmek.
- 112 Yapılan aktiviteler öğrencilerin seviyesine ve profiline uygun olmalıdır
- 113 Sınavlarda zor zoru sorup öğrenci güvenini kırmak yerine seviyesine uygun olan sorulara yer vererek daha yüksek not almasını sağlayıp, İngilizce önyargısını ortadan kaldırıp özgüven kazandırmak.
- 114 Seviyelerine uygun handout hazırlarım instruction lar da açık ve net olur.
- 115 Başarılabilir hedefler koymak. Başardıklarında daha istekli olup, derse daha fazla katılırlar.
- 116 Öğrencilerin seviyesinin üzerindeki okuma parçalarını basitleştirerek onların seviye sine indirmek.
- 117 Mutlaka İngilizce konusunda Self-Efficient olmalarını istiyorum, bunun için building self-efficacy yaparken kolay aktiviteler yapıp, yapabildiklerini göstermeye çalışıyorum.
- 127 Dinleme etkinliklerindeki metin ve kelimeleri öğrenci seviyesine göre yeniden düzenlemek.

Considering Individual differences

- 86 Her öğrencinin stil ve stratejilerini dikkate alarak gereği kadar yardımcı olmak.
- 87 Öğrencilerin arasındaki farklılıkları dikkate alarak , onların nelerin etkilediğini ya da motive ettiğini bulmaya çalışarak dersi buna göre işlemesi.
- 88 They should provide guidance on the development of cognitive and social skills.
- 89 Designing and sequencing tasks appropriate for their needs and levels.
- 91 Tailoring their teaching to students' styles and other individual factors.
- 93 Görsel hafızası daha baskın olan öğrencilerime öğrenilen konuyla ilgili ekstra görseller sağlamak.
- 94 İşitsel ve müziksel zekası yüksek olan öğrencilerime yaşlarına uygun ekstra İngilizce şarkılar sağlamak.
- 95 Kinestetik öğrenmeye yatkın öğrenciler için TPR sisteme yönelik etkinlikler düzenliyorum, mesela kelimeleri, hikayeleri hareketlerle hayata geçirip daha iyi kavramalarını sağlıyorum. (Role Playing/ Acting)

96 İlkokul seviyesi için şarkılar ve oyunlar olmazsa olmazdır. Özellikle 2. Sınıflarda hemen hemen her üniteye mutlaka konuyla alakalı bir şarkıyla yeni öğrenilen konuyu pekiştiriyoruz.

103 Bazı öğrencilere sadece bir örnekle konuyu açıklarken, kimilerine birden fazla örnekle anlatımı gerçekleştiriyorum.

268 Yavaş öğrenen öğrencilere ayrıca özen göstermek, hızlı öğrenenleri desteklemek

From simple to complex

65 Aktiviteleri basitten zora doğru sıralamak.

66 Yapılacak çalışmaları somut adımlara bölüp, kolaydan zora bir yol izlemek.

67 Basitten karmaşığa doğru bir içerikle dersi sunmak

263 Basitten karmaşığa giden alıştırmalar yapma

From known to unknown

146 Daha önceden bilineni vurgulayıp/hatırlatıp yeni bilgiyi ona göre inşa etmek

147 Linking to prior experiences and learnings (Bridging).

148 Using students' background knowledge and starting from what is known and move towards what is not known. Activating the necessary schema students already have and guiding them to learn the intended information by referring to students' own sources.

149 Ders işlenişi sırasında background bilgilerini kullanmalarına izin verecek içerikte aktivite ve yönlendirici sorular hazırlarım

249 Önceki bilgilerini aktive etmek

250 Önceki bilgileri ve yeni öğrenecekleri konuyu birbirine bağlamak

288 Önceki derslerden içerikleri hatırlatmak

290 Öğretilen yeni konuyu bildikleri konular üzerine inşa etmek.

Peer Support

48 Arkadaşlarının yardım etmesini sağlaması.

49 Preparing an environment in the class in which better students help Asking successful students to help poor students in order to increase their academic success their inferior friends

50 Öğrencilerin bir arada çalışarak birbirlerinin öğrenmelerine yardımcı olmasını sağlamak.

51 Öğrenciler, dersteki aktivitelerde sadece öğretmenle değil, arkadaşlarıyla da iletişim halinde olmalıdır.

52 Self evaluation veya Peer-evaluation yapmalarını sağlayacak aktiviteler oluşturuyorum, bu süreçte foreign language speaking anxiety leri artmasın diye birbirlerine saygılı olmalarını sağlamaya çalışıyorum

53 Grup çalışması yaptırması.

54 Günümüz öğrenim sistemi iletişim odaklı olduğun için öğrencilere diyalog ve soru-cevap yöntemiyle grup çalışması yapmalarını sağlıyorum. (Teamwork

236 Öğrencilere derste öğrendikleri kavramları listeletmek ve beraber veya birbirlerine açıklamak

259 İngilizcesi iyi olan öğrenciyle daha kötü olan öğrencinin birlikte çalışmasını sağlama

297 Peer work ile daha kötü olanlara destek vermek

Student Centered

162 Creating student centered classroom environment to provide communicative interaction among the students.

163 Ders öğretmen merkezli değil, öğrenci merkezli olmalıdır. Öğretmen öğrenme sürecinde sorumluluğu daha çok öğrencilerine vermelidir.

165 Ders planlarını öğrenci odaklı hazırlamak.

Using Bodylanguage/Gestures/Mime

56 Anlatılanları vücut diliyle desteklemek.

57 The use of body language or realia or technology.

58 Yeni bir kavram ya da kelime öğretirken mimiklerimi kullanmak.

59 Öğrencilere karşı fiziksel feedback veririm,mesela başımla onaylarım, işaret ederim.

60 Using body language.

61 Jest ve mimiklerle İngilizce konuşurken beni anlayabildiklerini göstererek. Özgüvenleri beni İngilizce konuşurken anlayabildiklerinde çok artıyor, daha çok heyecan duyuyorlar.

62 Öğrencilere sözlü olarak yönerge verirken, aynı yönergeyi beden diliyle (örneğin; “open your notebooks” derken ellerimizi kullanarak), ya da tahtayı kullanarak (örneğin

“open page 65” derken tahtaya “p. 65” yazarak) hem kulağa hem göze hitap etmeye çalışırım.

63 yönergeler verilirken ya da ders sunumu yapılırken içeriği destekleyen jest mimik ve görsel materyal kullanımı kesinlikle gerekli olmakta.

64 Jest ve mimikler ya da göstererek.

287 Beden dilini kullanmak

Being a source/coach for the students

120 They should provide coaching.

158 Öğrenci ihtiyaç duyduğunda sorularını sorması ve bilgi alması için uygun zaman yaratmak.

197 Kaynak olma/ sağlama

221 Öğrencilerime gerektiğinde tavsiyelerde bulunurum.

239 Alternatif öğrenme ortam ve materyali konusunda yardım istediklerinde yol göstermek

278 Providing the words they need while they are speaking

Using Audio-Visual materials (Technology)

24 Zamana uygun araçlardan yararlanması.

25 Olabildiğince çeşitli materyal kullanabilmek (visual-audio-technology)

26 Eğitim teknolojilerini derslerimde uygulamaya çalışıyorum. Geçen sene beyaz pano isimli web sitesini, daha önceki senelerde sosyal medyayı eğitim amaçlı kullanmıştım

68 Çeşitli materyalleri-görsel, işitsel- kullanarak konu anlatımını zenginleştirmek.

69 Using visual clues or hints to promote learning

70 Dersi görsellerle desteklemek.

71 Konuyla ilgili görseller kullanılabiliriyorsa kullanmak.

72 Using various materials to support this attitude such as visuals, materials and activities

73 Tüm öğreteceğim konularda geçen kelimeleri görselleştirmek.

74 Yeni kavramları mümkünse görsel materyallerin desteklemek.

75 Yeni bir şey öğretiliceği zaman konuyu yada kavramları anlamlı kılmak için görseller, resimler, animasyon yada videolar ve ses dosyaları kullanırım.

76 Using visuals.

- 77 Sık sık görseller ve projeksiyon kullanarak dikkatlerini çekmeye çalışıyorum.
- 78 Görsel materyaller, videolar ve slayt gösterileri de öğrenmeyi kolaylaştırıyor.
- 79 "Real object " kullanım yine çok fazla etkili olduğunu gördüğüm etkenlerden.
- 80 Kullandığım görsel materyallerin renkli ama sade olmasına dikkat ederim. Çok fazla görsel öğrencilerimin dikkatini dağıtıyor ve konudan uzaklaşıyoruz.
- 81 Mümkün olduğunca materyal kullanmaya çalışıyorum.
- 82 Kelime öğretiminde gerekli ve uygun görsel kaynakları kullanmak,
- 83 Eğer tabii mümkünse çizerek anlatıyorum.
- 84 Akıllı tahtayı çok fazla kullanıyorum, görsel ve işitsel öğelerin
- 85 öğrencilerin öğrenimini kolaylaştırdığını düşünüyorum.
- 141 Derslere uygun materyal hazırlama.
- 142 MATERYAL KULLANIMINI ARTIRMAK.
- 231 Farklı duyu alanlarına (görsel işitsel, vb.) olabildiğince hitap edebilmek ve materyalleri bu açıdan çeşitlendirmek
- 248 Görsel malzeme kullanmak
- 251 Konu ile ilgili video izlemek
- 252 I always start my lessons with a set of visuals related to the content of the lesson. These visuals help me and my students to feel more involved in the lesson, and therefore enhance motivation and learning.
- 254 Using www as much as possible helps me and my students a lot because that's an important part of their lives and they feel more motivated and comfortable when www is used.
- 294 Öğrenmeyi kolaylaştırıp kalıcı hale getirmesine yardımcı olacak görsel ve işitsel donanımlardan faydalanmak.
- 299 Görsel ve işitsel materyaller
- 314 Kelime öğretiminde gerçek materyaller kullanmak.

Asking questions to raise awareness

- 27 Display soruları sorması.
- 154 Düşüncelerini sağlayacak sorular sormak.

156 Verdikleri cevaplar ya da ödevlerle ilgili ‘Neden bu cevabı verdin?’ ‘Bunun neden doğru olduğunu açıklar mısın’ şeklinde de bol bol ama anlamlı WHY? Soruları yöneltmek.

157 Sorular sorarak öğrencinin farkındalığını arttırmaya çalışmak.

Monitoring students needs

28 Monitoring yapması ihtiyaçları belirlemesi.

29 Monitoring students’ learning and trying to catch up the points that students have difficulty in understanding and therefore readjusting what have been covered or classifying elaborating those points needs to be elicited.

92 Talking to students and asking for their opinions on their needs for better learning opportunities that can be offered in lessons.

Giving Positive feedback

42 Sık, bol ve olumlu pekiştireç vermek.

243 Doğru kullanımlarında övgü sağlamak

Teaching Learning Strategies

15 Teaching and modelling various strategies.

16 Thinking aloud while dealing with a text for example.

18 Kendi öğrenciliğimi ve İngilizceyi öğrenirken kullandığım teknikleri öğrencilerime anlatırım.

90 Öğrenciler, ne şekilde en iyi öğrendikleri konusunda bilinçlendirilmelidirler. Öğrenci duyarak en iyi öğreniyorsa, ona bu konuda yardımcı olunmalıdır.

204 Öğrencilerime öğrenme tekniklerini öğretiyorum

257 I utter a lot of “ If I were you...” sentences and give them advice on how to study.

307 Soru çözme tekniklerini vermek

Providing a suitable environment for learning

21 Öğretmen Öğrenme için iyi bir ortam yaratıcısı olmalı.

22 Ortam hazırlamanın bir parçası olarak ciddi bir ön hazırlık yapması

23 Öğrencilerin endişe ya da hayal kırıklığı yaşamamaları için önlemler almak

176 Eğlenceli ve sıcak bir atmosfer sağlamak.

245 Öğrenme için motive edici, olumlu atmosfer oluşturmaya sağlamak

Giving Feedback

5 Yalnızca yanlış ve eksiklerin üzerine değil, iyi noktalara da gereken dönütün verilmesi

6 Giving corrective feedback; especially recasts.

31 Ders esnasında özellikle onlar bir task la uğraşırken sıralar arasında dolaşıp neler yaptıklarını gözlemlemeye çalışıyorum. Zaman ve sınıfın durumu el verdikçe bireysel dönüt vermeye çalışıyorum

134 Bu uygulamalara anında dönüt verilmeli.

135 Yazılı ve sözlü dönütler de verilmeli

136 Giving implicit/explicit feedback

137 Öğrencilere dönüt vermek.

138 BİREYSEL DÖNÜTLERDE BULUNMAK

139 Sıklıkla dönüt vermek.

140 Öğrencilere mutlaka farklı tipte geri dönüt veriyorum

238 Öğrencilere bire bir sözlü/yazılı dönüt vermek, yazılı dönütlerde yazısını tekrar düzeltip kontrol için istemek

244 Yanlış kullanımlarda aktivite amacına göre yanlışı kendi kendine bulmasını sağlamak (accuracy için ise) veya konuşmasını bitirmesini bekledikten sonra doğrudan veya dolaylı yollardan error correction yapmak

256 I make a list of common errors after each lesson and every week I put those mistakes on the board and we discuss together. They stop doing them after a while.

272 Söylediği kelime yada cümle yanlış bile olsa cesaretini kırmamak için kabul edilebileceğini söyler ama Doğruya yaklaşması için başka arkadaşlarının da fikrini öğrenip tekrar aynı öğrenciye söz hakkı veririm

279 Recasts

292 Yaptıkları hatalarla ilgili dönüt vermek.

Ignoring mistakes

2 Öğrencinin yaptığı her hatayı dikkate almama.

3 The teacher should anticipate errors after choosing a task, because learners are likely to commit errors when working on a new task

4 Hataların olağan olduğunun ve öğrenme sürecinin olağan bir parçası olduğunun vurgulanması

7 Herkesin dil öğrenirken hata yapabileceğini algılamalarını sağlamak.

229 Yanlışların doğruya götüreceğine ikna etmek

246 Öğrencileri hata yapmaktan korkmamaya özendirmek, diğerlerinin küçük düşürmeye yönelik tutumlarını ortadan kaldırmaya çalışmak

L1 Use

1 Öğrencilerin seviyesine göre ana dili kullanımı.

190 Varsa ana dildeki benzerliklerden yararlanmak.

191 Ana dilde İngilizce diline benzemeyen kullanımlar varsa bunlara dikkat çekmek.

192 Ben doğru düzgün kelime bilmiyorum diyen öğrencilerimin aslında bir sürü kelime bildiğinin farkına varmasını sağlarım. (İngilizce ve Türkçe aynı olan kelimeleri sayarak)

253 Using L1 for lower levels usually help them feel more secure at the beginning. I gradually use less L1 after we have set up a good bond.

261 Anadilden yardım alma

Repeating

174 Sık sık tekrar yapmak

282 Providing repetitions of utterances

Explaining the purpose of learning a language

30 Öncelikle öğrencilerime dilin kullanım amacının iletişim olduğunu, ana dilimizi çevremizle iletişime geçmek için öğrendiğimiz gibi İngilizceyi de iletişim amaçlı öğrenmemiz gerektiğini açıklıyorum.

186 Öğrencilere dile ait kültürel ve dünyevi bilgiler sunarak ilgi kazanmak

194 Öğrencilerin İngilizce öğrenme ihtiyaçları belirlenmeli, daha sonra da öğrenciler bu konuda bilinçlendirilmelidirler. Öğrenci neden İngilizce öğrenmesi gerektiğinin farkına varırsa, motivasyonunu kendisi yükseltebilir. Öğrencinin motivasyonunun olması, öğrenmeyi gerçekleştirmede en büyük etkidir.

195 Öncelikle İngilizce öğrenmenin gerekliliğini, yeni bir dil öğrenmenin heyecanını sağlayarak

Giving examples

- 97 Örnek verirken anlamlı olmalarına dikkat edilmeli.
- 100 To provide as many examples as possible as the language models
- 101 Providing a great deal of examples in relation to the topic of the lesson.
- 102 İngilizce dilinin gerçek hayatta nasıl kullanıldığına dair örnekler sunmak.
- 169 Authentic dil örnekleri sunmak.
- 170 Açıklayıcı örnekler sunmak.
- 171 Konuyu açıklamak için örnekler vermek.
- 172 KONULARA ÖRNEKLER VERMEK.
- 187 Öğrenilecek konuyu gerçek hayata bağlayabilmek, örnekler sunmak.
- 189 Günlük yaşamdan örnekler, görsel materyaller, şarkılar, eğitsel oyunlar.
- 227 Örneklerle açıklamak
- 232 Olabildiğince farklı ve çok örnekler vermek
- 262 Örnekler verme
- 265 Bolca ve mümkünse onların yaşantılarından örnekler vermek
- 270 Örnek veririm
- 284 Giving examples
- 296 Örneklendirmek
- 302 Bol bol örnek vermek
- 305 Dayatma örnek cümleler yerine kendi yaşantılarından örneklerle konuyu içselleştirmelerini sağlamak
- 308 Yeni öğrendiği yapıya da kelimeyi kullanabileceği gerçek hayattan durumlar sağlamak

Providing activities suitable for their interests

- 104 Dilbilgisi konularının öğretiminde örnekleri mümkün olduğunca öğrencilerin yaşamlarından ve ilgilerinden vermek.
- 153 Choosing appropriate content to teach.
- 201 Task dediğimiz aktiviteleri öğrencilerin ilgisini çekecek ve yaş grubuna uygun içerikle hazırlarım

226 En önemli konulardan biri Lisede öğrenim yaptığım için öğrencilerin ilgilendikleri konuları yakından takip ederek aktivitelerimi bu konular üzerine oluşturmaya çalışıyorum

315 Konuşma uygulamalarında öğrencinin ilgi alanlarından sorular sıkıştırmak.

321 Dinleme aktivitelerinde güncel ve liste başı popüler şarkıları seçerek ilgi seviyesini yükseltmek.

Paraphrasing instructions

45 Anlaşılmayan konuyu farklı ifadelerle anlatmaya çalışması.

46 Yapılan açıklamaları değişik ifadelerle farklı açılardan açıklamak.

47 Paraphrasing the instructions

247 Yönergeyi paraphrase etmek

276 Paraphrasing

Giving clear instruction (simplifying)

55 Bilinmeyen yapı ve kavramları kullanmaması.

105 Öğrencinin anlayabileceği dilde açıklamalar yapmak.

106 Simplification of instruction.

107 Simplification of question stems of an exam

108 Yönerge dilini öğrencilerin seviyesine göre basitleştirmek gerçek bir zorunluluk yoksa aktarılmaya çalışılanlar tamamen havada kalmakta

230 Öğrencinin düzeyine göre anlatım dil düzeyini ayarlamak.

264 Verilen yönergeleri basitleştirmek

269 Yönergeleri kısa tutarım

286 Yönergeleri tekrar etmek

Motivating students for learning

32 Cesaret verecek her türlü ifade kullanması

33 Öğrencinin zorlandığı durumlarda yüreklendirmek.

34 The teacher should encourage these learners.

35 Increase motivation of the students by giving the impression that they can be successful.

36 Motivasyon artırıcı davranışlar

37 Endişe azaltıcı telkinler.

38 Being motivating all the time.

39 Lowering down anxiety

40 Cesaretlendirmek

41 Dil öğrenme sürecini açıklamak / motivasyon sağlamak

43 Öğrencilerin motivasyon ve ilgilerini artırmak için kelime yada dilbilgisi oyunları oynamalarına imkan sağlamak.

143 Motivasyon amaçlı farklı materyaller kullanmaya çalışıyorum

228 Derse katılma konusunda cesaretlendirmek

Being a model for the student (modelling)

8 Öğretmenin öğrenciye tavsiye ettiği her şeyin önemli oranda icracısı olması. (Model olması)

9 Modelleme yapması.

10 Modelleme/Örneklendirme yapmak.

11 Uygun bir tane örnek verip başka örnekleri onlardan istemek.

12 They should model compelling tasks.

13 Modelling

14 Yapılacak aktiviteyi önce öğretmenin göstermesi ve öğrencilerden beklentileri açık şekilde belirtmesi.

17 Kendilerinden belediklerimi öncelikle kendim ve daha başarılı olan öğrencilerden birkaçıyla örneklendiriyorum.

19 Öğrencilerin en çok model aldıkları öğretmenler olduğu için iyi bir model olmaya çalışıyorum.

20 görsel işitsel materyallerin yanısıra onları çok etkilediğini düşündüğüm şeyler bir tanesi öğretmenin model olması ve kendi yaşantısından örnekler ve tecrübeler aktarması.

242 Öğretim konusu olan dili modellemek, çeşitli medyadan örnekler göstermek

319 Okuma uygulamalarında örnek okuma yapıp öğrenciye model olmak.

320 Role-play aktivitelerinde önce model olarak rol almak.

Classroom language use

293 Sınıfta kullanılan dili düzeylerine uygun bir şekilde ayarlamak..

295 Dili sadeleştirme

APPENDIX-5 First version of the checklist; statements with the items (Turkish)

Öğretmen Ders İşleme Sırasında...	
1. Konuya geçmeden gerekli/anahtar kelimeleri verir.	
119	119. Bazı kavramları/kelimeleri dersin başında netleştirmek.
124	124. Pre-teaching new vocabulary before the tasks.
125	125. En başta, sözlük kullanmadan temel sözcükleri ben veririm . Daha sonraki sözcükler için sözlük kullanımı , oyun , video için teşvik ederim. Konunun temelini iyi kavrarlarsa , ileri düzeyde öğrenmeyi de kendileri başarabilirler diye düşünüyorum.
126	126. İzlettiğim kısa video ya da şarkıları izletmeden önce çoğu yapının anlamını önceden söylüyorum. Çünkü video boyunca bilmedikleri sözcüklerle karşılaşılırsa takip etmeyi bırakıyorlar.
271	271. Kullanabileceği anahtar kelimeleri veririm
2. Kelime öğretimini görseller kullanarak yapar.	
73	73. Tüm öğreteceğim konularda geçen kelimeleri görselleştirmek.
74	74. Yeni kavramları mümkünse görsel materyallerin desteklemek.
75	75. Yeni bir şey öğretileceği zaman konuyu yada kavramları anlamlı kılmak için görseller, resimler, animasyon yada videolar ve ses dosyaları kullanırım.
82	82. Kelime öğretiminde gerekli ve uygun görsel kaynakları kullanmak,
123	123. Okuma yada listening öncesi gerek varsa muhakkak görsel destekle kelime öğretimi yaparım.
213	213. Showing a slight show related to the new words
314	314. Kelime öğretiminde gerçek materyaller kullanmak.
3. Kelime öğretiminde şarkı veya melodi kullanır.	
313	313. Melodi/ şarkı ekleyerek kelime öğrenimini akılda kalır hale getirmek.
4. Öğrencinin seviyesine göre aktiviteler hazırlar.	
109	109. Öğrenciye seviyesine göre ve yerine getirebileceği alıştırmaya ve aktiviteler yaptırmak.
110	110. The use of topics/tasks that students would be interested in and according to their levels of English and to their cultural aspects
112	112. Yapılan aktiviteler öğrencilerin seviyesine ve profiline uygun olmalıdır
114	114. Seviyelerine uygun handout hazırlarım instruction lar da açık ve net olur.
5. İhtiyaçlarına göre aktiviteler hazırlar.	
89	89. Designing and sequencing tasks appropriate for their needs and levels.
6. Sınavlarda öğrenci seviyesine uygun soru sorar.	
113	113. Sınavlarda zor zoru sorup öğrenci güvenini kırmak yerine seviyesine uygun olan sorulara yer vererek daha yüksek not almasını sağlayıp, İngilizce önyargısını ortadan kaldırıp özgüven kazandırmak.
7. Okuma parçalarını kısaltır ve basitleştirir.	
116	116.Öğrencilerin seviyesinin üzerindeki okuma parçalarını basitleştirerek onların seviyesine indirmek.
210	210. Shortening some reading texts.
215	215. Bu sene Graded Readers organizasyonu yapıyorum. Doğru örnekleri görmelerini ve kelime bilgilerini arttırmayı hedefliyorum.

8. Dinleme etkinliklerindeki metni ve kelimeleri öğrenci seviyesine göre yeniden düzenler.	
127	127. Dinleme etkinliklerindeki metin ve kelimeleri öğrenci seviyesine göre yeniden düzenlemek.
9. Uzun dinleme metinlerini anlaşılır olması için bölümlere ayırır.	
212	212. Pausing the long listening texts in order to make them recognize the information they need.
10. Yazma aktivitelerini kolaylaştırır.	
209	209. Yazma etkinliklerinde gerekli ipuçları ve örnekleri sağlamak
211	211. Modifying some writing tasks.
11. Aktiviteleri basitten zora doğru sıralar.	
65	65. Aktiviteleri basitten zora doğru sıralamak.
66	66. Yapılacak çalışmaları somut adımlara bölüp, kolaydan zora bir yol izlemek.
67	67. Basitten karmaşığa doğru bir içerikle dersi sunmak
263	263. Basitten karmaşığa giden alıştırmalar yapma
12. Önce öğrendikleri ders içeriklerini hatırlatır.	
249	249. Önceki bilgilerini aktive etmek
288	288. Önceki derslerden içerikleri hatırlatmak
159	159. Asking 'recall questions' such as 'What else do we do before starting writing an essay?'
13. Bilinenin üzerine yeni bilgiyi inşa eder.	
146	146. Daha önceden bilineni vurgulayıp/hatırlatıp yeni bilgiyi ona göre inşa etmek
147	147. Linking to prior experiences and learnings (Bridging).
148	148. Using students' background knowledge and starting from what is known and move towards what is not known. Activating the necessary schema students already have and guiding them to learn the intended information by referring to students' own sources.
250	250. Önceki bilgileri ve yeni öğrenecekleri konuyu birbirine bağlamak
290	290. Öğretilen yeni konuyu bildikleri konular üzerine inşa etmek.
14. Önceden bilineni kullanmalarını sağlayacak aktiviteler hazırlar.	
149	149. Ders işlenişi sırasında background bilgilerini kullanmalarına izin verecek içerikte aktivite ve yönlendirici sorular hazırlarım
15. Çağrışım tekniği ile bilgiyi kalıcı hale getirir.	
304	304. Çağrışım tekniği ile bilgiyi kalıcı hale getirmesini sağlamak
16. Ders sunumunu jest mimiklerle destekler.	
56	56. Anlatılanları vücut diliyle desteklemek.
58	58. Yeni bir kavram ya da kelime öğretirken mimiklerimi kullanmak.
60	60. Using body language.
61	61. Jest ve mimiklerle İngilizce konuşurken beni anlayabildiklerini göstererek. Özgüvenleri beni İngilizce konuşurken anlayabildiklerinde çok artırıyor, daha çok heyecan duyuyorlar.
63	63. Yönergeler verilirken ya da ders sunumu yapılırken içeriği destekleyen jest mimik ve görsel materyal kullanımı kesinlikle gerekli olmakta.
64	64. Jest ve mimikler ya da göstererek.
287	287. Beden dilini kullanmak

17. Sözlü yönergeler verirken beden dilini kullanır.	
62	62. Öğrencilere sözlü olarak yönerge verirken, aynı yönergeyi beden diliyle (örneğin; “open your notebooks” derken ellerimizi kullanarak), ya da tahtayı kullanarak (örneğin “open page 65” derken tahtaya “p. 65” yazarak) hem kulağa hem göze hitap etmeye çalışırım.
18. Görsel işitsel materyallerle (akıllı tahta, gerçek materyaller, video, resim çizme, web sitesi, sosyal medya vb.) konu anlatımını zenginleştirir.	
24	24. Zamana uygun araçlardan yararlanması.
25	25. Olabildiğince çeşitli materyal kullanabilmek (visual-audio-technology)
26	26. Eğitim teknolojilerini derslerimde uygulamaya çalışıyorum. Geçen sene beyaz pano isimli web sitesini, daha önceki senelerde sosyal medyayı eğitim amaçlı kullanmıştım
57	57. The use of body language or realia or technology.
63	63. Yönergeler verilirken ya da ders sunumu yapılırken içeriği destekleyen jest mimik ve görsel materyal kullanımı kesinlikle gerekli olmakta.
68	68. Çeşitli materyalleri-görsel, işitsel- kullanarak konu anlatımını zenginleştirmek.
69	69. Using visual clues or hints to promote learning
70	70. Dersi görsellerle desteklemek.
71	71. Konuyla ilgili görseller kullanılabilirse kullanmak.
72	72. Using various materials to support this attitude such as visuals, materials and activities
76	76. Using visuals.
76	77. Sık sık görseller ve projeksiyon kullanarak dikkatlerini çekmeye çalışıyorum.
77	78. Görsel materyaller, videolar ve slayt gösterileri de öğrenmeyi kolaylaştırıyor.
78	79. "Real object " kullanım yine çok fazla etkili olduğunu gördüğüm etkenlerden.
79	80. Kullandığım görsel materyallerin renkli ama sade olmasına dikkat ederim. Çok fazla görsel öğrencilerimin dikkatini dağıtıyor ve konudan uzaklaşıyoruz.
80	81. Mümkün olduğunca materyal kullanmaya çalışıyorum.
81	83. Eğer tabi mümkünse çizerek anlatıyorum.
83	84. Akıllı tahtayı çok fazla kullanıyorum, görsel ve işitsel öğelerin
84	85. öğrencilerin öğrenimini kolaylaştırdığını düşünüyorum.
85	141. Derslere uygun materyal hazırlama.
141	142. MATERYAL KULLANIMINI ARTIRMAK.
142	143. Motivasyon amaçlı farklı materyaller kullanmaya çalışıyorum
143	248. Görsel malzeme kullanmak
248	251. Konu ile ilgili video izlemek
251	254. Using www as much as possible helps me and my students a lot because that’s an important part of their lives and they feel more motivated and comfortable when www is used.
254	294. Öğrenmeyi kolaylaştırıp kalıcı hale getirmesine yardımcı olacak görsel ve işitsel donanımlardan faydalanmak.
294	299. Görsel ve işitsel materyaller
299	
19. Seviyesi düşük öğrencilere açıklama yaparken anadilini kullanır.	
1	1. Öğrencilerin seviyesine göre ana dili kullanımı.
253	253. Using L1 for lower levels usually help them feel more secure at the beginning. I gradually use less L1 after we have set up a good bond.

261	261. Anadilden yardım alma
20. Anadildeki benzerliklerden örnekler verir	
190	190. Varsa ana dildeki benzerliklerden yararlanmak.
191	191. Ana dilde İngilizce diline benzemeyen kullanımlar varsa bunlara dikkat çekmek.
192	192. Ben doğru düzgün kelime bilmiyorum diyen öğrencilerimin aslında bir sürü kelime bildiğinin farkına varmasını sağlarım. (İngilizce ve Türkçe aynı olan kelimeleri sayarak)
21. Konuyla ilgili anlamlı (gerçek hayat, öğrenci yaşantısından) örnekler verir.	
97	97. Örnek verirken anlamlı olmalarına dikkat edilmeli.
100	100. To provide as many examples as possible as the language models
101	101. Providing a great deal of examples in relation to the topic of the lesson.
101	102. İngilizce dilinin gerçek hayatta nasıl kullanıldığına dair örnekler sunmak.
102	104. Dilbilgisi konularının öğretiminde örnekleri mümkün olduğunca öğrencilerin yaşamlarından ve ilgilerinden vermek.
104	169. Authentic dil örnekleri sunmak.
169	170. Açıklayıcı örnekler sunmak.
170	171. Konuyu açıklamak için örnekler vermek.
171	172. KONULARA ÖRNEKLER VERMEK.
172	187. Öğrenilecek konuyu gerçek hayata bağlayabilmek, örnekler sunmak.
187	189. Günlük yaşamdan örnekler, görsel materyaller, şarkılar, eğitsel oyunlar.
189	227. Örneklerle açıklamak
227	232. Olabildiğince farklı ve çok örnekler vermek
232	262. Örnekler verme
262	265. Bolca ve mümkünse onların yaşantılarından örnekler vermek
265	270. Örnek veririm
270	284. Giving examples
284	296. Örneklendirmek
296	302. Bol bol örnek vermek
302	305. Dayatma örnek cümleler yerine kendi yaşantılarından örneklerle konuyu içselleştirmelerini sağlamak
305	308. Yeni öğrendiği yapıya da kelimeyi kullanabileceği gerçek hayattan durumlar sağlamak
308	
22. Anlaşılmayan konuyu farklı ifadelerle açıklar.	
45	45. Anlaşılmayan konuyu farklı ifadelerle anlatmaya çalışması.
46	46. Yapılan açıklamaları değişik ifadelerle farklı açılardan açıklamak.
276	276. Paraphrasing
23. Öğrencinin anlayabileceği seviyede dil kullanır.	
55	55. Bilinmeyen yapı ve kavramları kullanmaması.
105	105. Öğrencinin anlayabileceği dilde açıklamalar yapmak.
230	230. Öğrencinin düzeyine göre anlatım dil düzeyini ayarlamak.
293	293. Sınıfta kullanılan dili düzeylerine uygun bir şekilde ayarlamak..
293	295. Dili sadeleştirmek

	295	
24. Dil kullanımı ile ilgili örnekler verir.		
	242	242. Öğretim konusu olan dili modellemek, çeşitli medyadan örnekler göstermek
25. Yapılacak aktiviteyi önce kendisi modeller.		
	9	9. Modelleme yapması.
	10	10. Modelleme/Örneklendirme yapmak.
	11	11. Uygun bir tane örnek verip başka örnekleri onlardan istemek.
	12	12. They should model compelling tasks.
	12	13. Modelling
	13	14. Yapılacak aktiviteyi önce öğretmenin göstermesi ve öğrencilerden beklentileri açık şekilde belirtmesi.
	14	17. Kendilerinden belediklerimi öncelikle kendim ve daha başarılı olan öğrencilerden bir kaçıyla örneklendiriyorum.
	17	320. Role-play aktivitelerinde önce model olarak rol almak.
	320	319. Okuma uygulamalarında örnek okuma yapıp öğrenciye model olmak.
	319	16. Thinking aloud while dealing with a text for example.
	16	
26. Öğrenciye iyi bir rol model olur.		
	8	8. Öğretmenin öğrenciye tavsiye ettiği her şeyin önemli oranda icracısı olması.
	19	(Model olması) 19. Öğrencilerin en çok model aldıkları öğretmenler olduğu için iyi bir model olmaya çalışıyorum.
27. Verilen görev ve aktivitelerde çeşitlilik sağlar.		
	184	184. Verilen görev ve aktivitelerde çeşitlilik sağlanması özellikle ülkemizde MEB'in önerdiği kitaplardan ya tamamen sıyrılmak ya da büyük değişiklikler yapmak.
28. Olabildiğince çok İngilizce konuşur.		
	180	180. Olabildiğince fazla İngilizce konuşmak.
	181	181. Sınıf içerisinde tamamen İngilizce konuşmak her zaman mümkün olmasa da, söyleyeceğim her ifadeyi İngilizce söylemeye çalışmak ya da bazen önce İngilizce söyleyip sonra da Türkçe açıklamak.
29. Ders sunumu sırasında drama ve teatral etkinliklerden yararlanır.		
	166	166. Sınıf içinde yapılan canlandırmalar da öğrenmeyi kolaylaştırmaktadır
	207	207. Drama,tiyatral etkinlikler, gerek dersin sunumunu yaparken yada konuyu pekiştirirken çok faydalı olduğu görülmektedir.
	312	312. Gramer anlatırken durumu bir film senaryosu gibi kurgulamak.
30. Sık sık cümle veya kelimenin tekrarını yaptırır.		
	174	174. Sık sık tekrar yapmak
	282	282. Providing repetitions of utterances
31. Değişik öğrenme stratejilerini modeller.		
	15	15. Teaching and modelling various strategies.
	204	204. Öğrencilerime öğrenme tekniklerini öğretiyorum
32. Soru çözme tekniklerini öğretir.		
	307	307. Soru çözme tekniklerini vermek
33. Bağlam içinde öğretir.		

98	98. Contextualizing
34. Öğrencinin söyleyebileceği her şeyi söylemesi için 'elicitation' tekniğini kullanır.	
160	160. Doing elicitation, giving cues.
161	161. Eliciting anything students can tell/do with the assistance of the teacher or other peers who are in the upper level
35. Anlaşılmayan yönergeleri farklı sözcüklerle açıklar.	
47	47. Paraphrasing the instructions
247	247. Yönergeyi paraphrase etmek
286	286. Yönergeleri tekrar etmek
36. Yönergeleri anlaşılması için basitleştirir.	
106	106. Simplification of instruction.
107	107. Simplification of question stems of an exam
108	108. Yönerge dilini öğrencilerin seviyesine göre basitleştirmek gerçek bir zorunluluk
264	264. Verilen yönergeleri basitleştirmek
37. Yönergeleri anlaşılması için kısa tutar.	
269	269. Yönergeleri kısa tutarım
38. Aktiviteleri yaparken öğrencilere yol gösterir.	
44	44. Öğrenci ile beraber yapmayı denemesi.
120	120. They should provide coaching.
121	121. They should help their students master a task by providing outlines, recommended documents, storyboards, or key questions.
258	258. 'Prompt' verme
277	277. Helping them complete their sentences
281	281. Metalinguistic explanations
39. Anlamayı kolaylaştırmak için söylediklerini tekrarlar.	
168	168. Using a variety of techniques such as recasting, repetitions , clarification checks, hand technique, body language, gestures, mimics, etc. to ease understanding.
40. İpucu vermek için bazı tekniklerin (pointing, emphasizing, highlighting, prompting, vb.) kullanır.	
167	167. The use of cues such as pointing, emphasizing, highlighting, prompts, etc.
41. Yazma aşamaları ile ilgili ön bilgilendirme yapar.	
173	173. Writing yapacaksak aşamaları ile ilgili ön bilgilendirme yaparım ve öğrencilere outline veririm
317	317. Yazma aktivitelerini kolaylaştırmak için iskelet yapıyı öğrenciler ile fikir alışverişi yaparak tablolaştırmak.
42. Soyut kavramları somutlaştırır	
205	205. Soyut kavramları somutlaştırarak
43. Öğrenciler arası konuşma imkanını ve zamanını artırır.	
51	51. Öğrenciler, dersteki aktivitelerde sadece öğretmenle değil, arkadaşlarıyla da iletişim halinde olmalıdır.
53	53. Grup çalışması yaptırması.

54 151 162 164 188 241	54. Günümüz öğrenim sistemi iletişim odaklı olduğun için öğrencilere diyalog ve soru-cevap yöntemiyle grup çalışması yapmalarını sağlıyorum. (Teamwork) 151. Preparing tasks that increase the students' talking/using the language time. 162. Creating student centered classroom environment to provide communicative interaction among the students. 164. Encouraging student involvement by paying attention to classroom interactional competence. 188. Öğrendiği kalıplarla ve kelimelerle ilgili bol bol diyalog kurmasını sağlamak. 241. Konuşma zamanlarını arttırabilmek için ikili ve grupla çalışmalar yapmak
44. Konuşma etkinliklerinde öğrencilere gerektiği kadar zamanı sağlar.	
145 158 273	145. Konuşma etkinliklerinde öğrencilere gerektiği kadar zamanı sağlamak ve kendilerini özgürce ifade edebilecekleri ortamı hazırlamak 158. Öğrenci ihtiyaç duyduğunda sorularını sorması ve bilgi alması için uygun zaman yaratmak. 273. Zaman tanım
45. Konuşma etkinliklerinde öğrencilerin kendilerini özgürce ifade edebilecekleri ortamı hazırlar.	
145 158	145. Konuşma etkinliklerinde öğrencilere gerektiği kadar zamanı sağlamak ve kendilerini özgürce ifade edebilecekleri ortamı hazırlamak 158. Öğrenci ihtiyaç duyduğunda sorularını sorması ve bilgi alması için uygun zaman yaratmak.
46. Öğrenilen yeni bilgiyi kullanmalarını sağlayacak dil üretmeye yönelik aktiviteler yapar.	
133 150	133. Bolca uygulama yapılmalı. 150. Öğrenilen yeni bilgiyi kullanmalarını sağlayacak üretim odaklı aktiviteler hazırlayıp yapmak.
47. Sorular sorarak konuyu ne kadar anladığını kontrol eder.	
156 157 193 196 233 280	156. Verdikleri cevaplar ya da ödevlerle ilgili 'Neden bu cevabı verdin?' 'Bunun neden doğru olduğunu açıklar mısın' şeklinde de bol bol ama anlamlı WHY? Soruları yöneltmek. 157. Sorular sorarak öğrencinin farkındalığını arttırmaya çalışmak. 193. Öğrencinin anladığını kendi yöntemi ile (örnek vererek, resim çizerek, vb) anlatmasını istemek. 196. Kendilerinin keşfetmelerini sağlamak 233. Öğrencilerin kendi örneklerini derse katmak 280. Clarification requests
48. Düşüncelerini ve konuşmalarını sağlayacak sorular sorar.	
27 154 182 285	27. Display soruları sorması. 154. Düşüncelerini sağlayacak sorular sormak. 182. Mümkün olduğunda hedef dili kullanıp öğrencilerime sorular sorarak onları derste her birine en az bir kere söz hakkı vermeye çalışıyorum. 285. Always asking questions to make them speak
49. Deyimlere dikkatlerini çeker.	
283	283. Drawing their attention to certain idiomatic expressions
50. Çok fazla dilbilgisi kuralları vermez.	
200	200. Çok derin dilbilgisi kurallarından kaçınmak(Müfredatta yer olsa bile dilbilgisi yerine önceliğimi okuduğunu anlamaya vermekteyim)
51. Yapararak yaşayarak öğrenme yöntemini kullanır.	

206	206. Yapararak yaşayarak öğrenme gerçekten en kalıcı yöntemlerden biri olmakta.
208	208. Yapararak yaşayarak öğrenme ilkesini kullanmaya dikkat ediyorum.
300	300. Yapararak öğrenme
52. Kazanımları pekiştirmeye yönelik çalışma kağıtları hazırlar.	
216	216. Kazanımları pekiştirmeye yönelik çalışma kağıtları yazıp fotokopi yoluyla öğrencilerimle paylaşıyorum.
53. Telaffuz çalışmalarını için aktivite hazırlar.	
310	310. Telaffuzlarını kolay ifade edebilmeleri için aktivite sunmak
54. Dil farkındalıklarını artırır.	
122	122. Creating language awareness for students so that they can handle tasks.
55. Öğrenciye ihtiyaç duyduğunda gerekli bilgiyi verir (gramer yapısı ve kelime gibi)	
118	118. Öğrenciye ihtiyaç duyduğunda gerekli bilgiyi vermek (gramer yapısı ve kelime gibi)
197	197. Kaynak olma/ sağlama
278	278. Providing the words they need while they are speaking
56. İhtiyaç duyduklarında kaynak sağlar.	
121	121. They should help their students master a task by providing outlines, recommended documents, storyboards, or key questions.
130	130. Gerekli gördüğü öğrencilere doğru kaynak, kitap ve materyal önermek.
197	197. Kaynak olma/ sağlama
239	239. Alternatif öğrenme ortam ve materyali konusunda yardım istediklerinde yol göstermek
57. Doğru dil kullanımlarına da dönüt verir.	
5	5. Yalnızca yanlış ve eksiklerin üzerine değil, iyi noktalara da gereken dönütün verilmesi
42	42. Sık, bol ve olumlu pekiştireç vermek.
243	243. Doğru kullanımlarında övgü sağlamak
58. Ders esnasında bireysel dönütler verir.	
31	31. Ders esnasında özellikle onlar bir task la uğraşırken sıralar arasında dolaşip neler yaptıklarını gözlemlemeye çalışıyorum. Zaman ve sınıfın durumu el verdikçe bireysel dönüt vermeye çalışıyorum
138	138. Bireysel dönütlerde bulunmak
59. Doğruyu tekrar ederek yanlışı düzelttirir.	
6	6. Giving corrective feedback; especially recasts.
279	279. Recasts
60. Anında ve sık sık dönüt verir.	
134	134. Bu uygulamalara anında dönüt verilmeli.
135	135. Yazılı ve sözlü dönütler de verilmeli
137	137. Öğrencilere dönüt vermek.
139	139. Sıklıkla dönüt vermek
61. Yazılı ve sözlü dönüt verir.	
238	238. Öğrencilere bire bir sözlü/yazılı dönüt vermek, yazılı dönütlerde yazısını tekrar düzeltip kontrol için istemek

62. Doğrudan veya dolaylı yollardan hata düzeltir.		
136		136. Giving implicit/explicit feedback
140		140. Öğrencilere mutlaka farklı tipte geri dönüt veriyorum
244		244. Yanlış kullanımlarda aktivite amacına göre yanlış kendi kendine bulmasını sağlamak (accuracy için ise) veya <u>konuşmasını bitirmesini bekledikten sonra doğrudan veya dolaylı yollardan error correction yapmak</u>
292		292. Yaptıkları hatalarla ilgili dönüt vermek.
63. Yanlış kendi kendine bulmasını sağlar.		
244		244. <u>Yanlış kullanımlarda aktivite amacına göre yanlış kendi kendine bulmasını sağlamak (accuracy için ise)</u> veya konuşmasını bitirmesini bekledikten sonra doğrudan veya dolaylı yollardan error correction yapma
64. Genel yapılan hataları not alıp ders sonunda gösterir.		
256		256. I make a list of common errors after each lesson and every week I put those mistakes on the board and we discuss together. They stop doing them after a while.
65. Yanlış yaptığında arkadaşlarının doğruyu söylemesine izin verir.		
272		272. Söylediği kelime ya da cümle yanlış bile olsa cesaretini kırmamak için kabul edilebileceğini söyler ama Doğruya yaklaşması için başka arkadaşlarının da fikrini öğrenip tekrar aynı öğrenciye söz hakkı veririm
66. Fiziksel dönüt vererek onaylar.		
59		59. Öğrencilere karşı fiziksel feedback veririm, mesela başımla onaylarım, işaret ederim.

		Motivasyon artırıcı durumlar yaratmak için;
67. Dil öğrenme/kullanma kaygısını azaltır, telkin yapar.		
23		23. Öğrencilerin endişe ya da hayal kırıklığı yaşamamaları için önlemler almak
37		37. Endişe azaltıcı telkinler.
39		39. Lowering down anxiety
68. Oyun oynatır.		
43		43. Öğrencilerin motivasyon ve ilgilerini artırmak için kelime yada dilbilgisi oyunları oynamalarına imkan sağlamak.
177		177. Öğrenme sürecini oyunlarla ve şarkılarla desteklemek özellikle küçük yaş grubunda hemen her konuda bir oyun uydurmak çok daha eğlenceli ve dolayısıyla kalıcı bir öğrenme ortamı oluşturuyor.
214		214. Using songs, games, video clips, subtitled movies and videos.
298		298. Oyunlarla motivasyonu artırmak
69. Şarkılarla öğrenmeye destek olur.		
96		96. İlkokul seviyesi için şarkılar ve oyunlar olmazsa olmazdır. Özellikle 2. Sınıflarda hemen hemen her üniteye mutlaka konuyla alakalı bir şarkıyla yeni öğrenilen konuyu pekiştiriyoruz.
177		
214		

217 311	177. Öğrenme sürecini oyunlarla ve şarkılarla desteklemek özellikle küçük yaş grubunda hemen her konuda bir oyun uydurmak çok daha eğlenceli ve dolayısıyla kalıcı bir öğrenme ortamı oluşturuyor. 214. Using songs, games, videoclips, subtitled movies and videos. 217. Konu ile alakalı olarak özellikle 5. Ve 6.sınıflarımda oyun kullanmaya çalışıyorum. 311. Eğlenceli ortamda öğrenebilmek için oyun ve şarkılarla destek olmak
70. Eğlenceli bir atmosfer yaratır.	
175 176	175. Dersi eğlenceli ve ilgi çekici hale getirmek, merak uyandırmak. 176. Eğlenceli ve sıcak bir atmosfer sağlamak.
71. Öğrencilere sevecen davranır.	
178 179 255	178. Öğretmeni seven öğrenci dersi de seviyor. Tam tersine öğretmeni sevmeyen öğrenci de o dersten nefret ediyor. Dersimi sevdirmek için sevimli olmaya ve dersi zevkli hale getirmeye çalışıyorum. 179. Öğrencinin sempatisini ve ilgisini çekmek çok önemli, hazır bulunurluklarını ne kadar arttırabilirsek (en azından psikolojik olarak) öğrenme o kadar kolay olmakta. 255. Students need a lot of guidance and they ask for it only if they feel themselves close to you. Therefore I always try to behave as if we are brothers and sisters!
72. Cesaret verici her türlü ifade kullanır.	
32	32. Cesaret verecek her türlü ifade kullanması
73. Öğrencinin zorlandığı durumlarda yüreklendirir.	
33 117	33. Öğrencinin zorlandığı durumlarda yüreklendirmek. 117. Mutlaka İngilizce konusunda Self-Efficient olmalarını istiyorum, bunun için building self-efficacy yaparken kolay aktiviteler yapıp, yapabildiklerini göstermeye çalışıyorum.
74. Öğrenciye başarılı olacağını hissettirir.	
35	35. Increase motivation of the students by giving the impression that they can be successful.
75. Yapılan çalışmayı öğrenci başarabilsin diye basitleştirir.	
111 115	111. Verilen taskı öğrenci için başarılabilir olacak şekilde basitleştirmek. 115. Başarılabilir hedefler koymak. Başardıklarında daha istekli olup, derse daha fazla katılırlar
76. Derse katılma konusunda cesaretlendirir.	
34 36 38 40 52 228	34. The teacher should encourage these learners. 36. Motivasyon artırıcı davranışlar 38. Being motivating all the time. 40. Cesaretlendirmek 52. Self evaluation veya Peer-evaluation yapmalarını sağlayacak aktiviteler oluşturuyorum, bu süreçte foreign language speaking anxiety leri artmasın diye birbirlerine saygılı olmalarını sağlamaya çalışıyorum 228. Derse katılma konusunda cesaretlendirmek
77. Öğrencilerden ders işleyişi, materyal, vb. konularda yazılı ya da sözlü görüşlerini alır.	
235	235. Öğrencilerden dersler, beğendikleri ve zorlandıkları konular, öğretim ve öğretmen konusunda yazılı ve sözlü görüşler almak (hem isimli hem anonim)

78. Hedef dilde sorular sorarak öğrencilerin en az bir kere konuşmasını sağlar.	
182	182. Mümkün olduğunda hedef dili kullanıp öğrencilerime sorular sorarak onları derste her birine en az bir kere söz hakkı vermeye çalışıyorum.
79. Olumlu bir atmosfer sağlar.	
21	21. Öğretmen Öğrenme için iyi bir ortam yaratıcısı olmalı.
22	22. Ortam hazırlamanın bir parçası olarak ciddi bir ön hazırlık yapması
245	245. Öğrenme için motive edici, olumlu atmosfer oluşturmaya sağlamak
80. Konu ve aktiviteleri öğrencinin ilgisini çekecek şekilde hazırlar.	
110	110. The ue of topics/tasks that students would be interested in and according to their levels of English and to their cultural aspects
153	153. Choosing appropriate content to teach.
201	201. Task dediğimiz aktiviteleri öğrencilerin ilgisini çekecek ve yaş grubuna uygun içerikle hazırlarım
226	226. En önemli konulardan biri Lisede öğrenim yaptığım için öğrencilerin ilgilendikleri konuları yakından takip ederek aktivitelerimi bu konular üzerine oluşturmaya çalışıyorum.
321	321. Dinleme aktivitelerinde güncel ve liste başı popüler şarkıları seçerek ilgi seviyesini yükseltmek.
81. Öğrencilere dile ait kültürel bilgiler vererek ilgilerini çeker.	
186	186. Öğrencilere dile ait kültürel ve dünyevi bilgiler sunarak ilgi kazanmak
82. Teşvik edici ödüller verir.	
202	202. Öğrencilerimi öğrenmeye teşvik etmek için çeşitli ödüller veririm.
203	203. Derse katılan öğrencilere + veriyorum
222	222. Örneğin sınavdan 100 alan öğrenciye yemek ısmarlıyorum, ya da 90 üzeri alana çikolata alıyorum, ders içinde uygulanan bazı aktivitelerde de çikolata, şeker bazen meyve gibi minik ödüller veriyorum.
275	275. Ödül veririm
83. Yarışmalarla rekabet ortamı yaratır.	
223	223. Rekabet ortamı yaratmak ve gerek sınıf içi, gerekse sınıflar arası
224	224. Yarışmalar düzenlemek de dil öğrenimindeki başarıyı artırıyor.
274	274. Yarışmalarla rekabet ortamı yaratırım
84. Bireysel görüşmeler ayarlar.	
240	240. İstediklerimde bireysel görüşme ve öğretim destesi için ofiste görüşmek
85. Dil öğrenme sürecini açıklar.	
41	41. Dil öğrenme sürecini açıklamak / motivasyon sağlamak
86. Dil öğrenme nedenlerini açıklar.	
30	30. Öncelikle öğrencilerime dilin kullanım amacının iletişim olduğunu, ana dilimizi çevremizle iletişime geçmek için öğrendiğimiz gibi İngilizceyi de iletişim amaçlı öğrenmemiz gerektiğini açıklıyorum.
194	194. Öğrencilerin İngilizce öğrenme ihtiyaçları belirlenmeli, daha sonra da öğrenciler bu konuda bilinçlendirilmelidirler. Öğrenci neden İngilizce öğrenmesi
195	
257	

	gerektiğinin farkına varırsa, motivasyonunu kendisi yükseltebilir. Öğrencinin motivasyonunun olması, öğrenmeyi gerçekleştirmede en büyük etkidir. 195. Öncelikle İngilizce öğrenmenin gerekliliğini, yeni bir dil öğrenmenin heyecanını sağlayarak 257. I utter a lot of “ If I were you...” sentences and give them advice on how to study.
87. Öğrencilerin hata yapmaktan korkmamalarını sağlar.	
2 3 4 7 229 246	2. Öğrencinin yaptığı her hatayı dikkate almama. 3. The teacher should anticipate errors after choosing a task, because learners are likely to commit errors when working on a new task 4. Hataların olağan olduğunun ve öğrenme sürecinin olağan bir parçası olduğunun vurgulanması 7. Herkesin dil öğrenirken hata yapabileceğini algılamalarını sağlamak. 229. Yanlıkların doğruya götüreceğine ikna etmek 246. <u>Öğrencileri hata yapmaktan korkmamaya özendirmek</u> , diğerlerinin küçük düşürmeye yönelik tutumlarını ortadan kaldırmaya çalışmak
88. Öğrenciler hata yaptığında birbirleri ile dalga geçmemelerini sağlar.	
246	246. Öğrencileri hata yapmaktan korkmamaya özendirmek, <u>diğerlerinin küçük düşürmeye yönelik tutumlarını ortadan kaldırmaya çalışmak</u>
89. Öğrencilerin konuşmalarını sağlayacak ilgilerini çekecek konular seçer.	
315	315. Konuşma uygulamalarında öğrencinin ilgi alanlarından sorular sıkıştırmak
90. Kendi yaşantısından ve tecrübelerinden örnekler verir.	
20	20. Görsel işitsel materyallerin yanı sıra onları çok etkilediğini düşündüğüm şeyler bir tanesi öğretmenin model olması ve kendi yaşantısından örnekler ve tecrübeler aktarması.
91. Bireysel farklılıkları dikkate alır.	
86 87 90 91 93 94 95 103 231 268 291	86. Her öğrencinin stil ve stratejilerini dikkate alarak gereği kadar yardımcı olmak. 87. Öğrencilerin arasındaki farklılıkları dikkate alarak , onların nelerin etkilediğini ya da motive ettiğini bulmaya çalışarak dersi buna göre işlemesi. 90. Öğrenciler, ne şekilde en iyi öğrendikleri konusunda bilinçlendirilmelidirler. Öğrenci duyarak en iyi öğreniyorsa, ona bu konuda yardımcı olunmalıdır. 91. Tailoring their teaching to students’ styles and other individual factors. 93. Görsel hafızası daha baskın olan öğrencilerime öğrenilen konuyla ilgili ekstra görseller sağlamak. 94. İşitsel ve müziksel zekası yüksek olan öğrencilerime yaşlarına uygun ekstra İngilizce şarkılar sağlamak. 95. Kinestetik öğrenmeye yatkın öğrenciler için TPR sisteme yönelik etkinlikler düzenliyorum, mesela kelimeleri, hikayeleri hareketlerle hayata geçirip daha iyi kavramalarını sağlıyorum. (Role Playing/ Acting) 103. Bazı öğrencilere sadece bir örnekle konuyu açıklarken, kimilerine birden fazla örnekle anlatımı gerçekleştiriyorum. 231. Farklı duyu alanlarına (görsel işitsel, vb.) olabildiğince hitap edebilmek ve materyalleri bu açıdan çeşitlendirmek 268. Yavaş öğrenen öğrencilere ayrıca özen göstermek, hızlı öğrenenleri desteklemek

		291. Hazır bulunurlukları göz önünde bulundurarak derse başlamak
92. Öğrencilerin ihtiyaçlarına göre ders içeriğini hazırlar.		
28		28. Monitoring yapması ihtiyaçları belirlemesi.
29		29. Monitoring students' learning and trying to catch up the points that students have difficulty in understanding and therefore readjusting what have been covered or classifying elaborating those points needs to be elicited.
92		92. Talking to students and asking for their opinions on their needs for better learning opportunities that can be offered in lessons.
93. Grup çalışmalarını yaptırarak birbirlerine destek/yardımcı olmalarını sağlar.		
48		48. Arkadaşlarının yardım etmesini sağlaması.
49		49. Preparing an environment in the class in which better students help Asking successful students to help poor students in order to increase their academic success their inferior friends
50		50. Öğrencilerin bir arada çalışarak birbirlerinin öğrenmelerine yardımcı olmasını sağlamak.
161		161. Eliciting anything students can tell/do with the assistance of the teacher or other peers who are in the upper level
236		236. Öğrencilere derste öğrendikleri kavramları listelemek ve beraber veya birbirlerine açıklamak
259		259. İngilizcesi iyi olan öğrenciyle daha kötü olan öğrencinin birlikte çalışmasını sağlama
297		297. Peer work ile daha kötü olanlara destek vermek
94. Derse başlarken ilgi çekmek için konuyla ilgili görseller kullanır.		
252		252. I always start my lessons with a set of visuals related to the content of the lesson. These visuals help me and my students to feel more involved in the lesson, and therefore enhance motivation and learning.

		Kendi kendine çalışmayı desteklemek için;
95. Ders dışında faydalanabilecekleri kaynakları önerir.		
128		128. Öğrenciye ders dışında faydalanabileceği ve self-study yapabileceği kaynaklar önermek.
266		266. Ekstra kitap, web sitesi önermek, ekstra çalışma kağıtları hazırlamak veya bulmak
Ders dışı çalışmaya yönlendirir;		
129		129. Öğrenciyi ders dışı çalışmaya yönlendirmek ve yüreklendirmek.
96.		131 Sosyal medyadan yararlanmalarını sağlar. Keeping them engaged in language even out of the classroom thanks to online materials (social media use)
97.		132 Öğrendikleri kelimelerle evlerinde çalışmalar yaptırır.

		Öğrendikleri kelimelerle ilgili kendi evlerinde / odalarında da çalışmalar yapıp fotoğraflar veya videolarla sınıfa getirmelerini istiyorum.
98.		152 Üretici ödevler/görevler verir. Üretici ödevler ya da görevler vermek
99.		155 Araştırma konuları verir Araştırma konuları vermek
100.		198 Ders dışı çalışma yöntemlerini tanıtır. Ders dışı çalışma yöntemlerini tanıtmak
101		260 Eksik giderecek ödevler verir. Eksiklerini giderecek ödevler verme
102. Okuma, dinleme, yazma ve konuşma becerilerini geliştirebilmeleri için yönlendirme yapar.		
	289	289. Okuma, dinleme, yazma ve konuşma becerilerini geliştirebilmeleri için yönlendirme yapmak.
103. Ders dışı dil gelişimini destekleyecek etkinlikler verir.		
	219 220 234	219. Proje ödevlerinde video çekimi ödevleri vererek öğrendikleri yapıları kamera karşısında kullanmalarını sağlıyorum. 220. Şu ana kadar uyguladığım bazı etkinlikler; 9.sınıf öğrencilerime Yurt Dışından bir sınıf ayarlayıp mektup arkadaşı olmalarını sağladım, meslek lisesinde çalıştığım dönemde bir sene değerlendirmeyi 4 beceri üzerinden yaptım. 234. Dersteki konuları pekiştirici ve konularını kendileri seçtikleri ödevler vermek ve öğrencilere hazırladıkları ödevleri (örn. poster) sundurmak

APPENDIX 6- First version of the checklist; statements

	Öğretmen Ders İşleme Sırasında...
1	Konuya geçmeden gerekli/anahtar kelimeleri verir.
2	Kelime öğretimini görseller kullanarak yapar.
3	Kelime öğretiminde şarkı veya melodi kullanır.
4	Öğrencinin seviyesine göre aktiviteler hazırlar.
5	İhtiyaçlarına göre aktiviteler hazırlar.
6	Sınavlarda öğrenci seviyesine uygun soru sorar.
7	Okuma parçalarını kısaltır ve basitleştirir.
8	Dinleme etkinliklerindeki metni ve kelimeleri öğrenci seviyesine göre yeniden düzenler.
9	Uzun dinleme metinlerini anlaşılır olması için bölümlere ayırır.
10	Yazma aktivitelerini kolaylaştırır.
11	Aktiviteleri basitten zora doğru sıralar.
12	Önce öğrendikleri ders içeriklerini hatırlatır.
13	Bilinenin üzerine yeni bilgiyi inşa eder.
14	Önceden bilineni kullanmalarını sağlayacak aktiviteler hazırlar.
15	Çağrışım tekniği ile bilgiyi kalıcı hale getirir.
16	Ders sunumunu jest mimiklerle destekler.
17	Sözlü yönergeler verirken beden dilini kullanır.
18	Görsel işitsel materyallerle (akıllı tahta, gerçek materyaller, video, resim çizme, web sitesi, sosyal medya vb.) konu anlatımını zenginleştirir.
19	Seviyesi düşük öğrencilere açıklama yaparken anadilini kullanır.
20	Anadildeki benzerliklerden örnekler verir
21	Konuyla ilgili anlamlı (gerçek hayat, öğrenci yaşantısından) örnekler verir.
22	Anlaşılmayan konuyu farklı ifadelerle açıklar.
23	Öğrencinin anlayabileceği seviyede dil kullanır.
24	Dil kullanımı ile ilgili örnekler verir.
25	Yapılacak aktiviteyi önce kendisi modeller.
26	Öğrenciye iyi bir rol model olur.
27	Verilen görev ve aktivitelerde çeşitlilik sağlar.
28	Olabildiğince çok İngilizce konuşur.
29	Ders sunumu sırasında drama ve teatral etkinliklerden yararlanır.
30	Sık sık cümle veya kelimenin tekrarını yaptırır.
31	Değişik öğrenme stratejilerini modeller.
32	Soru çözme tekniklerini öğretir.
33	Bağlam içinde öğretir.
34	Öğrencinin söyleyebileceği her şeyi söylemesi için 'elicitation' tekniğini kullanır.

35	Anlaşılmayan yönergeleri farklı sözcüklerle açıklar.
36	Yönergeleri anlaşılması için basitleştirir.
37	Yönergeleri anlaşılması için kısa tutar.
38	Aktiviteleri yaparken öğrencilere yol gösterir.
39	Anlamayı kolaylaştırmak için söylediklerini tekrarlar.
40	İpucu vermek için bazı tekniklerin (pointing, emphasizing, highlighting, prompting, vb.) kullanır.
41	Yazma aşamaları ile ilgili ön bilgilendirme yapar.
42	Soyut kavramları somutlaştırır
43	Öğrenciler arası konuşma imkanını ve zamanını artırır.
44	Konuşma etkinliklerinde öğrencilere gerektiği kadar zamanı sağlar.
45	Konuşma etkinliklerinde öğrencilerin kendilerini özgürce ifade edebilecekleri ortamı hazırlar.
46	Öğrenilen yeni bilgiyi kullanmalarını sağlayacak dil üretmeye yönelik aktiviteler yapar.
47	Sorular sorarak konuyu ne kadar anladığını kontrol eder.
48	Düşüncelerini ve konuşmalarını sağlayacak sorular sorar.
49	Deyimlere dikkatlerini çeker.
50	Çok fazla dilbilgisi kuralları vermez.
51	Yaparak yaşayarak öğrenme yöntemini kullanır.
52	Kazanımları pekiştirmeye yönelik çalışma kağıtları hazırlar.
53	Telaffuz çalışmaları için aktivite hazırlar.
54	Dil farkındalıklarını artırır.
55	Öğrenciye ihtiyaç duyduğunda gerekli bilgiyi verir (gramer yapısı ve kelime gibi)
56	İhtiyaç duyduklarında kaynak sağlar.
57	Doğru dil kullanımlarına da dönüt verir.
58	Ders esnasında bireysel dönütler verir.
59	Doğruyu tekrar ederek yanlışı düzeltir.
60	Anında ve sık sık dönüt verir.
61	Yazılı ve sözlü dönüt verir.
62	Doğrudan veya dolaylı yollardan hata düzeltir.
63	Yanlışı kendi kendine bulmasını sağlar.
64	Genel yapılan hataları not alıp ders sonunda gösterir.
65	Yanlış yaptığında arkadaşlarının doğruyu söylemesine izin verir.
66	Fiziksel dönüt vererek onaylar.
	Motivasyon artırıcı durumlar yaratmak için;
67	Dil öğrenme/kullanma kaygısını azaltır, telkin yapar.
68	Oyun oynatır.
69	Şarkılarla öğrenmeye destek olur.
70	Eğlenceli bir atmosfer yaratır.

71	Öğrencilere sevecen davranır.
72	Cesaret verici her türlü ifade kullanır.
73	Öğrencinin zorlandığı durumlarda yüreklendirir.
74	Öğrenciye başarılı olacağını hissettirir.
75	Yapılan çalışmayı öğrenci başarabilir diye basitleştirir.
76	Derse katılma konusunda cesaretlendirir.
77	Öğrencilerden ders işleyişi, materyal, vb. konularda yazılı ya da sözlü görüşlerini alır.
78	Hedef dilde sorular sorarak öğrencilerin en az bir kere konuşmasını sağlar.
79	Olumlu bir atmosfer sağlar.
80	Konu ve aktiviteleri öğrencinin ilgisini çekecek şekilde hazırlar.
81	Öğrencilere dile ait kültürel bilgiler vererek ilgilerini çeker.
82	Teşvik edici ödüller verir.
83	Yarışmalarla rekabet ortamı yaratır.
84	Bireysel görüşmeler ayarlar.
85	Dil öğrenme sürecini açıklar.
86	Dil öğrenme nedenlerini açıklar.
87	Öğrencilerin hata yapmaktan korkmamalarını sağlar.
88	Öğrenciler hata yaptığında birbirleri ile dalga geçmemelerini sağlar.
89	Öğrencilerin konuşmalarını sağlayacak ilgilerini çekecek konular seçer.
90	Kendi yaşantısından ve tecrübelerinden örnekler verir.
91	Bireysel farklılıkları dikkate alır.
92	Öğrencilerin ihtiyaçlarına göre ders içeriğini hazırlar.
93	Grup çalışmaları yaptırarak birbirlerine destek/yardımcı olmalarını sağlar.
94	Derse başlarken ilgi çekmek için konuyla ilgili görseller kullanır.

	Kendi kendine çalışmayı desteklemek için;
95	Ders dışında faydalanabilecekleri kaynakları önerir.
	Ders dışı çalışmaya yönlendirir;
96	Sosyal medyadan yararlanmalarını sağlar.
97	Öğrendikleri kelimelerle evlerinde çalıştırmalar yaptırır.
98	Üretici ödevler/görevler verir.
99	Araştırma konuları verir
100	Ders dışı çalışma yöntemlerini tanıtır.
101	Eksik giderecek ödevler verir.
102	Okuma, dinleme, yazma ve konuşma becerilerini geliştirebilmeleri için yönlendirme yapar.
103	Ders dışı dil gelişimini destekleyecek etkinlikler verir.

APPENDIX-7 Second version of the Checklist (Turkish Version)

I. PLANLAMA

1. Yeni bilgiyi kalıcı kılacak aktiviteler yapmak.
2. Öğrencinin seviyesine göre aktiviteler hazırlar.
3. Öğrencinin ihtiyacına göre aktiviteler hazırlar.
4. Okuma ve dinleme parçalarını kısaltır ve basitleştirir.
5. Aktiviteleri basitten zora doğru sıralar.
6. Verilen görev ve aktivitelerde çeşitlilik sağlar.
7. Öğrenilen yeni bilgiyi kullanmalarını sağlayacak dil üretmeye yönelik aktiviteler yapar.
8. Konu ve aktiviteleri öğrencinin ilgisini çekecek şekilde hazırlar.

II. DERS İŞLEME

9. Konuya geçmeden gerekli/anahtar kelimeleri görseller kullanarak verir.
10. Uzun dinleme metinlerini ara ara durdurarak anlaşılır olmasını sağlar.
11. Yazma aktivitelerinde gerekli ipucu vererek yazmalarını sağlar.
12. Öğrencilerin artalan bilgilerini aktive eder.
13. Ders sunumunda beden dilini kullanır.
14. Sözlü yönergeler verirken beden dilini kullanır.
15. Görsel işitsel materyallerle (akıllı tahta, gerçek materyaller, video, resim çizme, web sitesi, sosyal medya vb.) konu anlatımını zenginleştirir.
16. Dil seviyesi düşük öğrencilere açıklama yaparken anadilini kullanır.
17. Anadildeki benzerlik ve farklılıklardan örnekler verir.
18. Konuyla ilgili anlamlı (gerçek hayat, öğrenci yaşantısından) örnekler verir.
19. Konuyu öğrencinin anlayabileceği seviyede dil kullanarak açıklar.
20. Yönergeleri öğrencinin anlayabileceği şekilde verir.
21. Model alarak öğrenmeden yararlanır.
22. Olabildiğince çok İngilizce konuşur.
23. Ders sunumu sırasında drama ve teatral etkinliklerden yararlanır.
24. Sık sık cümle veya kelimenin tekrarını yaptırır.
25. Değişik öğrenme stratejilerini modeller.
26. Konuyu bağlam içinde öğretir.
27. Öğrencinin bildiklerini ortaya çıkarmak ve konuşurmak için sorular sorar.
28. Öğrenciyi konuşurmak için sorular sorar.
28. Aktiviteleri yaparken öğrencilere yol gösterir.
29. İpucu vermek için bazı tekniklerin (pointing, emphasizing, highlighting, prompting, vb.) kullanır.
30. Öğrenciler arasında konuşma imkânı sağlar.
31. Konuşma etkinliklerinde öğrencilere gerektiği kadar zaman sağlar.
32. Öğrencilerin kendilerini özgürce ifade edebilecekleri ve soru sorabilecekleri ortamı hazırlar.
33. Sorular sorarak konuyu ne kadar anladığını kontrol eder.
34. Deyimlere dikkatlerini çeker.
35. Çok fazla dilbilgisi kuralları vermez.

36. Yaparak yasayarak öğrenme yöntemini kullanır.
37. Dil farkındalıklarını artırır.
38. İhtiyaç temelli destek sağlar.
39. Dil gelişimine yönelik dönüt verir.
40. Doğru dil kullanımlarına da dönüt verir.
41. Bireysel dönütler verir.
42. Doğruyu tekrar ederek yanlış düzelttir.
43. Anında ve sık sık dönüt verir.
44. Yazılı ve sözlü dönüt verir.
45. Doğrudan veya dolaylı yollardan hata düzeltir.
46. Yanlış kendi kendine bulmasını sağlar.
47. Genel yapılan hataları not alıp ders sonunda gösterir.
48. Yanlış yaptığında arkadaşlarının doğruyu söylemesine izin verir.
49. Fiziksel dönüt vererek onaylar.

III. DİKKAT ÇEKME VE GÜDÜLEME

50. Dil öğrenme/kullanma kaygısını azaltır, telkin yapar.
51. Öğrencileri güdülemek için eğlenceli bir ortam yaratır.
52. Öğrencilere sevecen davranır.
53. Yapılan çalışmayı öğrenci başarabilsin diye basitleştirir.
54. Derse katılma konusunda cesaretlendirir.
55. Öğrencilerden ders işleyişi, materyal, vb. Konularda yazılı ya da sözlü görüşlerini alır.
56. Olumlu bir ortam sağlar.
57. Öğrencilere dile ait kültürel bilgiler vererek ilgilerini çeker.
58. Teşvik edici ödüller verir.
59. Yarışmalarla rekabet ortamı yaratır.
60. Dil öğrenme sürecini açıklar.
61. Dil öğrenme nedenlerini açıklar.
62. Öğrencilerin hata yapmaktan korkmamalarını sağlar.
63. Öğrencilerin konuşmalarını sağlayacak ilgilerini çekecek konular seçer.
64. Bireysel farklılıkları dikkate alır.
65. Grup çalışmaları yaptırarak birbirlerine destek/yardımcı olmalarını sağlar.

IV. KENDİ KENDİNE ÇALIŞMAYI DESTEKLEME

66. Ders dışında faydalanabilecekleri kaynakları önerir.
67. Sosyal medyadan yararlanmalarını sağlar.
68. Öğrendikleri kelimelerle evlerinde çalışmalar yaptırır
69. Üretici ödevler/görevler verir.
70. Araştırma konuları verir
71. Ders dışı çalışma yöntemlerini tanıtır.
72. Eksik giderecek ödevler verir.
73. Okuma, dinleme, yazma ve konuşma becerilerini geliştirebilmeleri için yönlendirme yapar.
74. Ders dışı dil gelişimini destekleyecek etkinlikler verir.

APPENDIX -8 Questionnaire for The Third Round

Değerli Katılımcı,

Doktora tez çalışması kapsamında İngilizce öğretmenlerinin derslerinde öğrencilerin öğrenmelerini kolaylaştırmak için nasıl destek sağladıklarını (scaffolding) saptamaya yönelik geçerli ve güvenilir bir gözlem formu (checklist) geliştirilmesi amaçlanmaktadır.

*** Sizlerden aşağıda listelenen ifadelerin ne kadar açık, anlaşılır, ve gözlemlenebilir olduğu konusunda görüşlerinizi belirtmenizi rica ediyorum.

*** Her maddede iki işaretleme yapmanız gerekmektedir; kabul edilir veya kabul edilemez maddelerinden size uygun gelen birini ve gözlemlenebilir veya gözlemlenemez maddelerinden birini işaretleyiniz .

*** Eğer herhangi bir ifade için kabul edilemez ve/veya gözlemlenemez şikkını işaretlediyseniz maddenin altında yer alan boşluğa lütfen görüşünüzü belirten açıklama yazınız.

Vereceğiniz yanıtlar ve yapacağınız her açıklama çalışmanın geçerliliğini ve güvenilirliğini doğrudan etkileyecektir.

Bu çalışmaya yapacağınız katkılardan dolayı sizlere çok teşekkür ederim.

Öğr. Gör. Neslihan Ekmekçi

I. PLANLAMA

Aşağıdaki soruları cevaplarken iki çeşit değerlendirme yapılması isteniyor.

Kabul edilir VEYA Kabul edilemez seçeneklerinden biri (listelenen ifadelerin ne kadar açık, anlaşılır olduğu)

VE

Gözlemlenebilir VEYA Gözlemlenemez seçeneklerinden biri

Örnek:

1. xxxxxxxxxxxxxxxxxxxxxx

✓ Kabul edilir

Kabul edilemez

✓ Gözlemlenebilir

Gözlemlenemez

Lütfen iki işaretleme yapmayı unutmayınız.

***** 'Kabul edilemez' veya 'Gözlemlenemez' olduğuna düşünüyorsanız kısa bir AÇIKLAMA veya ÖNERİ yapmanız gözlem formunun yeniden düzenlenmesinde yardımcı olacaktır.

1. Yeni bilgiyi kalıcı kılabacak aktiviteler yapmak. *

Kabul edilir

Kabul edilemez

Gözlemlenebilir

Gözlemlenemez

Açıklama

Lütfen açıklayınız

APPENDIX-9 Percentages of Responses in Round 3

STATEMENTS	n of Responses	Acceptable n	%	n of Responses	Observable n	%
1. Yeni bilgiyi kalıcı kılabacak aktiviteler yapmak.	100	94	94	82	76	92,6
2. Öğrencinin seviyesine göre aktiviteler hazırlar.	100	100	100	82	81	98,7
3. Öğrencinin ihtiyacına göre aktiviteler hazırlar.	98	95	96,9	84	76	90,4
4. Okuma ve dinleme parçalarını kısaltır ve basitleştirir.	93	80	86	90	85	94,4
5. Aktiviteleri basitten zora doğru sıralar.	100	99	99	83	81	97,5
6. Verilen görev ve aktivitelerde çeşitlilik sağlar.	97	94	96,6	85	84	98,8
7. Öğrenilen yeni bilgiyi kullanmalarını sağlayacak dil üretmeye yönelik aktiviteler yapar.	98	95	96,9	85	84	98,8
8. Konu ve aktiviteleri öğrencinin ilgisini çekecek şekilde hazırlar.	100	97	97	82	78	95,1
9. Konuya geçmeden gerekli kelimeleri görseller kullanarak verir.	97	92	94,8	86	85	98,8
10. Uzun dinleme metinlerini ara ara durdurarak anlaşılır olmasını sağlar.	97	87	89,6	86	82	95,3

11. Yazma aktivitelerinde gerekli ipucunu vererek yazmalarını sağlar.	95	90	94,7	87	84	96,5
12. Öğrencilerin artalan bilgilerini aktive eder.	97	84	86,5	86	70	81,3
13. Ders sunumunda beden dilini kullanır.100 yanıt	97	96	98,6	85	84	98,8
14. Sözlü yönergeler verirken beden dilini kullanır.	98	98	100	86	85	98,8
15. Görsel işitsel materyallerle (akıllı tahta, gerçek materyaller, video, resim çizme, web sitesi, sosyal medya vb.) konu anlatımını zenginleştirir.	97	97	100	85	84	98,8
16. Dil seviyesi düşük öğrencilere açıklama yaparken anadilini kullanır.	92	76	82,6	92	82	89,1
17. Anadildeki benzerlik ve farklılıklardan örnekler verir.	96	89	92,7	86	82	95,3
18. Konuyla ilgili anlamlı (gerçek hayat, öğrenci yaşantısından) örnekler verir.	97	96	98,6	85	82	96,4
19. Konuyu öğrencinin anlayabileceği seviyede dil kullanarak açıklar.	97	96	98,9	86	84	97,6
20. Yönergeleri öğrencinin anlayabileceği şekilde verir.	97	96	98,9	86	81	94,1
21. Model olarak öğrenmeden yararlanır.	93	79	84,9	90	74	82,2
22. Olabildiğince çok İngilizce konuşur.	95	91	95,78	87	83	95,4
23. Ders sunumu sırasında drama ve teatral etkinliklerden yararlanır.	98	96	97,9	85	84	98,8

24. Sık sık cümle veya kelimenin tekrarını yaptırır.	97	92	94,8	86	84	97,6
25. Değişik öğrenme stratejilerini modeller.	98	93	94,8	84	77	91,6
26. Konuyu bağlam içinde öğretir.	97	95	97,3	88	85	95,5
27. Öğrencinin bildiklerini ortaya çıkarmak için sorular sorar.	99	98	98,9	86	85	98,8
28. Öğrenciyi konuşturnmak için sorular sorar.	99	97	97,9	86	84	97,6
29. Aktiviteleri yaparken öğrencilere yol gösterir.	96	94	97,9	88	87	98,8
30. İpucu vermek için bazı teknikleri (pointing, emphasizing, highlighting, prompting, vb.) kullanır.	99	98	98,9	86	85	98,8
31. Öğrenciler arasında konuşma imkanı sağlar.	98	95	96,9	86	84	97,6
32. Konuşma etkinliklerinde öğrencilere gerektiği kadar zaman sağlar.	100	99	99	83	83	100
33. Öğrencilerin kendilerini özgürce ifade edebilecekleri ortamı hazırlar.	100	100	100	85	81	95,2
34. Öğrencilerin özgürce soru sorabilecekleri ortamı hazırlar.	99	98	98,9	85	80	94,1
35. Sorular sorarak konuyu ne kadar anladığını kontrol eder.	99	94	94,9	87	84	96,5
36. Deyimlere dikkatlerini çeker.	99	93	93,9	85	80	94,1

37. Çok fazla dilbilgisi kuralları vermez.	96	82	85,4	87	79	90,8
38. Yapararak yasayarak öğrenme yöntemini kullanır.	95	93	97,8	89	85	95,5
39. Dil farkındalıklarını artırır.	97	95	97,9	87	75	86,2
40. İhtiyaç temelli destek sağlar.	97	93	95,8	87	77	88,5
41. Doğru dil kullanımlarına da dönüt verir.	98	97	98,9	85	83	97,6
42. Bireysel dönütler verir.	97	95	97,9	84	83	98,8
43. Doğruyu tekrar ederek yanlış düzeltir.	98	96	97,9	86	86	100
44. Anında dönüt verir.	92	86	93,4	91	85	93,4
45. Sık sık dönüt verir.	92	77	83,6	88	81	92
46. Yazılı ve sözlü dönüt verir.	93	90	96,7	88	87	98,8
47. Doğrudan hata düzeltir.	91	51	56	90	73	81,1
48. Dolaylı yollardan hata düzeltir.	95	89	93,6	89	84	94,3
49. Yanlış kendi kendine bulmasını sağlar.	92	87	94,5	91	83	91,2
50. Genel yapılan hataları not alıp ders sonunda gösterir.	93	88	94,62	91	85	93,4
51. Yanlış yaptığında arkadaşlarının doğruyu söylemesine izin verir.	90	81	90	89	83	93,2
52. Fiziksel dönüt vererek onaylar.	91	84	92,3	90	87	96,6
53. Dil öğrenme kaygısını telkinle azaltır.	99	96	96,9	84	74	88
54. Dil kullanma kaygısını telkinle azaltır.	97	94	96,9	85	77	90,5

55. Öğrencileri güdülemek için eğlenceli bir ortam yaratır.	99	97	97,9	85	83	97,6
56. Öğrencilere sevecen davranır.	99	97	97,9	85	84	98,8
57. Yapılan çalışmayı öğrenci başarabilsin diye basitleştirir.	95	80	84,2	90	85	94,4
58. Derse katılma konusunda cesaretlendirir.	100	100	100	85	85	100
59. Öğrencilerin ders işleyiş, materyal, vb. konularda yazılı ya da sözlü görüşlerini alır.	97	95	97,9	86	85	98,8
60. Olumlu bir ortam sağlar.	100	95	95	85	80	94,1
61. Öğrencilere dile ait kültürel bilgiler vererek ilgilerini çeker.	99	95	95,9	86	83	96,5
62. Teşvik edici ödüller verir.	95	91	95,7	89	85	95,5
63. Yarışmalarla rekabet ortamı yaratır.	91	84	92,3	90	84	93,3
64. Dil öğrenme sürecini açıklar.	96	94	97,9	88	86	97,7
65. Dil öğrenme nedenlerini açıklar.	97	95	97,9	87	87	100
66. Öğrencilerin hata yapmaktan korkmamalarını sağlar.	98	96	97,9	86	79	91,8
67. Öğrencilerin konuşmalarını sağlayacak ilgilerini çekecek konular seçer.	100	96	96	84	82	97,6
68. Bireysel farklılıkları dikkate alır.	98	97	98,9	86	81	94,1
69. Grup çalışmalarını yaptırarak öğrencilerin	99	98	98,9	85	84	98,8

birbirlerine destek olmalarını sağlar.						
70. Ders dışında faydalanabilecekleri kaynakları önerir.	97	97	100	86	84	97,6
71. Sosyal medyadan yararlanmalarını sağlar.	95	93	97,8	88	85	95,5
72. Öğrendikleri kelimelerle evlerinde çalışmalar yaptırır.	96	92	95,8	87	77	88,5
73. Üretici ödevler verir.	98	96	97,9	86	83	96,5
74. Araştırma konuları verir.	98	97	98,9	86	84	97,6
75. Ders dışı çalışma yöntemlerini tanıtır.	97	97	100	86	83	96,5
76. Eksik giderecek ödevler verir.	98	92	93,8	85	79	92,94
77. Okuma, dinleme, yazma ve konuşma becerilerini geliştirebilmeleri için yönlendirme yapar.	98	96	97,9	85	81	95,2
78. Ders dışı dil gelişimini destekleyecek etkinlikler verir.	97	97	100	86	83	96,5

APPENDIX-10 Statements that were revised because they were not observable or acceptable.

Round 3 statements	Revised statement	Reason for Revision
1. Yeni bilgiyi kalıcı kılacak aktiviteler yapmak.	dikkat çekici etkinliklere (örn.: bulmaca, oyun, şarkı, görseller) yer verir.	Changed because it was not observable.
2. Öğrencinin ihtiyacına göre aktiviteler hazırlar.	öğrenci katılımını sağlayıcı etkinliklere yer verir.	Changed because it was not observable.
3. Öğrencinin seviyesine göre aktiviteler hazırlar.	aktivite hazırlarken öğrencinin seviyesini dikkate alır.	Wording was changed to make it comprehensible.
4. Okuma ve dinleme parçalarını kısaltır ve basitleştirir.	okuma ve dinleme metnlerinin anlaşılmasını kolaylaştırıcı aktiviteler (örn: parçadaki ipuçlarına yönlendirecek etkinlikler) hazırlar.	Wording was changed because respondents stated that a text cannot be simplified.
5. Aktiviteleri basitten zora doğru sıralar.	ders saati içinde yer alacak aktiviteleri basitten zora doğru sıralar.	Wording was changed to make it comprehensible.
6. Verilen görev ve aktivitelerde çeşitlilik sağlar.	sınıf içinde uygulanacak aktivitelerde çeşitlilik sağlar.	Wording was changed to make it comprehensible.
7. Öğrenilen yeni bilgiyi kullanmalarını sağlayacak dil üretmeye yönelik aktiviteler yapar.	öğrencilerin derste öğrendikleri yeni bilgiyi konuşma veya yazmada kullanacakları üretim aktiviteleri hazırlar.	The phrase 'Production activities' in Turkish was not clear. So, the wording was changed.

8. Konu ve aktiviteleri öğrencinin ilgisini çekecek şekilde hazırlar.	öğrencinin ilgisini çekecek konu ve aktivitelere yer verir.	Wording was changed to make it comprehensible.
II. DERS İŞLEME		
9. Konuya geçmeden gerekli kelimeleri görseller kullanarak verir.	konuya (okuma, dinleme gibi) geçmeden önce yeni kelimeleri farklı teknikler (görseller, durumlar ve drama) kullanarak verir.	Examples were added to make it comprehensible.
10. Uzun dinleme metinlerini ara ara durdurarak anlaşılır olmasını sağlar.	uzun dinleme metinlerini akışı bozmayacak şekilde bölümler halinde dinletir.	Wording was changed to make it comprehensible.
11. Yazma aktivitelerinde gerekli ipucunu vererek yazmalarını sağlar.	yazma aktivitelerinde gerekli ön hazırlıkları (metnin iskelet yapısını verme, beyin fırtınası yapma gibi) yaparak yazmalarını sağlar.	Examples were added to make it comprehensible.
12. Öğrencilerin artalan bilgilerini aktive eder.	öğrencilerin konuyla ilgili (okuma, dinleme, konuşma, yazma gibi) artalan bilgilerini (background knowledge) sorular sorarak canlandırır.	Examples were added to make it comprehensible.
13. Ders sunumunda beden dilini kullanır.	konu anlatımı sırasında beden dilinden yararlanır.	Wording was changed to make it comprehensible.
14. Sözlü yönergeler verirken beden dilini kullanır.	sözlü yönerge verirken beden dilinden yararlanır	Wording was changed to make it comprehensible.
15. Görsel işitsel materyallerle (akıllı tahta, gerçek materyaller, video, resim çizme, web sitesi, sosyal medya vb.) konu anlatımını zenginleştirir.	görsel-işitsel materyaller (akıllı tahta, gerçek materyaller, resim, video, resim çizme, web-sitesi, sosyal medya vb.) kullanarak dil öğrenimini	Examples were added to make it comprehensible.

	(okuma, dinleme, gramer, kelime öğretimi) zenginleştirir.	
16. Dil seviyesi düşük öğrencilere açıklama yaparken anadilini kullanır.	gerektiği durumlarda (yönergeyi anlamada öğrenci zorlandığında) anadilini kullanır.	Wording was changed to make it comprehensible.
17. Anadildeki benzerlik ve farklılıklardan örnekler verir.		Omitted because talking about differences would lead to confusion in students.
18. Konuyla ilgili anlamlı (gerçek hayat, öğrenci yaşantısından) örnekler verir.	konuyla ilgili öğrenci için anlam ifade edecek (gerçek durumlardan, kendi yaşamlarından, öğrencinin yaşantısından) örnekler verir.	Wording was changed to make it comprehensible.
19. Konuyu öğrencinin anlayabileceği seviyede dil kullanarak açıklar.	öğrencilerin dil düzeyine uygun sınıf dili kullanarak konuyu açıklar.	Wording was changed to make it comprehensible.
20. Yönergeleri öğrencinin anlayabileceği şekilde verir.	öğrencilerin dil düzeyine uygun sınıf dili kullanarak aktivitelere yönerge verir.	Wording was changed to make it comprehensible.
21. Model alarak öğrenmeden yararlanır.	modelleme yoluyla öğretim yöntemi kullanır (kendisi uygulayarak model olur, örn: metinde 'scanning'in nasıl yapılacağını sesli olarak uygular)	Examples were added to make it comprehensible.
22. Olabildiğince çok İngilizce konuşur.	ders boyunca İngilizce konuşur.	Wording was changed to make it comprehensible.

23. Ders sunumu sırasında drama ve teatral etkinliklerden yararlanır.	öğrencilere drama etkinlikleri yaptırır.	Wording was changed to make it comprehensible.
24. Sık sık cümle veya kelimenin tekrarını yaptırır.	yeni öğrenilen sözcük/tümceleri farklı bağlamlarda tekrarını yaptırır.	Wording was changed to make it comprehensible.
25. Değişik öğrenme stratejilerini modeller.		Omitted because the word modelling is not clear.
26. Konuyu bağlam içinde öğretir.	konuyu açık ve anlaşılır bir bağlam (context) içinde öğretir.	Wording was changed to make it comprehensible.
27. Öğrencinin bildiklerini ortaya çıkarmak için sorular sorar.	eski bilgi ile yeni bilgi arasında ilişki kurabilmeleri için öğrencilere sorular sorar.	Wording was changed to make it comprehensible.
28. Öğrenciyi konuşturmak için sorular sorar.	öğrencilerin İngilizce konuşmasını sağlayıcı sorular sorar.	Wording was changed to make it comprehensible.
29. Aktiviteleri yaparken öğrencilere yol gösterir.	aktiviteleri yaparken öğrencilerine ipuçları vererek kendilerinin yapmasını sağlar.	Wording was changed to make it comprehensible.
30. İpucu vermek için bazı teknikleri (pointing, emphasizing, highlighting,prompting, vb.) kullanır.		Combined with 29.
31. Öğrenciler arasında konuşma imkanı sağlar.	öğrencilere konuşma fırsatı tanımak için grup ve ikili çalışmalara yer verir.	Wording was changed to make it comprehensible.
32. Konuşma etkinliklerinde öğrencilere gerektiği kadar zaman sağlar.	konuşma etkinliklerinde öğrencilere yeterince yeteri kadar zaman verir.	Wording was changed to make it comprehensible.

33. Öğrencilerin kendilerini özgürce ifade edebilecekleri ortamı hazırlar.	öğrencilerin kendilerini özgürce ifade edebilecekleri/ soru sorabilecekleri (gülme, küçük düşürme gibi ket vurucu davranışların olmadığı) ortamı sağlar.	Examples were added to make it comprehensible..
34. Öğrencilerin özgürce soru sorabilecekleri ortamı hazırlar.		Combined with 33.
35. Sorular sorarak konuyu ne kadar anladığını kontrol eder.	sorular sorarak öğrencilerin konuyu ne kadar anladığını kontrol eder. (konunun öğrenciler tarafından ne kadar anlaşıldığını kontrol eder.)	Wording was changed to make it comprehensible.
36. Deyimlere dikkatlerini çeker.		Omitted because it cannot be considered as scaffolding.
37. Çok fazla dilbilgisi kuralları vermez.	dilbilgisi konularını kurallardan çok kullanım örnekleriyle açıklar.	Wording was changed to make it comprehensible.
38. Yaparak yasayarak öğrenme yöntemini kullanır.		Combined with 37.
39. Dil farkındalıklarını artırır.		Omitted because it cannot be observed.
40. İhtiyaç temelli destek sağlar.	öğrenciye ihtiyaç duyduğunda gerekli bilgiyi (gramer yapısı, kelime vb.) verir.	Examples were added to make it comprehensible.
III. DÖNÜT VERME		
41. Doğru dil kullanımlarına da dönüt verir.	öğrencilerin doğru dil kullanımlarını över.	Wording was changed to make it comprehensible.
42. Bireysel dönütler verir.	Öğrenciler birebir veya grup halinde çalışma	Wording was changed to make it comprehensible.

	yaparken ihtiyacı olana bireysel dönüt verir.	
43. Doğruyu tekrar ederek yanlış düzelttir.	Öğrencilerin sınıf içinde soruları yanıtlarken yaptığı hatalara doğrudan (kendisinin düzeltmesini ister, arkadaşının düzeltmesine izin verir, hata yaptığını belirterek doğru yanıtı öğretmen verir) dönüt verir.	Examples were added to make it comprehensible.
44. Anında dönüt verir.		Combined with 43
45. Sık sık dönüt verir.		Combined with 43
46. Yazılı ve sözlü dönüt verir.	öğrencilerin kağıt üzerindeki ödevlerine yazılı dönüt verir.	Wording was changed to make it comprehensible.
47. Doğrudan hata düzeltir.	öğrencinin yaptığı dil hatalarını hemen düzeltir.	Wording was changed to make it comprehensible.
48. Dolaylı yollardan hata düzeltir.		Combined with 49
49. Yanlış kendi kendine bulmasını sağlar.	Öğrencilerin sınıf içinde soruları yanıtlarken yaptığı hatalara dolaylı yolla (ipucu vererek, mimikler yoluyla, yanıtı doğru olarak tekrar ederek vb.) dönüt verir.	Examples were added to make it comprehensible.
50. Genel yapılan hataları not alıp ders sonunda gösterir.	Gecikmeli dönüt (öğrencilerin etkinlikler sırasında yaptıkları hataları not alır ve ders sonunda onlarla paylaşır) verir.	Wording was changed to make it comprehensible.

51. Yanlış yaptığında arkadaşlarının doğruyu söylemesine izin verir.		Combined with 43.
52. Fiziksel dönüt vererek onaylar.		Combined with 49.
IV. DİKKAT ÇEKME VE GÜDÜLEME		
53. Dil öğrenme kaygısını telkinle azaltır.	dil öğrenme kaygısını gidermek amacıyla yüreklendirici ifadeler kullanır.	Wording was changed to make it comprehensible.
54. Dil kullanma kaygısını telkinle azaltır.		Combined with 53.
55. Öğrencileri güdülemek için eğlenceli bir ortam yaratır.		Omitted because it already given in the planning stage.
56. Öğrencilere sevecen davranır.	olumlu yaklaşımı ile öğrencilerin kendisine güvenmelerini sağlar.	Wording was changed to make it comprehensible.
57. Yapılan çalışmayı öğrenci başarabilsin diye basitleştirir.		Omitted because it already given in the planning stage.
58. Derse katılma konusunda cesaretlendirir.	öğrencileri derse katılmaları konusunda sözlü ifadeler (yapabilirsin, ben sana yardımcı olurum, vb.) kullanarak cesaretlendirir.	Wording was changed to make it comprehensible.
59. Öğrencilerin ders işleyiş, materyal, vb. konularda yazılı ya da sözlü görüşlerini alır.	öğrencilerden dersin işleniş, kullanılan materyaller, aktivite türleri hakkında yazılı/sözlü görüşlerini alır.	Wording was changed to make it comprehensible.
60. Olumlu bir ortam sağlar.		Combined with 56.

61. Öğrencilere dile ait kültürel bilgiler vererek ilgilerini çeker.		Omitted because it is not observable.
62. Teşvik edici ödüller verir.	öğrenciye başarılı sonucunda manevi veya küçük maddi (kitap gibi) ödüller verir.	Wording was changed to make it comprehensible.
63. Yarışmalarla rekabet ortamı yaratır.		Omitted because it is not recommended in classes.
64. Dil öğrenme sürecini açıklar.	öğretim sürecinde dil öğrenmeye ilişkin amaçlar oluşturmalarına yardımcı olur.	Wording was changed to make it comprehensible.
65. Dil öğrenme nedenlerini açıklar.		Combined with 64.
66. Öğrencilerin hata yapmaktan korkmamalarını sağlar.		Omitted because it is given in the planning stage.
67. Öğrencilerin konuşmalarını sağlayacak ilgilerini çekecek konular seçer.		Omitted because it is given in the planning stage.
68. Bireysel farklılıkları dikkate alır.	Bireysel farklılıkları dikkate alarak farklı etkinlik tiplerine yer verir.	Wording was changed to make it comprehensible.
69. Grup çalışmaları yaptırarak öğrencilerin birbirlerine destek olmalarını sağlar.	öğrencilere grup çalışması yaptırarak birbirlerinin öğrenmelerine yardımcı olmalarını sağlar.	Wording was changed to make it comprehensible.
V. KENDİ KENDİNE ÇALIŞMAYI DESTEKLEME		
70. Ders dışında faydalanabilecekleri kaynakları önerir.	öğrencilerin ders dışında faydalanabilecekleri kaynakları (kitap, web-sitesi, çalışma kağıtları vb.) önerir.	Examples were added to make it comprehensible.

71. Sosyal medyadan yararlanmalarını sağlar.		Combined with 70
72. Öğrendikleri kelimelerle evlerinde çalışmalar yaptırır.	Kelime ve gramer bilgilerini ve dil becerilerini pekiştirmeye yönelik ödevler verir.	Examples were added to make it comprehensible.
73. Üretici ödevler verir.	Dili bağlam içinde kullanacakları ödevler verir.	Wording was changed to make it comprehensible.
74. Araştırma konuları verir.	Araştırma ödevleri verir.	Wording was changed to make it comprehensible.
75. Ders dışı çalışma yöntemlerini tanıtır.		Combined with 72.
76. Eksik giderecek ödevler verir.		Combined with 72.
77. Okuma, dinleme, yazma ve konuşma becerilerini geliştirebilmeleri için yönlendirme yapar.		Combined with 72.
78. Ders dışı dil gelişimini destekleyecek etkinlikler verir.		Combined with 72.

APPENDIX-11 The Final Scaffolding Checklist (Turkish)

Aşama	Destek Davranış	Yok	Var ama yetersiz	Var
DERSE HAZIRLIK –PLANLAMA AŞAMASI	Öğretmen/öğretmen adayı ders planında;			
	1. dikkat çekici etkinliklere (örn.: bulmaca, oyun, şarkı, görseller) yer verir.			
	2. öğrenci katılımını sağlayıcı etkinliklere yer verir.			
	3. aktivite hazırlarken öğrencinin seviyesini dikkate alır.			
	4. okuma ve dinleme metinlerinin anlaşılmasını kolaylaştırıcı aktiviteler (örn: parçadaki ipuçlarına yönlendirecek etkinlikler) hazırlar.			
	5. ders saati içinde yer alacak aktiviteleri basitten zora doğru sıralar.			
	6. sınıf içinde uygulanacak aktivitelerde çeşitlilik sağlar.			
	7. öğrencilerin derste öğrendikleri yeni bilgiyi konuşma veya yazmada kullanacakları üretim aktiviteleri hazırlar.			
	8. öğrencinin ilgisini çekecek konu ve aktivitelere yer verir.			
	I. Ders İşleme			
DERS SÜRECİ- UYGULAMA AŞAMASI	Öğretmen/öğretmen adayı derslerinde;			
	9. konuya (okuma, dinleme gibi) geçmeden önce yeni kelimeleri farklı teknikler (görseller, durumlar ve drama) kullanarak verir.			
	10. uzun dinleme metinlerini akışı bozmayacak şekilde bölümler halinde dinletir.			
	11. yazma aktivitelerinde gerekli ön hazırlıkları (metnin iskelet yapısını verme, beyin fırtınası yapma gibi) yaparak yazmalarını sağlar.			
	12. öğrencilerin konuyla ilgili (okuma, dinleme, konuşma, yazma gibi) artalan bilgilerini			

(background knowledge) sorular sorarak canlandırır.			
13. konu anlatımı sırasında beden dilinden yararlanır.			
14. sözlü yönerge verirken beden dilinden yararlanır			
15. görsel-işitsel materyaller (akıllı tahta, gerçek materyaller, resim, video, resim çizme, web-sitesi, sosyal medya vb.) kullanarak dil öğrenimini (okuma, dinleme, gramer, kelime öğretimi) zenginleştirir.			
16. gerektiği durumlarda (yönergeyi anlamada öğrenci zorlandığında) anadilini kullanır.			
17. konuyla ilgili öğrenci için anlam ifade edecek (gerçek durumlardan, kendi yaşamlarından, öğrencinin yaşantısından) örnekler verir.			
18. öğrencilerin dil düzeyine uygun sınıf dili kullanarak konuyu açıklar.			
19. öğrencilerin dil düzeyine uygun sınıf dili kullanarak aktivitelere yönerge verir.			
20. modelleme yoluyla öğretim yöntemi kullanır (kendisi uygulayarak model olur, örn: metinde 'scanning'in nasıl yapılacağını sesli olarak uygular)			
21. ders boyunca İngilizce konuşur.			
22. öğrencilere drama etkinlikleri yaptırır.			
23. yeni öğrenilen sözcük/tümceleri farklı bağlamlarda tekrarını yaptırır.			
24. konuyu açık ve anlaşılır bir bağlam (context) içinde öğretir.			
25. eski bilgi ile yeni bilgi arasında ilişki kurabilmeleri için öğrencilere sorular sorar.			
26. öğrencilerin İngilizce konuşmasını sağlayıcı sorular sorar.			
27. aktiviteleri yaparken öğrencilerine ipuçları vererek kendilerinin yapmasını sağlar.			
28. öğrencilere konuşma fırsatı tanımak için grup ve ikili çalışmalara yer verir.			

29. konuşma etkinliklerinde öğrencilere yeterince yeteri kadar zaman verir.			
30. öğrencilerin kendilerini özgürce ifade edebilecekleri/ soru sorabilecekleri (gülme, küçük düşürme gibi ket vurucu davranışların olmadığı) ortamı sağlar.			
31. sorular sorarak öğrencilerin konuyu ne kadar anladığını kontrol eder. (konunun öğrenciler tarafından ne kadar anlaşıldığını kontrol eder.)			
32. dilbilgisi konularını kurallardan çok kullanım örnekleriyle açıklar.			
33. öğrenciye ihtiyaç duyduğunda gerekli bilgiyi (gramer yapısı, kelime vb.) verir.			
<u>II. Dönüt verme- Hata düzeltme</u>			
<u>Öğretmen/öğretmen adayı derslerinde;</u>			
34. öğrencilerin doğru dil kullanımlarını över.			
35. Öğrenciler birebir veya grup halinde çalışma yaparken ihtiyacı olana bireysel dönüt verir.			
36. öğrencilerin kağıt üzerindeki ödevlerine yazılı dönüt verir.			
37. öğrencinin yaptığı dil hatalarını hemen düzeltir.			
38. Gecikmeli dönüt (öğrencilerin etkinlikler sırasında yaptıkları hataları not alır ve ders sonunda onlarla paylaşır) verir.			
39. Öğrencilerin sınıf içinde soruları yanıtlarken yaptığı hatalara dolaylı yolla (ipucu vererek, mimikler yoluyla, yanıtı doğru olarak tekrar ederek vb.) dönüt verir.			
40. Öğrencilerin sınıf içinde soruları yanıtlarken yaptığı hatalara doğrudan (kendisinin düzeltmesini ister, arkadaşının düzeltmesine izin verir, hata yaptığını belirterek doğru yanıtı öğretmen verir) dönüt verir.			
<u>III. Dikkat Çekme- Güdüleme</u>			

41. dil öğrenme kaygısını gidermek amacıyla yüreklendirici ifadeler kullanır.			
42. olumlu yaklaşımı ile öğrencilerin kendisine güvenmelerini sağlar.			
43. öğrencileri derse katılmaları konusunda sözlü ifadeler (yapabilirsin, ben sana yardımcı olurum, vb.) kullanarak cesaretlendirir.			
44. öğrencilerden dersin işlenişi, kullanılan materyaller, aktivite türleri hakkında yazılı/sözlü görüşlerini alır.			
45. öğrenciye başarısı sonucunda manevi veya küçük maddi (kitap gibi) ödüller verir.			
46. öğretim sürecinde dil öğrenmeye ilişkin amaçlar oluşturmalarına yardımcı olur.			
47. Bireysel farklılıkları dikkate alarak farklı etkinlik tiplerine yer verir.			
48. öğrencilere grup çalışması yaptırarak birbirlerinin öğrenmelerine yardımcı olmalarını sağlar.			
<u>IV. Kendi Kendine Çalışmayı Destekleme</u>			
49. öğrencilerin ders dışında faydalanabilecekleri kaynakları (kitap, web-sitesi, çalışma kağıtları vb.) önerir.			
50. Kelime ve gramer bilgilerini ve dil becerilerini pekiştirmeye yönelik ödevler verir.			
51. Dili bağlam içinde kullanacakları ödevler verir.			
52. Araştırma ödevleri verir.			

APPENDIX 12- The Final Scaffolding Checklist (English)

Section	Supporting behavior (scaffolding)			
	I. Planning	Not done	Done insufficiently	Done
LESSON PREPARATION- PLANNING PHASE	In her/his lesson plan, the teacher/student teacher;			
	53. includes interesting activities (e.g., puzzles, games, songs, visuals).			
	54. includes activities that provide student participation.			
	55. takes the students level into account while preparing the activity.			
	56. prepares activities that facilitate the understanding of reading and listening texts (e.g., activities that will lead to the clues in the texts).			
	57. orders the activities to be used in the lesson from simple to difficult.			
	58. provides variety in activities to be used in the lesson.			
	59. prepares production activities in which students will use the newly learned knowledge in speaking and writing.			
	60. includes topics and activities that will get the attention of the student.			
		II. Lesson Processing	Not done	Done insufficiently
LESSON PROCESS- APPLICATION PHASE	In her/his lesson plan, the teacher/student teacher;			
	61. presents new words using different techniques (visuals, situations and drama) before moving on to the topic (reading, listening, etc.)			
	62. makes students listen to the listening texts in sections without disturbing the flow.			
	63. enables students to write by making necessary preparations (giving the skeleton structure of			

	the text, brainstorming, etc.) to the writing activity.			
	64. activates students background knowledge of the topic (in reading, listening, speaking, writing, etc.) by asking questions.			
	65. makes use of body language while presenting a topic.			
	66. uses body language when giving verbal instructions.			
	67. enriches language learning (reading, listening, grammar, vocabulary teaching) by using audio-visual materials (smart board, real materials, pictures, websites, social media, etc.)			
	68. uses mother tongue when necessary (when the students have difficulty in understanding the instruction).			
	69. gives examples related to the topic (from real situations, from their own lives, from the student's life) that makes sense for the student.			
	70. explains the subject using classroom language appropriate to the student's level.			
	71. gives instructions to the activities using classroom language that is appropriate to the student's level.			
	72. uses modeling as a teaching method (models by doing, eg: shows how to do scanning verbally)			
	73. speaks English throughout the lesson.			
	74. makes students do drama activities.			
	75. makes students repeat the newly learned words or sentences in different contexts.			
	76. teaches the subject in a clear and understandable context.			

77. asks students questions so that they can relate old knowledge to new knowledge.			
78. asks questions that enable students to speak English.			
79. gives clues to students while doing the activities to enable them to do the activities themselves.			
80. includes group and pair work to give students the opportunity to speak.			
81. gives students enough time in speaking activities.			
82. provides an environment (without inhibiting behaviors such as laughing or humiliating) in which students can freely express themselves/ ask questions.			
83. checks how well the subject is understood by the student.			
84. explains grammar topics with example of usage rather than rules.			
85. gives the necessary information (grammar structure, vocabulary, etc.) to the students whenever.			
III. <u>Giving Feedback- Correcting Mistakes</u>	Not done	Done insufficiently	Done
In her/his lesson plan, the teacher/student teacher;			
86. praises students' correct use of language.			
87. gives feedback to students while doing individual or group work.			
88. gives written feedback to students' paper assignments.			
89. corrects the language mistakes made by the students immediately.			
90. gives delayed feedback (takes notes of the mistakes made by the students during the			

	activity and shares them at the end of the lesson.			
	91. gives feedback indirectly (by giving hints, mimics, repeating the answers correctly, etc.) to the mistakes made by the students while answering the questions in the classroom.			
	92. gives direct feedback (asks them to correct themselves, allows their friend to correct them, the teacher gives the correct answer by stating that they made a mistake) to the mistakes made by students while answering the questions in the classroom.			
	IV. <u>Drawing Attention- Motivation</u>	Not done	Done insufficiently	Done
	In her/his lesson plan, the teacher/student teacher;			
	93. uses encouraging statements to relieve language anxiety.			
	94. enables students to trust her/himself with a positive approach.			
	95. encourages students to participate in the lesson using verbal statements (such as 'you can do it', 'I'll help you', etc.)			
	96. asks for students' opinions about the teaching of the lesson, the materials used, and the types of activities.			
	97. gives moral or small material rewards (such as a book) to the students as a result of his/her success.			
	98. helps students to set goals for language learning in the teaching process.			
	99. includes different types of activities taking the individual differences into account.			
	100. enables students to help each other by working in groups.			

	V. <u>Supporting Self-study</u>	Not done	Done insufficiently	Done
	In her/his lesson, the teacher/student teacher;			
	101. recommends resources (books, web-sites, worksheets, etc.) that students can use outside of the classroom.			
	102. gives homework to reinforce vocabulary and grammar knowledge and language skills.			
	103. gives homework in which students can use the language in context.			
	104. gives research assignments.			