

Recommendations of Participating Teachers on the Application of Lesson Study in Turkey*

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Abstract

Japanese lesson study model is not only an effective professional development model which bases teachers' professional development on school based collaboration, enables lesson planning in a constructivist way, focuses on improving thinking and accelerating worldwide in the last decade with the need of reforms in both nations' curriculum and educational systems but also an approach that constructs decentralization in education. Education is not just following a series of theoretical steps but it is a cultural phenomenon. Efforts to reform teaching can easily become swallowed up by the teaching culture and unless they deliberately address the underlying culture new ideas tend to be modified to fit within the pre-existing system. In this respect the aim of this study is to construct a base for lesson study with the recommendations of the participating teachers who joined a lesson study cycle to eliminate the problems that may be caused by the current teaching culture against lesson study and to determine the barriers related with the current education system. The data of the research was gathered via semi structured interviews from thirteen volunteer English language teachers of four schools determined by stratified random sampling method. Schools where the children of families with low, middle and upper incomes were selected from central districts of Kayseri in 2013-2014 school term. The data for the research was gathered from semi structured interviews with the participating teachers and semi structured group discussions. While the interviews were recorded using a recorder, the group discussions were videotaped and after all the recordings and the videotaped data were converted into written texts they were analysed by the researcher with the help of the Nvivo10 package program. In conclusion, it was determined that participating teachers had some problems about the seminar period, the current curriculum, the functioning of the coterie, inspection system, the lesson plans downloaded readily from internet, the application of the internship, the misapproach of the Ministry of Education towards teachers. According to the perceptions of the participating teachers, after the infrastructure problems solved lesson study will be effective in Turkish education system.

Keywords: lesson study, professional development, collaboration, coterie, inspection

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Ders Araştırması Modelinin Türkiye Şartlarında Uygulanmasına Yönelik Ders Araştırması Modeli Katılımcı Öğretmenlerinin Çözüm Önerileri

Öz

Japon ders araştırması modeli, öğretmenlerin mesleki gelişimlerini okul temelli mesleki işbirliğine dayandırarak, yapılandırmacı bir yaklaşımla derslerin planlandığı, odağı düşünmeyi geliştirmek olan, dünya çapında son yıllarda hızla yayılarak sadece eğitim programlarında değil eğitim sistemlerinde de ciddi reformlar gerektiren etkili bir model olmasının yanısıra eğitimin yerleşmesine zemin hazırlayan bir yaklaşımdır. Öğretim sadece basit bir dizi işlem basamaklarından ziyade kültürel bir iştir. Öğretimle ilgili reform çabaları altta yatan kültüre yönelik olmadıkça yeni fikirler, mevcut sisteme uyacak şekilde modifiye edilir böylece, öğretim kültürü tarafından kolayca yutulabilir. Bu bağlamda bu çalışmanın amacı, ders araştırması modelinin Türkiye şartlarında uygulanmasında mevcut sistemden kaynaklı bariyerlerin belirlenerek, mevcut öğretim kültürü tarafından ders araştırması modeli uygulamasını sekteye uğratacak problemlerin giderilmesini sağlayacak önerilerle ders araştırması modeli için uygun bir zemin oluşturmaktır. Araştırma verileri, tabakalı rastgele örnekleme yöntemi kullanılarak seçilmiş olan dört okuldaki gönüllü katılımcı 7. Sınıf İngilizce derslerini yürüten on üç öğretmenin görüşlerinin yarı yapılandırılmış görüşme soruları ile elde edilmesi yöntemiyle toplanmıştır. Araştırma için okullar belirlenirken, düşük, orta ve üst sosyo ekonomik gelir düzeyine sahip ailelerin çocuklarının gittiği okulların seçilmesi amacıyla, tabakalı rastgele örnekleme yöntemi kullanılmış ve 2013–2014 eğitim öğretim döneminde Kayseri ili merkez ilçelerindeki dört ortaokul çalışma için seçilmiştir. Araştırmacı, araştırma verilerini toplamak için katılımcı öğretmenlerle birebir ve grup görüşmeleri yapmıştır. Birebir görüşmeler bir kayıt cihazı yardımıyla kaydedilirken, grup görüşmelerinin video kaydı alınmış ve sonrasında tüm görüşmeler yazılı metinlere dönüştürülerek NVivo10 paket programı yardımıyla araştırmacı tarafından çözümlenmiştir. Araştırma sonucunda, katılımcı öğretmenlerin seminer dönemleri, eğitim programı, zümrelerin işleyişi, müfettişlik sistemi, ders planlarının hazır bir şekilde internette indirilmesi, stajyerlik uygulaması ve Milli Eğitim Bakanlığının öğretmenlere yaklaşımı konularında bazı sıkıntıları olduğu belirlenmiştir. Katılımcı öğretmenlerin görüşleri doğrultusunda, ders araştırması modelinin alt yapı sorunları halledildikten sonra Türkiye şartlarında uygulanması durumunda oldukça etkili olacağı sonucuna ulaşılmıştır.

Anahtar Sözcükler: ders araştırması, mesleki gelişim, işbirliği, zümre, müfettişlik

Introduction

The growing teacher malaise is quite possibly due to the current economic climate, which has led to different European countries slashing the resources they put into education, with is in turn, reopening the debate on quality and the importance of education in the development of a country (Trapero, 2013. p. 116). Policy makers need to find ways of making research accessible to teachers involved in conducting lesson studies to help them to avoid reinvent wheels that have previously been discovered and to base their developments on approaches that research evidence suggests warrant investigation and development (Dudley, 2012. p. 98). Curriculum development, like course and unit design, requires careful consideration of the rationale for the curriculum, decisions about what students should be expected to learn, attention to matters of organization and sequence, determination of teaching strategies, and planning for evaluation, group deliberation, scope and sequence from year to year, curriculum adaptation, interdisciplinary planning and teacher thinking (Posner and Rudnitsky, 2001. p 12).

It also requires that in-service training program is designed in a way to provide the trainees to participate in the learning process actively and to learn meaningfully and purposefully (Yalın, 2001); necessary environment should be provided in order for participating teachers and administrators to practice in their school what they have learned and checking whether the practice is done (Uçar & İpek, 2006); in-service training program should be evaluated systematically (Yalın, 2001), according to objective criteria (Uçar & İpek, 2006) and the instructors to be assigned in in-service training program should be experts in their subject area (Yalın, 2001; Özen, 2004; Uçar & İpek, 2006), with the skills and competence required for teaching profession (Özen, 2004).

In recent years, standards-based authorities of politicians have deranged the education programs and have brought the role of teachers to a strange situation (Wiles and Bondi, 2007. p.191); teachers have been placed at centre stage in an unprecedented way because they are believed to be the main determinant of student achievement and learning (Delandshere and Petrosky, 2004. p.5). We need to question whether it is even possible to define a set of principles of teaching that apply to all teachers and to reach a consensus about these principles, as reformers claim they have. Such a claim ignores the plurality of meanings and purposes of education and its place in society and in the construction of knowledge (Delandshere and Petrosky, 2004. p.7).

Students are not machines as standards movement supposes; in contrast, they are variable, complex and embody contradictions (Cookson, 2001 Akt. Rakow, 2008. p.45). It is paradoxical that the high-skates skate's standards curriculums in the United States are most developed in the southern and western parts of the country, which have the highest minority populations and the largest number of high school dropouts (Wiles and Bondi, 2007. p.163). The irony is that the reform movement takes inquiry, critical thinking and problem-solving away from teachers while claiming to put in place standards that advocate such work with students

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(Delandshere and Petrosky, 2004. p.7). American teachers are deprived of skills, competence, attitudes, behaviours and critical focus required for conducting a research and they experience difficulty especially in determining the instructional objectives clearly and collecting evidence for student's learning, but rather they are concerned with conducting original and entertaining lessons in cooperation (Fernandez and others, 2003 cited by Gero 2015. p.9).

In the US, matters of education have traditionally been left in the hands of the individual states, and this standard development work being done by national organizations can be perceived as an effort to unify the curriculum across the nation (Delandshere and Petrosky, 2004 p.2). The latest education programs reform in the country is based on '1983 A Nation at Risk' report of National Commission on Excellence in Education (Wiles and Bondi, 2007. p 135). The multiplicity of standards has made teaching practically impossible for teachers (Delandshere and Petrosky, 2004 p.3). Elementary science education in Japan is highly influenced by the western approach including the reforms after John Dewey, George Poyla, Jerome Bruner and Sputnik. In addition, Japanese seventh grade students have been the most successful students in all countries according to the results of Third International Mathematics and Science Study (TIMSS) (Lewis, Perry and Murata, 2006; Linn, Lewis, Tsuchida and Songer, 2000).

Japanese elementary education has shifted from "teaching as telling" to "teaching for understanding" which investigates the students' ideas, initiates discussions and debates, makes an emphasis on comprehension by practicing and reflecting within years since World War II (Lewis and Tsuchida, 1997; Lewis, Tsuchida, 1998) and lesson study has made important contributions to this transition. The results of the 2010 survey conducted by Ministry of Education, Culture, Sports, Science and Technology at national level in Japan, show that 99.5% of elementary schools and 98.3% of middle schools implemented lesson study once or more (Chichibu & Kihara, 2013. p .14).

It was not until 2001, when the current national basic education curriculum reform was launched, that lesson study has been spreading all over China as the most important school based professional development activity (Chen & Yang, 2013. p. 219). In China, apart from academic staff in faculties of education and teachers, teaching research officers take part in lesson study and they are concerned not only about teaching behaviour and its improvement but also act as a bridge between praxis and theory (Yang & Ricks, 2012. p. 47).

Method

This paper focuses on interpretation of the qualitative data from an open-ended digital survey and follow-up interviews on childhood experiences conducted among Early Childhood Education major students.

In this study the qualitative research method is used in order to collect data to help take measures to avoid the adverse effects of the existing problems in case of implementation of lesson study model in Turkey.

Data Collection Tool

The researcher has tried to acquire more inclusive data by asking questions from which both deductive and inductive results can be acquired and by asking deductive questions she aimed to get new aspects to which participant teachers may contribute.

A stratified random sample, for example, might stratify by socioeconomic status within a large population so as to make generalizations and statistically valid comparisons by social class (Patton, p.240. 2002). The data of the study was collected with semi-structured interview questions from 13 volunteer seventh grade English teachers from four schools in the central districts of Kayseri province in the first semester of 2013-2014 academic year which were selected by Directorate of National Education using stratified random sampling in accordance with their socioeconomic situation.

Chart I

The Distribution of the Designated Schools in Accordance with their Socioeconomic Status

Schools	S ₁	S ₂	S ₃	S ₄
Socio-Economic Status	Medium-Level	Medium-Level	Low-Level	High-Level

As is seen in Chart I, O₃ is the school where the children of families with low-level economic income attend, O₁ & O₂ are the schools where the children of families with medium-level economic income attend and O₄ is the school where the children of families with high-level economic income attend.

The purpose of the qualitative interview is understanding how people interviewed perceive their world, their terminologies and attitudes, their individual perspectives and experiences (Patton, p.348. 2002). Video records of the group interviews after the research lesson and the group interviews in the end of the process were converted to written texts, splitted into categories by means of NVivo10 software package and analysed by the researcher.

Creswell (2003, p.15) stated that the triangulation of the sources of data collection would neutralize or cancel the biases of methods. Plano Clark and Creswell (2008. p.109) stated that triangulation may be used not only to examine the same phenomenon from multiple perspectives but also to enrich our understanding by allowing for new or deeper dimensions to emerge. The researcher had one on one and group interviews with participant teachers to collect the research data. While one on one interviews were recorded by using a recorder, group interviews were

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videotaped and all interviews were converted into written texts and analysed by the researcher by means of NVivo10 software package.

Chart II

The Demographic Characteristics of the Participant Teachers

	The School Where He/she Works	Alma Mater	The faculty Where He/she graduated from	Department Where He/she graduated from	Experience in Teaching
P ₁	S ₁	Anadolu	Education	English Teaching	11 years
P ₂	S ₁	Erciyes	Letters	English Language and Literature	9 years
P ₃	S ₁	Atatürk	Education	English Teaching	9 years
P ₄	S ₂	ODTÜ	Education	English Teaching	10 years
P ₅	S ₂	Hacettepe	Western Languages and Literature	English Linguistics	9 years
P ₆	S ₂	Cumhuriyet	Letters	English Language and Literature	12 years
P ₇	S ₃	Gaziantep	Letters	English Language and Literature	3 years
P ₈	S ₃	Karadeniz Teknik	Letters	English Language and Literature	6 years
P ₉	S ₃	Gazi	Education	English Teaching	8 years
P ₁₀	S ₄	Hacettepe	Western Languages and Literature	English Linguistics	16 years
P ₁₁	S ₄	Hacettepe	Education	English Teaching	24 years
P ₁₂	S ₄	Atatürk	Letters	English Language and Literature	11 years
P ₁₃	S ₄	Atatürk	Education	English Teaching	13 years

As is seen in Chart 2, six participant teachers were graduated from Faculty of Education, five participant teachers were graduated from Faculty of Letters and two participant teachers were graduated from the department of Linguistics. It can be seen from the chart that the teaching experiences of participant teachers range from 3-24 years.

Data Analysis

The researcher should log the types of data according to dates, names, times, and places where, when, and with whom they were gathered (Marshall & Rossman, p. 157. 2006). The researcher collected data through one on one interviews and group interviews with participant teachers. While receiving thirteen participant teachers' opinions from four schools in total, the answers of P₁ for "Post Lesson Study Introduction Session One on One Interviews" were coded as P₁₋₁; the answers of P₁ for "Post Research Lesson Group Interviews" were coded as P₁₋₂; the answers of P₁ for "Post Research Lesson One on One Interviews" were coded as P₁₋₃; the answers of P₁ for "Post Lesson Study Model One on One Interviews" were coded as P₁₋₄ and

the answers of P₁ for “Post Lesson Study Model Group Interviews” were coded as P₁₋₅. By doing so the researcher had the chance to categorize each participant's opinion in terms of names, dates and in which interview it was stated. Especially in the use of interviews, transcribing and translating text have become increasingly salient issues in the discourse on qualitative research (Marshall & Rossman, p. 110, 2006) because data transcribed is not raw data anymore and they become “become “processed data” (Wengraf, 2001, p. 7. cited by Marshall & Rossman, p. 110, 2006).

After converting the interviews into written texts literally, different categories have been created for each interview session “Post Lesson Study Introduction Session One on One Interviews”, “Post Research Lesson Group Interviews”, “Post Research Lesson One on One Interviews”, “Post Lesson Study Model One on One Interviews” and “Post Lesson Study Model Group Interviews”. Later, the opinions falling into same category were merged and some of them were renamed and examined by the researcher. Eight video recordings in total were transcribed because group interviews after practice course and group interviews in the end of the process were carried out in four sample school. As one on one interviews were collected under three titles such as after introduction session, after practice and in the end of the process and the number of the participant teachers was thirteen, in total 39 one on one in-depth interviews were transcribed.

Findings

Participant teachers remarked, in the post lesson study process (PLSP) one on one interviews that they think lesson study model contributes to the professional development process substantially (P₂), lesson study model professional development process should be implemented in order to be a coterie (P₅), and added that their coterie was founded on paper and during the meetings they amended a few things to be amended and printed from the internet (P₂).

Participant teachers stated in PLSP group meetings that the strengths of the lesson study model were the power of communication, providing efficiency (P₅), interaction and exchange of ideas (P₁₁). They emphasized that they weren't in touch with their coterie friends in advance, they made contact with each other thanks to lesson study model, they learnt different methods and technics from each other and colleagues, and they shared their resources while planning (P₂). They also stated that lesson study model must be put into practice in all branches and they should also learn the methods and technics and be developed (P₂).

Participant teachers emphasized in PLSP one on one interviews that it was a very beautiful model to make learning and thinking really more effective (P₁) and a useful model (P₁₂, P₁₃). They believed that the model would be very useful (P₁), the model promoted thinking, they thought it was a model intended for students to create something (P₅), but there was a shortage of space and time (P₁₃). They emphasized that a lot of things such as time, process, physical conditions, environment, and technical support had to be provided (P₃). They expressed that they think the

implementation process of research lessons conducted in accordance with lesson study model must be implemented in pilot provinces at first, and spread across the country later on, however the problems related to time and curriculum must be resolved (P₈). As lesson study model implementation process is an implementation requiring time (P₁, P₁₃), they faced serious problems in terms of course hours, their syllabus is very heavy and there is a constant test control (P₁), teachers must be given extra time and this time must be compensated (P₁₃). They remarked that The Ministry of Education has to give an opportunity to the teachers for this implementation and has to determine course load and substitute teachers to lecture in the name of observing teachers (P₃). They uttered that the only problem in the lesson study model implementation process is being unable to convene everybody due to lack of time and The Ministry of National Education must be involved in this issue and solve the problem at least with coterie hour implementation (P₄). They articulated that the Ministry of National Education must suppress school administration about supporting teachers and must warn school administration about not suppressing the teachers physically or psychologically about why they don't attend to their classes during the implementation of this study and they think the success will increase if school administration and teachers don't confront in this issue (P₃). Moreover, they stated that there are definitely things they may learn from their colleagues, realizing the practice teacher's deficiencies during observation will lead to self-assessment and the observer teachers will realize their own shortcomings (P₁). They also reflected that people may not realize what they do but they will be able to face themselves when they observe others (P₁).

Participant teachers expressed in post lesson study introductory session (PLSIS) one on one interviews that they couldn't improve themselves in some public schools (P₁₂), they couldn't find opportunity to provide cooperation and to improve themselves in their coterie (P₄). They stated that the coterie system doesn't work, and they haven't witnessed that team work is carried out in public schools effectively (P₅). They remarked that coterie meetings are held for cooperation but cooperation remains incapable as it was carried out on paper (P₈). They emphasized that the coterie meetings are made up of perfunctory implementations which look good on paper and are printed from internet and filed in (P₂, P₃). They stated that they think the study introductory meeting of which was held by the researcher, namely lesson study model, is the most beautiful example of coterie work (P₈). They reflected that in-service trainings should be carried out as practical implementations (P₂). They emphasized the importance of coterie works based on sharing they experienced and they reflected that these kind of meetings should be increased (P₉, P₁₂). They articulated the importance of the fact that coterie have a common room in order to increase the communication between people in coterie and they reflected that it is an important element in carrying out teamwork effectively (P₅).

Participant teachers expressed in PLSP one on one interviews that they think lesson study model is a good model in case the Ministry of National Education takes the responsibility and doesn't leave teachers with overload and the result of lesson study model will be disappointing like the other implementations of Ministry of

National Education in case of having difficulties in its implementation (P₃). They added that lesson study model shouldn't be given up, there are some problems but they can be amended and reimplemented (P₁₁). They emphasized that it is a problem to find a place for teachers to convene at school and they articulated that they feel uncomfortable about the fact that the servant room is allocated for research team and they don't do something illegal, in contrast they do a good job, this study should be implemented in places where people will give due importance (P₆).

Participant teachers expressed in PLSP group interviews that they had problems not only in lesson study model, but also in Dyned and the implementations of seminars given before and complained about the workload they faced (P₃) and added that teachers are demanded a lot of things (P₁, P₂) without established infrastructure by the Ministry of National Education (P₂).

Participant teachers expressed in PLSP one on one interviews that they have prejudices due to the fact that the activities carried out do not extrapolate in any way and they are estranged from the community of the Ministry of National Education (P₃). They articulated that they regard lesson study model as utopic and they think lesson study model will also fall down like Dyned and other seminars when it is put into practice (P₃). They stated that they liken lesson study model to a carpet figuratively speaking and top of a carpet looks very beautiful shallowly but when you remove it there will be a lot of problems under it (P₃).

In PLSIS one on one interviews with participant teachers, P₃, stated that communication problems between teachers and school administrators affect training and education activities adversely. P₃, reflected that even coterie meetings are carried out on paper as a result of communication problems of teachers and the teachers who don't greet each other see each other as a rival and they include their students in this competition and they expect high performance from their students in examinations. P₃, also expressed that nobody participates in the events of school administrators due to the fact that school administrators can not communicate with teachers and have a fascistic attitude towards teachers. P₃, expressed that differences between education approach of school administrators and the teachers cause communication problems and these problems demotivate teachers.

Participant teachers stated in one on one interviews with teachers in PLSP that coterie meetings are held but nobody wants to participate in these region coterie meetings, a certain format is written and everybody put his signature under it and the meeting is over (P₁₀). They reflected that lesson study model research course implementation process needs extra time devotion (P₁₂), everybody spent a lot of time for this process, and people will contribute to this process more by making a great effort and striving if they receive a recompense for their work (P₁₃). They added that teachers will do this job better and effectively, and lesson study model can be implemented provided that necessary improvements are made and they receive a recompense for their work (P₁₀). They also stated that these are serious endeavours, and teachers will be motivated if they are remunerated, so the teachers should not be

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expected any kind of sacrifice, and added that their labour should be respected and recompensed (P₁₂).

Participant teachers emphasized in PLSP group interviews that two research lessons can be planned in accordance with lesson study model yearly but it cannot be carried out permanently (P₂). They stated that if they have a day off to do planning according to lesson study model that will tire out the teachers and it will take a lot of time (P₂). They reflected that doing planning for each lesson is inconvenient as they had twenty hours of interview for two-hours research lesson so when considered the fact that fifteen hours passed with the questions, surveys and assessments asked by the researcher, five hours remained and when considered the fact that two hours passed for practice course three hours were spent on planning (P₃).

They stated that it would be very hard when considered the continuity of lesson study model so they demanded that their syllabus are prepared in advance and delivered to them at times and they have the right to speak from time to time (P₁). They reflected that they used to prepare their own syllabus, then there was no problem with that but they overcame by languor about preparing a syllabus now, so they find it difficult to prepare a syllabus, and they added that implementing a prepared syllabus is much easier (P₁₃).

They articulated that they prepared the lesson in their mind and they can change a prepared syllabus, and amend it (P₁₁). They write down small notes in a way that they can understand while preparing lesson plans and in case they are submitted a prepared lesson plan this plan can just give an idea for them. They can change it in their own way so their friends will not be able to implement the lesson plan in their own lesson and they will not be able to implement the one their friends planned (P₁₀).

They emphasized that the general syllabus is good and reflected that it is also good that they do not have to prepare the daily lesson plans in some aspects because they cannot perform some activities in some classes which they can perform in other classes (P₁₀). They stated that when they see a lack of knowledge in the students depending on the class they try to teach that subject at that moment (P₁₁). They expressed that they are flexible about the lesson plan and it is not true to teach the subject later when students ask a question about that subject so they have to teach that subject and answer the question at that time (P₁₀).

Participant teachers emphasized in post lesson study introduction session (PLSIS) one on one meetings, that they thought the seminars which are held at the beginning of the new year before the schools started or which are held at the end of the school terms are completely fiasco (P₁₂), and stated that the seminars performed has no implementation platform, because they are not put into practice or superintended also they were not provided with feedback (P₇).

They stated that they made joint studies but did not find them satisfactory (P₄), everybody lived and survived on their own like “a survivor” (P₃). They mentioned that they wished the seminars which were held at the beginning of first semester and

at the end of the second semester were more active (P₁₁). They stated that they thought they did not learn any professional information from seminars which were held at the beginning of the first semester and at the end of the second semester (P₃). They remarked that drama and class management activities should be included to these seminars, and they should be designed in a way that the teacher joined the seminars would gain pleasure from them (P₁₁). They also articulated that they did not think that the seminars organized by the Ministry of National Educations were beneficial as they were not listened by the teachers who joined the seminars (P₃). They added that everybody went to school to drink tea and turned back home without doing anything however everybody obeyed the rules about the time allocated (P₁₃).

Participant teachers, in PLSP one on one meetings, stated that bringing teachers together from different schools and reaching on a consensus (P₅), and communion with teachers from different schools (P₁₀), would be really beneficial (P₅, P₁₀).

Participant teachers, in PLSP group meetings, stated that especially the planning process of the lesson study model should not be done during the semester, as it caused loss of a lot of classes/lessons in terms of student, and the teachers with this concern could not participate effectively and properly to the planning session (P₁). They stated that they believed that the seminar period is a dead period, and an idle time, and the lesson study pre application education needed to be done during the seminar period. They emphasized that they believed that if the time allocated is planned more properly and if the lesson planning session is done during the seminar period and implemented in September and October it would be more effective (P₂). They insisted that to prepare a more effective lesson plan, the planning session should be done during the seminar period before the school term started or after the school term finished (P₁), they also stated that they sit idly (P₁, P₃) fifteen days in the beginning and fifteen days in the end of the school terms (P₁), drinking tea, and knitting (P₃). They added that the researcher can huddle together all teachers much better (P₃).

In one on one PLSIS meetings which was done with participant teachers, (P₆) stated that the higher level thinking strategies demonstrated by the research are not possible to be implemented due to hardship with catching up the syllabus and the proficiency tests. P₁, remarked that some teachers do not emphasize too much writing and speaking skills and they emphasize heavily on grammar topics and solving tests. She stated that when she had to carry out the lessons of a class after the teacher who did not pay attention to writing and speaking skills the following year, she had great problems and as she had to eliminate the deficiencies, she could not catch up with the curriculum and so the students also had difficulties. P₃, stated that students guided their teacher due to the exam load and they considered the activities except from developing test techniques as waste of time. P₃, reflected that school administrator's exam constraint directly affected teachers' methods and techniques which she used when planning education and so she took decision not to include drama activity because of the constraints she was exposed to. P₃ stated that in an environment where there is no social relationship between teachers, teachers behaved

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in a very competitive manner and they taught lesson in after-hours (lunch break) on behalf of increasing the students' success. P₃, also emphasized that materials were not used properly due to the multiple choice exam system and considering the exam schedule teachers could not be flexible using their time so activities in the book or extra resources were skipped. P₄, remarked that as Turkish language teacher prepares eight grade students for the proficiency exam, requesting an extra-curricular backward subject repetition from him is luxurious.

P₁₂, stated in his post research lesson (PRL) one on one meetings that due to exam-oriented practices in 8th grade classes they could not spend time for other things.

Participant teachers in PLSP one on one meetings indicated that exams which are held every month and proficiency tests created too much pressure on them and as they focused on this kind of praxis they could not plan activities focusing on students thinking or activities which make learning really effective (P₁).

P₁₁, stated in O₄ PLSP group meetings, that learning language was not the aim of the students but their aim was to pass the exams. P₁₂, also emphasized that %90 percent of the exam is intended for reading comprehension.

Participant teachers, in PLSP one on one interviews, emphasized that the curriculum must be eligible to apply the lesson study model and this was the biggest problem (P₁). They added that there should be ten units instead of sixteen in the curriculum, and if more enjoyable and more beautiful activities were implemented by the teachers, both teachers would enjoy the lessons they taught and students would not get bored, and besides they believed that it would be helpful and more beautiful for their job (P₁). P₁, reflected that these kind of studies would cause conflict with school and curriculum because there is a curriculum which must be caught up with. He also articulated that he believed that such studies had to be done once in a while as this kind of studies would create both a difference and opportunity to grasp issues for students at especially some important subjects.

Participant teachers in PLSP group meetings, stated that curriculum loads too much on student and this leads students to learn nothing as they felt stressed under that load (P₁).

Participant teachers, in O₄ PRL group meeting, stated that teachers have to run students like race horses to catch up with topics due to intensity in the book approved by the Ministry of National Education which consists of sixteen units with three or more topics in every unit (P₁₃).

Participant teachers, in O₄ PRL group meeting, emphasized that in the book which is prepared for 5th grade students there are both verb to be and simple present tense in one unit (P₁₁). They repeated that there is a density of units and in case of decreasing the units in half there would be more different activities to be done and they admitted that they used a different book than the one approved by the Ministry

of National Education and they added that they could not generally allocate time for the book approved by the Ministry of National Education (P₁₂).

Participant teachers, in PLSP group meetings, underlined that, in existing teachers book rote method is used, and stated that they could not see a method to foster thinking and added that there should be more clear directives on activities and planning (P₂). They emphasized that they could not do some activities not because they see the activities unnecessary but due to lack of time (P₁). They stated that if the topic are reduced and they presented with different techniques and methods they would not skip the activities, and pointed out that they recorded listening sections to their mobile phones and made students listen from their mobile phones (P₂). They remarked that topics must be reduced (P₁₃), as there was a very intense curriculum and they could never sum up topics in time, and they could not make students do the 80% of writing activities, as there are sixteen units and there are 32 activities in one unit (P₁). They emphasized that due to the intensity of the curriculum they have skipped the speaking and writing activities and just did the listening activities (P₁₀). However, P₁, admitted that she downloaded the listening parts from the internet for years but due to being tired of carrying computers that year just for the first time they did not do the listening activities.

Participant teachers stated in O₄ PRL group interviews that besides the density of the subjects, although some subjects were given the previous year, students could not understand them, for example seventh grade students could not learn simple present tense in sixth grade and teachers have to give these kind of subjects which were not learnt by students the previous year and this situation takes a long time in education process (P₇). They added that they have to teach 8 units every term and there are 16 units in total and they pointed out that there are 36 grammar topics in the first unit and there is a work book in addition to these (P₂).

Participant teachers, in PLSP group meetings, mentioned that they added one more hour to the current four hour English lesson as a selective course and this was a huge gain compared to other schools but they had difficulties even at that point (P₁₀). They emphasized that firstly Ministry of National Education needed to decide whether they want an education system directed to the proficiency exam or for students to express themselves (P₁₀). They emphasized that they were very happy because language education started at the second grade, and remarked that when they started language teaching in further years' students learned by questioning and teachers had to start language teaching from grammar however younger pupils learned without questioning just like as they learned Turkish (P₁₀).

Participant teachers pointed out, in PLSIS one on one meetings, that 8th grade textbook does not meet the requirements of students and could not be used for the lesson as the activities in the book were prepared without considering the class size and class hours (P₃). They stated that they had problems with catching up the curriculum due to the Ministry of National Education's "top-down" books and for

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not staying behind they tried to focus on activities and topics which they thought could be useful for students (P₉).

They mentioned that changing all of the books of all the grades at once, has created serious difficulties and reflected that bringing a 5th grade book in front of a student who had books with different contents have caused problems for both students and the teachers (P₃). They stated that books are prepared in accordance with spiral education but third, fourth and fifth grade students have difficulties, due to the fact that students do not have required preparedness as the system is implemented for students from all grades whereas the system had to be implemented only in second grade students (P₃). They underlined the fact that they had difficulties understanding the program development specialists' ignoring this situation (P₃). They have stated their discomfort about the excess of the number of the pair work activities and they remarked that they did not do that activities (P₃). They have also expressed that the activities such as "suppose you are abroad" were criticised by the students (P₃). It is understood from the participating teachers' remarks that the activities put in the student's textbooks to enhance the imagination of the students required more comprehensive and clear guidelines in teachers' books in order to make it more clear for the teachers how the method be applied more effectively. Besides they articulated that there were listening parts in the students' textbooks however the teachers were not provided with the CD's so they could not benefit enough from the current textbooks (P₆).

P₅, stated in PLSIS one on one interview that, she was put under investigation as she used another textbook different from the one recommended by the Ministry of National Education. She mentioned that the textbook recommended by the Ministry of National Education did not contain any information about the culture of the British people and contained information about Turkish regions under the heading of regions. P₅, reflected that even though she explained to the inspector that the culture of the target language should also be included to the curriculum, the inspector insisted that the one recommended by the Ministry of National Education was appropriate besides she added that she was accused of being behind the curriculum as the inspector did not know English. She clarified that at the cover of the book recommended by the Ministry of National Education there was an expression "reading simple texts" on the other hand as there was not the "simple" expression on the one she used and it was just "reading texts" the inspector remarked that she was behind the curriculum. They stated that since the 147 complaint line has proceeded they had problems, the parents of the students made complaints about them so they were investigated and added that they used foreign textbooks at the risk of being investigated.

P₁₁, emphasized in PLSIS one on one interview that, students could not behave naturally if there is some except from the class teacher in the classroom and the teachers felt nervous when inspectors visited their classrooms and she added that she could not behave naturally either.

P₁₀, stated in PRL one on one interview that, the inspector did not do anything except checking the documents and observing the class management of the class teacher for the sake of procedure.

P₃, uttered in PLSP one on one interview that she did not think that all the teachers would be pleased being observed while teaching, they might panic when an inspector suddenly popped in, the students might make fun of the teacher when the teacher panicked because of the inspector, they might feel worried for saying something wrong and get ashamed and have evaluation anxiety as well.

Participating teachers remarked in PLSP group meetings that, formality bothered and terminated them, they did not like formality, they would be demotivated if anything that might bother them was said while they were being observed or evaluated (P₁₂), they were disturbed when the inspector visited their class to check them (P₁₃). They emphasized that if someone from the Ministry of National Education told them that they wanted to observe them on a volunteer basis, they would not accept (P₁₂, P₁₃). The researcher in response asked if her presence during the lesson study process made such an impression and the participating teachers denoted that the researchers' visit did not bother them but if someone from the Ministry of National Education visited them they would be annoyed (P₁₃). The participating teachers signified that the researcher's being part of the lesson study was positive and they anticipated learning something from her (P₁₀).

P₁₁, predicated that the inspector who visited their class the previous year evaluated the work done instead of the teacher, and she pointed out that she liked it and she wanted the inspection done that way from now on.

The participating teachers phrased in PLSP group meetings that, they preferred the curriculum development specialists to inspectors by saying "I wish though" and articulated that it would be constructive (P₁₁) and added that it would be much more efficient (P₁₂). They remarked that the inspectors were not beneficial until that day and they did not use positive reinforcements (P₁₀). P₁₀, stated that only one inspector had wondered her views on the lesson and asked about the positive and negative aspects of it and what kind of problems they encountered and that made her very happy and made her think that her effort had not gone down the drain.

The participating teachers emphasized in PLSP one on one interviews that control and guidance was absolutely necessary (P₈).

Some of the participating teachers remarked in PLSP group meetings that, it would be difficult to carry on the research lessons based on the lesson study model unless an outsider organized the process as the teachers could not work collaboratively in a group and every one could not get an equal say in the discussions (P₇). They emphasized that they wanted the outsiders to evaluate the work done but they should not evaluate the teachers also they stated that teachers would be impressed and fancy if good works are appreciated (P₁₁).

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As P₁₃, told in PLSP group meetings that, they have to prepare different questions to different classes, the researcher asked “Your books are the same why do you prepare different questions?”

The participating teachers, expressed that, at private school’s socio-economic levels of students were the same however at state schools there was an obvious difference in students’ socio-economic levels (P₁₁). They remarked that, some students were from a good socio economic level however some students were from low socio economic level that is why the exams the teachers prepared and the activities done did not correspond (P₁₁).

They reflected that, the difference was not only among state schools but there might be a six to seven hours of difference among the classes of the same school too and a subject in a good class might be understood with just one example might not go in the same speed and might be repeated two to three and sometimes four to five times in another class (P₁₀). They added that, this difference was related with the profile of the classes and this kind of difference might be both among classes and schools and this worried the parents as all the students were going to take the same placement test (P₁₀).

Participating teachers, uttered their problems about textbooks and remarked that sequence of the subjects seemed too proper on paper however in practice it was neglected (P₃). They stated the problems caused by handing the books, which would be adequate only if started from the second grade level, to the fifth grade students without paying attention to their backgrounds (P₃).

Participating teachers signified in PLSP group meetings that, the administration was right for stating that it would not be appropriate to discharge their classes to observe the lesson study research lesson (P₄), the efforts of the teachers should be appreciated both financially and morally and not only their lesson schedules but also their coterie meetings should be planned (P₁₀).

They articulated that, civil servants received additional fees if they work overtime so they should be given extra 5-6 hours of tuition for the research lessons carried out as part of the lesson study process and their schedule an appropriate room for the meetings should be arranged (P₂), if the teachers were charged for their effort have a day planned for lesson study meetings nobody would feel offended and involve the process with ease (P₁).

It was stated that if a coterie hour was determined no body would suffer however remembering that at least one teacher should have a teaching hour to do the research lesson it was remarked that this also would not be a solution (K₄).

P₈, expressed in PLSP one on one interviews that, he went back to his internship days and the fir of training and education within him flared up a little more.

Participant teachers stated in PLSP group meetings that, candidate teachers were idealist at the time they graduated so if lesson study was implemented at that time they might be more willing and involved (P7). They also emphasized that the teachers they observed their lessons during their internship period did not contribute to the trainee teachers in any way and the plans they made stayed on paper and their trainers avoided too much intervention of their trainee teachers (P8).

They emphasized that, for the reasons such as, curriculum issues, shortage of time to finish it in time, shortage of time to finish the activities in time, they could not put their lesson plans in to practice and the trainers at their intern period did not have an effort to contribute anything to the trainees so they continued their routines the way they are used to do (P7).

P9, expressed that he was graduated from Gazi University, had his intern period at Çankaya High School and the teacher who was supposed to observe his lessons was not present during interns' field practices so they were alone during their field practice however their advisers from faculty were continuously checking them.

K11, mentioned in PLSP group meetings that she gets help from Turkish teachers about Turkish grammar in order to teach English grammar and expressed that they should have taught the foreign language until third grade however they start to teach at the third grade at elementary schools so they missed the critical age (K11). K10, reflected that she had told her students that the grammar of the language rules can not be questioned because there is not a logical explanation for every rule, however when she was unable to set the rules on logic her students were clogged and she added that the age students started to learn the foreign language was very late and that was the cause of the problem.

P7, indicated that before the lesson study process, she might find it abnormal if someone popped into her class for observing her lesson but after the process she felt positive about being observed by her colleagues in PLSP group meetings. P11, remarked that at first as they did not know the lesson study process so they flinched as they thought their classes were not flashy enough so they wanted to implement the sample lesson in a class with bright students. She signified that later they realized that they had to implement it in a class where they face problems and chose the strategies accordingly and added that the sample lesson was implemented in her class and it was not as frightening as she thought it would be. While P12, implied that people are hostile what they do not know much about so they hesitated at the beginning of the process, P13 stressed that she flinched being criticised.

Participant teachers emphasized that as teachers are the implementers of the curriculum they will know the best and if the curriculum was developed by the teachers from each province, it would be by far better quality than the current curriculum (P9) in PLSP group meetings. Besides they added that graduates in economics can not have a quality education policy (P9).

Results Discussion and Recommendations

The findings of the research obtained in accordance with the perceptions of the participating teachers have shown that, even some of the schools in the city centre lack the technological equipment and teachers' education and training have been adversely affected as a result of the lack of basic elements such as the library and the laboratory. The findings of the research have revealed that the coterie system of teachers could not be run in a healthy way because of the communication problems among teachers and the school administration and the lesson plans downloaded readily from the internet and also the teachers did not even have a coterie room where they come together with their colleagues. Based on the results obtained, when lesson study model put into practice as it brings the coterie system into force, the schools should be equipped with the necessary technology and the necessary in service trainings that will equip the teachers and the administrators with a healthy and effective communications skill should be provided and also the teachers should be allocated with coterie rooms that will lay the ground for collaboration among colleagues.

The findings of the research have revealed that, teachers mostly skipped the listening, writing and speaking sections because of the subject matter density in the textbooks, teachers were not provided with the CDs of the listening sections and the schools were not technologically capable for making it possible. In this respect, the density in textbooks should be reduced to make activities, which are mostly skipped by the teachers, devoted to listening, writing and speaking skills possible for teachers to carry out in their lessons and it is also important to provide teachers and schools with the technology for listening sections.

The findings of the research have shown that, the ages and the socio-economic situations of the students and the crowdedness of the classrooms are the key factors which determine the success of the students in learning English language. In accordance with the findings, by force of equality in education and the social state, the students from low income families should be provided with scholarships and family education programs, which should be developed and put into force in cooperation with the curriculum specialists and the school counsellor in order to raise awareness of the families with low income, should not be neglected.

The findings of the research have revealed that, the in class inspection in the current inspection system has contributions to neither the teachers nor the curriculum, on the other hand the constructivist evaluations of the curriculum specialists would contribute more to the curriculum development in the school contexts than the in class inspection approaches of the inspectors of the Ministry of National Education. The knowledge about learning theories should not be neglected and the curriculum leaders must work with the teachers to blend the standards-based mandate with good common sense teaching (Wiles & Bondi, 2007. p. 187).

The findings revealed that, participating teachers were angry and resentful to the Ministry of the National Education due to the statements of some of the officials from the ministry, the 147 complaint line and the problems encountered during the DynEd implementations. In this regard, the ministry officials should avoid statements that may be regarded as offensive by the masses they represent and include appreciative discourse to their statements to invert the professional perceptions of both the teachers and the rest of the society towards the positive. In addition, the innovations implemented gradually after the infrastructure problems solved by the Ministry of Education, will prevent the innovations being swallowed and lose its function by the current system.

Research findings revealed that, as the placement tests (PT) are multiple choice tests, they canalize teachers for a test based curriculum and in order to meet expectations of the students, their families and the school administration teachers overlooked the activities directed to reading, writing, listening and speaking skills. Research findings are consistent with the literature review. Grade level standards are not suitable for gifted students whose learning speed, achievement and success levels and depth of knowledge are ahead of their peers so a principle based curriculum can be adapted both to normal and gifted students (Rakow, 2008. p. 46). Murat and Takahashi (2002), reported in their research that most of the teachers expressed that materials used in lesson study helped them to understand the benefits of using the materials in student learning (p.2-8). In many standards based states, what is not tested is not taught, resulting in a highly skewed or unbalanced curriculum for students (Wiles and Bondi, 2007. p.144). Education reform has increased the use of standardized tests (Henson, 1995. p. 278). Standards based curriculum should be replaced with standards embedded curriculum (Rakow, 2008. p.46). "In many scenarios, I see teachers teaching directly to the test, and, in the worst cases, some teach The Test. In those cases, The Test itself becomes the curriculum." (Rakow, 2008. p. 44). Evaluation systems that force a student to compete with other students are called norm-referenced, and those that do not require interstudent competition but instead are based on a set of standards of mastery are called criterion referenced (Henson, 1995. p. 278). This may be forcing the less capable students to compete with their more academically capable classmates can discourage the less capable students, causing them to concentrate on their inadequacies (Henson, 1995. p. 281). Many contemporary educators believe that grades should reflect a student's effort that no students should receive an A without really trying and no students who are exerting themselves to their full potential should receive an F (Henson, 1995. p. 281). Standard sembedded curriculum begins with broad questions and topics, either discipline specific or interdisciplinary (Rakow, 2008. p.46). Transfer or connectivity of information is the final subskill contributing to intellectual competence. This skill involves applying learning in one context to another context and teachers' questions and activities structure such transfer (Wiles & Bondi, 2007. p.164). This process is also supported by Wiggins and McTighe's Understanding by Design (2005) model.

The research findings revealed that, in the old system where primary and secondary school students were trained together, the subject teachers learned both

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various methods and techniques and got information about backgrounds of students from class teachers. In this respect, the new 4+4+4 system where primary and secondary school students are trained in different schools, affected teachers' collaboration in a negative way. When lesson study model put into practice and spread nationwide, subject teachers will on the one hand have the opportunity to collaborate with their coterie at school, city and district level on the other hand have the chance to work with other subject teachers in joint projects.

The findings showed that, the participating teachers found the in service training activities and the seminar periods which takes place at the beginning and at the end of the school terms inefficient as the meetings were ostensible works on papers as the lesson plans, documents etc. were downloaded from internet and put into files. As lesson study is an approach which cracks everything open in training and education environment, anything "as though" will stand out like a sore thumb so, ostensible works and dummy applications will automatically expire as the lesson study model spreads and becomes functional nation wide. Research findings are consistent with the literature in the field. Küçük, Ayvacı ve Altıntaş (2004), as a result of their research they stated that, most of the statements in the committee reports were very superficial, it was not clearly indicated how they will be implemented and evaluated and also many of the decisions taken at the meetings remained on paper. Besides the data from surveys supported the conclusions drawn.

The research findings revealed that, lesson study might also be efficient at pre-service teacher training. Research findings are consistent with the literature in the field. Cooperation, reflection and feedback skills require systematic training and that the lesson study model can contribute towards this direction, if included in curriculum for the pre-service teachers' education (Karadimitriou, Rekalidou ve Moumoulidou, 2014. s. 812). Karadimitriou, Rekalidou ve Moumoulidou (2014), as a result of their research findings reported that, the lesson study processes (feedback-reflection) which were reported as beneficial and substantial by both the students and the supervisors, distinct to traditional practices and also that students' training in their Department, before and during the implementation of the model, emphasize to the importance of identifying their mistakes, their weaknesses and their strong points and then to be able to analyze and interpret them.

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