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The effect of vignette cases on instruction giving practices of preservice teachers: A case study in a state university

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Abstract

The objective of this study is to examine how preservice teachers give instructions, particularly focusing on the effectiveness of using vignette cases to enhance their practices and unveil their perceptions regarding the vignette cases utilized throughout the intervention. Conducted within an English Language Teaching program at a state university in Türkiye, the study utilized a questionnaire to assess preservice teachers' knowledge and challenges related to instruction giving. Subsequently, vignette cases were then developed based on these assessments and utilized in an 8-week intervention period, during which participants kept journals, alongside the researcher, to provide insights. Post-intervention, the same questionnaire was used to measure changes, revealing improvement in the experimental group's general beliefs and instruction delivery. Journals mainly reflected experiences and hypothetical practices related to vignette cases, aligning with the researcher's focus on documenting strategies for vignette-based learning experiences. This study suggests several benefits of using vignettes as an instructional tool.

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Note(s): This paper is part of an MA study, so it is ensured that it meets the principles of research ethics.

Ethics statement: We hereby declare that research/publication ethics and citing principles have been considered in all the stages of the study. We take full responsibility for the content of the paper in case of dispute.

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INTRODUCTION

Instructions are defined as “a series of directives that are aimed to get the students to do something” (Todd, 1997, p. 32). Another interpretation characterizes instructional practices as the methods employed by teachers to commence and manage activities, encouraging active student participation throughout the lesson and attempt to “result later in students’ behaviour, responses, actions, products, and ultimately learning outcomes” (Ha & Wanphet, 2016, p. 138). This definition underscores the critical importance of giving instructions effectively as they are essential before, during, and after every activity. When preparing preservice teachers (henceforth PSTs) for their future careers as educators, this skill holds paramount importance, considering the diverse challenges they may encounter. Mastery of when and how to give instructions is particularly crucial in language teaching contexts, where ineffective communication can lead to significant problems. Knowing how and when to give which instruction has a substantial role in a language learning context as failure to give appropriate and effective instructions may result in serious issues.

As Somuncu and Sert (2019, p. 3) indicated, instructions are not teacher monologues but sequences in which teachers formulate the ways to achieve a task by informing, guiding, and engaging learners. With respect to PSTs, providing them with actual teaching experience may result in gaining confidence in applying instructional strategies (Yüksel, 2014). Thus, exploring how to promote PSTs’ teaching experience is vital. Many PSTs struggle as they attempt to integrate what they have learned into their actual classroom teaching practice. To overcome this problem, they are given the opportunity to practice teaching during practicum. Before teaching, they are asked to plan the lessons regarding the instructions and activities to be conducted. Moreover, they need to be able to give effective instructions and check them during teaching. Even after teaching is over, they are expected to reflect on what they have accomplished, and which aspects should be improved.

In light of the instructional practices of teachers, there are various studies investigating instructions in language classrooms (Dinçer, 2008; Gündüz, 2020; Korkut, 2015; Margaretha, 2015). Furthermore, studies focusing on giving instruction are centered on identifying problems, offering suggestions for improvement, and analyzing classroom interactions (El Kemma, 2019; Estrada, 2016; Somuncu & Sert, 2019; Sowell, 2017; St John & Cromdal, 2016). There is a scarcity of studies investigating the utilization of vignettes as an educational intervention since most of the studies are focused on eliciting participants’ perceptions, describing, or constructing vignettes (Jeffries & Maeder, 2011; Leicher & Mulder, 2018; Poulou, 2001; Skilling & Stylianides, 2020).

Instruction giving practices have been studied in terms of classroom interaction via conversation analysis or descriptive studies that include recommendations to deliver effective instructions and identify problems. To the best of the researcher’s knowledge, none or limited studies are investigating PSTs’ instruction-giving practices, especially in Turkey. Hence, it is of paramount importance to uncover the instruction-giving practices of PSTs and to explore the ways to improve them since they are supposed to be competent teachers who know how to give instructions. Accordingly, the study aims to shed light on the gap in the relevant literature by implementing vignette cases, which is a method that is mainly used in descriptive studies. Hence, the current study attempts to investigate the instruction-giving practices of PSTs, to explore if the vignette-based intervention facilitates PSTs’ instruction-giving practices, and to uncover PSTs’ perceptions concerning the vignette cases used throughout the intervention.

LITERATURE REVIEW

Research on instruction usage in Türkiye tends to focus on teacher-student interaction dynamics, potential instructional challenges, and the utilization of both the learners’ first and second languages. For instance, Somuncu and Sert (2019) conducted a conversation analysis study examining how EFL trainee teachers respond to students’ lack of understanding of instruction sequences. Results indicated that when students sought clarification, teachers often employed strategies which were identified as modeling and multimodal explanations. However, many trainee

teachers demonstrated a lack of responsiveness to students' comprehension difficulties. Another recent study carried out by Badem-Korkmaz and Balaman (2020) investigated the use of third-position repair strategies for addressing problems in understanding teacher instructions.

Given the use of vignettes as an intervention in the current study, it is significant to review their application in training PSTs. Angelides and Gibbs (2006) supported the use of vignettes for teacher professional development, suggesting that vignettes offer engaging alternatives for teacher trainers. Jeffries and Maeder (2005) utilized vignettes as an assessment tool in online teacher education courses, emphasizing their potential to foster reflection, motivation, and collaboration among teachers while facilitating the application of learned concepts. Additionally, a study by Goetze (2023) constructed vignettes to evoke emotions in teachers regarding anxiety-inducing scenarios. Results indicated that teachers experienced the highest levels of anxiety in situations involving improvisation, highlighting the importance of preparedness in maintaining instructional quality and reducing anxiety levels. Overall, vignettes serve as models representing effective teaching scenarios and support PSTs' teaching practices in education (Jeffries & Maeder, 2005).

Conceptual framework

The process of giving instructions can be categorized into three stages: preparation, delivery, and post-delivery (Sowell, 2017). During the preparation stage, teachers are tasked with planning instructions using clear and concise language, often employing imperatives and short sentences. Subsequently, in the delivery phase, teachers must capture students' attention before imparting instructions. They may utilize body language and facial expressions to enhance communication and convey meaning effectively. Finally, in the post-delivery phase, teachers monitor students to ensure their full comprehension of the task and adherence to relevant steps or activities. Despite the importance of this skill, Sowell (2017) notes that teacher education often overlooks instruction-giving techniques. Therefore, the current study aims to scrutinize the instructions provided by PSTs before, during, and after tasks, addressing this critical aspect of teacher training.

In the literature, various definitions of vignettes have been proposed. Skilling and Stylianides (2020) offer a comprehensive interpretation, conceptualizing vignettes as descriptive episodes designed to replicate real-life scenarios and situations, presented in written or visual form. Poulou (2001), as cited in Angelides and Gibbs (2006), defines vignettes as “short descriptions of hypothetical persons or situations containing the necessary information for respondents to base their judgments upon.” These definitions distinguish vignettes from case stories, case studies, and scenarios in several ways: they often present multiple potential outcomes, do not require participants to possess prior knowledge of the topic, facilitate more effective discussion, and allow participants to draw on their backgrounds and perspectives to elaborate on the subject under study (Jeffries & Maeder, 2005).

Taking the stated conceptual framework into consideration, the study aims to explore the following research questions:

1. What problems do preservice teachers (PSTs) in the ELT Department face while giving instructions?
2. What is the impact of vignette cases on the instruction giving practices of PSTs?
3. What are the participant PSTs' perceptions of the vignette-based intervention?

METHODOLOGY

Research design

The case study method is recognized as valuable for examining the impact of educational interventions, as it enables researchers to explore relevant factors (Tomaszewski, Zarestky & Gonzalez, 2020). Furthermore, case studies have been likened to “research vignettes” (Freiberg & Driscoll, 2000, p. 311). Therefore, employing vignette cases as an intervention and assessing whether it enhances PSTs' instruction giving practices aligns with the research objectives of the current study (see Table 1).

Table 1. Research questions, instruments, and data analysis

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

To assess PSTs' knowledge of instruction giving and the challenges they face in this regard, the researcher developed a questionnaire administered as both a pre-test and post-test. Subsequently, vignette cases were crafted based on the pre-test results and interviews. An 8-week intervention ensued, during which PSTs and the researcher maintained reflective journals and a researcher's journal to enhance data reliability. Given the study's pre- and post-test design focus, journals are expected to capture the evolving nature of the learning process. After the vignette-based lessons, the same questionnaire served as a post-test, enabling comparison of results before and after intervention. Meanwhile, the control group participated in a traditional practicum course involving school experience and various activities such as observations, micro-teaching, lesson planning, materials creation, teaching, and reflection on teaching experiences and learning.

Participants and context

The study group comprised PSTs enrolled in the English Language Teaching undergraduate program at a state university in Türkiye throughout the 2022-2023 academic year. All participants were registered in the school experience course, a compulsory component for ELT students in their final year. Convenience sampling was employed for participant selection, as individuals were intentionally chosen. Both the experimental and control groups comprised 22 final-year undergraduate PSTs. Participants were required to possess specific key characteristics aligned with the research objectives (Mackey & Gass, 2011). This was supported by the pre-test results of both groups, indicating similar understandings of instruction-giving practices.

Instruments

Since a suitable pre-test and post-test were unavailable for the research questions, a Likert scale-type questionnaire titled "Instruction Giving Practices of Preservice Teachers" was developed to pinpoint the issues PSTs come across while giving instructions. Following the guidelines outlined by Cohen, Manion, and Morrison (2007, p. 337) for questionnaire development, the process unfolded through several stages. Initially, problems faced by PSTs in instruction giving were examined in the literature, and input was sought from experienced teachers and academics. Subsequently, a draft questionnaire was created based on an item pool. Three expert academics provided feedback, leading to adjustments in the items. Finally, after piloting, the questionnaire attained its finalized form. The data collected from the pilot group underwent exploratory factor analysis and reliability analyses. The questionnaire demonstrated a reliability coefficient of .92, indicating high reliability. To enhance the reliability and validity of the data, focus group interviews were conducted to gain deeper insights into the problems PSTs encounter in instruction giving, offering the researcher an alternative perspective on the research topic.

The integration of reflective journals in training PSTs holds numerous advantages, including fostering stronger relationships between teachers/mentors and preservice teachers (PSTs) and facilitating the learning process of PSTs (Moon, 2006; O'Connell & Dymont, 2011). In pursuit of triangulation, participants were tasked with maintaining journals following each intervention. Reflective journals were chosen as a qualitative data collection tool to capture the dynamic

evolution of PSTs' practices, as participant-written journals offer a rich source of narrative research (Connelly & Clandinin, 1990).

According to Nastasi and Schensul (2005), researchers play a crucial role as one of the primary data sources when adopting an emic perspective. Taking this into account, the researcher intended to maintain journals to provide insight into the preparation, delivery, and reflection of vignette-based lessons. Each week, the researcher documented their evaluation of lesson preparation, execution, encountered problems, implemented solutions, and reflections, all approached reflectively.

Vignette cases were incorporated into the lessons with the intention of stimulating discussion and fostering PSTs' instruction giving practices. Skilling and Stylianides (2020) proposed a framework for constructing and utilizing vignettes in educational research. Adhering to this framework, the internal validity of the vignette cases was assessed by considering the literature review, pre-test and interview results, the researcher's observation experiences, and feedback from three experts. Additionally, drawing from the literature (Flaskerud, 1979; Giovannoni & Becerra, 1979, as cited in Wilson & While, 1998), personal experiences were utilized in vignette construction. The problems depicted in each vignette were identified through analysis of pre-test and interview results, with each case portraying a challenging situation related to PSTs' instruction giving practices. The lessons adhered to a specified model tailored to the research purpose, which focused on inquiry-based learning. Inquiry-based learning strategies provide students with a flexible and profound learning environment (Duffy & Raymer, 2010; Schwartz & Martin, 2004; Sears, 2006). To implement inquiry-based learning, teachers can adopt a 5E lesson plan, with each "E" representing a distinct phase of the learning cycle: Engage, Explore, Explain, Elaborate, and Evaluate. According to Jogan (2019), each stage of the 5E model serves a specific purpose. During the Engage stage, learners are encouraged to actively participate and contextualize the lesson. The Explore stage involves delving into the concepts pertinent to the topic, such as effective instruction giving. In the Explain stage, conceptual understanding of the topic is provided, for instance, through a lecture on planning effective instructions prior to the lesson, addressing PSTs' planning-related challenges. The Elaborate stage offers students opportunities to apply their newfound knowledge, while the Evaluate stage assesses the learning outcomes of the lesson.

Data analysis

A descriptive analysis of the Instruction Giving Practices of Preservice Teachers Scale was performed, and its adherence to the normal distribution hypothesis was assessed by examining skewness and kurtosis coefficients. Parametric test methods were favored due to the determination that the variables exhibited normal distribution through the conducted analyses.

Focus group interviews were conducted to enrich the data obtained from the pre-test. The interviews were recorded via Zoom. To maintain reliability and consistency, the videos were transcribed. Thematic analysis was employed, and MAXQDA was utilized to code the collected data from various sources, including interviews and journals. The use of a computer program and consultation with three experts in the field ensured the inter-reliability of the data.

Regarding validity, the strategies outlined by Creswell and Poth (2018) were implemented. Triangulation was achieved by collecting data through various instruments, including pre-tests, post-tests, journals, and focus group interviews. To ensure disconfirming evidence, results were objectively assessed and compared against relevant literature. To mitigate researcher bias, statistical analysis results and emergent codes were reviewed by experts. Participant feedback was sought after each lesson through reflective journals and online vignette-based lessons to incorporate the participant's perspective. Additionally, external audits were facilitated by consulting the supervisor and other relevant academicians to enable reader or reviewer lens. Comprehensive descriptions of the research setting, participants, and instruments were provided to enhance validity. During the vignette construction process, input from in-service teachers' experiences and expert feedback was considered.

The total Cronbach's alpha value for the Instruction Giving Practices of Preservice Teachers Scale was calculated as 0.882, indicating high internal consistency. In terms of the reliability of qualitative data, the approach outlined by Tomaszewski, Zarestky, and Gonzalez (2020) was adhered to. Feedback from three experts, in-service teachers, and participants, along with triangulation through multiple instruments and participant journals, were all incorporated throughout the study, enhancing the reliability of the qualitative data.

FINDINGS

Research question 1

After collecting data from the constructed pre-test and focus group interviews, the researcher identified 8 themes for each vignette-based lesson (henceforth VBL). Table 2 presents the identified problems for each VBL.

Table 2. Procedural plan for vignette-based lessons

Week	Identified Problems
1 (17-21 April)	Providing instructions tailored to the students' comprehension level.
2 (24-28 April)	Preparing instructions in advance of the lesson.
3 (1-5 May)	Adapting instructions to cater to individual students' needs through differentiation.
4 (8-12 May)	Delivering instructions effectively in a large class setting and facilitating the formation of pairs/groups.
5 (15-19 May)	Adapting instructions in response to student nonunderstanding or misunderstanding.
6 (22-26 May)	Tackling the problem of disregarding student feedback and overlooking paralinguistic cues in instruction.
7 (22-26 May)	Promoting student involvement and communication in the second language.
8 (29 May-2 June)	Improving instructional clarity by minimizing the reliance on learners' native language.

After analyzing the results generated by the pre-test, focus group interviews were carried out to collect qualitative data and identify problems from a different perspective. Table 3 displays four themes and thirteen subthemes that emerged from the collected data. Additionally, relevant codes for each theme and subtheme are presented, with “F” denoting the frequency of each theme and subtheme.

Table 3. Themes, subthemes and relevant codes for focus group interviews

Theme	Subthemes	Relevant Codes
Challenges associated with instruction giving practices (f=30)	No problem (f=2)	<ul style="list-style-type: none"> ▪ Absence of issues attributed to student proficiency level ▪ Absence of issues due to effective utilization of instructional strategies
	Student based issues (f=15)	<ul style="list-style-type: none"> ▪ Nonunderstanding of the given instruction ▪ Students' mindset towards some topics ▪ Students' familiarity with instructions provided in their mother tongue ▪ Students' being familiar with instructions in formulaic language ▪ Issues associated with students' age

What PSTs primarily concentrate on while giving instructions (f=24)	Issues related to activities or tasks (f=4)	<ul style="list-style-type: none"> ▪ Providing instructions in a structured hierarchy
	Differentiating instructions (f=4)	<ul style="list-style-type: none"> ▪ Modifying instructions for different proficiency levels.
	Methods employed by PSTs to identify instruction-related issues (f=5)	<ul style="list-style-type: none"> ▪ Observing students' body language ▪ Utilizing concept-checking questions
	Challenges with language usage within the classroom setting (f=15)	<ul style="list-style-type: none"> ▪ Delivering instructions in the target language ▪ Clarifying instructions for better understanding. ▪ Utilizing students' first language for clarification ▪ Rewording written instructions from the textbook
Solutions to overcome challenges related to instruction giving practices (f=19)	Other factors (f=9)	<ul style="list-style-type: none"> ▪ Enhancing students' understanding ▪ Students' age and level ▪ Incorporating body language, games, demonstration, warm-up activities and extra-linguistic devices
	Verbal strategies (f=15)	<ul style="list-style-type: none"> ▪ Integrating more concise and clear language ▪ Dividing instructions into meaningful steps ▪ Asking display questions to figure out the problem ▪ Presenting concrete examples ▪ Modifying intonation to capture students' attention.
Perceptions of teacher training program (f=34)	Nonverbal strategies (f=2)	<ul style="list-style-type: none"> ▪ Employing paralinguistic features while delivering instructions
	Other strategies (f=2)	<ul style="list-style-type: none"> ▪ Demonstrating empathy towards the student ▪ Relating the topic to his/her own life ▪ Incorporating students' interests into the topic
	Remarks on mentors (f=5)	<ul style="list-style-type: none"> ▪ Mentors' teaching practice ▪ Feedback from mentors regarding PSTs' teaching practice
	Remarks on courses (f=4)	<ul style="list-style-type: none"> ▪ Placing excessive focus on theoretical aspects. ▪ Issues related to micro-teaching during PSTs' training
	Practicum experience (f=25)	<ul style="list-style-type: none"> ▪ General ideas on practicum ▪ Experience in different levels ▪ Observation of students during practicum

Research question 2

Analyzing the scores of the Experimental group reveals significant differences between pre-test and post-test scores in various domains. Specifically, significant differences were found in Instruction Giving Practices of Preservice Teachers (t: 3.325, $p < .05$), General Beliefs & Instruction Giving Practices (t: 3.698, $p < .05$), and Before Giving Instruction (t: -3.910, $p < .05$). However, no significant differences were observed in scores for During Instruction ($p > .05$) or After Giving Instruction ($p > .05$).

As mentioned earlier, researcher journals were kept to provide insights into the research process. From the collected data, three overarching themes and eight subthemes were identified, as outlined in Table 4.

Table 4. Results of the researcher's journal

Themes	Subthemes	Relevant Codes
Employed strategies for the vignette-based lessons (f=30)	Implemented materials and activities (f=18)	<ul style="list-style-type: none"> Utilizing various instructional resources and activities, including sample lesson plans, concise lectures addressing identified issues, activities sourced from textbooks, videos, and images to stimulate discussion, matching exercises, scenario cards featuring fictional students or hypothetical teaching scenarios, current articles for brainstorming and information presentation, as well as reflective tasks Introducing effective and ineffective instructional methods through an inductive approach. Incorporating diverse tools to enhance interaction. (e.g., Menti, Slido, Quizizz) Employing engaging and attention grabbing materials
	Ways to ensure the continuity of the lesson (f=12)	<ul style="list-style-type: none"> Attending to the sequential steps of the planned lesson Fostering interaction with PSTs to engage them actively. Leveraging the benefits of conducting lessons via Zoom.
Building vignette-based lessons (f=14)	Construction process (f=11)	<ul style="list-style-type: none"> Stages of the designing process (e.g. criteria for designing vignette cases, selecting a framework, feedback from experts, in-service teachers, and academicians, and reviewing the literature, utilizing the researcher's experience)
	Experienced problems (f=2)	<ul style="list-style-type: none"> Experiencing challenges in choosing a suitable framework. Noticing PSTs' disengagement during observation.
	Problems about the lesson objectives (f=1)	<ul style="list-style-type: none"> Establishing the context for the participants
Researcher's experience associated with the process (f=16)	Having a positive attitude towards the process (f=6)	<ul style="list-style-type: none"> Enjoying the process of crafting vignette cases and preparing weekly lessons Gaining familiarity with PSTs' experiences and receiving positive feedback from them Relating the researcher's personal experience.
	Experiencing discomfort throughout the process (f=3)	<ul style="list-style-type: none"> Feeling discomfort about not being able to capture the PSTs' attention Encountering challenges in lesson design and material preparation
	Relating the researcher's own experience to the PSTs (f=7)	<ul style="list-style-type: none"> Integrating the researcher's and PSTs' experiences to enhance the development of vignette-based lessons Benefits of the research process

Research question 3

The data gathered to explore participant PSTs' perceptions of the vignette-based intervention underwent thematic analysis, resulting in the identification of five major themes, as outlined in Table 5.

Table 5. Summary of the emerging themes and subthemes in PSTs' reflective journals

Themes	Subthemes
PSTs' perceptions regarding the vignette cases (f=18)	What they liked (f=11)
	What they disliked (f=7)
PSTs' response to the teacher/instructor's practice in the given vignette cases (f=21)	Before giving instruction (f=10)
	During instruction (f=11)
	Strategies to facilitate the delivered instruction (f=13)
PSTs' hypothetical practices associated with the vignette cases (f=24)	Managing the classroom (f=4)

	Prioritizing instructional sequence. (f=5)
	Incorporating culture (f=2)
What PSTs learned/noticed after participating in the lesson (f=15)	What they learned (f=5)
	Broadening their understanding (f=10)
PSTs' experience regarding the provided vignette cases (f=23)	Strategies for addressing challenges (f=14)
	Shared experience (f=9)

DISCUSSION

To investigate the first research question, it was imperative to identify the problems to ensure that the vignette cases were pertinent, engaging, and directly relevant. The results of the pre-test indicated that PSTs generally disagreed with the items in the pre-test, despite the focus on difficulties related to instruction giving practices. Consequently, it can be inferred that the PSTs typically do not perceive themselves as experiencing difficulties in their instruction-giving practices. However, existing studies highlight challenges with teachers' instruction-giving practices (Lien, 2018; Somuncu & Sert, 2019; Walsh, 2002; Yavuz, 2011; Yurtseven, 2021), including potential issues with understanding instructions given by teachers, leading to incomplete activities (Badem-Korkmaz & Balaman, 2020). Additionally, PSTs may encounter challenges in delivering instructions to crowded classrooms, focusing more on mechanical instructions rather than meaningful instruction (Marais, 2016). Consistent with these findings, it can be deduced that PSTs encounter difficulties and challenges in instruction giving practices, despite the relatively low frequency of self-reported difficulties among the participant PSTs in this study. This discrepancy may stem from their lack of experience in reflecting on their teaching practices.

The findings from the focus group interviews corroborated the results of the pre-test and provided a deeper understanding of the problems and challenges encountered by PSTs. PSTs' remarks on their practicum experiences encompassed a range of general ideas, experiences across various levels, and observations of students during the practicum (Comoglu & Dikilitas, 2020; Debreli, 2012; Kani & Yilmaz, 2018). Concerning mentors, PSTs shared observations about the mentor's teaching style and the feedback provided by the mentor on their teaching. One PST noted that the mentor was inclined to use students' first language while giving instructions, a finding consistent with the study by Kani and Yilmaz (2018), which highlighted that teachers missed opportunities to familiarize students with the target language by not giving instructions in English.

The second research question aimed to explore the impact of vignette cases on the instruction-giving practices of PSTs. As suggested by Sali and Kecik (2018), PSTs may engage in analyzing cases that simulate real-life teaching scenarios and may be tasked with examining problematic situations. Thus, integrating vignette cases presents an opportunity for PSTs to comment on various questions throughout the VBLs. Initially, the quantitative data analysis yielded unexpected results. Comparing the pre-test scores of the experimental and control groups, the Independent Samples t-test analysis showed no significant difference among the subcomponents. This indicates that both groups had similar levels of experience and could be compared after the vignette-based intervention. Having two groups at similar levels may be advantageous for the research process. Furthermore, after conducting the Independent Samples t-test, comparing the post-test scores of both groups revealed a significant difference between the Instruction Giving Practices of Preservice Teachers post-test, General Beliefs & Instruction Giving Practices post-test, and Before Giving Instruction post-test. However, there was no significant difference between the During Instruction post-test ($p > .05$) and After Giving Instruction post-test ($p > .05$) scores. Therefore, the experimental group showed improvement in the specified subcomponents of the post-test. As noted by Glaser (2020), "The ability to give effective instructions is not something teachers have to 'wait for' until they have gathered a certain experience on the job, but something that can be learned – and thus trained – during university teacher education." Thus, the study highlights the importance of implementing curriculum changes, and constructing VBLs may enhance PSTs' understanding of teaching practices.

During the discussion of findings related to the researcher's journals, they were compared with the journals maintained by the PSTs to explore the alignment of their ideas. The researcher primarily focused on strategies for the VBLs, which were categorized into utilized materials and activities, as well as methods to ensure the continuity of the lesson. Incorporating interesting, engaging, and interactive materials is likely to significantly impact how PSTs deliver instructions, as they can capture students' attention more effectively, potentially leading to fewer problems. Similarly, vignettes were developed in accordance with criteria outlined in the literature (Jeffries & Maeder, 2005; Leicher & Mulder, 2018; Skilling & Stylianides, 2020) and integrated into the lessons based on the design of each session. In one of the journals written by a PST, it was noted that having such tools in the lesson was beneficial for deepening their understanding of the aspect intended to be taught during the session. This suggests that the use of vignettes effectively contributed to the learning experience of the PSTs and facilitated their comprehension of instructional practices.

Regarding the third research question, the study aimed to explore the PSTs' perceptions of the vignette-based intervention, as documented in their journals. Researchers' arguments paralleled the perspectives expressed by PSTs. The initial focus was on how PSTs perceived the vignette cases. As articulated by Skilling and Stylianides (2020), vignettes are "descriptive episodes used to simulate real-life problems and incidents in written or visual form." Consistent with this definition, PSTs noted that the cases felt familiar, authentic, and supportive of their teaching endeavors.

The second theme delved into PSTs' reactions to the provided cases, categorized into pre-instruction and during-instruction phases. Notably, their focus primarily rested on pre-instruction reactions, with limited attention paid to post-instruction concerns, despite potential issues embedded within vignette cases. This observation underscores a noteworthy finding, suggesting a tendency among PSTs to overlook post-instruction aspects. Failure to assess instructions post-delivery aligns with findings in existing literature (Lien, 2018; Margaretha, 2015; Solita et al., 2021), with recommendations for post-instruction checks proposed in various studies (Estrada, 2016; Florkowska, 2018; Radeva, 2020). PSTs' journals reflected similar challenges encountered pre-instruction and offered suggestions, such as selecting engaging materials, capturing students' attention beforehand, and clarifying lesson objectives prior to instruction.

The third emergent theme focused on PSTs' hypothetical instructional practices, emphasizing strategies to bolster instruction delivery. Existing literature offers several strategies to enhance instructional practices, including repeating instructions to facilitate learner comprehension, utilizing the target language extensively during instruction (Richards, Conway, Roskvist & Harvey, 2013), providing clear and concise written instructions, breaking exercises into manageable steps (Woodberry & Aldrich, 2000), paraphrasing instructions, employing nonverbal communication techniques, and sequencing instructions effectively (El Kemma, 2019).

The fourth theme addressed what PSTs learned or realized following the sessions. Rather than emphasizing formal learning outcomes, they predominantly reflected on realizations concerning instructional practices, consistent with researchers' observations. The primary aim was to deepen PSTs' understanding and provide alternative perspectives through engaging discussions prompted by vignette cases. Consequently, it is evident that both the researchers' objectives and the reflections of PSTs were aligned, emphasizing the congruence between their aims and outcomes.

The fifth theme centered on PSTs' experiences with the provided vignette cases, with a focus on solutions to address challenges. Their reflections highlighted the application of strategies proposed in the literature, such as avoiding lengthy instructions, utilizing demonstrations, paraphrasing, differentiation, peer instruction, and effective grouping strategies (Uğurlu-Şen, 2021). Additionally, PSTs noted similarities between their own experiences and the scenarios presented in the vignettes, underscoring the relevance of integrating vignette cases as an intervention. Overall, each data collection method yielded diverse insights, enriching the research process by generating overlapping, divergent, and novel findings.

CONCLUSION

This study aimed to illuminate the PSTs' instruction giving practices, assess the effectiveness of a vignette-based intervention in enhancing these practices, and explore PSTs' perceptions of the cases used in the intervention. To achieve these objectives, various data collection methods were employed, including pre-tests, focus group interviews, researcher's journals, reflective journals, and post-tests, to generate both quantitative and qualitative data. Descriptive (statistical) analysis and thematic analysis were then conducted to analyze the collected data. The results revealed significant differences in the scores of Instruction Giving Practices of Preservice Teachers, General Beliefs & Instruction Giving Practices, and Before Giving Instruction between the pre-test and post-test phases, indicating improvement in the experimental group in these areas. However, no significant differences were found in the scores related to During Instruction and After Giving Instruction. Focus group interviews primarily highlighted PSTs' perceptions of the teacher training program and the challenges they faced in instruction giving practices, providing valuable insights into the encountered problems. Similarly, reflective journals predominantly documented PSTs' experiences and hypothetical practices related to the vignette cases, offering further understanding of their learning journey. In accordance with these results, the researcher's journal primarily focused on the strategies adopted for the VBLs. The researcher's objectives throughout the VBLs largely mirrored the participants' perceptions of the vignette-based intervention. Taking all findings into account, several benefits of utilizing vignettes emerge. Rather than serving merely as descriptive tools, vignettes can be purposefully constructed by educators or researchers for instructional purposes. In doing so, they can effectively provide PSTs with teaching materials that encourage discussion and foster critical thinking through authentic cases. Consequently, PSTs have the opportunity to reflect on their teaching practices and engage in meaningful learning activities. In summary, this study has examined the impact of vignette cases on the instruction-giving practices of PSTs and may inspire further research into the utilization of vignettes for PST training.

SUGGESTIONS AND LIMITATIONS

The scope of this study is confined to PSTs enrolled in an English Language Teaching department at a university in Türkiye, suggesting that the findings might not be directly applicable to other English as a Foreign Language (EFL) contexts within the country. Additionally, the eight-week intervention period could potentially lead to participant disengagement from the activities over time. Despite these constraints, the study's results hold several noteworthy implications for future research endeavors. Firstly, employing vignette-based interventions proves beneficial in enhancing language teaching methodologies, suggesting educators and curriculum developers consider integrating vignette cases to foster reflective teaching practices among language instructors. Secondly, the inclusion of reflective journals in the study methodology underscores the importance of reflective teaching techniques, potentially encouraging PSTs to engage more actively in such practices, thereby creating a conducive learning atmosphere akin to real-world teaching scenarios. Lastly, integrating vignette cases offers researchers and educators opportunities to delve deeper into the intricacies of language teaching contexts by constructing vignettes based on observed PST behaviors, thus allowing for a more comprehensive exploration of teaching dynamics. In summary, this study provides valuable insights that can positively impact reflective teaching approaches and guide future research in this domain.

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