Exploring the Lesson Study Experience of EFL Instructors at Higher Education: A Pilot Study[*]

Yükseköğretimde Görev Yapan İngilizce Okutmanlarının Ders İmecesi Deneyimlerinin Araştırılması: Pilot Çalışma

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Abstract. This study aims to present the findings of a pilot Lesson Study implementation at a Turkish foundation university which took place between May and June, 2016 with the participation of three EFL instructors. Since an in-depth analysis of a group of instructors was required in order to have a comprehensive understanding of how the model was implemented, what issues and challenges were experienced and what lessons were learned by participant instructors, the study was designed as a qualitative phenomenological case study. Data obtained through interviews were subsequently coded and interpreted through content analysis. Results showed that issues with Lesson Study were mainly about feelings of anxiety, workload, conceptualizing the model and performing the model; however, results also revealed that it could contribute to professional development of instructors in certain aspects such as collaborative lesson planning, delivering less teacher-fronted lessons, focusing more on students and improving time management skills.

Keywords: Professional development, EFL instructors, Lesson study

Öz. Bu çalışma Türkiye'de bir vakıf üniversitesinde görev yapan üç İngilizce okutmanının katılımıyla Mayıs-Haziran 2016 tarihinde gerçekleştirilen pilot Ders İmecesi uygulamasının sonuçlarını paylaşmayı amaçlamaktadır. Ders İmecesi uygulayan okutmanların modeli nasıl uyguladıkları, uygulama sürecinde karşılaştıkları zorlukların neler olduğu ve modelin okutmanların mesleki gelişimlerine yansımalarının neler olduğunun araştırıldığı bu çalışma nitel ve fenomenolojik bir durum çalışması olarak desenlenmiştir. Görüşme yoluyla toplanan veriler kodlanmış ve içerik analizine tabii tutulmuştur. Çalışmanın sonuçları okutmanların kaygı, iş yükü ve modelin anlaşılması ve uygulanması konularında zorluklarla karşılaştıklarını, ancak modelin birlikte ders planlama, öğrenci merkezli ders anlatma, öğrencilere daha çok odaklanma ve zaman yönetimi becerilerini geliştirme noktalarında okutmanların mesleki gelişimlerine katkı sağlayan bir model olduğunu ortaya koymuştur.

Anahtar Kelimeler: Mesleki gelişim, İngilizce okutmanları, Ders imecesi

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Introduction

Educational reforms are gaining more and more importance with the advent of recent developments in science and technology, and it is a well-known fact that if we want these reforms to be put into practice in school settings across the world, we have to improve the quality of practicing teachers. Teachers play a critical role as change agents in Turkey, so the success of educational reforms is inextricably linked with how qualified they are as professionals. However, one of the main problems with teacher professional development in our country is teacher quality (Ministry of National Education [MoNE], 2017a) which results in questioning the state of pre-service and in-service training given to teachers. 2016 Teaching and Learning International Survey (TALIS) report shows that most teachers in Turkey do not participate in professional development, most probably because of their dissatisfaction with the way professional development activities are designed and delivered. When professional development opportunities offered to teachers are taken into consideration, it becomes apparent that the majority of such events are in the form of seminars, lectures and conferences (MoNE, 2017b). However, studies show that these kinds of practices do not have much impact on teacher quality and classroom practice (Borko, Jacobs, & Koellner, 2010).

Teachers, upon having completed their pre-service education, feel the need to continue with their professional development. Supervisors and administrators can provide teachers with opportunities for such development to take place since these kinds of opportunities for in-service training are of utmost importance for the ongoing teacher development (Richards & Farrell, 2005). Zepeda (2012, p.xxi) defines the role of the school principal as "the point of convergence" and highlights the fact that everybody in a school reflects "the direction and motivation demonstrated by its principal". It is, therefore, very important for the principal to support collaborative and ongoing professional learning for and with teachers. Diaz-Maggioli (2004, p.1) argues that traditional professional development efforts with top-down decision making have produced little or no positive outcomes, so it is necessary to "reposition professional development" so that it would be job-embedded and promote cooperation and shared expertise. One example of such a professional development model which is highly collaborative and job-embedded is Lesson Study.

The Lesson Study model, as suggested by Murata (2011, p.2) is "site-based, practice-oriented, collaboration-based and research-oriented" and has been in use in Japan since 1870s (Dudley, 2014). In Lesson Study, teachers work in collaboration to prepare a lesson plan, implement it in their own classrooms, observe each other's implementation, and modify the lesson plan in light of the data they gather through their observations (Stepanek, Appel, Leong, Turner Mangan, & Mitchell, 2007).

There are six main steps to be followed in Lesson Study. (1) Collaboratively planning the research lesson, (2) Seeing the research lesson in action, (3) Discussing the research lesson, (4) Revising the research lesson, (5) Teaching the new version of the research lesson, and (6) Sharing reflections about the new version of the research lesson (Fernandez & Yoshida, 2004).

Despite its popularity in Japan for quite many years, Lesson Study has become a well-known model in the west by the end of the 1990s (Cerbin, 2011). Singapore, Hong Kong, and China in the east; the US, the UK, Sweden and Canada in the west are some of the countries where Lesson Study is practiced by instructors (Dudley, 2014). To the best of the researchers' knowledge, research on Lesson Study in Turkey dates back to 2008 (Eraslan, 2008), and its first implementation began in 2011 (Budak, Budak, Bozkurt & Kaygın, 2011).

Research conducted on Lesson Study around the world shows that the model contributes to teacher professional development in various aspects. Lewis and Tschudia (1998) argue that Lesson Study fosters teacher collaboration and improves teachers' lesson planning skills. Since the model highlights teachers' learning together (Weeks & Stepanek, 2001), it enables them to share their experiences with each other, thus paving the way for learning new skills (Cerbin, 2011). Lesson Study also enables teachers to take ownership of their professional development, fight teacher isolation and create a safe environment for teachers where they can openly discuss their ideas and practices (Lewis & Hurd, 2011).

As stated by Lewis (2000) and Fernandez and Yoshida (2004), Lesson Study encourages teachers to become reflective practitioners. Teachers gradually learn to reflect more deeply on their lessons and students with the help of the procedures in the Lesson Study model. Observing and analyzing lessons through their own reflections and their colleagues' ideas help them question and refine their beliefs about learning and teaching, which in turn benefits their professional development (Cerbin, 2011).

Research shows that Lesson Study gives teachers the opportunity to evaluate and analyze lessons from students' point of view (Lewis, 2000; Rhine, 1998; Yoshida, 1999). Teachers practicing Lesson Study state that through observations they can look at a lesson from a student's perspective and analyze their students' thinking processes.

Lesson Study is a professional development model that requires teachers to engage in research. This is reported to contribute to teacher professional development as well (Cerbin, 2011; Fernandez & Yoshida, 2004; Yoshida, 1999). Formulating a research question, collecting data to answer it and analyzing the collected data are the essential elements in Lesson Study. Teachers experiencing these steps report that they feel empowered as researchers and more competent in doing research.

Researchers such as Cerbin and Kopp (2006), Fernandez (2002), Lewis (2000), Lewis and Hurd (2011), and Yoshida and Jackson, (2011) assert that Lesson Study increases teachers' pedagogical content knowledge by helping them to design more student-focused teaching materials, try out new methods in their classes and choose content more suitable to their students' needs and interests.

In Turkey, the Lesson Study model is mostly preferred for the professional development of math and science teachers in elementary and secondary education (Baki & Arslan, 2010). Results indicate that it improves both content and pedagogical content knowledge of teachers (Akbaba Dağ, 2014; Aydoğan Yenmez, 2012; Baki, 2012). However, Lesson Study has rarely been tested out in the field of English Language Teaching (ELT) at tertiary level (Coşkun, 2017).

Aim and Significance of the Study

This small-scale qualitative study aims to fill this gap by implementing Lesson Study with a group of English instructors working at a privately funded university in Turkey and exploring how the model will unfold. By exploring what will facilitate or hinder the implementation of the model may provide valuable insights into further research to be conducted about Lesson Study and its future practice in similar contexts.

Research questions guiding the study are as follows;

1. What are the perceptions of the tertiary level EFL instructors as to the issues and challenges encountered in implementing the Lesson Study model?

2. What are the perceptions of the tertiary level EFL instructors as to the skills and gains retrained from the implementation of the Lesson Study model?

Method

Research Design

This qualitative study aiming to "explore the inner experiences of participants" (Corbin & Strauss, 2015, p.29) was carried out as a phenomenological case study in which a group of three instructors was studied extensively. In a phenomenological study, the researchers aim to explore the meaning of the research participants' lived experiences about a phenomenon (Hancock & Algozzine, 2006). In our case, the experiences of three instructors were analyzed to describe the essence of the Lesson Study implementation. Data were collected and used to formulate interpretations applicable to the specific case (Fraenkel, Wallen & Hyun, 2012).

Yin (2014) states that case studies help us understand individuals, groups or social phenomena. In this study, three instructors working as a group went through the Lesson Study process and they were observed and interviewed while doing so. It was the researchers' aim to explore how these instructors handled this process. This study was an exploratory, phenomenological case study because gaining a thorough understanding into instructors' experiences about the Lesson Study practice was the researchers' main purpose.

Setting and Participants

The study was conducted at a foundation university in the Central Anatolia Region of Turkey. At the time of the study 73 instructors were working at the department of foreign languages serving more than 800 students. Students were taught general English at the English preparatory program before they pursued their undergraduate studies. Instructors had to teach for 20 hours a week, and in addition to their teaching workload, they had to fulfill other duties such as grading written and spoken homework, administering tests, marking them and participating in professional development sessions. Since its foundation, professional development at the university has been carried out through lectures, workshops or seminars given by outside experts two or three times a semester. The administration decides the content of these events which usually results in instructors' specific needs going unmet. Professional development programs held at the department tend to disregard the varied needs and experiences of instructors; therefore, instructors usually complain about them.

The participants of the study were chosen through convenience sampling, namely, by choosing a group of three volunteer instructors who were available for study. Table 1 below presents information on the profile of the instructors taking part in the study.

As seen in Table 1, all instructors were females between the ages of 28 and 30. Two of them majored in ELT while one majored in English Translation and Interpretation. They all graduated from Turkish state universities ranking among the top five universities receiving ELT students. Only one of the instructors did not pursue an MA, whereas two of them were doing their MAs at the time of the study. Their teaching experiences ranged from 6 to 7 years.

Table 1.

Profile of the Participants

Participant (Pseudonyms)	Gender	Age	BA	MA	Teaching Experience
1-Ayşe	Female	30	English Language Teaching	English Language Teaching (in progress)	6 years
2-Pelit	Female	28	English Language Teaching	Curriculum Development in Education (in progress)	7 years
3-Büşra	Female	29	English Translation and Interpretation	--	6 years

Lesson Study Implementation

During the study, instructors carried out three Lesson Study cycles using Dudley's Lesson Study process (see Figure 1). In this process, upon determining what they wanted to improve, instructors collaboratively planned their first research lesson. Later on, one of the instructors implemented the lesson plan in her classroom while others observed the three case students very closely. These case students were previously chosen by the instructors taking their academic performance (high, average and low) and participation level into account. At the end of the research lesson, case students were also interviewed by one of the instructors to get more information about how the lesson went and how it should be improved. Two or three days after the research lesson, a post lesson discussion was held by the three instructors and necessary modifications in the lesson plan were made. As shown in Figure 1, each instructor performed one research lesson, making a total of three research lessons. In other words, three Lesson Study cycles were completed during this study. Each research lesson was conducted in the instructors' own classes. Therefore, they were implemented in different classes with different students. The first research lesson was implemented by Pelit in a class of 21 students. The second research lesson was carried out by Ayşe in a class of 18 students, and the last research lesson took place in Büşra's class with the participation of 23 students.

At the end of the last cycle when all three research lessons were implemented, instructors reviewed the cycles, analyzed their data and presented what they discovered through the Lesson Study process in an in-house ELT event to their colleagues at the university.
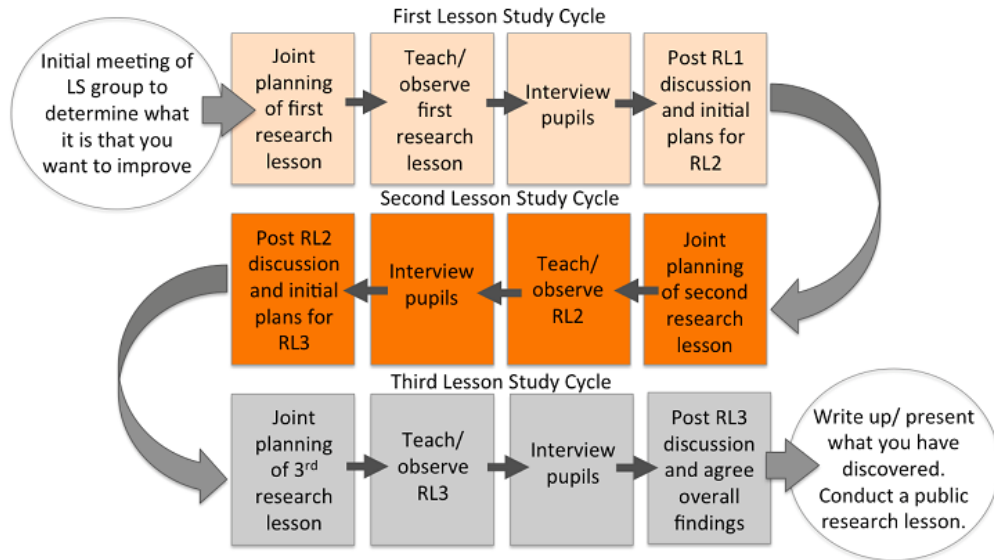
Figure 1. Dudley's Lesson Study Process (2014).

The Case

For this particular study, the Lesson Study implementation by three EFL instructors was selected as the case. In order to examine the whole Lesson Study process seen in Figure 1 above, instructors carrying out three Lesson Study cycles were investigated. The case started after three participants were informed about the Lesson Study model by the researcher through a one-hour presentation. They started to implement the model by choosing a focus area to work on. Pelit carried out the first cycle, followed by Ayşe and Büşra. Research lessons were observed and three case students were interviewed after each research lesson. With the help of the post research lesson discussions, instructors modified their lesson plan and got ready for the next cycle. The process finished when participants analyzed the data coming from three separate research lessons and presented their findings to all of their colleagues, which was also the end of the case being studied for this research study.

Instruments for Data Collection

Data were collected through unstructured individual interviews, a common source of data collection in case study research (Hancock & Algozzine, 2006). Interviews were conducted with research participants after each Lesson Study cycle. During the study, three one-to-one unstructured interviews with three instructors were conducted. Interviews aiming to help instructors reflect on the model in a non-threatening way were carried out by the researcher in a casual atmosphere, and they lasted almost 8 hours in total. (see Appendix A for the interview protocol)

Unstructured interviews were preferred because researchers wanted to generate as much information as possible from the instructors about their Lesson Study experience. Adapting the questions depending on the instructors' answers enabled researchers to understand instructors' experiences in a better sense. In addition, since this study was conducted as the piloting phase of the first author's PhD dissertation, unstructured interviews helped researchers refine their questions for the next phase of their study.

In addition to interviews, the necessary documents were retained to understand the current situation of professional development at the research setting. Documents such as course syllabi, lesson plans and classroom materials were gathered. All kinds of written, visual, digital and physical materials produced during the study by the participants were collected and archived by the researcher taking into account that data from those documents could furnish descriptive information, verify emerging hypotheses, and advance new categories and hypotheses (Merriam, 2009).

Data Analysis

Data gathered in the form of interview records were first transcribed and made ready for analysis by the researcher. Transcriptions were read several times until the researcher could identify segments in the data set that were responsive to the research questions (open coding). Those units of data emerging from the data set were later assigned codes and categorized (axial coding) (Merriam, 2009) via a qualitative data analysis software. After the categories were devised, they were named in conjunction with the purpose of the study. A sample from the data coding process is presented in Table 2.

Table 2.
Sample Coding Process

Data	Codes	Themes
"Lesson Study means creating a perfect lesson plan, right?"	Perfecting the lesson plan	Conceptualizing the Lesson Study Model
"Isn't Lesson Study all about designing a sample lesson that can set a good example to other instructors?"	An exemplary lesson	
"I feel Lesson Study is a little bit like Action Research, but I'm not sure"	Similar to Action Research	
"We have got a lot of other duties to fulfill."	Job responsibilities	Workload
"This seems like too much of a work to me."	Too much work	
"When are we supposed to do this? During our off days?"	Lack of time	
"We will do a research lesson separate from our own actual lessons. Am I right?"	Research lesson: not an actual lesson	Research Lesson vs Regular Lesson
"I don't think we will be able to integrate a research lesson into our ongoing curriculum. We have topics to cover."	Research lesson and curriculum integration	
"When and where will we implement the research lesson? After our classes finish?"	Research lesson: timing and logistics	

Role of the Researcher

The researcher's role is very important and should be clearly acknowledged in qualitative studies (Corbin & Strauss, 2015). The role of the researcher in this study was that of a non-participant observer. The whole Lesson Study process was observed by the first author of this paper by paying particular attention not to take an active part in its implementation and not to affect the behavior of the participants.

Corbin and Strauss (2015, p.79) state that "observations place researchers in the center of the action where they can see as well as hear what is going on". Therefore, it is important to observe participants of a study as much as possible. The researcher observed all the meetings held by the instructors throughout the study. She also observed instructors during research lesson implementation, adding up to a total of nearly 20 hours of observation.

The researcher's main aim for observing participants was to experience the Lesson Study implementation. The instructors were observed during the meetings held in order to find a focus, prepare and analyze research lessons. Since instructors did not have any previous experience about the Lesson Study model, the researcher provided help and guidance whenever the instructors openly asked for it. As part of this study, three research lessons were conducted by the participating instructors. The researcher also observed all these research lessons unobtrusively. At the end of the Lesson Study process, instructors shared their experience about the model with a presentation delivered to all of the teaching staff at the department of foreign languages in a 50-minute talk. The researcher attended this talk and listened to instructors' presentation as well.

The second author of this paper received training in the implementation of Lesson Study at Teachers College, Colombia University. She had extensive experience in both its theory and practice and she was the supervisor of the PhD thesis from which this paper was produced. She trained the first author so that she could carry out this research project.

Trustworthiness and Transferability

To achieve the trustworthiness of the findings of this study, several measures were taken. As suggested by Marshall and Rossmann (2011) immersion in the setting permits the researcher to hear, see, and begin to experience reality as the participants do. Thus, the first author participated in all of the meetings and research lessons with the aim of understanding how instructors conceptualized the model and what potential benefits and challenges it had for the professional development of instructors trying out the model. This prolonged engagement (Creswell, 2013) helped the researcher gain a better understanding of the research questions this article aimed to answer. Meetings were also audio-recorded for future reference with participants' consent.

Since this study was part of a PhD thesis, the research questions, the method and data collection tools were checked by the research committee. These external audits (Creswell, 2013) served to increase the credibility of the research. In addition, findings were constantly examined by the research committee as well. Randomly chosen samples form the data set were coded by one of the members of the research committee and the agreement rate between coders were found to be %87 (Miles, Huberman, &Saldana, 2014). To increase the trustworthiness of the results, participant instructors were asked to read the results section of this paper and necessary modifications were made upon their request.

Thick descriptions are known to contribute to the transferability of research studies. Creswell (2013) suggests that detailed descriptions about the setting and the participants of the study makes it easier for other researches to decide if they can transfer the study into their own contexts. Therefore, the setting and the participants were described in a detailed way.

In addition to thick descriptions, direct quotations from all the participants were included while reporting the findings of the study so that the readers could understand the thoughts and opinions of the participants in an easier way (Patton, 2015).

Results

Results will be presented under two main subtitles in line with the research questions of the study. Firstly, the perceptions of the instructors as to the issues and challenges encountered in implementing

the Lesson Study model will be discussed. Next, the perceptions of the instructors as to the skills and gains retrained from the implementation of the Lesson Study model will be reported.

Issues and Challenges Encountered in the Implementation of Lesson Study

Content analysis of the data gathered throughout the study revealed some important findings in terms of the issues and challenges experienced by instructors engaged in Lesson Study. The emerging issues and challenges are related to *feelings of anxiety*, *workload*, *problems experienced with conceptualizing and internalizing the model,* and *problems experienced when performing the model.*

Feelings of Anxiety: One of the challenges instructors had to face was about their feelings at the beginning of the study. Although all three participant instructors volunteered to take part in the study, they were observed to be anxious about the whole process. The fear of making mistakes, having to work in a team and trying out a totally new professional development model were some of the sources of their anxiety. They stated this as follows:

> *"I'm worried that we will make a mistake during this process. I mean I know it is no big deal, but I want to do everything properly because this is my first time working with a group." (Büşra)*

> *"I don't know why, but I feel a little nervous. The model is great. I loved it, but I've never done such a thing before. All I did was attend conferences and seminars mostly by myself. But now it's going to be different I know." (Pelit)*

> *Now that we have finished the first cycle, I feel less tense and worried. I feel like I know what is left, what we will have to do in the next cycles. (Ayşe)*

Workload: It was found out that workload was another challenge for the instructors. As stated earlier, participant instructors had to teach for 20 hours a week; additionally, they had other work responsibilities to carry out such as grading students' written homework, entering exam scores and attendance into student information system, carrying out extracurricular activities, and etc. It was observed that this heavy workload put a burden on instructors especially in terms of arranging meetings and allocating time to plan lessons collaboratively. The quotations below show how instructors expressed this situation:

> *"We have got a lot of other duties to fulfill. You know it is not only about teaching for 20 hours a week. You do, maybe, 10 hours of other stuff as well and this leaves us with not enough time to do Lesson Study." (Ayşe)*

> *"This [Lesson Study] seems like too much of a work to me. First, we have to work together. I can't go home and work on my own after work since it requires group work."(Büşra)*

> *"When are we supposed to do this [plan the research lesson]? During our off days? Actually, we did so because we had no other time available to work together. I had fun while working with Ayşe and Büşra, but I wish we could have done it during work hours." (Pelit)*

Problems Experienced with Conceptualizing and Internalizing the Model: Instructors experienced problems with conceptualizing and internalizing the model. Before the Lesson Study began, the researcher got together with the participant instructors and introduced them to the model and told them how it was carried out around the world. Instructors were also given reference materials about the model so that they could read if the need be. Instructors' initial reactions against the model were very positive. They said they thought it was very clear and straightforward and all the process was easy to understand and follow. However, as the study progressed, it was found out that they conceptualized the model in quite different ways. The quotations below exemplify their understanding of the model;

> *"Lesson Study means creating a perfect lesson plan, right? Our main aim, I suppose, should be to create a flawless lesson plan." (Büşra)*

> *"Isn't Lesson Study all about designing a sample lesson that can set a good example to other instructors? We should do our best to teach the lesson plan as well as we can so that other instructors can watch us and see how the lesson should be conducted." (Ayşe)*

> *"I feel Lesson Study is a little bit like Action Research, but I'm not sure. I heard about Action Research in my MA courses and I know some friends who have done it before. Lesson Study sounds similar to that." (Pelit)*

Another issue raised by the instructors about conceptualizing the model was related with the difference between a regular lesson and a research lesson. Before the first research lesson was planned and conducted, instructors kept asking each other and the researcher questions about the difference between the two. Below are some extracts from those questions and concerns;

> *"We will do a research lesson separate from our own actual lessons. Am I right? I mean if it were the same with our lessons, we wouldn't call it a research lesson, would we?"(Pelit)*

> *"I don't think we will be able to integrate a research lesson into our ongoing curriculum. We have topics to cover. I mean let's say we have to cover page 40 next week, but I will tell my students like okey guys, in this hour we will not do the book. We will do something else." (Ayşe)*

> *"When and where will we implement the research lesson? After our classes finish? Is it going to be in the same class that we usually teach or in somewhere else? We have 6 hours a day, will we do the research lesson in the 7ʰ hour and get the students to stay?" (Büşra)*

Problems Experienced When Performing the Model: Instructors also experienced some problems when performing the model. Before instructors started the first Lesson Study cycle, they had to decide what they wanted to focus on and develop a research question accordingly. This appeared to be quite a challenge for the instructors. None of the instructors had developed a research question before although they occasionally read journal articles or papers. They were familiar with the concepts of "*research*" and "*research question*", but they had never had to write a research question on their own before. The following quotations describe the hardships faced by the instructors;

> *"It's not that I don't know what a research question is. I can tell you when I see one, but now that we have to develop a research question of our own, I understand that it is not that easy." (Pelit)*

> *"I'm not an ELT graduate and I am not doing an MA which makes me think that I'm not the right person to come up with a research question and what makes it even more difficult is that the question needs to be about our own classes. It needs to be practical as well. I think Pelit and Ayşe will be of great help in that sense." (Büşra)*

> *"Now I remember the beginning of the Lesson Study process. I wasn't even sure if we would ever be able to have a research question, or if it would be a decent one. But now I'm happy with it, and I think it was a good one." (Ayşe)*

Another problem encountered by instructors during the implementation of the model was about student interviews. After each research lesson, the instructor implementing the lesson in her classroom had to interview three case students which were specifically chosen from high, average and low performing students in their class. Initially, it was observed that instructors had reservations about how necessary those interviews were. They also stated that they had no idea about how to conduct one-to-one interviews with students. They voiced their ideas in the following ways;

> *"I must admit that I don't think students will tell us something of value. They will just say 'everything was great teacher' because it will be me –their teacher- who is asking the questions and this will make them think that they can't criticize." (Ayşe)*

> *"I have never done interviews with my students before. I ask them about how the lesson went at regular intervals, but it is so informal, and they usually write their comments anonymously. But now we will talk one to one. I don't know how this will work." (Büşra)*

> *I think I was not good at interviewing students. While I was asking questions and listening to their answers, I couldn't stay neutral. I mean I got happy when they said something nice about the lesson, but I shouldn't have done that maybe. And I guess I was leading them to the kind of the answers I wanted to hear from them. (Pelit)*

As can be seen from the emerging results, instructors had to deal with certain problems during the implementation of the Lesson Study model. They felt anxious at the beginning of the study and they also felt nervous during times when they had to teach in front of their colleagues or when they had to express their genuine opinions about how the lesson went. Workload was another problem instructors had to overcome. Lesson Study required the active participation of instructors, so they had to allocate time for meetings and for modifying the lesson plan. This was observed to be a real challenge for instructors. Since Lesson Study was a completely new professional development model for instructors, they had difficulty in both understanding the essential elements of the model and performing the model.

Skills and Gains Retrained from the Implementation of Lesson Study

In addition to issues and challenges posed by Lesson Study, results also revealed that certain lessons were learned from the implementation of the model. Among those benefits are *collaborative lesson planning*, *delivering less instructor-fronted lessons*, *focusing more on students* and *improving time management skills*.

Collaborative Lesson Planning: An important element of Lesson Study is that it requires instructors to plan a lesson collaboratively. None of the participant instructors in this study had such an experience before. Indeed, they were used to neither writing their lesson plans nor planning lessons with a group of instructors. They stated this was a valuable experience because it helped them see their colleagues' perspectives in lesson planning:

> *"I have never created a lesson plan with one of my colleagues before. I ask their ideas before I conduct lessons, but it is not like working on each and every detail of a lesson plan like we did in Lesson Study. I have seen that everybody has his own way of designing a lesson and creating activities." (Büşra)*

> *"Planning together was a great experience for me. I usually do not write a lesson plan because I don't have to, but this time we wrote it down and we did so all together. You know what they say 'two heads are better than one' and I realized it is so true in terms of lesson planning. If I had planned it on my own, it would never be that good." (Pelit)*

> *"I think you should definitely try planning lessons with your colleagues. You will never believe in the result. When three of us sat down and planned our research lesson, it was like a flow of many valuable ideas, and I was just trying to keep them in my mind so that I could use them later on. It was just amazing." (Ayşe)*

Delivering Less Teacher-fronted Lessons: Another valuable experience that instructors reported they gained through Lesson Study was that it helped them deliver less teacher-fronted lessons. It was also observed by the researcher that there was a considerable difference between the way the first and the last research lesson was planned and conducted (see Appendix B for lesson plans). Through their post lesson discussions and by taking student reactions and comments into consideration, instructors tended to promote more student participation rather than teacher talk. They expressed this in the following ways;

> *"I do not want to remember the first research lesson which was done by me (laughs). I especially remember one student falling almost asleep because I was talking more than I should. But then I remember Ayşe's research lesson. It*

was very nice, with most of the students raising their hands to participate. I feel happy with the way we transformed our research lessons." (Pelit)

"I think the main problem with our first research lesson was that we tried to tell everything to students, all the information in the book, assuming that this would help them learn. But as I observed students, I could see that it just did the opposite, inhibited their learning. In the next research lesson, we understood our mistake and reduced the amount of time we lectured and designed more student-led activities." (Büşra)

"One thing we realized by doing Lesson Study was that as instructors, we love talking a lot. We believe that the more we talk, the more we teach and the more the students will learn in return. But Lesson Study showed us that this may not be true. We need to encourage more student participation which will foster learning. This is something we know very well in theory, but in practice Lesson Study showed us that we forget about students." (Ayşe)

Focusing More on Students: During the implementation of Lesson Study, instructors were observed to focus more on students and how they learn. At almost every stage of the process such as lesson planning, implementation and post lesson discussion, instructors tried to include the student perspective as much as they could. Putting more emphasis on students seemed to help instructors reflect back on their past practices. They expressed this in the following ways;

"I realized that I was creating lesson plans for an empty classroom. I ignored students that much. This realization came to me while I was teaching the research lesson in my classroom. I was like 'Oh my God. It's not all about me. It's about students.' This was a turning point in my teaching career. If I were to tell you only one thing about Lesson Study, it would be this: Do not forget about the students when you plan lessons. You plan lessons for THEM not for yourself." (Pelit)

"I had never observed students in a classroom before. Lesson Study enabled us to put ourselves into students' shoes. Even simply by sitting where they sit in a classroom and listening to our colleague delivering the lesson, we could understand how students feel. This was awesome." (Büşra)

"From time to time we need to remind ourselves that what is really important in teaching is student learning. When you join professional development sessions, this is what you hear all the time. But when you do Lesson Study, you SEE how important it is with your own eyes. You experience it by doing, seeing and feeling it, and this is what makes it more difficult to forget that student learning is crucial for instructors. In short, our advice to our colleagues is 'teach less'." (Ayşe).

Improving Time Management Skills: During the Lesson Study process, instructors taught three research lessons each of which lasted 45 minutes. This appeared to improve their timing and pace as a classroom management skill since there was an observed improvement in terms of the timing and the pace between the first and the last research lesson. Below are some excerpts from instructors' reflections;

"Lesson Study helped me see that I don't plan lessons for 45 minutes. I plan for way more than that. Time has always been a big challenge for me. I usually tend to extend the time as much as I want. But observers keeping track of time was solid proof that I extend a lot more than I should. An activity which was supposed to last 10 minutes lasted almost 25 minutes, and I would have never realized this if somebody hadn't told me." (Pelit)

"Seeing that Pelit had difficulty with the pacing of the lesson plan, I knew I had to be more careful in terms of timing. I usually do not track the time very rigidly in my classes, but during the research lesson I was very careful about it. And I think it made the lesson more effective." (Büşra)

"The last research lesson was great in terms of timing. I think we improved ourselves in that sense. Usually we can play with the time, but this might sometimes result in ineffective lessons. Our last research lesson was a great example of how important timing is. I mean if you can manage doing everything you had planned for in 45 minutes, it is something. It makes you feel good and leaves you with a feeling of achievement. I think it also gives the students a great message, that you are organized and in control of everything as an instructor. The first research lesson was a bit disorganized in that sense and Pelit had to rush it a bit through the end." (Ayşe)

Results presented above show that instructors practicing Lesson Study developed various skills and made important gains when their professional development is concerned. For instance, instructors reported that joint planning of research lessons enabled them to adopt a broader perspective into how they should plan lessons. They also reported that their research lessons tended to be less teacher-oriented and they were pleased with the high level of student participation in the second and final research lessons. In addition, Lesson Study was a great opportunity for instructors to focus more on students and their experiences during a lesson. Instructors' timing and pacing of the research lessons also showed improvement during the Lesson Study process.

Discussion

Results of the study indicate that instructors can lead and direct their own professional development if provided with a suitable model and enough administrative and collegial support. At the university where this study was conducted, professional development has been done through traditional methods. This was the first time a teacher-led continuous professional development model was tried out by instructors working at the department of foreign languages. The pilot implementation of the Lesson Study model showed that it poses certain issues and challenges for instructors working at tertiary level. However, it increases teacher motivation and raises their awareness about classroom practice.

Challenges such as feelings of anxiety and workload might be handled through collegial and institutional support. It was observed that at the initial stages of the study, instructors were worried and in need of emotional support. The fact that the model was totally new to them and they had never worked as a group before appeared to be the underlying reasons for their anxiety. But as soon as they completed the first cycle, their concerns seemed to diminish and they seemed to enjoy the process more. The fact that they had never actively participated in professional development activities before might have also caused them to become nervous. In their previous experiences, all they had to do during a professional development seminar was to sit and answer a few questions. However, in Lesson Study they were active all the time and had to carry out the model, taking all the responsibility. This was challenging, but as literature on visionary professional development models suggests professional development should be "a job-embedded commitment" for teachers (Diaz-Maggioli, 2004, p.5).

It should also be noted that instructors performing Lesson Study had to allocate time for meetings and planning lessons together, but since they had teaching and other job-related responsibilities, it was difficult for them to arrange a time slot during which everybody in the group would be available to work together. In such cases, instructors sacrificed their off days to meet and plan. Our findings about lack of time and workload are in line with the findings of similar studies (Bütün, 2015; Erbilgin, 2013; Gök, 2016; Howell & Saye, 2016; Ono & Ferrira, 2010).

Lesson Study has recently begun to be implemented in Turkey, and it is especially new for EFL instructors working at universities. It is therefore understandable that conceptualizing the model and its main elements requires time and practice. Instructors participating in this study had different ideas about what Lesson Study is and what it aims to help instructors achieve. Two of them were in the opinion that it is mostly about lesson planning and lesson design. This finding of the study needs to be interpreted with caution because as rightly pointed out by Lewis and Hurd (2011, p.91) "it is natural to reshape a new idea, such as Lesson Study, into a familiar mold, such as lesson planning", but "…Lesson Study is not about perfecting lesson plans" and research lesson is not a demonstration lesson." [Lesson Study] is about creating a system in which instructors actively learn from one another, from the curriculum and from student thinking."

Lesson Study might be considered as a form of action research which starts with a research question and which is followed by data collection in the form of observations and student interviews. For the participants of this study, developing a research question and interviewing students were considered as the demanding elements of the model. Although two of the instructors were pursing their MAs at the time of the study, they had never developed a research question or interviewed someone before. They tried to deal with this difficulty by asking for help from the researcher and from their colleagues. In their view, research was supposed to be academic and academic meant "*theory*". For this reason, they had difficulty in making the link between their classroom practices and doing research. In such cases, a more knowledgeable instructor who has done some sort of classroom research might offer valuable insights. It might also be argued that pre-service and in-service instructor training programs should be designed by taking this specific need into consideration. If we want our instructors to be engaged in research-related activities, we need to equip them with these necessary skills during their education. As suggested by Darling-Hammond & McLaughlin (1995), it is important to provide teachers with the necessary support mechanisms so that they can improve themselves as professionals.

Similar to Howell and Saye's (2016) findings, our Lesson Study research revealed that collaborative lesson planning have positive implications for teacher professional development. Instructors in this study stated that they benefited a lot from this component of the model. With the help of their discussions, ideas and reflections during the lesson planning process, they created a lesson plan in such a way that they believe they couldn't have done by themselves. If done continuously, this might have a positive effect on instructors' lesson planning skills because it creates room for sharing ideas, offering suggestions and looking at basic classroom activities from different perspectives.

As stated by instructors in our study and demonstrated by research results (Lewis, 2000; Rhine, 1998; Yoshida, 1999), Lesson Study enabled them to lecture less in class and let the students take the lead more often than normal. This was considered as a positive effect of the model. Instructors reflecting on their past experiences admitted that they might sometimes forget about students and try to cover what is in the book. Lesson Study might, therefore, reinforce the idea that teaching is more about student learning than it is about teaching.

In terms of classroom management, instructors felt that they started to do better in terms of timing. In the first research lesson, timing and pace was observed to be a big issue for them because they included in their lesson plan more material than could be covered within 45 minutes. However, in the last cycle of the Lesson Study, timing of the activities was as precise as possible. Our observations have shown that this might have positive effects on instructors' classroom management skills in the long run. Studies also confirm our findings regarding the fact that Lesson Study enables instructors to manage their classes more effectively in terms of timing and student engagement (Aydoğan Yenmez, 2012; Bütün, 2015; Erbilgin, 2013; Kanbolat, 2015; Lewis & Hurd, 2011).

Conclusion and Implications

As stated earlier, the research was conducted to try out Lesson Study with EFL instructors at higher education and explore the possible issues and benefits of the model. The results of the study highlighted that Lesson Study is not free of challenges. The challenges waiting for instructors engaged in Lesson Study are mainly related with instructors' feelings, workload, understanding the model and its main components, and performing some research related components of the model such as conducting student interviews and developing research questions.

As I observed the whole process as the researcher, I have seen that there were two key support mechanisms in place to help instructors deal with the challenges of Lesson Study. One was *collegial support* and the other was *institutional support*. In times of hopelessness and despair, one person in the group would cheer the others up and motivate them not to give up by encouraging them to move forward. The administrator was also a motivating factor. By asking instructors about the progress they have made and the results of their study, she lifted their mood. She would offer them emotional and administrative support in any way that she could. She showed that she valued their effort. This seemed to motivate the instructors very much. To give an example for administrative support, the administration had to find two substitute instructors so that the two participant instructors could join research lessons as observers. This was an instance where the university offered unconditional help and support to the instructors. Therefore, it should be kept in mind that these two support mechanisms facilitate the implementation of Lesson Study to a great extent.

A more knowledgeable colleague who have experience in Lesson Study might act as a facilitator and help instructors understand the model, develop better research questions and so on. Results of this study showed that instructors needed to be trained to conduct student interviews in a more objective and professional manner. This obstacle might be overcome through mini training sessions which will be organized before instructors start the Lesson Study process.

Time devoted to conducting the Lesson Study model might have been insufficient, and this might be the main reason why participants complained about their workload. The implementation of the model might be extended to one academic semester or even a year.

It was concluded that the participants of the study had difficulty understanding the model and what its main premises are. This might have resulted from the fact that the information provided to them regarding the model were not sufficient. Therefore, ultimate care must be taken to inform the instructors about the model in a detailed way. This might be organized not as a one-off presentation but as a series of sessions where teachers could learn and ask questions about the model and its sample implementations.

It was also concluded that the Lesson Study model also benefitted instructors in quite important aspects such as planning lessons together, delivering less traditional teacher-fronted lessons, focusing more on students and improving time management skills. Findings of the study leads us to the conclusion that Lesson Study is a very rewarding professional development model compared to traditional models which mostly do not require the active participation of instructors. Schools planning to modify their perspective on professional development might consider adopting or integrating it into their professional development activities. Lesson Study can be introduced to the instructors by a pioneer instructor who might volunteer to try it out with his friends. The implementation of the model should not be rushed and instructors must take their time to experiment with it. A more knowledgeable instructor or necessary resources should be there to offer help to instructors when questions about how to implement the model or how to develop research questions arise.

Lesson Study might positively affect student learning if instructors consistently take part in it over a long period of time. The model encourages instructors to think more deeply about how and why students learn, which improves their teaching practices and help them become better reflective practitioners of their own teaching.

Group work seem to be the main element of Lesson Study that encourages instructors to reflect on and question their long-held beliefs and practices. This leads us to believe that rather than professional

development practices that can be put into practice individually, it would be a good idea to encourage instructors to take part in collaborative forms of professional development.

Limitations

Since this study is a qualitative study conducted with a group of three instructors, its results cannot be generalized to wider populations. Data for this study came only from interviews. Not being able to use data from multiple sources might have hindered the researchers from understanding the case studied in a more comprehensive way. This research was conducted as the piloting phase of a doctoral dissertation. This might have affected the instructors' opinion about the Lesson Study model.

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Appendices

Appendix A: Interview Schedule
Interviewer:
Interviewee:
Date:
Time:
Lesson Study Cycle:

Dear …,
As part of my PhD dissertation, I am conducting research on the Lesson Study model and how it is perceived by EFL instructors working at a Turkish foundation university. I would like to chat with you about your experiences with the model. I do this to better understand what you went through while implementing the Lesson Study model.
You and the other two teachers in the group are the participants of the piloting phase of the Lesson Study model, so your genuine ideas are very valuable to me as a researcher.
I believe this pilot study will help me a lot in the implementation of the actual research project.
You can stop the interview whenever you like. I just want you to reflect on your experience with the help of my questions and our conversation. Let me begin if you are ready.
Let's talk about the first cycle of the Lesson Study implementation.

Possible questions to ask:
What did you do?
How did you feel?
What went well? What didn't go so well?
What would you do differently if you did the same cycle again?

Thank you for your time.

Appendix B: Lesson Plans

LESSON PLAN 1

Research Question: We have observed that our students have difficulty in understanding the meaning of the words from context. They are dependent on dictionaries a lot while reading. Thus, this lesson plan has been designed to increase students' awareness on using contextual clues to be able to get the meaning of words from context. For this purpose, we are planning to replace the unknown words with *nonsense ones* in a text to guarantee that students use contextual clues to discover the meaning of these words.

"How do nonsense words help students understand the meaning of unknown words by using the contextual clues in a context?"

Outcome: Students will be able to identify contextual clues in a reading text.

Materials:	Hand-outs-projection device-computer-white board	Observation Notes
Introduction: 10 mins	Teacher makes groups of four. Then s/he clicks on the Kahoot link to have students play the prepared game as a warm-up. In this game there are sentences containing nonsense words. Students are required to find the substitutions of the nonsense words by focusing on the contextual clues given. For this, they will also be provided with three options. In case of technical problems, as a Plan B, each group is given a set of papers in different colors and a board marker. Then students are shown some slides with a sentence containing a nonsense word. Students are required to find the substitution of the nonsense word by focusing on the contextual clues. For this, they will also be provided with three options. After they see each sentence, they will have thirty seconds to answer. They are supposed to write their answers on the paper. When the time is up, the students show their answers. Groups get a point for each correct answer. The group that gets the most points will win and get a prize. At the end of the game, the teacher asks the winner group some critical questions, such as "How did you answer each question?", "Do you have any techniques?" or "What helped you decide on the correct answer?" The teacher does not comment on their answers.	
Development: 17-20 mins	Teacher gets SS to work in pairs and gives each pair a story and a helpful grid chart. The story includes some unknown words for the SS to figure out their meaning thanks to contextual clues and then fill in the chart with their pairs. After students finish the task, the teacher gets the answers from the class and make them realize the use of contextual clues to guess the meaning of a word. Then to make the students recognize the contextual clues in a broader sense, the teacher presents a chart with various examples to show the categories of contextual clues.	
Practice: 10 mins.	Teacher gives students the rest of the story with some multiple choice questions. In each question, a word is underlined and the SS are required to guess the meaning of the underlined word and choose the best option by using the context clues in the story. The teacher gets the answers from the class and gives feedback. For reinforcement, students will also be given two Toefl-like passages and questions to test the use of contextual clues.	
Closure 5 mins.	The teacher asks some guided questions to wrap up the lesson	

*Changes in Lesson Plan 2 and 3 are indicated in red.

LESSON PLAN 2

Research Question: We have observed that our students have difficulty in understanding the meaning of the words from context. They are dependent on dictionaries a lot while reading. Thus, this lesson plan has been designed to increase students' awareness on using contextual clues to be able to get the meaning of words from context. For this purpose, we are planning to replace the unknown words with *nonsense ones* in a text to guarantee that students use contextual clues to discover the meaning of these words.

"How do nonsense words help students understand the meaning of unknown words by using the contextual clues in a context?"

Outcome: Students will be able to identify contextual clues in a reading text.

Materials:	Hand-outs-projection device-computer-white board	Anticipated Student Behavior	Observed Student Behavior
Introduction: 10/12 mins	Teacher makes groups of four. Each group is given a set of papers in different colors and a board marker. While the instructions are given, the teacher uses some nonsense words instead of "sit" (foosh) and "boardmarker"(zing-a-zung). Students are expected to pay attention to these words. Then students are shown some slides with sentences containing nonsense words. Students are required to find the substitution of the nonsense words by focusing on the contextual clues. For this, they will also be provided with three options. After they see each sentence, they will have thirty seconds to answer. They are supposed to write their answers on the given piece of colored paper. When the time is up, the students show their answers. Groups get a point for each correct answer. The group that gets the most points will win and get a prize. At the end of the game, the teacher asks the winner group some critical questions, such as "How did you answer each question?", "Do you have any techniques?" or "What helped you decide on the correct answer?" The teacher does not comment on their answers.		
Development: 10 mins 7/8 mins	Teacher gets SS to work in pairs and gives each pair a story and a helpful grid chart. The story includes some unknown words for the SS to figure out their meaning thanks to contextual clues and then fill in the chart with their pairs. After students finish the task, the teacher gets the answers from the class and makes them realize the use of contextual clues to guess the meaning of nonsense words while giving feedback. Then to make the students realize the contextual clues in a broader sense, the teacher makes the students work in pairs and study on a list of how to guess the meaning of unknown words from the context. When they are finished with their lists, the teacher picks 2 students from different pairs and makes them write their lists on the board. While these students write their lists on the board, the teacher makes sure that other students compare their lists with these ones and check their own lists. After that, she shows her own list as an alternative. That would be the way that the teacher presents "the strategies of finding contextual clues".		
Practice & Closure: 10 mins.	Teacher gives students the rest of the story with some multiple choice questions. In each question, a word is underlined and the SS are required to guess the meaning of the underlined word and choose the best option by using the contextual clues in the story. The teacher gets the answers from the class and does not give feedback yet. Then, she asks the students to circle the contextual clues that help them to guess the meanings of the unknown words in the text and make a list of them. Then, the teacher gives them feedback while showing the list. As an assignment, students will also be given two Toefl-like passages and questions to test the use of contextual clues.		

LESSON PLAN 3

Research Question: We have observed that our students have difficulty in understanding the meaning of the words from context. They are dependent on dictionaries a lot while reading. Thus, this lesson plan has been designed to increase students' awareness on using contextual clues to be able to get the meaning of words from context. For this purpose, we are planning to replace the unknown words with *nonsense ones* in a text to guarantee that students use contextual clues to discover the meaning of these words.

"How do nonsense words help students understand the meaning of unknown words by using the contextual clues in a context?"

Outcome: Students will be able to identify contextual clues in a reading text.

Materials:	Hand-outs-projection device-computer-white board	Anticipated Student Behavior	Observed Student Behavior
Introduction: 10/12 mins	Teacher makes groups of four. Each group is given a set of papers in different colors and a board marker. While the instructions are given, the teacher uses some nonsense words instead of "sit" (foosh) and "boardmarker"(zing-a-zung). Students are expected to pay attention to these words. Then students are shown some slides with sentences containing nonsense words **(PPT1).** Students are required to find the substitution of the nonsense words by focusing on the contextual clues. For this, they will also be provided with three options. After they see each sentence, they will have twenty seconds to answer. They are supposed to write their answers on the given piece of colored paper. When the time is up, the students show their answers. Groups get a point for each correct answer. The group that gets the most points will win and get a prize. At the end of the game, the teacher asks the winner group some critical questions, such as "How did you answer each question?", "Do you have any techniques?" or "What helped you decide on the correct answer?" The teacher does not comment on their answers.		
Development: 10 mins 7/8 mins	Teacher gets SS to work in pairs and gives each pair a story and a helpful grid chart **(PPT2).** The story includes some unknown words for the SS to figure out their meaning thanks to contextual clues and then fill in the chart with their pairs. After students finish the task, the teacher gets the answers from the class and makes them realize the use of contextual clues to guess the meaning of nonsense words while giving feedback. Teacher gives students the rest of the story with some multiple choice questions **(PPT3).** In each question, a word is underlined and the SS are required to guess the meaning of the underlined word and choose the best option by using the contextual clues in the story. They are also required to circle the contextual clues that help them to guess the meanings of the unknown words in the text. The teacher gets the answers from the class and gives feedback.		
Practice & Closure: 10 mins.	Then to make the students realize the contextual clues in a broader sense, the teacher makes the students work in pairs and study on a list of how to guess the meaning of unknown words from the context **(PPT4).** When they are finished with their lists, the teacher shows her own list as an alternative and makes sure that other students compare their lists with this one. That would be the way that the teacher presents "the strategies of guessing words from context".		

SAMPLES FROM PPT1

SAMPLES FROM PPT2

- Your friend Ryan has moved to a new country and is learning a new language. Read what he wrote in his diary. Then work in pairs and pay special attention to the underlined words. To figure out their meanings, complete the grid chart.

Dear Diary,

I overslept this morning. When I woke up, I felt hungry. However, I didn't have much time, so I had to eat a bowl of poof-poofs, e.g. Kellogg's very quickly, and I left home. Then I noticed that it was raining heavily and I didn't have my umbrella with me, so I ran to the bus stop and I got a little wet. While I was waiting there, a car splashed water all over me. Unfortunately, I got completely zashed-covered in water. After that, I took the bus. When I got to school, I realized I had forgotten my zilgping and my essay. Our teacher Ms. Jutzi is usually a very zoosh woman, but unluckily today she was very moody and aggressive, so she didn't let me bring my assignment the other day. Although everything went wrong since morning, I still tried to keep calm, but I didn't know that it was just the beginning of the worst day I had ever had.

Word	What do you think it means?	What helps you find the meaning?
Poof-poofs	A kind of food at breakfast	"e.g. Kelloggs", "Eat", "bowl" and "in the morning"

Grid Chart

Word	What do you think it means?	What helps you find the meaning?
Zashed	Getting wet	"splashed water" "covered water"
Zilping	Homework, or assignment	"and" "my essay" "had forgotten"
Zoosh	Nice, kind	"but", "moody" "aggressive"

PPT3

> Now Practice...
> - Read the rest of the story below and choose the words that best replace the underlined words. **Underline the contextual clues twice**.
>
> - ...After school, some friends and I wanted to chill out and decided to play **plingming**[1], a game played on ice with a stick. It was a new game I had just started to learn, so I was quite excited about it. At first, everything seemed fine, but at the end of the game they scored 9 points and we only scored 2 points, so we were all **zoiters**[2] - in other words, we were failures! We were sad but there was nothing to do. While we were heading towards the **bazzingas**[3], or locker rooms, to change, I slipped suddenly and fell on the rink. Unfortunately, I hit my head on the floor and **nacrugged**[4]- became unconsious. That was still not the end of my tragedy. Later I learnt that the **rampusse**[5] that was getting me to hospital got hit by a truck on the way. It took 5 days for me to recover. After the hospital, as I was lying on my bed, I woke up covered in sweat. **Ferdytaronly**[6], i.e. luckily, that was all just a nightmare.

THE WORD FILE "MULTIPLE CHOICE"

A) Read the rest of the story below and choose the words that best replace the underlined words.   Underline the contextual clues twice.

...After school, some friends and I wanted to chill out and decided to play **plingming**[1], a game played on ice with a stick. It was a new game I had just started to learn, so I was quite excited about it. At first, everything seemed fine, but at the end of the game they scored 9 points and we only scored 2 points, so we were all **zoiters**[2] - in other words, we were failures! We were sad but there was nothing to do. While we were heading towards the **bazzingas**[3], or locker rooms, to change, I slipped suddenly and fell on the rink. Unfortunately, I hit my head on the floor and **nacrugged**[4] – became unconscious. That was still not the end of my tragedy. Later I learnt that the **rampusse**[5] that was getting me to hospital got hit by a truck on the way. It took five days for me to recover. After the hospital, as I was lying on the bed in the hospital, I woke up covered in sweat. **Ferdytaronly**[6], i.e. luckily, that was all just a nightmare.

1) **The word "plingming" means**   a) soccer   b) curling   c) baseball
2) The word "zoiters" means   a) winners   b) achievers   c) losers
3) The word "bazzingas" means   a) changing rooms   b) restroom   c) bathroom
4) The word "nacrugged" means   a) bled   b) fainted   c) scratched
5) The word "rampusse" means   a) tram   b) wagon   c) ambulance
6) The word "ferdytaronly" means   a) unfortunately   b) apparently   c) gratefully

![ENAD ONLINE Logo]

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SAMPLES FROM PPT4

He is a student of mine and he doesn't know how to guess unknown words in a text.
Could you HELP him?

I don't know where to start and what to do the next.
Can you write your own steps for me?

My Steps on How to Find Unknown Words in a Text

STEP 1

STEP 2

STEP 3

My Steps...

1.
- Find the unknown word in the passage.

2.
- Read the sentence that has the unknown word carefully.

3.
- Read the following sentence, too.
- (Sometimes you may need to read the previous ones as well)

4.
- Look for context clues(key words) to help you understand the meaning.

AND GUESS... ☺