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EĞİTİM BİLİMLERİ ENSTİTÜSÜ

DOKUZ EYLÜL UNIVERSITY
INSTITUTE OF EDUCATIONAL SCIENCES
DEPARTMENT OF FOREIGN LANGUAGE EDUCATION
ENGLISH LANGUAGE TEACHING PH.D. PROGRAM
DOCTORAL THESIS

A CRITICAL ETHNOGRAPHIC UNDERSTANDING OF LESSON STUDY AS AN EFL TEACHER PROFESSIONAL DEVELOPMENT STRATEGY

ÖZGEHAN USTUK

İzmir

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SUPERVISOR
Assoc. Prof. Dr. Hatice İrem Çomoğlu

İzmir

2020

ETİK İLKE VE KURALLARA UYGUNLUK BEYANNAMESİ

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Özgehan UŞTUK

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Özgehan Uştuk

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LIST OF ABBREVIATIONS

EFL	English as a foreign language
ELT	English language teaching
TESOL	Teaching English as a second language
LS	Lesson study
CHAT	Cultural-Historical Activity Theory
PD	Professional development
PCK	Pedagogical content knowledge
WALS	World Association of Lesson Studies
ISCED	International standard classification of education
UNESCO	United Nations Educational Scientific and Cultural Organization
DEU	Dokuz Eylul University
SFL	School of Foreign Languages
PST	Pre-service teacher, teacher candidate
RL	Research lesson
IRB	Institutional review board

ABSTRACT

A CRITICAL ETHNOGRAPHIC UNDERSTANDING OF LESSON STUDY AS AN EFL TEACHER PROFESSIONAL DEVELOPMENT STRATEGY

This dissertation is a critical ethnographic study that investigates the practice of teacher professional development at a tertiary level foreign language education school of a public university in Turkey. The study examines how professional development is practiced at the school, and how this practice influences the EFL teachers. With a critical understanding, an emancipatory methodology is applied to introduce and create a paradigmatic shift in terms of teacher professional development. Accordingly, Lesson Study, which has been discussed as a collaborative, teacher-led professional development model is implemented to shift the existing top-down approach into a bottom-up, transformative approach of professional development. Overall, the study seeks to understand (1) how Lesson Study manifests itself as a collaborative, and teacher-led activity, (2) what (if any) are its main influences on the participants' professional development practice, and (3) what (if any) are its influences on the teaching practice at the research setting with an exclusive focus on the practice of professional development. These aims constituted the research questions of the current dissertation.

For the framework for analysis, this dissertation study draws on Cultural Historical Activity Theory. Due to its paradigmatic alignment with critical ethnography and Lesson Study, this framework enables the analysis of investigated activity systems in light of cultural and historical elements that are related to the setting in which the activity unfolds. In tandem with this, a community of five EFL teachers at the school participated in a semester-long Lesson Study process that follows prior fieldwork, observation, and preparation. Using qualitative data collection methods such as fieldnotes, artifacts, and interviews, a thematic analysis informed by the theoretical framework of the study was carried out.

The study reveals that Lesson Study can be perceived as a meta-activity; the theoretical framework of the dissertation allowed the analysis of EFL teachers' Lesson Study modeled professional development practice as an activity system in and of itself. Activity is driven by a subject towards a collective object and outcomes embedded within a culturally and historically informed system. In accordance with such an understanding, the findings demonstrated that Lesson Study was a meta-activity due to its iterative, recursive, and structural properties. As for its influences on participant teachers, (1) Lesson Study created an

authentic learning space for the growth of pedagogical content knowledge, (2) it enabled elevation of reflective practice at both individual and collaborative planes co-emerging together, (3) it fostered reflexive professional development practice, which created a recursive impact on teacher learning and (4) it generated a goal-oriented community of practice that allowed sociocultural teacher learning. Related to the last research question of the current dissertation, the findings uncovered the transformative impact of Lesson Study with a scalar limitation; however, the Lesson Study implementation that was reported in the current study framed a holistic paradigm of transformative and empowering professional development for EFL teachers. Further studies should continue to shed light on this paradigm by giving rise to augmented transformative models such as Lesson Study. The prospective research should also investigate the language of professional development of EFL teachers that is produced in such transformative models to better understand the linguistic nature of teacher learning.

ÖZET

BİR İNGİLİZCE ÖĞRETMENİ MESLEKİ GELİŞİM STRATEJİSİ OLARAK DERS İMECESİNİN ELEŞTİREL ETNOGRAFYA YÖNTEMİYLE İNCELENMESİ

Bu tez çalışması Türkiye'deki büyük bir devlet üniversitesindeki yabancı diller yüksekokulunda öğretmen mesleki gelişimi pratiğini eleştirel etnografya yöntemi ile inceler. Bu çalışmada bir okul bağlamında mesleki gelişimin nasıl uygulandığını ve bu pratiğin yabancı dil olarak İngilizce öğretmenlerini nasıl etkilediği araştırılır. Öğretmenlerin mesleki gelişimi algılarında paradigmatik bir değişim yaratmak için eleştirel bir anlayışla özgürleştirici bir yöntem uygulanmıştır. Bu bağlamda, iş birlikçi, öğretmen tarafından yürütülen bir mesleki gelişim modeli olarak tartışılagelen Ders İmecesi (Lesson Study), var olan yukarıdan aşağıya yaklaşımının aşağıdan yukarıya bir mesleki gelişim anlayışına dönüşebilmesi için tanıtılmıştır. Özetle çalışma (1) Ders İmecesinin nasıl kendini bir işbirlikçi ve öğretmen tarafından yönetilen bir aktivite olarak dışa vurduğunu, (2) -eğer varsa- bu modelin katılımcıların mesleki gelişim pratiklerine nasıl etki ettiğini, (3) ve -eğer varsa- modelin mesleki gelişim pratiği bakımından araştırma ortamını nasıl etkilediğini anlamayı amaçlar. Bu amaçlar aynı zamanda çalışmanın araştırma sorularını yansıtmaktadır.

Analiz çerçevesi için bu tez çalışmasında Kültürel Tarihi Eylem Teorisi'ne başvurulmuştur. Eleştirel etnografya yöntemi ile paradigmatik benzerliğine binaen bu çerçeve, incelenen eylem sistemlerinin, bu eylemlerin vukuu bulduğu çevre ile ilişkili kültürel ve tarihi elementler ışığında çözümlenebilmesine olanak verir. Bununla ilişkili olarak, yüksekokuldaki beş İngilizce öğretmeninden oluşan bir topluluk, bir yarıyıl süresince bir Ders İmecesi sürecini takip etmiştir. Bu süre, araştırmacının gözlemini ve hazırlıklarını içeren bir hazırlık sürecini takip etmiştir. Çalışma, alan notu, yapay olgular ve mülakatlar gibi nitel veri toplama araçlarını kullanarak teorik çerçeve odaklı bir tematik içerik analizi ile yürütülmüştür.

Çalışma sonucunda görülmüştür ki Ders İmecesi öncelikle bir meta-eylem olarak ele alınabilir; teorik çerçeve İngilizce öğretmenlerinin Ders İmecesi temelli mesleki gelişim pratiğini kendi başına bir eylem sistemi olarak çözümlenebilmesine olanak sağlamıştır. Eylem kolektif bir nesneye yönelen bir özne tarafından sürdürülür ve çıktılar kültürel ve tarihi temelli bir sistemde yerleşiktir. Bu anlayışla bulgular, Ders İmecesinin tekrarlayan yapısal özellikleri sayesinde bir meta-eylem olduğunu göstermektedir. Katılımcı öğretmenler üzerindeki etkileri ile ilgili olarak da Ders İmecesi, (1) öğretmenlerin pedagojik alan bilgilerinin arttırılması için özgün bir öğrenme alanı yaratmış, (2) yansıtıcı pratiği arttırarak hem bireysel hem işbirlikçi

bir düzlemde bir arada bu pratiğin çıkmasını sağlamış, (3) dönüşlü mesleki gelişim pratiğini destekleyerek öğretmenlerin öğrenmesine kendini tekrarlayan bir etki yaratmıştır ve (4) hedef temelli eylem komünü kurarak öğretmenlerin sosyokültürel olarak mesleki gelişimlerini sağlamıştır. Son araştırma sorusuna ilişkin olarak da bulgular, Ders İmecesinin çalışmanın ölçeği sınırlarında bir dönüştürücü etki de yaratmıştır; bu tez çalışmasında raporlanan Ders İmecesi uygulaması, İngilizce öğretmenlerinin mesleki gelişimlerini dönüştürmek ve bu pratiği güçlendirmek için potansiyel olarak etkili bir anlayış ortaya koymaktadır. Daha sonraki çalışmalar, bu dönüştürücü modelin daha da geliştirilmesini sağlayarak bu bulgulara daha da ışık tutmalıdır. Takip eden araştırmalar öğretmenlerin öğrenme süreçlerinin dilbilimsel doğasını daha iyi anlamak için bu gibi dönüştürücü modellerde üretilen İngilizce öğretmeni mesleki gelişiminin dilini de incelemelidir.

Anahtar kelimeler: Ders imecesi, dil öğretmeni eğitimi, mesleki gelişim, eleştirel etnografya.

CHAPTER 1

INTRODUCTION

1.1. Statement of the problem

Globally, many people complete Teaching English as a Second or Foreign Language (TESOL) programs or get equivalent certificates or diplomas and choose to pursuit an English as a foreign language (EFL) teaching career. However, throughout teachers' long careers, many developments and innovations in education emerge and teachers' initial education may not always be sufficient and up-to-date to keep up with the volatile nature of the modern educational practice. The essential need for career-long and continuing teacher professional development (PD) was highlighted by Yadav (2012), who resembled it metaphorically to the elixir of life for teachers since it "protects their professional health and often lends a golden touch to their activities" (p. xv).

In tandem with this need, numerous non-degree in-service PD programs are served to language teachers by various institutions. Non-degree programs such as *Certificate in Teaching English to Adults* (CELTA) accredited and administered by University of Cambridge or *Certificate in Teaching English to Speakers of Other Languages* (CertTESOL) accredited by Trinity College can be given as generic examples. More recently, many massive online open courses (MOOCs) assist teachers in their PD such as Arizona State University's *Teach English Now!* specialization that can be found on MOOC platform Coursera. Similarly, Many other MOOC platforms have partnered with institutions to support language teachers.

In addition to non-degree certificate programs and MOOCs, teacher PD is practiced as institutional or national educational campaigns all over the globe. For example, in the USA, Florida Department of Education provides funding for in-service PD programs for teachers such as the introduction of Lesson Study (hereafter, LS) as a part of teaching practice in the state of Florida (Akiba & Wilkinson, 2016). Similarly, in the Turkish context, a nationwide project on the promotion of instructional technologies at state schools called FATIH Project (Orhan et al., 2018) provides teachers working at the Ministry of Education several face-to-face and online seminars through a network called "Eğitim Bilişim Ağı" [Educational Information Network] (Aktay & Keskin, 2016). In addition to nationwide initiatives, there is also a growing interest in PD practices in the local contexts (Tanış & Dikilitaş, 2018) such as local workshops or enrichment seminars implemented by teacher trainers affiliated to specific institutions, school districts, associations, affiliate associations, or special interest groups.

Briefly, in-service teacher education or PD has many forms, and each practice may have particular content for language teachers. Here, I would like to underline that the terms of teacher education and PD were used interchangeably in the current study unless the contextual difference was particularly emphasized. That is, I do not limit teacher education to the initial teacher education, which generally covers tertiary level formal teacher preparatory programs (in Turkey); I argue that PD activities are essential parts of lifelong, continuing teacher education process. However, the question is what makes a 'good' PD activity. Or is it possible to suggest a 'best practice' in terms of PD?

Characteristics of effective PD are elaborated by Darling-Hammond, Hyler, and Gardner (2017). They claimed that effective PD focuses on content in practice, provides collaborative learning supported by coaches and experts, and offers feedback and reflection for teachers. Not only in regard to content but also in terms of form, PD has changed due to recent developments in education, technology, and pedagogy (Dikilitaş, 2015). That is, for PD to be situated and transformative (Baecher & Chung, 2020; Mezirow, 1997), educators need to reconsider conventional PD models. More specifically, teacher-led, inquiry-based, social-constructivist PD approaches should replace the conventional transmissive PD approaches requiring teachers to attend one-off trainings and to simply obtain what is *delivered* to them (Tanış & Dikilitaş, 2018).

Thus far, I discussed the problem with a general perspective. However, the current study is driven by a local observation that is arguably related to this general heuristics. I decided to choose this topic in the current dissertation study based on my observations as a doctoral student. While taking my classes to accumulate credits for my Ph.D. degree, I happened to keep visiting my lecturer's office, who was an administrator at a large foreign language school affiliated to a major university in Turkey. Every week over a two-semester-long period, I went to this school of foreign languages and had the privilege to converse with EFL instructors and to observe their practice with a meta-position and a critical lens. In the context of this school, the teachers had some office roles in addition to their regular teaching practice. They had a materials office preparing the materials and deciding which materials to be used in all classes at all levels. They had a testing office dealing with the centralized exams and providing *assessment of learning* materials/tools for the teachers. They had a PD unit to organize some events to enrich teachers professionally mostly at the beginning of the academic year. Even though the picture seemed nice, my observations did not match with my readings then.

Borg (2015) explained that teachers are active, thinking, decision-makers, and they play a key role in shaping classroom events. What is more, Freeman (2016) argued teaching can be improved only when the automatized everyday teaching practice, or in other words the

"routine", is transformed into one that is composed of "considered" teacher actions (p. 221). However, this was not the case for the EFL instructors in that school of foreign languages. In fact, their practice seemed to be paralyzed with this professional support system in this specific teaching ecology. The content of their coursebooks and materials were their curricula, the test content developed and administered by the testing office constituted their instructional goals, and short and seasonal PD events organized by the PD unit were their only professional oases. To me, Borg's very important assertion sounded like an idealist's romance in my particular context, and Freeman's argument told me it does not mean that teachers are cognitively "active" when they look so busy in their everyday routine. This office system provided them, but it also jeopardized their agency and influenced their beliefs about teacher identity: Teachers were rather passive deliverers of instruction functioning in an automatized routine with a centralized approach, not quite like what Borg asserted. It was my impression that this was a result of that Fordian modern world, which made such a system looked necessary for the school to keep operating as a Ford factory. In the year I conducted the current research, there were approximately 3000 EFL students at this institute; the scale of the school was probably a major factor behind this situation along with the scarcity of resources such as the number of classrooms, teachers, materials and so on; however, I could also argue that product-oriented teaching practice (product as having a passing score for the final exam) with a tight schedule was another factor. On the other hand, albeit difficulties with regard to resources, teachers had regular PD events; then, what was the problem that was bothering me as an emerging EFL teacher trainer and a doctoral student in the English Language Teaching program?

In meeting the challenges of the modern world, career-long PD is a key point for teacher education (Krolak-Schwerdt et al., 2014). After all, it is "the elixir of life" (Yadav, 2012) for "active" teachers. Ongoing PD helps even veteran teachers to obtain regular opportunities to learn from each other and keeps teachers up-to-date in regard to new research findings and insights (Cajkler et al., 2014; Chichibu & Kihara, 2013; Chong & Kong, 2012). Nevertheless, it is important to discuss several aspects regarding the teacher PD programs such as beneficence, content, and form to understand the problem at this school.

Initially, a strong need for teachers to experience beneficial and high-quality PD was emphasized by Rock and Wilson (2005) not only for improving the quality of instruction but also for improved student learning. It is not merely for the teachers' sake; teacher PD programs can play an important role in enhanced learner achievement (Poehner, 2011) and performance outcome (Chong & Kong, 2012). Darling-Hammond (1998) and Darling-Hammond and McLaughlin (2011) asserted that effective PD is closely linked to student learning. Therefore, teachers need PD models to provide better learning opportunities for students.

Secondly, it is important to clarify what teachers need to know to be successful in teaching. This is important to understand the content of PD. Darling-Hammond (2008) categorized what teachers need to know to teach students according to today's standards into three: First, she pointed out that teachers need to understand subject matter deeply and flexibly. Next, they need to see how ideas connect across fields and to everyday life. Last, a skillful teacher figures out what her/his students know and believe about the topic and how the learners are likely to hook into new ideas (Darling-Hammond, 2008, p. 92). Darling-Hammond et al. (2017) further elaborated on the key features of effective PD; they highlighted that an effective PD is content-focused, promotes active (teacher) learning, scaffolds collaboration, uses the existing models of effective practice, provides coaching and expert support, offers feedback and reflection, and is of sustained duration.

Similarly, Saito (2012) underlined an emerging consensus on effective PD: It should be based on the understanding that PD is continuing, active, social, and related to practice. Moreover, PD strategies tend to succeed as long as they are experiential, grounded on teachers' questions, collaborative, connected to and derived from teachers' work, sustained, and connected to school change/transformation (Darling-Hammond & McLaughlin, 2011; Pella, 2015). To add, collaborative PD programs for teachers can support PD provided that these programs are embedded within teachers' school and classroom contexts (Chong & Kong, 2012; Korkmazgil, 2015; Suzuki, 2012). Collaboration and being embedded in teachers' practice are important for a group of teachers to analyze collectively, to reflect on their practice, and to evaluate the effects of their teaching. As can be seen, there are various key elements of effective PD that has been repeatedly underlined by earlier prominent scholars. This consensus gives a framework and a structure for effective teacher PD as it is understood in the current dissertation study.

On the other hand, there is also a strong criticism about some PD practices in regard to their lack of continuity and inability to produce effective changes in teaching practice (Rock & Wilson, 2005). Khong and Saito (2014) reviewed the challenges confronting language teachers in the USA context and reported that there are certain problems related to teacher initial and in-service education. They categorized the problematic in-service training into four:

- PD that does not respond to the changes in teaching conditions,

- One-shot PD practice that lasts merely a couple of days and that is not able to influence language teachers' beliefs and values,

- Those providing teachers with knowledge about a particular issue or technique that is not relevant,

● Questionable knowledge and expertise of trainers in some programs as well as the quality of the content they provide.

In the Turkish EFL education context, the situation aligns with the international findings. For example, Uysal (2012) investigated language teachers working at a primary school over a one-week-long in-service PD practice. This practice was organized by the Ministry of National Education. Uysal's study aimed to examine teachers' attitudes on classroom practices. Findings indicated that the content of the program did not suffice to meet the contextual needs and realities of the teachers albeit their positive attitude towards the practice itself. A similar result was also found by Koc (2016), who concluded that PD practices organized by administrators to 32 EFL teachers were not relevant to their needs. In other words, the content may be nice to know but is not situated and appropriate to implement. In tandem with those findings, it was argued by Oruç-Ertürk, Gün, and Kaynardağ (2014) that the aim of teacher PD programs is seldom achieved as long as it is not situated on the classroom practices, and it does not adopt a bottom-up understanding prioritizing actual teacher needs (Atay, 2006). Likewise, Korkmazgil (2015) found that Turkish EFL teachers suffered from the lack of autonomy and freedom in terms of their teaching practices and decision-making processes, which also included the scope and content of in-service trainings. This would lead not only to a waste of time, resources, and energy but also to the inefficient PD practice as a result. On the other hand, the need for continuous professional development opportunities for Turkish EFL teachers was reported as vital especially when they are new to the context of teaching practice (Kırkgöz, 2008).

In terms of form, PD is oftentimes practiced by specialists as delivering a seminar in an orderly-rowed seminar or conference hall about an instructional innovation, pedagogical content knowledge, child development, and so on. This has been problematized by Tanış and Dikilitaş (2018), who suggested that transformative/inquiry-based forms of PD are needed as opposed to the transitional/transmissive forms in the light of post-modern needs and developments. Regardless of the content or quality of these seminars, they tend to become failed learning experiences for teachers as long as they are transmissive in terms of form, as long as they are not inclusive (including teachers to decide the content and form of PD), and as long as they are not relevant to actual classroom practice. Therefore, it is important to recognize classrooms as a valid site for research and teachers as the main producers of teacher knowledge (Tasker, 2014). Thus, PD practices should value and prioritize teachers engaging in teacher-led collaborative inquiry of issues related to their classroom practices.

Having argued those, it is important to underline that teachers' needs for efficient PD should be taken into consideration (Darling-Hammond et al., 2017) for them to be agentic practitioners so that they can be active, thinking, decision-making stakeholders at their

institutions as idealized by (Borg, 2015). Once conventional top-down seminars do not meet the needs of teachers, employing situated forms of PD becomes crucial. Hence, teachers' attention should be drawn to the issues they encounter in their practice to produce accountable PD results. Here, I would like to ask a question that I would revisit later in the current dissertation study: What form would challenge such conventional forms of PD and make EFL teachers in my research site engage in transformative and inquiry-based PD practice?

Recently, many teachers and researchers have examined and investigated LS, which is an ideal PD model promoting teacher collaboration (Cajkler et al., 2014; Fernandez et al., 2003). LS has been seen as an alternative to conventional PD endeavors that typically rely on top-down expert knowledge. On the grounds that LS requires participating teachers to bring their classroom issues to the table, it may help to overcome the monotony of transmissive PD practices. It offers a model that scaffolds teacher learning by encouraging them to examine a common learning challenge based on their classroom practices, and then develop, implement, and critically reflect on solutions to these issues (Tasker, 2014). Furthermore, LS can address many of the drawbacks of conventional PD models (Cajkler et al., 2014) that were argued earlier. For example, it can promote situated teacher learning and cover the insufficient practical aspects of initial teacher education (Lewis & Perry, 2017). LS is seen as a school-based, bottom-up PD model (Saito et al., 2020); moreover, the content is totally up to the participant teachers and their classroom realities (Dudley, 2013). Last, LS influences the participant teachers in the long term as it is not a one-shot model, and it requires a non-linear, recursive, and longitudinal implementation without an endpoint, in which teachers research, implement, report and reflect on their findings, revise their teaching collaboratively, and move to further inquiries (Takahashi & McDougal, 2016).

Moreover, policy-makers also started to pay attention to the use of LS due to its positive effects. For instance, as Akiba and Wilkinson reported (2016), the state of Florida in the USA recently launched a teacher development program and funded massive plans to improve the teacher workforce. LS is accepted and funded as one of these state-wide plans to get the educational standards of the state aligned with the federal standards. In the Turkish context, the impact of LS as a transformative/inquiry-based PD model is still an unearthed area of research. Furthermore, the questions like how teachers gain knowledge, how teacher learning activates teaching practice, and how their thinking with respect to their teaching practice transform through PD are under-researched issues.

To sum up, although many opportunities for PD programs may be available for EFL teachers, the relevance of these programs may fail to be grounded on teachers' classroom practice (Rock & Wilson, 2005), which results in serious problems regarding the accountability of existing PD practice. Especially in the Turkish context, PD opportunities

offered to language teachers are rather thin (Oruç-Ertürk et al., 2014) and transmissive by nature (Koç, 2016; Korkmazgil, 2015).

Keeping the existing scholarship about effective and problematic PD practices in mind, I would like to go back to my research setting and ask whether those were the cases -or a specific combination of them- that was bothering me in my research setting. Related literature in the Turkish EFL context pointed to the dominance of problematic PD practice in Turkey, which was fitting to my observation in the research site. Therefore, with my doctoral supervisor's support and encouragement, I decided to examine how LS influences teacher learning and agency in the school of foreign languages that hosted the current study. That being said, the current research paper investigates the activity of EFL teacher learning as a result of LS practice.

1.2. Significance and purpose of the study

The significance of the current study can be categorized into two: Theoretical and practical significance. Whereas practical significance relates to the research outcomes that may have a direct impact on teaching and PD practice in the research context, the theoretical significance is associated with the contributions to research in EFL teacher education and PD.

The purposes driving me as a researcher lies beneath the significance of the current study. I intend to make several contributions to EFL teacher education scholarship and PD research due to the study's theoretical significance. First, I focused on teacher education through LS, which is an issue that received relatively little attention in educational research in Turkey (as later in the literature review), even though teacher education through LS has been discussed in a multitude of different country contexts (e.g. Dudley, 2012; Lim et al., 2011; Lomibao, 2016; Rahim et al., 2015; Saito, 2012; H. Zhang et al., 2019). The current study aimed to contribute to the related literature and to understand the dynamics of LS and teacher PD in a relatively new country context. Second, LS has drawn limited attention in the field of EFL teacher education (e.g. Demirbulak, 2011; Tasker, 2014; Yalcin Arslan, 2019; H. Zhang et al., 2019), although a multitude of LS studies was conducted in other fields such as mathematics (e.g. Cajkler et al., 2013; Yoshida, 2012; Yuen Law, 2013), geography (e.g. Cajkler et al., 2013) or science education (e.g. Chong & Kong, 2012; Dotger, 2015). Hence, LS and its outcomes are still under-researched in terms of its role in EFL teaching and PD practice. Third, I adopted a critical agenda in the current study to empower EFL teachers in my research setting. Accordingly, I adopted critical ethnographic design and Cultural Historical Activity Theory, which is not only a theoretical framework but a proactive framework of praxis aiming to transform social contexts (Engeström, 2015; Roth & Lee, 2007). Critically oriented research in teacher education, especially in EFL teacher education

is exceptionally barren, which arguably makes this study significant theoretically. Last, the methodological design of the current study is specifically significant because the literature in applied linguistics and language teacher education is relatively thin in terms of critical ethnographic studies (Heigham & Sauki, 2009). Additionally, to the researchers' knowledge, this is the first critical ethnographic dissertation study focusing on institutional and personal levels of teacher learning and the influence of LS on them. I drew attention to the trajectories emerging as a result of the established school culture and critical transformation of teaching practice informed by LS. From this perspective, this pioneering study provides a critical and theoretical understanding of LS.

In addition to the theoretical significance, I also discussed several practical aspects regarding EFL teacher education. First, the current study investigated a collaborative PD program for EFL teachers, and it is the first to inquire LS in tertiary-level EFL teaching in Turkey that gives an ethnographical understanding of teaching practices and LS, which is an empowering tool for school-based, situated teacher PD (Saito et al., 2020). Because LS research is scarce in EFL contexts, the study is a practical example of LS; I argue that it is not fair to discuss LS as a 'best practice' in terms of PD, but I intend to frame LS as a transformative approach of PD, in which content and form are put forth and co-created by teachers themselves. Answering Tanış and Dikilitaş's call (2018), I would like to present LS as a non-conventional PD practice in terms of *form* because it transforms PD into a recursive social practice; moreover, it transforms *content* as it prioritizes actual teaching practice and needs. Teachers and administrators can greatly benefit from the current study by using it as a guideline of LS model to transform their schools. As the research context of the current study was explained in detail, transferability of the current study's findings can be inferred across various institutional contexts. Next, the study proposed a trustworthy and credible LS framework that was augmented to implement in the EFL preparatory school contexts in Turkey. This framework was designed taking the research context into account; thus, it is specifically valid in the tertiary-level EFL learning context especially in Turkey. This framework reframed the implementation of LS as an inquiry-based, sociocultural teacher action; thus, emancipates teachers to report and share their findings taking a transdisciplinary approach to social, cultural, and historical roots of the practice at micro, meso, and macro levels (The Douglas Fir Group, 2016).

Hence, in this study, an LS-modeled PD activity was implemented over an academic year with EFL teachers working at a higher education level school of foreign languages in Turkey. The study intended to understand how teachers engage in LS-modeled PD activity longitudinally and how this activity is related to the cultural and historical elements in a specific context. Therefore, I utilized a critical ethnographic method to have an emic

understanding of what influence LS might have on EFL teachers' teaching practice in a specific teaching ecology. A critical ethnographic perspective provided contextual insights in regard to an expansive learning experience (Engeström, 2015) of EFL teachers and what impact this experience had on their professional activities.

1.3. Research questions

Drawing on the aforementioned statement of the problem, purpose, and significance, the current dissertation study intends to inquire the following research questions:

- How does LS manifest itself as a teacher PD practice?

- How does LS influence the participant teachers in terms of their PD?

- How does LS influence the institutional context in terms of PD practice?

Since the current study adopts an interpretive research paradigm (Creswell, 2013; Merriam & Tisdell, 2016) and critical ethnographic research design (Madison, 2005; Simon & Dippo, 1986; Talmy, 2012), I did not employ sub-research questions. Rather than a deductive analytic approach in which the research questions closely drive the analysis, I followed an inductive approach with research questions that are more tentative and flexible. Thus, I intended to avoid preconceptions and research bias as the research methodology was based on an emic perspective. In the findings and discussion parts of the current research, sub-topics emerging within the data, and events were discussed in addition to the main research questions and the theoretical constructs.

1.4. Limitations

The methodological framework of the current study constitutes a limitation regarding my findings and analysis. In this critical ethnographic qualitative study, my intention is to empower EFL teachers working at DEU SFL in terms of their PD practice. I do this by offering a model that can have a transformative impact on cultural and historical aspects of PD practice at the school. However, I did not intend to assess the results of my implementation statistically. Therefore, the use of qualitative methods limited my findings to be qualitatively-oriented. To illustrate, I included only five EFL teachers as the participants of the main study; I collected data through methods by field texts such as interviews, participant audio-diaries, fieldnotes, and LS documents. To add, I utilized thematic analytic approach to make sense of my data that are analyzed in accordance with CHAT. All these methodological decisions resulted in the limitations of the current dissertation study. While regarding these issues as limitations, I do not necessarily imply a negative meaning. On the contrary, these limitations are strengths framing the scope of the study. However, I also keep into account that these limitations may affect the validity and generalizability of the results (Paltridge & Starfield, 2007). Thus, I took

certain methodological precautions to avoid this. These precautions are discussed later in Chapter 3.

1.5. Assumptions

Two major assumptions drove me while conducting the present study. For example, I grounded the very basis and purpose of the study upon my observation at DEU SFL. As explained earlier in the introduction chapter, I got the opportunity to make extensive observations at DEU SFL as a doctoral candidate in the field of English Language Teaching. While observing and also interacting with stakeholders at the school such as EFL teachers, administrators, coordinators, office workers, and students, I realized that the teaching culture and ecology at the school is profoundly limiting in terms of PD practice of teachers; in other words, teachers were not agentic in determining their PD needs and classroom choices. Therefore, I assumed that LS, as a collaborative PD model, would make a change and give the teachers, who I assume are voiceless, a voice. My critical lens and observations were, thus, major assumptions that I intentionally acknowledged.

Second, my theoretical choice brought about the second assumption; that is, I assumed that teachers engage in a teacher learning activity through LS that is collaborative and culturally and historically driven. I based my assumption on the earlier similar studies in the literature (DiSarro, 2014; Foot, 2014; Lee & Tan, 2020; Tasker, 2011, 2014), in which the authors used CHAT to analyze the impact of LS on teacher development. According to my observation and time in the field, teachers at DEU SFL engaged in PD activity, intended to grow professionally, and were motivated to make transformative changes in their teaching; nevertheless, they had little agency in determining their PD practice, if any. Therefore, I assumed LS would be a practical and impactful activity for the specific research context because I argue that both content and form of PD practice is extensively shaped by participant teachers' decisions in LS.

CHAPTER 2

THEORETICAL FRAMEWORK AND LITERATURE REVIEW

2.1. Theoretical framework

In this dissertation study, Cultural-Historical Activity Theory (CHAT) is utilized as the key theory to inquire about the influence of LS-modeled PD activity within a professional/institutional context. As Roth and Radford (2011) defined, CHAT is a theoretical framework that enables researchers to understand and interpret internal contradictions within a professional context and to remove them; thus, it is a critically-oriented, proactive theory. In other words, it diagnoses these contradictions and empowers those who got engaged in the activity to remove or transform them. Moreover, it focuses on the subject of the activity system in relation to a social context (Roth & Radford, 2011, p. viii); therefore, it also provides a social and multi-layered understanding of activities that are investigated.

That being said, I adopted this theoretical framework using its potential of analyzing sociocultural activity systems so that I can explain how LS is enacted as a complex, socioculturally-oriented, and transformative PD activity. To give a more clear picture of the theoretical background of this study, the following sections present an explanation of CHAT and a discussion to align this theoretical framework to my methodology.

2.1.1. Cultural-Historical Activity Theory

In this section, CHAT is presented in a certain rationale. First, the key principles of CHAT are introduced. Second, how CHAT as a theory within the sociocultural turn is chronologically presented. After the historical overview of research generations regarding CHAT, the interconnected triangular model of CHAT and the elements in this model are discussed. Once the key elements of the triangular model are explained, some earlier studies connecting CHAT and teacher PD are given to present a practical basis for the current study.

To situate Roth and Radford's (2011) definition of CHAT given earlier, it is needed to analyze CHAT with a chronological perspective. Accordingly, Engeström (2015) claimed that three research generations can be identified in the evolution of CHAT. Fundamentally based on Vygotsky's concept of mediation (1978, 1979), three generations of *Activity Theory* were developed to understand collaborative and interconnected action[s] and activit[ies] in professional contexts (Engeström, 2001, 2015). CHAT's adaptability to investigate professional contexts has been suggested by earlier studies. For example, Julkunen (2011) defined it as a practice-based approach rather than pure theory, which can provide a framework in which professional social settings can be analyzed. With CHAT, researchers are able to

analyze complex professional practices and practitioners that constantly evolve and to make them engage in reflective transformative actions (Foot, 2014). More specifically, CHAT is an important sociological inventory because it enables researchers to gain insight into the human activities, behavior, motivation, and processes that occur when individuals work to achieve a common professional goal (DiSarro, 2014).

Engeström (2001) proposed four key questions that every learning theory must answer to:

- (1) Who are the subjects of learning?

- (2) Why do they learn, what makes them make the effort?

- (3) What do they learn, what are the content and outcomes of learning? and

- (4) How do they learn, what are the key actions or processes of learning? (p. 133).

Derived from *Sociocultural Theory* (Engeström, 2015; Lantolf, 2011; Lee & Tan, 2020; Park & De Costa, 2015; Tasker, 2014), CHAT answers these questions with five learning principles. These five principles combined with four key questions asserted by Engeström (2001) drew a framework through which CHAT can be understood, and learning methods can be discussed accordingly. These principles are as follows:

- (1) A collective, artifact-mediated, and object-oriented activity system is the prime unit of analysis.

- (2) Multi-voicedness of activity systems is focal: An activity system is a community of multiple perspectives.

- (3) Historicity is an important element: Activity systems may evolve and transform over a period of time.

- (4) Contradictions within and between activity systems play an important role as the sources of change and development.

- (5) Activity systems may experience a qualitative transformation through long cycles, which leads to a collective change effort towards established norms (Engeström, 2001; Tasker, 2011, 2014).

As Engeström (2015) asserted, CHAT has a generational trajectory. In order to understand the contemporary views on CHAT, it is needed to analyze the chronological development of Activity Theory. To do so, I initially intend to present Sociocultural Theory for two reasons; first, CHAT is based on the principles of Sociocultural Theory (Park & De Costa, 2015; Tasker, 2014). Second, CHAT utilizes and recycles the terminology borrowed

from Sociocultural Theory. Later, I discuss CHAT's development in three generations of Activity Theory beginning with Sociocultural Theory.

2.1.1.1. Sociocultural Theory

Sociocultural Theory is a school of thought that emerged with some earlier works of Vygotsky and further developed by his followers such as Leont'ev and Galperin (Stetsenko, 2017). Tenenberg and Knobelsdorf (2014) explained that as Vygotsky's and his students' ideas were translated into English (e.g. Vygotsky, 1978, 1979), these translations presented a coherent and well-developed view of socially and culturally constituted mind as the critiques of cognitivism began to emerge during the 1970s. A number of views have emerged as a result of the theoretical discussions of these translations since then. Summarizing all perspectives, the authors reviewed that the theory had four key principles, which were as follows:

- Activity is mediated by cultural tools,

- Cognition involves looping between brain, body, and the world,

- Cognition is distributed across people and tools,

- Learning is the transformation of participation in ongoing sociocultural practices (Tenenberg & Knobelsdorf, 2014).

In order to explain these four principles within the field of foreign language teacher education, one primarily needs to reflect on the epistemological stance of Sociocultural Theory. In the educational linguistics research, Sociocultural Theory explains how individuals' higher mental processes are mediated by psychological tools (e.g. language and symbols) in the socially-oriented cultural, institutional, and historical context of language learning (Lantolf, 2000, 2011; Lantolf et al., 2015).

Epistemologically, Sociocultural Theory perceives human learning as a social activity; it is distributed across individuals, tools, and activities, and it is informed by mechanisms such as mediation, regulation, zone of proximal development, and internalization/externalization (Johnson, 2009; Lantolf, 2011; Vygotsky, 1978; Wertsch, 1991). Accordingly, researchers in this tradition describe "how children and apprentices learn all kinds of skills by participating in authentic activities with more capable others who tailor assistance to fit the developmental level of the learner" (Feimen-Nemser & Beasley, 2005, p. 107).

The sociocultural school of thinking can be described by drawing on Vygotsky's fundamental ideas and main terminology that were coined by him and later by his followers. Vygotsky (1978, 1979) argued that the social dimension of consciousness is primary in time and fact whereas the individual dimension of consciousness is derivative and secondary. This is the reason why the theory emphasizes interaction, dialogue, co-construction of knowledge,

and collaborative learning community as a way to resolve the conflict between traditional teaching and unstructured learning (Wells, 1999).

Sociocultural Theory argues that the way human consciousness develops depends on the world including social activities and people engaging in them (Johnson, 2009). In Sociocultural Theory, the relationship between people and the world (e.g. the activity of learning) is categorized into two: Direct and indirect relationships (Lantolf, 2000; Tasker, 2014). The initial level or elementary behavior, which presupposes a direct reaction to the task set before the individual while indirect relationship is defined as the higher level or mediated forms of behavior (Vygotsky, 1978). The direct and indirect relationships between people and the world are illustrated in Figure 1.
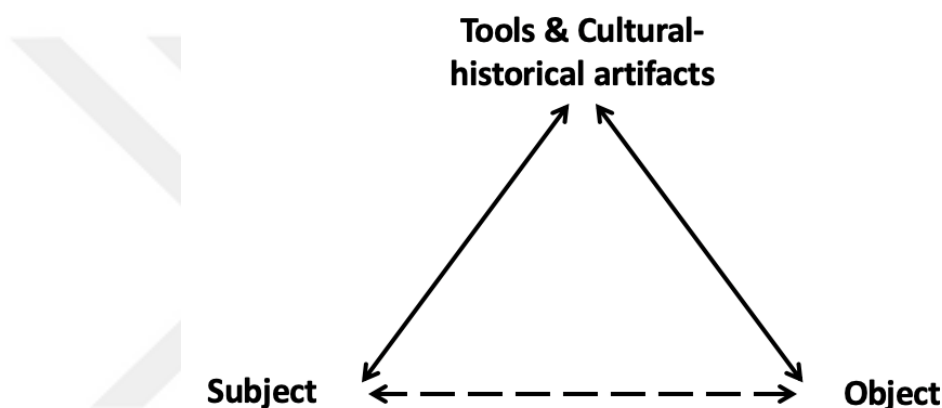
Figure 1. The direct and indirect relationship between people and the world

In Figure 1, the dashed line between the subject and object represents the direct relationship based on elementary, or biologically determined behavior (Tasker, 2014). However, Vygotsky (1978) underlined another relationship, which is indirect or intermediate, and requires a higher and new form of behavior mediated by tools. According to Vygotsky, intermediate behavior operated by psychological tools moves beyond the behaviorist stimulus-response process towards a more complex activity. Lantolf (2011) gave the shovel example to illustrate this complexity. Shovels make it easier for people to dig; however, physical structure of a shovel says little about its function. He believes that one needs to utilize it with an aim "to discover its capacity to mediate digging action" (Lantolf, 2011, p. 25).

As illustrated in Figure 1, *object* that constitutes the aim as in Lantolf's shovel example can be mediated by artifacts or tools, which are culturally and historically constructed (Engeström, 2015; Tasker, 2011, 2014). These artifacts in the educational framework can be exemplified with physical tools such as books, lesson plans, and instructional technology, or

more symbolic ones such as spoken or written language and discourse, (Van der Veer & Valsiner, 1991).

2.1.1.2. Constructs and categories in Sociocultural Theory

Several constructs were discussed by previous studies to explain human behavior including learning in Sociocultural Theory (e.g. Johnson, 2009; Lantolf et al., 2015; Tasker, 2014). These constructs are (1) *mediation*, (2) *regulation*, (3) *internalization/externalization*, and (4) *zone of proximal development*. As the constructs are explained, Sociocultural Theory's key principles can also be unpacked.

First, mediation is a fundamental mechanism in human development for the sociocultural view. According to Tenenberg and Knobelsdorf (2014), the fact that all human cognition and activity are mediated by cultural tools is the first key principle in Sociocultural Theory. According to Lantolf (2000), the most fundamental concept of Sociocultural Theory is the understanding that human activity is mediated in higher-order activities such as learning. Mediation may refer to the use of physical tools –such as pencils, hammers, engines, etc.- or psychological-symbolic tools –such as language, algebra, arts, etc.- (Lantolf, 2011). People use these tools to mediate their actions so that they increase the efficiency of their actions and rarely engage in a non-mediated physical activity (Lantolf et al., 2015). In addition to the physical tools, people also have the capacity to develop and use symbolic mediational tools to carry out their everyday life (Vygotsky, 1978). Sociocultural Theory focuses on this symbolic mediation as a construct explaining higher mental processes. Vygotsky associated higher mental functions that are generated through participation in activities with indirect or mediated mind. For instance, language is a cultural artifact used by individuals to mediate their connection to the world both on physical and conceptual/symbolic levels.

Second, regulation is conceived as an important indicator of mediation in Sociocultural Theory (Lantolf, 2011) and is classified into three: *object-regulation, other-regulation*, and *self-regulation* (Lantolf et al., 2015). Object-regulation is when the artifacts are used to afford the activity. For instance, using a dictionary app on a smartphone to search for the meaning of an unknown lexical item while writing an essay in L2 is an example of object-regulation in an EFL learning context. Other-regulation is the kind of mediation that includes implicit and/or explicit feedback presented by others such as the feedback given by the instructor for an essay written in L2. Finally, self-regulation occurs when individuals internalize external forms of mediation to execute or complete a task (Lantolf et al., 2015). Vygotsky (1978) asserted that developmental trajectory typically shifts from other-regulation first to object-regulation, and then to self-regulation.

Third, internalization/externalization is another construct of Sociocultural Theory. Internalization refers to the process by which individuals create symbolic objects in their minds (Tenenberg & Knobelsdorf, 2014). The process of internalization can be associated with the human cognitive development. When individuals participate in a social activity, first they rely on external tools to perform the action. Later they transform idealized forms of these tools into internal representations and finally integrate them into their thinking through internalization (Tasker, 2014). On the other hand, externalization is the result of internalization. Externalization happens when the internalized activity is manifested. The interaction between internalization and externalization explains the second principle (Tenenberg & Knobelsdorf, 2014), which asserts that human cognition involves cognitive looping between all of our activity including brain, body, and the world. In this sense, Schön (1987) believed that the cognitive looping of internalization and externalization is a dialogic engagement of the individual with her/his surroundings.

Tasker (2014) illustrated internalization within teacher PD context with novice teachers who need to write a detailed, step-by-step lesson plan to organize their lessons. In this example, lesson plan functions both as a physical and symbolic tool to mediate the teaching process. As teachers develop themselves and gain experience, their teaching practice that requires detailed notes before the class is transformed into a system of internal processes. Experienced and veteran teachers depend less on carefully-constructed lesson plans because their teaching practice is more internalized than before (Tasker, 2014, p. 40).

The last construct of Sociocultural Theory is *zone of proximal development* (ZPD). ZPD is defined as "the distance between the actual developmental level as determined by independent problem-solving and the level of potential development as determined through problem-solving under adult guidance" (Vygotsky, 1978, p. 86). According to Vygotsky (1978) "learning awakens a variety of internal development processes that are able to operate only when the child is interacting with people in his environment and in cooperation with his peers" (p. 90). Zuengler and Miller (2006) suggested that Vygotsky's conception of ZPD is based on what an individual can accomplish while working in collaboration with others and what she or he can accomplish without collaboration. ZPD points out that collaboration of less capable individuals with more capable others results in more accomplishment and development (Vygotsky, 1978). This construct explains both the third and the fourth key principles stating that cognition is distributed across people and tools as suggested by Tenenberg and Knobelsdorf (2014). They asserted that externalization is available not only to the individual who generated them but also to others in her or his environment. Therefore, one's cognition is distributed across individuals in the social context.

Interaction and dialogic mediation between the novice (or less capable) and the expert (or more capable) in social activity and practice may lead to higher cognitive abilities for the novice (Johnson, 2009); in other words, learning of the novice as a result of dialogic mediation shows how critical ZPD is for learning. In short, these constructs and the principles to which they are associated pertains to the idea that learning is "a progressive movement from external, socially mediated activity to internal mediational control by individual learners, which results in the transformation of both the self and the activity" (Johnson, 2009, p. 2).

In addition to the aforementioned constructs, I also need to elaborate on the sociocultural category of investigation that framed this study. According to Wells (1999), there are four domains of the genetic category of sociocultural research: *phylogenesis*, *sociocultural history*, *ontogenesis*, and *microgenesis*. These genetic domains were proposed by Vygotsky to acquire the proper study of higher mental functions (Lantolf, 2011). I especially want to underline that the microgenetic approach to PD, which concerns the development of competence and functioning as a result of interaction (Wertsch, 1991), is important for this study to explain how teachers learn and develop in LS for two reasons. First, LS is a process during which teachers experiment with a specific challenge regarding their teaching practice (Dudley, 2011, 2015) for a limited period (6 months in the current dissertation). Second, teachers engaging in LS practice not only learn a specific content knowledge/tool/pedagogy but also perform it to teach; thus, they need to develop tools for mediating the teacher activity such as curricula, lesson plans, fieldnotes, a functioning LS group and so on (Dudley, 2015) and externalize this content. My aim as a researcher was to examine the manifestation of teacher learning activity in a PD process over a relatively short period. That being said, I obtained the microgenetic approach to explain the sociocultural aspects of teacher learning that emerged in the current study.

2.2.2. Three generations of Activity Theory

The current generation of Activity Theory, which is seen as a sub-theory of Sociocultural Theory (Lantolf, 2011) and built on the tenets of it (Johnson, 2009), constitutes the theoretical framework of this study. However, Activity Theory is a theory with a continuum, and a unified understanding of Activity Theory does not exist (Park & De Costa, 2015). Engeström (2015) discussed that Activity Theory is composed of three main generations of research that led to the evolution of current CHAT as the third generation. Below, these generations are presented chronologically.

The first generation of research can be traced to dialectical materialism in classical German philosophy (Roth & Lee, 2007) and centered on Vygotsky's view of cultural mediation of action manifested by the triangular model of complex and mediated activity

(Engeström, 2015) (see Figure 1). In Sociocultural Theory, activity is presented in the model of subject-object-mediating artifact (Tasker, 2011, 2014). The object is not merely a raw material to be processed for the sake of logical operations of the subject; this Piagetian view (Engeström, 2015) was challenged with objects that are perceived as cultural and historical entities by themselves. Even though the emphasis was put on the object as a socially-constructed (therefore, culturally and historically-constructed) entity, Engeström (2001, 2015) argued that this generation of research is limited due to its extensive focus on the individual.

The second generation of research was associated with Vygotsky's colleague, Leont'ev's reconsideration of the first generation's limitations. Therefore, his work underlined the collective nature of all human activity. Park and De Costa (2015) argued that Leont'ev's understanding of activity system can be distinguished in three hierarchical levels which are *activity*, *action*, and *operation*. Leont'ev (1981) suggested that activity is a unit of life whose main function is to orient the subject to the world of objects. Moreover, activities can exist in the form of action or chain of actions, and the action(s) are accomplished by operations (Park & De Costa, 2015). Leont'ev's uniqueness relied on his differentiation of individual action, collective activity, and his insights of historically evolving division of labor (Engeström, 2015). Since the meaning cannot be created context-free or free of social and historical background's influence, human activity is always social, cooperative, and occurs within the social division of labor even though it is performed in solitude (Engeström, 2001). In other words, there is a fundamental difference between individual action and collective activity in Activity Theory. This distinction is of critical importance to shed further light on how LS is enacted as a PD activity as elaborated later in the findings and discussion chapters.

The third generation of research emerged as a result of the challenges that the prior research encountered. For the second generation, the discussion of cultural diversity was a challenging point because the model was neglecting the international view of human activity when cross-cultural and transdisciplinary views emerged (Engeström, 2001). Plus, it was argued that "the relationship between object-oriented production and communicative exchange between people remained somewhat unclear in Leont'ev's work" (Engeström, 2015, p. xv). Leont'ev depended on Vygotsky's triangular model of subject-object-mediating artifact (Park & De Costa, 2015). In the third generation of Activity Theory, rules, community, and division of labor were included as essential elements of activity systems (Tasker, 2014). Based on the five principles of CHAT, the contemporary theory was modeled in the following figure:
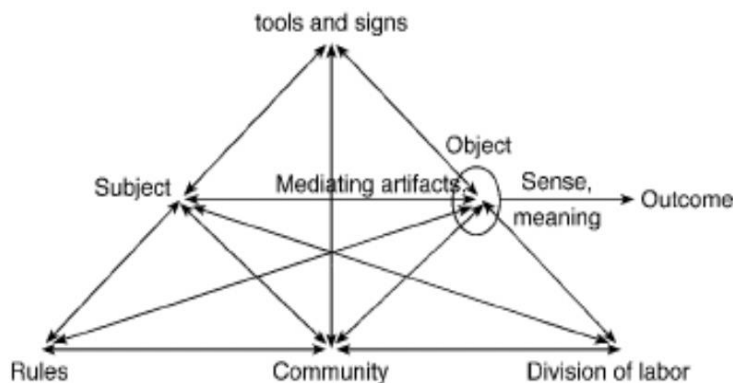
Figure 2. A Model of activity system (Engeström, 2001, p. 135)

As illustrated in Figure 2, the triadic model of Vygotsky's Sociocultural Theory is expanded with a more complex structure that includes object, subject, mediating artifacts, tools and signs, rules, community, and division of labor. These are the key elements of CHAT.

In this model, *subject* can be a group of individuals or a single individual engaging in the activity system. Subject's agency is selected as the point of view in the analysis of the activity system (Johnson, 2009). DiSarro (2014) exemplified the subject in a school context. According to him, subject can be individual students or teachers/instructors, a cohort of selected students, or a collective whole during a classroom activity, and object can be considered as their purpose. On the other hand, *object* is the problem space and an emergent phase of activity on the way to the outcome(s) in an activity system (Johnson, 2009).

Next, mediating artifacts that are symbolized with *tools and signs* in activity are associated with the concept of mediation. Tools do not necessarily have to be physical ones. These tools and signs function as mediating artifacts, which link the subject and object within the activity system (Park & De Costa, 2015). In an educational context, a particular pedagogical approach, method, or curricula can also be a mediating tool or artifact.

Fourth, *rules* are parameters that regulate how the activity is operated. They are explicit and/or implicit norms placing certain culturally and historically embedded limits as well as possibilities on the nature of interaction within the activity system (Johnson, 2009). The rules are fundamental for the applicability of the actions in the activity.

Community is composed of people that have an impact on or are influenced by the activity. They may share the same goal-directed motivation towards the general object and are also distinct from other communities in the context (Johnson, 2009). Roth and Lee (2007) suggested that activity takes place in a community for the community. According to DiSarro (2014), community influence can range from micro-level, such as the classroom or teachers,

to the broader level that can extend to the city or region of the institution where the activity takes place.

Finally, *division of labor* is an important element of activity systems in CHAT. Division of labor entails the cooperation within the performance of an activity by defining what roles and responsibilities the agents have in the activity (Johnson, 2009). To illustrate, within a group of teachers, developing materials can be the responsibility of some teachers whereas others are responsible for developing tests and other assessment tools just as the case in the research setting of the current study.

Engeström (2015) asserted that the third generation of Activity Theory developed tools to understand interacting activity systems and their aforementioned key elements. The latest generation also expands the analysis of activity systems both "*up and down,* and *outwards and inwards*" (Engeström, 2015, p. xvi). More specifically, it moves up and outwards by including other activity systems emerging in the context that partially share entities as a whole or to some extent; in other words, it includes more than one activity system. Moreover, it moves down and inwards highlighting issues such as reflexivity, subjectivity, experience, personality of sense, emotion, embodiment, identity, and moral commitment (Engeström, 2015, p. xvi). It models when a shared object emerges between two (or more) interacting systems and combines them into one larger system. Figure 3 illustrates the phenomenon.
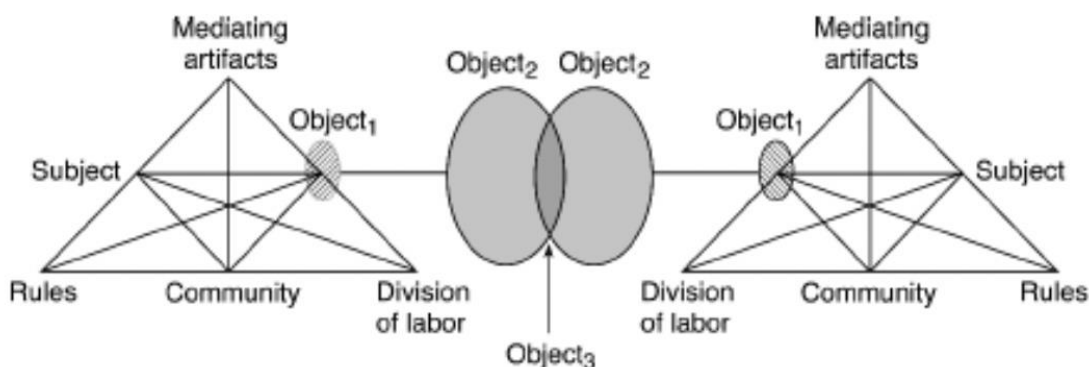
Figure 3. Two interacting activity systems (Engeström, 2001, p. 136)

In the interconnected model as shown in Figure 3, *object$_1$* is the non-reflected, *raw material* given in a situation, which transforms into *object$_2$* via human reflexivity, subjectivity, reflection, and sense-making of the activity. Object$_2$ is a collectively-constructed, meaningful, and reflected outcome of the activity system. Object$_2$ is an outcome of activity that is the manifestation of the newly transformed system. The third generation of research also discusses

the emergence of *object₃*, which is a potentially shared or jointly constructed outcome (Engeström, 2016).

2.1.3. Activity Theory and teacher professional development

In this section, I would like to exemplify research practice drawing on the theoretical framework of the current dissertation. Furthermore, I would like to wrap up this theoretical part by giving some practical dimensions to understand it in action. To do this, I specifically focus on PD scholarship in teacher education context and how Activity Theory (and CHAT) is used to explain the phenomena.

As for Activity Theory, Park and De Costa (2015) conducted a qualitative study whose focal participant was a graduate student of TESOL program. After working as a teacher and a professor in Nepal (her home country), she got a scholarship to go to graduate school in the U.S.. Coming from a different cultural and historical context, trajectories emerged when she had to write academic papers in this foreign context with different academic norms and culture. Using Activity Theory, the authors found that the participant used tool-mediated, rule-mediated, and community-mediated strategies to fulfill her object. Moreover, contradictions between the participant and contextual factors were shown. Activity Theory enabled authors to extend beyond individuals because they included sociocultural settings in the investigation and used activities as the unit of analysis (Park & De Costa, 2015).

Foot (2014) highlighted CHAT as a practice-based framework emphasizing the essential connection between the interpretive lens and the collective human practices in which it is situated, and to which it is applied. In tandem with this, a practical study regarding the utilization of CHAT in teacher PD authored by DiSarro (2014) explored the potential of this theory in the creative writing classroom. Based on its reflective and comparative qualities, it was underlined that CHAT was useful in providing creative writing instructors with a reflective tool to examine, evaluate, and possibly re-envision their current teaching and writing practices.

Likewise, Tasker (2011, 2014) investigated the sociocultural context of a school where teacher PD opportunities based on LS were analyzed with a CHAT perspective. He discussed that the context of PD activity (including the cultural and historical load behind this activity) influenced teachers' conceptual development and collective learning. It was argued that change could have been enacted only through a commitment from school administrators to the teacher PD programs. Moreover, cultural and historical background of the teaching practice in a specific school also had a prominent role in the outcome of the activity as the engaging teachers reflected on the object of the activity. Thus, sociocultural context of teacher PD programs plays a vital role in the outcome of these programs, which may support the

holistic development of teachers. In the study, CHAT enabled the researcher to understand the interaction among the EFL teachers, their students, and the administrators of the school. Furthermore, it was possible to trace teachers' cognitive development through the utilization of CHAT (Tasker, 2014) because it provided a thick description of teacher learning in relation to the cultural and historical structure and artifacts in the research context.

More recently, Wei (2019) discussed how CHAT could inspire LS research. It was found that CHAT aligns with the fundamental features of LS such as openness, dialogicality, and practicality; thus, it is an appropriate theoretical/conceptual framework to analyze the LS process to further illuminate the PD process. Accordingly, Wei underscored the intersectedness of CHAT and LS at an ontological, epistemological, methodological, and axiological levels of analysis. Relatedly, Lee and Tan (2020) used CHAT framework in their investigation of LS-modeled PD utilizing ethnographic methods. Inviting comparison to the current study, they drew on data collected from professional learning teams, a form of community of practice, that are composed of elementary school teachers. Most importantly, CHAT enabled the participants to understand how cultural and historical background of the research context shape the affordances and disturbances of LS to teacher learning. What is more, this framework allowed researchers to devise ways to remove these disturbances, and thus, improve teacher learning.

As for the current dissertation, the LS-modeled PD practice under investigation took place at a specific and bounded learning context, a language teaching institution. As explained in the statement of the problem, I spent a long time in this context; thus, I was able to adopt an emic perspective. This enabled me to understand how LS was implemented, and what influences emerged as a result of this implementation. I used CHAT not only to inform the analysis of my data but also to understand the nature of PD activity that emerged in LS practice. As elaborated more on the methodology chapter, I worked with a group of teachers engaging in LS practice at a specific research site. CHAT allowed me to see how my participants' $object_1$ evolved into $object_2$ and $object_3$ as outcomes of their individual and collective activities throughout the process. I was able to explain how this evolution was informed by cultural and historical aspects establishing teaching practice/ecology in the research context, and how LS as a PD model influenced the participants to go beyond this establishment. Furthermore, this analytical framework made it possible to see PD as a social practice.

2.2. Literature review

To compile the related bibliography systematically, I followed a certain reviewing protocol that is composed of several phases. Accordingly, I utilized prolific databases to reach

the studies with a certain academic rigor. Therefore, I used SCOPUS and Education Resources Information Center (ERIC) databases for different purposes.

Initially, SCOPUS database was utilized using the services provided by Dokuz Eylül University Library on April, 25th 2020. The reason why SCOPUS was preferred is twofold. First, I intended to compile a bibliography that includes studies from arguably higher tier academic platforms for synthesizing the prior literature. Second, *International Journal for Lesson and Learning Studies,* the official academic journal of WALS (Elliott, 2016), was available in SCOPUS database but not in ERIC. This high tier journal is a home for many LS-related studies from various contexts. To search the studies in the database search engine,

- I used the keywords "lesson study" (in-between quotation marks) to avoid irrelevant studies due to the words' ("*lesson*" and "*study*") generic educational references.
- only the following publication types were included in the SCOPUS search: *Article, book chapter, conference paper*, and *article in press*.
- studies published in the last ten years (between 2011-2020) were exclusively included to ensure actuality of the research synthesis.
- finally, the search was limited to the relevant subject fields such as *Social Sciences* and *Arts and Humanities*.

Limiting options on the database led me to a list of 514 documents. The publication data of these documents as well as their abstracts and keywords were exported to a separate Microsoft Excel worksheet.

Second, I used ERIC to reach studies that focus specifically on the field of language teacher PD. The database was used through the library services of Dokuz Eylül University on April 25th, 2020. Utilizing the search tools of the database,

- I searched the keywords "*lesson study*" in quotation marks as in the previous database. To add, I also used the keywords of "*language*" and "*education*".
- I limited my search to peer-reviewed studies.

As a result, the database search provided a list of 83 studies, which were exported externally and added to the same document including search results of SCOPUS database. In total, the raw list of studies from the three databases included 597 documents.

In the second phase of the document search, I followed a set of exclusion criteria to narrow down the list of papers. The following exclusion criteria were applied:

- Not LS related study (or does not review/implement/discuss LS but only mentions it in the document),
- Occurring in more than one database,

● Not written in English or Turkish (The languages I understand).

These criteria led me to a body of literature that is composed of 297 documents. The documents included research articles, conference proceedings, book chapters, and editorials.

In addition to the search for the above-mentioned types of documents, I utilized PROQUEST Dissertations and Theses Global database on April 15th, 2020 by the library services of Dokuz Eylül University. The database was used to reach dissertations investigating LS. That is why, the keywords "*lesson study*", "*language*", and "*education*" were used. The search narrowed down with existing field filters of "*English as a second language* OR *second language teachers* OR *English as a second language instruction* OR *foreign language education*" led to a list of 84 documents. Excluding the dissertations that did not research LS led me to 3 unpublished theses.

For the books and edited volumes specifically about LS-modeled PD, The libraries of Michigan State University and Dokuz Eylül University were extensively used. I also obtained the books that had been authored by prolific scholars and/or referred to in reviewed studies. I also included earlier seminal studies that are repeatedly referred to in the papers and books published between 2011 and 2020. In summary, the review of the literature and the synthesis based on this review presented in the rest of the current chapter included the studies that were accumulated as the result of the aforementioned processes.

After elaborating on the technical terms of compiling the bibliography, I would like to introduce how the review is presented. First, a retrospective overview of LS is presented to see the origins of Japanese LS and the introduction of LS to the western world. In this retrospective overview, LS is defined drawing on the prior seminal studies to understand how the perception of LS by scholars evolved and developed into the most recent understanding of it.

The retrospective overview is followed by a practical introduction of LS, which illuminates how LS is implemented and what varieties of LS are practiced across the world with what kind of intention. In this practical introduction, activities that compose the LS cycle are explained.

The practical overview is followed by reviewing the criticism of LS practice reported in the prior research to complete the practical perception of LS both in terms of its affordances and drawbacks. In this part, I also discuss how I took these 'warning messages' into account while designing the LS practice reported in the current dissertation.

In the final part, a systematic research synthesis of LS-modeled PD is given. The studies in the prior literature naturally had different theoretical lenses in investigating LS. Therefore, their findings are synthesized in a way that can illustrate and frame the existing

studies. This part is followed by a summary of the synthesis that concludes the literature review.

2.2.1. A retrospective overview of Lesson Study

Even though LS as a PD model is quite new to the western world, earliest LS implementations date back to the Meiji period (1868-1912) in the Japanese Empire (Baba, 2007; Cheng, 2019). It was the early Meiji Period when Japanese educational administrators intended to reduce isolationist policies (Dotger, 2015) and increase the professionalism of teachers (Cheng, 2019). Reforming the national education to the globalizing world and to meet the needs of teacher education, they introduced a PD system, which consisted of all the stakeholders of educational institutions sharing their learning outcomes and reported across schools and school districts (Isoda, 2007). This system included national conferences in which there were *open classes*. Isoda (2007) asserted that many observing teachers were invited to these open classes to observe the classes delivered by more experienced teachers and later to discuss new teaching methods and curricula. In their educational system throughout the 20th century, Japanese educators saw LS as a medium of enabling teachers to develop and to study their teaching practices and to realize the process of transferring the philosophy of curriculum into the classrooms collaboratively (Baba, 2007).

The book entitled *The Teaching Gap* authored by Stigler and Hiebert (1999) introduced LS to western educators. According to the authors, the academic discussions revealed that there was a substantial difference between Japanese mathematics lessons and lessons in the U.S.. Mathematics lessons in the U.S. focused on promoting lower-level mathematical skills whereas Japanese lessons focused on promoting students' conceptual understanding (Akiba & Wilkinson, 2016; Stigler & Hiebert, 1999). In the book, Stigler and Hiebert (1999) demonstrated the standards of teaching mathematics in Japan, and they presented LS as a driving force of Japanese teachers to practice and develop a learner-centered curriculum fostering the conceptual understanding of mathematics. According to them, the Japanese model called *Jugyou* [Instruction, lesson] *Kenkyuu* [Research, study] is a collaborative, long-term, continuous PD model for teachers that maintains a constant focus on student learning and situated on the teaching context (Saito et al., 2020). What is more, teachers in LS contribute not only to their professional growth but also to the development of the regional and national educational practice by reporting their experience (Stigler & Hiebert, 1999).

Works of Catherine Lewis (2000, 2002) contributed to the spread of LS in the U.S.. In her invited address to the special interest group on research in Mathematics education in the American Educational Research Association (AERA) Meeting, she presented LS drawing on

the interviews she made with 75 Japanese teachers and administrators and her LS observations in various places in Japan. Lewis (2000), using the term *Research Lessons* instead of LS to refer to the same model with a focus on the research lessons designed and delivered, concluded that there were five characteristics of research lessons which were as follows:

- Research lessons are observed by other teachers,

- Research lessons are planned collaboratively for a long period of time,

- Research lessons are designed to realize a particular educational goal or vision,

- Research lessons are recorded,

- Research lessons are discussed

Later, Fernandez and Yoshida (2004) published a milestone book called *Lesson Study: A Japanese Approach to Improving Mathematics Teaching and Learning*. Drawing on Yoshida's earlier doctoral dissertation (1999), the authors provided a comprehensive overview of LS implementation in Japan based on cases. They provided a practical outline to implement LS in contexts outside of Japan. Fernandez and Yoshida (2004) defined LS as a study or examination of teaching practice in which teachers engage in a well-defined, structured, and a step-by-step procedure. According to them, the LS process was composed of six steps, which were as follows:

- Collaborative planning of the *study lesson* (each model lesson collaboratively planned by the members of the LS group, *aka* research lesson; please note that there was not a consensus on the translated name of *Jugyou Kenkyuu* and related terminology in these earlier works),

- Seeing the study lesson in action,

- Discussing the study lesson,

- Revising the lesson (This is an optional step),

- Teaching the new version of the lesson (If the fourth step is taken),

- Sharing reflections about the new versions of the lesson (Fernandez & Yoshida, 2004, pp. 7–8).

In tandem with their outline, LS was adapted to many country contexts, and different varieties of LS have been implemented. As the practical dimensions of LS are argued in the following section (see 2.2.2. Implementing Lesson Study: A transformative practice), the LS cycle is not discussed further here. Instead, how the practical variations of LS resulted in LS communities and organizations worldwide is presented to conclude.

The spread of LS as a PD model for teachers was argued by Lewis *et al.* (2012). They stated that the establishment of the *World Association of Lesson Study* (WALS) and attendance at specific conferences organized and sponsored by WALS contributed to the growing international attention to LS (especially in the western academia) greatly. The association was founded in 2006 with seven founding member countries (Akiba & Wilkinson, 2016), organized the first WALS International Conference in Hong Kong in 2007 (Cheng, 2019), and has developed since then. According to the webpage of WALS, the organization's aim is to promote research and practice focused on different varieties of LS to improve the quality of teaching and learning. Accordingly, a practitioner-based annual conference has been held since 2007 to bring researchers, administrators, school leaders, and teachers to overcome the theory-pedagogy gap (WALS, 2020). Furthermore, study and research groups affiliated to certain colleges or universities as in *Leicester University, Mills College, University of Stavanger,* or *Columbia University Teachers College* contributed to the academic quality of LS. These initiatives lured many visiting academics and practitioners, which made international research with respect to LS practices. Such academic initiatives improved the theoretical background of LS, created an LS scholarship (as well as a readership), and helped it to gain a cross-national transferability.

As discussed above, even though LS is a model that is more than a hundred years old, it has been exclusively discussed in the western world approximately only for two decades. However, the increasing interest in LS helped it to become a widely-accepted PD model for teachers globally (e.g. Lim et al., 2011; Lomibao, 2016; Mon et al., 2016; Tan-Chia et al., 2013).

2.2.2. Implementing Lesson Study: A transformative practice

By definition, LS is a systematic investigation of classroom pedagogy conducted collectively by teachers who intend to improve their practice (Tsui & Law, 2007). Cheng (2019) defined it as a skill-based form of a professional learning community that utilizes practical knowledge to improve teaching practice. Alternatively, it was also defined as an inquiry-based PD model (Johnson, 2009) in which teachers investigate student learning in a particular institutional context; therefore, they develop their teaching practice in a situated and expansive learning activity (Tasker, 2014). As for the content of LS as a teacher learning activity, Dudley (2015) asserted that in LS, teachers "work together to improve the learning of their pupils and to develop ways of teaching them that help them to overcome barriers or difficulties they are encountering in learning, often in learning some very aspects of the curriculum" (Dudley, 2015, p. 5). Takahashi and McDougal (2016) underlined that the true purpose of LS is for teachers to adopt new knowledge for teaching and learning (and to put it into practice) instead of developing the perfect lesson plan. This view emphasizes that the

processual gains for the teachers are more important than the products of the process. That is to say, the process of reflective and collaborative teacher engagement is of critical importance rather than the perfect research lesson (RL) plan -the model lesson that is collaboratively planned, taught, observed, and evaluated in one LS cycle- as the product. They suggest that an LS practice cannot be squeezed into a couple of days, one-off workshop experience in which the experienced teachers or experts guide others to plan a perfect RL according to the established *best practices*; on the contrary, it typically lasts more than five weeks of inquiry, collaboration, and reflection on various activities through the end of the process. Taking these into account, LS is a post-modern approach and differs from conventional PD implementations paradigmatically in terms of not taking the ultimate supremacy of some so-called "best practices" for granted to solve their situated teaching and learning challenges.

In the introduction chapter (see. 1.1. Statement of the problem), I underlined the call for an alternative: A new concept of transformative PD that entails a different epistemological understanding of traditional PD forms and content (Dikilitaş, 2015). In tandem with this view, a desirable teacher profile which prioritizes reflective teaching practice with an inquiring and critically-motivated mind of change (Burns, 2010; Johnson, 2009) is set as the aim of transformative pedagogy in PD (Mezirow, 1997). Accordingly, a comparative discussion of *transformative* versus *transmissive* or *transitional* PD is proposed (Tanış & Dikilitaş, 2018). Transmissive PD practice is mostly associated with one-shot, sit-and-get trainings for teachers (Dikilitaş, 2015) whose form and content is decided by administrator-teachers and delivered by outer experts with a top-down approach (Wyatt & Ončevska Ager, 2016), whereas in transformative PD practice, teachers set the goals of PD, and they bring, develop, and manage the content and form of it drawing on the principles of the social constructivist learning approach. Transformative PD practice fosters social-constructivist learning for teachers, and it perceives teachers as the knowledge-generators. It puts the emphasis on the process rather than the product of teacher learning. This binary discussion of PD as transformative vs. transmissive/transitional is an eminent one; however, where LS stands within this discussion needs to be elaborated further.

To understand LS as a transformative PD practice, I elaborate on the practical aspects of it. Naturally, LS practice is grounded on certain paradigms that are arguably in alignment with the transformative PD. Pella (2015) argued that LS is a practice-based collaborative inquiry model of teacher PD; therefore, it has the potential to maximize opportunities for teachers to investigate their teaching practice and to realize impactful pedagogical shifts, unlike top-down models that are based on transmissive information transfer events. To illustrate, Fujii (2016) identified five ideals that set a paradigmatic framework for LS compared to top-down teacher professional development models, which were as follows:

- Conventional PD for teachers begins with an answer while LS begins with a question.

- Conventional PD is driven by an outside expert, whereas LS is driven by the content brought by the participants.

- In conventional PD, communication flow is from trainer to audience-teachers, whereas in LS it is among the participant-teachers composing an LS group.

- In conventional PD, there is a hierarchical relationship between trainers and teachers while reciprocal relationship among learners exists in LS.

- And finally, in conventional PD, research informs practice, whereas practice is the locus of research in LS (Fujii, 2016, p. 412).

In terms of how LS is implemented, a consensus over the structure has been reached. Albeit several variations, most of the LS practices are based on a fundamental, step-by-step procedure initially suggested by Fernandez and Yoshida (2004). A practical model in regard to LS was introduced by Dudley (2011, 2015) as illustrated in Figure 4. According to him, an LS process consists of cycles, in each of which the first RL is evaluated and developed to increase its impact to an optimum level, a level of professional saturation for the participant-teachers.
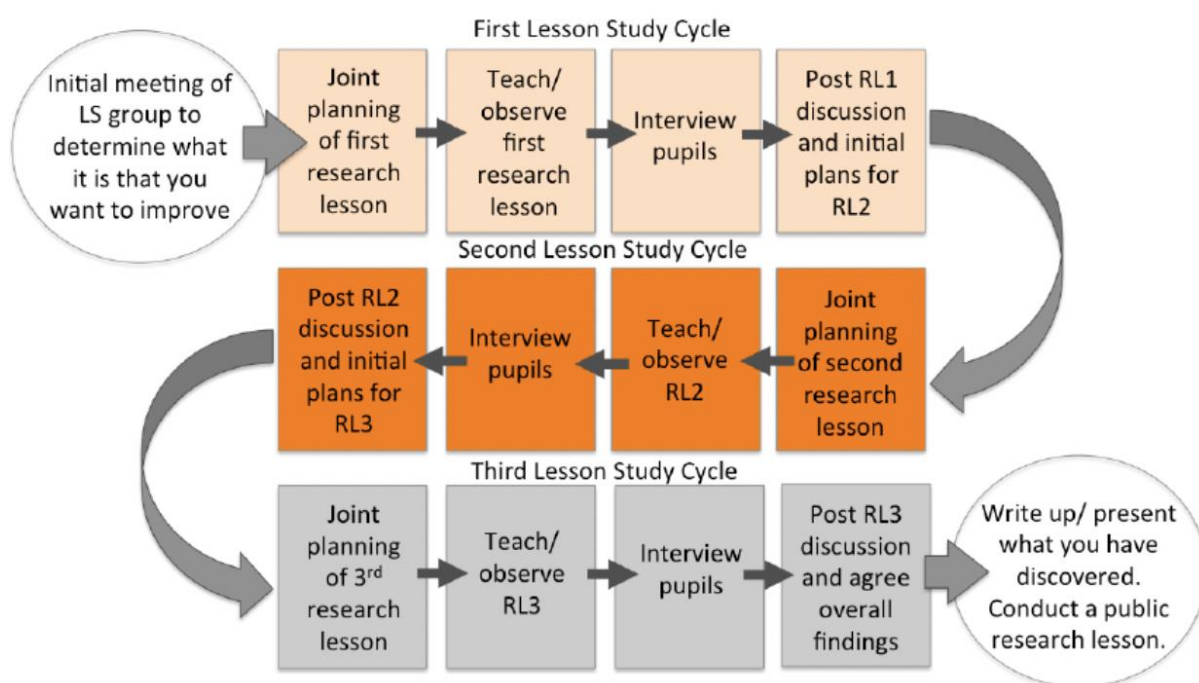
Figure 4. Lesson Study Process (Dudley, 2011, p. 108).

Cajkler and Wood (2015b) asserted that LS can be more modular and flexible/applicable to different contexts; however, in essence, teachers work together on five

main activities in an LS cycle as illustrated in Figure 5. According to them, the backbone of LS is based on the general steps, and this default cycle can be augmented according to the local needs of implementation and the participants' profiles. The model also emphasizes the recursive nature of the LS practice.
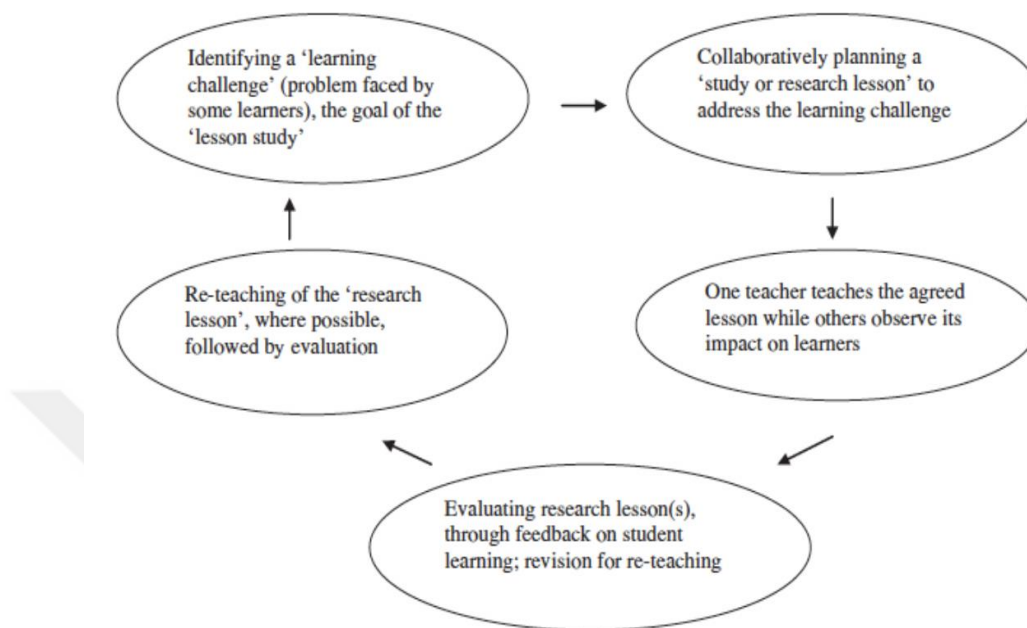
Figure 5. A Cycle of Lesson Study (Cajkler & Wood, 2015b, p. 2).

In this recursive process, the teachers initially identify a learning challenge in a bounded system. Later, they jointly create an RL that they collaboratively plan to address the challenge. They also identify case learners for observation. Third, one teacher in the LS group teaches the RL while the other members of the LS group observe the case learners. The observers focus on pre-identified learners and their reactions while observing the RL. Fourth, the LS group evaluate the data they collect during the RL and revise the lesson for re-teaching. Finally, after re-teaching the RL to a different but comparable group of learners, they either continue for one more cycle or finalize the process by evaluating it and reporting the findings to colleagues (Cajkler & Wood, 2015a, 2015b, 2016a).

In summary, even though each implementation of LS process can be unique and context-bounded (Dudley, 2015; Skott & Møller, 2017, 2020; Tasker, 2014), its essence is mostly intact and is based on paradigms of transformative PD practice (Fujii, 2016; Pella, 2015). Moreover, there is also a common understanding of LS as a recursive process, which means each goal setting or challenge identification step ends with an evaluation and reporting (Cajkler & Wood, 2015b; Dudley, 2015; Fernandez & Yoshida, 2004; Yoshida, 2012). But each cycle may lead to further challenges so that the LS process never ends as in alignment with the nature of effective PD (Darling-Hammond et al., 2017).

It is also important to notify that LS is practiced in different variations in Japan. Overall, there are two overarching types of LS. LS variations according to the scale and the context. First, according to the scale, Fujii (2016) classified the LS practice into three scales. Accordingly, there are school-based, district-based, and national-level LS scales. The difference is simply based on the background of participating teachers; however, the dynamics of each type cannot be distinguished so easily. Motives and interests of the participants vary according to the scale type of LS (Takahashi, 2006). In that, whereas a school-based LS practice is based on the local needs of students or teachers' at a particular school, a district-based LS takes the situation in a specific district as the bounded system and designs the LS participants accordingly. Last, Fujii (2016) asserted that the nation-level LS is concerned more with the reality of students across the country or state where LS is practiced as educational policy.

On the other hand, LS practice can be classified into different variations augmented according to the context. As asserted by Cajkler and Wood (2015b) earlier, LS cycle can be modified according to the local needs, and additional steps and phases can be integrated into a classical LS cycle. What is more, the theoretical framework and the object of LS practice can also vary locally. Cajkler *et al.* (2013) reviewed several LS types varying according to the context of initial teacher education such as Microteaching LS (Demirbulak, 2011; Fernandez, 2002) that includes microteaching practices by PSTs, Practicum-based Lesson Study (Coşkun, 2019) incorporating LS to EFL PST's teaching practicum, Lesson Plan Study (Cavey & Berenson, 2005) that intends to improve PSTs' content knowledge, and Formal Lesson Study (Gurl, 2011) that includes lesson planning but not observation. Alternatively, Huang and Han (2015) developed Parallel LS, a mode of Chinese LS to address the implementation of a new curriculum and to develop a professional vision to the reform-oriented curriculum. With a similar purpose, Takahashi and McDougal (2016) introduced a new kind of LS called Collaborative Research Lesson, which is a specifically developed PD model inspired by LS to meet new common standards of mathematics education adopted in the U.S. in 2010. Obviously different contexts and local purposes resulted in the development of various models originated from LS. However, it was also remarked that all the variations are based on the quality of elevating PD as a collaborative and reflective activity regardless of details of implementation (Cajkler et al., 2013). Apart from the LS variations in initial teacher education, some other contextual types also exist. For instance, Learning Study (Runesson & Gustafsson, 2012) uses Variation Theory as the theoretical framework to understand students' relation to the object of learning but the procedure is similar to LS practice. However, both Lesson and Learning Study aims to bring about improvements in education by focusing the attention paid by the teachers on students' experience of the object of learning (K. Wood, 2017). Alternatively, Huang, Su,

and Xu (2014) and Huang, Gong, and Han (2016) underlined the distinctive characteristics of a Chinese Lesson Study as a specific term that concentrates on teacher learning. It helps them to identify learning trajectories along which students may achieve conceptual understanding by engaging in tasks varied systematically (K. Wood, 2017). Keith Wood (2017) associates these variations with different types of *neriage*. Based on this analogy, it can be argued that different variations of LS or Lesson *Studies* are contextually fine-tuned but made of similar material and serving the same purpose.

To conclude, LS is not perceived as a rigid and intact process that cannot be varied; instead, each LS practice is driven substantially by the local, contextual, and cultural factors. This is also very important for the LS process to be effective (Skott & Møller, 2017, 2020). In this sense, LS follows a bottom-up approach by its nature; thus, it is a practical example of transformative PD.

2.2.3. Criticism of Lesson Study

Even though LS is considered as a non-conventional PD with a bottom-up approach (Fujii, 2016; Norton, 2018; Pella, 2015), it is important to present the criticism to LS to have an understanding regarding the other side of the medallion. These critiques contributed to me approaching the current dissertation's research setting with a critical perspective. I intend to show that LS-modeled PD, which was augmented according to the research context, would help the participant-teachers to gain an awareness and voice over their teaching practice. However, I also needed to keep the drawbacks and disturbances (Lee & Tan, 2020) into account so that participant teachers could benefit from the process as fully as possible. Several drawbacks, disturbances, or pitfalls were discussed in regard to LS's so-called demanding implementation and complicated practicality.

To illustrate, Gero (2015) presented several pitfalls of LS even though it was also discussed as an effective PD model in the study. The author warned that LS facilitators (those who facilitate the participant-teachers rather than leading them) should avoid a hierarchical engagement with the teachers in LS. It was reported that the teachers took a passive role in the study than expected because the district officials, who also participated in the LS team as facilitators or group members, dominated the process and damaged the collaboration. They controlled the PD process by choosing the focus of the RLs and the instructional techniques to utilize. In sum, they handicapped LS's bottom-up characteristics.

In another study, Bjuland and Mosvold (2015) reported their case of LS implementation as a challenging one. They asserted that their LS group including mathematics PSTs in Norway struggled a lot due to the lack of effective LS facilitator mentorship. It was also difficult for the PSTs to focus on observing student learning. Moreover, several crucial

aspects of the LS procedure were missing in the end of the implementation. Therefore, the role and support of an experienced mentor were discussed and found important especially in the initial teacher education context. Similar findings were also reported in Demirbulak's study (2011), who concluded that it was particularly challenging for PSTs to focus on learning rather than their teaching practice due to the lack of experience in teaching.

Next, Zhang (2015) reviewed the factors that inhibit the sustainability of LS in Hong Kong. It was stated that the practicality and sustainability of LS were questionable after the earlier external support from the government to implement LS was no more (also see Lo, 2009). It was underlined that lack of administrative support, too much administrative workload, insufficient resources, and pressure from parents, exams, or other educational reforms threaten the acknowledgment of LS as a sustainable PD model. Therefore, Zhang (2015) underlined the importance of administrative and official support to increase the impact of LS to a sustainable level, and to overcome the reasons for teachers and learners' busy schedules. Chong and Kong's (2012) and Karabuğa and İlin's (2019) studies demonstrated how the lack of organizational support and the excessive workload of LS group members jeopardized the processes of teacher learning in LS. Inviting comparison to the aforementioned problems, Lee and Tan (2020) found that limited time for LS activities, busy teaching schedules disturb teacher learning in LS. Drawing on CHAT-informed analysis, they also found that contradictions emerge in LS practice when cultural and historical norms clash with the newer concepts brought by LS-modeled PD.

Similar warnings echoed in Turkey as well. In her study investigating collaborative action research practice in the Turkish context, Kırkgöz (2015) reflected that extra workload coming with collaborative teacher work, finding a common meeting time, and lack of organizational facilitation posed challenges for the efficiency of processual, teacher-led PD practices. Her findings might also be perceived as a warning for implementing LS in Turkey taking the paradigmatic similarities between collaborative action research and LS. Likewise, Bayram and Canaran (2019) found that EFL teachers working at the Turkish tertiary-level language education had difficulties in keeping pace with LS-modelled PD practice activities due to the heavy workload. Relatedly, they suggested that this problem can be overcome with effective facilitation of the process and by modifying the model by considering the local needs.

Last, Cajkler *et al.* (2014) reviewed some other drawbacks of LS and called them warning messages from the literature. They reviewed that understanding the importance of observing student learning in LS is critically important (Dudley, 2015), therefore, LS facilitators should be careful in this regard. Other drawbacks were acceptance of ideas without careful consideration and failure of commenting/giving feedback constructively (Parks, 2009).

To sum it up, there are a number of pitfalls for implementing effective LS. I perceive them as *friendly warnings*; in that, I took certain precautions to calibrate the LS practice augmented in the current study. Accordingly, I drew on my role as the researcher-as-resource (Sarangi & Candlin, 2003) projecting my reflexivity throughout the study. To add, I created an LS protocol, in which participant teachers set the rules of LS-modeled PD practice for themselves as well as the content of it; the possible top-down pressure from school administrators are eliminated by giving participant teachers full ownership in regard to the content of PD. Further elaboration on researcher reflexivity and LS protocol can be found in the methodology chapter (see 3.1.3. Researcher reflexivity). To add, I introduce a semi-structured RL observation form (see Appendix 4) to assist teachers to concentrate on student learning while constantly keeping the learning challenges and the LS goal in mind during RL observations. In terms of the discussion regarding the sustainability of LS, It is correct that PD may require a lot of time (as it is a transformative, processual PD model) and may create another burden for already busy schedules of teachers. However, one should not forget that LS has been successfully practiced for decades in many different countries and subject contexts, which may indicate that it has got a practical value, and it is an affordable workload. Moreover, LS has been introduced as a key component of school and curriculum reforms all around the world (Akiba & Wilkinson, 2016; Lo, 2009; Lomibao, 2016). Nevertheless, it is also important for me to draw on these friendly warning messages from the prior studies to empower the participants in the current study.

2.2.4. Activity of teacher learning in Lesson Study

In this section, I initially discuss what is meant by teacher learning as an activity, and how it is related to PD. After this clarification, I will elaborate on the existing literature on teacher learning that emerges when teachers engage in LS.

As discussed earlier in the introduction chapter, PD for teachers often refers to a learning program (degree or non-degree, online or face-to-face, formal or non-formal) that addresses the professional growth of teachers. Effective PD for teachers fosters active and agentic teacher learning (Darling-Hammond et al., 2017), which refers to learning processes through which teachers change or increase their professional knowledge, understanding, skills, and attitudes (Vermunt et al., 2019). Therefore, in this study, teacher PD and teacher learning are used interchangeably. However, when deliberately distinguished, teacher PD refers to the models, programs, and activities in which teachers (intend to) grow professionally whereas teacher learning refers to the learning processes in which professional growth happens. Shuilleabhain (2016) defined teacher learning as the growth of teacher expertise which leads to a transformation in pedagogy and practice as well as student learning. The relationship between LS and teachers' professional learning was already synthesized in Willems and Van

den Bossche's (2019) systematic review investigating LS's effectiveness as a professional learning activity for both teachers and teacher candidates. In their systematic review, they synthesized that there was ample evidence for the positive effects of LS in terms of teachers' knowledge, skills, teaching behavior, and beliefs. In light of Shuilleabhain's conceptualization and Willems and Van den Bossche's synthesis, I argue LS as a PD model entails teacher learning in terms of several aspects such as teacher knowledge and teaching practice. In the following parts of the literature review section, I present an elaborate synthesis of prior studies that support my argument.

2.2.4.1. Teacher knowledge and Lesson Study

The extended literature review on the benefits of LS on teacher learning revealed several perspectives. First of all, many studies from diverse contexts mainly discussed the impact of LS-modeled PD on teacher learning from the perspective of the knowledge base, and they provided evidence that LS process develops participant teachers' pedagogical content knowledge (PCK). Briefly, PCK is a term that is coined by Shulman (1986, 1987) for conceptualizing areas of teacher knowledge. This conceptualization organizes teacher knowledge as in the following sub-areas:

(1) Content-specific dimensions of teacher knowledge;

    a. subject matter or content knowledge,

    b. pedagogical content knowledge (PCK),

    c. curriculum knowledge.

(2) General dimensions of teacher knowledge;

    a. knowledge of educational contexts,

    b. general pedagogical knowledge,

    c. knowledge of students,

    d. knowledge of educational ends, values, and philosophies.

Under the content-specific dimensions of teacher knowledge, content knowledge covers the knowledge of the facts of a specific discipline and subject area; pedagogical knowledge covers the principles regarding how to manage and organize the classroom; and curricular knowledge is mainly the knowledge of programs, curricula, and materials designed for specific subjects and topics (Borg, 2003; Shulman, 1986, 1987). On the other hand, the general dimensions of teacher knowledge regarding the educational contexts, general pedagogical knowledge, and knowledge of students sum up the general pedagogical knowledge of teachers.

Borg (2015) argued that among these sub-areas, PCK has the largest impact on teacher learning and cognition. According to him, PCK implies that teachers transform their knowledge of the content, curriculum, and general pedagogical knowledge into a form, a

teaching action that makes teacher knowledge amenable in the first place (Borg, 2015). The interrelations of various sub-areas constitute PCK, which is fundamental for teachers to understand their teaching practice and subject area in relation to contextual factors such as learners, curricula, ideologies, and policies. At this juncture, I would like to start my synthesis with the first set of reviewed studies that provided evidence in the development of teachers' knowledge base in LS-modeled PD processes.

Initially, Chong and Kong (2012) examined how LS provides opportunities that foster effective teacher learning and improved self-efficacy in a qualitative study. In the Singaporean high school context, participant teachers improved content knowledge and engaged in the implementation of innovative methods, pedagogies, and materials. The collaborative learning environment in LS created less threatening learning processes for teachers, which supported teachers to have a higher perception of self-efficacy. Similar to Chong and Kong (2012), Tan-Chia, *et al.* (2013) implemented LS in Singapore to reinforce the introduction of the new English language curriculum. To familiarize teachers with the values of new curriculum at a hands-on, practical level learning activity, they initiated an LS along with training sessions about the new aspects of the curriculum before LS cycles. The integrated curriculum introduction process enabled teachers to acknowledge new perspectives and skills such as incorporating assessment for learning in the classrooms. Besides, they were able to observe aspects of the new curriculum in action so that they got more familiar with potential pitfalls and opportunities coming along with it. It was argued that increased knowledge in regard to the new curriculum and their teaching context entailed improvement of PCK for the participant teachers.

In the Malaysian context, Mon, *et al.* (2016) investigated the implementation of LS for PD purposes in a multiple case study that involved two LS groups. Consequently, in both groups, improvement of both content knowledge and lesson planning skills was highlighted by the participants. Lomibao (2016) suggested similar results in her mixed-method study in the Philippines context. LS was utilized to determine its impact on introducing the new quality standards in education. The standards were based on four dimensions of quality teaching, which included professional knowledge, professional teaching, personal and professional attributes, and professional community. The t-test results revealed that LS-modeled PD contributed to the increase in the teachers' professional knowledge base. The qualitative data from interviews confirmed the quantitative findings.

In relation to PCK, Nami, Marandi, and Sotoudehnama (2016) proposed that LS experience helped teachers to build up technological pedagogical content knowledge, in that it increased their knowledge and skills of computer-assisted language teaching as well as their positive beliefs and confidence in regard to incorporating these skills to their regular teaching practices. In their study, the supportive and collaborative learning environment enacted within

LS was significantly influential on the acceptance of the computer-assisted language teaching skills. With similar findings in a different context, Coenders and Verhoef (2019) examined the impact of LS on experienced and novice teachers drawing on the extended interconnected model for professional growth. Accordingly, they created LS groups that included both in the same learning community. The analysis revealed that LS had a structure that started with a development phase; this was mostly built on theory and content level of teacher engagement, which was later followed by a class enactment phase. The second phase allowed participant teachers to see the new knowledge in the intended action. Collaboration of novice and experienced teachers in such a structure fostered a supportive learning environment for all members. Moreover, this structure supported teachers to combine content and pedagogical knowledge; hence, to develop their PCK.

As introduced earlier, LS structure is composed of several steps that are built upon one another. These steps offer different activities for teacher learning. Cajkler *et al.* (2013) found that post-RL discussion step helped teachers to focus extensively on the learning challenge in the LS context with the help of peer-observations. In these meetings, participant teachers critically discussed teaching approaches to overcome the learning challenge. In addition to the content knowledge that is mostly covered while designing the RL, the LS group members focused on how students approach learning, curricular issues, and assessment. As content knowledge is combined with pedagogical knowledge at this phase, it can be said that post-RL discussions have a potential for PCK development. In another study from the same research group, Cajkler *et al.* (2015) also confirmed that teachers developed a sharper focus on student learning, and they became more motivated to experiment with new pedagogies in LS. As they prioritized more interactive activities including problem-solving tasks and peer teaching more than their regular teaching practice, the LS group members deepened their understanding of content knowledge by constantly revisiting the content by clarifying (and re-formulating when needed) the learning challenge and terminology from the course content. However, they also reported that LS members got self-challenging in the process; thus, they endeavored new pedagogies in their RLs. This combination of deeper content knowledge and pedagogical ventures regarding new and challenging practices supported their PCK.

In a recent study in the EFL teacher PD context, Yalcin-Arslan (2019) found three major fields of development of EFL teachers engaged in learning activity in LS: teacher and teaching-oriented PD, learners and learning-oriented PD, and content-oriented PD. It was claimed that the participants increased their awareness of learners and individual differences thanks to the extensive observation of students and student learning in LS. To add, teachers developed their content knowledge, and they got more aware in regard to essential pedagogical questions such as "how to teach" and "how much to teach" while developing their lesson planning skills. This combination of sub-areas of teacher knowledge entailed PCK

development. In another recent study in the EFL context, Zhang et at. (2019) focused on public lessons, a popular LS variation in China. They investigated teachers' cognitive development, professional socialization, and emotion over time as a result of public lesson process. They found that the preparatory steps of public lessons had great potential for teacher learning by deepening their understanding of the content knowledge. The whole process also transformed their educational beliefs in terms of being more open to adopting new teaching methods and accepting their colleagues' ideas/opinions. Similarly in the EFL context, Norton (2018) found that EFL teachers working in English for specific purposes settings benefited greatly from LS-modeled PD practice because LS allowed EFL teachers to share subject-specific knowledge by jointly developing RLs. In such settings especially in the higher education contexts, RLs typically target teaching English for specific purposes about which individual EFL teachers may lack expertise but a group of teachers may build up collective expertise instead.

In another recent paper, Dudley *et al.* (2019) presented two large-scale research projects from the UK. In the first one, they revealed that primary and secondary level teachers were significantly more confident in the areas of new mathematics curriculum based on t-tests and post-LS surveys. To add, the teachers built up new teacher beliefs in this longitudinal study in regard to the reconsideration of student achievement, inclusion of multimodal materials, and use of problem-solving tasks as a part of the regular instruction. In the follow-up project, school districts wanted to sustain the effects of the first project and engaged in district level LS hubs. In both LS-modeled PD projects, it was observed that teachers got more confident in content knowledge and in how to convey particular content knowledge in their teaching practice; in other words, PCK.

The above-mentioned studies demonstrate a clear focus of the prior research on LS as stimulator of teacher knowledge development. In terms of teacher learning, teacher knowledge development affected not only their expertise in the content knowledge but also helped them to gain a better understanding of new materials and pedagogies (Cajkler et al., 2013, 2015; Chong & Kong, 2012; Nami et al., 2016; H. Zhang et al., 2019), new curricula, policies, and teaching standards (Lomibao, 2016; Tan-Chia et al., 2013), and lesson planning and implementation skills (Coenders & Verhoef, 2019; Mon et al., 2016; Yalcin Arslan, 2019). In other words, teachers developed their expertise over time, through experience, and in action about how to teach content in ways that may reinforce learning.

2.2.4.2. Teacher roles and professional capital in Lesson Study

Teacher learning cannot be limited to the acquisition of new knowledge; learning processes can also include the regulation of the existing perceptions. One repeated regulatory teacher learning occurred in prior LS studies was about learning in regard to teacher roles.

Teachers co-constructed and regulated their roles in their teaching practice as they engaged in LS-modeled PD.

First of all, Lieberman (2009) examined how LS transformed traditional norms of teacher learning in the U.S. context such as individualism, conservatism, and presentism. LS was found to facilitate teachers' enactment of a professional identity stripped of the debilitating impacts of these norms and prioritizing collaborative, continual, and innovative PD. Teachers could change their answer to the question 'who am I as a teacher?' with effective PD models such as LS. The author concluded that LS structure created opportunities for transformation of teacher skills, knowledge, beliefs, and philosophies; therefore, it influenced teachers' professional identities by changing the norms of individualism, conservatism, and presentism to openness, collaboration, experimentation, and critical design in a transformative way.

In Shuilleabhain and Seery's qualitative case study (2018) investigating mathematics teachers' learning in LS, a major finding was that teachers raised awareness in regard to their roles in the classrooms and started positioning themselves as facilitators of student learning. Instead of their previous positions as the instructional transmitters, this new role empowered them to plan RLs with a process-based, problem-solving approach to teaching and learning. Moreover, this helped them to transform their lessons into a teaching practice that encouraged learners to become more agentic. They suggested that LS supported this transformation because it allowed the participant teachers to experiment on new pedagogies in a collaborative and reflective teacher learning activity.

Coenders and Verhoef (2019) also revealed a dynamic change in teachers' perceptions of their own roles. They investigated teacher learning in a qualitative multiple case study with two LS groups from different subjects. One major finding was about LS participants' perception of their roles in the classrooms. These teachers developed new insights on their own role by getting students engaged in meaningful learning activities, and they focused less on explaining the content as a transmitter of knowledge. This new teacher role as the facilitator of learning space was improved thanks to the extended RL preparation and design opportunities in LS-modeled PD.

In Cajkler *et al.* (2014) and Cajkler and Wood (2016a, 2016b), the enactment of new teacher roles as a result of LS-modeled PD was conceptualized from a teacher identity point of view. Based on Hargreaves and Fullan's concept of professional capital (2012), Cajkler and colleagues discussed the concept of pedagogic literacy and LS's impact on its development. In the concept of processional capital, there are three constituting elements: (1) Human capital covering the development of enterprise, (2) social capital covering the expertise that comes from individuals in professional collaboration, and (3) decisional capital covering the professionals' ability to use expertise to make decisions regarding their practice. The authors discussed how professional capital is influenced by the teacher learning activities in LS. More

specifically, in Cajkler *et al.* (2014), the authors investigated teachers engaging in LS in a secondary school context in England. It was revealed that LS process allowed participants to develop their individual expertise in a community of teachers; this development led them to be more confident, decision-making, and risk-taking teaching professionals with higher sense of professional capital. In Cajkler and Wood (2016a), the authors researched LS as a method in initial teacher education that aided PSTs' placement in practicum schools. LS enabled the participants to build up their social capital owing to closer collaboration with their mentors and to learn more about the students and learning. These aspects of teacher learning were discussed as critical for the development of pedagogic literacy of PSTs and their professional capital. Similarly in Cajkler and Wood (2016b, 2019), the authors analyzed the concept of pedagogic literacy in this non-empirical piece. They reviewed the benefits of lesson study and concluded that the use of LS in initial teacher education contribute to teachers and mentors focusing on what it means to be a teacher; in other words, their roles as teachers and mentors.

As mentioned in these studies, LS's benefit to stimulate and regulate a critical re-consideration of teacher roles was evident. As participant teachers get involved in new pedagogies, values, and philosophies, they engage in critical questions such as 'how does learning emerge in these pedagogies?' and 'what is my role as the teacher to incorporate this teaching approach?'. In tandem with this, they co-construct and/or transform their beliefs regarding professional values and philosophies (Lieberman, 2009). Furthermore, they also enact their identities as a facilitator of learning rather than as a transmitter of knowledge (Coenders & Verhoef, 2019; Shuilleabhain & Seery, 2018). To add, teachers engaged in LS expand their professional capital (Cajkler et al., 2014; Cajkler & Wood, 2016a, 2016b) as a result of LS-modeled PD practice.

2.2.4.3. Teacher learning about learning processes in Lesson Study

Another prominent pattern in the prior research in regard to the effects of LS on teacher learning was about teachers gaining deeper insight and understanding regarding how students learn in their teaching context. Instead of focusing on their profession only as a 'teaching job', LS enabled teachers to observe, reflect on, evaluate, and act upon student learning.

This outcome of LS was evident when teachers work with learners in special education contexts. In Ylonen and Norwich's study (2013), for example, teachers were found to learn more about the learning processes and individual learning practices in LS due to observing case pupils instead of teaching in RLs. As particular students were extensively observed in LS to revise the RLs accordingly, the LS members became more aware of their learners' instructional behaviors, habits, and needs.

Learning exclusively about pupils in LS-modeled PD was not only limited to the education of learners with special needs. Kriewaldt (2012) reported similar results in her case study about an LS project that included ten experienced teachers of economics, business, and commerce at four schools in Sydney, Australia. The author found that LS activities allowed teachers to move from meeting certain standards of teaching to improving the processes of learning. It was argued that such a shift implied a complex and intricate relationship between teaching and learning; teachers developed their ability to listen to the students' needs. Therefore, LS was a powerful means for teachers to focus on the improvement of learning processes and outcomes. The explicit focus on student learning as a positive outcome of LS was also emphasized by Schipper, *et al*. (2017). They argued that participating in LS contributed to participant-teachers' awareness of students' individual educational needs and expectations while developing teachers' adaptive teaching competence.

The findings in Kriewaldt's (2012) and Schipper *et al.*'s (2017) studies were also supported by Cajkler's and his colleagues' research groups by their research findings. Studies with both PSTs (Cajkler et al., 2013; Cajkler & Wood, 2015b, 2016a) and in-service teachers (Cajkler et al., 2014, 2015) demonstrated that LS participants developed a sharper focus on pupil learning, and they become more motivated to utilize learner-centered pedagogies such as peer-teaching. Teachers became more confident in specifying the learning challenge and outcomes, in understanding how students approach learning, and in supporting independent learning. Moreover, LS played a pivotal role in teacher learning and awareness of students' different and contextualized educational needs (Schipper et al., 2020).

In another research group's study, Warwick *et al.* (2019) used the framework of pupil voice to conceptualize the fact that LS prioritizes learning. With a social justice perspective, they problematized how crucial and critical it is to include pupil voice for effective teacher learning and PD. They suggested that attending to pupil voice is a challenging aspect for teachers. On the other hand, the structure and activities in LS supported teachers to attend to the pupil voice. The findings portrayed that where teachers took pupil voice into account as they reflected on RLs, it contributed to teachers' descriptive and interpretative learning based on authentic input from learners. Most of the scholars in this research group also investigated LS in another study authored by Vrikki, *et al.* (2017). They identified two types of teacher learning: Descriptive and interpretative learning processes. Descriptive learning processes refer to "the co-construction of knowledge at the level of representing a selection of what was known" (p. 216) such as teacher noticing whereas interpretative learning processes refer to contributions that go beyond descriptive processes. Interpretative learning processes occur when teachers move "the discussion from individual case pupils to pedagogic consequences and intentions for wider groups" (p. 221). The study demonstrated that teachers engaged in exploratory talk including both descriptive and interpretative learning in LS-modeled PD

activities. As teachers participated in exploratory talk in LS, they problematized teaching challenges and co-constructed new knowledge about their students and their learning processes in collaborative planning and evaluation of RLs. In a similar study authored by Karlsen and Helgevold (2019), the authors examined teachers' attention to student learning in post-RL discussion step of LS cycles with a special focus on teacher noticing. They found that LS promoted interaction among teachers and observation of RLs, which constrained the opportunities for higher levels of noticing and deeper attention to student learning.

In sum, prior research showed that LS enabled teachers to have a deeper insight into the learning processes of students. More specifically, with the help of activities teachers initiated in LS cycles, they learned more about students with special needs (Ylonen & Norwich, 2013), became more aware of student needs in general (Kriewaldt, 2012; Schipper et al., 2017), focused on student learning (Cajkler et al., 2013, 2014, 2015; Cajkler & Wood, 2015b, 2016a; Kriewaldt, 2012; Schipper et al., 2017), incorporated pupil voice in teaching practice (Warwick et al., 2019), and engaged in exploratory talk with descriptive and/or interpretative learning processes with deeper noticing on student learning (Karlsen & Helgevold, 2019; Vrikki et al., 2017).

To conclude the implications regarding teacher learning, prior research on teacher learning in LS concentrated on three major outcomes of the model. The first group of studies investigated how LS-modeled PD contributed to teachers' knowledge base and specifically to PCK. The second one examined the new roles and identities participant teachers enacted during LS practice. The last one revealed how teachers deepened their understanding of learning processes with the support of LS activities based on extensive observation of student learning.

2.2.5. Lesson Study as a reflective activity

In this part of the research synthesis, I present and synthesize prior studies that examined LS within the framework of reflective practice. I start with a brief introduction to reflective practice to clarify what I understand by it. Later, I present the literature that elaborates on the elevation of reflective practice within LS-modeled PD contexts. Therefore, I aim to explain the reason why I coined the teacher activity in LS as reflective activity in tandem with my theoretical framework.

There are certain fundamental scholars who contributed to the development of reflective practice scholarship. First, Dewey (1933) argued that teaching with a reflective approach involves teachers' active, consistent, and critical consideration in regard to their everyday teaching beliefs and practices. Upon his views, Schön (1983) elaborated on reflective practice to explain how it is enacted in daily practices. Accordingly, two reflective registers

were proposed: *reflection-in-action*, which refers to the synchronous reflection during the teaching practice, and *reflection-on-action*, which indicates the asynchronous reflection that occurs after the practice that is reflected *on*. Later, Killion and Todnem (1991) proposed *reflection-for-action* to conceptualize the reflective activity that follows the previous two and intends to identify a walkthrough for the actions to engage in the future. Scrutinizing and combining those, Farrell (2012) proposed the term *reflection-as-action* to frame the systematic reflection as a regular activity in teaching practice that triggers and transforms the reflective mindset regardless of the temporal aspects of reflection(s).

As for the current views of reflective practice, it has been discussed from an epistemological perspective. For example, Bolton and Delderfield (2018) suggested that reflective practice is a state of mind and an ongoing attitude to life and work that enables people to make sense of where they stand in their professional practice. They elaborated on this definition with the function of it. Accordingly, they stated it as follows:

> Reflective practice can enable future professionals to learn from experience about: themselves; their studies, their work; the way they relate to home and work, significant others and wider society and culture; the way social and cultural structures (e.g. institutions) are formed and control us. (Bolton & Delderfield, 2018, p. 48).

This definition conceptualizes reflective practice as a socially and contextually bounded experience which is processual, sense-making, and positioning. These are important characteristics of teachers' reflective practice. However, it arguably puts the individual in the center and provides a cognitive perspective on the phenomenon of reflective practice by conceptualizing it as a state of mind in the first place. A similar perspective is proposed by Farrell (2016) who defined reflective practice as a teaching practice in which teachers take the responsibility of critically looking at their practice in terms of what they do, why, and how they do it so that their practice can be personally meaningful for themselves. His perspective also portrays reflection and reflective practice as a sense-making practice that extensively (if not solely) turns to reflective teacher's own experiences and overlooks the fact that these experiences are context-driven and socially situated.

Alternatively, Steve Mann and Steve Walsh initiated a long-term discussion regarding the reflective practice in several prominent publications such as Mann and Walsh (2013, 2017) and Walsh and Mann (2015). They argued that reflective practice in education needs data-led elaboration and is often presented merely as an individual process; however, the value of collaboration and participation in communities of practice needs to be highlighted as well (Walsh & Mann, 2015). This view of reflective practice is essential in my study because I intend to adopt a sociocultural perspective on reflective activity (Johnson, 2009) in tandem

with my theoretical framework. From a sociocultural perspective, reflective practice is a teaching movement that allows teachers to reflect on their teaching and transform it in relation to the social elements of professional context such as the social environment, relationships with other stakeholders at the institution, and with wider circumstances.

Drawing on the rightful critique suggested by Mann and Walsh (2017) regarding reflective practice literature, I agree with the need for concrete, data-led examples of how reflective practice occurs without underestimating the value of reflecting on/in/for (and learning from) others' experiences. Thus, I adopt Bolton and Delderfield's definition (2018) of reflective practice in the current study and upcycle it with a sociocultural perspective. Accordingly, I perceive it as processes in which teachers learn and develop professionally through and across reflective activities in a social and professional context. This context naturally includes learning processes that involve other people and their experiences; some of which may be shared or not. Regardless of that, I do not perceive reflective practice solely as an individual state of mind that underlines the cognitive aspects of reflection such as awareness, beliefs, and knowledge but also as a collaborative process grounding on the reflections of others within the social context in which reflective activity occurs. In my case, this social context is DEU SFL, and the reflective activity is the LS-modeled PD practice that I facilitated within the scope of the current dissertation.

Within the LS scholarship, some authors referred to the reflective practice among teachers in their studies. However, what they understood by reflective practice was naturally context-dependent. Therefore, it is important to synthesize the findings in these studies with a reflective practice perspective to understand why researchers claimed LS was a reflective activity. Synthesizing the studies, I found that LS was perceived as a reflective activity due to (1) its impact on teacher beliefs and awareness; (2) various group discussions (e.g. post-RL meetings) that foster reflective thinking at both individual and collaborative levels; and, (3) LS structure scaffolding peer-observation, which allows teachers to reflect on teaching practice from an outer perspective (as Engeström's (2015) up and outwards activity). Accordingly, I present below the prior studies in which LS was argued as a reflective activity.

First of all, most of the studies reviewed here claimed that LS enacted itself as a reflective activity that extended beyond the period of LS practice because it influenced teacher beliefs and awareness. For instance, Liebermann (2009) claimed that teachers reflected on their roles and identities at an institution not only as a teacher but also as a colleague and community member. As they reflected on their beliefs about uncertainties in their daily practice and perceived failures, they amended their mindsets and welcomed those uncertainties as professional opportunities to grow. This transformation happened by fostering the self-

reflective stance among the participant teachers. As a result, teachers became more aware of their practices and more open to development.

In a further study, Hui and Yan-jun (2016) investigated the development of teachers' abilities to engage in reflection-as-action in terms of their reflective levels and contents of reflections. The research that involved 40 teachers in various LS groups focused on early, mid, and late stages of the LS-modeled PD. They found that as the stages and cycles went on, the participants' reflective levels got significantly higher. As for the content, teachers focused on events and critical incidents from their past experiences in the early stages. However, as the group started to meet on a regular basis, LS turned into a platform to reflect on broader and higher-order educational issues such as theories of student learning, as well as ethical, moral, and political issues affecting their everyday practice. In conclusion, their LS implementation showed that LS was a reflective activity raising awareness not only of immediate content such as the learning goal, RLs, and observations but also of teachers' professional beliefs and values.

In her qualitative study with science teachers from 15 different schools, Gutierez (2015) found similar results. As LS was utilized as a model to improve teachers' practices, it led participants to analyze the outcomes of RLs throughout more than one LS cycle. This analysis resulted in the redefinition of their beliefs and practices in alignment with the current trends in education. Thus, the rejuvenating impact of LS drew on actual classroom settings and everyday teaching practice; therefore, LS as a school-based, reflective activity helped teachers to develop a culture of reflection (e.g. reflection-as-action) embedded in their everyday practices.

Secondly, some of the reviewed studies also pointed out the reflective possibilities of certain steps of LS. They conceptualized LS as a series of activities (as steps in each cycle, See Figures 4 and 5.), some of which specifically offer opportunities for the participant teachers to reflect on certain aspects of their teaching practice. Again, some argued these reflections to be individual from a cognitivist point of view whereas others highlighted the importance of collaborative reflections especially in group meetings in LS.

As one example, Gutierez (2016) concentrated on the interaction that took place in post-RL discussions and the reflective discourse in them. She found that these meetings created a reflective space where participants could share their ideas to improve the RLs. These meetings also enabled participants to make comparisons across LS cycles. Teachers shared ideas and opinions about alternative pedagogies based on the experience they brought from before they engaged in LS. This way, post-RL discussions made it possible for collaborative reflective practice to emerge. Similarly, Cajkler *et al.* (2014) also demonstrated that

collaborative reflection was a major benefit of teacher engagement in LS. As it enabled a group of teachers to share thinking towards a common pedagogical goal, say a learning challenge, LS created a common ground on which LS participants could reflect on their practice both as individuals and as groups.

Recent studies investigated the reflective meetings in LS-modeled PD practices with a specific focus on collaborative reflective practice. For instance, Warwick *et al.* (2016) examined a three-cycle LS process. They investigated the reflective meetings that happened after each cycle. They demonstrated discursive evidence from video-recordings showing that reflective discourse in post-RL meetings changed lesson structures to be more learner-oriented, and task/problem-based. These meetings created collaborative reflective discourses among the participant teachers where they challenged each other with new ideas, which resulted in a professional development experience for all participants.

In another very recent study by Vermunt *et al.* (2019), the findings showed how LS-modeled PD fostered meaning-oriented teacher learning rather than problematic learning. The authors discussed this finding by emphasizing LS's strong focus on analyzing and understanding case pupils' learning in reflective LS sessions. They found that in these sessions, teachers engaged in LS found explanations to understand why students failed to learn in a specific RL and amended the lesson plan to overcome this failure. This was the reason why LS itself was a reflective teacher learning activity.

Finally, some studies emphasized the peer-observations in LS when participant teachers visit a colleague's class when she or he teaches the RL. For example, Mon *et al.*'s study (2016), which included two LS groups in two different schools in a multiple case study, revealed that promotion of reflective practice was a clear outcome of LS; it provided a venue for the participants to discuss matters related to their everyday practice. They suggested that peer-observations in LS enabled teachers to have greater insight regarding their practice as well. As teachers lacked opportunities to observe themselves, they utilized LS-modeled practice to change their ideas about issues they normally had taken for granted.

Likewise, Rahim *et al.* (2015) pointed out that peer-observations in LS helped teachers to gain deeper insight in regard to their daily practice. As LS structure allowed observers to volunteer to be an RL teacher in the following cycles, the observing participants asserted that they reflected on how to teach specific parts of the lesson plan when (or if) it would be their turn to teach. Furthermore, visiting a colleague's class to observe was very unlikely in the research context. Insights gained as a result of reflections on peer-observation experiences exceeded the LS practice, that is, peer-observations enabled the participant teachers to reflect on their teaching practice out of the LS context and question it with a critical lens.

Last, Yalcin-Arslan (2019) also reported that LS made teachers reflect on other teachers' teaching practice in a constructive way, and it supported them to constantly compare and contrast their own practice to others'. Observing and reflecting on colleagues' teachings during RLs allowed teachers to develop critical and creative thinking skills.

In conclusion, LS has been identified as a reflective activity in the prior literature. As presented above, LS is a reflective activity in terms of influencing teacher beliefs and awareness, making teachers more mindful about their teacher selves (Gutierez, 2016; Hui & Yan-jun, 2016; Lieberman, 2009). Moreover, some earlier studies concentrated certain steps and actions in the LS cycle (e.g. post-RL discussions, RL plannings) and claimed that such group engagements provide opportunities for reflective practice to emerge at individual and collaborative planes (Cajkler et al., 2014; Gutierez, 2016; Vermunt et al., 2019; Warwick et al., 2016). Finally, peer-observations were also found to initiate reflections among participant teachers (Mon et al., 2016; Rahim et al., 2015; Yalcin Arslan, 2019).

2.2.6. Lesson Study as a collaborative activity

LS is a PD model that can only be initiated by a group of teachers engaging in joint creation (Chong & Kong, 2012). It is only operational when a group of teachers comes together to work on a common learning challenge (Cajkler et al., 2014) throughout cycles of jointly planned and implemented RLs (Dudley, 2011, 2015). The participant teachers sometimes come from the same school (e. g. Csida & Mewald, 2016), or different schools in the same district or region (e.g. Dudley et al., 2019). Naturally, the process is built upon active collaboration and joint creation/operation of a group of participant teachers. The aspect of social learning and PD in LS through collaborative activities has often been highlighted in the prior literature (Cajkler et al., 2013; Vermunt et al., 2019). In this part of the literature review, I will present the related studies and use the view of *community of practice* framework to elaborate on the dimension of social learning reported in earlier LS studies.

Community (or communities) of practice is a term first developed by Lave and Wenger (1991); however, it drew on the earlier view of learning as participation (e.g. Schön, 1983; Vygotsky, 1978). It is the basis of the social theory of learning which refers to a collection of people that engage in some common endeavor over an extended period of time (Eckert, 2006). With this definition, Eckert highlights the two conditions of community of practice, which are the shared experience over time with a common aim and commitment to a shared understanding of this aim. With a CHAT perspective, I would like to present studies that reported LS as a collaborative teacher learning activity. In my research synthesis, I found that (1) LS is a collaborative activity due to the elevation of joint teaching

actions/activities/operations in LS (e.g. RL planning, post-RL meetings, peer-observation) on a regular basis; (2) LS is a collaborative activity because it creates a teacher community where teachers enact new socially-oriented identities or transform the existing ones; and (3) LS is a collaborative activity because it provides a sustainable sense of collegiality and safe social learning environment for teachers.

Initially, my research synthesis revealed that LS can be perceived as a collaborative activity due to the collective functionality of actions that compose the LS cycle(s). For example, problematizing the teaching standards in Australia, Kriewaldt (2012) argued that *the National Professional Standards for Teachers* entail teaching as an individual activity. In a case study, she investigated LS's potential for informing these standards and proposed it as an alternative means of meeting these standards. The discourse analysis of the qualitative data revealed that LS had a great potential to create a participatory practice that shifted the focus from the individual to the collegial activity. It mandated collaboration as a community of practice in terms of promoting shared planning, observations, RL reviews, and post-RL discussions as collaborative actions. It was suggested that LS could potentially bring teachers more centrally into the collective sense-making process of such standards throughout these collaborative actions. Rahim *et al.* (2015) affirmed these findings in their study, which drew on data from an LS group that was composed of four EFL teachers from Malaysia. The teachers agreed that LS provided regular opportunity to collaborate for overcoming a shared instructional objective. These opportunities emerged specifically during the post-RL reflection and feedback sessions where participant teachers met up to share their reflections after an RL. Likewise, Cammarata and Haley (2018) found that learning in LS occurred mainly due to participant teachers' active engagement during the collaborative RL planning, teaching/observing, and debriefing (post-RL meetings) phases. They argued that LS created a community of practice because learning in LS was associated with the activity within which this activity was embedded (e.g. collaborative actions throughout LS cycles); and authentic contexts, social interaction, and collaboration played a key role in the learning process.

Vermunt *et al.*'s seminal study (2019) provided similar results from the English context. In their study, in which they researched different patterns of teacher learning such as meaning-oriented learning, practice-oriented learning, and problematic learning, they focused on collaborative aspects of learning in LS. They found that LS emphasized collaborative learning in joint lesson preparation meetings and reflective sessions on the RLs, which helped teachers to seize more meaning- and practice-oriented learning experiences rather than problematic learning. That meant that LS helped teachers to have a more holistic understanding of the rationale behind their learning, teaching practice, and instructional choices.

Second, several studies conceptualized LS as a collaborative activity, in that it allowed teacher communities to emerge. In such communities, teachers' beliefs and attitudes in regard to PD and identity were transformed. For example, Liebermann (2009) specifically used the term learning community to explain the community that challenged traditional beliefs and behavior; the community that could help community members to develop an identity that challenged the traditional teaching norms. She claimed that LS structure resulted in a socio-cultural learning environment where teachers could collaboratively set goals for the LS process, review the curriculum together, develop and revise RLs, and engage in peer-observation, feedback, and reflection. In her research context, LS provided a structure for teachers to collaborate regularly in a deeper and more structured way than they normally had done. They were not only concerned with the short-term LS goal, but also in longer-term goals that would fundamentally transform their regular teaching practice, which was driven by the norm of individualism in the U.S. context. LS helped teachers to break this norm and to adopt the norm of openness and collaboration in a learning community of teachers. With similar findings, Gutierez (2016) also concluded in her study that through LS, professional learning community was built by the participant teachers; furthermore, this community was maintained by the sense of mutual trust and collaboration. The community of practice provided inquiry-based and reflective dialogue on their teaching practices, making teachers more open to change and grow together professionally.

Chichubu and Kihara (2013) used the same term as in Liebermann (2009) and Gutierez (2016), the (professional) learning community, and reported LS-modeled PD as a policy in a massive scale study in Japan that included 2500 schools across three school cycles (elementary, middle, high schools). In the study, the authors intended to explain how LS was implemented to create professional learning communities at different school cycles. As a nationwide practice in Japan, the LS experience of teachers from the participating schools was collected by two surveys that included questions about methods of LS implementation and the effectiveness of LS. The results revealed that throughout LSs, teachers were able to develop professional learning communities that elevated close communication among teachers. In some cases at the elementary schools, LS was a process that was coached and facilitated by the administrators. This principal-teacher collaboration was associated to close communication between teachers in the survey results. At middle schools, teachers had a school-wide committee and joint responsibility for RLs due to the LS-modeled PD practice; however, the LS practices at high schools do not significantly align to show a general pattern of implementation. The authors concluded that LS facilitated professional learning communities at schools even though there were practical differences across school levels.

Cajkler *et al.* (2013) also used the communities of practice framework to analyze the collaboration among pre-service teachers and their mentors in the UK context. They found that LS enabled a situated collaborative activity between pre-service teachers and mentors. The stakeholders in the research indicated a sense of facilitated and rapid integration of pre-service teachers into the practicum school community. From a community of practice perspective, it was suggested that LS was perceived as a collaborative learning project; in that project, the stakeholders were able to gain a deeper understanding of the departmental practice in the given context and to help pre-service teachers to learn from engagement in practice. It was concluded that LS as a community of practice involved a transformation in professional identities of PSTs or teachers at early career stages. Cajkler *et al.*'s study (2014) that included secondary school in-service teachers gave similar results from a professional capital perspective. The teachers participating in LS-modeled PD practice in this study showed development in terms of their individual experience in a collaborative community; this development process was empowered by critical decision-making processes (e.g. critical RL-related decisions in joint meetings and volunteering for LS actions such as RL teaching). In other words, their human capital was developed by building social capital. This development was closely related to decisional capital; therefore a holistic sense of professional capital was enacted within LS.

In a more recent study in the Turkish context, Özdemir (2019) focused on teachers' everyday practice at a primary school and argued that LS provided teachers with unique opportunities to meet up with colleagues with a shared aim of solving an instructional challenge. Collaboration enacted within the LS process enabled teachers to exchange ideas, methods, techniques, and practices. LS created a learning community where teachers were able to observe different practices and activities in their colleagues' classes.

Third and last, LS was also found to elevate and foster the sense of collegiality and a safe learning environment at the institutions where LS-modeled PD was practiced. Such findings can also be closely associated with the collaborative nature of actions constituting LS cycle. In the LS implementations reported in Mon *et al.*'s study (2016), LS was found to provide supporting factors for PD such as a stronger sense of collegiality among LS group members because it entailed a close collaboration between teachers and school administrators. Such an authentic dialogue helped them to break the barrier of teacher isolation. This made teachers appreciate and value collaborative opportunities in LS. Likewise, Karabuğa and İlin's study (2019) reporting another LS practice illustrated appreciation of the safe discussion environment and collegiality in LS. They found it striking that LS enabled mutual respect and appreciation that was reported as a result of LS practice. This sense of improved collegiality helped them to overcome teacher isolation and to gain higher professional satisfaction by building LS communities.

In Schipper *et al.*'s study (2017), the authors also found that LS created a safe learning environment for teachers that hosted collaborative professional experimentation; teachers engaged in their LS implementation were actively involved in innovative processes in which the group collaboratively experimented new instructional strategies, methods, and materials. The learning experience that encouraged members to endeavor new methods was associated with a sense of strong group culture by the participating teachers. LS provided perceived freedom to experiment and to work collaboratively. The researchers concluded that teachers needed this collaborative environment to exchange ideas and find inspiration and that this was a platform that was not commonly provided by their previous regular teaching practice.

In short, LS was discussed in the prior research as a collaborative activity from various perspectives. In some studies such as Kriewaldt (2012), Rahim *et al.*, 2015; Cammarata and Haley, (2018), and Vermunt *et al.*, (2019), LS was conceptualized as a collaborative activity in terms of the various events and engagements in a regular LS cycle that entailed joint practice of the LS members. On the other hand, some studies argued the enactment of learning communities that are composed of teachers. Such communities of practice enabled teachers to transform and develop new beliefs and identities towards professional development (Cajkler et al., 2013, 2014; Chichibu & Kihara, 2013; Gutierez, 2016; Lieberman, 2009). Finally, the literature provided some perspectives that underlined the collegiality and safe learning environment for teachers as a benefit of LS-modeled PD practice (Karabuğa & Ilin, 2019; Mon et al., 2016; Schipper et al., 2017).

2.2.7. Summary

In this section, I initially presented the development of LS and its early introduction to the western teacher PD practice. Later, I introduced how this model has been implemented in various contexts and what actions the main LS framework includes. My elaboration on the implementation of LS was followed by a critical overview. I presented some warning dangers of LS implementations as critiques and pitfalls. I explained that I perceived these pitfalls as friendly warnings to consider while designing the current dissertation study.

In the second half of the literature review section, I displayed a research synthesis with respect to prior findings of LS-modeled PD studies. Instead of binge-narrating the prior studies to showcase the 'benefits' of LS, I synthesized these findings into three themes. First, I presented studies that investigated the relationship between LS and teacher learning. In accordance with this, LS was found to improve participant teachers' PCK, professional capital, and learning about how student learning can be fostered in their teaching ecology. Second, LS was conceptualized as a reflective activity due to its potential to develop teachers' awareness of their own beliefs and attitudes. To add, the nature of interaction during actions such as RL-

related meetings, peer-observation, and feedback sessions that constitute LS cycles and LS-modeled PD activity was found to promote teachers' individual reflections as well as collaborative reflection among the members of LS groups. Finally, LS was presented as a community of practice because strong evidence was demonstrated in the prior literature in terms of the collaborative activity that elevated professional learning communities that act towards a common objective in a collegial and safe learning environment.

In sum, LS was found as an effective PD model in many cases. However, it was also obvious that most of these cases were in various contexts, which may hinder the transferability of these findings. For example, most of LS related literature concentrated on other subjects rather than EFL teacher PD (Norton, 2018). Therefore, I needed to take the teaching culture of my research context into account to create a critical impact on the participants (Skott & Møller, 2017, 2020). In the following chapter, I will discuss how I aligned the findings of prior LS studies to the context of my research, and how I designed my study methodologically to reach this aim.

CHAPTER 3

METHODOLOGY

3.1. Research design

3.1.1. Methodological overview

A critical ethnographic research methodology is adopted in the current study. This choice originates from my epistemological and ontological perspectives constituting the research paradigm underlying the study.

Madison (2005) stated that critical ethnographic studies begin with an ethical responsibility in regard to unfairness or injustice within a particular lived domain. Within the fields of educational linguistic research and second language studies, Talmy (2012) defined critical ethnography as a political approach to the empirical investigation of local occasions related to language such as "language learning and use and their connection to issues of race, ethnicity, class, gender, sexuality, identity, and language politics" (Talmy, 2012, p. 1). On the other hand, a critical perspective on the issues of EFL teaching is also of importance because language teaching is closely related to language learning and use (Johnson, 2009; Mercer, 2018; The Douglas Fir Group, 2016).

Even though critical ethnographic methodology has not gained impetus just recently in the social sciences (Merriam & Tisdell, 2016), within the framework of applied linguistics, it has not been employed so commonly (Heigham & Sauki, 2009) possibly due to the heavy workload it requires. Nevertheless, prominent and well-structured examples of ethnographic research with a critical lens in applied linguistics do exist (e.g. Canagarajah, 1993; Chun, 2016; De Costa, 2015b; Duff, 2002; Ibrahim, 1999). As Korthagen (2010) emphasized, explanatory methodologies like ethnography have the potential to solve the problems of sustainability and longitudinal concentration due to their nature. Therefore, albeit being a less preferred method for applied linguistics field (Heigham & Sauki, 2009) and more specifically in educational linguistics, ethnographic studies provide an authenticity that can support researchers to provide an accurate description of a given situation and culture. What is more, the accessible outcome emerging naturally as a result of the extensive fieldwork during the ethnographic studies (Fraenkel et al., 2012; Heigham & Sauki, 2009) was another motive in choosing this particular methodology taking the importance of naturalistic setting into the account within the current research.

Additionally, I would like to elaborate on why this study is a critical ethnography rather than mere ethnographic research. Simon and Dippo (1986) explained the difference between those as follows:

> Ethnography as a general term refers to a range of possible procedures for structuring one's experience of a social situation and transforming that experience into a systematic account which renders the social practices of the situation into patterns through which social forms are constructed and maintained. Critical ethnographic work transforms this general procedure into a particular one by supplying it with additional perspectives, principally historical and structural, that alter the ethnographic project toward one which supports an emancipatory as well as hermeneutic concern (p.201).

Similar to Simon and Dippo (1986), Mahboob *et al.* (2016) also underlined that researchers engaging in critical ethnography perceive their role as encouragers of social change in studies with a critical lens. De Costa (2015a) also observed critical ethnographers' commitment to investigate issues of social inequality and being disadvantaged, and their intention of transforming those unfavorable conditions.

Ethnographic research does not only draw on data collected through conventional qualitative methods like interviews (Prior, 2018) and observations/fieldnotes (Copland, 2018) but also utilizes artifacts that may illuminate the essence of cultural-historical aspects behind social phenomena. As asserted by Simon and Dippo (1986), the inclusion of additional historical and structural perspectives based on contextual artifacts; therefore, provides considerable potential for ethnographers to understand issues.

In the current study, I intended to introduce LS to a group of EFL teachers for their PD practice. LS can arguably be designed as a process that they can have control in terms of the form and content of PD practice. These teachers working at a state university's language school did not have 'effective' support systems (Darling-Hammond et al., 2017) that regulate their career-long PD. They were mostly *served* with certain *opportunities* (e.g. one-off events) that were chosen by administrators and coordinators. In short, these teachers had little (if not no) voice over something that is closely related to their well-being and identities. I argue that teacher voice over their PD is a social justice issue. From this critical perspective, my purpose was to empower those EFL teachers to gain control of their own development and their PD practice, which in turn may influence language learning and use (Darling-Hammond & McLaughlin, 2011; Poehner, 2011). That being said, the current study employs critical ethnographic qualitative methods to describe how LS practice transforms itself into a critical

incident influencing and transforming this politically disadvantaged group in a given context over an extended period.

The rationale for choosing a qualitative research methodology relies on the five characteristics mentioned by Bogdan and Biklen (2011). First of all, the natural setting of a local institution was the context of the current study; moreover, an interpretative stance was essential to analyze my data. By using critical ethnographic methods, I was able to collect relevant data within the research context over a long period of time. This enabled me to become a part of the context, another stakeholder as the other members of the study group. This is how I aimed to overcome the boundary between the 'subjects' and the 'researcher' and to create a study group which is a social practice. Second, the study concentrated on the content that is based on written, spoken, and interactional texts to describe the situation holistically rather than predicting with statistics and descriptive numbers only. Third, this study was grounded on the PD activity process itself rather than the result of the activity. That was how the processual factors emerging in the natural context during the process were included in the data. Next, the collected data were analyzed inductively based on a certain theoretical framework, CHAT. Thus, I moved from the textual micro realities occurring during the research process to the understanding of LS within a bounded context. Finally, the study intended to provide an explanation of what EFL instructors in the study group experience through LS, the influence of their experience across institutional and broader spaces/ecologies; in other words, how this experience emancipates the participants in their teaching practice with a transdisciplinary approach (The Douglas Fir Group, 2016). Based on these five paradigmatic notions, the study employed a critical ethnographic qualitative methodology.

In a nutshell, by choosing critical ethnography, it was my purpose to transform the PD practice in my research context. I meant to introduce LS as praxis (merging theory and practice in a bounded system) to fulfill my purpose. Thus, the methodological design of the study aimed at the empowerment of not only the teachers participating in LS but also the PD practice as a whole in my research site.

3.1.2. Unpacking the research paradigm

In the following section, I elaborate on my research philosophy in the current study. To do this, I reflect on three essential aspects of my research: Theory, methodology, and paradigm, and how these three aspects are in alignment with each other.

Initially, as explained in the introduction chapter (see 2.1. Theoretical framework), the current study drew on CHAT framework. This choice was informed by the research paradigm that I adopted and developed within the study. As I intended to understand and explain the experiences of my participants situated in an institutional context by using CHAT lens, I chose

to follow a constructivist paradigm. Constructivism is defined by Phakiti and Paltridge (2015) as a research philosophy according to which social realities such as cultures, objects, institutions, and values are multiple and depend on who is involved. Ontologically, this research paradigm perceives reality as a socially constructed notion. Constructivism is discussed as a postmodernist approach in De Costa, Valmori, & Choi (2017). They assert that researchers with a postmodernist epistemological paradigm aim to understand the experiences, abilities, perceptions, and performances of research participants. This approach aligns with my intention as a critical researcher and my background.

Methodologically, critical ethnographic design was adopted. Critical ethnography seeks not only to describe and study practices of social and cultural groups but also to raise criticism regarding the issues and practices by situating them within a larger political context (Friedman, 2012). Drawing on Critical Theory, a critical ethnographic qualitative approach to research explicitly sets out to critique asymmetrical power relations among individuals, and the outcomes of these relations (Palmer & Caldas, 2017). In tandem with this paradigm, I regard the lack of teachers' voice over their teaching practice, especially in PD practice, as a social (in)justice issue that results from culturally and historically embedded exclusion of teacher voice from teaching practice. In the current study, I intended to understand how LS practice worked for a case of EFL teachers at DEU SFL (a social professional group) across institutional and wider contexts. Therefore, I employed CHAT to see what cultural and historical agents were emergent in such an inquiry-based teacher-led PD model in a particular context and what their relationship resulted. By doing so, I aimed to unearth how the cultural and historical aspects of this school influenced LS-modeled PD.

That being said, I argue that my theory, methodology, and paradigm are aligned. Critical ethnographic research deals with a social situation that creates unfairness and empowers the participants to deal with this situation. In other words, it gives the stakeholders the voice they need to be agentic and urges them to take initiative and act. In my case, by employing LS with a small community of practice at my research site, my participants were naturally urged to reflect on their trajectories of bottom-up PD. My theoretical background, CHAT, is derived from Activity Theory tradition. CHAT uses sociocultural and historical aspects into account while explaining human activities. Finally, my paradigm seeks to understand and explain human experiences and performances; therefore, qualitative research methods are utilized to design my study. Below, Figure 6 is adapted from De Costa *et al.* (2017), and it demonstrates how the methodology, paradigm, and theory in the current study align as they all centralize teacher activity, which is LS in my case.
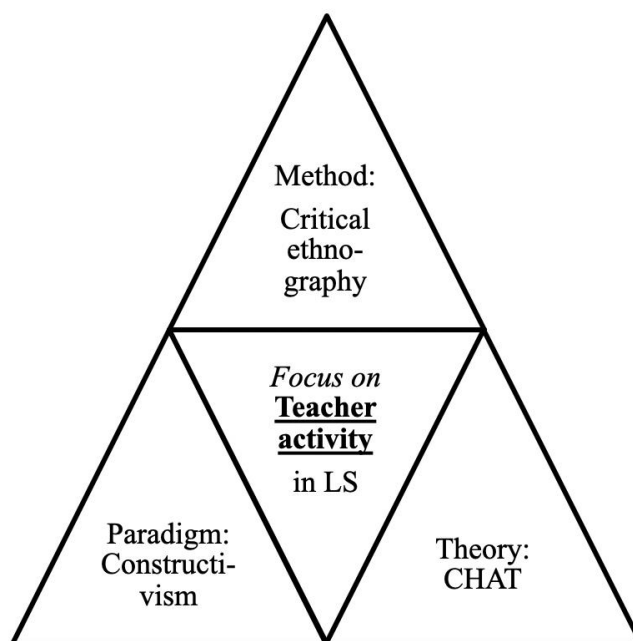
Figure 6. Aligning my methodology, paradigm, and theory

(Adapted from De Costa et al., 2017)

3.1.3. Researcher reflexivity

This section is to clarify my role and position as the researcher in the current study. To add, I elaborate on how this role and position drove my decisions and reflexivity as the researcher. First, I explain my stance theoretically by reflecting on researcher reflexivity. Later, I describe my position as an LS facilitator, which is the role that I took, the way I positioned myself during the LS practices in the pilot and main studies reported in this dissertation.

Initially, reflexivity refers to the process of self-examination and self-disclosure about the researcher's background, identities, subjectivities, and assumptions that may potentially have an impact on the researcher's interpretation of data (Chapelle & Duff, 2003). Chapelle and Duff (2003) suggest adopting a reflexive lens, especially while reporting critical ethnographic research in interpreting researcher bias and identity. According to Copland (2018), this involves researchers' recognition of their impact on what is being observed, how the research is structured, and how the observations are reported. In addition to issues regarding doing critical ethnographic research, researcher reflexivity is also influential for dealing with emerging ethical issues. As De Costa (2015c) asserted, researchers should engage in reflexive practice to deal with micro and macro ethical issues (see 3.4.2. Ethical concerns).

To ensure reflexivity in my research, I constantly questioned my role as the researcher in the given context throughout the study. My critical lens forced me to make an impact on my

research participants and context. Therefore, I was aware of my intentions. As qualitative research process informed by constructivist (Phakiti & Paltridge, 2015) and postmodernist (De Costa et al., 2017) paradigms is not a linear one (in other words, data collection and analysis often go hand-in-hand over many cycles), constant researcher reflexivity is very important for the subjectivity and quality of the research (Merriam & Tisdell, 2016). That being said, I constantly paid attention to be clear with my participants and mindful of their beneficence throughout the recursive research process. To conclude, it was important for me as a researcher to maintain and sustain my subjectivity and reflexivity as a qualitative researcher.

Secondly, I followed a protocol to identify my practical role and function as the researcher during the implementation of the LS practice in the pilot and main studies. This protocol was created taking the earlier successful implementations and pitfalls reported in the prior studies. According to the protocol, my role was limited to the following:

- Before starting LS, I introduced LS practice to the participants in an introductory meeting and illustrated a number of examples based on Dudley's (2011, 2015) LS framework.

- After LS is presented to the participants, I supported them to define the learning challenge, and their overarching goals/content goals related to this learning challenge. That being said, I supported the participants as a moderator and facilitator of their own PD process. I sustained the discussion on finding a common goal until everybody agreed.

- In all the meetings during LS such as introductory meeting, RL planning, RL revisions, and evaluations, I did not take the floor unless the LS participants asked for my direct involvement. I facilitated the participants in terms of clarifying the LS procedure but not creating the content. I was constantly mindful of creating maximum learning space for the participants.

- One of my main responsibilities was to collect data according to the data collection protocol presented in the following sections. As a very notable way of collecting data in LS and ethnographic studies, participant observation (Copland, 2018; Heigham & Sauki, 2009; Lewis, 2000) was carried out by me throughout the study by taking fieldnotes.

In addition to what my practical role and position include, I was also mindful with respect to what my role excludes; thus, the following list clarifies what roles I purposefully did not take throughout the study.

- I did not form the study group engaging in LS practice at my convenience. Instead, I presented the scope and the purpose of the study to the administrators and the

department coordinators, and they supported me to find a purposeful group of participants for the study.

- I did not identify learning (or teaching) challenges to work on during LS practice and setting LS goal(s) to deal with these challenges. I was aware that learning goals & objectives are participants' own PD endeavors.

Overall, I took five main roles throughout the current study: (1) Introducing the LS procedure to the participants; (2) mentor-coaching them in a facilitative way; (3) collecting the data across the research; (4) being mindful of microethical issues; and finally (5) mediating the research phases and LS practice procedures while constantly taking my subjectivity and reflexivity into account.

3.1.4. Procedure

The current study follows a certain procedure. It is composed of three main phases: Preliminary phase, pilot study, and main study. Both pilot and main studies follow their own implementation, data collection, and data analysis processes. Overall, these two studies are parts of the current doctoral dissertation study, and they can merge into a comprehensive LS project.

This LS-modeled PD practice started with a series of preparatory meetings with the school administrators and other stakeholders in the study group. During these preparatory meetings, practical decisions were made such as who would participate to what extent, which classes would be included, and how the tentative research timeline would fit into the general academic course of the school. After the timetable was set with the stakeholders, the first introductory meeting with the members of the LS group in the main study was held. In the meeting, I introduced an overview of LS practice and a typical LS cycle to give a general idea about the process. The LS group was asked to define the learning challenge and their overarching goal in a week. Once those were defined and notified to the researcher, the procedure was divided into two implementational phases. To conclude, the current study is composed of the above-mentioned preliminary phase and two implementational phases as explained below.

In the first implementation phase, I conducted a pilot study to gain experience as an LS facilitator in another context. This phase started simultaneously with the preliminary phase, which included preparatory actions for the main study. An LS was conducted with a different group in another context; however, data are not presented to keep the current study's analysis focused on the research context of the main study. Details of the pilot study are given below (see 3.3. Pilot study).

Secondly, the main study was reported. The main study was the extended version of the pilot study, and it is the main focus of the analysis in this dissertation. Methodological details are presented in the last section of this chapter (see 3.4. Main study). In the following sections, preliminary phase is initially explained, and implementational phases (pilot and main studies) are presented methodologically.

3.2. Preliminary phase

In the fall semester of the 2017-2018 academic year, I started the preliminary phase with the administrator and the department coordinator of DEU SFL. In the preliminary meetings, the project was presented first to the administrators and later to the department coordinator in different sessions in the preceding semester. The preliminary meetings were followed by an introductory meeting with the focal LS group. Figure 7 given below illustrates the components and deeds of preliminary phase:
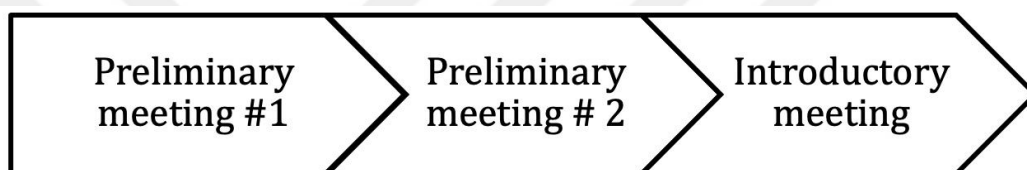
Figure 7. Overview of preliminary phase

In the first preliminary meeting, I presented the research aims and the significance of the study to the administrators. I explained why I needed to spend extensive time at the institute and why an emic perspective was important for me and my research. Moreover, I presented the intended research timeline. In the meeting, we discussed the timeline and made minor adjustments according to the academic calendar and the institution's administrative agenda.

In the second preliminary meeting, I met the designated administrator, who was responsible for my research project and the department coordinator. After introducing the dynamics of the current research to the coordinator, we decided on the division of labor throughout the process. The department coordinator took the responsibility of calling for participants for the first study group meeting.

In-between the second preliminary meeting and the first study group meeting, I regularly contacted the coordinator to learn about the developments. Later at the beginning of the spring semester of 2017-2018 academic year, the administrator, the coordinator, five volunteer EFL instructors who answered for the call for participants, and I met in the introductory meeting of the main study.

The introductory meeting was conducted in a seminar room. During the meeting, I introduced practical aspects of regular LS cycles by Dudley (2011, 2015) and Cajkler and

Wood (2015a, 2015b). What is more, I presented the aim of the current study and the projected research process. To let the prospective participants be aware of the risks in case of their participation, I explained what kind of additional workload their participation may create throughout the research timeline. I also explained how I planned to collect data from them. Finally, I described how the data would be treated and analyzed briefly and checked if those aspects were clear for everyone.

All five candidates expressed their intention to participate in the research but understandably, they also expressed a need for a clear working plan to cause minimum interference into their teaching routine at the institute and for a healthy sense of group dynamics. Accordingly, I provided the group with the LS processes suggested by Dudley (2015) and Cajkler and Wood (2015b) as in Figures 4 and 5. To negotiate the way the LS group would work, I utilized the LS protocol provided by Dudley (2011). I presented the protocol as a draft and offered the group to spend some individual time on the protocol and to make adjustments according to their wishes, needs, and expectations. In the following week, one of the candidates approached and chose to opt-out in the research project due to personal reasons. During the week, I updated the LS protocol of the current research (See Appendix 1) to be signed by all parties in the next meeting.

Last, in the introductory meeting, I explained what bottom-up and transformative PD approach is (Darling-Hammond et al., 2017; Dikilitaş, 2015; Wyatt & Ončevska Ager, 2016), and why LS model can be counted as a model in this approach due to its inquiry-based, recursive, and expansive nature grounding on teacher agency (Cajkler et al., 2015; Fujii, 2016; Johnson, 2009; Tasker, 2011, 2014; P. Wood & Cajkler, 2016). Based on their actual needs in their classes, I invited the group to an open discussion. The group discussed for a while about their classes and decided to work on B level EFL students (The coordinator of the study group indicated that B level refers to B1 level EFL learners in this context according to Common European Framework of Reference in the given context.) because these students constituted the majority of the student population at the institute, and all of the participant teachers had access to B level student groups. In light of this, the scope of their LS-modeled PD process was relevant to their teaching practice. Moreover, they intended to work on developing learners' reading skills. I suggested them considering this learning challenge as an overarching goal for themselves and to narrow it down so that they can create an impact on the students in a limited number of lesson hours.

For a while, they discussed various reading strategies they were all familiar with such as previewing, skimming, and scanning. Later, a participant suggested working on inference, which meant "reading between the lines" for them. They discussed to conceptualize the skill of making inferences in L2 reading classes. They all agreed that the students lacked the

necessary linguistic competence to deal with inference questions in EFL reading classes, and they expressed that they wish to work on this subject.

3.3. Pilot study

3.3.1. Overview and purpose

The significance of the current pilot study stems from two reasons. The first reason relies on the fact that I had had no practical experience as an LS facilitator before this study started; therefore, before initiating the main study, I aimed to gain experience in the facilitation of a full-scale LS process. Completing a multi-cycled LS process before the current research enabled me to observe and to get familiar with the practical dimensions of LS facilitation. Secondly, in addition to the facilitator's point of view, I also conducted a research project within the framework of the pilot study. This was particularly important for me as the methodological design of the current research is mainly based on the qualitative research paradigm. Therefore, I needed to employ qualitative data collection methods that had been piloted/implemented before. As I was planning to draw on generic methods such as interviews, observation, and fieldnotes as well as specific methods such as stimulated recall and think-aloud for collecting my data, I needed the pilot study to ensure the relevance and practicality of these methods within the scope of the main study, as well as to ensure trustworthiness.

I would ideally design the pilot study in the same context as the main study (at DEU SFL) and with a similar group of EFL teachers working at DEU SFL; however, as the number of volunteers was limited, I planned and administered the pilot study in a practicum context of pre-service EFL teachers. There were two reasons why I decided to carry out the pilot study in such a context. The first reason was that I was not interested in the data content of the pilot study, but my primary intention was to gain experience with LS facilitation so that I could anticipate what the main study would be like in the practical sense. The practicum provided an opportunity for me to have an LS group with five participants. As an academic requirement, all participants were supposed to teach lessons of their own and to observe their peers' classes during the practicum. I would have experience with five RL teaching processes with at least four observers in each. Secondly, the practicum mentor's commitment encouraged me to apply the pilot study in this context. As proposed in the literature, one challenge to implement LS in pre-service teacher education practicum is that the practicum mentors do not provide availability and quality support (Cajkler & Wood, 2016a). However, in the pilot study, the practicum mentor expressed her interest in providing full support for the pre-service teachers from the very beginning. To add, she proposed to give feedback in post-RL discussions. On the other hand, to my knowledge, no prior studies provided evidence that there are substantial differences between LS in in-service and LS in pre-service teacher PD in terms of teacher

learning activity. To sum up, the structure and resources, and the positive attitude/interest of mentor in the pilot study led me to implement LS in this context.

Finally, my purposes in the pilot study were (1) to gather experience and to get aware of the practical sides of regular LS as a facilitator; (2) to pilot interview and observation/fieldnotes protocols; (3) and to justify the credibility of other data collection methods such as stimulated recall and audio-diaries.

3.3.2. Pilot study group

The pilot study group was composed of five pre-service EFL teachers, one mentor, and me as the LS facilitator. Five PSTs were all senior undergraduate students in the BA ELT/TESOL program at DEU Faculty of Education. As a part of the final year of their studies, the PSTs were supposed to spend an extensive period of time at a state school in a practicum program.

All the participants were appointed to a mentor (who, in my case, was an EFL teacher with more than twenty years of teaching experience) to assist her. The mentor worked in different school cycles and different cities in Turkey throughout her career. She was working with ninth and 11th-grade students. She asked the PSTs to assist her in all the classes so that the PSTs could observe and experience different classroom contexts. This was in alignment with the practical requirements of LS because RLs were supposed to be applied with different but comparable learner groups after they were revised.

Last, I participated in the study group as the LS facilitator. My role as the facilitator included observing the LS process when the participants were designing RLs, when each RL was being taught by one participant, and when the group met on different occasions across LS cycles. Finally, I also mentor-coached the pre-service EFL teachers as they had not had the background knowledge to carry out LS practice in an authentic teaching context.

I built my attitude as the facilitator on the mentorship and coaching framework provided by Pask and Joy (2007). They explained that mentoring means helping others to think things through. They also defined coaching as the next step for influential mentorship: A coach is a person who helps people to think through how to get from where they stand to where they intend to be (Pask & Joy, 2007). In other words, by coaching, it is the coach's intention to facilitate the mentees to get engaged in what they want to engage not only in thought but also in action. Taking my intention as the researcher of the current study into the account, I adopted a special role of a *mentor-coach* in the pilot study because of two reasons. First, as the researcher, I wanted the participants to think through their ways of EFL teaching and experiment on these ways with an emancipating purpose. Second, as the supervisor of the participants, I wanted them to collaborate throughout their practicum experience to benefit

from the process as social-constructively as possible. Both of my intentions were in alignment with the practical characteristics of LS; therefore, I acted as a mentor-coach as it is proposed by Pask and Joy (2007).

3.3.3. Pilot study research context

The pilot study was conducted at a public high school in Izmir, Turkey. The school was an urban school and hosted students from grades nine to 12. The participants spent an extended amount of time at the school throughout the second semester of their senior year. They spent eight hours a week at school. They assisted the mentor who was responsible for assigning them tasks to fulfill such as teaching a specific module within the national curriculum at least four times (per PST) during one semester, monitoring students in their project assignments, and supporting them to prepare lesson materials. The pilot study consisted of two ninth year classes and two 11th year classes; each included approximately 35 students. The participants were present at the school on two days of a week.

3.3.4. Pilot study procedure

The research procedure of the pilot study was composed of seven phases: (1) Preparatory phase, (2) introductory phase, (3) starting phase, (4) development of data collection tools, (5) LS practice phase, (6) stimulated recall phase, and (7) follow-up phase.

The first phase was the preparatory phase. In this phase, I checked the prior literature extensively, reviewing the practical sides of a regular LS practice. Accordingly, I prepared the materials such as LS protocol (see Appendix 1, adapted from Dudley, 2011, 2015), consent forms (see Appendix 2), and an introductory seminar with respect to the aim and scope of the current study and LS-modeled PD.

The second phase of the pilot study was the introductory phase; five participants were invited to a meeting. I was their supervisor for the practicum practice, which was an official part of their undergraduate studies. In the meeting, the idea of the current study was presented, and they were asked if they were interested to learn more about the concept of LS. Upon their agreement, I presented the rest of my seminar. After the seminar, the study group was informed that they were not going to receive any extra grade for participating in LS-modeled practicum; furthermore, they were not going to get compensation for their participation either in kind, in cash, or in credits. On the other hand, they were informed that they could opt-out at any phase without any kind of penalty. They all agreed on voluntary participation in the research project stating that the collaborative nature of LS was somewhat tempting for them in such a critical phase of their studies. After their participation, the consent forms were introduced and signed by the participants, and LS protocol was introduced to the group. This protocol was suggested by Dudley (2011, 2015) as an effective way to constitute a common ground and understanding

for all participating in LS. After all the items in the protocol were reviewed collectively, I proposed to take a week to reflect on the items and to propose changes on them or adding new items to the protocol if needed. Later, the feedbacks were collected from the participants, and the final version of LS protocol was produced and agreed upon.

The third phase was the starting phase. In this phase, the study group visited the school at the very beginning of the 2017-2018 spring semester to meet the mentor that was appointed by the Ministry of National Education randomly to each cohort of five PSTs. In the meeting, the study group presented their intention. Next, I presented the steps of LS cycle and assured that all the participants would fulfill the regular requirements of their practicum. The mentor agreed to participate, and all the study group members worked on a plan to calibrate the academic calendar to an LS process in which all the participants could teach at least one RL. The mentor agreed that she would observe and give feedback in regard to the teaching performance of each candidate.

In the fourth phase, one of the main intentions of the pilot study was targeted: Development of data collection tools. In tandem with the purpose of this dissertation study, I wanted to utilize data collection methods that would provide contextual and rich data regarding (1) how LS would be manifested as a PD activity, (2) how participant teachers would be influenced during the PD process, (3) and how the PD practice at the school would be influenced (see 1.3. Research Questions). Accordingly, I needed methods that would stimulate participants to share their experiences of the PD activity and its effects on their teaching. Therefore, the following four data collection tools were developed and piloted in the pilot study.

1. **Fieldnotes:** In ethnographic studies, researchers typically look at how people behave, what artifacts they use for their actions, and the culture in which the action unfolds (Heigham & Sauki, 2009). Heigham and Sauki (2009) underlined that one of the greatest advantages of ethnography in applied linguistic research is that it can provide a detailed and profound understanding of a given culture. However, such a study requires extended fieldwork; moreover, it heavily depends on the observation of the researcher. Therefore, I utilized a common data collection method as a primary source of data in the pilot study: Fieldnotes drawing on the participant observation. It is useful to provide an emic, insider's perspective; by doing so, I intended to explore and understand certain cultural practices and routines of an LS group (Copland, 2018). This would also help me to investigate the nature of activities the participants got engaged within a culturally and historically bounded context. As the facilitator of LS-modeled PD process, I used a field-notebook, a researcher's journal to note down the critical incidents I

encountered throughout the pilot study. By doing so, I collected data with the participant observation in both semi-structured and unstructured ways. Four main components of effective observation (Richards, 2009) were sought in participant observation: *Setting, systems, people*, and *behavior*.

2. **Focus group interview:** I used interviewing as the second data collection method. Interviewing is known to be a highly variant tool for collecting data; that is, as proposed by Heigham and Sauki (2009), every researcher formulates his or her interview protocol based on his or her unique stance. If another researcher went into the same field including the same participants, she or he would formulate totally different questions. Moreover, even though the researcher used the same interview protocol in that field, the answers given by the participants would be fundamentally different. Therefore, I designed the interview protocol of the pilot study based on my emic perspective and fieldnotes. A semi-structured interview was preferred due to several reasons: First, it provides the flexibility of an unstructured interview and the focus of a structured interview to a certain extent (Dörnyei, 2007). Thus, I can have a clear picture of the bullet points of the LS procedure and can still be welcoming to unexpected directions (if any). Second, a flexible interview protocol, by which the interviewer can probe critical aspects in depth where necessary (Richards, 2009), can provide data focusing on the cognition of the respondents. In other words, I can let the interviewee lead the process of interviewing from time to time and leave space for them to express what they believe and think freely. This way, the interview could manifest itself as a social practice (Friedman, 2020) in tandem with my paradigmatic intentions. Last, interviews are valuable tools for collecting qualitative data as they provide insights into the respondents' experiences, beliefs, perceptions, and motivations at a depth (Phakiti & Paltridge, 2015; Prior, 2018; Richards, 2009). On the other hand, the current study focuses on LS, which is a collaborative PD model. This is why; a semi-structured focus group interview (Winke, 2017) was conducted. However, as the study group did not include many participants, all the members of the study group participated in the focus group. Therefore, a round table discussion was conducted as a focus group. I facilitated the discussion with the group interview protocol (see Appendix 3). I chose to conduct such a type of interview rather than interviewing the participants individually because all the participants followed the whole procedure together due to the collaborative nature of LS, and I intended to understand both the personal and interpersonal planes with those forms of interviews in a socioculturally-informed analysis.

3. **Documents and artifacts:** Third, documents and artifacts are of critical importance for ethnographic research (Heigham & Sauki, 2009; Talmy, 2012). They are parts of the research culture and context. They are ready-made sources of data easily accessible to the imaginative and resourceful researchers (Merriam & Tisdell, 2016). There are two kinds of documents and artifacts. First, some exist prior to the research study at hand such as official records, organizational materials, letters, government documents, and so on. On the other hand, some documents and artifacts are generated within the research especially in longitudinal studies (Merriam & Tisdell, 2016). This kind of documents is prepared by the members of the study group including the researcher. In the current study, the participants created some documents and artifacts throughout both the pilot and main studies.

The first of this kind of document was the participant audio-diaries. Diaries are personal documents referring to first-person narratives that describe an individual's actions, experiences, and beliefs (Bogdan & Biklen, 2011). Therefore, diaries are very important qualitative artifacts for the current study, whose main intention is to understand LS and teachers' experiences. The teacher candidates in the pilot study were asked to record their reflections, insights, and beliefs in a specific way. Rather than conventional participant journal type of diaries, they were asked to keep audio-diaries. Using their mobile phones, the participants recorded their trajectory throughout the practicum and sent the audio-diary entries on a regular basis to me. They were asked to think aloud in regard to their insights and attitudes at a particular LS step. They recorded a new entry at practical steps of LS specified by Cajkler & Wood's model (2015b) such as RL planning and RL teaching/observation, and post-RL meetings.

Additionally, further documents were generated by the study group. For example, lesson plans of each RL and student observation notes kept by the participants were also included in the analysis. To assist the participants, I provided a template for lesson planning and student observation. For lesson plans, the example provided by Fernandez *et al.* (2003) was utilized and adapted to the context of the pilot study (and also for the main study as explained later in this chapter). What is more, an LS/RL observation protocol was developed (see Appendix 4) and introduced to the participants. The protocol provides a framework for the observer to include some key data for effective observations such as setting, system, people, and behavior (Copland, 2018; Phakiti & Paltridge, 2015; Richards, 2009). Post-observation feedback was given individually to each participant for assistance after the first observation experience because all of the PSTs expressed that they were

experienced in whole classroom observation but rather inexperienced in regard to individual student learning. In short, three different documents/artifacts were used: Audio-diaries, RL plans, and student observations of the participants.

4. **Stimulated recall interviews:** The last data collection tool that was put into practice in the pilot study was a type of data elicitation method conducted at the very end of the process: Stimulated recall interviews. Stimulated recall is used to explore participants' thinking processes and strategies at the time of an activity or a task (Bowles, 2018; Gass & Mackey, 2017). Some degree of support is provided to the research participant. This support may be showing a videotape recorded during a task or a written product. The key point is that stimulating support should come from the participants' own statements or actions (Gass & Mackey, 2017). Collecting data through stimulated recall interviews is particularly important in the current pilot study because it is my intention to understand participants' reflections on introspective insights during a longitudinal professional development activity after they had the chance to reflect on them (Bowles, 2018). As for the practicality, a detailed protocol (see Appendix 5) was developed to carry out complex stimulated recall interviews. The stimulating prompts in the current research were not video-based because not all the steps of LS activities were video-recorded due to micro ethical concerns (The participants gave consent to be video recorded; however, they also implied their discomfort in multiple occasions). However, the discourse provided by the individual participants throughout the process was compiled from other data elicitation procedures such as researcher's journal, audio-diary think-alouds, audio-records of research lesson design meetings, post-RL evaluations, and the group interview. All the individual actions throughout the process were collected in the aforementioned introspective procedures, and the data were reviewed in the end of the data collection process. After this review, personal stimulated recall prompts were created and administered individually to each participant.

Several recommendations given by Gass and Mackey (2017) were taken into account. For example, the stimulating prompts were presented to the participants in written format to create an appropriate standardization. Secondly, instructions were reviewed with the supervisor of the current study prior to the administration to increase credibility (and validity). Last, participant characteristics were taken into account while designing the protocols. Accordingly, printed prompts were presented to the respondents one by one to answer visually-oriented participants.

The fifth phase of the pilot study was the LS practice itself. Below, Table 1 illustrates the LS cycles realized in the pilot study:

Table 1. *The pilot study activity plan for phase 5: LS practice*

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Preliminary meeting with the mentor & determining LS objectives	Teach & observe RL1 (9th grade / Class A)	Teach & observe RL2 (9th grade / Class B)	Teach & observe RL3 (11th grade / Class A)	Teach & observe RL4 (11th grade / Class B)	Post-LS evaluation
Classroom observations & determining the case pupils for each class	Feedback from the mentor and students	Feedback from the mentor and students	Feedback from the mentor and students	Feedback from the mentor and students	
Individual preparations of PSTs	Sharing the observation notes Post-RL discussion	Sharing the observation notes Post-RL discussion	Sharing the observation notes Post-RL discussion	Sharing the observation notes Post-RL discussion	
Planning research lesson (RL) 1	Planning RL2	Revise the objectives for the 11th grade & Planning RL3	Planning RL4		

As can be seen in Table 1, the cyclical nature of LS practice was realized within a 6-week period in which five participants taught four RLs. Because of the number of classes included in the practicum, not every candidate taught an RL but all of them participated in

observing. In short, two different two-cycled LSs were conducted next to one another with ninth and 11th grades. Phase 5 was finalized with a post-LS evaluation in which the participants reviewed their collaborative experience in a round-table discussion (piloting the group interview protocol). The participants also kept their audio-diaries and completed research documents and artifacts.

The last phase was complementary to the previous phases. The sixth phase included the stimulated recall interviews. Reviewing the previous data, individual stimulated recall prompts were developed. Each set of prompts consisted of written discourse from the audio-records of various LS meetings, my fieldnotes, and audio-diaries. The stimulated recall protocol for the pilot study (see Appendix 5) was applied, and it was followed by personalized prompts in a face-to-face meeting with each participant.

Last, in the follow-up phase, all the data were collected and stored in two external hard disks for safety reasons. The audio records were transcribed orthographically; thus, the data were ready for the analysis. It is important the note that, I did not follow the phases linearly due to the intertwined nature of qualitative and ethnographic research. All the phases were gone through in a recursive and iterative way with being constantly revised and reconsidered with the supervisor of the current dissertation.

3.3.5. Pilot study results

As aforementioned, the pilot study was conducted for three reasons. The first reason was for me to gain experience as an LS facilitator. Next, I aimed to pilot the interview and observation protocols. My final aim was to see how the processes of audio-diary think-alouds and stimulated recall interviews would work in light of my research purposes. I needed these processes to justify that audio-diaries would provide introspective insights/understandings/reflections of the participants while stimulated recall interviews yield introspective and retrospective insights/understandings/reflections (see 3.3.4. Research procedure). To answer my research questions, I needed to draw on participants' experiences (and that of mine as the researcher) qualitatively. Accordingly, I describe below the results of the pilot study only within the scope of these three reasons driving me during the pilot study.

LS is a multi-cycled process that was composed of an LS group including several teachers engaging in different actions (see 2.2.2. Implementing Lesson Study: A transformative practice). This range of activities depends on various practical varieties. More specifically, LS participants sometimes share the same roles as LS-group members in RL-meetings while designing and revising actions, and they sometimes fulfill different responsibilities such as teaching and observing RLs. Moreover, they all do so not in an isolated laboratory environment; instead, their regular teaching practice (therefore, the regular teaching

schedules and responsibilities) goes on when they initiate such operations/actions/activities. All these varieties make LS implementation a process that is hard to manage. As discussed in the prior research, the lack of facilitative support with respect to organizational and logistical aspects may jeopardize the LS-modeled PD process (Chong & Kong, 2012). To overcome this, effective facilitation is crucial (Rahim et al., 2015; Schipper et al., 2017; Vermunt et al., 2019) in guiding teachers through different actions embedded in LS as a PD activity.

Within the scope of the pilot study, I facilitated a multi-cycled LS process over a period of six weeks (see Table 1). In this period, I gained experience within various actions completing four RLs. Accordingly, I facilitated various critical incidents and LS meetings. To illustrate, I supported the participants in identifying a learning challenge (and a related overarching goal, which was to increase learner-to-learner engagement in speaking activities in the pilot study), mentor-coached them during RL planning meeting, RL observations, post-RL meetings (when they used evidence from observations and reflections to evaluate the RL), and RL revisions.

I casted back to the theory driving my dissertation study extensively and iteratively during my facilitation. Given my perspective of LS as a PD activity, I reflected on the elements of the LS group's activity system, my experiences as the LS facilitator, and critical incidents in the process. First of all, I observed that creating a collective subject (S_{LS}) was a major challenge. I used the meetings in the initial phases such as the phase two and three (introductory phase and starting phase), which had taken place before the practicum in the spring semester began, to constitute the learning challenge. Deciding a common goal helped the group to form a community of practice (Eckert, 2006; Eckert & Wenger, 2005). As the PSTs observed the target classes in the fall semester, they all agreed that obtaining the elevation of learner-to-learner engagement as a challenge in the LS process (O_{LS}) was relevant for all stakeholders. I assisted them with a number of tools to regulate their mediation. For example, I introduced an LS protocol (see Appendix 1) so that the group could have rules and common ground in the implementation of LS actions. I saw that welcoming their input to this protocol increased the sense of accountability and commitment in later phases; thus, I decided to transfer this to the main study.

Additionally, I saw that I needed to be flexible yet assertive in finding a common time to realize LS meetings because finding a time that suited five participants was a real challenge that I needed to bear in mind in the main study. To solve that, I decided to find a designated time and space that was suitable for the schedules of all stakeholders in the main study.

Moreover, I provided feedback for their products (e.g. RL lesson plans, materials) and evidence from prior studies in regard to these products. I made them keep the theoretical

knowledge base in mind while prospecting the practice. Helping the groups to have a division of labor with respect to the LS actions was also a very essential part of my facilitation because this was particularly challenging for the participants. Last, I regulated the communication between the stakeholders both synchronously (via live chat groups) and asynchronously (having a cloud folder shared by everyone for the materials/documents) so that the community could be in constant communication. To visualize, the following activity system in Figure 8 illustrated the (pilot study) LS group's activity system and my experiences as the facilitator associated with each activity system element.

Figure 8. Activity system of the pilot study LS group

The second result of the pilot study was in tandem with my second intention; I generated and got myself familiar with the qualitative data collection methods and procedures. Specifically, I created and developed a group interview protocol (Appendix 3), LS-RL observation form (Appendix 4), and stimulated recall interview protocol (Appendix 5). Initially for the semi-structured group interview protocol, I saw that the questions that made participants elaborate on personal audio-diary entries and LS-modeled PD activity, in general, helped them to focus on their own learning processes (which also included teacher learning about student learning) instead of focusing too much on the parts they taught. Regarding interviews as a social practice (Friedman, 2020) rather than merely as a data collection method, I decided that it was methodologically appropriate to conduct the group interview. The group interview protocol was re-developed according to contextual differences (such as specific questions regarding individual audio-diary entries), and it was used in the main study as well.

Next, I generated the LS-RL observation form. The primary function of this tool was to make the RL observation more intuitive and stimulating for the participants. After the first RL observation in the first cycle, I observed in the post-RL discussion that they had difficulty in sequencing the classroom events as well as focusing on the student learning, which was reported as a common challenge for effective LS implementation (Demirbulak, 2011). Therefore, I included contextual questions on the top of the form such as class/date/time which was followed by a T-chart to document and sequence classroom events. In the first column, the observers could note down details like time, activity, focal student and in the column on the right side of the T-chart, they could note down the relevant classroom event. This chart was followed by a general evaluation of the observer. In the following post-RL meetings, I observed that the group reviewed the classroom events more effectively.

Next, in the stimulated recall interview protocol and prompts, I extensively used personalized excerpts from audio-diary entries, group interview, and the researcher's journal that included observation notes from RL and related meetings, personal communication with participants, and synchronous group communication logs. Using direct excerpts from those sources supported the interviewee to have a meta-position towards his/her prior position in this excerpt. Such questions also helped them to evaluate the LS-modeled PD process in regard to their own learning process. In the main study, personalized prompts were developed accordingly and presented in Appendix 6.

Finally, in the pilot study, I intended to evaluate my decision to draw on introspective data by audio-diaries and stimulated recall interviews. First, I saw that the participants had problems with deciding what to record in the initial audio-diary entries and when to deliver them. Therefore, I provided a framework for audio-diaries. Accordingly, I asked them to deliver one entry at the end of the RL observation (or teaching for the RL teacher) and one at

the end of each cycle after the post-RL meeting (which also included revision session for the next RL in the following LS cycle). Apart from that, I also urged them that it would be totally acceptable to send additional comments if the need for further remark or something that they regarded as important occurred. To help them with the content of entries, I gave them some stimulating open-ended questions that they may use. These questions were as in the following list:

- "before observing/teaching, I felt/thought/realized ___"
- "while observing/teaching, I felt/thought/realized ___"
- "after observing/teaching, I felt/thought/realized ___"
- "My notes as observer/teacher made me feel/think/realize ___"
- "During the meeting, I did ___"
- "This made me feel/think/realize ___"
- "In this LS cycle, I did ___ / we did ___ / other group members did / learners did ___"
- "Overall, I feel ___"

In summary, the pilot study supported me as the researcher of the current dissertation study to get familiar with LS practice as an activity system and to gain experience as an LS facilitator. Additionally, I had the opportunity to try out qualitative data collection methods in the current study. Last, I put the audio-diaries and stimulated recall interviews into practice. I concluded that audio-diaries provided rich data in regard to introspective perspectives of the participants, whereas stimulated recall interview enabled me to gather data with respect to critical incidents occurred in the process with a retrospective perspective as well as to the entire LS as a PD activity.

3.4. Main study

3.4.1. Overview

In the main study, my intention was to understand and explain the effect of LS model on PD practice based on sociocultural theory and CHAT. I picked DEU SFL as the research site. As explained earlier (see 3.2. Preliminary phase), I initiated the augmented LS cycle (see Figure 9) by the introductory meeting in which the group decided on the dynamics and working principles of the community of practice. Moreover, the group members decided what learning challenge and overarching goal to adopt in their LS experience[s]. In the following chapters, I give more detail in regard to my ethical concerns that occurred in the main study, research context, and participants along with issues related to research design. I conclude the chapter with an elaboration on my data analysis procedure.

3.4.2. Ethical concerns

De Costa (2015a) underlined the growing ethical concerns in applied and educational linguistics research and suggested three core principles for researchers: Respect, beneficence, and justice. That being said, it was also suggested by Kubanyiova (2008, 2012) that different research paradigms (e.g. post-positivist versus post-modernist) tend to treat ethical principles with different approaches. That is, the post-positivist approach mostly frames that research is ethical as long as IRB procedures are ensured (Kubanyiova, 2012, p. 2). On the other hand, De Costa (2015a) stated that research with a critical paradigm would emphasize researchers' ideologies, and power dynamics presented in the research practices. In tandem with his argument, he proposed to distinguish macroethics and microethics to explore ethical practice in educational research.

Macroethical issues are framed as procedural precautions to answer ethical concerns of IRBs and mostly limited to the guidelines from these boards. However, even though they may support researchers as helpful starting points, they are seldom *helpful* to guide researchers in terms of ethical dilemmas that emerge before, during, and after research practices (De Costa, 2015c; De Costa et al., 2019). In that vein, microethics is proposed to answer researchers' "everyday dilemmas that arise from the specific roles and responsibilities that researchers and research participants adopt in specific research contexts" (Kubanyiova, 2008, p. 504). De Costa (2015c) reported that ethnographic research is potentially filled with certain ethical dilemmas due to its longitudinal structure and researchers' emic perspectives. Therefore, it was important for me to consider my ethical concerns both with macroethical and microethical lenses.

In terms of macroethics, I applied for IRB of DEU Institute of Educational Sciences. I applied for the board in two different application periods both for my pilot and main studies. At DEU, IRB of Institute of Educational Sciences accepts and evaluates ethical approval applications, and if it approves the applicant, it also asks for an opinion from the hosting institute. As my pilot study was conducted within the Faculty of Education with pre-service ELT/TESOL teachers, additional approval was taken from the relevant administrators. Similarly, the same secondary administrative approval procedure was followed with the research site of my main study, DEU SFL.

After settling my macroethical concerns with two-layered IRB approvals for both pilot and main studies, I focused on my microethical concerns with respect to the current study. I followed the core principles proposed by De Costa (2015c), which are respect for the participants, yielding optimal benefits while minimizing the harm for the participants, and justice for all stakeholders. Accordingly, I included certain actions to ensure microethics.

First of all, in the first meetings with the participants for both pilot and main studies, I introduced research aim, procedure, and scope of the study to the participants. In these meetings, it was clearly stated that all participants would have certain responsibilities which would be limited to the ones agreed upon there and then. Moreover, they were also informed that any participant could opt out and withdraw from the process anytime without any penalty or enforcement.

Second, after the introductory meetings, I presented the consent forms that were mandated and approved by the IRB (see Appendix. 2) and gave enough time for all to read the whole text (please refer to the instructions available in the document). A question-and-answer session was done after that to cover both the content regarding the research and the form to clarify misunderstandings (if any).

Third, all participants were referred with assigned pseudonyms throughout the dissertation report. Additional attention was paid to anonymize the data that would have breached the participants' anonymity. For example, participants' exact years of teaching were not given. For descriptive information like this, numeric ranges were presented.

Last, I followed a member-checking process after orthographic transcription of the data sets. I shared the data that were collected from every participant only with her/him and asked her/him to check and review. I had two intentions in doing so; first, I wanted to verify if anonymity was ensured and mutually agreed by me and the individual participant. My second intention was to show necessary respect for my every participant because I believed that they had the right to review what they asserted earlier and to edit/omit if preferred. This is especially important in critical studies where participants' beliefs, values, ideologies are presented, and critical ethnographic studies that may demonstrate power relations within a social context (De Costa, 2015c; De Costa et al., 2019). In order for this dissertation's findings to be *just*, I did not hide -or decided not to mention- any problematic aspects of the school culture within the research contexts. Nevertheless, I have focused on being mindful of what may harm my participants as a part of this culture.

By following the aforementioned priorities, I believe that I have committed to the core principles of ethical research (De Costa, 2015c) by respecting my participants, by yielding optimal research benefits while preventing harm, and by providing justice for all. I believe that paying constant attention to microethical issues provided me a degree of researcher reflexivity and mindfulness due to my increased awareness of my responsibilities as a researcher.

3.4.3. Research context

It is also important to elaborate on a general country context to support the current study's standard of transferability (J. D. Brown, 2004; Phakiti & Paltridge, 2015). That being

said, in the following sections, I explain the country context and the university context in which the study was conducted.

3.4.3.1. The country and university context

The study was conducted in Turkey, in the city of Izmir, which is the third biggest city in Turkey in terms of total population. There are nine universities in Izmir, six of which are state and three of which are private universities. One of the biggest state universities in Turkey is Dokuz Eylul University (DEU). The university was founded in 1982. When the current study started in 2017, there were six vocational schools/colleges, 15 faculties, and 10 institutes carrying out various academic deeds on 14 campuses all around Izmir. It is important to note that within the Turkish higher educational context, faculties are composed of undergraduate departments whereas institutes host and administer graduate programs.

Apart from the faculties and institutes, there are also specific institutions within the universities managing ISCED 5 level –short-cycle tertiary education according to the International Standard Classification of Education by UNESCO, which are called schools or vocational schools. According to the UNESCO report (2011), ISCED 5 level institutions manage short-cycle tertiary education programs that are designed to provide learners with professional knowledge, skills, and competencies. Typically, they are practicality-oriented, and they prepare students to enter the labor market with a certain skill or competence. To add, there is one specific school that takes a particular role in the university system in Turkey. These specific schools are called schools of foreign languages.

The functions of these schools are regulated according to the Higher Education Council's (HEC) regulation introduced on March 23, 2016 (*Yükseköğretim Kurumlarında Yabancı Dil Öğretimi ve Yabancı Dille Öğretim Yapılmasında Uyulacak Esaslara Ilişkin Yönetmelik 2016, Resmi Gazete No: 29662*, 2016). According to this regulation, the purpose of the foreign language schools at the university level is to teach the primary rules of a foreign language, to improve the vocabulary, reading and listening comprehension and spoken and written expression competencies. Additionally, the three primary functions presented above are regulated in detail; These schools typically have three primary functions (*Yükseköğretim Kurumlarında Yabancı Dil Öğretimi ve Yabancı Dille Öğretim Yapılmasında Uyulacak Esaslara Ilişkin Yönetmelik 2016, Resmi Gazete No: 29662*, 2016):

- (1) They plan, execute, manage a proficiency exam for the candidates who are placed in an undergraduate-level program at a university, and assess the undergraduate candidates' foreign language proficiency, if eligible.

- (2) They plan, execute, and manage a prerequisite preparatory foreign language education program that typically takes a year (In the Turkish context, this year is called

the preparatory year) before a candidate starts the undergraduate program (1) if the program requires a certain level of foreign language proficiency level, (2) if the candidate cannot provide an eligible proficiency score acquired in an equivalent exam, and (3) If the candidates cannot reach an acceptable proficiency score in the preparatory exam administered by the school. In this case, they may repeat the preparatory year.

- (3) Some undergraduate-level program's curricula over four years include foreign language courses either for general or for specific-vocational purposes such as English for Specific Purposes (ESP) courses. The schools of foreign languages can also provide foreign language instructors to the programs and appoint them to manage these courses.

3.4.3.2. The school context

LS-related actions and activities were carried out at DEU SFL. The school executes all three primary functions of such schools mentioned above. Even though it was founded in 1997, it had functioned as the Coordinatorship of Foreign Languages since the foundation of the university in 1982. Thus, it is fair to say that the school is one of the sub-institutions that is as old as the university itself. The information with respect to the school was gathered by the researcher from an introductory interview with the school administrators. They asserted that the purpose of the school is to serve all the students studying in vocational schools, faculties, and institutes of the university. The school intends to give them the educational opportunity to have a certain level of foreign language proficiency that is sufficient to sustain their studies. For this purpose, they manage foreign language courses in English, French, and German languages. Although they are based only on one campus, they appoint instructors to each sub-institution of the university so that they are active on every campus.

Academically, (when the study was conducted) the school consisted of 186 faculty members, most of whom are EFL instructors. In addition, the staff also included 26 office workers to sustain the administrative work. At the school, there were 2824 students (1121 female, 1703 male) by January 2018. The school involves two academic departments. The first is called the *Preparatory Program Coordinatorship*, which manages the preparatory foreign language education year for the undergraduate candidates. The other is *Common Compulsory Courses Coordinatorship*, which manages the compulsory foreign language courses served within the coursework of undergraduate programs.

The school administrators include academic and administrative members. The school is administered by a school chair and two vice-chairs. The two coordinatorships mentioned above are managed by one coordinator per each. Additionally, administrative work is

conducted by a school secretary. All these offices are appointed ones, and except the department coordinators; they are appointed by the rector of the university, the highest office within any public university's administrative system in Turkey.

The instructors are academically supported by various offices within the framework of SFL. First of all, *The Materials Office* provides a selection of materials that are in alignment with foreign language education curricula. For the sake of unity, the instructors are supposed to use the materials approved and provided by the office. Second, *The Testing Office* plans and executes the assessment and evaluation of learning within the school. They administer placement tests to classify the students according to their proficiency levels, progress tests to monitor the student learning along the preparatory year, and proficiency tests to evaluate whether the students are proficient and able to proceed with their degree level education or not. Last, *The Professional Development Unit* (PDU) creates professional development opportunities for the instructors such as seminars, panels, and workshops. The current study was carried out under the supervision and sponsorship of PDU; thus, it is possible to say that the research practice was blended in the authentic teaching practice at the school. Nevertheless, neither the administration nor the PDU officers did interfere with the content and the procedure of the current study.

3.4.4. Study group

The study group was founded under a certain methodological rationale. A two-stage, purposive sampling process (Fraenkel et al., 2012) was undertaken. According to the sampling model, a list was compiled in the second preliminary meeting of the preparatory phase to determine participation criteria. Along with a school administrator, a department representative, and a PDU head, the following shortlist of participation criteria was generated.

- EFL instructors at preparatory program department,
- Self-committed to professional development,
- Willing to observe and be observed by colleagues,
- Teaching at A or B level classes.

The principal criterion was the voluntary participation and commitment to professional development because it was found that teachers' positive attitude towards PD was associated with higher rates of involvement in the LS practice (Jhang, 2020). Other criteria were added to the list so as to create a group whose members have a similar teaching context. At the first stage of the sampling, a call for participants was made for all instructors at the school. After ten days, five EFL instructors answered for the call. Along with these five voluntarily participant candidates, a coordinator also participated in the introductory meeting.

Perceiving LS as a bottom-up, teacher-led PD model (Cajkler et al., 2014; Dudley, 2015; Johnson, 2009; Saito et al., 2020), I argue that LS stimulates teachers to be active and agentic decision-makers who are willing and ready to work on their actual teaching context. Thus, I wanted to be sure that the mindset of participants should be in alignment with this philosophical feature of bottom-up PD (Dikilitaş, 2015; Wyatt & Ončevska Ager, 2016). Here, it is important to clarify the role of the coordinator, who was authorized to maintain ordinary teaching schedules at the school. Due to the longitudinal structure of the research process that included a number of meetings and shared free time, it was decided that the department representative would participate to support participants with their timetables and workloads. The coordinator's main role was to minimize the extra workload that the research would create on participants' ordinary teaching schedules.

That being said, the final version of the study group consisted of five participants. All of the participants were experienced EFL instructors with more than 10 years of teaching experience in similar teaching contexts. The following table illustrates descriptive data regarding the study group:

Table 2. *Members of the study group except for the researcher*

No	Name (Pseudonym)	Years taught (range)	Gender	LS roles
1	Beyza	15-20	Female	LS participant
2	Eda	25-30	Female	LS participant
3	Nick	25-30	Male	LS participant
4	Oya	20-25	Female	LS participant
5	Cemile	20-25	Female	Coordinator

As given in Table 2 descriptively, four members of the study group were female while one member was male. Moreover, all members of the study group had more than 15 years of teaching experience. I would like to underline the fact that this group represents EFL teacher gender profile in the research setting. As DEU SFL is a high-tier institution in the Turkish context, it is fair to say its career requirements demand experience. Therefore, the majority of EFL teachers at DEU SFL had at least ten years of teaching experience. According to school administrators, there was not a single teacher with less than ten years of teaching experience in 2017. Similarly, there was a visible superiority in the number of female EFL teachers in the research context.

In their first audio-diaries (see 3.4.5. Data collection), I asked them to elaborate on their views regarding PD and what made them participate in the current study. In the following paragraphs, I present the participants personally in more detail.

First of all, Beyza had been working at DEU SFL for 15-20 years. She got involved in the study by answering the call for participants because she wanted to make a change in her everyday teaching practice. She claimed that the teaching culture at DEU SFL did not welcome systematic collaboration among teachers due to overpacked personal teaching schedules. They had few opportunities to create something together with respect to their teaching practice. Therefore she decided to participate in the current study because she learned that the process would include a collaborative PD activity. However, she also claimed that she had some concerns after the introductory meeting when she learned more about the process of LS. In her words, she decided to "give it a go", and participated in the study as she wanted to engage in collaborative activities with her fellow colleagues.

Second, Eda had been working as an EFL teacher for 25-30 years, 20-25 of which was at DEU SFL. She prioritized personal development in her life as a core value, and she believed that personal and professional development often emerge together. She believed that it had always been her professional responsibility to adapt to learners' various learning styles rather than learners adapting to her teaching style. She claimed that it was easier for her to adapt to learners when she first started her teaching career because the age gap between her and her students was not so wide. But now, she was typically thirty years older than her students, and she needed to change her methods and approaches she uses while teaching. Therefore, PD was important to revitalize her teaching practice. For her, the most important thing for PD was that she had an authentic need for anything she learned. As she was able to make the decision on what to learn while developing together in LS, she decided to participate in the current study.

Third, Nick volunteered to get included in the study as a participant. He had been working as an EFL teacher as 25-30 years, 20-25 of which was at DEU SFL. Apart from being a teacher, he was also an active teacher trainer who organized PD activities for EFL teachers at DEU and other institutions. To add, he was a member of PDU of DEU SFL; therefore, PD was an important part of his profession but mostly as a teacher trainer. With this study, he stated that he was interested in the topic after the introductory meeting especially because the group decided what to work on. He claimed that this was particularly intriguing for him. So rather than collaborating with colleagues as Beyza or revitalizing professionally as Eda, Nick was interested in the content, which was determined by the learning challenge of the LS-modeled PD.

Next, Oya personally believed that a teacher needs to be open to new concepts. As an EFL teacher actively working at DEU SFL for 20-25 years, she stated that students transform their mindsets and get ready for learning as long as the teacher is open and ready for learning. Being a member of the PDU, she claimed that she tried to keep up with workshops, courses, seminars, and so on; however, she used to be the part who is organizing such events at DEU SFL in cooperation with the administrators of the school. She decided to participate in the current study because she was not organizing this time; she would merely be a participant, which was tempting for her. She participated in other research projects which required her to video-record herself while teaching and to reflect on her own performance before that study. She said that she valued reflective practice; however, she identified such experiences as very stressful for her. Therefore, she was particularly interested in this study when she learned in the introductory meeting that the participants would be observed by their colleagues instead of cameras.

Last, Cemile had been an EFL teacher for more than 20 years. In addition to her role as an EFL teacher, she was also the coordinator of the preparatory program. She helped the members of the LS group in terms of the regular teaching schedule. She committed herself to monitor the process as well as to reschedule the participants' programs when a common time for LS meetings was required. She volunteered to endorse the study because she claimed that continuous PD had been a key for success in her profession; thus, she felt that she needed to create this opportunity for the participants as a part of her administrative duty as a coordinator. She stated that every day in the class was a brand new day to her, and every student was a brand new opportunity for professional growth. She also mentioned that she usually preferred engaging in individual PD activities rather than collaborative ones such as LS, because she believed this had been the best way for her. Nevertheless, she decided to support the process to get out of her comfort zone. Over the LS-modeled PD process, she did not participate as a full time, but she supported the others (and me as the LS facilitator) in terms of logistics and scheduling.

3.4.5. Data collection

This critical ethnographic study was conducted in the 2017-2018 academic year. The data collection period was a six-month-long process, during which I worked in the research site extensively. To promote trustworthiness of my data, I intended to explore LS as a PD activity from both emic and etic perspectives (De Costa et al., 2019). Accordingly, I collected data not only from the five EFL teachers that participated in the study; I also collected data from other stakeholders like the department coordinator and students. On the other hand, I utilized three main methods to collect the data from these stakeholders in the main study. These methods enabled me to obtain data from three major sources. Below, these sources were

reviewed and rationalized within the scope of the main study; nevertheless, the details regarding their development was presented earlier (see 3.3.4 Pilot study procedure and 3.3.5 Pilot study results for further elaboration on the development)

The first method was fieldnotes. As proposed by Copland (2018), fieldnotes are central data collection methods in ethnographies and they include observations in the research context. I kept a researcher journal that included my introspective impressions while working at the research site. This journal was composed of local practices such as daily activities of teachers, administrative observations, casual talks with teachers and administrators, LS meetings, and participants' LS-related actions. I did not limit my observation only to LS practice-related issues at the research site to make sense of the teaching practices within a larger context (Friedman, 2012). I chose to utilize this method because fieldnotes were among the key data collection tools many prominent ethnographic studies conducted within applied linguistics research (Canagarajah, 1993; De Costa, 2015b; Duff, 2002). By fieldnotes, I intended to collect contextual data with participant observation approach. However, as explained in the role of the researcher section, my participation does not refer to becoming part of the LS activities done by participant-teachers. Instead, my participation was facilitative mostly through interacting with agents of the research context and the participants (Cowie, 2011). In my participant observation, I directly participated in the community of DEU SFL and the study group by assisting them as LS facilitator.

My second data collection method was collecting artifacts, which is also one of the primary data collection methods for ethnographic research proposed by Friedman (2012). One form of artifact in the data was audio-diaries kept by the participants. These diaries were introspective think-aloud activities done by the participants by recording their voice to a voice-recording tool of their liking (in most cases, it was their mobile phone. No technological handicap was reported by the participants. Possible technological hindrances were checked out with participants on a regular basis). The participants were asked to record their voices as much and long as they want, but they are specifically advised to make a recording after LS meetings and research lesson teachings/observations. I specifically chose to use audio-diaries as a data collection tool due to its practicality and the potential for providing introspective insights of participants. As Talmy (2012) proposed, such site artifacts can be a means for grounding, warranting, and elaborating research claims in critical ethnographic studies. For additional artifacts, three lesson plans of RLs were collected (See Appendices 7, 8, and 9 respectively).

Last, I used interviews in different variations and formats. I conducted interviews to collect data including reflections of my participants (both individually and as a group) and some of the students from the classes that hosted two research lesson teachings. That being

said, I conducted three different interviews. The first one was a group interview (see Appendix 3) in a round table discussion format which included all the members of the study group. Next, personal semi-structured stimulated recall interviews aimed to collect subsequent accounts of what the participants stimulated reflections and beliefs in regard to a specific incident or moment of the research process. Therefore, the stimulated interview protocol (see Appendix 5) was created by using artifacts or fieldnotes that include contextual data to help participants go back to a certain moment or experience (Gass & Mackey, 2017). Last, I interviewed students from the RL classes to triangulate my data from teachers (De Costa et al., 2019); all interviews were semi-structured. The interviewees were the students from RL classes among those who opted for further interviews. I decided to include student voice in the main study as opposed to the pilot study due to my observation in the pilot study data analysis that data from students would have been helpful to enrich my analysis. To minimize the risk of conducting interviews without piloting them first (Dörnyei, 2007), I conducted structured tele-interviews with students (see Appendix 10). Microethically, I decided to make this interview after the academic year was finished so that I can minimize skewed answers from the students that may be influenced by the power relations between them and the teachers. In the following week of the final exams, I called five volunteering students from RL classes. In a semi-structured interview, I collected data regarding their experiences in RL classes.

Table 3. *Summary of data details and methodological aims concerning the data collection methods*

Methods	Data detail	Aim of the use
Fieldnotes & observation	Journal kept by me covering all LS phases	Collecting contextual data with an emic perspective and participant observation approach
Audio-diaries	One entry per teacher-participant after the preliminary meeting, two during each LS cycle, and one after the whole process	Collecting cognitive experiences and introspective insights of the participants
Group interview	A round table discussion mediated by the researcher after the process	Collecting data regarding the LS group's holistic perspective
Semi-structured, stimulated interviews with teachers	Interview mediated by stimulated protocols covering the previous data	Collecting data from individuals in regard to a specific moment or experience
Structured interviews with students	Interviews with five students about their experiences in research lessons	Collecting data from students for the sake of triangulation (De Costa et al., 2019)

In a nutshell, I utilized three main data sources and five methods in the main study as summarized in Table 3. The sources were fieldnotes, artifacts, and interviews. Fieldnotes

included my researcher journal and observations during my extensive stay at the research site and notes on interactions that happened during LS practice. Artifacts were composed of audio-diaries kept by the participants including think-aloud sharings regarding their LS experience. As for the last method, three different interview methods were conducted: Group interviews and stimulated interviews with participant-teachers, and semi-structured interviews with students. Fieldnotes and artifacts provided introspective data whereas, with interviews with teachers, I was able to collect both introspective and retrospective data. Structured interviews with students were collected as a part of the LS practice to evaluate student reactions to the content created by the participant teachers.

3.4.6. Main study procedure

The procedure of the main study started simultaneously with the pilot study. However, as the pilot study was progressing, I observed DEU SFL extensively and collected data only by fieldnotes. I took this opportunity to familiarize myself with the setting and teaching practice. I observed the flow of professional actions/activities, problems occurring within the context, and how teachers maintain their everyday practice.

After the pilot study and preliminary phase had been finalized, the second part of the main study started. Taking the pilot study experience and research context into account, I reformulated and augmented LS cycle proposed by Dudley (2011, 2015) and Cajkler and Wood (2015b, 2016a). The five-step LS cycle that they proposed (see 2.2.2. Implementing Lesson Study: A transformative practice) was used as a backbone, and two additional steps were included to comply with the contextual requirements. In total, a seven-step LS cycle as proposed in Figure 9 was utilized:
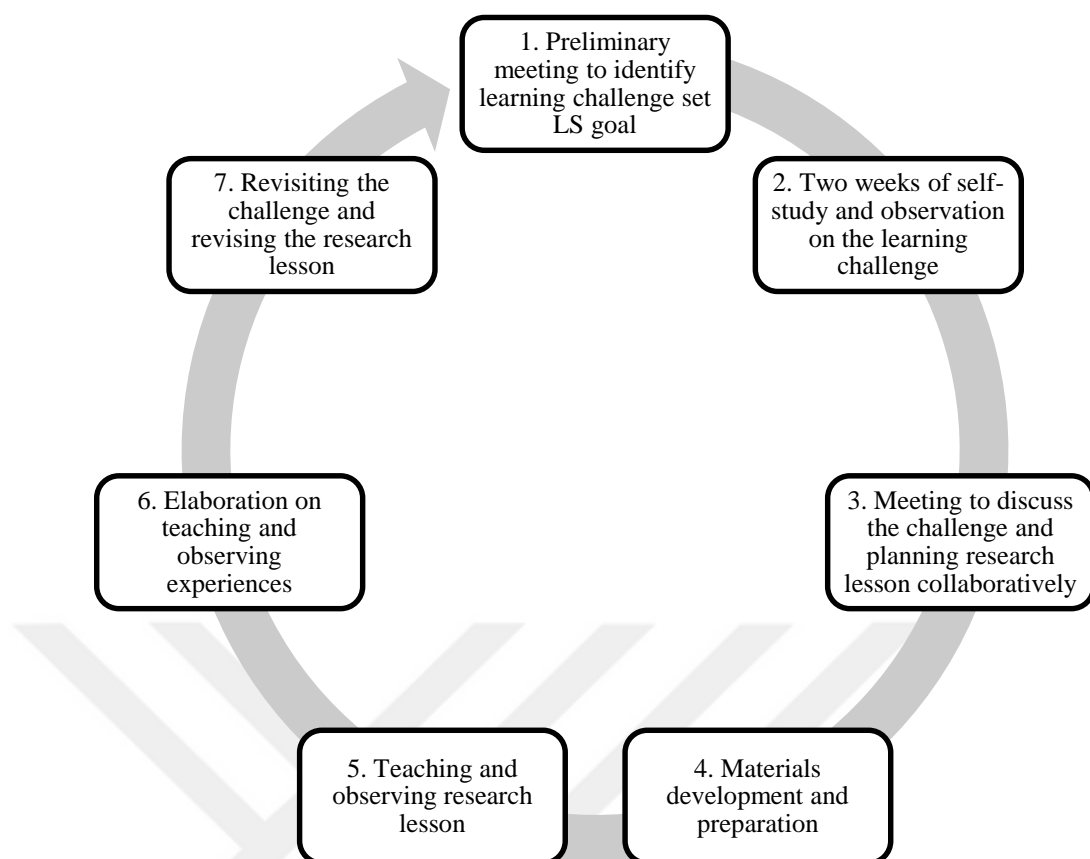
Figure 9. LS cycle followed in this study (Augmented based on Cajkler & Wood, 2016a)

The first step was the introductory meeting. As explained in the section about the preliminary phase, the participants agreed on a common understanding of how the group should work and what they will work on in that meeting. They elaborated on their teaching ecology and identified the teaching challenge with regard to their practice. According to them, most of the students were having difficulty with the topic of inference in the syllabus of *Reading and Writing Course* offered to B level learners. Therefore, they decided to work on an RL that would cover and introduce inference in EFL reading. They also claimed that Reading and Writing Course modules were monotonous and not engaging. Combining these two objects, they reached their overarching LS goal, which was to prepare an engaging RL about making inferences while reading.

As an important part of this meeting, I introduced audio-diaries and how to deliver them in accordance with my experience in the pilot study. I asked them to include their insights, thoughts, beliefs about what they do, and experience during the research project. With fieldnotes and audio-diaries, introspective data collection started and went on throughout the whole process.

After the introductory meeting, the group was given time to observe the situation in their teaching ecology and self-study the phenomena that they thought were in relation to the

learning challenge. I decided to add this step based on my experience in the pilot study. I observed and discussed that the participants should be given time to think about their goal and teaching practice before starting to plan the RL. This way, they would reflect on the contextual factors affecting their challenge and overarching goal with selective attention. Additionally, given that teachers' workload at DEU SFL was making it hard for them to keep up side-projects like this LS-modeled PD practice, I wanted them to have enough time to do the background research and reading at their convenience.

Third, a meeting about the learning challenge and the overarching goal was organized. The participants met to share and discuss their observations and self-study conclusions. They shared their readings, insights, and understanding of the learning challenge. They also brought activity ideas and some materials from their personal portfolios. Following their sharing, they started to plan the first RL collaboratively. They decided to create a three-lesson-hour long RL so that it could be convenient for all to keep up for observations. The lesson plan of the first RL is given in Appendix 7. Finally, the class to teach the first RL was decided. Simply, one of the participants became a volunteer to teach it, while others agreed to observe student learning.

In the fourth step, the participants were given two weeks to develop and prepare materials for the RL activities. They worked on their lesson plan and used it as a map to cooperatively create the content of the materials. At that phase, the participants decided to share the workload and create the content at their convenience rather than finding a common time to meet and collaboratively finish them altogether. This flexibility was very important for the research context where it was very difficult for four EFL instructors and the coordinator to arrange a common free time. Therefore, as LS facilitator, I decided to support them by following their work progress and formed a synchronous online communication group to enable them to monitor one another during these two weeks.

The next step included teaching the first RL. One of the participants, *Beyza*, taught the first research lesson while *Oya* and *Nick* observed student learning. *Eda* could not observe it because another teaching duty prevented her to be present. I also observed the RL. In this step, *Beyza* followed the lesson plan and was able to finish all the planned activities.

Later at the fifth step, a follow-up meeting was organized. All participants were present at the meeting. They shared their teaching and observing experiences as well as their impressions of RL and its effects on student learning. As LS facilitator, I reminded them of the learning challenge and their overarching LS goal, and they elaborated on their experiences in tandem with those. To be economical time-wise, the team decided to use the online communication tool to reflect on their experiences and revise the RL.

In the seventh and last step, they reviewed and revised the content of their RL plan in their understanding of what had worked and had not worked for the sake of their LS goal. They concluded that the content of the first RL was too overpacked so that the activities were to be rushed. Both the teacher and the observers concluded that it influenced student learning negatively. Therefore, they decided to strip some of the activities away and spare more time for some of them. As a result, they constituted the plan of the second RL (see Appendix. 8).

With this step, the first LS cycle was completed. However, the teachers thought that their result with the first cycle did not suffice to satisfy them. They decided to initiate the second LS cycle. As the first three steps of the LS cycle were composed of teacher actions particular to the first attempt, they moved directly to the fourth step in the second cycle. In regard to the materials, the EFL instructor who volunteered to be the second RL teacher took the responsibility to make the changes in the material content as decided at the end of the first cycle. The other teachers offered help and did help at their convenience; however, the group did not meet as a whole for the minor changes.

In the fifth step of the second cycle, *Oya* taught the second RL while *Beyza* and *Eda* observed the process. This time, *Nick* could not observe due to his office duties. In the following week, the whole group met to share their reflections and review the second RL accordingly. They agreed on some minor revisions, which led to the third RL plan (see Appendix 9). The changes they decided were minor ones so the group felt saturated with the second cycle's result. Moreover, as the term was about to finish and final exam for the preparatory year was drawing near, the teachers decided to conclude the project. They also underlined that students' engagement would be affected by the final exam because they were too preoccupied with it. To sum up, the practical part of the dissertation, which included LS practice, was concluded after the second cycle when the third RL plan was completed by the group.

After the LS practice had been finalized, the follow-up data collection began. After concluding the LS practice, I decided to wait for three weeks for two reasons. First, I wanted to allow participants to focus on the final exam as this season is usually the busiest time at the school. Second, I wanted the participants to think about the whole process and to have enough time to reflect on it. I used this period to create the interview questions for the group and stimulated interview prompts for each participant.

After I had designed the group discussion based on the introspective data as audio-diaries and fieldnotes, I made the group interview in a round-table discussion format. With a semi-structured design, I facilitated the interview and made sure everyone participated and was included. The group interview lasted 76 minutes in total. In the following week, I met

each participant individually and face-to-face to make the stimulated recall interviews. Each interview lasted approximately 35-40 minutes. Finally, two weeks after the stimulated interviews, the results for the final exam were announced. Later, I conducted structured interviews with five students so that their answers would not be skewed under the influence of any concerns regarding the final exam. Table 4 below illustrates and summarizes the data collection methods and the data collected.

Table 4. *Information regarding the data size and collection period/time*

Methods	Data size	Collection period/time
Fieldnotes & observation	29 pages of refined notes (in 62 entries)	January – June 2018
Audio-diaries	88 min. in total (in 29 entries)	February – June 2018
Group interview	76 min. of voice record	June 2018
Stimulated interviews	188 min. of voice record in total (in five entries)	June 2018
Structured interviews with students	32 min. of voice record in total (in five entries)	June, 2018

As a natural characteristic of ethnographic research, this study had a longitudinal design, and it was challenging to keep up with research practice. Therefore, I used the LS practice timeline that is illustrated in Table 5 below. This timeline presents the list of activities at the research site that includes participants in both pilot and main studies.

Table 5. *The research timeline illustrating activities at the research site(s)*

	2017-2018 Academic year						
	Sep-17	**Oct-17**	**Nov-17**	**Dec-17**	**Jan-18**	**Feb-18**	**Mar-18**
Preliminary phase	Preparatory phase	Preliminary meeting #1	Preliminary meeting #2		Introductory meeting of the main study		
Pilot Study	Preparatory phase	Preparatory phase	Preparatory phase	IRB application; Starting phase	Developing data collection tools; LS practice	LS practice; Stimulated-recall phase; Follow-up phase	
Main Study	Preparatory phase	Preparatory phase	Preparatory phase	IRB application; Starting phase	Field observation; Introductory meeting; LS cycle #1, step 2	Field observation; Audio-diary entries; LS cycle #1, step 3; LS cycle #1, step 4	Field observation; Audio-diary entries; LS cycle #1, step 5; LS cycle #1, step 6; LS cycle #1, step 6

Table 5. *Continuing*

	2017-2018 Academic year		
	Apr-18	**May-18**	**Jun-18**
Preliminary phase			
Pilot Study			
Main Study	Field observation	Field observation	Field observation
	Audio-diary entries	Audio-diary entries	LS cycle #2, step 7
	LS cycle #2, step 4	LS cycle #2, step 6	Group interview
	LS cycle #2, step 5	LS cycle #2, step 7	Stimulated interviews
			Semi-structured interviews

3.4.7. Data analysis

I adopted a thematic analytic approach (Braun & Clarke, 2006, 2019) while analyzing the data. They proposed a six-phase approach to conduct qualitative thematic analysis. In tandem with the first phase of this model, I familiarized and immersed myself with the data by reading the orthographic transcription of the data extensively. After I felt saturated in terms of immersion, I imported all my data to MAXQDA™ qualitative data analysis software (VERBI Software, 2020). With the help of the coding interface provided by the software, I generated the initial codes. I coded the whole data set on the same software in three cycles both to get more immersed and to appropriate emerging themes by coding and re-coding the data. My coding process was informed by my research questions, theoretical framework, and methodological paradigm; however, I did not code my data deductively based on the concepts borrowed from these research elements. Instead, with an inductive approach, I intended to be as open as possible to any code that may illuminate (or intrigue) my investigation. After this process, I started searching for the themes. While my coding was inductive, I used my research paradigm elements to deduce the themes because while shifting from codes to themes, I needed to conceptualize representations of patterned meanings. In the fourth phase, I reviewed the potential themes with a recursive approach. That is to say, as my initial themes were generated, I revisited my coding system and data, and I concentrated on certain codes. Braun and Clarke (2019) argued that it is not possible to hold the entire data set in mind while working with

massive data; therefore, researchers need to keep checking emerging themes by sometimes discarding and/or relocating some codes in terms of theoretical relevance. To question the strength of my data, I utilized the key questions suggested by Braun and Clarke (2006), which were as follows:

- Is this a theme (or a code)?
- If it is a theme, does it tell something useful to answer research questions?
- What does that theme include and exclude?
- Are there enough data to support this theme?
- Does the theme have a coherence?

These questions facilitated my search for the themes as they framed a reflexive and recursive approach. While answering these questions, I also questioned the relevance of my entire data set with my research practice and paradigm. Later, I defined and named the themes to pitch and present the specifics of the particular theme. These first five phases repeated themselves iteratively until I was content about my analysis. In the last part, I produced a report that I present in the following chapters of the current dissertation.

As a vital part of my data analysis process, I conducted an explicit auditing process to promote the rigor, trustworthiness, and validity of the findings (Yazan, 2015). To do so, I adopted the method of external auditing as suggested by Rodgers (2008). Likewise, Pole and Morrison (2003) stated that transparent and systematic audit trails as well as including auditing in the process of data analysis are particularly important for ethnographical research in terms of its reliability and validity.

I included two external auditors to the analysis of the data. Both auditors were senior scholars experienced both in qualitative data analysis and EFL teacher education research. As suggested by Rodgers (2008), the researchers did not have a vested interest or involvement in the conduct of the research. The auditors were anonymous to each other, and they did not contact one another during this process. To constitute the audit trail, I compiled my raw data, reduced them to the bullet points omitting the repetitions, and created my list of codes. While reducing the data for the sake of practicality for the external auditors, I was mindful of not omitting any content that is not repeated by the same participant in the same data document/field text. For auditing, I shared my audit trail as a peer-debriefing (Rodgers, 2008), which was designed upon the suggestions by Pole and Morrison (2003), with the auditors as in the following list:

- I introduced my research context, scope, and the aim of the study to give them a sense of what the *story* is about.
- I presented my data collection tools as well as how I developed and utilized them.

- I presented my research timeline to the auditors to familiarize them with the procedures.
- After introducing the LS group members, I granted the external auditors access to my raw data after ensuring participants' anonymity.
- After a while, we met with each external auditor. In the meeting, I presented my list of codes, tentative findings, and the data related to each finding. After consulting both auditors, I started reporting my analysis.

With the support and endorsement of external auditors, I paused the analysis of the data and started reporting it as given in the following chapters. However, due to the qualitative nature of the study, I constantly (and intentionally) revisited my codes and themes. I included the external auditors to these iterative *visits*. In other words, the inclusion of external auditors was not a one-off event; they were briefed throughout the process. I concluded the analysis of my data only after I finished reporting the findings and the discussion of the current study.

CHAPTER 4

FINDINGS

In this chapter, I present the findings of the study in light of the analytical approach that was informed by my theoretical framework. In the first part, I concentrated on my first research question, by which I inquired how LS manifested itself as a teacher PD practice. Accordingly, I elaborated on the findings in regard to the elements of activity system such as the subjects, mediation/tools, rules, community, and division of labor. My intention was to introduce the *terrain* where the activity had unfolded so that findings related to the object of activity could be understood contextually with a cultural and historical perspective. Next, I moved to the themes related to the object of LS-modeled PD practice. The themes were presented in the section of outcomes after the activity system elements. These themes were LS and reflective practice; LS group as a community of practice; and transformative pedagogy in teacher PD.

4.1. Introducing Lesson Study as an activity system

According to Roth and Radford (2011), the activity is the smallest useful unit of analysis for CHAT-driven research. The impact of the socioculturally mediated activity is of critical importance for my analysis; nevertheless, an activity cannot be analyzed without extended elements of mediated activity such as division of labor, rules, and community. The agents of the activity or the '*who*' element, which can be contextualized as '*subjects*', do not necessarily suffice to explain other important aspects of culturally-historically embedded activity such as '*how, why, where*', and so on; Explaining these elements are essential to understanding learning actions and/or the activity culturally and historically. To answer these fundamental questions, the analysis of each element in the activity system is vital. In order for me to emancipate EFL teachers at this school in regard to their PD practice, I needed to understand the locus (and culture) of their PD practice and how their LS activity was unfolded/manifested in this context. This is the reason why the analytic presentation in this chapter started with activity system elements. The following sections illustrated the activity by data excerpts related to each element and the established teaching practice (including the PD practice) at DEU SFL.
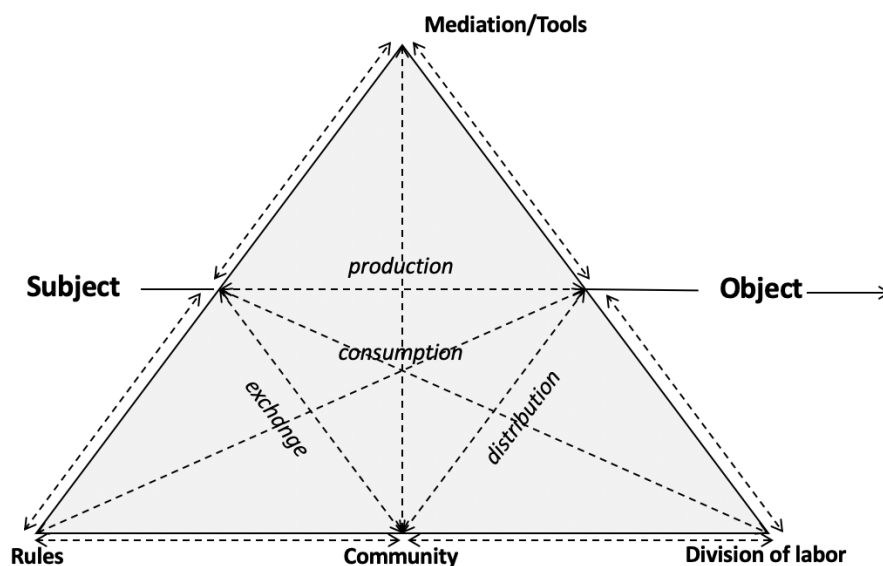
Figure 9. The structure of human activity (Engeström, 2015, p. 63)

The model given in Figure 9 reminds the elements of an activity system that was discussed earlier in the theoretical framework. Nevertheless, this time, it includes some terminology borrowed from Marx (1973) as given inside of the activity triangle. According to Marx (1973), *production* refers to the creation of objects corresponding to the needs of the subjects. *Distribution* divides them up minding the social structures and laws. In *exchange*, these divided shares are parceled out according to needs. Last, in *consumption*, the product of the activity transcends this social movement in which it is created and becomes a direct object that is ready to be consumed. In Marx's model, production is the point of departure for the social movements whereas consumption is the conclusion of it; furthermore, it goes through certain stages of distribution and exchange during this trajectory.

This model is not as simple as it seems when put in practice. Especially the intersection of these components and the further consumption of the object that turns into the outcome is also critical. However, I shared this model to explain how I introduced the collective activity system that emerged in my study before moving to my findings. In accordance with this model, I explained the production part first by elaborating on the subject and mediation elements. Later, I focused on the community, rules, and the division of labor. Last, I moved to consumption by presenting the object extensively where I also introduced the emergent themes.

4.1.1. Collective subject in Lesson Study activity

The first element in the activity system is the subject of it. The findings indicated that five members of the LS group constituted a unified entity functioning as a single subject of the collective activity in accordance with their individual and collective aims. Data illustrated how

each participant perceived their engagement in LS as a part of a *bigger story*, a collective subject driving the PD activity.

First of all, Oya underlined her responsibility as a teacher to engage in PD constantly. As an office worker at PDU of DEU SFL, this kind of attitude towards PD was justifiable. Her expansive learning process within LS went beyond her *regular* PD experiences from the beginning to the end of the process. In the excerpt from her audio-diary below, she reflected on her initial thoughts during the first LS cycle after the group planned the first research lesson.

Excerpt 1. "My colleagues were very participatory; it was a group work" (Excerpt title)– Audio-diary (source of data)

Oya: I think the meeting was great. Everybody contributed to the conversation somehow. We expressed our opinions, and we thought we were being productive. After the meeting, I thought how wonderful it would be if we planned all the lessons like the way we did. My colleagues were very participatory; it was a group work. What we created did not come only from me. The people were willing. It was like a platform for every teacher to express their opinions freely, and they were all very creative.

Obviously, Oya's initial experiences during the first cycle improved her enthusiasm in the LS process in general. According to her, co-generative register of the conversation in the LS group meeting created a platform on which LS group could engage in PD practice freely.

The second subject was Beyza. She shared the same anticipatory feelings and thoughts as Oya by the beginning of the LS process. She was the RL teacher in the first LS cycle. This means that she taught the first RL according to the first version of the lesson plan and materials. After she taught the RL, she reflected on her RL teaching experience. Her focus was on the unusual experience of collaborative teaching. According to her, this was a new register of teaching.

Excerpt 2. "This is a group initiative" – Stimulated recall interview

Beyza: We (LS group members) did not plan a lesson and even taught it before in such a collaboration. This idea was very new to us. Personally, I was not sure how flexible we were. Otherwise, in my own teaching practice, I could have transformed it (the RL) as I liked. But this was a group initiative. I had this feeling of responsibility while teaching so I tried to stick with the initial plan even though I later thought it would be problematic when I was personally preparing to teach the lesson. But this time we were a team. Later, we talked about this shortcoming together.

Beyza's decision to 'stick with the initial plan' despite her concerns showed her commitment to the learning experience as the group. This way, her personal learning process as the subject of her own activity system was augmented into a social level. Engeström (2016) suggested that expansive learning in an activity emerges in learning processes. In these processes, the subjects are transformed from isolated individuals who have their own agenda of expansion to collectives and networks including various subjects. The author also showed that in such a transformation, individual subjects of learning question their order and logic of the activity (Engeström, 2015, 2016). Similarly in Excerpt 2, Beyza questioned what it took to learn as a team and to be responsible for the collective learning process.

This dichotomy of individual subjects of learning (S_1) and the collective subject of the activity (S_{LS}) as in Figure 10 was also evident for the other subjects. For example, Nick extensively focused on his personal learning process as a subject in terms of learning about the concept of making inferences while reading (the learning challenge of LS activity). In addition to the use of new content knowledge while teaching, he was even busy incorporating the new content knowledge to his leisure reading activities. In short, he was particularly interested in the concept of making inferences. To add, he also remarked many times how LS created a valid reason for peer observation. Accordingly, in the interview, he elaborated on the authenticity of peer-observation in LS.

Excerpt 3. "It makes the group work and observation authentic" – Stimulated recall interview

Nick: I think this is a great way to make teachers observe each other's classes. We definitely should do that. We have no chance otherwise. It makes the group work and observation authentic. I mean, there was a reason for me to go to my colleague's class and observe something that we created together. So it does not feel like a kind of inspection. Because it is my process as the observer as much as the teacher.

In excerpt 3, he talked about how he positioned himself as a team member who had an authentic reason to observe a research lesson class even when he was not the teacher. He also demonstrated a sense of collective ownership of the production in LS by emphasizing the co-creation in LS. Similarly, Eda also underlined the collective LS subject that is emergent in LS-modeled PD. Below, she talked about the harmony created within the LS group.

Excerpt 4. "It is important to maintain this harmony" – Stimulated recall interview

Eda: It was nice to be in such a group. It is important to maintain this harmony. With another bunch of people, we could have worked and produced together but the outcomes would definitely be different. We (LS group members) could understand one another. Our perspectives on education are similar, and this resulted in harmony.

But do not take me wrong; we did not agree on everything as you know. There were variations but they were very important for us to learn more.

In this section, I presented how each individual subject of learning transcended to a collective activity, which included their personal agenda as well. Roth and Radford (2011) claimed that in CHAT, the subjects of activity are not "Piagetian/constructivist individuals that make discoveries and construct knowledge on their own; subjects are subjects of collective activity. In the course of participating in cultural-historically formed relations with others, individuals become cultural-historical beings through unending processes of subjectification" (Roth & Radford, 2011, p. 21). They had their own positions as learners, and they had various interdependent foci such as participatory collaboration for teacher learning (Excerpt 1), collaborative planning and teaching (Excerpt 2 & 4), and authentic peer-observation and teacher learning (Excerpt 3). No matter what the individual focus was, data from all participants inferred a collective position attributed to the LS group, which was also visible with the excessive use of pronouns *we*, *our,* or *us* to refer to the LS group. In light of this, the culturally/historically-formed relations among subjects formed a collective subject, which I contextualized as *Subject$_{LS}$* or *S$_{LS}$*. This phenomenon is in clear alignment with CHAT's activity model as illustrated below in Figure 10:
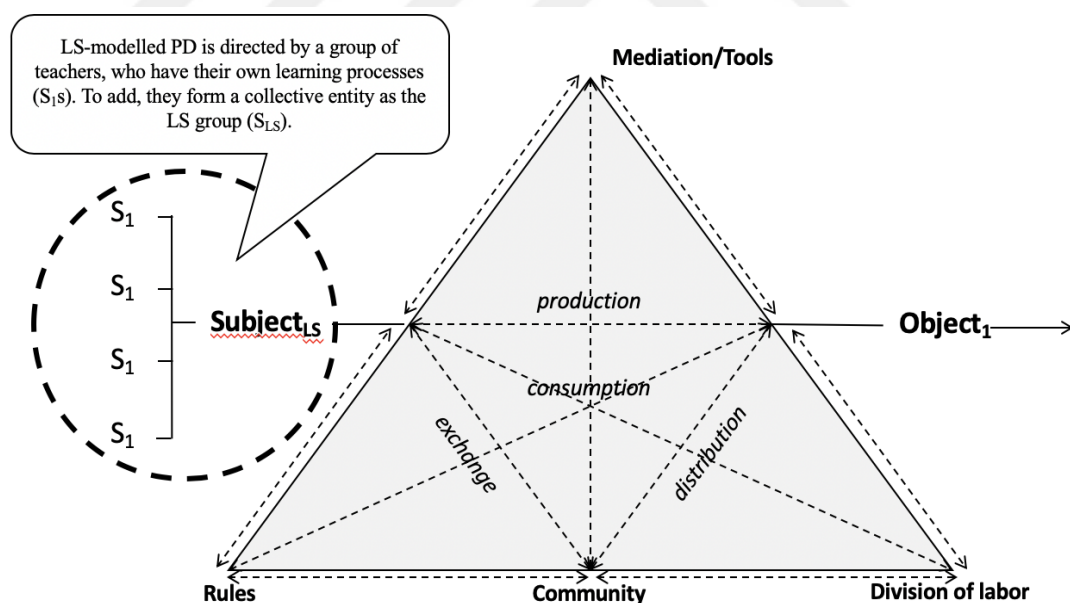
Figure 10. Individual subjects of learning (S1s) and collective subject (SLS)

4.1.2. Lesson Study cycle and model as the mediator in learning activity

In tandem with Vygotskian understanding of the activity, mediation of actions is performed by means of cultural tools and signs (Engeström, 2016; Lantolf, 2011; Tasker, 2014; Vygotsky, 1978). In my data, LS was enacted as a mediated PD meta-activity. The recursive LS cycle that was augmented for DEU SFL functioned as a tool for the collective

LS subject to reach its immediate object. Relatedly, I reached two exclusive mediatory uses of LS model.

First, the participants contextualized it as a tool for formal collegial collaboration. Oya elaborated on the issue as in the following excerpt.

Excerpt 5. "This is the point of 'imece', right?" – Stimulated recall interviews

Oya: We (teachers at DEU SFL) all have our own strengths and weaknesses here. Some have wonderful warm-up ideas, some are good at forming tasks and group works. But their effect is limited alone and the students in other classes cannot reach the individual teacher's efforts. In a collaborative meeting like this, you can tell a great activity you developed, and you can share it. This is the point of 'imece', right? You are a hundred percent in an activity but you are not alone.

She particularly emphasized the word 'imece' during the interview. LS is translated to Turkish as 'ders imecesi'. 'Ders' means 'lesson' in English; however 'imece' does not mean 'study'. It is rather a word that refers to the collaborative activities in rural areas when villagers help each other during the harvest season; instead of every family attending their own farm and fields, the village community works together so that a more impactful synergy can emerge. In short, 'imece' refers to community collaboration. In Excerpt 5, Oya's emphasis on the term 'imece' reflects how she used the LS process as a community-building scheme.

Excerpt 6. "This structure made it kind of tidier" – Stimulated-recall interview

Oya: We used to collaborate before but not like this (LS). It was only among close friends and less professional. If this collaboration is transformed in a more formal and disciplined way, it can create better results. What we did in this project (LS) formally made us think about our goals, targets, topics exclusively throughout the process. This structure made it kind of tidier. There was a standard, a protocol, a system that helped us contribute and that system contributed to us. By 'us', I mean all stakeholders, not only teachers but also students and administrators.

The system of LS that Oya mentioned is composed of PD actions (e.g. steps as in Figure 9) within the recursive LS cycle. According to the participants, this model brought clarity and tidiness; furthermore, it resulted in an expansive impact by reaching fellows apart from teachers' immediate inner circles.

Second, LS created opportunities for teachers to have an authentic purpose for peer-observation and peer-feedback. At DEU SFL, due to various reasons such as busy working schedules, lack of willingness, and previous experiences concerning the misuse of classroom observations, teachers do not engage in peer-observation and mostly refrain from providing

professional feedback. This is also related to the fact that they have limited opportunities to be aware of the teaching practice other than their own classroom. Classrooms are like black boxes (Long, 1980), and the practice in them are almost unknown to other teachers. LS allowed teachers to break this established school culture. The following respective excerpts by Eda and Nick explain my point.

Excerpt 7. "but now, I question it in a structured way" – Stimulated recall interview

Eda: I was able to observe all these different teaching styles and approaches not only during research lessons but also during the meetings. This is very different (for me), you know. We are not able to observe one another as a part of our teaching practice here (at the school). When they (the other participants) tell their ideas during the meetings, I was trying to figure out how I could apply them in my own classes, what I could do to make them work. I tried to observe all these. This helped me to have an outer look at my teaching style. I used to question my teaching style before this project (LS), too. But now, I question it in a structured way, and I know how my friends' classes answer my question.

Excerpt 8. "…an intention to give and receive feedback" – Audio-diary

Nick: I believe it (LS) is a very nice way to give and to receive feedback. You also learn while giving feedback as much as when you receive. This project gave us an intention to give and receive feedback. There was a point to give and accept feedback. We had the same goal; we were a team; we had a common ground. So we were clear about the common intention. This helped me a lot to give feedback to my colleagues.

I argue that excerpt 8 is a very clear example of how LS cycle is used as a scaffold, a tool to challenge a culturally and historically established aspect of teaching practice. By LS, teachers have an authentic reason to open the doors of their classes to other teachers. In return, they can provide and receive constructive feedback regarding their teaching styles and approaches, which was quite unusual at DEU SFL. In conclusion, the augmented LS cycle created a formal way to foster collegial collaboration, peer-observation, and peer-feedback as illustrated in Figure 11.

Figure 11. LS-modeled PD activity mediated by LS cycle and structure

4.1.3. Rules and division of labor regulating the collective learning

Data indicated that rules and division of labor among the teachers supported them to function as a group, a collective subject of learning. Engeström (2016) proposed that rules regulate and scaffold collective activity, exchange, and interaction among the agents. In my LS-modeled PD activity, rules were set during the preliminary phase. I sought the consent and agreement of all LS group members. When I offered to work by the protocol in the preliminary meeting, the idea was accepted. In this protocol, the members agreed on their own and other group members' roles and the equity of all members. For instance, the following item is extracted from LS protocol that was adopted from Dudley (2011, 2015) (See Appendix 1):

> All contributions are treated with unconditional positive regard. This does not mean they will not be subject to analysis, doubt, or challenge, it means no one will be made to feel foolish for venturing a suggestion.

Rules in the learning activity do not only set the rules and regulations but they also infer a collective mindset for the whole group. In her audio-diary, Eda elaborated on the word 'ders imecesi', the Turkish translation of LS, and shed light on this issue as given below.

Excerpt 9. "Everybody does contribute" – Audio-diary

Eda: For me, LS is actually being an 'imece' as we agreed. I mean we can see the details that we miss while working alone better when we work together because everyone is free to contribute. Everybody does contribute. The group works in a coherent and practical way.

According to my fieldnotes, setting rules and deciding the working principles before collaborative LS actions assisted the group to function as a collective subject. Eda's reflection on Excerpt 9 supported my observation. Just as Engeström (2016) noted, human activity always takes place within a community, which is governed by certain rules and division of labor. This view is in alignment with the paradigms of Sociocultural Theory. In tandem with this, my data related to the rules and division of labor allowed me to regard the LS group members as the co-agents of collective activity. For instance, the following excerpt from the learning protocol (Dudley, 2015 see Appendix 1) illustrated the commitment of participant teachers in terms of supporting each other via peer-observation:

> We will support whoever teaches the research lesson(s) and make faithful observations, recording as much as possible what pupils say as well as do.

SFL is a big institution formally providing foreign language education at DEU. The size naturally brings complications in terms of workload and management. As the participant-teachers had a hard time participating in all meetings during the LS process, they had to divide the labor among themselves to make it more manageable. The excerpt below from Eda explains her situation:

> **Excerpt 10.** "…hard time to catch up with the rest of the group" – Stimulated recall interview
>
> Eda: I actually was having a hard time to catch up with the rest of the group from time to time. In some meetings, I felt I was a bit uninformed. But actually, it was very natural. I felt like I was a bit incomplete when I was first observing in the second lesson.

It is important to remind that Eda missed observing the first RL. Being invested particularly in peer-observation from the very beginning of the process, she initially refrained from teaching in front of observers. First, she opted out but later her position changed. Navigating through such a dilemma, Eda elaborated on how the fact that she could not have taught an RL actually helped her to focus on her role in the LS group as 'the observer'.

> **Excerpt 11.** "…teaching is also a very valuable opportunity to observe" – Stimulate recall interview
>
> Eda: I really liked the dimension of observation as it was something that I kept thinking about. First, I felt I had to observe only due to my busy schedule. Then I realized, teaching would also be a very valuable opportunity to observe. And if the project had gone on, I would have taught.

Similar to the excerpt above, Oya also mentioned that being able to teach and observe over a formal learning process created a *common ground* for participants as I noted in my fieldnotes. She later elaborated on this phrase in stimulated recall interview by emphasizing the importance of having a *common ground* for all the members of the LS group because the process allowed participants to choose to be a teacher, an observer, or both while learning about the *common goal*. Therefore, division of labor in LS was actually multifaceted. Because the recursive process was repetitive, teachers may have abandoned and adopted new roles and responsibilities, experiment with different types of labors, and experience a holistic learning process. In short, rules in LS constituted a regulatory support system that empowered collectivity. To add, division of labor was inclusive because LS allowed teachers who normally were very busy to keep up with the collective learning activity as in Eda's case. Furthermore, it was dynamic because it provided the opportunity to take on various types of labor due to the recursive structure of LS rather. These aspects are illustrated in the LS activity system figure (Figure 12) below:
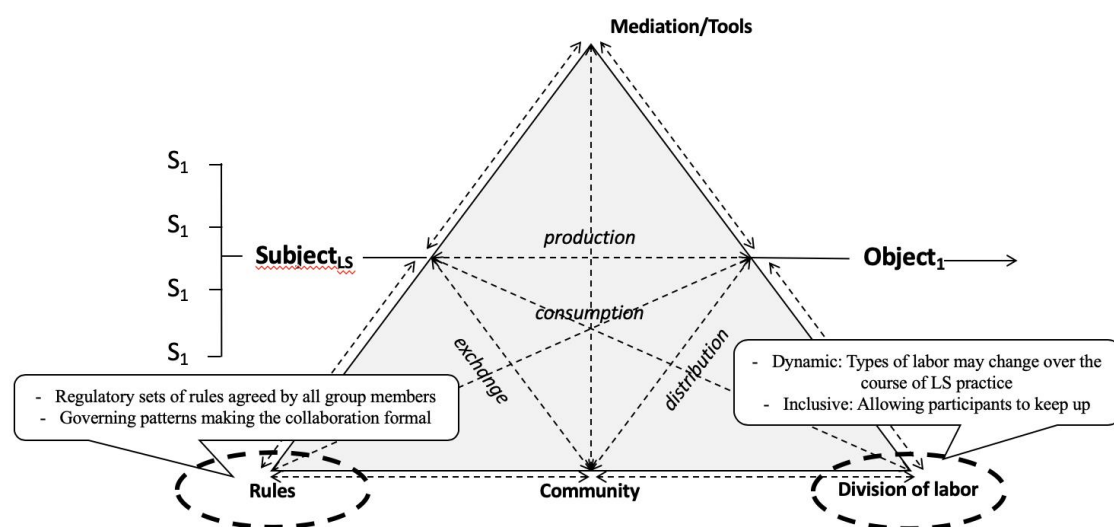

Figure 12. Rules and division of labor setting the exchange and distribution within the activity system

4.1.4. Lesson Study community at the research setting

Drawing on the fieldnotes and artifacts, my data showed me that the LS community got wider and more inclusive than the LS group. While the LS group was composed of participant-teachers, coordinator, and me as LS facilitator, the LS community included other stakeholders such as school administrators and students.

The sociocultural view of learning suggests that human activity including learning activities always takes place within a community. This community is held by the object and is driven by long-term purposes. In my case, group members' primary object was to develop an

RL about making inferences while reading in EFL. Moreover, the group members aimed to develop an *engaging* RL promoting enhanced student participation. This object was shared by other stakeholders that were prominent within the institutional teaching culture. The first stakeholders were administrators. As explained in the procedure part in the methodology chapter (See 3.1.4. Procedure), administrators were the first people I contacted at DEU SFL. Upon their agreement and consent, I decided to investigate the school in the current study. However, they were not actively involved in the LS-modeled PD practice to avoid any top-down influence on the participants. Nevertheless, the participants later decided to include the administrators in the later stages of LS practice to disseminate the impact. Through the end of the process, Nick recorded the following excerpt in his audio-diary.

> **Excerpt 12.** "It should be part of our orientation week, and I can tell them" – Audio-diary
>
> Nick: I was actually thinking about suggesting to administrators doing that kind of professional development activities. Thanks to this project (LS) we have been working on, I really think that we should make inference a part of our activities. For once, we ask inference questions in the exams and do not explain them properly in a very clear way. It should be part of our orientation week, and I will tell them.

In this excerpt, Nick expressed his intention to disseminate the project results at the school with the help of the administrators. By proposing his intention to the institutional-level policy-makers, he wanted to share his insights and reflections with the other teachers who did not participate in the current LS practice. Participants mostly saw the administrators as a key point to solve problems concerning the PD activities at DEU SFL. For instance, Oya underlined in the following excerpt that administrators' top-down approach concerning policy decisions was of critical importance to sustain imminent impact.

> **Excerpt 13.** "…policy decisions of administrators" – Stimulated recall interview
>
> Oya: We need some reform even before we initiate these small lesson study teams. We also need a couple of years of a pilot study. It is, of course, possible to do. But not realistic as a short term goal and without some policy decisions of administrators.

Administrators' power to solve the problems occurring while practicing PD was evident throughout the process. Eda also mentioned how helpful their flexibility was when she needed to reschedule some of her classes (which was normally very unusual); this helped her follow LS actions more easily. She remarked that she was 'thankful' for their support. These experiences inferred a responsibility attributed to the administrators as important aspects of the PD activity community.

Secondly, Oya mentioned how she included her students by asking for feedback from them before the revision of the second RL. When the first RL was taught by Beyza, Oya was in the classroom to observe student learning. In the second cycle, she volunteered to teach. Just after teaching the second lesson and before revising it (see Figure 9), she recorded the following excerpt in her diary:

Excerpt 14. "…feedback from the students" – Audio-diary

Oya: ...in general, when I compare it with the previous one, I felt that the students were more involved, they participated more. They were more engaged in the activities. Most of them at least participated once. Actually, maybe not every single lesson, but If we were able to do most of the lessons in this way, I mean plan together, revise and develop together, -I also got the similar feedback from the students-, it would be much more engaging for them, and we could improve their interaction.

In the excerpt above, she gave an example of how to include students into teacher PD activities: By asking for feedback from them. Beyza and Oya (as teachers of RL1 and RL2) revisited the positive impacts of asking feedback from students also in the group interview later at the end of the LS process. The structure of LS requires multiple stakeholders to be included in the activities by the subjects. This way, the subject's intention to reach its object becomes more eminent, self-directed, and situated. In a nutshell, in the LS-modeled PD activity that I report in the current dissertation, LS members were not the only agents in the learning community but other agents such as administrators, fellow colleagues, and students were also included in the process.

4.1.5. Object of the activity: Object and outcomes

Objects are the motives that reflect the collective interest and generalized needs that are satisfied in and through the network of collective activities (Roth & Radford, 2011). This understanding is in alignment with my data. First, I also argued the existence of a collective $Subject_{LS}$. To add, each participant teacher also had their own activity systems during their learning experience in LS. The collective entity and the existence of individual activity systems were not mutually exclusive. Second, outcomes were manifested not only at the end of the activity but also *through* it. This heuristic was emphasized by the processual learning emerging during LS cycles. The process during which the subject moved towards the object essentially marked what outcomes emerged.

In CHAT, object is not a single unit of activity that is stable throughout the process and the mere outcome. Instead, it is dynamic, and it transcends to $object_2$ and $object_3$ (see Figure 3). Whereas $object_2$ is the reflected and developed outcomes of object, $object_3$ can be seen as the outcome of joint activity system that different interconnected activity systems share

(see Figure 3). In my data, object₁, the raw, unreflected object, was the overarching goal of LS-modeled PD initiative. This primal object was stated and jointly accepted by the members of LS group during the introductory meeting of the preliminary phase. That is, the participant-teachers aimed to enhance their teaching practice in terms of teaching how to make inferences while reading in EFL. Plus, they intended to introduce this passive sub-skill in a highly active and engaging lesson.

Thus far, I elaborated on the subject of learning and other activity system manifestations to give a comprehensive picture of the activity system. At this juncture, I would like to remind my research purpose: I investigated the influence of LS on teachers' PD in terms of their own goals. Within the activity system, the goals are naturally the objects, which bind the other activity system elements together (Engeström, 2016) and lead to outcomes. Figure 13 summarizes the landscape of LS as an activity system before I move forward to discuss the outcomes of the activity to answer my research questions.
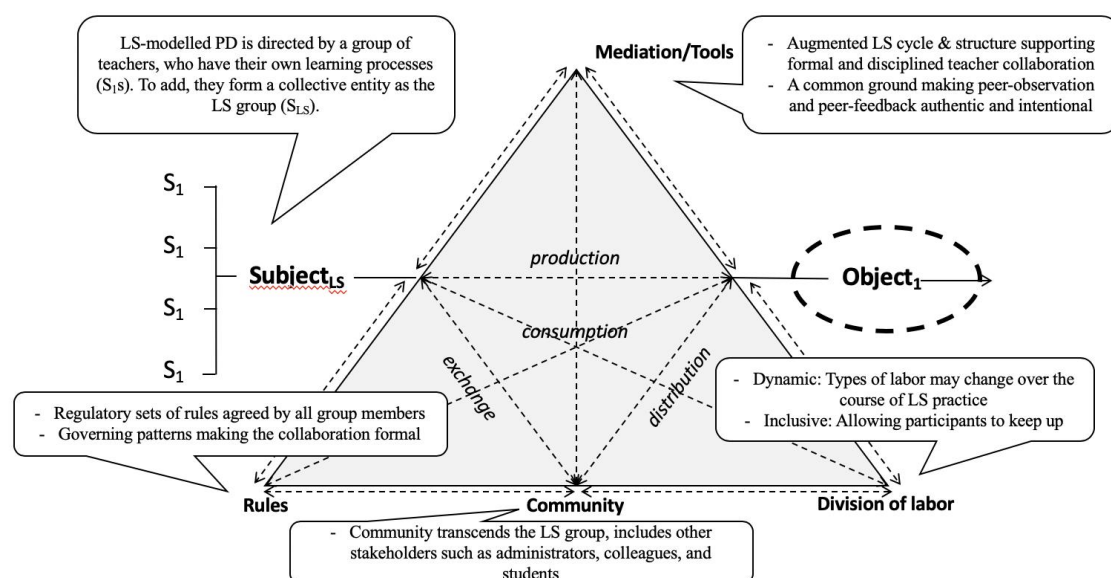

Figure 13. Summary of the subjects of learning and activity system manifestations of production, exchange, and distribution.

4.2. Influence of Lesson Study in terms of professional development

In this part, I concentrate on my second and third research questions. With my second research question, I investigate the influence of LS-modeled PD activity in terms of the teaching practice of participant teachers. In the third one, I problematize the influence of LS on teaching practice in the research context. The influences are manifested by the outcomes from a sociocultural CHAT perspective. The outcomes are the processed products of the activity systems. According to Roth and Radford (2011), the object is the true motive driving

the concrete activity; however, the motive of activity becomes concrete as the existing materials are transformed into an outcome, a product. They claimed that the ultimate outcome is not emergent at the beginning of the activity but it mediates the subjects once it presents itself to the subject of learning. In my case, LS participants' initial goal was transformed by the subjects into further expansive learning products throughout the process. In accordance with my second and third research questions, the analysis showed three major outcomes of LS-modeled PD activity.

These outcomes as the major themes of my thematic analysis were also supported by the qualitative data analysis software I used. After I had coded my documents, I created a code map with the help of default visual tools MAXQDA™ provides. I included all documents that hosted my data and all codes that were inductively created. Analyzing the intersection of codes in a particular segment, the software created three clusters as given in the figure below:
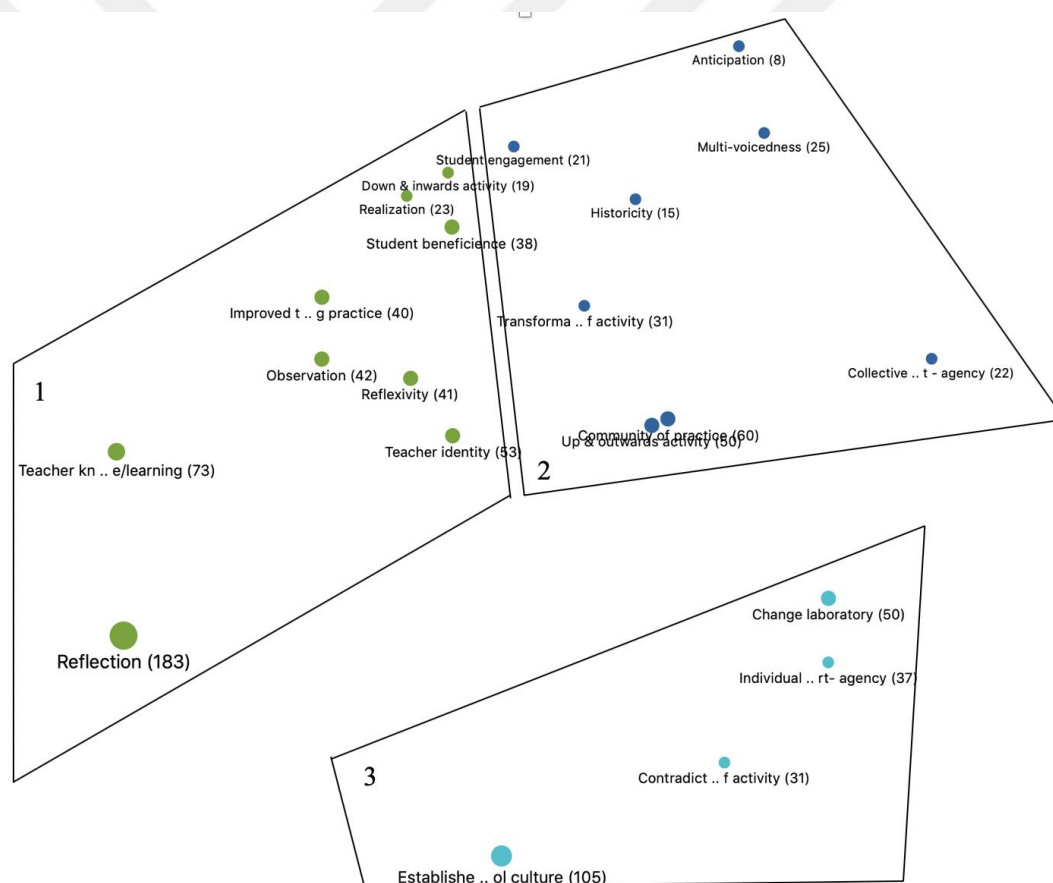
Figure 14. Code map created with MAXQDA software - Three clusters

In figure 14, three clusters are visible with the color codes. In this map, each circle symbolizes a code. The position of the codes is related to their similarity. To add, the size of the dots assigned to individual codes represent their weight in all analyzed documents (VERBI Software, 2020). The codes in shape 1 are closely related to the community of practice finding. Accordingly, the proximity of similar codes such as multivoicedness and community of

practice was computed by the software. In shape 2, reflection was a dominant code in terms of its weight. In this cluster, the co-emergence of observation and improved teaching practice was a significant outcome. In the last cluster, more individual insights about teaching practice are shown. Here, it is important to underline their proximity to the code of reflexivity and observation that originally appeared in another cluster. To analyze the relationship between codes, the software enables the user to connect the codes according to their co-occurrences in the data documents. The thicker lines display more overlapping occurrences of the related codes. In the following figure, the codes that co-occurred at least three times in the entire data set are displayed.
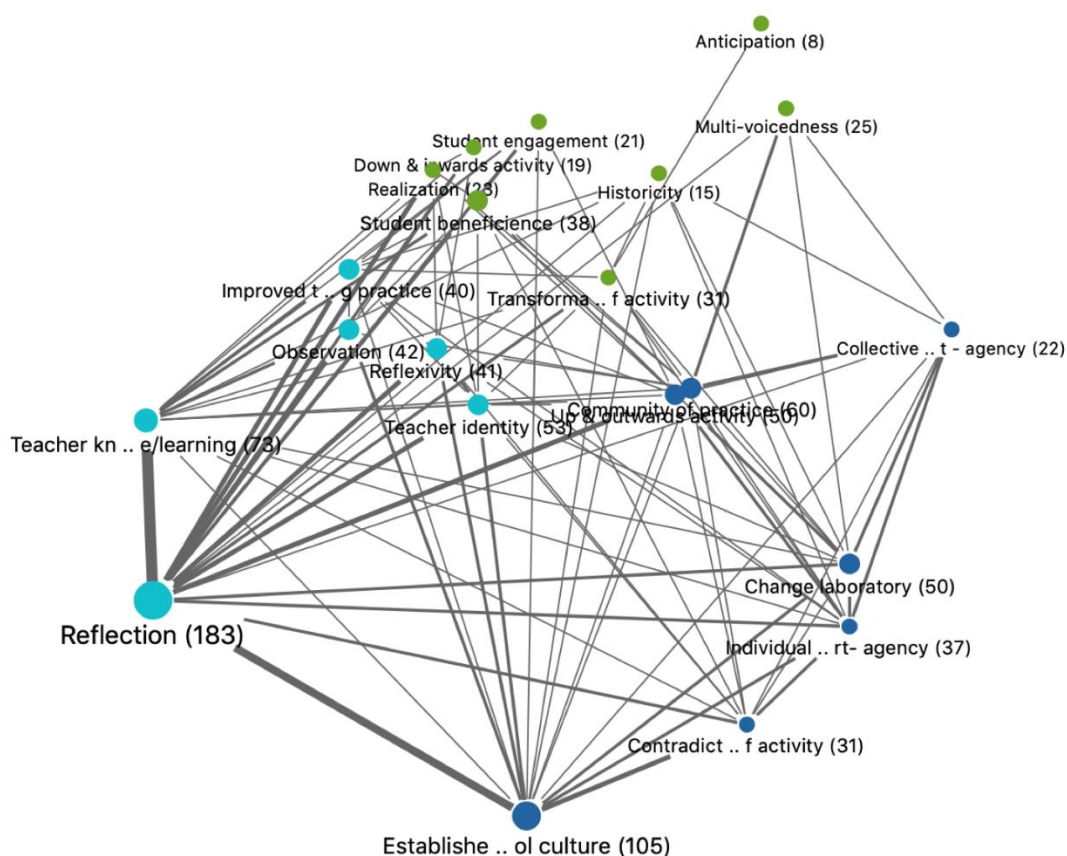
Figure 15. Code map - Interrelated codes in three co-occurring situations

In figure 15, it is possible to observe the related codes. Especially the central role of reflection is important to underline. Moreover, the intersectedness of the clusters become more visible. In a sense, the codes of reflection and reflexivity created a bridge between the codes of established school culture and the community of practice. The centrality of reflexivity, transformative activity, and teacher identity is also obvious. To make it more clear (and thus more reader-friendly), I adjusted the minimum code co-occurrence prerequisite from three to ten to have a more distilled analysis. To add, I omitted two codes that did not present co-occurrence with other codes ten times across my data documents. In the following figure, only the codes that co-occurred more than ten times are displayed by the software analytics.
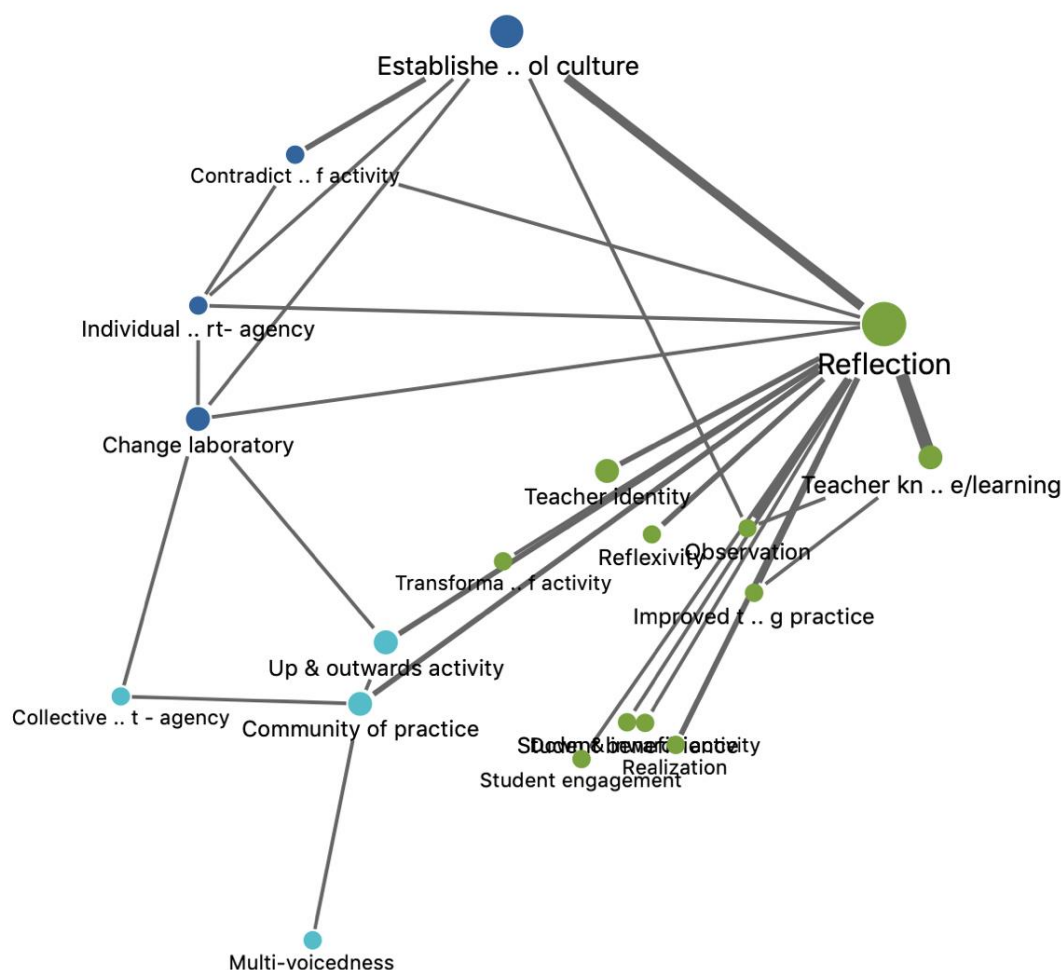
Figure 16. Code map - Interrelated codes in ten co-occurring situations

In the last code map shown in Figure 16, the weight of reflection is displayed more evidently. This map is important to support the themes that I present in the rest of this chapter. Accordingly, I created three themes displaying the influence of LS on participants in terms of their PD, (1) LS and reflective practice, (2) LS as a community of practice, (3) and transformative pedagogy (in relation to transforming the established school culture) and LS-modeled PD.

4.2.1. Lesson Study and reflective practice

The findings indicated a close relationship between reflective practice and LS. That is to say, teachers engaging in LS-modeled PD activity demonstrated increased reflective behavior with respect to their teaching practice and its cultural and historical context.

Briefly, reflective practice in teaching is about the advancement of active, agentic, and critical consideration of teachers in regard to their practices, ideas, and feelings. Upon, Dewey's (1933) earlier conceptualization, Schön (1983) categorized reflective practice into two: *Reflection-in-action*, which means synchronous reflection while teaching, and *reflection-*

on-action that refers to the reflection that occurs before or after teaching situations (Mann, 2016). To add, Killion and Todnem (1991) proposed the term *reflection-for-action* to conceptualize the type of reflection that occurs after the first two, and that follows up reflective practice and transcends it to further teaching situations. Last, the term reflection-as-action is proposed by Farrell (2018), who suggested that reflective practice can be trained and developed as a teacher behavior, and it is a mindset of teachers by which teachers investigate their teaching challenges and overcome them constantly and systematically.

Based on this brief overview and similar to the recent discussions regarding reflective practice (Farrell, 2016, 2018; Mann & Walsh, 2017), I found that LS fostered a teacher mindset by which they were more aware of the structure and boundaries of the existing teaching practice, and they intended to move beyond their boundaries, so-to-say their 'teacher comfort zones'. Thus, a close relationship between teachers' reflexivity and reflective practice was evident in the data. For example, Oya's following excerpt showed how she reflected on the established teaching culture at DEU SFL, which also influenced her teaching:

> **Excerpt 15.** "…following the instructions of a coursebook just like automatized robots" – Stimulated recall interview
>
> Oya: Instead of entering a class and just following the instructions of a coursebook just like automatized robots, I wish we could create variety of lessons and alternatives to what coursebooks provide collaboratively and somehow put them together to create a plan, which is content-wise and time-wise realistic. Probably we could also overcome the timing problem at this institute by this [LS model]. I realize that we have problems to cover the schedule because we do not use the time wisely. This was probably the biggest realization about myself and my institution in LS.

In this excerpt, she did not only evaluate how LS supported her and what potential she saw in LS. She also explained her understanding of aspects related to established norms of teaching culture in the research context with a reflexive lens. According to her, teaching practice was not efficient in terms of content and time. However, she had been so immersed in this teaching practice that she had not been aware of this inefficiency until she participated in LS, which, according to her, was a prominent way to promote efficiency. Excerpt 16 showed her elaboration on the issue of 'being a part of the established school norm' during the stimulated interviews:

> **Excerpt 16.** "…still much to learn and to develop" – Stimulated recall interview
>
> Oya: I see that no matter how much I oppose it (the routine), I have become a part of it here. Yes, I try to make my class different by using games and playful materials. But for example, I have never asked them to stand up and to check each other's'

productions as a walking gallery. Because I apparently saw that it was too time-consuming, and I had a strict plan to cover. But my colleague shared her experience in the meeting, and I gave it a try. This activity made them (students) feel very good; they moved into the class. This makes me think that there is still much to learn and to develop.

Throughout the process, Oya positioned herself as a teacher who is highly motivated to learn, and she expressed that her classes are different in a way that they are more engaging. However, reflecting on RLs and the activities in them, she expressed that she had been the part of the 'routine' more than she anticipated; a routine, which she mostly associated to non-engaging classes that only aimed at passing the final exams by following the course materials decided by the materials office. These two excerpts by Oya showed how LS process supported teachers' awareness about the established norms regarding the institution and their teaching practice in the classrooms. Nevertheless, LS's impact was not limited to higher awareness; it was also about taking the initiative. In other words, it was not only about realizing various teaching challenges contextually but also about creating solutions for them. Indicating the reflexive nature of LS, these solutions originated from the same context where the targeted problems emerged. Below, I present two excerpts to illustrate this; Excerpt 17 is a personal reflection by Oya regarding her teacher belief about *coursebook over-dependency*. Excerpt 18 shows interaction among LS group members in which Oya revisited her prior reflection, shared them with other group members, and included them to a collective reflection on the teaching challenges at DEU SFL.

Excerpt 17. "…because it creates a common ground" – Stimulated recall interview

Oya: I really wish to get English we teach out of the coursebooks and drag it back on the ground of real life. Perhaps lesson study can do that because it creates a common ground. But if only we can do this over an extended period.

Excerpt 18. "So how important are the books?" – Group interview

Oya: …Maybe after a pilot study, we would not have to follow a coursebook. I mean, as the students are not familiar with the material from before, their interest would increase and they would become more alert… So I believe this (LS) is much better than coursebooks. In some other schools, it is being done. But unfortunately not here.

Beyza: Students also do not want to follow coursebooks. They hate this routine.

Eda: They are naturally bored when it is a routine. Today, we continue with page 60, tomorrow with 65… No matter how hard you try to make the lesson interesting for them, it doesn't work…

Oya: And they are sometimes very obsessed with completing every part of the book even though I think it is not necessary or this is not the perfect time for this activity.

Nick: I also have the same cases. A lot.

Oya: So how important are the books?

Aforementioned excerpt demonstrates how Oya, as an LS group member, got engaged in reflective practice; she not only reflected on her trajectory throughout LS by which she intended to develop and implement an 'engaging series of lessons that may help teachers learn how to make inferences while reading in L2'. This preliminary object was evident, and it was the driving motive from the beginning but not through the end of LS process. On the other hand, her reflective practice was also promoted in a way that she not only raised awareness regarding the established school norms and her classroom practice (Also, how these norms shape her practice) but also performed agency by identifying a problem (coursebook over-dependency) and offering a solution (a wider LS project including more LS groups). Later in the conversation, she shared her plan to create a curriculum prepared by various interconnected LS groups that are supported administratively. As a result, the teachers at DEU SFL may not even have to be *limited* to coursebooks, and she stated as follows: "This means a curriculum entirely based on what the students need and what they are interested in. I believe this is the most ideal case" (Oya during the stimulated interview)

Oya's case demonstrated an example of enhanced reflective practice through LS, but this was not the only case in my data. In addition to the coursebook over-dependency, group members also showed evidence of empowerment in regard to self-awareness as a result of LS. Beyza was the RL teacher in the first cycle before Oya. She also shared reflections on her teaching as in the following excerpt from the stimulated interview.

Excerpt 19. "It belongs to the group; something created as a group" – Stimulated recall interview

Beyza: I personally enjoyed it (teaching the first RL) very much. Normally, we cannot notice such details in our everyday practice. But this one was different. This plan was not entirely my creation. It also belongs to others. It belongs to the group; something created as a group. In the class, I was always thinking about how well I was able to succeed in teaching as we planned. Later, I constantly evaluated the process by having a look back at myself, my performance, my outcome. It was like… if I had managed to succeed this exercise; or if I had been good time-wise; or If I had been clear enough about the instructions and so on. It was a self-reflection kind of experience for me especially from a practical point of view. There was not a video-recorder in the class.

But I see the whole process was like a video-recorder for me. This was interesting, impactful. That is how I see it.

In Excerpt 19, Beyza talked about her reflections as the teacher of the first LS circle. These were sometimes enacted ones (reflection-in-action) and sometimes lived ones (reflection-on-action). Besides, she also reflected on the process of LS as an activity whose products belonged to the group that included her as well. Even though the teaching part was 'her performance and outcome', the process and 'products' belonged to the group. This meta-reflection was intended (reflection-for-action) as the 'interesting' process was surely 'impactful'. More importantly, she positioned this experience beyond 'normal' in terms of their everyday practice.

Reflection in regard to teaching practice was one impact; the teachers approached their everyday practice at DEU SFL critically, and they elaborated on the 'interesting' form of LS. Additionally, participant teachers got engaged in the content (the topic of making inferences while reading) extensively as they set it as the teaching challenge of LS. After the LS group decided on s learning challenge at the beginning of the LS process, Nick shared the following reflections about the content of the PD practice:

Excerpt 20. "maybe the concept of inference is hard to some students" – Audio-diary

Nick: I questioned the fact that lots of people get confused in inference questions although I haven't thought about it in detail before. I, to be honest, didn't really think that I would be that much interested. But my initial reaction to our topic was like … not misunderstanding but maybe the concept of inference is hard for some people. So when we started to think about this project I got more and more interested and I still am interested.

According to Nick, a native speaker EFL teacher at DEU SFL, it was interesting that so many people have a hard time understanding inference while reading. As he expressed in Excerpt 20, this fact occurred to him many times before as a teaching challenge. For Nick, LS was a process through which he reflected in this teaching challenge as a teacher who intends to learn more about the nature of the content. Later in his audio-diary, he shared his reflections during the second step of the first LS cycle (see Figure 9) when participants had their self-study and free observation time on the teaching challenges determined in the previous step.

Excerpt 21. "the students are inferring all the time but we are kind of not aware of it" – Audio-diary

Nick: I realized that there is so much inference happening everywhere. We are not really aware of the amount of inferencing that goes on. For example, eliciting. We have a name and concept for eliciting, it is quite clear what eliciting is about. But I

realized it is somehow related to inference. So we are asking for example in pre-reading or pre-listening. And also the post-reading and post-listening exercises. When we are eliciting we ask students to infer a lot of things. So actually the students are inferring all the time but we are kind of not aware of it.

As Nick elaborated more on the learning challenge, he started to reframe it as a widely-practiced aspect of language use rather than a specific skill that is addressed only in 'inference questions' as in the previous excerpt. Inference was regarded as a designated question type before. Here in Excerpt 21, he fronted his new understanding of the content as something that he was not aware of before. Later in the LS-modeled PD process, teachers spent more time on the content that they addressed as the teaching challenge, and they shared their own self-study and observation results. This enabled a reflexive stance for him in that he had an influence on the activity as a subject, whereas his actions throughout the process also influenced his own subjectivity in the PD activity in a bi-directional way. As they discussed over it and created RLs targeting to overcome the teaching challenge through steps 3 and 4, Nick shared an experience that happened in his class again in his audio-diary.

Excerpt 22. "…before I wouldn't know where to start…" – Audio-diary

Nick: In my reading and writing class, an inference question came up... I felt that I had to summarize it again but what I noticed that I was quite able; maybe after some background reading and all the meetings we had, I felt a lot more comfortable with the whole thing. I could kind of summarize the whole thing in a way that they could understand a bit more about the concept... In fact, I felt very comfortable spontaneously talking about inference, whereas before I wouldn't know where to start to explain the concept. I think this is because of being involved in this project. And also doing some background reading. Realizing how important this (inference) is for teachers to be more aware of and for students obviously.

In the excerpt above, Nick sounded like a teacher who was empowered after a reflexive experience. Instead of just reflecting on the experience, Nick was emancipated because he was able to project his reflection onto his teaching practice (and the teaching practice onto his reflection). That is, LS made him reflect on the content of the learning challenge, and it did not make him do so in a one-shot, sit-and-get PD event about the importance of inference. Instead, Nick got engaged in the topic that he chose to work on according to his teaching practice throughout a collaborative process he had the power to structure. Moreover, he also managed to transform his teaching practice with this increased awareness and knowledge; thus, increased knowledge regarding the content of LS was a concrete outcome for Nick. Engeström (2016) proposed that objects function as invitations to

interpretation, sense-making, and societal transformation. In Nick's case, LS helped him regard the teaching challenge as a generalized object, which means an object that is connected to societal meaning rather than individualistic situations (Engeström, 2016). Accordingly, Nick saw inference as a general object and a challenge for students to comprehend (as in Excerpt 19) and for teachers to cover. Thus, he decided to use his knowledge and new understanding in a workshop he gave at another institution.

> **Excerpt 23.** "I decided to corporate an inference activity into my workshop" – Audio-diary
>
> Nick: I am currently preparing a workshop for Turkish University (pseudonym) instructors. I actually chose the topic of warmers, fillers, and wrap-ups. In the middle of preparing it, I decided to corporate an inference activity into my workshop… So I have been researching and looking online, and I thought I would do something about natural disasters. When in the (LS) meeting, we were talking on the photographs and how to use them to start an engaging classroom about making inferences, I kind of had the idea that it would be an interesting warm-up about natural disasters. I would give them (teachers at Turkish University) various photographs of consequences of various natural disasters and see if they can infer what disaster happened before.

As his understanding of the concept of inference got clearer (as he perceived), his learning transcended to an expanding learning activity. He expanded his knowledge of inferences that he gained throughout LS and incorporated it into his workshop with teachers. As a teacher trainer, he used inferences not only as a question type but as a reading skill. From the reflective practice perspective, the LS group members not only reflected on a teaching challenge; they also systematically and consistently reflected on the problem as a culturally and historically embedded entity, searched for ways to overcome this problem, and moved to transformative but not foreseen outcomes such as Nick's workshop. The findings also indicated that this reflective process moved on in a reflexive way; there was ample evidence demonstrating increased self-awareness of the participant teachers in regard to their teaching practices. Furthermore, the LS practice manifested itself as a PD activity initiated and continuously influenced by the complex system of S_{LS}, which in turn became a potent activity influencing the subject of the activity itself.

4.2.2. Lesson Study group as a community of practice

Another major theme emerged in my analysis was the nature of LS group and how it functioned as a community of practice. As different subjects incorporated and engaged in collective actions within LS-modeled PD activity, the participants seemed to share the activity system elements and constituted a collective LS subject.

From a sociocultural perspective, a group of people responsible for a shared object forms a community that is the carrier of the activity (Engeström, 2016). LS required a shared goal over a situated learning challenge; thus, the group of teachers was motivated to move towards this shared object along with the LS steps over the cycles. During their PD trajectory, the object held the community together, activated teachers to engage and contribute, and kept the community in constant practice and movement. In light of this, the LS group morphed into a community of practice.

Originally, Wenger's (1998) notion of communities of practice acknowledged the sociocultural perspective which claims that all human activity takes place within a community including the activity of learning. In short, community of practice is defined as a group of people who share a repertoire. This group of experts with similar interests works collaboratively and interactively in mutual engagement because they intend to enact a joint enterprise (Eckert, 2006; Wenger, 1998). However, one argument about studies utilizing communities of practice as a construct is that they often take its existence for granted as long as there is a group of people involved in a mutual engagement (Eckert & Wenger, 2005; Engeström, 2016; Wenger, 1998, 2010). In other words, the first part of the term, 'community' is regarded as the mere requisite whereas the second part, 'practice' is often neglected. In the current dissertation, the data provided a historically bounded community of practice consisting of a group of expert teachers who share a repertoire and a common interest in a mutual engagement for a joint enterprise.

Multivoicedness emerged in my thematic analysis as a major code concerning communities of practice in LS. In her audio-diary, the coordinator, Cemile reflected on how the multivoiced structure of LS group contributed to the immediate product (the first research lesson) during the first LS cycle.

> **Excerpt 24.** "Each colleague was like an individual color in our lesson plan" – Audio-diary
>
> Cemile: I saw how pleasant group work can be with a nice group of people. I would not have reached that much variety in a lesson that I design and plan by myself. Each colleague was like an individual color in our lesson plan. What we had eventually was a really nice outcome.

Conceptualizing each member of the group as an individual color in the lesson plan is a statement that acknowledges individual contributions to a jointly created product. According to her, LS created a frame on which each participant can bring his/her own repertoire, experience, and expertise to create a research lesson in a mutual engagement. Her further

elaboration on the issue also sheds some light on the cultural and historical aspects of similar mutual engagements at DEU SFL.

Excerpt 25. "…first time that we are planning a lesson together" – Audio-diary

Cemile: We have been working together at the same institution for many years. But we had never been to such a study working together. We were doing some other things. Sometimes doing a certain thing together. But this is the first time that we are planning a lesson together. As I remarked, my individual work would not include that much variety. Today, we showed many things to each other and learned a lot from each other as well. It was nice to consider all our individual opinions.

Given that all members in the LS group were senior teachers working at DEU SFL for more than 15 years, Cemile pointed out collaborative lesson planning with a joint enterprise was unusual in the research context. Her appreciation of multivoicedness during the collaborative lesson planning in the first cycle was also shared by other group members. After the same meeting, Oya also associated the meeting with a platform "for everybody to express their opinions and ideas, and they (group members) got all very creative". Likewise, Beyza also highlighted the rich content led by collaboration in practice.

Excerpt 26. "it would not have been that rich…" – Stimulated recall interview

Beyza: If I had prepared the lesson alone, it would not have been that rich in content, materials, and classroom activities. When we sat down together as a group of five teachers, some materials and activities that I would not be able to think of were created.

The results of multivoiced collaboration and practice were practicality and efficiency for the group members; it is important to note that these characteristics were often regarded as missing at DEU SFL. Furthermore, Eda recorded following a later meeting that this register of mutual engagement brought coherence and practicality to the working style of LS group. She stated as follows:

Excerpt 27. "I think we did a great job in a limited time" – Group interview

Oya: The topic (learning challenge) was something we all see problematic. All the other issues, processes, materials, and methods, the lesson should have functioned accordingly as well. It would have been extremely difficult as a solo job.

Eda: …This is why we can see the details that we may miss while working alone better when we work together… The meetings are usually very to the point and efficient. I mean, I think we did a great job in a limited time.

Eda's emphasis on the practicality and efficiency as a result of the multivoiced mutual engagement was also shared by other members of the community of practice. Beyza underlined that the multivoiced collaboration in practice created a safe and communal learning atmosphere for teachers; in that, they were able to share and distribute their repertoire with the other members of the community. The joint enterprise of LS kept them in professional focus, and mutual engagement in LS kept them in practice. She further explained that teachers culturally have little opportunity (if any) to ask for feedback about one's ideas or give one in a positive atmosphere; instead, people refrain from offering ideas while they take a general decision to avoid tension.

Excerpt 28. "We shared what we could, and we did it to achieve our goal" – Stimulated recall interview

Beyza: I mean all the people somehow gathered, we brainstormed ideas. Everyone was listening to one another. Some ideas were very interesting. But we selected some among them. It was very nice. On the other hand, the process was positive because the atmosphere was positive as well as my colleagues' attitudes. Interestingly, all the people around that table had kind of similar perspectives and various ideas. There was no destructive critical attitude but we expressed our critical ideas even in a positive manner. We shared what we could, and we did it to achieve our goal.

As can be seen in the aforementioned findings, LS-modeled PD practice produced a socioculturally rich register for learning in a community of practice. The teachers engaged in LS naturally had a common object along with personal ones. Their joint enterprise was initiated and realized through mutual engagement. As a result, the LS members in the community of practice afforded learning and PD experience in which they were able to share, produce, and expand together.

4.2.3. Transformative pedagogy in teacher professional development

I coined the last major theme as 'transformative pedagogy' to explain the elevation of critical thinking among participants in LS-modeled PD practice. Here, I aimed to display their individual insights with respect to critical aspects affecting their teaching practice. Drawing on Mezirow's (1997) theory of transformative pedagogy, and Meyers' (2008) practical conceptualization of this theory, my data showed that the participant teachers (as learners in PD practice) (re)examined their past teaching beliefs and assumptions exclusively and critically throughout the LS practice.

According to Meyers (2008), transformative pedagogy is a concept of education that fosters agency and autonomy for teaching and learning. This philosophy of education may include posing critical problems affecting the society that surrounds the learners and

supporting learners to implement action-oriented solutions about their problems. In tandem with Meyers' conceptualizations, the data demonstrated how the LS group members were empowered by the characteristics of LS that can be attributed as transformative pedagogy. Additionally, this empowerment also influenced the cultural and historical structure of teaching practice at DEU SFL; that is, the teachers had a critical lens in regard to the sustainable change in their teaching context throughout their PD processes. In other words, the EFL teachers who engaged in LS-modeled PD activity raised critical and reflective awareness about their teaching practice (that is naturally embedded in wider contexts such as institutional policies (The Douglas Fir Group, 2016)), and became agentic to transform this practice in accordance with their takeaways from LS.

Eda was an example of how transformative learning experience moved from self to the wider contexts. Eda was very worried about being observed by colleagues while teaching like most of the teachers at DEU SFL. She told that she had negative experiences regarding peer-observation, which makes her very uncomfortable; however, both observing and being observed are natural notions of LS structures. Eda personally focused on the issue of observation more than the other participant teachers, and she constantly reflected on her learning experience as an observer in LS. In the stimulated interview, I asked her about her choice to be an observer rather than an observee in LS. She shared the following sentences given in Excerpt 28:

Excerpt 29. "…stereotypical views about our teaching practice…" – Stimulated recall interview

Eda: ...It (being observed) is a serious anxiety provoker for me. This is probably related to our stereotypical views about our teaching practice after so many years of teaching. I think I am not fully happy about the way I teach.

As can be seen, Eda did not sound fully content about her teaching (as she remarked so several times during the LS practice), and she thought that being a senior teacher potentially had a negative impact on her practice. She inferred that being a senior teacher means having a 'stereotypical' approach to teaching. Noting that most EFL teachers are senior teachers with similar backgrounds, this is a serious problem jeopardizing the teacher practice in the research context. What is more, Eda's self-marginalization regarding senior teachers was also intriguing. However, after the LS experience, Eda's perception of observation shifted. LS experience encouraged her to reframe observation as an essential part of enriching PD experience.

Excerpt 30. "I think we need to start somewhere." – Stimulated recall interview

Eda: If we were constantly observed in this school over the years by colleagues, we could say 'ok, that is the tradition here. So I need to get used to it'. I think we need to start somewhere. In LS, we did that... From the very beginning, we were told that some people can teach, some can only observe. This option was comforting.

In the excerpt above, one can see that Eda had a critical thinking process about her perception regarding peer-observation throughout LS. Finally, she saw only being an observee is not relevant in LS. In LS model, RLs are created, taught, revised, and retaught over LS cycles. This extended and recursive process made a transformative influence on Eda's belief about observing and being observed; in that, she realized she was a part of the team, and it is not relevant who is teaching and who is observing. Instead, they are all in the class to observe their research lesson. This reframing made the aspect of being observed more acceptable and valuable for Eda. Her expression demonstrated that she became more open to the idea of opening her classroom doors to colleagues.

Eda was one example who questioned and transformed a belief that was limiting her practice. At DEU SFL, senior teaching staff members have their own strong beliefs about their teaching practice. With a transmissive PD practice, it is difficult to transform or bypass these beliefs. However, LS is a PD practice with an action-oriented, teacher-led approach because the participant teachers constantly make decisions and implement them. Oya elaborated on the lack of teacher agency at school. She was distressed about how this lack of agency created a 'vicious circle' for teachers, which pushed them back to their comfort zones. After engaging in LS-modeled PD practice, she believed LS's emphasis on teachers in action may transform the teaching practice at the school.

Excerpt 31. "This system can change it" – Stimulated recall interview

Oya: ...I wish we had lesson study here. This has got the potential to activate the teachers, who are less active due to this feeling of helplessness and the comfort zone created by the years of routine. This system can change it. Because this model made me say 'yes, I can contribute to it. I can create the content that also has the potential to change the class'.

She perceived the lack of agency as a societal problem that had a devastating impact on the teachers at DEU SFL. According to my fieldnotes, her concerns were quite valid; in that, teachers mostly saw their classrooms as private zones and have little motivation to invite other people in their classes for research or PD purposes. LS experience over the academic year seemed to activate the LS group members critically. Oya also remarked that LS-like practices may activate teachers at DEU SFL to take more responsibility for the teaching environment.

Excerpt 32. "…we can create a commitment and healthy communication" – Group interview

Oya: This (LS) may also support healthy communication among teachers in this school. When we organize extra meetings about curriculum and so on, people are generally very reluctant to remain at the school. Not many people take ownership of the school activities, and we, unfortunately, do not have this culture. This is the way we can create a commitment and healthy communication.

Oya's perception of LS-modeled PD is a transformative one as can be inferred from Excerpt 32. She thought LS is not a PD seminar or training; instead, it is a process that may create healthy communication and may improve professional commitment about institutional teaching practice, which was obviously alarming according to her. In the group interview, the LS group elaborated on how that strategy can be used to trigger communities of practice at DEU SFL, as Eda put it: "*Maybe a group of teachers can create some part and others another part. Such systematic cooperation would work at this school*".

Last, Beyza elaborated on the transformative aspects of LS in the stimulated interview drawing on her experience while teaching the first research lesson. As she reported in her diary after teaching the lesson that she had a strong belief about the RL plan. She remarked that it would improve in the following cycles. I asked her to tell more about this anticipation. She started with her personal reflection as in Excerpt 33., and later she moved to her opinions about keeping the impact of LS sustained in Excerpt 34.

Excerpt 33. "…I really felt like a guide" – Stimulated recall interview

Beyza: As a teacher, I really felt like a guide. This was unusual. I gave instructions and moved back. The learning space was students'. It felt very good. I sometimes try to do this in my ordinary practice but it is barely emerging even now, after so many years of teaching. I said it felt very good because I think that the students get better when they produce as they did…

Excerpt 34. "…joy and sorrow at the same time for me" – Stimulated recall interview

Beyza: ... As a teacher, there was this sense of satisfaction (after the lesson). It was this feeling that our 'imece' worked. We succeeded and developed. Despite the concern of time, most of the content was fulfilled. On the other hand, there was the joy of students. This is actually like joy and sorrow at the same time for me.

Ozgehan: Can you tell what you mean? Why do you have this mixed feeling?

Beyza: I mean, there is such an alternative (LS model) but there is also the fact that it is not applied. This is very saddening at the same time. I see this as an alternative. Why not?

Ozgehan: Why not?

Beyza: I have been working at this school for (15-20) years now. It is possible here with a wide range of preparations and participation. It is possible indeed. But much should be done about preparations, timing, some people specifically allocated for this project. I mean why not? We can work on this model, we can find a similar one to eliminate the difficulties. More reflection maybe? This kind of "imece" collaboration can be adopted for the skill-based lessons. We can collaboratively create content for them. So there were groups of people working collaboratively for each skill so that we can complete the transformation more quickly. Suppose that there are four committees including five teachers rather than one committee with 20 people. Suppose that these committees plan lessons separately but in a coordinated way; so that we can save time…

The verbatim given in Excerpt 34 was an example of an interview as a social practice. I did not regard the respondents as data mines so that I, as an interviewer, can simply dig them out. Instead, I intended to facilitate them to become the constructors of knowledge (and thus data) in association with me during the interview (Prior, 2018). Given that I got familiar with the research context and participants, I enjoyed my emic perspective to problematize issues related to PD practice during the interviews. In accordance with my intention, Beyza's critical and reflective elaboration was sustained, transcended, and elevated to a transformative experience. At the end of the aforementioned verbatim, she underlined the impact of LS to the institutional practice as follows:

Excerpt 35. "So that you are a part of a greater good." – Stimulated recall interview

Beyza: Another thing is people are more accountable about the things they create. So that they pay more attention to do it properly. It is their own result after all. So that you are a part of a greater good. From the beginning to the end. Otherwise, we are given everything [e.g. materials] ready-made; by offices, by press houses. They are like 'we made this for you, take it and go, teach with it.'. This shouldn't be like that. Instead, we should be like 'I was a part of the process in which we created this material, I was a part. I contributed to its creation'. It is like a sense of ownership.

Beyza's remark of 'greater good' has an inclusive inference. It includes the transformation of cultural and historical aspects of teaching practice at DEU SFL; it infers more agency for teachers, more autonomy for them; most importantly it poses a great problem

for teachers: Being a teacher without a voice. This voice is abducted by ready-made materials provided by the current office system (such as material offices) and press companies. CHAT-driven analysis revealed this culturally and historically exercised practice. This abducted voice can only be reclaimed when teachers take ownership of their teaching practice. In LS, teachers become active 'parts of the creating process'; they can be 'parts of the greater good' in a process 'from the beginning to the end'. This excerpt displays the transformative impact of LS in terms of the (teacher) learner engagement in PD.

4.3. Student learning in Lesson Study

With the third research question, I inquire about the influence of LS-modeled PD practice at DEU SFL. This influence can be manifested by impacts on the EFL teachers; however, it is not necessarily limited to them. Given that teachers' PD activity transcends the immediate LS group and emerges within a community, LS is supposed to influence other stakeholders as well. Otherwise, the efficiency of LS would be questioned. In addition to LS's aforementioned influences of teachers' PD practice, I also investigated the phenomenon from students' perspectives. My data showed that there are certain follow-up impacts of LS. I drew on structured interviews with students from RL classes and fieldnotes to promote trustworthiness (De Costa et al., 2019).

Initially, the interview data I collected from students demonstrated that S_{LS} (or the LS group) succeeded in their PD trajectory based on the reflections of students. To illustrate, in Excerpt 36, Student 1 elaborated on the activities of research lesson underlining their 'being beneficial'.

Excerpt 36. "We learn English in a more monotonous way" – Interview with students

Student 1: I think such activities were beneficial. For example, in terms of teamwork or making inferences. There were various photos, and we worked on them. This was different. We learn English in a more monotonous way. We worked in teams and put forwards ideas. After all, we made inferences while putting forward ideas. It was more fun. We go there (the school) to learn English; We have to produce in English.

According to this student, the research lesson was different in terms of the excessive use of visual materials and teamwork. In the excerpt, her/his beliefs concerning the regular EFL classes can also be seen; s/he remarked that EFL classes are normally monotonous. Excerpt 36 provided hints regarding the teaching practice problems at DEU SFL, and it is not the only one. This is also specified in the following excerpt from Student 2.

Excerpt 37. "Normally, we follow the book in regular classes" – Interview with students

Student 2: They were very different lessons; very unusual for all of us. There were photos and we were trying to figure out what had happened in these photos. We were writing our ideas and putting the post-its to the related photos. I remember that. They were better activities because they were more visual and different. Normally, we follow the book in regular classes. This time it had more impact; we used different things.

Excerpt 38. "Among this stuff, it was very nice to have such lessons" – Interview with students

Student 3: You know there are topics to cover in the curriculum. Stuff that you learn once and you study again before the exam. Among this stuff, it was very nice to have such lessons. That was the attractive part of them. In regular classes, sometimes I got really bored but not in these ones.

With the previous one, Excerpt 37 supports Excerpts 16, 17, and 18 where Oya problematized the coursebook over dependency as a pattern of teaching ecology at DEU SFL. Here in Excerpt 37, Student 2 underlined the picture interpretation activity and similar engaging activities felt beyond 'normal' classes. However, the same student also talked about the impact of research lessons other than the fun factor. S/he stated that the activities "helped them to look at issues from different perspectives". Similarly, in Excerpt 38, Student 3 specified a clear difference between the research lesson and regular classes. The LS group intentionally targeted such an outcome judging that multi-directional analysis is important to make inferences.

Similarly, Student 4 mentioned her/his problem of concentration for an extended time. Normally, s/he had problems in regular classes; however, research lessons felt different as explained in Excerpt 39.

Excerpt 39. "These lessons were much more dynamic, indeed they were" – Interview with students

Student 4: We were in constant movement, commenting on the situations. I developed my skill to make comments on something in English. The activities were also competitive; different teams and so on. This competition was also helping. As I was active, I remember that I got really motivated. These lessons were much more dynamic, indeed they were. It was different to have a one-way directed lesson. I mean not like sitting down, teacher talking, and us answering all the time. I personally have hard time concentrating; after a certain while, I cannot follow the lessons. But these lessons were not like that even though they were early in the morning.

The aforementioned excerpt demonstrated that LS group overcame both dimensions of the learning challenge. That is, the students felt more competent about making inferences while reading in L2. To add, the research lessons were engaging and differed from the regular teaching practice at DEU SFL. Active participation of students was achieved not only in terms of the body but also mind as in Excerpt 40.

Excerpt 40. "I also guessed in English" – Interview with students

Student 4: When we follow the activities in the book, we read, listen, speak but we, first of all, think in Turkish, later we translate our thoughts in English. But in these lessons, for example, there was a video. It was interrupted and we were asked to make inferences. I was able to answer spontaneously. I didn't think about how to answer. That is why I said it was very nice. I guessed what happened, and I talked about it but I also guessed in English.

Excerpt 40 displays another unique outcome of LS process for students; Student 4 believed that the activities helped her/him stop 'thinking in Turkish'. In short, the LS group members were able to create the impact they projected in association with the teaching challenges.

4.4. Summary of the findings

LS group members' immediate object (framed as the overarching goal) was situated and authentic. The LS group at DEU SFL developed an agentic perspective to create an impact. $Object_1$ was their product that they created through LS. LS was a model that mediated their PD activity. The findings revealed that LS experience at DEU SFL enacted a learning activity for the participant teachers. LS activity system was manifested by generic activity elements; the PD activity was mediated by LS's recursive structure. To add, the rules of PD activity regulated the learning actions which were distributed by a certain division of labor. This process of exchange and distribution was realized in a community that included the LS group members and more such as administrators and students.

This activity helped them move beyond the immediate object as well. Naturally, each S_1 reached different O_2s. As a result of such a transformative PD activity, certain outcomes emerged. As illustrated in figure 17, the unreflected, raw object was processed and developed.
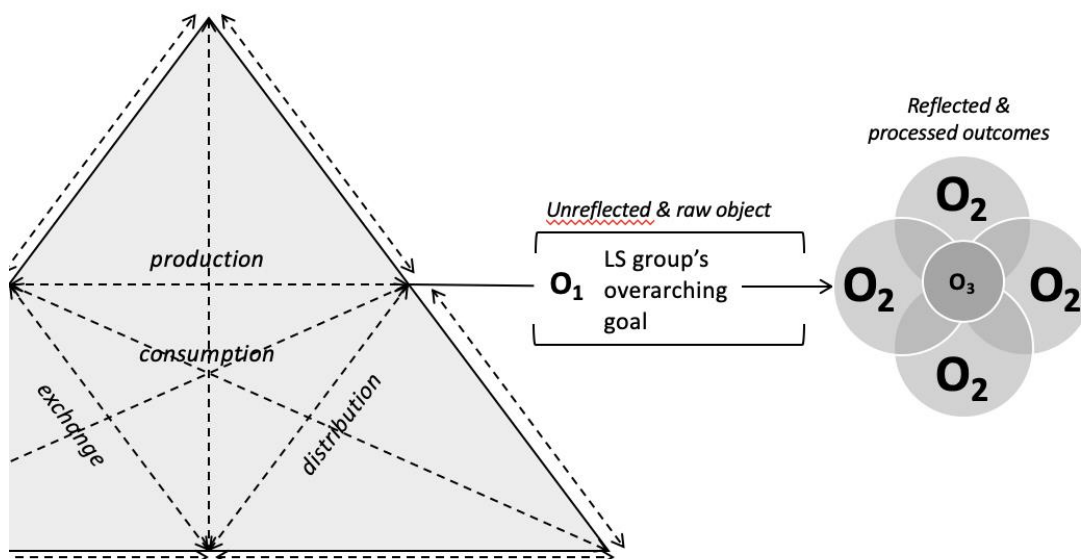
Figure 17. O$_1$ transcending to O$_2$ and O$_3$ in the activity system

Object$_2$s refer to individual outcomes of each participant teacher. Object$_2$s are also very important for individual learning experience; however, not directly related to the investigation of the current study. Instead, I am interested in the patterned, shared, and jointly constructed outcomes. These outcomes constituted object$_3$ from a CHAT perspective. The findings related to the joint outcomes answered my second and third research questions. Accordingly, three main influences of LS occurred. The first one was elevation of reflective teaching practice in LS; the second influence was introducing the communities of practice as a PD register for teachers; and the last one was the transformative pedagogy philosophy of LS-modeled PD for teacher learning. Figure 18 illustrates the major findings that answered my research questions.
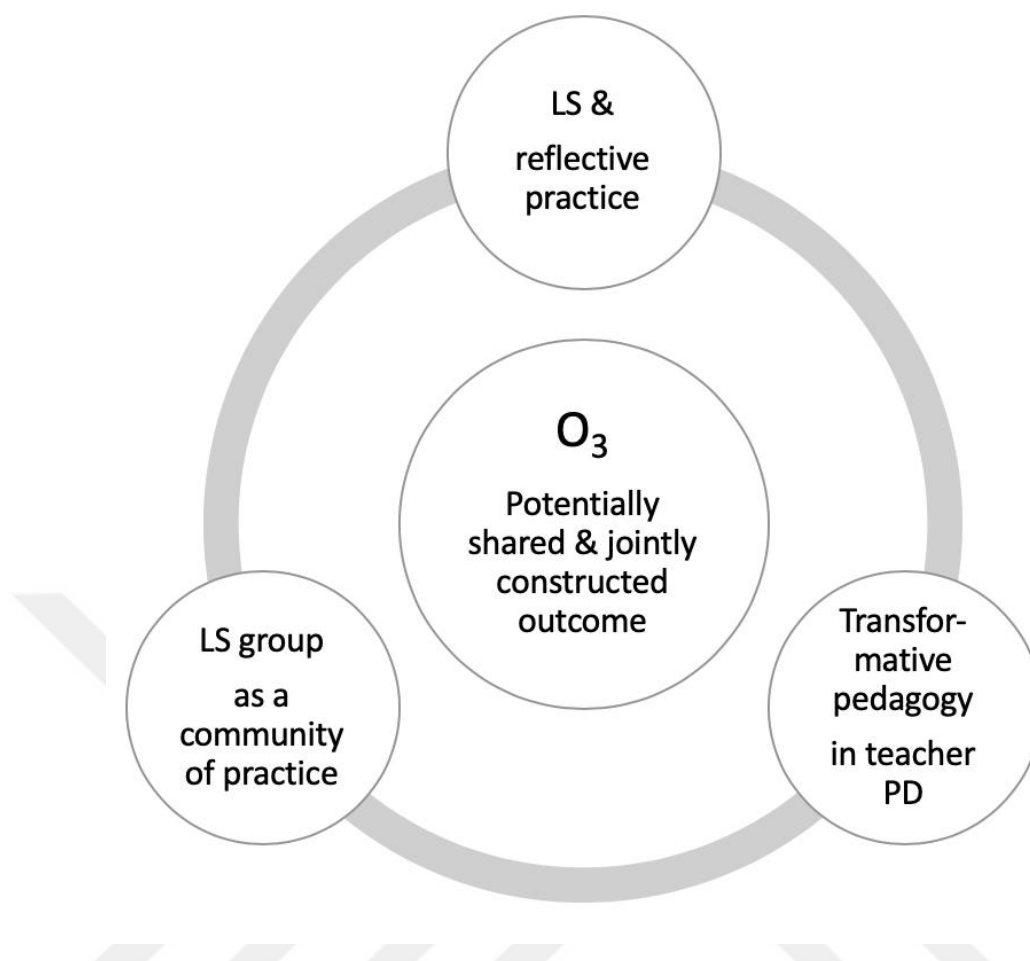
Figure 18. Summarizing the findings related to the outcomes of LS

CHAPTER 5

DISCUSSION

In this chapter, I present a discussion of the significant findings that I reported in the previous chapter. Drawing on the findings in the light of existing studies, I discussed the implications of the current study for theorizing a more effective PD practice for EFL teachers. I elaborated on how my findings support (or fail to support) me to answer the research questions. Last, I discussed the transferability of my findings for similar PD contexts.

In the current dissertation, I investigated the use of LS at a tertiary level foreign language teaching institute at a state university in Turkey. The LS group was composed of four teachers, one coordinator, and me as the LS facilitator. In a critical ethnographic design, I augmented an LS model based on my initial observations of the main study research context and my earlier experience during the pilot study. As the LS group engaged in PD practice with this augmented LS model, I inquired about the process with three major research questions. First, I examined how LS manifested itself as a PD activity. Even though there was a consensus in the existing literature on accepting LS as a PD model, I intended to understand what elements constituting LS made it a PD *activity* from an ontological perspective. With the second question, I moved to the influence of LS on the participant teachers engaging in LS-modeled PD. In this inquiry, my intention was not only to gain insight into the effects of LS model on a particular participant teacher, but it was also to explore its influence on the collective group of teachers. Last, I moved beyond the participants, and I problematized LS's potential to PD practice at DEU SFL.

5.1. Lesson Study manifested itself as a teacher-led activity helping teachers claim back their professional development practices

Regarding the first research question with which I aimed to understand LS as a PD activity, my analysis depended on my theoretical framework. As introduced in the findings chapter, I presented LS as a meta-activity; it is composed of more than one LS cycle as activities, which is also constituted by LS actions as presented in Figure 9. I found that several activity elements can be underlined to understand LS as a PD meta-activity from a CHAT perspective. First of all, my findings demonstrated how LS model created a collective subject driving the activity towards the object making LS a collective meta-activity rather than merely an individual one. During a typical LS, participants are expected to find an object (O_1, immediate object) that is based on their authentic teaching context. To find this immediate object, they need to reflect on the teaching culture and history in the given context so that they can come up with a learning challenge (Cajkler et al., 2013). This object is culturally-historically embedded because it projects what has culturally been practiced in this specific

teaching context, yet fails to create success. This challenge also constitutes the participants' immediate object.

It is underscored that CHAT is closely inspired by Marxist school of thought especially in terms of historical materialism (Wei, 2019). In tandem with the CHAT perspective and Marxist terminology, a subject moving towards an immediate object goes through certain procedures of production, exchange, and distribution in order for the subject to consume (Engeström, 2015). These procedures are driven by certain activity elements such as mediatory tools, rules, community, and division of labor. My analysis showed that in addition to the provision of a collective immediate object based on the cultural and historical aspects of the activity context, LS-modeled activity was able to support other activity elements for the collective subject. For example, the structure of the augmented LS model and the situated learning environment coming with it (which made peer-feedback and observation authentic) functioned as mediators of the activity. Moreover, forming an LS protocol (as for the rules), through which the participant teachers could express their ideal working principles provided the regulatory frame of the meta-activity. The fact that the LS group was expanded throughout the activity by including other stakeholders (in my case these stakeholders were administrators and students) helped participants to engage in an expansive learning activity. Last, as actions forming the LS cycle(s) enabled the teachers to take on various roles (and responsibilities coming with these roles), they enjoyed this modularity and variety to associate themselves with various actions according to their own (individual) learning agenda in addition to the agenda of S_{LS}. This modularity created a space for division of labor among teachers. In my case, teachers were able to choose to be RL teachers and/or observers. In each step, they were investigators of student learning as well as generators of the content knowledge thanks to the background reading and material development phase and related actions. For certain roles, some teachers were more engaged, as can be seen in their excerpts (e.g. Excerpt (E)11 for Eda; E22 for Nick). This division of labor too depended on the background of teaching culture at DEU SFL, in that some negatively-perceived earlier experiences about being observed made participants more reserved with respect to peer-observation. In short, what I portrayed in my research was a clear example of a culturally and historically embedded activity system (with all its elements) that was manifested in a meta-activity, LS.

LS has been conceptualized as a PD activity with a sociocultural perspective in the existing literature. For example, Tasker's dissertation study (2014) demonstrated LS as an activity system in a similar research context to mine. Tasker (2014) aimed in his dissertation to investigate how teacher-led PD informs teacher learning and the transformation of the teaching practice. Drawing on some focal participants such as Simon and Lenka, the author used CHAT and Developmental Work Research frameworks to analyze how the teacher-led

PD unfolds in the sociocultural context of a private language school. However, in his study, the process failed to create an expansive transformation in the research context because the administrators did not perceive teachers as knowledge generators; moreover, teachers received little facilitation after the researcher left the research site. His experience showed strong implications about the importance of LS facilitator as the 'expert-other' in LS as a PD meta-activity, it was also highlighted that LS was a PD activity that is fundamentally teacher-led even though it requires administrative and expert support such as LS facilitation. I argue that my findings supported his implications about the nature of LS as a teacher-led activity that can be moved towards an immediate object as long as a collective subject including LS facilitator is enacted, and activity is grounded on mediatory tools, rules, community, and division of labor.

In a recent study by Lee and Tan (2020), teacher learning in LS was investigated using CHAT perspective. Their research at an elementary school context revealed that evidence-based examination of pedagogy resulted in affordances to teacher learning. Even though the CHAT-informed analysis revealed some contradictions in terms of existing norms that serve disturbances to teacher learning (as in my research setting), LS model enhanced school-based professional development. My findings were in alignment with theirs. That is to say, even though cultural and historical load creates disturbances for bottom-up PD practice at the school, it is possible to form a *safe and secluded bay* for the groups of teacher with the use of LS. With LS, they can create communities of practice that can be used as the foundational stone for a restructuring process to come. In this community of practice, there is a model that acts as a scaffold for cogenerative dialoguing and coteaching (Roth, 2012), which leads to sociocultural learning and growth for teachers (Roth & Lee, 2007). In other words, LS is a model to create an *up and outwards* (Engeström, 2015) impact. While explaining the disturbances to teacher learning stemming from the culturally and historically embedded PD practice, Lee and Tan (Lee & Tan, 2020) argued that *reculturing* the institutions as well as restructuring them is needed. My LS process showed that LS as a meta activity has potent for initiating this school transformation creating an impact from micro-level setting to the meso-level setting of language learning and teaching (The Douglas Fir Group, 2016). This meta-activity was informed by the cultural and historical background of the research setting, and it reflexively informed it with a bottom-up impact.

Pinning down LS as a PD meta-activity, I want to problematize why it is important to perceive LS as an activity that is driven/led by teachers. To do so, I need to remind my core intention in designing such a study: I aimed to empower teachers to have a voice on their own PD practice reclaiming both its content and form. I saw that LS model helped me produce such a result from three CHAT-related points. (1) Analyzing LS as a meta-activity that emancipated

teachers to form a collective subject (at the same time keeping themselves as individual subject in their own learning agenda as well), (2) supporting them to create an immediate and joint object for their own PD activity, and (3) facilitating the creation of supportive activity elements such as mediatory tools, rules, community, and division of labor, I argue LS to be a bottom-up PD activity in my case. As in transformative PD practices, teachers engaged in the LS model were able to set their own goals; furthermore, they were the generators of content, which created a sense of collective ownership as seen in Excerpts 5 and 28. In addition to the content, they also had a say on the form; they were able to have an impact on how, when, and how much the group would work (LS protocol) with a variety of options in terms of how to contribute (and how not to contribute), who to include (and who not to include). As they determined the dynamics of exchange, distribution, and production aspects of the activity system (see figure 13), they were empowered to engage in 'their own' PD activity/practice.

To give a concrete example, suppose a group of teachers who had the rare opportunity organized by their administrators to have a masterclass on a 21st-century skill from the most notable scholar/educator from the field. This sure sounds like a great activity scenario for the sake of the pedagogical advancement of teachers. Where is their voice in this scenario though? My hypothesis was that a bottom-up, transformative PD activity (in my case it was LS) was able to bring the social justice by empowering teachers to claim back their responsibilities to formulate the content and form of their own PD. In my dissertation study, I did not only find the value of LS as a bottom-up, transformative PD model. I also found the value that LS brings to the PD practice, and this value is the voice of teachers.

5.2. Lesson Study developed teachers professionally in terms of knowledge, reflective practice, reflexive practice, and building community of practice.

Under this title and the related subtitles, I discuss my findings in light of my second research question with which I aimed to explain the influence of LS on participant teachers. Accordingly, the first influence was about the development of PCK within LS-modeled PD. Second, I discussed how individual and collaborative planes of reflective practice mutually developed one another and influenced the PD practice as a result. Next, I moved to the teacher reflexivity when they engaged in LS and proposed that LS is an inquiry-based, teacher-led, and reflexive meta-activity. Last, I conclude the discussion of the second research question by formulating a systematic look at how LS process built up professional community of practice, and how such a community influenced participant teachers' PD.

5.2.1. Teachers engaging in Lesson Study generated pedagogical content knowledge

Initially, I observed that teachers in LS develop in two intertwined plains. The first one is the individual plain; the participant teachers obviously had their personal PD agendas during the LS process. According to this agenda, they focused on certain aspects more than others. For example, Nick was more involved in the content knowledge, because he was constantly busy with learning more about making inferences. Eda, on the other hand, was mostly involved in observing student learning, and how this observation could inform her teaching practice. Similarly, Oya was busy with overcoming her perceived coursebook overdependency, and Beyza with her classroom and time management skills. However, this did not mean that the participant teachers were able to create a collaborative plain in which they created a collective subject of their learning activity (S_{LS}) and engaged in the meta-activity collectively. Therefore, I argue that individual and collaborative plains where teacher learning happened were not necessarily mutually exclusive; they were mostly intertwined just as O_2s in Figure 17.

That being said, it is possible to suggest that the LS group members arguably developed their PCK due to integrating several types of teacher knowledge that they evidently developed during LS. First of all, the teachers grew more aware of the content of learning challenge. Not only during the individual study phases, but also during the meta-activity, the teachers learn about inferences, share their understandings, and grow together so that they started to perceive it as a sub-skill of EFL reading rather than a 'question type' as they used to do. This finding is supported by several existing literature such as Chong and Kong (2012), Dudley *et al.*, (2019), Mon *et al.* (2016), Norton (2018), and Zhang *et al.* (2019). In these studies, LS was shown as a PD model that specifically developed content knowledge of the participant teachers.

In addition to content knowledge, the teachers also develop their pedagogical knowledge in some aspects. To illustrate, the participants in the current study became more aware of the curricular status of the learning challenge at DEU SFL. Similar to Tan-Chia *et al.*'s (2013) study, who found that LS helped teachers learn more about the curricular aspects with respect to their teaching practice (as what curricular values influence their teaching and how), the participants in my study understood that making inferences has been a culturally and historically underemphasized sub-skill at DEU SFL. Likewise, the participants developed professionally in terms of how to incorporate this sub-skill in EFL reading classes in the most effective way. To do so, they tried out a number of materials and processes in RL plans throughout the meta-activity.

Finally, and arguably the most importantly, LS assisted the participants to focus on their teaching practice from the learners' points of view. During the meta-activity, they observed learners extensively, they asked for feedback on RLs, and they asked about their opinions on the learning challenge. Therefore, they focused on learning extensively during LS rather than teaching. This enabled them to be aware (or to remember) the student needs (Schipper et al., 2020) and the pupil voice (Warwick et al., 2019), and how this voice can help them in their PD practice. The process showed a trajectory through which the participants found the value in including learners in teaching practice with an expansive (up & outwards) perspective. Teachers' professional growth that originates from focusing extensively on learning has been reported many times in the existing LS scholarship (Cajkler et al., 2013, 2015; Kriewaldt, 2012; Schipper et al., 2017; Vrikki et al., 2017; Warwick et al., 2019; Yalcin Arslan, 2019; Ylonen & Norwich, 2013). My findings contributed to these studies with a teacher learning activity point of view.

In sum, the teachers learned more about what to teach (as the content of their teaching practice) and how to teach it (as the curricular practice, materials, and processes) in their LS-modeled PD. Supporting the previous studies such as Coenders and Verhoef, (2019), Nami *et al.*, (2016), and Yalçın-Arslan, (2019), I also found that LS allows teachers to engage in an effective process of PCK development with a bottom-up approach. This is particularly important for institutions like DEU SFL where the resources are limited. Reframing teachers as knowledge-generators is important for the expansive transformation of PD and teaching cultures at educational institutions (Tasker, 2014). With LS, teachers are empowered to become knowledge generators; they collaborate, share, and grow their PCK together. DEU SFL administration saw their teachers capable of becoming knowledge generators by allowing them to engage in LS practice even though the group was composed only of volunteer teachers. Consequently, the teachers were able to get more knowledgeable about a topic that they deemed to be relevant to their teaching, and they got more capable in terms of how to teach this topic in their everyday practice without the school hiring a content expert. Apparently, this was an unlikely output at the institutional culture-history and a win-win situation for all parties.

5.2.2. Reflection co-emerged at both individual and collaborative planes as a meta-activity

In relation to the second research question, another finding that can be further elaborated on was that reflective practice was an outcome of LS-modeled PD. In this dissertation study, I found that LS made teachers reflect both on their individual teaching practices, and the variations among their individual practices. Throughout the LS practice, the participants constantly compared and contrasted their existing practices to the new teaching

practice (that also included PD practice). This reflection sometimes happened implicitly (e.g. when they need to decide a relevant learning challenge as in E1), and sometimes the model provided an explicit scaffold, a mediating tool for reflective practice (e.g. Post-RL discussions or peer-observations and feedback). This finding has been echoed in the existing literature in which the authors suggested that LS has certain phases (I call them actions) that elevate reflective practice exclusively. Studies authored by Gutierez (2016), Hui *et al.* (2016), and Rahim *et al.* (2015) can be given as examples. Similarly, even though LS was not specifically discussed in her study, Gün (2011) argued the critical reflective properties of classroom observations and feedback, which are generic actions in the LS practice. Therefore, conceptualizing LS as a reflective PD practice is not a new finding in LS scholarship.

Nevertheless, my data allowed me to discuss LS with a more intriguing understanding. The process of teacher learning through reflections very much depended on the collaborative reflections as well as the individual ones. Just like the dual subjectivity in LS meta-activity; that is, the individual subject and collective subject create their own activity systems and move towards their own immediate objects simultaneously, I observed that teachers engaged in reflective practice both at individual and collaborative levels. Studies overlooking the value of collaborative reflection have been discussed as a major problem in reflective practice scholarship (Mann & Walsh, 2017). In line with Mann and Walsh's standpoint in this matter, the participants engaging in LS developed when they reflected on joint actions and on the meta-activity itself together, and they cogenerated knowledge not only through dialoguing (Roth, 2012) but also through their teaching practice. For example, data collected from the group interviews and joint actions such as RL-related meetings helped teachers question the cultural and historical aspects of teaching practice at DEU SFL, and took the awareness to a cogenerative plane.

According to Roth and Lee (2007), teachers can engage in cogenerative dialoguing in CHAT-informed practice. In LS, participants in a classroom event (e.g. RLs) meet after the event to share their understanding of what happened. On these occasions, everybody contributes to the emerging understanding of the practice. In other words, the emergence of the understanding depends on the joint process of cogeneration in a dialogical learning environment. In tandem with cogenerative dialoguing, Karlsen and Helgevold (2019) conceptualized the collaborative reasoning and its relation to teacher learning in joint LS actions. According to their research, interactions among the LS group members in joint actions provided opportunities for teachers to analyze student learning. Such interaction that can enable higher level of understanding depended on shared observations and meetings; teachers can reflect on these shared actions and transform them into collective sense-making. Similarly, my findings confirm Gün's study (2011), which revealed that when teachers have

opportunities to discuss their reflections on their teaching practice collaboratively and cooperatively, they show interactional patterns indicating better ability to identify problems through critical reflections and suggest effective solutions for these problems.

In my research, LS provided a platform for such collaborative reflection on actions, as well. E7 is a clear example of that; Eda contributed to the collaborative understanding during the RL meetings (otherwise she was an agent in the emergence of collaborative understanding); however she also used the group meeting discussions to initiate her individual reflective practice. Similarly, Nick reflected on his understanding of the target content in his initial audio-diary entries, which was an individual process of reflection; later, he led the conversation to the first RL meeting when teachers needed to design the lesson. These are clear examples of *critical* reflections, which need to be distinguished from teachers' everyday reactions; according to Gün (2011), reflection focusing on the factors underlying the teaching practice is critical to have a deeper understanding regarding one's teaching practice. Arguably, the longitudinal and ethnographic design of my study enabled me to find that it was not only an *either-or* situation for individual and collaborative reflections in LS-modeled PD practices. Rather, it was a *both-and* situation. From that standpoint, the LS case reported in the current dissertation provided evidence that collaborative reflection and individual reflection occur and develop together. More importantly, they may ignite one another. Existing LS studies demonstrated the existence of teacher reflections at both planes however did not show the interface of these planes as mutually-emerging. To illustrate, Gutierez (2016) conceptualized the post RL reflection and discussion as reflective stages that enabled teachers to reflect on happenings during the RL teaching/observing and to share insights with other group members. This way, it was seen as, first a process of individual reflection, and second a platform to share this with others. However, how reflection in LS can be enacted collaboratively was not mentioned.

My study, on the other hand, showed the interface of these reflective planes (individual and collaborative; co-emerging) during LS-modeled PD. In light of this, reflective practice in LS can be perceived as a social practice; a practice where reflections (thus teacher learning) are generated as a social output. From this perspective, it is evident that teachers are indeed knowledge generators when engaged in LS. It is not anything magical about the model itself. It is rather about empowering teachers to engage in effective sociocultural learning with a bottom-up PD approach. This is very important for successful LS facilitators to understand reflection as a social practice in LS-modeled PD because by understanding how such cogenerative dialoguing occurs in LS, the LS facilitators may create optimum reflective PD environment.

5.2.3. Lesson Study constituted a reflexive meta-activity of professional development

Another argument that I reached in the light of my findings was also related to the second research question. LS-modeled meta-activity that I initiated in the current study promoted the reflexive practice of PD among EFL teachers. At this juncture, it is important to elaborate on reflexivity and its relation to reflective practice. Reflective practice has been widely mentioned as in the previous section; however, reflexivity in PD or reflexive PD practice needs to be differentiated to clarify my standpoint with respect to that hypothesis.

Mann (2016) associated reflexivity to the Socratic maxim of "Know Thyself" to understand its relation to reflective practice. Teachers' reflection as thinking about an experience before, during, or after the teaching event has been referred to as reflective practice (Farrell, 2012; Schön, 1983, 1987). In reflective practice, there is an exclusive focus on self; nevertheless, it cannot be limited to the self as reflection can also be practiced at a collaborative level (Mann & Walsh, 2017). To differentiate it from reflective practice, Mann (2016) underlined two fundamental dimensions of reflexivity in research, which constitute my understanding of reflexive PD practice in the current study. Therefore, I depend on his contextualization and reading of reflexivity to clarify why I frame LS as a reflexive PD practice.

Perceiving LS as an inquiry-based, teacher-led PD activity (Dudley, 2015; Johnson, 2009; Lieberman, 2009; Tasker, 2014), I associate teachers' reflexive practice in LS to the reflexivity of a researcher. To do so, I grounded my standpoint on Mann's dimensions of researcher reflexivity (2016) regarding teachers engaging in LS as inquirers of their own PD process. These dimensions were bi-directionality and self-awareness. Mann (2016) suggested that bi-directionality emerges when action and context are reflexively configured. Edge (2011) pointed out that bi-directionality is an on-going and mutually shaping interaction between the research (as the context) and the researcher (as the actor). This dimension of reflexivity includes prospective reflexivity in terms of the effect of the person on the work (for example the research) and the retrospective reflexivity, which is the effect of the work on the person (Attia & Edge, 2017; Berger, 2015; Edge, 2011; Mann, 2016). My findings demonstrated bi-directionality among the participant teachers, in that, they had influenced the work in many aspects because the LS model adopted a bottom-up approach to PD. In tandem with this approach, teachers affected the meta-activity by having a voice on the form and content of it. Determining such aspects created prospective reflexivity; moreover, the recursive structure of the meta-activity enabled teachers to make decisions, for example, about the next RL and LS cycle actions. As seen in Appendices 8 and 9, teachers' work (RLs) are determined in an ongoing and recursive process of planning, teaching, observing, evaluating, and revising

together in a teacher-led meta-activity. Similarly, the process also had a shaping influence on the teachers. For example, Eda's shift in regard to her beliefs about peer-observation can be given as an example of that. Over the process of various teacher-led actions, Eda's initial position is re-evaluated and transformed. After all, Berger (2015) defined reflexivity in research as 'the process of continual internal dialogue and critical self-evaluation of researchers' positionality'. The existence of prospective and retrospective reflexivity made this 'mutually shaping interaction' (Attia & Edge, 2017; Edge, 2011) possible; thus made LS a reflexive PD practice.

Next, the exclusive focus on self-awareness is another herald of reflexive practice according to Mann (2016). This can also be traced to the use of 'reflexive discourse' such as indexicals (I, here, now, and so on) as reflexive reference (Grim & Rescher, 2012). In other words, reflexivity is hardwired even in our language, an arch-mediator of our actions (Edge, 2011; Mann, 2016). Drawing on Finlay's views (2012), a person who is in a reflexive process goes through an ongoing, unfolding, and developing process of self-awareness regarding his/her actions. In my case, this meant not only the mere actions within LS but also the 'meta-activity' itself as well. 'Unfolding' awareness is a very important key term for me to contextualize how participant teachers' self-awareness evolved throughout the meta-activity. As the teachers engaged in actions constituting the LS cycles, they weaved their understanding of the cultural and historical aspects of their teaching practices and professional identities. Oya's 'biggest realization' as in E15 or Beyza's critical question 'why not?' as in Excerpt 34 can be given as examples. Therefore, the conceptualization of LS as a meta-activity is of critical importance to perceive it as a reflexive PD practice; hence, how PD process is enacted in an ongoing and unfolding process of growing self-awareness can be seen.

I particularly find this finding interesting because this process was also reflexive for me from the researcher's perspective. I constantly get transformed in terms of my views on teacher PD as the person who is responsible for the facilitation of LS. The process was bi-directional as I had a say on the determination of research design (simply because the choice of context and paradigm depended on my critical agenda), and my actions were very much dependent on the participants' choices of form and content.

Nevertheless, reflexivity in LS has not been discussed in the existing LS scholarship from such a perspective. Cajkler and Wood (2016a) suggested that in their study about the use of LS in initial teacher education, both student-teachers and mentors engaged in a 'reflexive' process "exploring the complexity of teaching at different levels, each learning more about pedagogy in collaboration" (Cajkler & Wood, 2016a, p. 94). However, they do not explain the characteristics making the process reflexive in the first place. Lamb and Aldous (2016), on the other hand, investigated the issue of reflexivity in LS and discussed the development of

reflexive practice within it. However, they exclusively elaborated on the self-focus dimension of reflexivity conceptualizing it as a cause-and-effect trajectory whose destination is reflective practice. In other words, they found that reflexivity (cause) of LS participants can result in more specific forms of reflective practice (effect).

A relationship between reflective practice and reflexivity is most expected (Edge, 2011; Mann, 2016). Lamb and Aldous' analysis (2016), though, did not cover the dimensions of processuality and bi-directionality of LS. The existing literature did not perceive LS as a reflexive meta-activity most probably because they did not define it as an 'activity' in the first place. My ontological perspective on the notion of activity in a PD context allowed me to define LS as a teacher-led, inquiry-based meta-activity; moreover, based on Mann's (2016) perspective on researcher reflexivity, as a reflexive meta-activity of PD.
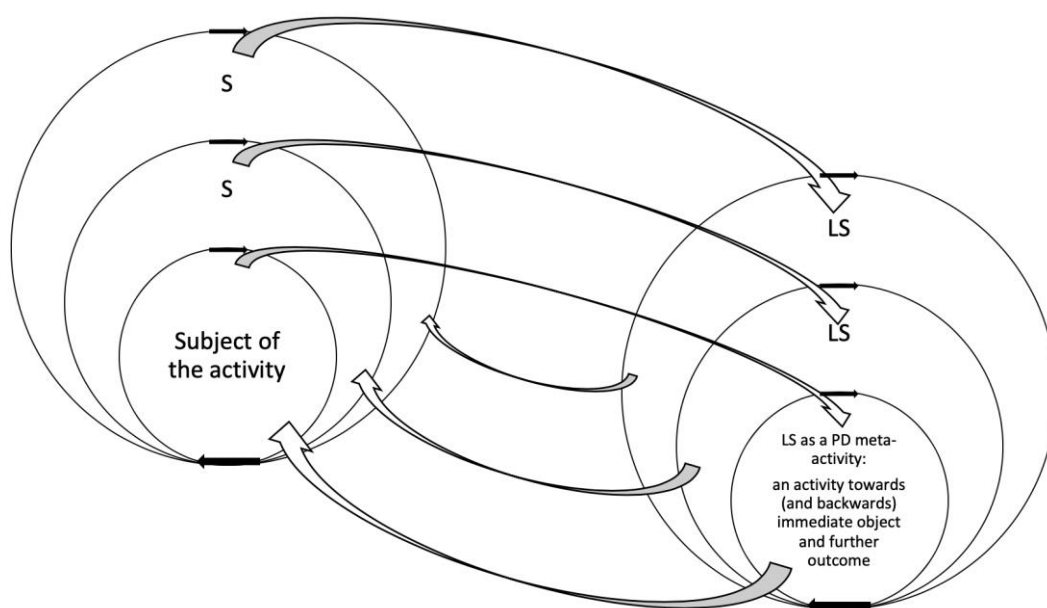

Figure 19. Reflexive meta-activity in LS

I intended to model my argument I discuss here with Figure 19. In the model, I aimed to portray the several recursive movements in LS as a reflexive meta-activity. Initially, the initiator or the agent of the meta-activity was the subject (and also the collective subject as discussed earlier) in my experience. When the agent(s) moved forwards to the immediate outcome, they prescribed it with their existing beliefs, cultures, and historical aspects of their practice at DEU SFL. As the LS enacted itself as a meta-activity, being unfolded by the participants and evolved into the further LS cycles, it grew, and it was redefined. To add, it was also able to influence the agent of the activity in a bi-directional relationship as shown with the curved arrows between two recursive systems. Within this experience, the subject(s) also grew and was/were redefined. Therefore, it was not only the LS structure that had cycles

as it engaged in such a PD model. Due to its being bottom-up and teacher-led, teachers engaged in an inquiry process closely related to their own practices. They also redefined their knowledge, understandings, practices, and beliefs in a process of collective PD. As a result, the agent was also the one who was affected by the action of agent in the end within the meta-activity, LS.

5.2.4. Lesson Study emancipated safe and expansive teacher learning in communities of practice

The last finding I want to discuss in relation to the second research question is related to a prolific finding of existing LS studies from my theoretical perspective. LS has been conceptualized as a community of practice. For example, in Cajkler and Wood's study (2015b), in which the researchers used communities of practice as a theoretical framework to analyze the collaboration between teacher candidates (among each other) and mentors, the authors found that LS provided a scaffold, a model to maintain and sustain communities of practice where the professionals collaborate to grow. My experience at DEU SFL supported their findings even though it was an in-service teacher PD context. The enactment of S_{LS} that acted forwards (and also backwards as discussed in section 5.2.3.) an immediate object with various activity elements enabled teachers to engage in a goal-oriented PD experience. Their professional learning process was mediated by this authentic goal (which means it originated from their 'actual' practices) served them as the catalysts of professional learning community. In the end, the participants experienced a culture of collaborative learning in professional communities. This created a sense of new identity among the teachers, an identity of membership in a professional learning community. For example in Excerpts 5, 9, 28, and 34, the participants focused on their learning as a community when they also underlined the Turkish translation of LS, 'ders imecesi', which referred to a communal collaboration of villagers/laborers. Perceived membership into such 'communes' was a major indicator of community of practice in my investigation.

Such conceptualization of LS from identity and membership perspective has been supported by several studies (Kriewaldt, 2012; Lieberman, 2009; Lomibao, 2016; Schipper et al., 2017). But one distinctive example was reported in Liebermann's study (2009) with the case of the Lincoln teachers. According to her discussion, LS provided an authentic reason for these teachers to develop shared long-term goals in joint activities for the advancement of the pedagogy in the research context which ended up with the transformation of individualistic identities to 'teacher as a community member'. Like her case, the participants' professional identities in the current dissertation were transformed and redefined in the meta-activity when they are 'exposed' to the others' ideas and beliefs. This conceptualization can also be supported by the transdisciplinary framework of The Douglas Fir Group (2016), who put

forward the argument that language teaching (as well as learning) is continuous identity work. Drawing on my findings, teachers' PD is also an identity work, and LS is a collaborative (if not communal) field for it.

Being exposed to others' ideas was not passive and 'transmissive' experience in the augmented model of LS. Collaborative meta-activity in my study was surely multivoiced as stressed several times in the findings. This multivoicedness supported collegiality in the LS group. I argue that the sense of ownership of the collective results was the result of such supported collegiality and safe (and bottom-up) teacher learning environment. When teachers were empowered to determine the form and most importantly the content of their PD practice, they created a sense of ownership. When they engaged in the collective subject of the meta-activity, this sense of ownership also included the collective result of LS-modeled PD process. Excerpts 1, 2, 3, and 4 (the ones I used to present the emergence of S_{LS}) are indicators of this collective sense of ownership. Cemile's assertions in Excerpts 24 and 25 showed how existing cultures had not supported such communities before. When the healthy communication among the participants was possible (as justified in Excerpts 28 and 30), a safe learning environment for teachers was also possible where learning was transformative rather than transmissive or transitional (Dikilitaş, 2015). When this is combined with the sense of ownership originating from the bottom-up nature of LS, community of practice (as in LS community of the meta-activity), sense of ownership of the collective result was imminent.

On the other hand, another important question here was who constituted this LS community. It surely exceeded the LS group in my research. In terms of the administrative matters, the group asked support from Cemile (as the representative of the coordinatorship). This support had a positive impact on the paradigmatic nature of LS in my case because this was decided by the group members. Similarly, they constantly asked feedback from the students; inclusion of these stakeholders upgraded the learning experience to an 'expansive' one. I discuss that this is what makes LS uniquely emancipatory. LS structure made this expansive learning experience 'tidier' as proposed by Oya in excerpt 6. To conclude, the LS members engaged in PD activity together as a community of practice; furthermore, they created a safe and multivoiced learning environment for themselves where they negotiated/re-constructed their professional identities and included other stakeholders into their learning experience. The augmented LS model supported the process by providing a structure for it.

5.3. Lesson Study practice had partial influence on the transformation of teaching practice at an institutional level

In tandem with the last research question, I analyzed my findings to understand how implementing LS at DEU SFL created a potential for the transformation of teaching practice

in the research context. My findings showed that participants became more aware of the cultural and historical aspects of teaching practice at DEU SFL during the LS modeled PD. This was probably due to the reflective and reflexive nature of LS. As they reflected more on the contextual elements of the teaching practice, they were able to focus on what kind of teaching had been culturally practiced at DEU SFL. This finding was supported by the existing literature (Mon et al., 2016; Shuilleabhain & Seery, 2018), which demonstrated that LS led to the elevation of critical understanding regarding the cultural and historical context of the teaching practice among teachers. For instance, Oya's realization in E6 and E15 was a significant example of that. Similarly, Nick's enhanced understanding of the content and its place in the curriculum was, on one hand, a pedagogical knowledge; however, on the other, it also was a deeper understanding of the teaching culture. Teachers' understanding was also supported by the data collected from the students. As can be seen from Excerpts 36 to 40, one pattern in students' comments on RLs was that the lessons were 'different' than what they normally had done.

It was evident that LS helped the teachers to understand their teaching practice with awareness in terms of cultural and historical aspects of it. To add, it was also shown that the teachers 'ventured' to implement new pedagogies and techniques, which had a transformative impact on teaching practice. It is possible to find supportive studies for such an outcome in the literature (e.g. Karlsen & Helgevold, 2019; Özdemir, 2019; Rahim et al., 2015; Yalcin Arslan, 2019). It also created a new paradigm for teachers to pay attention to learning and learners instead of teaching. This was also supported by Vrikki *et al.* (2017), who asserted that LS created a mindset among teachers to pay more attention to pupil voice. These are the indicators of fundamental changes in the participants' teaching practice. However, it was not quite possible to claim that the LS implementation reported in the current dissertation had a transformative impact on the teaching practice at DEU SFL in general. After all such cultural shifts are impossible to maintain in limited spans of time with activities including only a limited number of teachers in the research context. Therefore, any transformative impact of LS implementation which was not systematic and regular at DEU SFL is a prospective topic of discussion that cannot be directly answered with the data available in the current study. However, I wanted to problematize the influence of LS on the school culture to underline its potential.

Clearly, an investigation is needed with an even more longitudinal research design. Cultural and historical background of practices cannot be shifted fundamentally in one with five participants engaging in LS, completing the meta-activity only once. In this vein, my findings support Tan and Lee (2020) who reported that institutional restructuring reculturation regarding the understanding of PD is essential to turn disturbances created by bottom-up PD

into affordances. However, I also argue that my experience suffices to problematize that with wider employment of such bottom-up approaches to PD, transformation (as well as reculturation) can be possible. After the current dissertation was concluded, Oya (who was also a member of professional development unit, PDU) initiated a PD campaign that fostered the inclusion of reflective practice among all teachers at DEU SFL. The augmented LS practice I reported in this study cannot (and should not) get all the credit for such a bottom-up initiative. However, it would also be very naive to take no credit. In sum, the teachers were struggling before I offered to work on what they actually need in an LS model. The struggle continues, and it will continue. The complexity of teaching profession will always make it challenging for teachers to keep up. Yet I want to re-quote Eda as in Excerpt 7:

> Eda: ...I was constantly questioning my teaching style before this project (LS), too. But now, I question it in a structured way, and I know how my friends' classes answer my question.

With LS experience, Eda regarded herself, fellow colleagues, and actual teaching practices as the source of answers, and she had structural means of PD to support her. The teaching practice at DEU SFL has not been transformed completely; however, the potential of transformation has been created.

5.4. Summarizing Lesson Study and transformative professional development paradigm

In this study, I did not solely focus on LS as an effective PD practice. It had never been my aim to present LS as a 'best practice' for PD of EFL teachers at DEU SFL. LS is surely not a *panacea* offering solutions to revolutionize teacher PD all around the world in all contexts. However, my critical ethnographic study allowed me to understand the phenomenon of transformative PD practice (Tanış & Dikilitaş, 2018) in the context of LS. My discussion did not only provide the benefits of LS but it also provided an answer for what kind of PD practice is potent for transformative change.

To begin with, Roth (2012), a renowned CHAT theorist, mentions two specific types of expansive learning for teachers that increases their action possibilities, their agential room to maneuver, and by doing so to take control over their life. In the first type, the teachers learn to teach "by teaching at the elbow of another" (p. 272). This type is called coteaching. In the second type, teachers "learn to talk about teaching in conversations with others who also have participated in some teaching/learning event" (p. 272), which is called cogenerative dialoguing. My findings indicated the emergence of both types of teachers' expansive learning in the DEU SFL case. In this sense, dialoguing, as it is understood from CHAT perspective, requires a relation among subjects that enables them to transform their world when they take

a critical stance to it. This critical stance was created for all participants, and it entailed transformative learning experiences for all.

Drawing on my findings, it was not possible to indicate a fundamental change of PD practice at DEU SFL as discussed earlier. To indicate such a change, I probably needed data from other stakeholders, and analyze more intersected activity systems among those stakeholders. Nevertheless, transformative learning did happen for the participants. At this juncture, I would like to revisit The Douglas Fir Group's (2016) transdisciplinary approach that they used to explain the multifaceted nature of language learning and teaching. In their model, they put individuals engaging with others in the middle of the onion diagram, which is out-layered by micro-level of social activity that includes the semiotic resources of these interactive individuals. This layer is covered by meso-level of sociocultural institutions and communities such as DEU SFL itself. These systems are covered with macro-level of ideological structures including belief systems as well as cultural values including the professional values of EFL teachers. The impact of the outer layers to the individual in the middle is evident in our everyday life. However, the impact is bi-directional (The Douglas Fir Group, 2016). In other words, individuals engaging with others do have a long-lasting transformative impact on meso and macro-level structures in the long run. This change has arguably begun at DEU SFL. In 2019, Oya, as the head of the PDU (and along with her colleagues from the LS group), introduced a potentially transformative PD initiative for all teachers at DEU SFL to elevate regular reflections and meetings to discuss these reflections collaboratively. These meetings have been planned as forums to initiate a reflective school culture. In other words, when PD practice transforms individual EFL teachers, school transformation may follow with the help of sufficient administrative support.

I would like to go back to a question I asked in the introduction of the current dissertation study where I discussed my research aim: What form (of PD practice) would challenge such conventional forms of PD and make EFL teachers in my research site engage in transformative and inquiry-based PD? My hypothesis of LS as a transformative PD practice was confirmed by my findings; LS was a form of transformational PD practice at DEU SFL. However, LS is just a form of this relatively new paradigm of PD. This paradigm is composed of several components of transformative learning as suggested in the cluster in Figure 20.
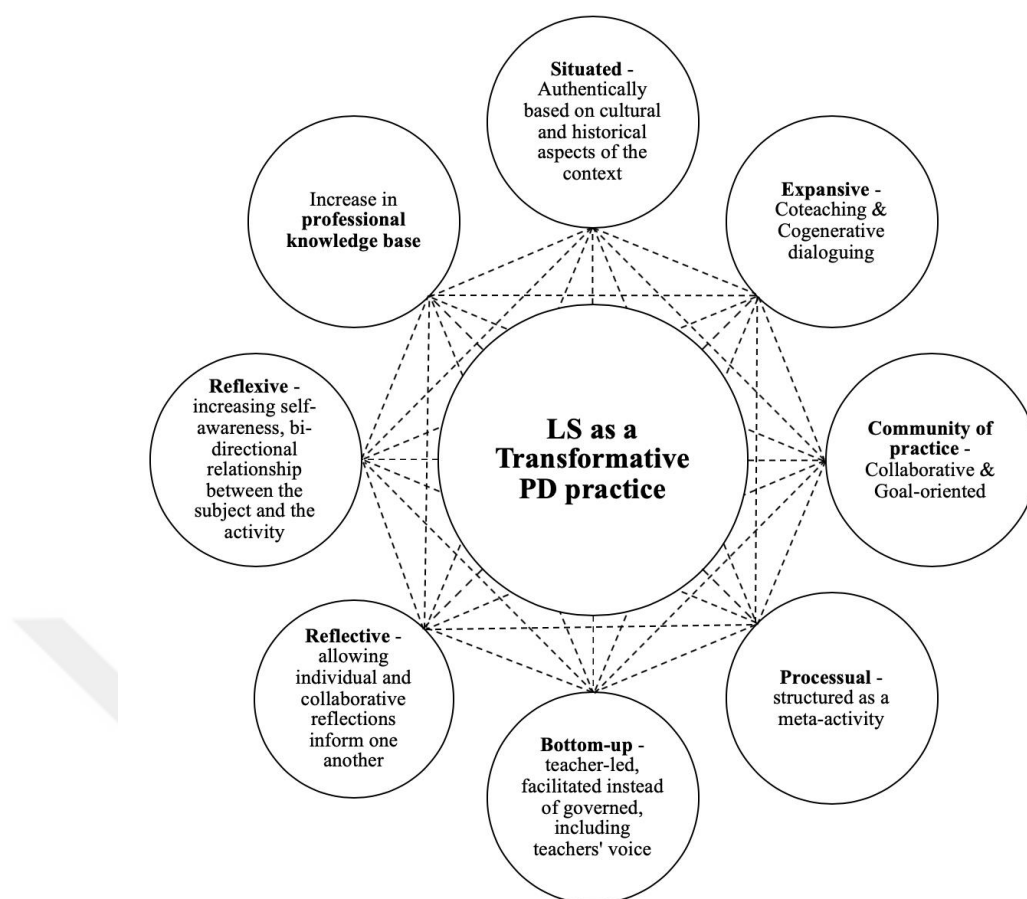
Figure 20. The eight pillars model illustrating the transformative dimensions of LS at DEU
SFL

In the cluster model presented in Figure 20, eight transformative dimensions of the LS
practice are presented as *the eight pillars*. It is not possible to neglect the relationship among
the dimensions; therefore, no dimension can be considered as a separate, individual one. As in
Figure 20, these pillars allows a strong web-like unity, which scaffolds and enacts a platform
for transformative PD practice. On this platform, effective PD for EFL teachers is able to stand.
In sum, the LS practice reported in this study was (1) *situated*; it was situated in the school
context (Saito et al., 2020) so that authenticity of teacher learning was ensured (Lave &
Wenger, 1991; Tenenberg & Knobelsdorf, 2014). Teachers got engaged in the content of PD
that was relevant to their everyday practices. The learning was (2) *expansive*; teachers co-
taught and got involved in co-generative dialoguing, which were actions composing the LS
practice (Engeström, 2001; Roth, 2012). When they initiated those actions, they did so as (3)
a *community of practice*; the teachers became involved in some common endeavor over an
extended period of time (Eckert, 2006), which created a (4) *processual* register for learning.
In other words, teachers did not join one-off, sit-and-get kind of PD seminars. Instead, they
created their own learning process including many interconnected actions and activity cycles
that formed a meta-activity over a while. It was important that they 'created' their own learning

process, because (5) its *bottom-up* nature was transformative (Dikilitaş, 2015; Wyatt & Ončevska Ager, 2016); LS is most effective when the LS facilitator ensures that the process is teacher-led (Bjuland & Mosvold, 2015; Gero, 2015). The whole process was (6) a *reflective* practice itself. Therefore, it is important to understand LS as a reflection-as-(meta)-action (Farrell, 2018); to add, it was also of critical importance that the processual nature and collaborative actions embedded in the meta-activity enabled collaborative reflection to be as evident as individual reflections. My findings also implicated strong evidence of (7) teacher *reflexivity* occurring in the LS practice; the whole process allowed teachers to be more self-aware regarding their teaching practice. Furthermore, their awareness regarding the embeddedness of their teaching practice in the cultural and historical aspects of the institutional and wider level context(s) was also increased. In this sense, reflexivity in PD was liberating. Additionally, engaging in inquiry-based LS (Johnson, 2009), they had a bi-directional relation to the LS practice; they had voice over the process, which, in a sense, echoed back to them fostering their professional growth. Last, my findings also provided (8) ample evidence of the increase in *teacher knowledge* of various kinds; teachers' PCK grew by learning more about student learning, curricula, lesson planning, and content knowledge. In sum, the conditions created by the co-emergence of these dimensions resulted in LS turning into a transformative PD practice.

CHAPTER 6

CONCLUSION

In this chapter I intend to conclude my research findings and their discussion; however, to do so, I need to restate my aims, scope, and research questions before consolidating the discussion of the findings. Later, I present practical implications of the current study as well as recommendations for further research that can be built on my experience in this EFL teacher PD study.

In this study, I researched LS-modeled PD practice and its influence on teacher learning to understand what is effective PD practice in my research context. My stance in this research was informed by a critical agenda; I aimed to emancipate EFL teachers at DEU SFL in terms of increasing their voice over their PD practice. Thus, I initiated an emancipatory research of PD practice where the aim was to transform participants' activities in accordance with the proactive nature of CHAT, the theoretical framework that drove me in this study. Three main research questions framed my investigation; however, they did not limit my inquiry of the phenomenon due to my qualitative research paradigm. Throughout my research, I revisited and recycled my research questions as I got more immersed in the context, data, and the analysis in a recursive manner. The main research questions were: (1) how does LS manifest itself as a teacher PD practice, (2) How does LS influence the participant teachers in terms of their PD, and (3) How does LS influence the institutional context in terms of teaching practice? The prior research presented LS as a teacher-led and collaborative PD model. In light of this, could it serve as a transformative PD practice that may give teachers' voices back in terms of their teaching at DEU SFL by making them the 'subjects' of the activity?

Accordingly, I investigated LS-modeled PD practice as a culturally and historically embedded activity. My investigation, which was informed by Sociocultural Theory, enabled me to discuss LS-modeled PD in association with social learning theories and constructs such as Activity Theor(ies), situated learning, expansive learning, teacher knowledge and learning, coteaching, cogenerative dialoguing, communit(ies) of practice, reflective practice, reflexivity, and transformative learning. This rich array of critical lenses, along with CHAT, helped me understand how LS manifested itself as a PD meta-activity, which was also my first research question. I coined the LS practice as a '*meta*'-activity due to its recursive and nested process that is composed of teacher actions, each of which is a PD action on its own. In LS, these actions constitute LS cycles, and these cycles create the LS practice. This is the reason why it is necessary to define LS as a PD meta-activity. More importantly, LS manifested itself as a teacher PD meta-'*activity*'; however, the word 'activity' does not only imply the simple behaviors or actions of a particular kind. On the contrary, it fundamentally implies one very

important thing: The teacher (or as in LS and in my case, a 'community' of practice formed by EFL teachers) is the subject of this activity that produces actions through the mediatory functions of LS structure and by the assistance of productive activity elements of LS such as division of labor, community, and regulatory rules.

Perceiving LS as an activity facilitated my analysis in understanding the influences of this meta-activity on teachers. Drawing on CHAT, I perceived those influences as the 'outcomes' of the activity system; the reflected and processed outcomes of the activity (see Figures 3 and 17). The findings indicated four main points for the PD of participant teachers. First of all, I found that teachers engaging in LS generated PCK; throughout the process, I found evidence that teachers increased their content knowledge, pedagogical types of knowledge such as curriculum knowledge, knowledge about student and student learning, and classroom management. To add, they learned more about what to teach and how to teach it more efficiently (this focus was defined by the learning challenge of the LS group). The efficiency was shown not only by teachers' own perspectives. It was also confirmed by the students' voices. Second, LS fostered reflective practice among the participants. Reflective practice co-emerged at both individual and collaborative planes. In an effective LS process, it is not possible to isolate teacher reflection as an individual cognitive experience. On the contrary, the collaborative actions embedded in the LS practice allows teachers to reflect on their colleagues' reflections. This enables the co-emergence of collaborative and individual reflections, which are intertwined in LS. Third, I found the reflexive elements of LS in my research experience. As the subjects initiated and maintained inquiry-based, teacher-led meta-activity, the participants increased self-awareness regarding their teaching practice (and the cultural-historical elements of micro, meso, and macro-level contexts informing this practice). Moreover, I found a bi-directional relationship between S_{LS} and the LS practice as shown in Figure 19. Circular and bidirectional movements in LS enables the participants to have a reflexive voice over the activity which they got engaged in. In turn, the activity also allows teachers to grow professionally and to be redefined in terms of self-awareness, professional identity, and perception of teacher positionality. The last outcome of LS was the emancipation of safe and expansive teacher learning by enacting a community of practice. Teachers in LS perceived the meta-activity as an 'imece' a word that implies communal collaboration and cooperation in Turkish language. Goal-oriented teacher learning and elevation of collaborative register in LS served as a practical scaffold, a bootstrap for creating communities of practice among teaching practitioners.

In tandem with my last research question, I moved to the discussion of my findings in accordance with its influences on the institutional teaching practice. Acknowledging the limitations of the current study, I refrained from generalizing the transformative impact of the

LS practice reported in the current study, and suggesting it as a shred of evidence for sustainable school change. However, the findings allowed me to make a heuristic about effective PD practice at a language education institute. In light of the current trends in teacher PD (Darling-Hammond et al., 2017; Dikilitaş, 2015; Roth, 2012), and based on my LS experience at DEU SFL, I propose a model (see Figure 20) by which I intend to frame the eight pillars of transformative PD practice for EFL teachers. As can be seen in the model, this kind of PD practice can be possible with the co-existence of several transformative dimensions. The more pillars stand, the stronger the web in-between becomes. In my LS case, there were eight; however, I cannot limit the *pillars* of transformative PD to those eight dimensions. LS is only one form, a PD meta-activity. Other transformative forms can add items to this model.

Unpretentiously, I acknowledge the limitations of the current study and their impact on the extent of my analysis. Taking the essence of qualitative research into account, the research was conducted in a context-specific and naturalistic setting, a specific institute of foreign language education. Naturally, my findings were limited to this specific setting and to the specific time that the research was conducted. To add, the current study was focused exclusively on a specific and small group of EFL teachers who voluntarily participated in the LS practice. The data were collected by the use of specific (and limited in number) qualitative data collection tools, and they were analyzed with a thematic analysis approach. Moreover, my analytical approach was strongly informed by my specific theoretical framework, CHAT. All these aspects were the limitations of my study, which, I argue, were also the strengths of the current study. To explain, these limitations were mostly due to the methodological design of the study; therefore, they were anticipated. While designing the methodological framework of the study, I knew that the research paradigm would introduce some limitations as any paradigm would. This awareness allowed me to take precautions so that these limitations would not turn into threats to reliability and validity (or as they are understood in post-modernist research paradigm, trustworthiness, credibility, rigor, transferability, and quality). These precautions were triangulation (in terms of both data collection and data sources), pilot study, peer-debriefing, external audit (and use of an audit trail), rich description of the context, and most importantly, explanation of my own positionality and reflexivity throughout the manuscript.

At this juncture, it is important to present recommendations and implications based on my experience as the researcher and the findings of the current dissertation study. There are several directions to which the current study can lead the future research. First of all, future studies investigating EFL teacher PD should focus on designing new innovative forms of transformative PD practice or upcycling the existing models. This way, the practical inventory

of this paradigm can be compiled; thus, a theory-driven practice, in other words, the praxis of transformative PD can be created. Second, future research should concentrate on the language of teacher PD. Even though the current study is closely linked to the existing literature of applied linguistics, it is mostly a language teacher education piece. Future studies may adopt an applied linguistics lens to understand the linguistics and semiotics of language teacher PD. More specifically, there are very critical questions such as 'what is the language of transformative learning?', 'what are the linguistic manifestations of a community of practice that involves EFL teachers?' or 'what linguistic or semiotic cues are evidence of collaborative reflection?'. This area is still quite unearthed, and it is very important to learn more about the language of teacher PD while bringing applied linguistics and teacher education closer to one another. To do so, analytic approaches focusing on language use and interaction such as discourse analysis or conversation analysis can arguably be used in future research.

As a critical ethnographic study situated in a natural setting, DEU SFL, this study obviously has a number of practical implications. First of all, I suggest rigorous consideration of LS as a transformative PD model. Likewise, adopting the paradigmatic constructs of transformative PD while designing the PD practice of educational institutions is of critical importance. Fostering transformative PD arguably leads to transformed teaching practices and outcomes. This transformation was empowering in my case. On the other hand, I believe, it is important to question the space that is left for teachers' own voice when it comes to decisions (such as PD-related decisions) that have a direct effect on their professional well-being. Stakeholders such as administrators, policy-makers, faculty, teacher trainers, and teachers, those who are somehow involved in teacher education and PD, should acknowledge that teacher passivization is a social justice issue. Passivizing teachers, who actually need to be the 'subjects' of their own 'activity systems' is a topic that is closely related to the sociopolitics of teacher education as well as language teaching.

To redefine this sociopolitics to a more balanced and 'humane' level for teachers, there are some critical steps that can be locally taken. For example, the LS practice investigated in the current study showed the importance of designated PD time in teachers' everyday teaching practice; instead of creating two or three-week-long seminar weeks aiming quick-and-dirty professional revitalization events, every teacher needs to have time in their weekly schedules for teacher-led activities such as coteaching, cogenerative dialoguing, LS, action research, collaborative action research, reflective meetings, and so on. This way, processual PD can be ensured. However, an encouraging support system is needed so that this designated PD time is not just another burden. Additionally, these activities should be mentor-coached by PDU professionals who are trained facilitators. These facilitators should not build a vertical or tall hierarchy; instead, they should be aware of the transformative impact of bottom-up PD and

create a flat hierarchy to inform these weekly PD processes. Next, listening to pupil voice is a key to focus on student learning in LS. EFL teachers and relevant stakeholders should accept pupil voice or inclusion of what students think of teaching practice is significant. That is why student feedback is an essential source of data for successful transformative PD. Finally, peer observation is very critical as well as peer feedback. In their plenary talk during 2019 Annual Conference of American Association for Applied Linguistics (AAAL), March 9-12, Atlanta, Georgia, The U.S., Patsy Lightbown and Nina Spada (2019), renown scholars who have been involved in classroom-based research and teacher education, underlined one very important fact. They stated that although teachers learn from each other in some ways, and they certainly share materials and so forth, they rarely see each other teaching. As many language schools that I have worked or visited, at DEU SFL, this was also the case. Classroom doors at DEU SFL were as closed as bedroom doors. Classrooms were, in a sense, black boxes, as Mike Long (1980) put it. A PD practice arranging conditions that let the teacher open these doors, invite colleagues, and exchange knowledge is critically important. LS as a transformative PD practice can introduce such a culture.

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APPENDICES

8.1. Lesson Study protocol (adapted from Dudley, 2015, pp. 6–7)

This protocol exists to help create common expectations amongst the LS group members. In doing this it will help the group to form a good working relationship that helps members to share ideas, concerns, challenges and 'wonderings' without fear of criticism. All this will aid the sharing and discovery of new practice knowledge.

At all stages in this Lesson Study we will act according to the following:
- All members of the LS group are equal as learners whatever their age, experience, expertise or seniority in school (or beyond), and what we create in LS collaboratively belong to every member.
- All contributions are treated with unconditional positive regard. This does not mean they will not be subject to analysis, doubt or challenge, it means no one will be made to feel foolish for venturing a suggestion.
- We will support whoever teaches the research lesson(s) and make faithful observations, recording as much as possible what pupils say as well as do. We will observe what and how pupils learn instead of what and how the teacher teaches.
- We will use pupils' work and comments to inform the post lesson discussion alongside out observations.
- We will listen to each other and to ourselves when we speak and build on the discussion, making suggestions, raising hypotheses, elaborating, qualifying and at all times being accountable to our lesson aims, our case pupils and our observation and other research lesson data.
- We will share what we learn – our new practice knowledge - with our colleagues as accurately and vividly as we can and in such a way that they can benefit from and try it out themselves.
- We will share the aims and outcomes of our Lesson Study with our pupils appropriately, depending on their ages and stages of development. Their views, ideas and perspectives will be treated with equal positive regard.
- We will follow the meeting schedule that is agreed by all members of LS group as long as they do not coincide with our teaching schedule.

Date: __/__/____

Signed by:

LS group member	LS group member	LS group member	LS group member
LS group member	LS group member	LS group member	LS group member

8.2. Consent forms approved by Institutional Review Board

<div align="center">

GÖNÜLLÜ KATILIMCI ONAM FORMU
LÜTFEN BU DÖKÜMANI DİKKATLİCE OKUMAK İÇİN ZAMAN AYIRINIZ

</div>

Sizi Doç. Dr. H. İrem Çomoğlu tarafından danışmanlığında Özgehan Uştuk tarafından yürütülen "A Crıtıcal Ethnographıc Understandıng Of Lesson Study As An EFL Teacher Professıonal Development Strategy" başlıklı **araştırmaya** davet ediyoruz. Bu araştırmaya katılıp katılmama kararını vermeden önce, araştırmanın neden ve nasıl yapılacağını bilmeniz gerekmektedir. Bu nedenle bu formun okunup anlaşılması büyük önem taşımaktadır. Eğer anlayamadığınız ve sizin için açık olmayan şeyler varsa, ya da daha fazla bilgi isterseniz bize sorunuz.

Bu çalışmaya katılmak tamamen **gönüllülük** esasına dayanmaktadır. Çalışmaya **katılmama** veya katıldıktan sonra herhangi bir anda çalışmadan **çıkma** hakkında sahipsiniz. **Çalışmayı yanıtlamanız, araştırmaya katılım için onam verdiğiniz** biçiminde yorumlanacaktır. Araştırma dahilinde sizden **yazılı veya sözlü** bir şekilde veri toplanabilir. Sadece çalışma dahilindeki faaliyetlerinizde **ses ve görüntü** kaydınız alınabilir. Size verilen **formlardaki** soruları yanıtlarken kimsenin baskısı veya telkini altında olmayın. Bu formlardan elde edilecek bilgiler tamamen araştırma amacı ile kullanılacaktır.

1. **Araştırmayla İlgili Bilgiler:**

   a. Araştırmanın Amacı: Ders imecesi yönteminin bir mesleki gelişim modeli olarak İngilizce okutmanları üzerindeki etkilerini anlamak ve bu etkilerin İngilizce eğitimindeki karşılığını araştırmak.
   b. Araştırmanın İçeriği: Araştırma dahilinde İngilizce öğretmeni ve öğretmen adaylarının ders imecesi yöntemi içerisinde mesleki gelişimlerinde ne gibi değişiklikler olduğu araştırılacak, bu değişikliklerin öğrenci başarısı üzerindeki somut etkileri açıklanacaktır.
   c. Araştırmanın Nedeni: Özgehan Uştuk'un doktora tezi çalışması
   d. Araştırmanın Öngörülen Süresi: 4 ay

2. **Çalışmaya Katılım Onayı:**

Yukarıda yer alan ve araştırmadan önce katılımcıya/gönüllüye verilmesi gereken bilgileri okudum ve katılmam istenen çalışmanın kapsamını ve amacını, gönüllü olarak üzerime düşen sorumlulukları tamamen anladım. **Çalışma hakkında yazılı ve sözlü açıklama aşağıda adı belirtilen araştırmacı tarafından yapıldı, soru sorma ve tartışma imkanı buldum ve tatmin edici yanıtlar aldım. Bana, çalışmanın muhtemel riskleri ve faydaları sözlü olarak da anlatıldı.** Bu çalışmayı istediğim zaman ve herhangi bir neden belirtmek zorunda kalmadan bırakabileceğimi ve bıraktığım takdirde herhangi bir olumsuzluk ile karşılaşmayacağımı anladım.

Bu koşullarda söz konusu araştırmaya kendi isteğimle, hiçbir baskı ve zorlama olmaksızın katılmayı kabul ediyorum.

Katılımcının (Kendi el yazısı ile)

Adı-Soyadı:

İmzası:

Araştırmacının

Adı-Soyadı: Arş. Gör. Özgehan Uştuk

İmzası:

8.3. Group interview protocol

The group interview	
Date and place	
Interviewee(s)	

Review the opening statements and instructions to the interviewer (in italic fonts); later read them to the interviewee(s)

- I would like to audio-tape our conversation here to facilitate my note-taking (*check if all agree*); is it ok for all of you if I audio-record our conversation?
- Is your participation in this interview voluntary?
- Please mind that you have the right to stop at any time if you feel uncomfortable for any reason.
- We planned this interview to last about an hour. Additional consent will be asked during the audio-recording if we exceed this schedule.
- For your information, this record will not be shared with any third party and will be processed by the researcher. The unprocessed version will only be shared by Dr. Comoglu, my supervisor. The data will be used in publication(s) and be shared only after it is anonymized and be checked by you. While checking you can add, omit, clarify, or edit any part that was provided by you. Do you have any questions about the anonymizing and member-checking processes? (*Check if all is clear for everybody individually*)

- We gathered today to talk about our Lesson Study experience that we had over _____ weeks. Over this time, we planned several research lessons and taught and observed them in two different classes. We met regularly to evaluate these activities. The learning challenge that you intended to address was to create a lesson that helps students build skills in making inferences while reading in an engaging classroom.

- I will address some questions to stimulate the open discussion. An open discussion means that everybody may (or may not) contribute as s/he likes. It does not have to have a proper order or turn of speaking even though you can choose to have. Please mind that the open discussion is being audio-recorded; thus, it is more practical for me if one person speaks at a time.

Key questions

(*Do not limit yourself to those questions,*

use them to stimulate the conversation among the participants)

- Can you explain Lesson Study modeled PD as an activity from your perspectives?
- What are the strengths of this model for you?
    - o Can you give examples?
- What are the drawbacks of this model for you?
    - o Can you give examples?
- What feelings did you have during the whole process
    - o You go chronologically starting from the beginning to the end.

- o This is a question for your feelings during the LS journey in this group
- o What does the process resemble?
- o What do you resemble in this process?
- What was the outcome of this process for you?
- Did you have any concerns during the process?
  - o Can you give examples?
- What do you think about the research lessons?
  - o Are you content with them?
  - o What was challenging while creating them?
  - o What did you do and it worked for you while creating them?
  - o What did you do and it did not work for you while creating them?
  - o What would you do differently if you are to create it again?
- What about the students? Do you think this process was good for them or not?
  - o How come?
- What about the learning challenge? Do you think you know more about it?
  - o How come?
- What are your thoughts and feelings now that you concluded the process?
- What urged you as a group to carry on over _____ weeks?
- What urged you as a group to learn more over _____ weeks?
- What about the school? Do you think the everyday practice here facilitated your professional development process or not?
  - o Please explain
  - o Can you give examples?
  - o Did the system and practice create any drawback for you and the group?
  - o How do you think Lesson Study worked in this particular school?

Grup görüşmesi protokolü (Group interview protocol in Turkish)	
Tarih ve yer	
Görüşmeye katılanlar	

Açılış cümlelerini ve görüşmeyi yapan için yazılan yönergeleri (italik tazı tipinde yazılanlar) gözden geçir ve daha sonra görüşmeye katılanlara oku.

- Bugünkü görüşmemizi, benim alacağım notları tamamlaması amacıyla ses kayıt cihazı ile kaydetmek istiyorum (herkesin onay verip vermediğini kontrol et); bu görüşmeyi ses olarak kaydetme herhangi birimiz için bir sakınca var mı?
- Bu görüşmeye katılımınız tamamen gönüllü bir biçimde midir?
- Lütfen bu görüşmeyi istediğiniz zaman durdurma ve görüşmeden ayrılma hakkınızın olduğunu unutmayın.
- Bu görüşmenin yaklaşık bir saat kadar süreceğini planlamaktayız. Planladığımız süreyi aşarsak ek olarak sizlerin onayını alacağız.
- Bilginiz için, bu ses kaydı ve veriler ben ve bu toplantıdakiler dışında herhangi bir üçüncü şahıs ile ham halde paylaşılmayacak ve benim tarafımdan işlenecektir. Veri sadece kimliksizleştirildikten ve sizin tarafınızdan kontrol edilip onay aldıktan sonra basılı materyallerde kullanılabilecektir. Bu kontrol süreci sırasında istediğiniz ekleme, çıkartma, açıklama ve düzeltmeyi yapmakta özgürsünüz. Kimliksizleştirme ve kontrol süreçleri ile ilgili herhangi bir sorunuz var mı? (*Açıklamaların herkes için anlaşılır olup olmadığını tek tek kontrol et*)

- Bugün burada _____ hafta süren Ders İmecesi deneyimimiz hakkında konuşmak için toplandık. Bu süre içerisinde araştırma dersleri planladık, uyguladık ve gözlem yaptık. Bu uygulama ve gözlem süreçlerini değerlendiren toplantılar gerçekleştirdik. Hedeflediğimiz öğrenme sorunu olan hedef dilde okuduğundan çıkarım yapabilmeyle ilgili öğrencilerin aktif bir şekilde katıldığı bir model ders yapmayı amaçladık.

- Size açık oturum ortamını sağlayabilmek için bir kaç soru yönelteceğim. Açık görüşmeden kastım herkesin kendi isteği dahilinde açık oturuma katılabileceği (ya da katılmayabileceği) bir görüşme biçimidir. Belli bir sırada konuşmak zorunda değilsiniz ama dilerseniz bir sıra ya da sistem de yaratabilirsiniz. Lütfen görüşmenin ses kaydının alındığını unutmayın ve teker teker konuşmaya özen gösterin.

Açık oturum soruları

(*Bu sorulara bağlı kalmak zorunluluğu yoktur,*

Bu soruları katılımcıların etkileşimini tetiklemek için kullanınız.)

- Ders imecesi aktivitesini kendi bakış açınızdan açıklayabilir misiniz?
- Sizin için bu modelin güçlü yanları nelerdir?
  - o   Lütfen örnek veriniz.
- Sizin için bu modelin zayıf yanları nelerdir?
  - o   Lütfen örnek veriniz.

- Süreç içerisinde ne gibi duygular deneyimlediniz?
  - Süreci anlatırken kronolojik olarak başından sonuna kadar eylemleri bölebilirsiniz.
  - Bu soru sizin bu ders imecesi grubunuzdaki mesleki gelişim yolculuğunuzu anlamak içindir.
  - Bu süreci neye benzetirsiniz?
  - Kendinizi bu süreçte neye benzetirsiniz?
- Bu sürecin sizin için çıktısı nedir?
- Süreçte ne gibi endişeler yaşadınız?
- Araştırma dersleriniz hakkında neler düşünüyorsunuz?
  - Onlardan memnun musunuz?
  - Onları üretirken ne gibi zorluklar yaşadınız?
  - Bu süreçte sizin için işe yarayan neler yaptınız?
  - Bu süreçte sizin için işe yaramayan neler yaptınız?
  - Tekrar bu sürece girseniz neyi farklı yapardınız?
- Sürecin sizce öğrencilere bir katkısı olmuş mudur?
  - Lütfen açıklayınız.
- Seçtiğiniz öğrenme zorluğu ile ilgili bir kazanım elde ettiniz mi?
  - Lütfen açıklayınız.
- Süreci tamamladınız, şu anda neler düşünüyor ve hissediyorsunuz?
- Bu kadar süre sizi bu sürecin içinde tutan neydi?
- Bu kadar süre sizi bu ekipte yeni şeyler öğrenmeye iten neydi?
- Okul ile ilgili konuşalım. Buradaki günlük işleyiş sizin bu mesleki gelişim deneyiminize nasıl bir etki yarattı? Destekledi mi, desteklemedi mi?
  - Lütfen açıklayınız.
  - Lütfen örnek veriniz.
  - Sistem sizin veya grubun işleyişi için bir dezavantaj yarattı mı?
  - Sizce ders imecesi bu okulda nasıl işledi?

8.4. Lesson Study/research lesson observation form

Ders İmecesi Gözlem Formu (LS observation form in Turkish)	
Gözlem yapanın adı ve soyadı:	**Yönergeler**: Bu form ders imecesi grubu üyesi tarafından araştırma derslerinin gözlemi sırasında kullanılabilir. Lütfen birinci bölümü gözlem başlamadan önce doldurunuz. Bu bölümün amacı sizin süreç ile ilgili bildiklerinizi ve sürecin hangi bölümünde olduğunuzu hatırlamanızdır. İkinci bölümde gözlem notlarınızı yazacağınız belli bölümler mevcuttur. Daha fazla alana ihtiyaç duyarsanız ek kağıt kullanabilirsiniz.
Tarih:	
Yer:	
Süre:	
Gözlemlenen kişi sayısı:	

Bölüm 1: Gözlemlenen durum

- Lütfen ders imecesi sürecinde ele aldığınız öğrenme zorluğunu ve ders imecesi grubunun ana amacını aşağıya yazınız.

_____

- Araştırma dersinin hangi versiyonunu gözlemleyeceksiniz?

☐ 1st   ☐ 2nd   ☐ 3rd

- Araştırma dersi sırasında gözlemleyeceğiniz belli bir öğrenci var mı? Varsa lütfen açıklayınız.

Bölüm 2: Gözlem notları

Öğrenme zorluğuna dair notlar	
Ders imecesi grubunun amacına dair notlar	
Öğrencilere dair notlar	
Aktivitelere dair notlar	
Kişisel düşünceler	
Ek notlar	

8.5. Stimulated recall interview protocol

<table>
<tr>
<td colspan="3" align="center">Stimulated Recall Interview Protocol</td>
</tr>
<tr>
<td>Date</td>
<td></td>
<td rowspan="4">Instructions to the interviewer:

-Review part 1 before the interview
-Check if the audio player is functional and hearable
-Check if the prompts including the transcripts are printed.</td>
</tr>
<tr>
<td>Place</td>
<td></td>
</tr>
<tr>
<td>The interviewee</td>
<td></td>
</tr>
</table>

Part 1. Introduction

- Check if the interviewee is feeling comfortable and have enough water or anything to drink.
- Check if the interviewee is ok with being audio-recorded. Make sure to audio-record the consent.
- Utter the following introduction

"*Now we are going to have an interview, but this interview will look different than the traditional sense of interviewing. I am particularly interested in what you were thinking during the LS related activities. So, I will remind you of some of the situations based on your own input. The situations will come from three sources: The audio-diaries, group interview, and notes from my researcher journals that I took while observing you in LS-related activities such as teaching the RLs, observing, or reflective meetings. For audio-diaries, I will use your own voice record. For the group interview and research journal, I will use transcription. I know what you said or did because it is already recorded but I would also like to know what was going through your mind while we did the previous activities.*"

Part 2. Stimulating prompts

- Present the prompts one by one.
- Make sure by asking whether the interviewee finished or not with respect to a particular prompt before moving on.

8.6. Personal prompts for each stimulated recall interview

Stimulated recall interview prompts for **Oya:**		
The interview was conducted in Turkish (the native language of the interviewee).		
1	Data set: Audio-diary Entry: 3.1 Time: 1:31	"*I got prepared. We went through the lesson plan and outline step by step. But there is something which is quite hard for me to overcome. Just before the lesson, I got very excited.*" Can you tell me more about that moment, that excitement?
2	Audio-diary Entry 3.1 1:55	"*Maybe I did not internalize it enough. I had the impression that I could not do it for example. I was upset that I was missing some little things or I thought it would have been more different.*" This was after you taught RL2, can you tell me more about this feeling afterward?
3	Audio-diary Entry 3.1 2:40	"*After the lesson, you asked yourself: "I don't know, maybe I gave more hints than I should have after the video. I was like, if I should have done this or that instead. I was concerned in a way during the lesson."* What do these processes make you think and be aware of?
4	Audio-diary Kayıt 3.1 3:05	"*There were some parts I got more relaxed and then later excited again. But in general, when I compare with the previous one, maybe thanks to my students, I felt that the students were more involved, they participated more. They were more engaged in the activities.*" Can you tell me more about this feeling? What did it make you think?
5	Audio-diary Entry 3.1 3:50	"*Actually, maybe not every single lesson, but If we were able to do most of the lessons in this way, I mean plan together, revise and develop together, -I also got the similar feedback from the students-, it would be much more engaging for them and we could improve their interaction.*" What kind of feedback did you receive after the lesson; can you tell me more what they made you feel like?
6	Audio-diary Entry 3.1	"*I planned how much I can spare for each activity. But during the lesson, I could not follow this plan, which had*

	4:20	*been perfect for me. Because I realized that it is also the classroom dynamics, like students getting up, grouping, moving in the class. They all spend too much time. So everything was not smooth for me. I realized I also need to take that into consideration.*" What made you say that? Can you tell me what you thought?

7	Audio-diary Entry 3.2 2:25	"*I realized that students who are not actually very participating and silent in the class were much more participating while engaging in group-work. For example, Sevim (Pseudonym), she is not so weak but still she is among the silent ones. I saw this sparkles in her eyes and I thought that she wanted to say something in the class. I got excited and asked her to speak up. But she withdrew. But she was very engaged in the group activities. I realized that. So maybe, this is to key to reach her. She just cannot want to talk to an authority.*" This sounds like a new understanding. Can you tell me more about what you thought at that moment.

8	Audio-diary Entry 3.2 3:41	"*There is also another self-observation I want to share. Last year, I participated in another research project. In this project, we were supposed to use camcorders to record our teaching practice during the lesson. There was not another person recording the video but I literally froze. When I froze, it was also reflected on the students. They were like statues, I was like a statue with a grumpy face. Literally. But in this one, there were many observers. My colleagues, researcher, your presence did not disturb me at all. I even actually enjoyed that fact that you were there. Yes, I was excited but I was also able to control it. So being observed this way would also support me to overcome this freezing experience.*" Please go back to that moment with the camcorder and later to your RL. Tell me more.

9	Audio-diary Entry 2 0:45	"*Personally, I realized in this process that planning the lesson in "imece" style lighten up the workload of teachers. If we prepare the lessons like that, it will be much easier. Like distributing the responsibility.*" Why did you say so?

10	Audio-diary Entry 2 1:44	"*In that way, it is possible to create a whole curriculum. I believe this is possible in case enough time is given, maybe a pilot study before. And perhaps we can no longer be supposed to follow a coursebook by that.*"

		Can you elaborate on that issue. And also please tell me what made you think of the coursebooks like that.

11	Audio-diary Entry 2 3:30	"*From the very beginning of the lesson, there was a kind of tension among the students because of being observed by some other authorities. I think this affected them a bit. Especially at the beginning of the lesson. However, as we planned the introductory part of the lesson in an engaging way with the video and visuals, and activities that move the students. I think they connected the students to the lesson.*" Go back to the moment you realized this while teaching. Tell me more.

12	Audio-diary Entry 2 4:30	"*However, the activities were too much one after the other and perhaps being more than necessary made us unable to finish them all on time. Beyza was, I believe, concerned as a result of this. She could not spare enough time for all the activities.... As a result, she was sometimes helping students too much during the activities. Explaining a lot sometimes. This increased the speaking time of the teacher and then the lesson became more teacher-centered from time to time even though the most of the class was engaged and participatory.*" What were you thinking when you observed that. What made it standing out for you?

13	Audio-diary Entry 2 7:10	"*When I observed the students that had generally been less successful than the class average, I realized that their participation was quite effective. I do not know this class that much from before but it was not like I expected. They were not so weak in terms of their participation. The students asserted that the activities were very different and they seemed having fun while participating. They participated in an interactive way. They said they saw different points of view.*" How did it make you feel and think?

14	Audio-diary Entry 1 0:10	"*I, personally believe that I need to open to new things in all aspects of life. This also applies to my profession. I am constantly supposed to adapt myself to the shifting student profiles, materials, textbooks and so on. I am also supposed to develop myself constantly in this vein. That is what I think. Once a teacher is ready for new things and experiences and makes her students to feel that see is ready, then the students also transform and their concepts of learning may change in a positive way.*"

		What about this PD process. Can you tell me more about it in relation to this reflection?
15	Audio-diary Entry 1 2:05	"*Yes, maybe formally we do not sit down and plan lessons collaboratively but we are in constant contact with our colleagues. When necessary, we share what we plan to do with them and ask for opinions.*" What made you say this? Can you tell me an example?
16	Audio-diary Entry 1 3:30	"*Everybody contributed somehow with opinions and I thought we were being very productive. And later, I thought it would be much much more effective it all the lessons were planned and implemented somehow that way.*" Can you elaborate on this?
17	Audio-diary Entry 1 6:28	"*My impression is that my other colleagues were all engaged. All the people were there willingly. There was a platform for everybody to express their opinions and they were all very creative.* *Now I am actually very curious about the end of the whole process. I am curious to see what will happen after this lesson is implemented and revised a couple of times. Will there be a change for the students, will there be a change in the way we teach? In what way will this change me and I am curious if there will be opportunities for me to maintain the result of this study for my further actions as a teacher. I am looking forward to seeing that.*" What do you think about it now. Can you tell me more about the moments when this curiosity raised?
18	Journal Introductory meeting	According to my notes, you approached me just before the introductory meeting and said: "You will not tire us more, will you?" Can you go back before the meeting can tell me more about your concerns before starting all this?
19	Journal Cycle 1 Planning RL1	Beyza told me that she approached you about the background readings because what she was supposed to do was not clear to her. What did you think and feel when she approached you? Can you tell me more about your group?
20	Journal Cycle 2	After the research lesson you taught, I observed that you visited other group members and spoke to them

	Post-RL meeting	personally. If they were about the RL, can you tell me what made you ask for feedback? And how did you feel after you got them?

21	Group interview	Eda commented on classroom observations as follows:
		Eda: *Observation as well. The concept of observation. When we see something good, we say that is a really good stuff. With that, you can teach this this and this. It would be perfect, some outcomes can be created by the students. When I saw the students working on them, what we thought to be very good did not work for them. In the group, some were like "where are we, what are we doing?". I also see this in my regular classes.*
		And you replied:
		Oya: *But this is also because what we did in the class was very new for them. It was unlike most of the classes they are having. If we did that kind of classes more often in a sustainable way, these kids would not ask such questions given that they would already be used to. At least they could know what they were doing and adapt more easily.*
		Can you go back to a class you observed. How did the experience feel? What did you think when you were observing?

22	Group interview	When Beyza was talking about her teaching experience she said,
		Beyza: *Exactly, for me it was first a couple of minutes not only for students but also for teachers were very tense.*
		And you contributed with your own RL teaching experience, then the conversation went on like:
		Oya: *I literally forgot what to say.*
		Beyza: *In my case, I didn't mind your presence in the class after the first ten minutes. Then I even felt it is like the routine. I think it was for the students like that as well. And even after they start to participate in the lass actively in an engaged way, they forget about us.*
		Can you go back to the moment the RL you taught began. Tell me about it.
		Do you also remember how it felt to talk about your teaching experience among with Beyza in the group interview?

| 23 | Group interview | In the meeting, you resembled yourself to a drop of water dropping onto a lake. Can you tell me about this metaphor. When exactly did you feel so? |
| | | Oya: *I suppose, I can see myself as a drop of water in a lake. It is like a drop becoming broader with wider and wider rings. There was a topic in the middle, a problem, a challenge. Let's say this problem is represented with the lake. But all of us, like a drop of water or a piece of stone, fell into it. And somehow the rings that we created merged into shared and wider rings on the lake and covering on it, heading to the solution. Something like that. The rings merged with each other, they led us on a path by becoming broader. After all this process was something that none of us experienced before. And now we are not the same as before, I am not at least. It means we were able to create a transformation.* |

Stimulated recall interview prompts for **Nick:**

Interview was conducted in English (the native language of the interviewee).

1	Audio-diary	About the workshop you planned, you said: "*I was kind of inspired by the project, I decided to create my own warmer focusing on inference as a pre-reading activity to share with the teachers*."
	Entry 3.1	
	0:35	How does it make you feel to transfer what you learn in the project to your professional life?

2	Audio-diary	"*I used the materials similar to those we used in the project. I thought it would be a good idea to let these teachers know that inferences happen naturally in language. I used photographs taken after natural disasters. Through inferences, the concepts of past model became very very clear. It was a very ideal way to understand this topic of past modals.*"
	Entry 3.1	
	2:30	What did it make you think?

| 3 | Audio-diary | "*I received very positive feedback from the teachers about the content. They were like 'it is a nice way to handle past modals' but I said 'no it is inference' we need to label this to get the students to understand... There should be* |
| | Entry 3.1 | |

| | 5:40 | *something about inferring throughout the curriculum. That's what I noticed.*" |
| | | How does this understanding make you feel? Can you tell me more? |

4	Audio-diary	You mentioned the short story "*nice guy*". You told me that "*it is a mine for inference*" and you shared a walkthrough regarding the inferences you make.
	Entry 3.3	What did this experience make you think?
	4:10	

5	Audio-diary	"*inference for meaning... inference within the context... inference for unknown words*" You mention different kind of inferences.
	Entries 3.1-3.3-3.2 -3.6	"*Through the end of the story, the kind of the inferences change*"
		How do you come to such concepts of different inferences?

6	Audio-diary	"*Feeling the inference*" you used this expression.
	Entry 3.5	Is it different for you to make and feel inferences? How come?
	2:05	

7	Audio-diary	"*I am an analytical person. But now I have this inference stuff. I can't stop thinking about inferencing nowadays. It is such a positive thing because it is creative thinking. It is making me think more. At the end of the day, it is the most important thing.*"
	Entry 3.5	
	2:45	Can you tell me more?

8	Audio-diary	"*I am not obsessed but with issue but I am really interested in anything that you want to do with this project I am very very interested now. I am totally like wow. This is amazing!*"
	Entry 3.6	What makes you feel that way? Can you elaborate on this?
	1:43	

9	Audio-diary	"*I am really thinking of suggesting to do something like this project in the orientation week. Because of this project, I really feel that we should have inference part. It is a door to creative thinking. I really never thought about this. It is there but we never use of power. It is like enlightened.*"
	Entry 3.8	
	0:10	What makes you say this?

10	Audio-diary	You mentioned an incident in the Reading & Writing class (when you coincidentally encounter inference activities from the R&W book). You said the incident was "*interesting enough*". Listen to your diary entry.
	Entry 2.1	
	0:09	Why do you think it was interesting? How did you feel after the incident?

11	Audio-diary	"*What I noticed that I was more able after the background reading and I felt a lot more comfortable with the whole thing.*"
	Entry 2.1	
	0:41	This is after the incident you reported in your class when inference question came up. Can you elaborate on this?

12	Audio-diary	"*I could have summarized it in a way that they can understand more about the concept.*"
	Entry 2.1	What kind of feeling is that as a teacher. How come did it happen?
	0:55	

13	Audio-diary	"*I felt very comfortable spontaneously talking about inference whereas before I wouldn't know where to start before. I think this is about being involved in this project and all these background readings realizing how important this subskill is for both teachers to be more aware about it and for students obviously.*"
	Entry 2.1	
	1:25	What kind of awareness is that as an experienced teacher?

14	Audio-diary	I talked about the material development seminar you are planning at another university. In the middle of preparing it you said: "*I decided to incorporate inference into my workshop. The whole idea behind it is to create and adopt more engaging warmers, lead-ins, fillers and so on. I wanted to include some skills that are missed in coursebooks too.*"
	Entry 2.2	
	0:23	

		What urged you to do so? What were you thinking when you decided that?

15	Audio-diary Entry 1.2 0:19	"*I know what inference was and I always questioned reference vs. Inference and a lot of people have problems to refer & to infer. So my first reaction was 'aha, that's interesting.*" What did you think while choosing the topic. Was it by coincidence or you had influence in choosing it?

16	Audio-diary Entry 1.3 0:13	"*I got more and more interested in the topic, I realized there is so much inferencing everywhere. We are not really aware of the amount of inferencing going on.*" What makes you think so? What kind of preparation did you do before?

17	Audio-diary Entry 1.3 0:48	"*In for example pre/post listening & reading exercises, we ask the students to infer. I was not kind of aware that I was asking students to infer so much. We ask students to infer all the time, and we do it ourselves but we are not aware of it.*" What does it make you think? What made you say that?

18	Journal Background readings	When the group was busy with reading about inferences, you kept sharing webpages in the Whatsapp group. What made you do so? Do you normally share such information and content with your colleagues or was it sth to do with this group?

19	Journal Cycle 2	About the story you shared in your entries about Cycle 2, How did it feel when you read this story and discover inferences in them? Why did you decide to analyze the story accordingly?

20	Group interview	Ozgehan: *What do you think of the weak points of this process? What were they and how?* Beyza: *In terms of timing.* Nick: *Especially for the program.* You mentioned weaknesses of LS regarding the tight program. You also missed the second observation. What were you thinking when you talked about this weakness?

21	Group interview	Can you tell me more about the orientation week of this year? How did it make you feel? What happened and you thought LS and working on inferences can be a good idea for this week next year? Nick: *For example, we have an orientation week in which we all spend like hello and bye bye. And the first weeks, most of the students do not arrive until the second or third weeks, we can use this time to plan the project. We can use this space to deal with fixing our schedules. Plus, we can also use these weeks to cover the content for such a project. Study skills like note-taking, inference. We can do many things during the first lessons.*

22	Group interview	What made you comment so? Did you have a similar experience? What was different as a teacher when students were making inferences as a group? What was your role in it? Nick: *Another thing I noticed, it is not about observation though, was making inferences as a group. When I gave these (materials) to them, they were very interested and talking about the questions. This is something serious; we can make them discuss together. Because they wanted to make the answers clear. Inferences are not always true but the students want to discuss about it and to reach a crystal clear true or false answer. This looks like a weak point of inferences but actually this is a strong point of it. Because, it is a way to make the students talk.*

23	Group interview	In the meeting, you resembled yourself to the concept of being 'awake'. Can you tell me about this metaphor. When exactly did you feel so? Nick: *For me to is "awake". I realized how inference is almost everywhere. Maybe students can do it after we show some hints but they do not know the concept. We do it in almost every pre-listening or pre-reading activity. Personally I see this; I see how important it is, how usual it is. That is why I say awaken or aware maybe. Because I am awaken now, when I see a inference question or challenge, I am like "now we can do it". I didn't have this feeling of being ready. I can say now I am alert and awake. Now, I am open to it and always looking for it. I have read a story a couple of days ago and I also sent it to you (Ozgehan). I was making a lot of inferences and at the end of the story all these inferences changed. And also I told you, in a seminar that I was giving at XYZ University for example, I used pictures and inferences on natural disasters. Again, the results are there, in the picture or a text but students find it very difficult because they need to produce and think creatively. They always look for a correct answer. That is something I noticed. But it is not how inference work. So I am very content about the learning challenge we took for the project.*

Stimulated recall interview prompts for **Eda:**

Interview was conducted in Turkish (the native language of the interviewee).

1	Audio-diary	"*For me lesson study is actually being an 'imece' for me. This is why, we can see the details that we may miss while working alone better when we work together.*"
	Entry 2	
	0:07	Can you elaborate more?

2	Audio-diary	"*I think the group is working in a coherent and practical manner.*"
	Entry 2	"*The meetings are usually very to the point and summarizing*"
	0.18 & 1.13	What did it make you think like that?

3	Audio-diary	"*Maybe because I had to leave the meetings earlier or I have been observing the previous class, I have the impression that I am missing something, some details. But still it makes me happy to be part of this group and this study.*"
	Entry 2	
	0:22	

		Can you explain? What did this situation make you feel at first and how come you say you are still happy?
4	Audio-diary Entry 2 0:34	"*Working in "imece" style helps me to have an outer look at my teaching practice and actions, and students' feedbacks.*" Can you tell more?
5	Audio-diary Entry 2 1:30	"*This process is helping me most in looking at myself as an observer to my own teaching practice and in the ability to make some changes in my instruction when necessary.*" Is this a benefit for you? How come?
6	Audio-diary Entry 3 0:58	"*Of course the ways the students learn now are not the same as we did as learners. I also try to learn about these learning processes. Of course we do not have the luxury to convert the ways of students learn into my ways as a student. They learn in different ways. I need to change my methods and approaches. It is my duty to find a strategy in which both they and I can win.*" This is an interesting thought. Can you go back to moment you recorded this. What were you thinking?
7	Audio-diary Entry 3 1:50	"*I have my own learning processes. I learn about different topics by studying it individually, reading about it and synthesizing. And sometimes I learn from others by sharing. When I get in contact with people around me I get more opportunity to question what I actually know. It makes it easier for me to be critical of my own thoughts. I see that it is possible to create more knowledge in lesson study my working together.*" Can you tell me more about these excerpts? What was the thinking behind?
8	Audio-diary Entry 3 2:45	"*When I observe a single student or a limited number of students, It was possible for me to see and assess their being, their contribution to the class. I don't have this opportunity to see this in a class with 25-30 people. Especially when I had to deal with many variables in my teaching practice. There can be certain moments with regard to certain students. When I observed a few number of learners, I understood their interests and contributions better.*" I want you to share your thoughts and feelings while observing students.
9	Audio-diary	

	Entry 3 3:30	"*While observing, I saw the details that I could have missed while teaching better. I felt I was at a learner level rather than teacher.*" Can you explain me this feeling more?

10	Audio-diary Entry 3 4:28	"*Activities attached students' attention and increased their participation into the class. I also think that these activities added some color to the class. It was much much better than constant monotonous classes we have normally.*" What does it make you think about the 'normal' teaching practice?

11	Audio-diary Entry 3 4:56	"*I constantly thought what I would have done if I had been the one teaching this lesson, of If I were the one to teach text. What parts of it went well, what parts should I change? What parts can I add something more? Or how to give the instructions more clearly. It helped me to question my teaching practice.*" How come does this process make you feel that way?

12	Journal Introductory meeting	After the introductory meeting, you approached me personally and told me that you would rather observing rather than teaching. What was your thinking before you told me so. Were you somehow concerned?

13	Journal Cycle 1 RL observation & Post-RL discussion	It was my impression that you felt tense when lesson study activities clashed with your regular teaching practice a couple of times. Is it something to do with the system here? What did you feel like that if my observation was accurate?

14	Journal Cycle 2 After Post-RL2 meeting	You approached me after the first research lesson and told "*at first, I felt that I was an outsider but later I saw I could somehow contribute by being an observer.*" In a personal communication How did you realize this contribution of yours and what does it make you think?

15	Journal Cycle 2 After Post-RL2 meeting	After the meeting that we revised the second research lesson and the plan, you approached me and said "*I can force my schedule if it is very necessary to go for the third round*". What made you offer that? You were concerned to teach at the beginning. How did you feel before and while saying that.

| 16 | Group interview | You brought the word imece many times throughout the process (fieldnotes). Can you tell me when you see the communal collaboration in this? |
| | Fieldnotes | Eda: *In our process, there were many variables. But anyway, in this case it would not be an "imece" way to do it though? It is like an individual process on a single teacher. It was like "imece" versus a process that helps teachers to revise their teaching skills.* |

| 17 | Group interview | In the meeting, you resembled yourself to water similar to Oya's metaphor. Can you tell me about this metaphor. When exactly did you feel so? |
| | | Eda: Maybe I am a bit influenced by Oya. I also felt like water. After all, we saw water from a certain source that can be poured into a glass. I define myself as an empty glass in the beginning. Now I see that water is poured down in me. I feel that my channels are open. I can see it somehow. I can see that what I need to overcome my challenges can be reached by collaboration. I felt this throughout the study. |

Stimulated recall interview prompts for **Beyza:**

Interview was conducted in Turkish (the native language of the interviewee).

1	Audio-diary	"*This is being a different and extraordinary experience for us. But I suppose my other colleagues and me of course are enjoying this experience. I believe it has had certain professional contributions to me.*"
	Entry 2	
	0:10	Why did you say so? Can you elaborate on that?

2	Audio-diary	"*Maybe the time limit of the second meeting* (meeting where RL1 was prepared) *would have been the reason for the problems that we faced while teaching the lesson. For example, I thought we included a bit much materials for the lesson plan. This is why I can say that I had concerns about time management while teaching the lesson.*"
	Entry 2	
	0:40	Let's talk about this, what is that feeling like?

3	Audio-diary	"*The lessons that we planned collaboratively will get better and more fruitful.*"
	Entry 2	You really thought so? How do you evaluate now?
	1:25	

4	Audio-diary Entry 2 1:50	"*Before implementing the lesson, I was a bit excited. Especially my concerns about time management and thinking that my colleagues will be there to observe me. These were a bit exciting for me. But when the lesson started, I saw that all this excitement kind of disappeared. On the contrary, the presence of my colleagues in the class psychologically supported me. Not only psychologically, physically as well.*" How was the process for you? Can you tell me more about your thoughts on your collogues being present and observing?

5	Audio-diary Entry 2 2:40	"*I think the students participated in the lesson throughout the whole implementation. I had the impression that they enjoyed such a class. They participated actively. I had positive feedback from them after the class.*" What kind of feedback did you have and how did they make you think as you received them?

6	Audio-diary Entry 2 3:05	"*I believe the lesson created a sense of awareness of inferences.*" What about your awareness of inferences throughout the process?

7	Audio-diary Entry 1 0:26	"*Actually the process of creating the lesson is collaborative and it merges various ideas into one so that I can say it was positive for me. We tried to fuse different ideas of mine and my colleagues together and to combine them into a single lesson. I made several decisions among different options of various lesson materials and activities. In the end, we had a lesson and content whose implementation is clear and easy; which can attract students' attention; through which we can teach what we aimed as the topic; and after which we can evaluate the students. I am looking forward to implementing it with curiosity.*" What did you think of evaluating this lesson? What did you consider?

8	Journal Cycle 1 Before teaching RL1	On the day you teach, You seemed excited during final preparations for the class. Is that an accurate observation? Can you go back to those moments? Before the lesson, you told me "*I felt like I shouldn't have touched any part on the plan. I felt responsible for others.*" Can you tell me more about it? What made you think like this?

9	Journal	During the lesson, you approached the observers and asked questions a couple of times while the students were busy with the tasks. Why did you need to do so? What were you thinking then?
	Cycle 1	
	During teaching RL1	Questions I heard:
		Time management – "*We are doing fine, right? We will manage.*"
		Students – "*They look really engaged, aren't they?*"
		Teaching practice – "*I wish we could do this more often but it is not possible, is it?*"
		What do these assertions told you then, tell you now?

10	Journal	During the lesson, with one colleague, you discussed the proficiency of the students. You compared your classes. You talked about the tasks. What was the reason behind? Why did you need to do so?
	Cycle 1	
	During teaching RL1	

11	Journal	Before and during the research lesson you teach, how did it make you feel that you would be/were being observed? Observed by your colleagues, researchers and so on.
	Cycle 1	
	During teaching RL1	

12	Journal	You created your own version of 'it says, I say, so' formula from Beers Model and used it as 'evidence, my experience, inference,. What was your thinking behind this?
	Cycle 1	
	Preparing RL1	

13	Group interview	In the meeting, you resembled yourself to a piece of a puzzle. Can you tell me about this metaphor. When exactly did you feel so?
		Berna: For me, it was like, I was like a piece of a puzzle. Everybody was a piece by herself. Then we created a whole all together. A bigger picture. The picture was half complete in the lesson I taught but more complete afterward. But it is natural. I think it is a part of the whole story anyway. My lesson was in the middle of the process so it was not complete. How did it feel when you become a piece of a puzzle?

14	Group interview	You mention many times the issue of time management. Not only in your classes but also as a member of DEU SFL. What did you think and do when you felt that time was working against you in the RL teaching. Did you feel similar during other parts of the LS?
	Fieldnotes	What does that say to you? Ozgehan: *What do you think of the weak points of this process? What were they and how?* Beyza: *In terms of timing.* Nick: *Especially for the program.* Beyza: *Only if we had had enough time while planning the program and we had proceeded more slowly, the problems we faced in the first lesson about timing would not have been there.*

8.7. Lesson plan of the first research lesson

LS Research Lesson Plan

Background:

LS Cycle:	2
RL No:	2
Class:	B Level preparatory EFL class
RL teacher:	Beyza
Designated observers:	Eda, Oya
Case pupils (if any):	Classified for ethical reasons

The learning challenge and LS group's overarching goal:

L2 learners with better reading skills, Improved skills of making inferences in L2 reading

Learning goal of the RL:

Students will actively participate in the activities while making inferences, at the end of the lesson, the students will

- make inferences on 4 out of 6 photos in step 5 of RL,
- create their own Beer-modeled inference chart
- make three inferences for 5 out of 8 situations in step 6 of RL,
- get 70 and higher scores from handouts 2 and 3.

Steps	Student activities	Teacher's support	Materials	Method of evaluation
1. Formal introduction of the study	1. Formal introduction of the study	They listen to the introductions		Asking for volunteer participation
2. Video	- Students work through the thinking questions.	Answer the question: *What happened to the XYZ?*	- Video 1 - Thinking questions: *What are the facts? What do we know? What can we infer?*	Active participation
3. Intro to making inferences 1	- Students work through the thinking questions.	- Show image 1 and give the situation. Let the sts. engage. - give image 2 and ask for differences	- house image 1 & 2 - activity one situation card - house image 2	Individual answers
4. Intro to making inferences 2	- Sts. work on the handout - Sts. work on image 1 & 2	- Teacher facilitate sts. by introducing Marzano questions and Beers model.	- handout 1 (Marzano & Beer)	Individual answers

5. Photo-investigation	- Cardboards are divided, groups work on the images. - Groups present to one another inferences using the beers model - note them down on post-its and paste them later	- Introduce the task on the example image - Visit each group and facilitate the presentations	- Image 3 (example cardboard) - 6 photos on cardboards, crayons, markers	Groups present their findings, the others can comment/ask for clues
6. Situation stations	- In groups, visit the stations and make inferences using the beers model - note them down on post-its and paste them later	- In each station, students have 2 minutes - In the end, answers are attached to the situation and checked	- 8 situations on A3 papers - Post-its	Peer-evaluation
7. Short texts	- Individually, read the text and answer the questions	- Introduce the texts, give the assignments and check the answers	- Handout 2 – Five short texts with questions	Group evaluation
8. Long text	- Individually, read the text and answer the questions	- Introduce the texts, give the assignments and check the answers	- Handout 3 – Three long texts with questions	Group evaluation
9. Closing	- Sts. fill "what & why" chart individually - share in the whole group	- Introduce the chart and facilitate sharing	- "What & why" chart	Group sharing

8.8. Lesson plan of the second research lesson

LS Research Lesson Plan				
Background:				
LS Cycle:	2			
RL No:	2			
Class:	B Level preparatory EFL class			
RL teacher:	Oya			
Designated observers:	Eda, Nick, Beyza			
Case pupils (if any):	Classified for ethical reasons			

The learning challenge and LS group's overarching goal:

Learners raise awareness towards inferences as a reading subskill and learn a framework for making inferences while reading in EFL during engaging le

Learning goal of the RL:

Students will actively participate in the activities while making inferences, at the end of the lesson, the students will

- make inferences on 3 out of 5 photos in step 4 of RL,
- make three inferences for 3 out of 5 situations in step 5 of RL,
- get 70 and higher scores from handouts 2 and 3.

Steps	Student activities	Teacher's support	Materials	Method of evaluation
1. Formal introduction of the study	They listen to the introductions	Introduce the teacher development process		Asking for volunteer participation
2. Video & Flipchart	- Students work on the questions on the flipchart while watching the video 1	- Introduce the flipchart and inform the sts. that they find answers - surprise ending	- Video 1 - Flipchart with inference questions	Active participation
3. Intro to making inferences	- Students work through the answers	- Scaffold the students by helping them: inference= evidence + experience	Empty inference chart (Handout 1)	Individual answers
4. Photo-investigation	- Cardboards are divided, groups work on the images. - Groups present to one another	- Introduce the task on the example image - Visit each group and facilitate the presentations	- Image 3 (example cardboard) - 5 photos on cardboards,	Groups present their findings, the others can comment/ask for clues

			crayons, markers	
5. Five situations & five stations	- In groups, visit the stations and make inferences using the beers model - note them down on post-its and paste them later	- at each station, students have 2 minutes - at the end, answers are attached to the situation and checked	- 5 situations on A4 papers - Post-its	Peer-evaluation
6. Short texts	- In pairs, work on two texts	- Pre-reading on the vocabulary - Introduce the texts, give the assignments and check the answers	- Handout 2 (Shorter version) – Three short texts with questions	Group evaluation
7. Long text	- Individually, read the text and answer the questions	- Introduce the texts, give the assignments and check the answers	- Handout 3 (Shorter version) – Two long texts with questions	Group evaluation
8. Closing	- Sts. provide insights about what inference is for them and why it is an important skill	Mediate the group discussion.	N/A	Group sharing

8.9. Lesson plan of the third research lesson

LS Research Lesson Plan	
Background:	
LS Cycle:	2
RL No:	3
Class:	Planned for a B level EFL preparatory class at Reading & Writing Lesson
RL teacher:	Non-designated
Designated observers:	Non-designated
Case pupils (if any):	Non-designated

The learning challenge and LS group's overarching goal:

Learners raise awareness towards inferences as a reading subskill and learn a framework for making inferences while reading in EFL during engaging le

Learning goal of the RL:

Students will actively participate in the activities while making inferences, at the end of the lesson, the students will

- Show their awareness by creating an inference example using the model
- make inferences on 3 out of 5 photos in step 4 of RL,
- make three inferences for 3 out of 5 situations in step 5 of RL,
- get 70 and higher scores from handouts 2 and 3.

Steps	Student activities	Teacher's support	Materials	Method of evaluation
1. Formal introduction of the study	Sts listen to the introductions	Introduce the teacher development process		Asking for volunteer participation
2. Video & Flipchart	- Sts work on the questions on the flipchart while watching the video 1	- Introduce the flipchart and inform the sts. that they find answers - surprise ending	- Video 1 - Flipchart with inference questions	Active participation
3. Intro to making inferences	- Sts work through the answers - Sts create a personal example of inference using the scaffold model based on Video 1	- Scaffold the students by helping them: inference= evidence + experience	Empty inference chart (Handout 1)	Individual answers

4. Photo-investigation	- Cardboards are divided, groups work on the images. - Groups present to one another	- Introduce the task on the example image - Visit each group and facilitate the presentations	- Image 3 (example cardboard) - 5 photos on cardboards, crayons, markers	Groups present their findings, the others can comment/ask for clues
5. Five situations & five stations	- In groups, visit the stations and make inferences using the beers model - Sts note them down on post-its and paste them later	- at each station, students have 2 minutes - at the end, answers are attached to the situation and checked	- 5 situations on A4 papers - Post-its	Peer-evaluation
6. Short texts	- In pairs, work on two texts	- Pre-reading on the vocabulary - Introduce the texts, give the assignments and check the answers	- Handout 2 (Shorter version) – Three short texts with questions	Group evaluation
7. Long text	- Individually, read the text and answer the questions	- Introduce the texts, give the assignments and check the answers	- Handout 3 (Shorter version) – One long text with questions	Group evaluation
8. Closing	- Sts. provide insights about what inference is for them and why it is an important skill	Mediate the group discussion.	N/A	Group sharing

8.10. Protocol for structured interview with students

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Protocol for Structured Interview with students

(English version, original interviews were conducted in Turkish, native language of the students)

Date		**Instructions to the interviewer:**
Place	N/A	**-** Review part 1 before the interview.
The interviewee		**-** Check the audio-recorder and start recording as soon as you get the initial consent.

Part 1. Introduction

- Check if the interviewee is available around 5 minutes of phone talk with you
- Check if the interviewee is ok with being audio-recorded. Make sure to audio-record the consent.
- Utter the following introduction

    "*I am calling you from DEU SFL, you opted for further interview regarding the research lesson that you willingly participated. If you are still volunteering for interview and being audio-recorded, can you give me around five minutes of your time?*
    Soon, I will ask you some questions, you can have enough time to think or pass questions. The questions are about your experience during the lessons as a student participant. Please remember that you can terminate the interview anytime without any compensation or penalty."

Part 2. Open-ended questions

- What do you think about the specific research lesson you participated. Can you tell us your reflections?
- What was particularly interesting for you about this lesson?
- What are the strengths and weaknesses of the research lesson?
- What do you think about the observers that day?
- How do you feel about making inferences in English now?

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8.11. Researcher's curriculum vitae

Personal information	
Name and surname	Özgehan Uştuk
e-mail and webpage	oustuk@balikesir.edu.tr
Spoken foreign languages	English
Expertise	English language teaching, teacher education, drama-in-education

Educational information			
	University	Department/Program	Year(s)
Bachelor	Hacettepe University	English Language Teaching	2006-2010
Masters 1	Ankara University	Children's Theatre, Play/Theatre/Drama	2010-2014
Masters 2	Balikesir University	English Language Teaching	2014-2016
MA 1 Thesis	Cecily O'Neill'ın süreç drama yaklaşımı ve süreç dramanın bileşenleri [Cecily O'Neill's process drama approach and components of process drama]		
MA 1 Supervisor	Prof. Dr. Tülin Sağlam		
MA 2 Thesis	Theatre in education for teaching English as a foreign language: Theatre-makers' perspectives [Yabancı dil öğretiminde tiyatro: Tiyatrocuların bakış açıları]		
MA 2 Supervisor	Prof. Dr. Dilek İnan		

Academic works * Related to the doctoral dissertation

*Uştuk, Ö., & De Costa, P. I. (2020). Reflection as meta-action: Lesson study and EFL teacher professional development. *TESOL Journal*. https://doi.org/10.1002/tesj.531

*Uştuk, Ö., & Çomoğlu, İ. (2019). Reframing as a mentor-coaching technique in initial EFL teacher education. In K. Dikilitas, M. Wyatt, A. Burns, G. Barkhuizen (Eds.) *Energizing Teacher Research* (pp. 19-26. Kent, UK: IATEFL.

*Uştuk, Ö., & Çomoğlu, İ. (2019). Lesson study for professional development of English language teachers: Key takeaways from international practices. *Journal on Efficiency and Responsibility in Education and Science*, *12*(2), 41-50.

Uştuk, Ö., & Aydın, S. (2018). The effects of the use of paralinguistic cues on foreign language anxiety among English as a foreign language speakers. *Innovation in Language Learning and Teaching*, *12*(3), 1-14.

Aydin, S., Harputlu, L., Çelik, Ş. S., Uştuk, Ö., & Güzel, S. (2018) A Descriptive Study on Foreign Language Anxiety among Children. *Hacettepe University Journal of Education*, *33*(1): 229-241.

Uştuk, Ö. (2018). Turkish EFL instructors' perceived importance of motivational strategies: A descriptive study, *Journal of Foreign Language Education and Technology, 3*(1), 215-233.

Aydın, S., Harputlu, L., Çelik, S. S., Uştuk, O., & Güzel, S. (2017). Age, gender and grade effect on foreign language anxiety among children. *TEFLIN Journal*, *28*(2), 133-154.

Uştuk, Ö., & İnan, D. (2017). Theatre in education: A case of foreign language teaching in Italy. *The Literacy Trek*. *1*(3). 19-31.

Uştuk, Ö., & İnan, D. (2017). A Comparative Literature Review of the Studies on Drama in English Language Teaching in Turkey. *Novitas-ROYAL (Research on Youth and Language)*, *11*(1), 29-43.

Aydın, S., Harputlu, L., Güzel, S., Uştuk, Ö., Çelik, Ş. S., & Genç, D. (2016). Children's Foreign Language Anxiety Scale: Preliminary Tests of Reliability and Validity. *Turkish Online Journal of English Language Teaching*, *1*(3).

Uştuk, Ö. (2015). Reconsidering Brechtian Elements in Process Drama. *Journal of Faculty of Educational Sciences*, *48*(2), 19-36.

Memberships to academic associations

- TESOL International Association

- American Association for Applied Linguistics (AAAL)

- Fulbright Alumni Association in Turkey

Awards & scholarships
* Related to the doctoral dissertation

-*Albert H. Marckwardt TESOL 2020 Convention Travel Grant

-*Fulbright Ph.D. Dissertation Research Grant *2018-2019*

- Scientific and Technological Research Council of Turkey (TÜBİTAK) National Scholarship Programme for Ph.D. Students *2016-ongoing*

- Scientific and Technological Research Council of Turkey (TÜBİTAK) National Scholarship Programme for MA Students *2014-2016*

8.12. Institutional review board permission documents

IRB permission for the pilot study

T.C
DOKUZ EYLÜL ÜNİVERSİTESİ
EĞİTİM BİLİMLERİ ENSTİTÜSÜ MÜDÜRLÜĞÜ
Yabancı Diller Eğitimi Ana Bilim Dalı Başkanlığı

BUCA EĞİTİM
FAKÜLTESİ

Sayı: 58032125-302/140
Konu: Tez Uygulaması Hk.

02.05.2018

DOKUZ EYLÜL ÜNİVERSİTESİ
EĞİTİM BİLİMLERİ ENSTİTÜSÜ MÜDÜRLÜĞÜNE

İLGİ: Enstitü Müdürlüğü'nün 27.04.2018 tarih ve 859 sayılı yazısı.

Üniversitemiz Eğitim Bilimler Enstitüsü İngiliz Dili Eğitimi Anabilim Dalı İngilizce Öğretmenliği Doktora Programı öğrencisi Özgehan UŞTUK'un tez çalışması kapsamında Bölümümüz İngiliz Dili Eğitimi Anabilim Dalımızda tez uygulaması yapma isteği çalışmayı kendilerinin yapması şartıyla uygun görülmüştür.

Bilgilerinizi ve gereğini arz ederim.

Prof. Dr. Kuthan KAHRAMANTÜRK
Yabancı Diller Eğt.Anabilim Dalı Başkanı

Uğur Mumcu Caddesi 135 Sokak No.5 35150 Buca / İZMİR Tel.: 0- 232 - 4204882-4204883-4204884-4204885-4204886-4204887 – 4204598 – 4207602 – 4400808 – 4409609 – 4409611 – 4409612 – 4409613 – 4409615 – 4201472 Fax.: 0-232-4204895 – 0-232-4409610 web: www.deu.edu.tr/egitim e-mail: egitim@deu.edu.tr

IRB permission for the main study

T.C.
DOKUZ EYLÜL ÜNİVERSİTESİ
Yabancı Diller Yüksekokulu Müdürlüğü

Sayı : 70348285-900.99-E.29479   28/05/2018
Konu : Tez Uygulaması İçin İzin Talebi

EĞİTİM BİLİMLERİ ENSTİTÜSÜ MÜDÜRLÜĞÜNE

İlgi : 21.05.2018 tarih ve 67493393-302.08.01-966 sayılı yazınız.

Enstitünüz Yabancı Diller Eğitimi Anabilim Dalı İngilizce Öğretmenliği Doktora Programı 2016950169 numaralı öğrencisi Özgehan UŞTUK **A Critical Ethnographic Understanding of Lesson Study as an EFL Teacher Professional Development Strategy** konulu tez çalışması kapsamında Müdürlüğümüz Hazırlık Birim Koordinatörlüğünde tez uygulama isteği Yüksekokulumuzca uygun görülmüştür.
Bilgilerini arz/rica ederim.

Prof.Dr. Kamil İŞERİ
Yüksekokul Müdür V.