

The Effect of Collaborative Team Meeting Strategy on Developing EFL Prospective Teachers' Lesson Planning and Lesson Delivery Quality

Dr. Mohamed Farrag Badawi

**Associate Prof. of Curriculum & EFL Instruction,
Head of Curriculum & Instruction Dep.,
Faculty of Education, October 6 University, Egypt.
badawi1us@yahoo.com**

ABSTRACT

The present study investigated the effect of a suggested collaborative team meeting strategy (CTMS) on developing EFL prospective teachers' lesson planning and lesson delivery quality. The study participants targeted (n=18) fourth-year English majors at the Faculty of Education, October 6 University, Egypt. The recruited participants were two intact EFL fourth-year practicum groups. The study used a pre-post-test one group design. To collect the study data, a pre-post lesson planning quality evaluation checklist and a lesson delivery quality observation checklist were designed and implemented. The intervention training was a suggested collaborative team meeting strategy (CTMS). Procedurally, before the intervention, the quality of the participants' lesson planning and lesson delivery quality were pre-assessed. The participants were trained on the CTMS. While and after the intervention participants' lesson planning and lesson delivery quality were pre-assessed. Results revealed that the EFL prospective teachers' lesson planning and lesson delivery quality was improved. Moreover, there was a moderate positive correlation between the EFL prospective teachers' lesson planning quality and lesson delivery quality. Finally, the collaborative team meeting strategy (CTMS) was effective in developing EFL prospective teachers' quality of lesson planning and lesson delivery.

Keywords: collaborative team meeting, EFL prospective teachers, lesson planning quality, lesson delivery quality

1. INTRODUCTION

Practicing teaching for the first time is challenging for EFL prospective teachers and novice teachers. Since EFL prospective teachers are still inexperienced, knowing how to teach is perplexing for most of them. They are subject to come across several pedagogical difficulties in real classroom teaching practices. Most of these difficulties may be rendered to a gap between their pre-service preparation and the requirement of real life teaching job. Probably, lesson planning and lesson delivery are two of the most nagging difficulties facing EFL prospective teachers. When the nagging difficulties reach the peak, a growing number of EFL prospective teachers tend to quit teaching career. Commonly, quality education depends on quality teachers. Hence, teachers should be well-educated and highly-trained. Teachers whose teaching skills are poor cannot maintain quality teaching and learning. It is an axiom that effective learning requires quality teaching. Effective teaching takes place if the learners want to learn what the teacher wants to teach. Quality teaching performance needs a set of pedagogical skills among which quality lesson planning. However, the observations gained from practicum courses reveal that not all EFL prospective teachers are able to prepare effective and practical lesson plans. Learning how to plan and deliver EFL lessons effectively is always a grand task for many EFL prospective teachers.

Developing preservice teachers' professional competencies is an essential aim of teacher education programs worldwide (Cochran-Smith & Villegas, 2016). Central to teachers' professional competencies are lesson planning and lesson delivery. Teacher

education programs seek to prepare prospective teachers to be good lesson planners. According to Flores (2016), teacher education programs provide pre-service teachers with practical training on lesson planning. However, Konig, et al. (2020) argue that lesson planning is an essential challenge for novice teachers. Lacking teaching experience, EFL prospective teachers and novice teachers resort to adopting different strategies for planning their lessons. In fact, lesson planning and lesson delivery strategies used by the EFL prospective teachers determine their pedagogical performance quality. EFL prospective teachers who use effective strategies are able to prepare distinctive lesson plans. Lesson planning is a professional competence that prospective and novice teachers are supposed to be aware of and be able to do. Practically, many EFL prospective teachers have not acquired the accumulative teaching experience yet. Thus, it is not an easy task for many EFL prospective teachers and novice teachers to prepare a proper roadmap lesson plan.

Since a high quality lesson plan helps EFL prospective teachers deliver effective teaching performance, they have to know how to prepare a clear, comprehensive, and sequential lesson plan. However, it not enough for EFL prospective teachers to be proficient in lesson planning, they should be able to implement such plans in classrooms. It is a matter of suspicion to believe that prospective teachers will make automatic transition to convert a written plan to actual teaching performance. To plan their lessons, some EFL prospective teachers adopt various strategies. Unfortunately, many strategies adopted by EFL prospective teachers are ineffective. For example, some EFL prospective teachers copy previously used readymade lesson plans, which may not fit the targeted learners. Mishra (2009) argues that acquiring the skill of lesson planning is far more valuable than the ability to use lesson plans prepared by others.

Other EFL prospective teachers tend to teach the way they were taught. Therefore, the strategies used by EFL prospective teachers should be well-selected, well-developed and well-monitored.

Because of the significance of lesson planning and lesson delivery, EFL prospective teachers need to be trained on new effective strategies to properly plan and deliver EFL lessons. Hence, as a core compulsory course, practicum is intended to enable EFL prospective teachers to convert theoretical professional knowledge to real teaching performance. Darling-Hammond (2014) mentions that teaching practicum serves as a platform connecting theory and practice. Akcan (2016) reports that the importance of practicum for EFL prospective teachers is magnified when the pre-service courses focus heavily on theories at the expense of practice. In practicum, university supervisors and school cooperating teachers diagnose and cure EFL prospective teachers' weak points. Particularly, the weaknesses that are related lesson planning and lesson delivery. Weaknesses related to lesson planning and lesson delivery are easily to be observed and evaluated. It is the practicum that shapes prospective teachers' beliefs and thinking. Thus, the scope of the present focuses on EFL prospective teachers' lesson planning and lesson delivery quality in practicum time.

Reviewing pertinent literature reveals that empirical evidence on the processes of teachers' lesson planning is fairly limited (Jacobs et al., 2008). Empirical research on lesson planning as a skill for pre-service teachers and the development of such skill during teacher education is scarce (Cochran-Smith and Villegas 2016). Recently, According to Konig et al. (2020) confirm that lesson planning research scarcity is due to the claim that lesson planning is a complex object of investigation. Moreover, Konig et al. (2020) state that empirical research on lesson planning as a skill of preservice

teachers is rare. Furthermore, Ward (2006) remarks that the impact of lesson planning quality on the lesson delivery remains unclear. Such uncertainty is re-stated by Praetorius et al. (2018) who indicate that the relationship between teachers' lesson planning and their actual performance in class is hardly correspond to each other. Against this analysis, the current study investigates the effect of a proposed collaborative team meeting strategy (CTMS) on developing EFL prospective teachers' lesson planning quality, which in turn may improve lesson delivery quality. Furthermore, the present study examines the relationship between lesson planning quality and lesson delivery quality.

2. LITERATURE REVIEW

2.1. Lesson planning

The definition of a lesson plan goes through different conceptualizations. Lika (2017) mentions that a lesson plan is a set of notes that helps teachers to think through what they are going to teach and how they are going to teach. While Lika's definition focuses on the function of the lesson plan, Habibi (2020) focuses on its nature mentioning that a lesson plan is an essential skill for EFL teachers. Focusing on the teacher expertise and the processes behind lesson planning, Stigler and Miller (2018) report that while expert teachers plan their lessons in a process-driven way, novice teachers use a stepwise procedure. Lesson planning is a special skill that is learned in much the same way as other pedagogical skills. Other researchers tend to explain the main functions of a good lesson plan in the EFL context. Harmer (2000) states lesson planning helps teachers in decision-making about goals, activities, resources, timing, grouping, and other aspects of the lesson.

Similarly, Gutierrez (2015) confirms that lesson planning helps

teachers to choose specific learning strategies. Pang (2016) concludes that lesson planning helps teachers to develop the ability to communicate in a foreign language, or to facilitate the acquisition of a foreign language communicative competence which can be done during the planning phase. Lika (2017) states that lesson planning helps teachers to consider many elements such as students' learning styles, previous knowledge, types of intelligences, interests, and other related issues. Kola (2019) concludes that effective lesson planning promotes good teaching and the implementation of curriculum policy. Lesson planning enables teachers to determine appropriate lesson objectives, teaching and learning activities, and teaching methods. Effective lesson planning stimulates teachers to evaluate their instructional strategies and to reflect on how to improve their teaching. Although the advantages of quality lesson planning, it remains a complex process for many EFL novice teachers.

Sahin-Taskin (2017) states that the relationship between lesson planning quality and teaching-learning quality stimulated many researchers. According to Naeem's study (2014), EFL student teachers face a set of difficulties in practicum among which poor lesson planning, insufficient activities time; supervisors' resistance to innovative teaching techniques and the frequent absence of class observation; low voice; and students' misconducts, lack of motivation and poor linguistic and pedagogical skills. Rusznyak and Walton (2011) argue that it takes much practice to reinforce this skill, and it cannot happen overnight. Gillies and Boyle (2010) highlight the importance of instructional planning in EFL and ESL context.

Even though many teachers appreciate lesson planning, their focus on lesson planning may differ. In a cross-cultural study that recruited 25 Japanese and 36 American teachers, Fernandez and Cannon (2005) report that the Japanese teachers saw lesson planning as a

more complex process than did the Americans. Japanese teachers focused more on the process of student learning, while American teachers focused more on trying to teach content effectively.

Concerning the elements of lesson planning, Haynes (2010) confirms that the first step of teaching is planning and preparation activities that should be done before teaching a class. Cicek (2013) states that a lesson plan should comprise the objective, the time block, the procedure, and the instructional materials required. Novice teachers must realize that as a general rule, it will be necessary to plan in considerable more detail than the experienced teachers. Kang (2017) declares that selecting and creating learning tasks as part of student activities in the classroom can be considered as the core areas of lesson planning since they enable teachers to integrate a range of further decisions.

Konig et al. (2020) maintain that specifying learning tasks is the most important element in a lesson plan because learning tasks selected for a specific lesson reflect the objectives of that lesson. Moreover, Habibi (2020) reviewed 20 articles related to lesson planning in the EFL context and concluded that the examined articles were mostly focused on learning objectives, type of activities, learning style, intelligence, assessment activities, and teaching time. Since lesson planning is a skill, it should be done perfectly, timely, and easily. Charalambous (2010) states that although the length of a lesson plan does not necessarily reflect its quality, a brief outline cannot adequately prepare teachers to “unfold tasks” during classroom instruction. Lesson planning quality stimulates learning through active participation (MacDonald and Phillips, 2005). Lesson planning is decisive in determining the success of a teacher’s daily work (Konig et al. 2017).

Supporting the relationship between lesson planning and teachers' teaching performance, Stein et al (2003) put it clearly that lesson planning can tell more about classroom instruction. Meyen and Greer (2009) provide evidence on the relationship between lesson planning and teaching quality in terms of student achievement and instructional behavior. According to Dorovolomo, Phan, and Maebuta (2010), there is a positive relationship between the quality of teaching and the quality of its implementation. On the contrary, Ward (2006) remarks that the impact of lesson planning quality on lesson delivery remains unclear. Praetorius et al. (2018) mention that the relationship between teachers' lesson planning and their actual performance in class hardly corresponds to each other. To conclude, although there is a consensus on the definitions, and advantages of lesson planning, the relationship between lesson planning and teachers' teaching performance remains a controversial issue among researchers.

2.2. Collaborative Team Meeting Strategy (CTMS)

Collaborative team meeting belongs to metacognitive learning strategies. Learning strategies are specific actions, behaviors, steps, or techniques used by students to enhance their own learning (Murcia, 2001). Learning strategies are task specific tactics or techniques, observable or no observable that an individual uses to comprehend, store, retrieve and use information or to plan, regulate, or assess learning (Hadley, 2001). The suggested collaborative team meeting strategy CTMS draws on principles of two integrated theoretical conceptualizations. On one hand, it draws on social metacognitive strategies. According to Noviyenty (2018), metacognitive strategies deal with mental operations used by learners in the self-management of their learning which cover planning, directed attention, selective attention, self-management,

self-monitoring, problem identification and self-evaluation. It is also related to social affective strategies which concern about interaction with other learners and management of the affective demands made by language learning, such as cooperation, questioning for clarification, self-talk.

On other hand, the theoretical conceptualization of collaborative planning is grounded in collaborative learning. Collaborative learning refers to any instructional method in which students work together toward a common goal, emphasizing interaction and group processes.

Marjan and Mozghan (2012) state that collaborative learning is an educational methodology to teaching and learning that includes groups of learners working together to find a solution to a problem, finish a task, or make a product. In the collaborative learning environment, the learners are engaged to both socially and emotionally activities as they listen to different ideas and are required to defend their opinions. Friend and Cook (2007) explain that collaborative planning is a voluntary interaction of equals to reach a shared goal by a mutual decision-making process. Moreover, collaboration can promote knowledge creation (Bruce, Flynn & Stagg-Peterson, 2011). Darling-Hammond (2010) reports that there is evidence that when teachers collectively work on problems of practice, they will be likely to better meet the needs of all students.

Therefore, well-developed teacher collaborative learning can positively improve teachers' teaching practices, students' learning activities (Vescio, Ross and Adams, 2008), and students' achievements (Chichibu & Kihara, 2013). Dudley (2014) defines collaborative lesson planning as a procedure in which teams

of teachers do planning, teaching, observing, and analyzing learning and teaching collaboratively. Furthermore, Nguyen (2017) concludes that in collaborative lesson planning, teachers are involved in a reflective process utilizing prior experience to design a well-grounded lesson plans. Because of its significance as an appropriate activity for lesson planning, collaborative lesson planning has been a topic of investigation in the relevant literature.

In practice, collaborative lesson planning can be used in pre-service language teacher education so that EFL prospective teachers have an opportunity to practice lesson planning and reflect on their previous theoretical professional learning experiences. For Jalongo, Rieg, and Helterbran (2007), collaborative planning gives novice teachers the opportunity to become closer to democratic ideals, become members of collegial community, develop competence, and acquire self-efficacy. Therefore, EFL prospective teachers could promote their professional development via collaborative planning. In many cases, EFL prospective teachers exercise teaching in only one school or even in only one class during their practicum experience. Ideally, they need more opportunities to work collaboratively with peers in similar and different contexts of teaching practices. Thus, collaborative planning allows EFL prospective teachers to prepare their lesson plans together. Against this background, the collaborative team meeting strategy (CTMS) was suggested and implemented.

Context of the problem

In Egypt, at the Faculty of Education, October 6 University, EFL teaching practicum courses are offered in the third and fourth year academic years. During the practicum, EFL prospective teachers are assigned to prepare lesson plans and deliver them. As a general

supervisor of the EFL practicum, the researcher noticed that a quite large number of EFL prospective teachers' lesson plans were overfull of pedagogical and some linguistic mistakes. In an attempt to identify and classify the common mistakes committed by EFL prospective teachers, the researcher reviewed 15 lesson plans. The revision revealed that the first common frequent mistake was the inaccuracy of stating lesson learning objectives. Secondly, some selected learning activities were stereotyped. Thirdly, evaluation activities were not aligned to the learning items and learning objectives. EFL student teachers' poor lesson planning and shallow pedagogical experience might negatively affect their teaching performance. Whereas lesson planning is a basic professional skill, lesson planning quality was not taken into account in EFL research (Ruys, Van & Terman; 2012). Subsequently, the present study attempts to explore the effect of utilizing a team meeting strategy on developing EFL prospective teachers' lesson planning quality and lesson delivery.

Statement of the problem

EFL prospective teachers' lesson planning and lesson delivery are not up to the optimal quality level (70%).

Questions of the study

The study attempted to answer the following questions:

1. What is the effect of collaborative team meeting strategy (CTMS) on developing EFL prospective teachers' lesson planning?
2. What is the effect of collaborative team meeting strategy (CTMS) on developing EFL prospective teachers' lesson delivery quality?
3. To what extent is EFL prospective teachers' lesson delivery

quality correlated to lesson planning quality?

Aim of the study

The main aim of the present study is to investigate the effect of collaborative team meeting strategy (CTMS) on developing EFL prospective teachers' lesson planning and lesson delivery quality.

Significance of the study

The significance of the present study stems from more than one consideration. Collaborative team meeting strategy (CTMS) is an innovative planning strategy, which is worthy to be investigated. Lesson planning is a professional skill that needs more research. Developing EFL prospective teachers' lesson delivery quality is a pedagogical necessity. Focusing on teaching practicum may draw the attention of other researchers to conduct more in-depth studies.

Hypotheses of the study

The study attempts to test the following hypotheses:

1. There is a statistically significant difference between the ratings of EFL prospective teachers' lesson planning quality on the pre-LPQC and post LPQC favoring lesson planning quality the post LPQC ratings.
2. There is a statistically significant difference between the ratings of EFL prospective teachers' lesson delivery quality on the pre-LDQC and post LPQC favoring lesson delivery quality the post LPQC ratings.
3. There is a positive correlation between EFL prospective teachers' lesson planning and lesson delivery quality.

Definitions of terms

Lesson planning quality in the present study refers to the

accurate comprehension instructional plan prepared by EFL prospective teachers in light of certain measurable pedagogical criteria. In the present study, collaborative team meeting strategy (CTMS) refers to the cooperative and mutually supportive peer-learning process in which a group of EFL prospective teachers works together according to a work protocol to create and implement high-quality lesson plans during their practicum experience.

3. METHOD

3.1. Participants

The study participants were 18 fourth-year students majoring in the English language at the Faculty of Education, October 6 University, Egypt. The participants were divided into four groups, three groups for males and one group for females. While each male group involved 4 EFL prospective teachers, the female group involved 6 EFL prospective teachers. Before the intervention, all the participants' lesson plans were pre-evaluated by a lesson plan quality evaluation checklist (LPQC) and their teaching performance was pre-observed via a teaching performance observation checklist (LDOC). Ratings of lesson plan pre-evaluation and teaching performance pre-observation revealed that all the two groups were equal in terms of their lesson plan quality and teaching performance.

3.2. Experimentation

The study used a pre-post one-group design. Accordingly, before the intervention, the participants' lesson plans were pre-evaluated by the lesson plan quality checklist (LPQC), and their lesson delivery was pre-observed by the lesson delivery observation checklist (LDOC). During the intervention, the participants were trained on collaborative team meeting strategy (CTMS) to prepare

high-quality lesson plans. The training lasted for six sessions during practicum time. Each session focused on two elements of the main elements of quality lesson plan two topics, except the third session. The first session targeted stating learning objectives and wrap-up activities. The second session tackled teaching techniques and learning strategies. The third session targeted learning tasks. The fourth session focused on presentation, practice, and production. The fifth session demonstrated different techniques of ILOs Assessment. Finally, the sixth session trained EFL prospective teachers on some basic technicalities of wrap-up and homework.

3.3. Study instruments

3.3.1. Lesson Plan Quality Checklist (LPQC)

The lesson plan quality checklist (LPQC) was developed to evaluate EFL prospective teachers' lesson plan quality. The LPQC was prepared to achieve two objectives. Firstly, the checklist was used to pre-evaluate the EFL prospective teachers' lesson plan quality to determine the equality and homogeneity of the participants. Secondly, the checklist was used to post-evaluate EFL prospective teachers' lesson plan quality after the intervention to decide the effect of using collaborative team meeting strategy (CTMS) on developing the quality of EFL prospective teachers' lesson plans. The content of the LPQC was prepared in light of the standers and criteria mentioned in the available related literature to lesson plan evaluation. The checklist consists of 11 indicators namely, objectives, warm-up, teaching techniques, learning strategies, learning tasks, presentation, practice, production, ILOs assessment, wrap-up, and homework (Appendix: A).

The content validity of the LPQC was determined by a panel of TEFL experts. Having the LPQC modified in light of the experts'

remarks, the final version of the checklist proved valid in terms of its aim and content. As for the reliability of the LPQC, the test re-test procedure was used. The LPQC was given to 3 TEFL university lecturers to rate 6 lesson plans. After ten days, the same raters were asked to re-evaluate the same 6 lesson plans. The correlation between the two ratings was calculated. The reliability coefficient for the checklist was ($r = .73$). This value means that the test displayed a reasonable reliability level.

The implementation of the LPQC was two days before the beginning of the intervention, the LPQC was pre-administered to evaluate 36 lesson plans of participants. After the intervention which lasted for 6 weeks, the LPQC was post-administered to evaluate 36 lesson plans, two lesson plans for each participant. Gained ratings were compared and statically treated. The participants' lesson plans were rated and scored according to a scale of 5 values. Each item/indicator was given a rate ranging from 1 point (lowest rate) to 5 points (highest rate).

3.3.2. Lesson Delivery Observation Checklist (LDOC)

The lesson delivery observation checklist (LDOC) was developed to pre and post evaluate EFL prospective teachers' teaching performance/lesson delivery. The LDOC was developed to achieve two objectives. Firstly, the LDOC was used to pre-evaluate EFL prospective teachers' teaching performance quality to determine the equality and homogeneity of the participants. Secondly, the LDOC was used to post-evaluate EFL prospective teachers' teaching performance/lesson delivery quality after the intervention to decide the effect of collaborative team meeting strategy (CTMS) on developing the quality of EFL prospective

teachers' teaching performance/ lesson delivery. The content of the LDOC was prepared in light of the insights gained from the available literature related to teaching performance evaluation. The checklist consists of 11 indicators namely, objectives, warm-up, teaching techniques, learning strategies, learning tasks, presentation, practice, production, ILOs assessment, wrap-up, and homework (Appendix: B).

The content validity of the LDOC was determined by a panel of TEFL experts. In light of the experts' remarks, necessary modifications were made such as replacing the domain of warm-up activities with anchor activities to be more comprehensive. The final version of LDOC proved valid in terms of its aim and content. As for the reliability of the LDOC, the test re-test procedure was used. The researcher and other two trained observers used the LDOC to evaluate the lesson delivery of 7 EFL prospective teachers during teaching practicum sessions. The correlation between the rating scores estimated by the three observers was calculated. The reliability coefficient for the observation checklist was ($r = .79$). The implementation of the LDOC took place two days before the beginning of the intervention, the LDOC was pre-implemented to evaluate teaching performance of the participants ($n=18$). After the intervention which lasted for 6 weeks, the LDOC was post-run to evaluate the lesson delivery of the participants who trained on collaborative team meeting strategy (CTMS). Gained ratings were compared and statically treated. The teaching performance of the participants was rated and scored according to a scale of 5 values. Each item/indicator was given a rate ranging from 1 point (lowest value) to 5 points (highest value).

3.3.3. The Suggested Collaborative Team Meeting Strategy (CTMS)

The rationale of the suggested strategy rested on the claim EFL prospective teachers need more innovative training in collaborative planning to gain more skills, which in turn improve the quality of their lesson plans. The main aim of the suggested collaborative team meeting strategy CTMS is to develop EFL prospective teachers' lesson plans and in turn improve their teaching performance. By the end of the CTMS, EFL prospective teachers who successfully completed the training will be able to state quality learning objectives, prepare interesting and engaging warm-up activities, selecting effective teaching techniques, selecting effective learning strategies, designing learning tasks, functioning presentation activities, functioning practice presentation activities, functioning production activities, suggesting and implementing learners' ILOs assessment procedures, prepare and perform wrap-up and lesson closing, and assigning effective and relevant homework. In accordance with the 11 objectives of the CTMS, its content comprised 6 sessions/topics where each session was targeted two topics except the third session and each session lasts for 45 minutes.

The sessions were divided as follows: The first session: stating learning objectives and wrap-up activities, the second session: teaching techniques and learning strategies, the third session: learning tasks and activities, the fourth session: presentation, practice, and production (PPP), the fifth session: different techniques of ILOs assessment, and finally, the sixth: basic technicalities of wrap-up and homework (Appendix: C). CTMS learning outcomes were subject to be assessed by formative and summative evaluation procedures (Appendix: D). The weekly evaluation was a prerequisite to start the new session, the previous

topic must be evaluated.

Principles underlying the CTMS

1. Positive interdependence.
2. Positive interaction.

Group and individual responsibility.

3. Social trust-building atmosphere.
4. Group periodical assessment.

The procedures of the CTMS:

1. The team meeting starts with identifying the session main topic.
2. The team reflects on the targeted topic.
3. The team reflects on their actual current experiences.
4. The team reflects on writes the weak and strong points.
5. The team watches standard inputs such as Youtube videos.
6. The team works together to sum up the video's inputs.
7. Each member has to present a model of the targeted ILOs.
8. The team works together to prepare a draft model of the targeted topic.
9. The team works together to evaluate the model.
10. The team works together to refine the targeted model.

4. RESULTS and DISCUSSION

Figure: 1. Lesson Planning Quality

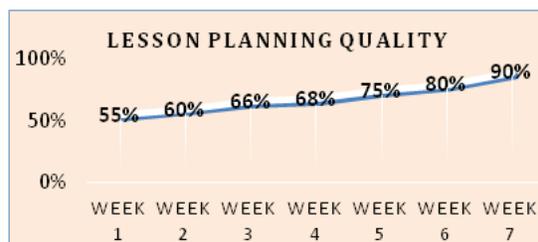


Figure: 1 shows that the percentages of the EFL prospective teachers' lesson planning quality is gradually improved and this improvement is due to applying the CTMS. In other words, CTMS is positively affected EFL prospective teachers' lesson planning.

Figure: 2. Lesson Delivery Quality

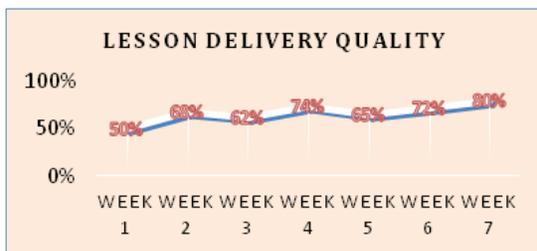


Figure: 2 displays that percentage of the EFL prospective teachers' lesson delivery is improved, however the improvement is not systematic. In other words, CTMS causes moderately positive affect on EFL prospective teachers' lesson delivery.

Figure: 3. Lesson Planning Quality (LPQ) and Lesson Delivery Quality (LDQ)

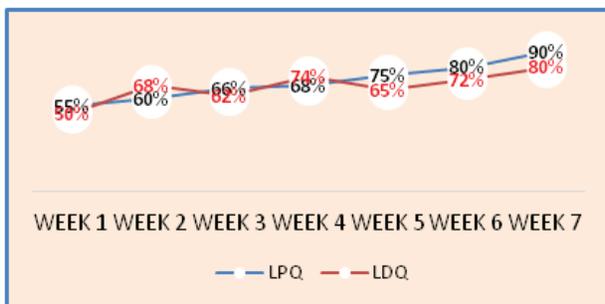


Figure: 3 reveals that percentage of improvement of the EFL prospective teachers' lesson delivery and lesson delivery seems to be were moderately positive correlated. Roughly, there is a positive relationship between the improvement of the EFL prospective teachers' lesson delivery and lesson delivery, however it is not one-

to-one-correspondence relationship.

4.1. Results: Lesson Planning Quality Checklist (LPQC)

Figure: 4. Lesson planning elements grade weight

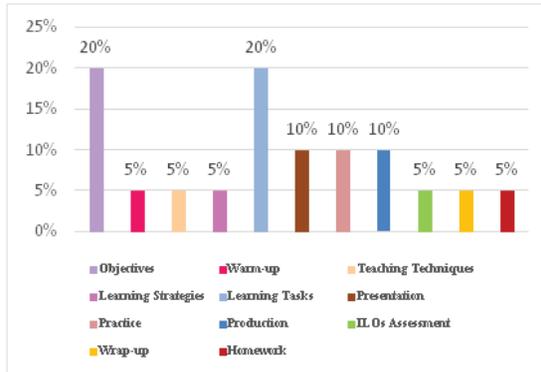


Figure: 4 shows the weight percentages of the main 11 elements of quality lesson planning. Stating learning objective was given 20% because it is considered a core sub-skill of lesson planning skill. By the same token, the weight of learning tasks was 20%. While three sub-skills were given 10% each, six sub-skills were given 5%.

Figure: 5. Lesson planning elements ratings/pre & post LPQC

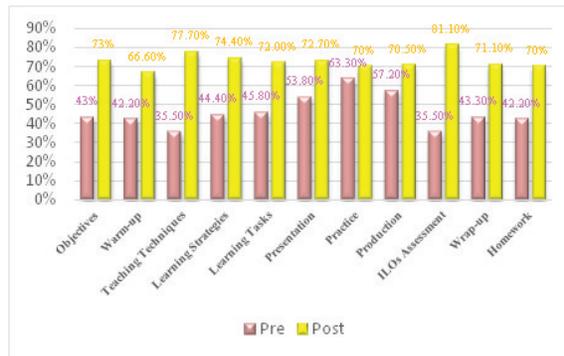


Figure: 5 displays the percentages of EFL prospective teachers' on each items of the pre and post lesson planning quality checklist (LPQC). As seen, there are differences between EFL prospective teachers' percentages on the pre and post lesson delivery quality

checklist (LPQC) favoring their percentages on the post (LPQC). However the significance of such difference is to be explained in table 2.

Figure: 6. Lesson planning collective ratings/pre & post LPQC

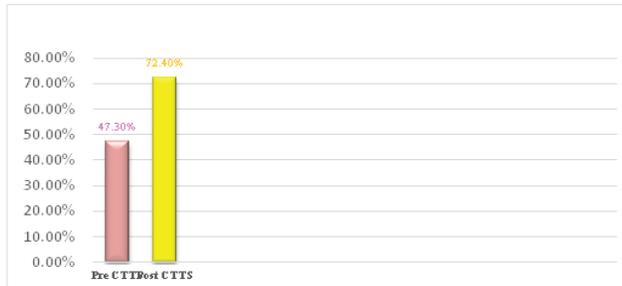


Table. 1. Lesson planning rate percentages

Elements	Max. Score	Pre Assessment				Post Assessment			
		Score	Max M.	Obtained M.	%	Score	Max. M.	Obtained M.	%
Objectives	360	155	20	8.6	43	263	20	16.4	73
Warm-up	90	38	5	2.1	42.2	60	5	3.7	66.6
Teaching Techniques	90	32	5	1.7	35.5	70	5	4.4	77.7
Learning Strategies	90	40	5	2.2	44.4	67	5	4.1	74.4
Learning Tasks	360	165	20	9.2	45.8	260	20	16.2	72.2
Presentation	180	97	10	5.4	53.8	131	10	8.1	72.7
Practice	180	114	10	6.3	63.3	126	10	7.9	70
Production	180	103	10	5.7	57.2	127	10	7.9	70.5
ILOs Assessment	90	32	5	1.8	35.5	73	5	4.4	81.1
Wrap-up	90	39	5	2.2	43.3	64	5	3.9	71.1
Homework	90	38	5	2.1	42.2	63	5	3.9	70
Total	1800	853	100	47.4	47.4	1304	100	72.4	72.4

Table.2 Black effect size of CTTS on developing lesson planning quality

Test Score	Pre-Mean	Post-Mean	MGR	Significance
1800	47.4	72.4	1.9	Accepted: above 1.2

Black Modified Gain Ratio MGR = + = 1.9

As shown in Table 2, the effective size of the suggested CTTS on developing EFL perspective teachers' lesson planning quality was acceptable since Black's modified gain ratio was (1.9) which is higher than the acceptance level (1.2). Accordingly, the first hypothesis was accepted as it was stated: There is a statistically significant difference between the ratings of EFL prospective teachers' lesson planning quality on the pre-LPQC and post LPQC favoring lesson planning quality on the post LPQC ratings. This result is possibly interpreted in light of a set of rationale. The suggested collaborative team meeting strategies were grounded in a solid theoretical background which, in turn, increases its effectiveness. The orientation session helped the participants understand the strategy as their roles were well identified. The content of the CTTS could meet the actual needs of EFL prospective teachers. The training inputs were interesting since model lesson plans were presented through Youtube videos. Each team member has a specific duty and group mission. Working together as a team motivated the participants to interact freely making good use of the friendly and stress-free environment. Generally, this finding goes in line with Mow (2010) who reports that collaborative learning affects positively learners' performance.

4.2. Results Related to Lesson Delivery Quality Checklist (LDQC)

Figure.7. Lesson delivery elements grade weight

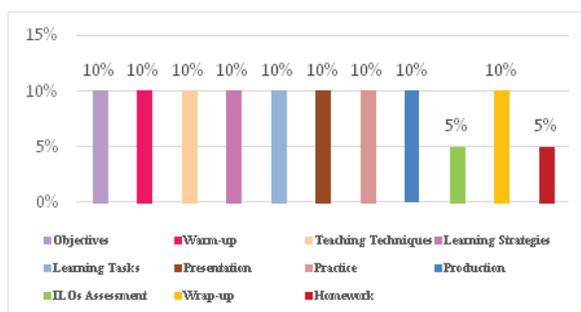


Figure: 7 shows the weight percentages of the main 11 elements of quality lesson delivery. As seen the sub-skill indicators are similar to those of lesson planning quality, however, they have different weights. Almost all the indicators have the same weight (10%) except the indicators 9 and 11. Weights were estimated in light of importance and in-class working time.

Figure.8. Lesson Delivery Elements Ratings/pre & post-LDQC.

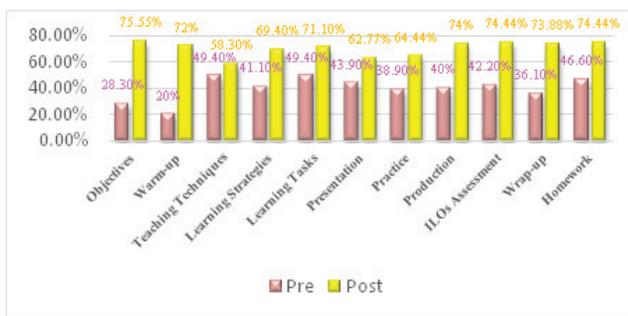


Figure: 8 displays the percentages of EFL prospective teachers' on each item of the pre and post-lesson delivery quality checklist (LDQC). As seen, there are differences between EFL prospective teachers' percentages on the pre and post-lesson delivery quality checklist (LDQC) favoring their percentages on the post (LDQC). However, the significance of such difference is subject to be explained in table 2.

Figure: 9. Lesson delivery collective ratings/pre & post CTTS

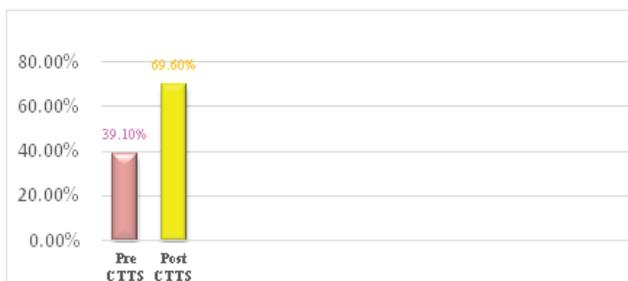


Figure: 9 displays the collective percentages of EFL prospective

teachers' on the all items of the pre and post lesson delivery quality checklist (LDQC). As shown, there are differences between EFL prospective teachers' collective percentages on the pre and post lesson delivery quality checklist (LPQC) favoring their percentages on the post (LDQC). However the significance of such difference is to be explained in the upcoming table3.

Table. 3. Lesson delivery rate percentages

Elements	Max. Score	Pre Assessment				Post Assessment			
		Score	Max M.	Obtained M.	%	Score	Max. M.	Obtained M.	%
Objectives	180	51	10	3.3	28.3%	263	10	7.6	75.6%
Warm-up	180	36	10	2.2	20%	60	10	2.2	72%
Teaching Techniques	180	89	10	5.3	49.0%	70	10	5.8	58.3%
Learning Strategies	180	74	10	4.3	41.1%	67	10	6.9	69.4%
Learning Tasks	180	89	10	5.2	49.4%	260	10	7.1	71.1%
Presentation	180	79	10	4.6	43.9%	131	10	6.3	62.8%
Practice	180	70	10	4.1	38.9%	126	10	6.4	64.4%
Production	180	72	10	4.3	40%	127	10	7.4	74%
ILOs Assessment	90	38	5	2.2	42.2%	73	5	3.7	74.4%
Wrap-up	180	65	10	3.9	36.1%	64	10	7.4	73.9%
Homework	90	42	5	2.4	46.6%	63	5	3.7	74.4%
Total	1800	705	100	39.1	39.1%	1304	100	69.6	69.6%

Table. 4 Statistically significant difference between pre and post LDQC (t-test)

Administration	N	m	P	t
Pre	18	39.1	0.05198	0.5754*
Post	18	69.6		

As shown in Table 4, the p-value is 0.05198, and the t value is 0.5754 meaning that the CTTS was effective for developing

EFL prospective teachers' lesson delivery quality as measured by the pre-LDQC and post LPQC favoring their performance on the post LPQC. Thus, the second hypothesis was accepted as it was stated: there is statistically significant differences between the ratings of the EFL prospective teachers' lesson delivery quality on the pre-LDQC and post LPQC favoring their performance on the post LPQC. This result is partially rendered to the positive effect of the CTTS since its content could meet the actual needs of EFL prospective teachers. The training inputs were interesting because of the videos and the attendance of the researcher who acted as a coach. Working together as a team motivated the participants to interact freely making good use of the friendly and stress-free environment. Generally, this finding goes in line with Burton (2015) who reports that effective collaborative practices enhance teachers' pedagogical skills.

Table 4. Lesson plan and lesson delivery quality correlation

Spearman's Rank Correlation	r		Sig.
Lesson Plan Quality	.54		Moderate Positive Correlation
Lesson Delivery Quality			

Table 4 demonstrates the correlation coefficient between the participants' mean scores of the lesson planning quality ($m=72.4$) on the post LPOC and their mean scores of the lesson delivery quality ($m=69.6$) on the post LDOC is $r = .54$ on Spearman's Correlation Rank. Accordingly, there is moderately positive correlation between EFL prospective teachers' lesson plan and lesson delivery quality. This result supports accepting the third hypothesis with slight modification to be stated as follows: There is a moderate positive

correlation between EFL prospective teachers' lesson planning and lesson delivery quality.

This finding reveals that there is a moderately positive correlation between EFL prospective teachers' lesson planning and lesson delivery quality goes in line with Stein et al (2003) who put it clearly that lesson planning can tell more about classroom instruction. Meyen and Greer (2009) provide evidence for the correlated relationship between lesson planning and teaching quality in terms of student achievement and instructional behavior. Clearly stating, Dorovolomo, Phan, and Maebuta (2016) report that there is a positive relationship between quality of lesson planning and quality of delivery, $r = .42$.

On the contrary, Ward (2006) remarks that the impact of lesson planning quality on lesson delivery remains unclear. Such uncertainty is re-stated by Praetorius et al. (2018) who mention that the relationship between teachers' lesson planning and their actual performance in class hardly corresponds to each other. In light of the controversial state of affairs, this result provides moderate positive evidence on the correlation between EFL prospective teachers' lesson planning and lesson delivery quality. However, this finding does not mean that EFL prospective teachers will make automatic transitions from lesson planning to lesson delivery. On the other hand, it is possible for teachers who used average lesson plans but could implement them effectively. It is likely that there were other variables beyond the scope of the current study would influence such finding. They must be equipped with necessary skills not only in lesson planning but in its implementation in real classes (Tsangaridou, 2008). **5. 5.CONCLUSION**

The present study investigated the effect of a suggested

collaborative team meeting strategy (CTMS) on developing EFL prospective teachers' lesson planning and lesson delivery quality. The recruited participants (n=18) were two intact EFL fourth-year practicum groups. A pre-post lesson planning quality checklist and a lesson delivery quality observation checklist were designed and implemented. The intervention training was a suggested collaborative team meeting strategy (CTMS). Procedurally, before the intervention, the quality of the participants' lesson planning and lesson delivery quality were pre-assessed. The participants were trained on the CTMS. While and after the intervention participants' lesson planning and lesson delivery quality were pre-assessed.

The study findings revealed that using the CTMS improved EFL prospective teachers' lesson planning. Similarly, using the CTMS improved EFL prospective teachers' lesson delivery. These findings are supported by Mow (2010) and Burton (2015) who report that collaborative learning affects positively learners' performance and effective collaborative practices enhance teachers' pedagogical skills. Another finding was that there was a moderate positive correlation between the EFL prospective teachers' lesson planning quality and lesson delivery quality. Furthermore, the present study revealed that there is a moderately positive correlation between EFL prospective teachers' lesson planning and lesson delivery quality. Ward (2006) and Praetorius et al. (2018) were against this finding claiming that the relationship between teachers' lesson planning and lesson delivery hardly corresponds to each other. On the contrary, Dorovolomo, Phan, and Maebuta (2016) support this finding reporting that there is a positive relationship between quality of lesson planning and quality of delivery, $r = .42$.

However, this finding does not mean that EFL prospective teachers will make an automatic transition from lesson planning to

lesson delivery. On the other hand, it is possible for teachers who used average lesson plans but could implement them effectively. It is likely that there were other variables beyond the scope of the current study that would influence such findings. They must be equipped with necessary skills not only in lesson planning but in its implementation in real classes (Tsangaridou, 2008).

In light of the study findings, it is recommended that more practical sessions should be devoted to lesson planning and has to be dealt with as a practical skill. It should be an integral part of TEFL courses in EFL preparation programs. Short-term training courses are effective in developing EFL prospective teachers' pedagogical skills including lesson planning and lesson delivery. Collaborative work must be the main training technique in practicum. Moreover, EFL prospective teachers are not empty vessels to be filled up by a sole expert, but they have valuable inputs into the lesson planning and delivery processes when they work together. Thus, collaborative lesson planning should be generalized in practicum

Finally, more research is required to investigate other variables that may positively affect lesson planning quality and teaching performance of EFL prospective teachers. More research is required to investigate the effect of coupling collaborative lesson planning and co-teaching.

The scope of the current study is limited to the operational definitions of the key terms and variables which are partially restricted to the study scope. Findings generalization is not possible since the study sample is rather small. The participants did their best because the researcher was their supervisor in practicum. The gender difference was disregarded in this study.

The participants were practicing their practicum in private schools where the academic facilities were more advanced than those in the governmental public school.

REFERENCES

- Akcan, S. (2016). Novice non-native English teachers' reflections on their teacher education programmes and their first years of teaching. *PROFILE Issues in Teachers' Professional Development*, 18(1), 55-70.
- Bruce, C., D., Flynn, T., & Stagg-Peterson, S. (2011). Examining what we mean by collaboration in collaborative action research: A cross-case analysis. *Educational Action Research*, 19(4), 433-452.
- Charalambous, C. (2010). Mathematical knowledge for teaching and task unfolding: An exploratory study. *Elementary School Journal*, 110, 247-278.
- Chichibu, T., & Kihara, T. (2013). How Japanese schools build a professional learning community by lesson study. *Journal for Lesson and Learning Studies*, 2(1), 12-25.
- Cicek, V. (2013) Effective Use of Lesson Plans to Enhance Education. *International Journal of Economy, Management and Social Sciences*, 2(6): 334-341
- Cochran-Smith, M., & Villegas, A. (2016). Research on teacher preparation: Charting the landscape of a sprawling field. In D. H. Gitomer & C. A. Bells (Eds.), *Handbook of research on teaching* (5th ed., pp. 547-439). AERA.
- Darling-Hammond, L. (2010). *The flat world and education: How America's commitment to equity will determine our future*. London: Teachers College Press.
- Darling-Hammond, L. (2014). Strengthening clinical preparation: The holy grail of teacher education. *Peabody Journal of Education: Issues of Leadership, Policy, and Organizations*, 89(4), 547-561.

- Dorovolomo, J., Phan, H. & Maebuta, J. (2016). *Quality lesson planning and quality delivery: do they relate? The International Journal of Learning*, 17 (3). pp. 447-456.
- Dudley, P. (2014). *Lesson Study Handbook*. Cambridge: UK
- Flores, M. A. 2016. "Teacher Education Curriculum." In *International Handbook of Teacher Education*, edited by J. Loughran and M. L. Hamilton, 187–230. Dordrecht, Netherlands: Springer.
- Friend, M. & Cook, L. (2010). *Interactions: Collaboration skills for school professionals* (6th Ed.). Columbus, OH: Merrill.
- Gillies, R. and Boyle, M. (2010). Teachers' reflections on cooperative learning: Issues of implementation. *Teaching and Teacher Education*, 26, 933–940.
- Gutierrez, C. (2015). Beliefs, attitudes, and reflections of EFL pre-service teachers when exploring critical literacy theories to prepare and implement critical lesson plans. *Colombian Applied Linguistics Journal*, 17(2), 179-192.
- Habibi, K., (2020). Effectiveness of Lesson Planning in Teaching EFL. *International Journal of Science and Research (IJSR.)* 9(6). DOI: 10.21275/SR20612151857
- Hadley, A. (2001). *Teaching Language in Context*. United States: Heinle and Heinle Thomson.
- Harmer, M. & Russell, D. (2000). *How can I plan more effective lesson?* Massachusetts. United States of America.
- Haynes A. (2010). *The Complete Guide to Lesson Planning and Preparation*. Continuum International Publishing Group.
- Jacobs, C., Martin, S., & Otieno, T. (2008). A science lesson plan analysis instrument for formative and summative program evaluation of a teacher education program. *Science Education*,

- 92(6), 1096–1126. <https://doi.org/10.1002/sce.20277>.
- Jalongo, M, Rieg, S., and Helterbran, V. (2007). *Planning for Learning: Collaborative Approaches to Lesson Design and Review*. New York: Columbia Univ.
- Kang, H. (2017). Preservice teachers' learning to plan intellectually challenging tasks. *Journal of Teacher Education*, 68(1), 55–68. <https://doi.org/10.1177/0022487116676313>
- Kola, M. (2019). Pre-service teachers' action research: technology education lesson planning in a South African University, *Educational Action Research*, 29(1). 99-117. <https://doi.org/10.1080/09650792.2019.1686043>
- Konig, J. et al. (2020a) Pre-service teachers' generic and subject-specific lesson-planning skills: On learning adaptive teaching during initial teacher education, *European Journal of Teacher Education*, 43:2, 131-150, DOI: 10.1080/02619768.2019.1679115
- Konig, J. et al. (2020b). General pedagogical knowledge, pedagogical adaptivity in written lesson plans, and instructional practice among preservice teachers, *Journal of Curriculum Studies*, 52(6), pp. 800-822, DOI: [10.1080/00220272.2020.1752804](https://doi.org/10.1080/00220272.2020.1752804)
- K o n i g , J . , B r e m e r i c h - Vos, C. Buchholtz, S. Lammerding, S. Strauß, I. Fladung, and C. Schleiffer. (2017) "Modelling and Validating the Learning Opportunities of Preservice Language Teachers: On the Key Components of the Curriculum for Teacher Education." *European Journal of Teacher Education* 40 (3): 394–412. doi:10.1080/02619768.2017.1315398.
- Lika, (2017). Pedagogy EFL/ESL teaching: importance of teaching lesson planning in second language teacher education. TESOL

Quarterly, 50(1), 246-263. doi:10.1002/tesq.283

MacDonald, J. & Phillips, R.A.D. (2005). Developing teaching briefs and plan teaching sessions. *Education for Primary Care*, 16, 496-498.

Marjan, L., & Mozhgan, L. (2012). Collaborative learning: what is it? *Procedia - Social and Behavioral Sciences* (3)1 491 – 495. doi:10.1016/j.sbspro.2011.12.092.

Meyen, E. and Greer, D. (2009). The role of instructional planning in math instruction for students with learning disabilities. *Focus on Exceptional Children*, 41(5), 1–12.

Mishra, R. (2009). *Lesson Planning*. APH Publishing Corporation. New Delhi. India.

Mow I. (2010). Effectiveness of Collaborative Learning in Teaching Information Systems. In: Elleithy K., Sobh T., Iskander M., Kapila V., Karim M., Mahmood A. (eds) *Technological Developments in Networking, Education and Automation*. Springer, Dordrecht. https://doi.org/10.1007/978-90-481-9151-2_15.

Murcia, M. (2001). *Teaching English as a Second or Foreign Language*. United States: Heinle and Heinle Thomson.

Naeem, M. (2014). English preservice teaching: Problems and suggested solutions. Available at <https://scholar.google.co.th/scholar?>

Nguyen, H. (2017). *Models of mentoring in language teacher education*. Switzerland: Springer.

Pang, M. (2016). Companion guides for lesson planning: a planning template and the lesson plan pro forma, *ELT Journal*, 70, 4.

Praetorius, A., Klieme, E., Herbert, B., & Pinger, P. (2018). Generic dimensions of teaching quality: The German framework of

- three basic dimensions. *ZDM Mathematics Education*, 50(3), 407–426. <https://doi.org/10.1007/s11858-018-0918-4>
- Rusznayak, L., and E. Walton. 2011. “Lesson Planning Guidelines for Student Teachers: A Scaffold for the Development of Pedagogical Content Knowledge.” *Education as Change* 15 (2): 271–285. doi: 10.1080/16823206.2011.619141.
- Sahin-Taskin, C. (2017). Exploring Pre-service Teachers’ Perceptions of Lesson Planning in Primary Education. *Journal of Education and Practice*.(8)12.
- Stein, B., Jaycox, L., Kataoka, S., Wong, M., Tu, W., Willliott, M. (2003). A mental health intervention for school children exposed to violence. *Journal of the American Medical Association*, 290, 603–611.
- Stigler, J., & Miller, K. (2018). Expertise and expert performance in teaching. In A. Ericsson, R. R. Hoffman, A. Kozbelt, & A. M. Williams (Eds.), *The Cambridge handbook of expertise and expert performance* (2nd ed., Ch. 24, pp. 431–452). Cambridge University Press.
- Tsangaridou, N. (2008). Trainee primary teachers’ beliefs and practices about physical education during student teaching. *Physical Education and Sport Pedagogy*, 13(2), 131-152.
- Vescio, V., Ross, D., & Adams, A. (2008). A review of research on the impact of professional learning communities on teaching practice and student learning. *Teaching and Teacher education*, 24(1), 80-91.
- Ward, P. (2006). What we teach is as important as how we teach it. *Journal of Physical Education, Recreation & Dance*. 77(8), 23-25.

مستخلص الدراسة

أثر استراتيجية مقترحة قائمة على فريق العمل التعاوني في تنمية جودة تخطيط وتنفيذ الدرس لدى الطلاب المعلمين تخصص اللغة الإنجليزية

هدفت هذه الدراسة الى تحديد أثر استراتيجية مقترحة قائمة على فريق العمل التعاوني في تنمية جودة تخطيط وتنفيذ الدرس لدى الطلاب المعلمين تخصص اللغة الإنجليزية (18 طالبة وطالبة) بكلية التربية جامعة 6 أكتوبر. إتمدت الدراسة على تصميم المجموعة الواحدة ذات الاختبار القبلي والبعدي. ولجمع البيانات اللازمة للدراسة، تم إعداد قائمة تقييم لجودة تخطيط وتنفي الدرس وكذلك بطاقة ملاحظة لتقييم تنفيذ الدرس. كما تم تدريب الطلاب على العمل التشاركي من خلال تبنى استراتيجية مقترحة. وقد بينت النتائج أن الاستراتيجية المقترحة فعالة في رفع مستوى جودة تخطيط وتنفيذ الدرس. كما ثبت أن هناك علاقة ارتباط ايجابي بين جودة تخطيط الدرس وجودة تنفيذ الدرس.