



Modeling Lesson Planning with Authentic Materials for Preservice Teachers¹

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Abstract

Teacher educators worldwide have expressed their concern about teaching their students how to transfer theoretical knowledge into practice. Thus, this paper aims to describe a study about modeling lesson planning for 16 preservice teachers at a Colombian university program, featuring authentic materials (AM). It also shows the main perceptions of this group of teachers during the modeling workshops. To collect data, surveys, video recordings, student teachers' activity samples, and a complete lesson plan was employed. In this action research, data were analyzed using thematic analysis. Findings revealed that following a structure such as pre, while, and post cycle was effective for student teachers to organize a lesson in terms of macro scaffolding. Meanwhile, they encountered challenges when proposing specific steps to accomplish the activities they sketched in a lesson plan. Similarly, these student teachers positively perceived the workshop sessions. This paper concludes by stating some pedagogical implications for further research and reflection.

Keywords: modeling; scaffolding; English teacher educators; lesson planning strategies; audiovisual materials; preservice teacher's knowledge.

Resumen

Modelado de planificación de lecciones con materiales auténticos para profesores en formación

Los formadores de docentes globalmente han expresado su preocupación por enseñar a sus estudiantes cómo transferir el conocimiento teórico a la práctica. Este artículo describe un estudio sobre el modelado de planificación de clases para 16 futuros docentes en un

¹ Research Article

programa universitario colombiano, utilizando materiales auténticos. El estudio también muestra sus principales percepciones durante los talleres de modelado. Para recopilar datos, se emplearon encuestas, videos, muestras de actividades de los estudiantes y un plan de lección completo. En esta investigación-acción, los datos se examinaron mediante análisis temático. Los hallazgos revelaron que seguir una estructura como el ciclo de pre, durante y post fue efectivo para estructurar las lecciones en términos de macro-andamiaje. Sin embargo, los participantes enfrentaron desafíos al proponer pasos específicos para desarrollar las actividades que esbozaron en un plan de lección. Igualmente, estos futuros docentes percibieron positivamente los talleres. Este artículo concluye planteando algunas implicaciones pedagógicas para futuras investigaciones y reflexiones.

Palabras clave: modelado; andamiaje; formadores de profesores de inglés; estrategias de planificación de lecciones; materiales audiovisuales; conocimiento del docente en formación.

Résumé

Modélisation de la planification de cours avec des matériaux authentiques pour les enseignants en formation initiale

Les formateurs d'enseignants du monde entier ont exprimé leur inquiétude quant à la manière d'enseigner à leurs étudiants comment transférer les connaissances théoriques dans la pratique. Cet article présente une recherche-action sur la planification de cours pour 16 futurs enseignants dans une université colombienne, en utilisant des matériaux authentiques et des ateliers de modélisation. Les perceptions des participants lors des ateliers ont été recueillies par des enquêtes, des vidéos, des exemples d'activités et un plan de cours. L'analyse thématique des données montre que la structure en cycle (pré-, pendant et post-) aide à organiser les leçons efficacement, mais la difficulté demeure chez les futurs enseignants pour détailler les étapes spécifiques des activités. Les enseignants ont évalué positivement les ateliers. L'article se termine par des implications pédagogiques pour des recherches et des réflexions futures.

Mots-clés : modélisation ; scaffolding ; formateurs d'enseignants d'anglais ; stratégies de planification des cours ; matériel audiovisuel ; connaissances de l'enseignant en formation.

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3/24

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MODELING LESSON PLANNING WITH AUTHENTIC MATERIALS FOR PRESERVICE TEACHERS

Educators in various education faculties globally have tried to figure out ways to guide their student teachers as the latter found it challenging to put into practice what they have learned in theory. The English Language Teaching (ELT) field has not been an exception to the challenges posed. Among the diverse difficulties preservice teachers face when they start teaching are: setting objectives, aligning objectives and assessment, creating a logical sequence of activities, and planning appropriate activities for each stage of a lesson, to cite some. Consequently, one of the ways in which teacher educators have attempted to address those issues has been by proposing strategies to instruct student teachers in planning their lessons in more knowledgeable and reflective ways.

Locally speaking, our institution is a bilingual teachers' college located in Bogotá, which has as well witnessed the difficulties experienced by preservice teachers. Thus, in this paper, we would like to describe the problem in our educational setting. We will then proceed by examining some of the solutions that researchers have proposed across a variety of contexts. We will close this first section by reporting our approach to this issue.

The gap between theory and practice has been addressed by several researchers in the educational field. Shulman (1986) is one of the earliest authors cited when mentioning the need to prepare preservice teachers both in their Pedagogical and Content Knowledge (PCK). Aleccia (2011), for example, has referred to the imbalance between theory and practice concerning preservice teachers. In addition, the teaching practicum is one of those courses in which the gap between theoretical and practical knowledge becomes particularly evident. Therefore, mentors and practicum coordinators witness beginning teachers both thrive and fail in their teaching attempts. At our educational institution, it became evident that preservice teachers were succeeding in some areas while they were struggling in others.

To understand the problem more deeply, we interviewed the practicum coordinator in our context. The diagnosis obtained from the interview revealed that our preservice teachers found difficulties regarding the lesson plan structure, objective setting, planning for the day together with anticipating emerging problems, dealing with specifics of their practicum context, and executing their pedagogical, content, and linguistic knowledge. To address this issue, we decided to focus on teaching lesson planning. As we have advocated for the use of authentic materials (AM) in teaching, we thought of framing our lessons using those kinds of resources and following a pre, while, and post stage cycle. We also reviewed what other researchers had done in the area of teaching how to lesson plan in ELT.

Researchers in the ELT field have studied the challenges faced by preservice teachers looking for ways to help them. We would like to illustrate this by citing some

studies reviewed (see Romero-Molina, 2022). Three groups of researchers working in their respective settings proposed strategies and frameworks that facilitated the identification of strengths and aspects to improve (Drajati et al., 2021; Liyanage & Bartlett, 2010; Telles-Quezada et al., 2019). Such identification was accompanied by reflection instruments that helped preservice teachers become aware of their pedagogical and content knowledge as well as their beliefs, and how these aspects were reflected (or not) in their practice. Other researchers focused on mentoring and supervision to guide their students in lesson planning (Amalia & Imperiani, 2013; Jantarach & Soontornwipast, 2018). These studies emphasized the stages that preservice teachers went through while planning as well as how the data collection techniques used (e.g., interviews) promoted reflection to consider the decisions that they had made. Collaborative practices represent another means attempted to enhance preservice teachers' planning skills. In this case, researchers have designed approaches to have their students plan together and evaluate the outcomes of such planning (Badawi, 2017; Coskun, 2019). Some researchers have seen potential in helping their students plan from the early stages of their program courses, therefore, they have provided them with examples of lesson plans and other formats illustrating lesson design (Chien, 2016; Cuñado & Abocejo, 2019; Gülten, 2013).

5/24

One last group of research has centered on following a constructivist and modeling approach using authentic materials. Oguz and Bahar (2008) made the case that for preservice teachers to plan more skillfully they needed to be taught in the approach and with the materials that they were expected to use. Thus, instructing students by helping them construct their knowledge, as the researchers concluded, constitutes a suitable strategy to teach lesson planning. In the same vein, Jaelani and Umam (2021) used authentic materials (i.e., TED talks) to teach English to their preservice teachers. The researchers intended to show their students how to incorporate authentic materials and authentic assessment by modeling this in their lessons.

The studies reviewed evidenced the variety of strategies and approaches that teacher educators have explored to enhance their preservice teachers' lesson planning skills to bridge the gap between theory and practice concerning PCK. As revealed by some meta-analysis, the most effective ways to upgrade lesson planning skills seem to be mentoring, cognitive modeling, and collaborative approaches (Gomez Johnson et al., 2020; Mok & Staub, 2021). The review also showed that studies that teach how to lesson plan using modeling and authentic materials are scarce, so we would like to contribute to bridge this gap as well as that still found between theory and practice, in other words, help narrow the challenge that preservice teachers face when transferring theoretical

knowledge into practical applications. Consequently, our research was guided by the questions below:

- What does modeling lesson planning with authentic materials following a pre, while, and post cycle reveal about preservice teachers' lesson planning process?
- What is the student-teachers' perception of workshops designed to model lesson plans with authentic materials?

THEORETICAL FRAMEWORK

Lesson Planning

A lesson plan is considered the road map of the resources used, the content taught, the sequenced activities carried out, and the ways learners' performance can be evaluated. When creating a lesson, teachers need to consider students' background, the objectives of the lesson, the skills to be taught, the materials, the time constraints and the connections to previous and future lessons (Jensen, 2001), possible problems, and additional possibilities (Harmer, 2015). Lesson planning is a cyclical process that starts with pre-planning, continues with planning, and culminates at the implementation stage. This is followed by an evaluation stage, which, in turn, contributes to the preplanning stage of the next lesson (Jantarach & Soontornwipast, 2018).

When preparing lessons, the teacher displays their understanding of language learning and teaching, which includes knowledge of characteristics of learners and theories of language acquisition. To this, Jensen (2001) adds the teacher's awareness of historical and current practices in second and foreign language pedagogy. Planning can be regarded as a transformational process in which teachers create ideas and make decisions based on their understanding of the learners' needs, difficulties, interests and on the content of the lesson itself (Richards & Renandya, 2002). This transformation does not happen overnight and is not strictly linear. It can have its turns, stops, delays and be redirected as new teaching experience takes place and is assimilated into the individual's cognitive structures, which work as a frame of reference, view of the world, or personal philosophy (Kumi-Yeboah & James, 2012).

Scaffolding

Scaffolding has tremendous implications for teaching and learning as it is an instructional process in which a teacher, or a more knowledgeable peer, assists learners to develop abilities and enables them to reach learning goals (Bruner, 1957; Vygotsky, 1978). This strategy is necessary for articulating effective pedagogical practices that help learners advance from their actual to their potential developmental level. This implies that

teachers must provide support by creating appropriate conditions for learning to occur. This does not mean the simplification of tasks, but the design of appropriate levels of difficulty or challenge for their successful achievement (Engin, 2013; Gibbons, 2015). Some main qualities have been associated with scaffolding: it occurs with assistance, is focused, helps to avoid learner's failure and is temporary (Myhill et al., 2006).

Mariani (1997, as cited in Hammond & Gibbons, 2005) points out the need for instruction that provides both high challenge and support. Challenge is provided when tasks are set in a way in which, for example, they do not require a single answer, or when they allow students to apply their new understandings to authentic contexts. Support is given when tasks are modeled, and collaboration is integrated into the learning environment. "Classrooms with high challenge and high support are those where scaffolding is most likely to occur, and where students are most likely to be working within the Zone of Proximal Development (ZPD)" (Hammond & Gibbons, 2005, p. 9). This challenge and support dynamics can be related to specific features of pedagogical scaffolding such as continuity, contextual support, intersubjectivity, contingency, takeover, and flow (Walqui, 2006). Hammond and Gibbons (2005) as well as Engin (2014) refer to macro scaffolding as designed-in scaffolding. They explain that it is consciously planned by teachers and includes the identification of classroom goals, the organization of classrooms and the selection and sequencing of tasks. Designed-in scaffolding or contextual support establishes the foundations for effective micro scaffolding, that is, the talk that takes place based on a shared understanding of the learning context.

7/24

Teacher Knowledge

Shulman (1986) pinpoints content knowledge, which, broadly speaking, is what teachers need to know for teaching. He moves further to propose that content knowledge should be branched into three aspects: subject-matter content knowledge, pedagogical content knowledge, and curricular knowledge. Subject-matter concerns teachers' specific knowledge of the area they teach. Pedagogical knowledge means that teachers know how to transmit their understanding to their students. Similarly, teachers should be qualified with an understanding of which topics are easy or difficult for students to comprehend as well as the most common "misconceptions" (p.9) that they may have. Lastly, curricular knowledge deals with the teachers' understanding that there exists a curriculum together with alternative materials and resources that teachers may use. All in all, this puts forward the need to describe teachers' knowledge in a more comprehensive way that accounts for all the domains of knowledge and shows what teachers are required to know in order to transform their understanding into something that students can understand too. This embraces both content knowledge and pedagogical knowledge.

Novice Teacher's Knowledge and Perceptions

The dimensions of knowledge mentioned above become especially relevant when students transition from student teachers to novice teachers. Thus, connecting theory and practice seems to be the main concern among these beginning teachers, which is evident when preparing and executing lessons, managing their classroom, and building their teaching identity (Farrell, 2015). For example, Macías-Villegas and Hernández-Varona (2023) have pointed out students' acknowledging their difficulty to leave their students' role behind and evolve into teachers who can establish clear links between the theory learned in their courses and the reality found in their classrooms to perform successfully as teachers. When facing these issues, novice teachers perceive they may be left to their own devices having to navigate challenges by themselves.

To support preservice and novice teachers in these matters and aid narrowing the gap between theoretical knowledge and practice, teacher educators can promote collaborative lesson planning and the analysis of lesson implementation outcomes (Faez & Valeo, 2012; Farrell, 2015). Such collaboration during the practicum offers an opportunity to develop reflection for action, an essential skill in preparing teachers to increase their teaching efficacy and respond to the complexities of real teaching environments.

8/24

Modeling

According to social learning theory, individuals learn through modeling (Bandura, 1977). Thus, learning is modeled, and people process those models, being observation the main means to approach the models provided. The effectiveness of models depends on various factors such as the observers' skills, the characteristics of the models, and the responses obtained after modeling an activity. In this sense, modeling possesses some attributes: attention, which means observing and focusing attention; retention implies remembering and storing the model, which could be done through images or by verbal representations; motor reproduction represents the action stage of modeling, so the verbal or image representation is translated into observable behavior. And the motivational attribute accounts for what moves individuals to accept or reject a given model.

Concerning teacher education, modeling constitutes a functional resource to guide prospective teachers in general education (e.g., Loughran & Berry, 2005) and in English Language Teaching (e.g., DelliCarpini, 2014). Aleccia (2011), for example, states that "teacher educators must model what it means to be an accomplished classroom teacher for their students. Good modeling is an essential component of good teaching." (p. 89). Such "good modeling" entails course design, ways of assessment, teaching techniques, and an adequate use of technological tools. Aleccia argues that these aspects of modeling combined with their preparation, clarity of their teaching mission, and their experience,

constitute what makes teacher educators thrive. In brief, the ideas presented in this section guided our understanding to design the intervention proposed and to analyze and interpret the data collected.

METHODOLOGY

Participants

The participants in this research study were 16 student teachers (eight male and eight female) in the ninth and tenth semester of a Bachelor Program in Bilingual Education (Spanish and English) at a teachers' college in Bogota. Most of them were within the age range of 21 and 25. Student teachers in the ninth semester were in their first teaching practicum, while students in the tenth semester were enrolled in their second practicum. Students were informed about the type of study, and they consented to participate voluntarily.

Data collection instruments

9/24

To collect the data for this qualitative study four instruments were used. First, surveys were carried out with the participants at the end of each of the four workshops to identify their lived experiences while engaging with the specific content delivered in each session. The second instrument was the preservice teachers' activity samples, which were used to explore the strengths and challenges they faced when planning the pre, while and post phases of a lesson based on authentic materials. This is, after the rationale for each stage was explained, the student teachers proposed a possible activity that could fit in with the stage described. A third data source was the video recorded sessions with all the preservice teachers while participating in the workshops. They served to pinpoint the participants' reactions, questions, or comments towards the content and material. The last instrument was a complete lesson plan that two students (i.e., student dyad's lesson plan) designed for one of the classes they were teaching in their practicum at the time the workshops were given.

Research Design

This study followed a qualitative research paradigm, defined as the description of a phenomenon from the point of view of those who lived it and experienced it, which depends on an interpretative analysis process (Beaudry & Miller, 2016). Qualitative data analysis involves organizing, accounting for and explaining the data; in short, it means making sense of data in terms of the participants' definitions of the situation, noting patterns, themes, categories, and regularities (Cohen et al., 2007).

Action Research

Action research seeks to overcome the gap between research and practice, as it combines diagnosis, action, and reflection, while aiming at causing practical improvement, innovation, change, or development of educational practice. Action research also contributes to the growth of self-reflective practitioners and better understanding and improvement of their practices as well as their professional development. When carried out by teachers, action research generates notable contributions, increases teachers' awareness of classroom issues, improves the congruence between theories and practice, shapes their definitions of their professional skills and roles, and increases their feelings of self-worth and confidence (Cohen et al., 2007).

Data analysis

Thematic analysis constituted the method to analyze the data. This is a flexible method that helps identify, organize, and provide insight into themes present in the data, which captures meaning that is relevant to the research question. Ayres (2008; as cited in Flick, 2013, p. 26) stated that "thematic analysis is a data reduction and analysis strategy by which data are segmented, categorized, summarized, and reconstructed in a way that captures the important concepts within a data set".

10/24

This study followed Braun and Clarke's (2012) approach, therefore, in the first phase, we familiarized with the data by reading and rereading the textual and audio-visual data. In phase two, we generated initial codes to identify potential features relevant to our research question. We organized the data in tables and coded them in small chunks by identifying the code name and highlighting the related portion of the text. Codes were identified across more than one data item. In searching for themes, the third phase, codes that seemed to share a unifying feature were identified and clustered together so that they could reflect coherent and meaningful patterns. Also, relationships between themes were considered to see how they contributed to telling a coherent story about what was going on in the data, and a list of possible themes was created for revision. In the fourth phase, the quality of potential themes was reviewed by exploring whether the established themes worked in relation to the data. As a result, some codes were discarded or relocated under other themes, some themes were collapsed, and others divided into more specific ones. In the fifth stage, collaboratively we defined the names of the themes, analyzed the coherence and concreteness of each potential theme by reading it several times and explaining the underlying elements contained in it, and, finally, prepared the report.

Pedagogical Intervention

The pedagogical intervention developed around four workshop sessions, each of which was devoted to a specific stage: pre, while, and post phase of a lesson designed using a sample of authentic material. The material employed for sessions two to four was a video about Colombian breakfast created by some foreign visitors. Besides the three sessions, there was an introductory session illustrating a complete lesson based on an authentic video about two Syrian refugees (four sessions in total). Each session emphasized the theoretical foundation of the stage, its objective, and some strategies to be applied. In the three workshops the participants took the role of students first and carried out the activities proposed. This way they experienced the lesson from a student standpoint, and they witnessed a model of the procedures followed at each stage. Next, the student teachers took a teacher's role and were given a task to apply their understanding by outlining one activity that could fit the characteristics of the stage and the authentic material being used. Finally, their outlines were shared with the whole group, and the session was closed by sharing questions and feedback on the process.

FINDINGS

11/24

To address the first research question—What does modeling lesson planning with authentic materials following a pre-, while-, and post- cycle reveal about preservice teachers' lesson planning process? —this section draws on the activities designed by the participants during each workshop session, as well as a lesson plan developed by one student-teacher dyad. These sources provided valuable insights, which are analyzed through the two emergent themes: Student teachers' strengths to plan lessons and challenges faced.

Student Teachers' Strengths to Plan Lessons

At the Pre Stage

Based on the activities proposed by student teachers around the video about Colombian breakfast, it could be noticed that they clearly understood the general purpose of each stage of the lesson. For example, for the pre stage they suggested activities such as questioning to tap into students' background knowledge, as well as activities centered on linguistic aspects, especially vocabulary, as illustrated in Table 1. This suggests student teachers' understanding of the need to prepare their learners for the content they would encounter in the material (text, video, audio). In this process, their intention was to guide their learners to explore their background knowledge not only concerning linguistic terms, but also their cultural experience. In this sense, student teachers proposed activities focusing on form and focusing on meaning.

Table 1. *Prestage Activities to Focus on Form or Focus on Meaning as Proposed by Student Teachers*

Focus on Form	Focus on Meaning
• Matching words with meaning-images (e.g., ingredients, recipes) • Pictionary: in groups learners guess what their partner is drawing on the board (using vocabulary from the video and prior knowledge) • Unscramble sentences	• Storytelling: An experience in a restaurant. Why is it your favorite food? • Ask questions about Ss' background knowledge. As an example, "What is the strangest breakfast you have ever eaten?" "What is your favorite breakfast" • Asking cultural questions (what do you think people from Egypt eat for breakfast?) and context questions (What do you usually eat for breakfast?)

12/24

Note. The activities are written here, and in other excerpts, as proposed by the student teachers. They were only slightly modified when the clarity of the idea was affected.

In the lesson plan on writing a friendly letter designed by the dyad, it could be noticed that for the pre-stage, the student teachers included a few questions to encourage their learners to talk about any writing-a-friendly-letter experience in order to connect to the content of the lesson. This shows that the student teachers preferred a focus on meaning for exploring learners' background knowledge.

At the While Stage

Regarding the while stage, student teachers were able to establish a purpose for their potential students to watch the video about Colombian breakfasts. They suggested categorizing as a strategy to help learners focus on specific information provided by the video. For example, they planned to have learners identify different types of dishes and classify them into three categories (breakfast, lunch, dinner). Other ideas were for learners to categorize the dishes mentioned in the video into healthy and unhealthy food and list the dishes and their ingredients. This shows student teachers' awareness of

strategies such as categorizing to guide learners during the while-stage and help them watch the video with a purpose in mind. Similarly, in the lesson plan (writing a friendly letter) the dyad planned to have their learners watch a video in the following sequence:

Firstly, they had to watch the video just to see what they understood. Secondly, they watched it again, and took notes keeping in mind the question: which are the segments when writing a friendly letter? Finally, learners checked together what they found. (Student dyad's lesson plan).

This sequence illustrates that student teachers were aware, up to a certain extent, of the purpose of the while stage (i.e., have students watch or read and do something while doing it).

At the Post stage

For the post stage, student teachers proposed activities for learners to connect the content (i.e., form and meaning) of the video to real-life experiences. Table 2 illustrates the connections they were able to establish both in terms of form and meaning.

13/24

Table 2. *Post Stage Connections between the Video Watched and Real-life Experiences as Proposed by Student Teachers*

Student Teachers' Proposals	Post Stage Guidelines Applied in Student Teachers' Proposals
• Create a restaurant's menu and select your favorite menu by visiting different stations in the classroom. • Make a video to demonstrate how to cook a recipe. • Sell a dish at a food event	• Recycle vocabulary and grammar • Get to use target language and topic in writing and speaking activities • Provide opportunities to develop fluency or accuracy • Connect new knowledge to students' context/culture

Concerning the lesson plan sample, the dyad proposed that learners write their own letter to a friend to encourage production: "for them [learners] to start producing,

they will create a letter” (Student dyad’s lesson plan). In general, the ideas presented for the post stage suggest that student teachers applied the guidelines explained by the researchers during the workshop session.

Student Teachers’ Challenges When Planning Lessons

While most of the student teachers’ ideas to develop a structured lesson plan following a pre, while, and post phases were coherent with the guidelines provided, some areas of improvement are noticeable. First, depth in the scaffolding process while lesson planning appears as an opportunity for improvement. A tendency to plan activities in a general manner, without specifying how each activity would walk learners through the content of the teaching material, was evidenced in the activities proposed by the student teachers during the workshop sessions and in the lesson plan designed by the student-teacher dyad as explained as follows.

At the Pre Stage

For the Colombian breakfast video, student teachers stated different ideas to activate learners’ background and prepare them for the upcoming stage of the lesson. Some activities were: talking about an experience in a restaurant, guessing game (Quizizz), and Pictionary. Nonetheless, no further details were provided on how the focus-on-form activities planned to activate learners’ background would unfold. Therefore, it is hard to see how language would be approached, and how activities would be sequenced to prepare learners for the content they would face in the next stage. Most importantly, it would be difficult to preview the possible problems learners could encounter when carrying out any of the suggested activities.

Similarly, in their lesson about writing a friendly letter, the student dyad proposed asking a few questions for learners to answer such as “Did you write a letter to a friend this year? Who is she/he? How long was it?” (Student dyad’s lesson plan). Although these questions are useful to explore background knowledge, additional questions are needed to help learners connect more explicitly to the content of the video (i.e., how to write a friendly letter) presented in the while stage. For example, what are the characteristics of a friendly letter? (i.e., length, formal, informal, etc.) What do you think are the parts of a friendly letter? These questions could help the teacher explore what students know or do not know for them to scaffold more effectively by, for example, building background (e.g., providing samples, explaining key information about the letters, providing language support).

At the While Stage

For the Colombian breakfast video, some student teachers seemed to be confused with the distinction between the purpose of the while and post stage. In the while phase, they proposed activities that were more suitable for the post stage as shown in the example below:

Students can create their own restaurant doing only three dishes, and then each group can specialize in a specific dish that they choose, two or three dishes in order not to overwhelm them. And they can start and describe their own dishes to the other partners that are rotating on their stations. (Students' activities)

Clearly, this task is not aligned with the purpose of the while stage, which is establishing a purpose while watching, listening, or reading a given material, rather, the activity is more appropriate for the final phase of the lesson (post stage). This lack of coherence is also supported by what student teachers expressed in the survey, which showed a common concern among them about how to create a logical sequence between the stages of the lesson (pre, while, and post) as well as how to provide the appropriate scaffolding between activities to ease students' understanding and learning. As one student teacher stated, "sometimes it is important to remember what is needed in order to continue activities with a sequence. The tricky part is to choose while stage activity that be linked with the pre-activity and the post activity". (Student survey – while stage)

In the same vein, in their lesson about writing a friendly letter, the student dyad proposed that at the while stage learners watch a video about the parts of a friendly letter:

For the first view, they had to focus on listening and see what they could understand. For the second time, they needed to take notes and answer the question: which are the segments when writing a friendly letter? Next, they shared their answers. (Student dyad's lesson plan)

It can be noted that the scaffolding process in this stage needed to be carried out beyond having learners identify the parts of a friendly letter. Apart from the video, learners could also be exposed to an authentic friendly letter to identify its parts and the idiomatic expressions, grammar and style used in it as a model for them to write their own. Thus, we provided the student dyad with a real letter that had been written to one of us and recommended creating a chart for their learners to complete and demonstrate their understanding of the main idea of that text. It was also suggested using colors to differentiate the sections in the authentic letter and for learners to know what to focus on while reading it.

15/24

At the Post Stage

For the Colombian breakfast video, student teachers proposed some ideas to connect the content worked during the pre and while stages to students' context such as evaluating with Quizizz games, creating a menu, showing how to cook a recipe, selling food or asking questions about the topic or related to learners' real life. Here is an example:

From the breakfasts you watched in the video, Which one is your favorite? Why? Record a two minute video. Can you think of one breakfast that didn't appear in the video but that you really love? What makes it special for you? (Students' activities)

While the ideas for the post stage seemed appealing and appropriate keeping in mind the purpose of this final phase, they were stated in a general manner, which did not show a scaffolding process. Similarly, although the questions above seemed to favor fluency, it was unclear how the speaking activity could be used to take advantage of the language input provided by the video and how it would be incorporated by learners into their speech or writing.

Alternatively, the student dyad who worked on their lesson plan about writing a friendly letter proposed that students write a letter to a friend following these instructions:

- Think about a friend of yours.
- Write a friendly letter for that person.
- Share an event from your past (recent, last week, weekend).
- Remember to take into account the five steps and the expressions learned in the letter.
- Share your letter with your teacher. (Student dyad's lesson plan)

At first glance, these instructions do tell learners what they were expected to do. However, and keeping in mind that since scaffolding was not clearly developed in the while stage, it would be hard for learners to develop the task effectively. Although this was planned for an intermediate level, helping learners plan how to write the letter could be advisable. For example, learners could create an outline to develop each section of the letter and make sure they use the language input provided by the video and the friendly letter samples. This could ensure learning gains at a higher level.

Having considered the strengths and challenges, here are the findings for the second research question: What is the student-teachers' perception of workshops designed to model lesson plans with authentic materials? To begin, the surveys answered by the student teachers after each of the workshop sessions revealed some contributions to the development of their lesson planning skills. Firstly, student teachers highlighted

the guidance given in the workshop sessions on planning lessons with authentic materials as they felt supported in various areas. Some student teachers said that the workshops provided ideas, views and strategies that were useful for them to consider while planning lessons and which they were willing to incorporate in their own lessons for the practicum. Similarly, they pondered the issues they noticed while creating activities for their lesson plans.

Guidance for Lesson Planning

Specifically, student teachers seemed to appreciate that the workshop materials and activities served as a guide to develop their own lessons. In this regard, one of the student teachers said, “I felt good since I received every kind of info in order to elaborate all the material I need” (Student survey – pre stage). This statement implies the student teacher’s examination of the material presented (i.e., the rationale behind the pre, while, and post stages of a lesson) and its consideration as the basis for their own lesson development. Explicitly, for the post stage, student teachers valued having guidelines to design meaningful activities: “I felt really interested in knowing how to design activities for the post part. I consider it important to remember the tips you provided about the ways to create meaningful activities to end a lesson [post stage]” (Student survey – post stage). At the same time, they identified important elements to bear in mind while lesson planning. For example, one student mentioned “the activities were thought from the form and content aim. Which is interesting to think about when designing activities as well as preparing learners for the upcoming content” (Student survey – post stage).

The comments cited previously suggest that the workshops contributed to student teachers’ awareness of the need to provide clear and meaningful input during the pre stage for learners to be ready to access the content they would encounter during the while stage of the lesson. They also demonstrated some understanding of the importance of incorporating both form and meaning along lessons. This seems to help them be more confident in their own lesson planning processes, as stated by one student teacher who pointed out, “I felt enthusiastic and more confident because I want to know and get experience in teaching in a meaningful way since I have no experience as I would like to have” (Student survey – pre stage). Also, having had the opportunity to work on the design of their own lesson proposal seems to have contributed to their confidence.

In the same vein, the student dyad considered valuable the explicit feedback provided by the teacher researchers during a one-on-one session regarding the opportunities to exploit more deeply the teaching materials, as illustrated: “You think that what you did can’t be beaten. For example, you think about one activity or two to

17/24

work with the letter, but neither me nor my classmate thought of the chart, or the checklist to organize categories [as suggested by the researchers]" (Student dyad's lesson plan).

Reflection on Lesson Planning Issues

The majority of the student teachers who participated in the workshops agreed that scaffolding is one of the main processes to be aware of when planning a lesson but, at the same time, is one of the difficulties highlighted. First, most of the participants seemed concerned about carrying out activities that walked learners through a coherent pre, while, and post sequence. This concern is voiced by some of the participants as exemplified: "You have to take into account the scaffolding. Depending on the pre activity, we can create a good activity for the while [stage]" (Student survey – while stage). This might suggest that student teachers consider that the scaffolding process occurs when a logical set of activities is carried out. In this case, the realization that the design of the pre stage will affect or contribute to how learners experience the while stage, or that the while stage needs to connect well to the pre and post phases, demonstrates comprehension at a macro level of scaffolding as one of the essential factors when lesson planning. In fact, some of their proposals for the Colombian breakfast lesson showed adequate connections and sequence among the three phases.

This macro view of scaffolding was also corroborated in certain features of the dyad's lesson plan about writing a friendly letter. In general terms, their lesson followed a pre, while, and post cycle including activities that fit the purpose of each stage. For the initial phase, for example, they asked questions to relate to learners' background. However, this macro view of scaffolding that students had seemed insufficient when it came to the specificities of the lesson design along the pre, while, and post cycle. In fact, this tendency is acknowledged by one student teacher who stated that "one tends to plan in a general way, but with a pre, while and post structure, one has to plan specifically" (Student dyad's lesson plan).

Additionally, student teachers reflected on the role that a focus on form and a focus on meaning plays in lesson planning. On the one hand, they agreed that it is important to combine form and meaning in the lesson as one student affirmed, "I usually focus on form rather than meaning, and I think it is key to do both" (Student survey – while stage). On the other hand, they also found it problematic as shown in the following statements: "for me it is difficult to mix the meaning and the form in the pre-stage. I mean, sometimes I would like to start activating background but it is important to teach vocabulary, so, that mix becomes difficult to plan" (Student survey – pre stage).

DISCUSSION

The analysis of our data yields important considerations in teacher education programs concerning teaching lesson planning to preservice teachers. Firstly, modeling English lessons designed with authentic materials around a systematic structure (i.e., pre, while, post) constitutes an asset in the lesson-planning learning process of pre-service teachers. This coincides with Oguz and Bahar's (2008) proposal about using a constructivist approach based on authentic materials. In addition, the effective incorporation of modeling is key to developing and extending a comprehension of lesson design. Bandura (1977) states that observing, focusing attention, retention and motor reproduction characterize modeling, in this sense our intervention ensured learners were carefully guided by providing a model that was detailed in terms of the underlying theory, analysis of actual examples, and application of the model. In fact, when creating their own lesson, student teachers were able to include tasks that aligned with the purpose of the pre, while, and post stages of the lesson, which was an expected response to our model. This supports Aleccia's (2011) idea of the need for teacher educators to model teaching for their students.

19/24

As a pedagogical implication, this modeling experience calls for teacher educators to foster a systematic instruction for lesson design to deal with the disparities student teachers find between the theory taught and the real classrooms. Modeling offers a means for student teachers to live firsthand what lesson design and implementation entails, which coincides with Kang and Chen's view that "teachers are more likely to practice what they have experienced as opposed to what they have studied" (2014, as cited in Macías-Villegas & Hernández-Varona, 2023, p. 33).

Additionally, as pointed out by previous studies (Drajati et al., 2021; Liyanage and Bartlett, 2010; Telles-Quezada et al., 2019), presenting lesson planning in intentional, strategic, and well-structured ways facilitate student teachers' comprehension of the theory and design of lessons. Similarly, the reflection promoted while exposing student teachers to such strategies helped them become more aware of their knowledge as well as their beliefs. This realization helps student teacher's reflection for action, which, in turn, contributes to their finding coherence between knowledge and practice.

Pedagogically speaking, the type of collaboration and reflection promoted by modeling may constitute a resource for teacher educators to use in response to the needs pointed out concerning student teacher's preparation (Farrell, 2015), transition from students to teachers (Macías-Villegas and Hernández-Varona, 2023), and development of efficacy (Faez & Valeo, 2012), as these are pivotal aspects for student teachers to grow as confident and qualified professionals.

Nevertheless, when teaching lesson planning, the modeling provided needs to go beyond the understanding and application of the main features of each stage. Modeling

should also include the assistance of the expert (the teacher educator) in the lesson development at the micro level of each stage. In other words, guidance is needed for student teachers to understand what scaffolding is, and how it needs to take place as activities in the pre, while, and post phases unfold. In addition, we perceived a lack of structure and step-by-step guidance. This is, student teachers proposed specific activities for their learners to complete at each stage, yet how the activities were going to be completed was missing. In this sense, we observed that this micro aspect of scaffolding in our model was neglected or might have been more emphasized. In our study, the Challenge and Support Framework (Mariani, 1997, as cited in Hammond & Gibbons, 2005) was intended as one of the underlying tools for lesson planning and, although we explained it as part of our modeling, a more exhaustive guidance on how to integrate it into the actual phases of the lesson plan could have helped the preservice teachers implement a more effective scaffolding process.

Finally, we would like to mention the limitations we found during our research, some of which have been alluded to in the analysis described. First, in our modeling, we could have emphasized more the Challenge and Support Framework proposed by Mariani (1997, as cited in Hammond & Gibbons, 2005). Instead, we emphasized the pre, while, and post stages, which somehow diverted our attention. Additionally, we intended to collect more samples of complete lesson plans for an even more in-depth analysis, but as this was required on a voluntary basis, only two students submitted a complete lesson and agreed to meet for feedback.

20/24

CONCLUSION

In brief, this study revealed that modeling how to lesson plan in a well-established sequence contributes to student teachers' understanding and implementing theoretical principles in their teaching while upgrading their planning skills. Yet, the collaborative work between the student teachers and us, as teacher educators in this study, has also raised considerations that should concern the broader foreign language teaching community —particularly regarding our own understanding of scaffolding, how we teach it to student teachers, and how we support their transition from knowing about scaffolding to knowing how to apply it effectively. One question comes to mind for now and for future research: Can a deeper focus on understanding scaffolding be a way for teacher educators to help preservice teachers transition from theoretical to practical knowledge? Responding to the concerns posed may help continue to bridge the gap between theory and practice in the ELT field.

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Author's Contributions

Jasmin Alfonso-Vargas: Conceptualization, data Curation, formal analysis, investigation, methodology, project administration, writing – original draft preparation, writing – review and editing.

Paola Ximena Romero-Molina: Conceptualization, data curation, formal analysis, investigation, methodology, project administration, writing – original draft preparation, writing – review and editing.

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