Planning and Lesson process according to Turkish teachers: A case study*

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Abstract. This study aims to describe the planning and lesson processing process of the teachers and to get their views on an exemplary lesson plan. The exemplary lesson plan was based on a constructivist approach, and in this direction, an active learning model, cooperative learning model, inventive teaching strategy, station technique, question and answer technique, brainstorming and qualitative sorting technique which is one of the creative thinking techniques were used. This research was designed with a case study, one of the qualitative analysis technique. The study group consists of 12 Turkish teachers working in three different secondary schools. Appropriate sampling, one of the non-probability sampling methods, was used in the determination of the study group. The data of the study was obtained through a semi-structured interview form. 11 open-ended questions were prepared within the scope of the research questions. Content analysis, one of the qualitative analysis techniques, was used to analyze the data obtained in the study. Categories and codes were created according to the opinions of the teachers, and the data obtained were analyzed with the 'MAXQDA 12' program. As a result of the research, it was observed that teachers agree with the view that planning has an important role in the systematic functioning of the process and making teaching more effective and efficient by ensuring the integrity of the lesson. Besides, it was also concluded that Turkish lesson plan designed is functional, fun, original, and suitable for the teaching process and it can be adapted to different subjects.
Keywords: Turkish teaching, planning, exemplary lesson plan

INTRODUCTION

Teaching brings along being motivated, planned and programmed. Success in teaching can be achieved with good and careful planning. Success is generally low in randomly conducted teaching without planning (Önal & Çelik, 2005). According to Combs (1973), educational planning is the application of rational and regular analysis technique to the education process to make education more effective and efficient in meeting the needs of the students and the society and in realizing its goals. Kavak (1992), on the other hand, sees educational planning as a decision-making and innovation process in the education system as a resource distribution mechanism (as cited in Ergen, 2013, p.151). Erden (1998) states that education systems become functional with education programs. Varış (1998) defined education program as all activities aimed at giving individuals the goals of national education and educational institutions. Ertürk (1972) stated education program as organizing educational experiences realized for the training of students and planning the lesson plans applied by the educators. On the other hand, Tyler and Taba defined the education program as "an action plan that includes strategies to achieve desired goals" and emphasized the elements such as objectives, goals, subject area, regulation of teaching, and evaluation in the education program (as cited in Demirtaş, 2017, p.757-758). It can be said that education and teaching take place within the framework of a specific plan and program.

An education program has four elements: objectives, content (subject), lesson plan (learning-teaching situations) and evaluation. The content is about what will be taught; lesson plan is related to how the content will be taught. The determination of the strategies, methods, and techniques to be used in education is also within the scope of lesson plans. According to Aslan

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(2010), questions in the lesson plan and planned activities should be functional. These questions should lead students to talk, discuss, and think. According to Sever (2003, p.35), "One of the most important results achieved in the Turkish Education Program development studies is that after converting the determined goals into observable student behaviors, how these goals can be achieved is concretized with the lesson plans created." Sever (2003, p.35) sees the lesson plan as "The process by which the objectives stated in the program of a lesson are provided to the students." Evaluation is a way to determine how much the determined targets have been achieved (Yılmaz, 2007).

One of the main reasons for preparing a teaching plan is to create an effective teaching process and a productive teaching environment (Arends, 2000; Jensen & Kiley, 2000; Thompson, Kusher-Benson, Pachnowski & Salzman, 2001; as cited in Yıldırım & Gündoğdu, 2004, p.11). Thanks to the plan, the teacher prepares himself for the teaching process and determines the teaching elements which are going to guide himself. Research indicates that a well-planned lesson or activity reduces the waste of time in teaching process (Clark & Peterson, 1986; Freiberg & Driscoll, 1992; Strinfield & Teddlie, 1991; as cited in Yıldırım & Gündoğdu, 2004, p.12). On the other hand, as Leinhardt and Greeno (1986) emphasized, planning a subject and teaching according to this plan is a complex activity in which the teacher has to apply very different information (as cited in Baki & Arslan, 2015, p.210). Nevertheless, "The reviews made in the program development studies and the opinions received from the related persons agree on the point that a methodological approach to teaching linguistic skills in Turkish teaching is not implemented enough. Teachers need lesson plans that are constructed with a scientific understanding, which examples how they benefit the tools which they use to teach the lesson's aims." (Sever, 2003, p.35).

To ensure effective teaching, the data of learning-teaching theories can be used in planning the teaching process and preparing learning environments. The steps in the Learning Model of Gagné (1985) are mainly used while lessons are being planned in our country. In today's world, where technology is used intensively in education, Gagné's (1985) Teaching Activities Model draws attention as an alternative method in learning process as it enables effective teaching. This is because the teaching activities model combined the principles of behavioral theory with the principles of cognitive theory by emphasizing that it is as important in external factors as in internal processes in learning. Besides, this model is preferred because it is suitable for the constructivist approach adopted by the education system in recent years (Kaya & Akpunar, 2019). Senemoğlu (2004) stated the task of the teacher as selecting, coordinating, organizing, supervising of external events following the learning processes in line with the objectives. In the school environment, all students must be supported by external influences to use their existing capacities. Therefore, the most important point to be taken into consideration in planning the lesson is to organize teaching activities that will support each internal learning process at the highest level (as cited in Baş, 2012). Karaağaçlı and Erden (2008) listed the features of teaching situations as follows:

- Learning is understood from observed behaviors.
- Not only external factors but also internal factors are important in learning.
- Learning is a cumulative and hierarchical process. New learning is built on previously learned information.
- Different theories can be applied together in learning.
- Active participation of the student is required for learning to take place (as cited in Menzi, 2012).

In line with these features, Gagné (1985) established the stages of the teaching situation as follows:

1. Beginning activities
   - Getting attention
   - Informing the target (motivation)
   - Revealing preliminary information
   - Transition
2. Development activities

- Introducing new stimulants
- Guiding the student
- Revealing student behavior
- Giving feedback (feedback-correction)

3. Result activities
- Assessment and evaluation
- Providing persistence and transfer (summary and repetition)

Drawing attention is the first step. At this stage, for learning to begin, the student must focus his attention on certain points. It is very important in terms of the quality of teaching that attention is drawn on the subject, behavior, and practices to be taught. Innovation and changes in the lessons are quite effective in drawing the attention of the student (Sünbül et al., 2002). Taşdemir (2000) stated that in this step, striking elements such as case, event, memory, joke, asking questions, figures, graphics, poetry, stories, songs, pictures, etc. could be used in accordance with the student level (as cited in Baş, 2012).

Informing about the target, that is motivation is the step in which, to create expectations in the students, the gains to be achieved, the subject to be covered and their importance is indicated. The teacher should offer activities to inform students of this purpose. If a student knows what to be expected from himself this is going to give direction to their learning. Hereby, at this stage, what students will gain by learning the subject of that day, how this subject will affect their lives and its level of importance can be explained (Baş, 2012).

To reveal the preliminary information is to show the relations of the learned subjects with the related topics. The active participation of the student in the lesson depends on the association of new and previously learned subjects, remembering and using them (Sünbül et al., 2002). The way to remember the preliminary information is by asking the questions about the previously learned to recall the information from the long-term memory (Menzi, 2012).

The transition phase is the section where the teacher directs students to move on to activities in the development section. In this direction, the teacher can create a short discussion environment by asking questions, can explain an event about the subject, read a poetry or a short text.

The development section covers all the activities to be done in the teaching process to achieve targeted achievements. These activities are based on methods and techniques selected following the achievements, materials, and stimulants to be used throughout the lesson. Asking questions, discussing, giving examples, using tools and explaining the results are some of the activities to be made. At this stage, the teacher should guide the students by giving feedback and correction, and provide tips and reinforcements. Besides, the teacher should ensure that all students participate actively in the lesson.

In the stage of the presentation of stimulating materials, the new subject can be explained. The content should be divided into meaningful pieces and supported with visuals. Gagné and Briggs (1974), Kruse (2009) stated that if the content is supported with the elements such as text, graphics, sound, and video, it can create a rich and effective learning environment because it will appeal to more senses (as cited in Menzi, 2012).

In the process of guiding students, supportive information should be provided to the students with the help of various methods and techniques in the learning process so that they can code the learned items in long-term memory.

Revealing student behaviors is to guide students to reveal new knowledge and skills. Gagné (1985) lists the ways to activate learning processes as follows:
- Revealing students' performances
- Revealing recall strategies
- Helping to learn details
- Helping to merge new information (as cited in Sünbül et al., 2002).

To give feedback about the correctness of each performance that the student has put forward is necessary. Because timely feedback reinforces the behavior of the learner and increases the motivation against learning. There is no rule in giving feedback. Acceptance with head, a word that means affirmation, a smile may also mean feedback.

The conclusion part consists of three stages; presenting the summary of the course, motivating again and ending. The results obtained at the end of the lesson are explained to the students again. The aim here is to emphasize the achievements gained, eliminate learning deficiencies and misconceptions. As to the re-motivation is done to ensure the permanence and continuity of the achievements. Here, the importance of achievements for students is emphasized again. For this purpose, the teacher can ask the questions he asked at the stage of drawing attention, read the text he left halfway, create a discussion environment or have dramatization activities. The content of all activities carried out throughout the teaching process should be in line with the targeted achievements. A lesson process should end with determining whether the targeted outcomes have been acquired by students, which is measurement and evaluation. In this context, for each achievement to be tested, at least one question related to that achievement must be directed to the students. At the end of the lesson, deficiencies and inaccuracies should be identified and a general assessment should be made to correct them. Based on the result of this assessment, the teacher should direct the teaching process by making the necessary arrangements in the lesson plan. The basic principles of the constructivist approach can be used to guide the teaching process because today's curriculum is based on the constructivist approach. Constructivism deals with issues such as information, the nature of information, the process of structuring information and what is affected by this process, and forms the basis of educational practices (Açıkgöz, 2004, p.60-61). It is important to choose suitable models, methods and techniques for the constructivist education approach to provide effective teaching in the classroom (Ocak, 2008, p.215).

Cooperative learning, problem-based learning, project-based learning (Bayrakçeken et al., 2013, p.1), active learning etc. are the most important of these approaches (Açıkgöz, 2004, p.1). Active learning aims to educate individuals who can learn, think, discuss, produce, look creatively and critically with their efforts by preventing education based on external factors and memorization. In addition to this, active learning is different from other forms of teaching in terms of being based on lifelong learning, being economical, teaching by doing and living, loading responsibilities to students, giving importance to the development of critical thinking and creativity (Maden, 2013). Cooperative learning is a teaching method that is based on social interaction, responds to the needs of students and also allows students to take responsibility for their learning (Yıldız, 1999). Many techniques can be used to implement cooperative learning. Commonly used cooperative learning techniques are; Learning Together, Student Teams Success Departments, Team-Game-Tournament, Team Supported Individualization, Combined Collaborative Reading and Composition, Group Research, Collaboration-Collaboration, Let's Ask Together and Learn, Jigsaw and Station techniques (Açıkgöz, 2004, p.177; Bayrakçeken et al., 2013, p.11). In the station technique, stations are prepared for students to acquire structural and conceptual thinking, high-level skills, and in this frame, students attend the activities through interaction and communication by visiting these stations within the specified period (Maden & Durukan, 2010).

Undoubtedly, the most effective way to achieve a determined goal is to use strategies, methods and techniques (Arıcı, 2006). Because the learning-teaching process is one of the most important processes of the teaching programs (Saracaloğlu, Yenice & Gencel, 2011). The use of methods and techniques in this process will increase the effectiveness of teaching (Avcı & Kayabaşı, 2019). The main teaching strategies are:
1. Teaching strategy by presentation
2. Teaching strategy by invention
3. Teaching strategy by research and examination (Akengin & Başbuğ, 2018, p.136).
Learning by invention is a strategy in which individuals realize learning by transforming situations from passive to active. Learning by innovation is a very effective approach to improve creativity. The mastermind of this approach is Bruner (Akengin & Başbuğ, 2018).
The steps of the learning strategy by the invention are as follows:
1. The teacher presents an example.
2. The student defines the example.
3. The teacher provides additional examples.

4. The student identifies the second example.

5. The teacher presents additional examples and non-examples.

6. The student compares examples.

7. The teacher allows students to complete the characteristics of the sample or the relationships between the samples.

8. The student explains the definition or relationship.

9. The teacher asks the students for additional examples (Tok, 2009, p.142).

When the learning strategy by invention used effectively, it will be very useful in the learning-teaching process. Because in the teaching process, the individual will be active, he/she will reach the information himself/herself and structure it in his/her mind. Teaching methods that can be used in the learning-teaching process are:

1. Induction and Deduction

2. Teaching with the Definitions

3. Teaching with Analysis

4. Verbal Lecture

5. Drama

6. Discussion

7. Teaching with Scenario

8. Written Expression

9. Teaching with Experimental Activities

10. Analysis and Combination

11. Computer-Assisted Education Method

The main teaching techniques are; question-answer, problem-solving, aloud reading, silent reading, demonstration and brainstorming. The question-answer technique is a technique used to provide thinking. It allows students to make personal comments, to express their thoughts freely and to make criticism (Aydın, 2001). The brainstorming is a technique that is based on expressing thoughts about a subject without criticism and judgment and aims to reveal creative thinking (Şahin, 2005). At the same time, this technique improves the ability of individuals to solve problems and to produce solutions to encountered problems (Nakiboğlu, 2003). In the Turkish lesson plan situation presented in this study, the Qualification Sequencing Technique which is also a creative thinking technique apart from the techniques mentioned above, was used. In the process followed by this technique, which is used in most of Crawford's original creativity lessons, certain qualities of the product should be listed and then some changes to improve qualifications can be added or qualification transfer from one object to another may be proposed. Crawford states in every exercise that he had his students made qualification ranking, something that increases the quality of that thing or another product emerges inspired by it. Therefore, qualification ranking is both a theory explains the creative thinking process and a practical creative thinking technique (as cited in Koray, 2005, p.382-383). It was thought that it would be appropriate to include the qualification ranking technique in the exemplary lesson plan of Turkish lesson, to contribute to the creative thinking skill, to allow the sorting of the properties of the objects and to provide the opportunity to create a new feature object from the existing object.

Purpose of the research

The purpose of this research is to describe the planning and course processing of the teachers and to get their views on an exemplary lesson plan. The lesson plan prepared for this purpose is directed to the theme of 'Virtues' in the 6th Grade Turkish Language Textbook. In the processing of the theme, an alternative lesson plan was prepared by using the acquisitions related to the adjectives in the 2018 Turkish Education Program, and teachers' opinions were consulted with a semi-structured interview form for this lesson plan. The sample lesson plan is based on constructivist understanding, and in this direction, the qualification ranking technique, which is creative thinking techniques, an active learning model, teaching strategy through discovery and station technique are used.

Importance of the research

To adapt to the continuously changing and developing world of information, to follow new methods and techniques about teaching and education is important to educate individuals according to continuously evolving situations and conditions. In this regard, the biggest responsibility belongs to teaching programs and the teachers who are practitioners of these program. In this case, it is among the primary duties of teachers to motivate students and ensure that the education process is carried out successfully and efficiently. It is extremely important in terms of the quality of education that teachers can constantly renew themselves and guide students according to their abilities by taking the changing and developing world of knowledge into account. The teaching profession is a professional area that continues its development and requires professionalism. Naturally, teachers need guidance to overcome the lived inexperience in the first years of their profession to a certain extent. In this regard, it is thought that the research will be a resource for Turkish language teachers during lessons process.

METHOD

Research pattern

This research, which aims to describe the planning and course processing of teachers and to get their opinions about an exemplary lesson plan, was designed with a case study from qualitative research patterns. The case study is a qualitative research approach in which the researcher deeply examines limited one or more situations with multi data collection tools (observations, interviews, audio-visuals, documents, reports), and situations and themes depend on these situations are defined. The case study is a method in which a single case or event is analyzed deeply and longitudinally, data is collected systematically and what is happening in the real environment. Whit the obtained results reveal why the event occurred in that way and what should be focused on in future studies (Creswell, 2007). The situation on which the study is based, is how the teachers structure the lesson planning and lesson process. Although the study is based on a situation, some numerical data were obtained and interpreted following the situation discussed.

Working group

The study group of the research consists of 12 Turkish language teachers working in three different secondary schools. In the determination of the study group, an appropriate sampling method (Creswell, 2013), which is one of the unlikely sampling methods was used. Appropriate sampling is the selection of individuals and groups to research easily. The researcher can choose individuals and groups to collect data easily (Sönmez & Alacapınar, 2016). In the formation of the sample, the central position of the school and the high number of Turkish language teachers were taken into consideration.

Data collection tools

The data of the research were obtained through a semi-structured interview form. In this technique, the respondent has the right to partially correct and arrange the questions prepared by the researcher. Questioner and answerer can rearrange some questions together (Sönmez & Alacapınar, 2016). While developing the interview form, the content of the research was taken as basis (Merriam, 2013), the objectives of the research were reduced to specific (Glesne, 2013), and questions were developed as a result of the literature review. The draft text of the developed questions has been examined by two experts in this field to be evaluated in terms of clarity, subject and question relevance (Glesne, 2013). Interview form which aims to reveal the opinions of teachers about the planning process and the lesson plan in education-teaching consists of 11 open-ended questions.

Collecting data

Before starting the interview, the participants were informed about the purpose of the research and made explanations regarding the questions. Participants filled the interview form in

writing, and oral answers were made with the participants who didn't want to fill in the form and the answers were written by the researcher. During the interview new questions emerged which were not in the interview form and would allow new event and to analyze the subject deeply these questions also included in the form addressed to the participants.

Analysis of the data

Content analysis was used to analyze the data obtained in the research. The data were uploaded to MAXQDA 12 which is a qualitative analysis program. Codes and categories were created from the data uploaded to the program. In this type of analysis, it is necessary to examine the text, document, and content. Then this data should be divided into classes (categories) and lower and upper classifications should be made. A matrix should be prepared to show the relationship between them. These classifications can be converted into numerical data (Sönmez & Alacapınar, 2016). The coding was made by two field experts and the conformity between the coding was taken into consideration. The differences in the coding of the field experts were reviewed and after that, the coding was finalized. The validity and reliability of the study were tried to be obtained by making direct citations from the opinions of the teachers about the codes.

FINDINGS

Findings from Turkish language lesson teachers' views on planning

Teachers' views on the effectiveness of planning in teaching and education are presented in Graph 1 in 7 categories:
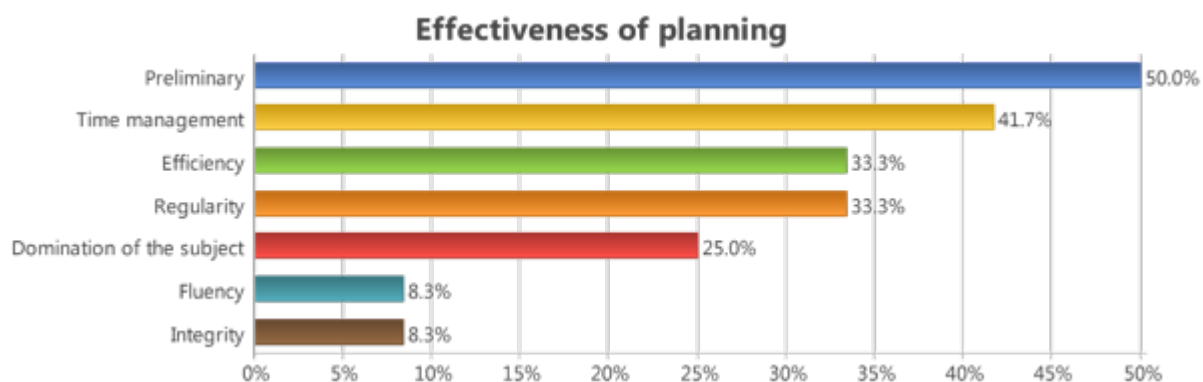
GRAPHIC 1. *Teachers' views on planning*

The statements that exemplify the teacher views on the effectiveness of planning are given below:

T2   "Planning organizes the process and time to be carried out during the lesson and provides that the lesson is taught fluently for different class groups."

T3   "Entring to class providently is in favor of both the teacher and the learner. The teacher who is not prepared cannot control the subject he will teach."

T9   "Lesson plan provides integrity in the processing of the lesson and its efficiency and good use of time."

According to the graphic data above, teachers' opinions about the effectiveness of planning are given below;
-Preliminary preparation before beginning the lesson (50%),
-Beneficial by using the time effectively in the lesson process (41.7%),
-Increasing efficiency and leading regularity in the lesson process are similar (33.3%),
-Beneficial for the teacher about subject domination (25%),
-Fluency and integrity in lesson teaching process are similar (8.3%),
Teachers' views on preparing a daily plan are presented in Graph 2 in 3 categories:
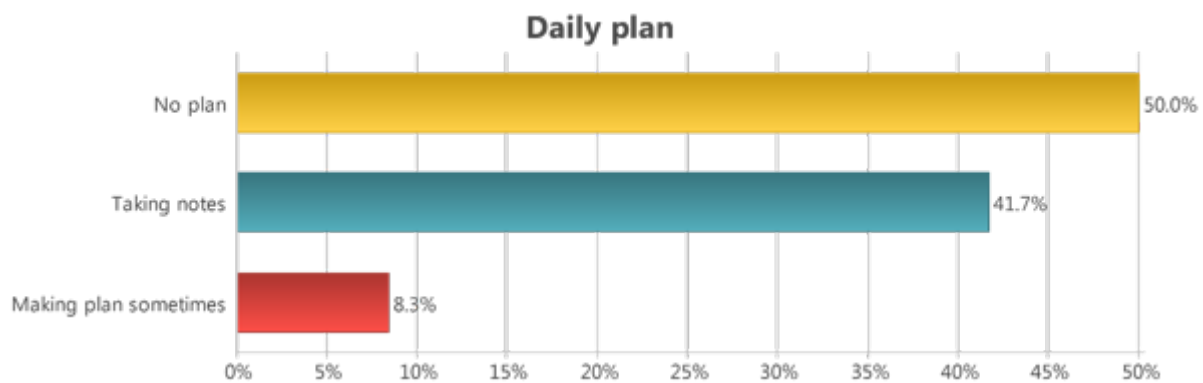
GRAPHIC 2. *Teachers' views on the daily plan*

The expressions that exemplify the teacher's views about the daily plan are given below:

T4   "I don't do it every day."

T6   "No I am not doing."

T10   "I am not doing it on paper. I'm planning on the book that day. "

According to the graphic data above, teachers' opinions about whether they made daily plans or not are given below;
-Not making daily plans (50%),
-Writing short information notes on the textbook or notebook instead of making a daily plan (41.7%),
- Making plans sometimes (8.3%).
Teachers' views on lesson beginning activities are presented in Graph 3 in 10 categories:
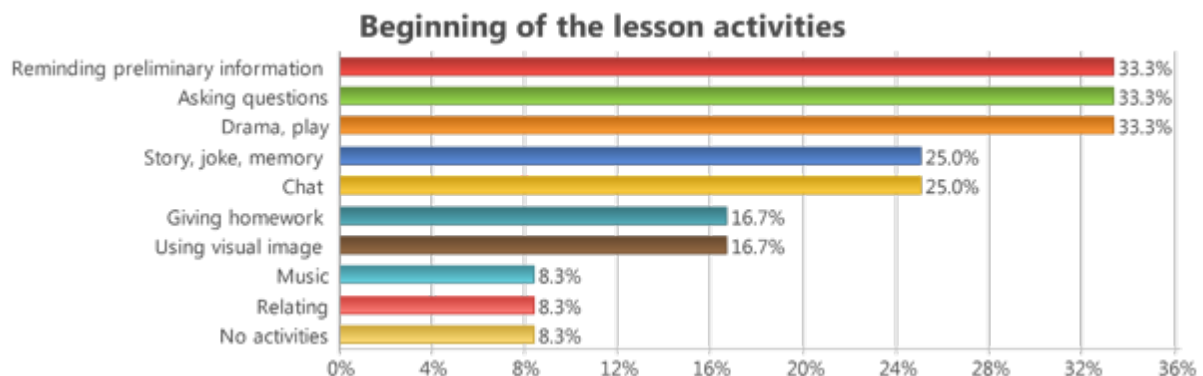
GRAPHIC 3. *Opinions of the teachers about the activities of beginning lesson*

The expressions that exemplify the teachers' views about the activities of the beginning lesson are given below:

T3   "I have my students songs, folk songs, theatrical activities done. Depending on the content of the lesson and my creativity at that time, I have motivating activities done."

T4   "Drama, play, asking the question, funny event, memory."

T6   "I don't have not many activities done. I handle whatever the subject is for that day. I write and explain on the blackboard. "

According to the graphic data above, teachers' opinions about at the beginning of the lesson what kind of activities they give place are given below;
-Reminding preliminary information, asking the question, drama and play are similar (33.3%),
-Practices like the story, joke, memory, and talk (25%),

-Homework and visual image (16.7%),
-Practices like music, relating activities with daily life and not giving any place are similar (8.3%).

Teachers' views on the methods and techniques used are presented in Graph 4 in 7 categories:
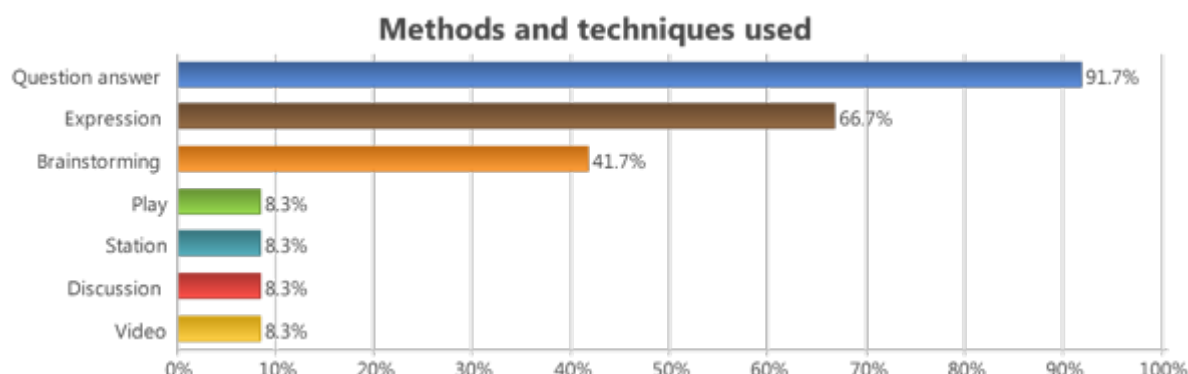
GRAPHIC 4. *Teachers' views on the methods and techniques used in the development step of the lesson*

The statements that exemplify the teacher views about the methods and techniques used are as follows:

T7   "I use the expression method, question-answer technique, discussion method."

T10   "I usually use the question-answer but I use the station technique in writing. "

T11   "I use the question-answer, expression brainstorming."

According to the graphic data above, teachers' opinions about the methods and techniques used in the development step of the lesson are given below;
-The question-answer method (91.7%),
-The expression method (66.7%),
-The brainstorming method (41.7%)
-The play, station, discussion, and video techniques are similar (8.3%).

Teachers' views on the assessment and evaluation process are presented in Graph 5 in 9 categories:
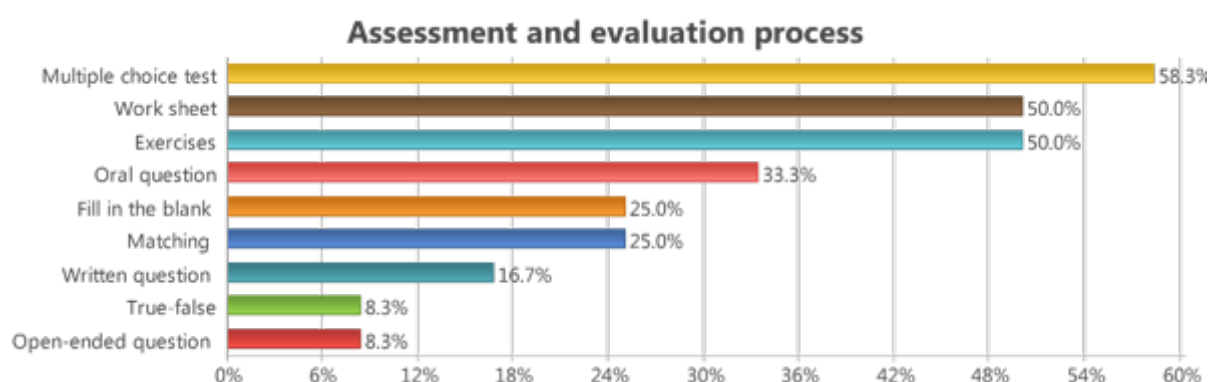
GRAPHIC 5. *Teachers' views on assessment and evaluation process*

The statements that exemplify the teacher views on the assessment and evaluation process are given below:

T3   "Fill in the blank, multiple choice, open-ended questions, right wrong, matching, creating a table"

T10   "Multiple choice test, fill in the blank, completing activities."

T12   "Workbook activities, oral questions, close test, multiple-choice, matching, fill in the blank."

According to the graphic data above, teachers' opinions about the assessment and evaluation process are given below;

-The multiple-choice test (58.3%),

-The working papers and exercises are similar (50%),

-The oral question (33.3%)

-The fill in the blank and matching activities are similar (25%),

-The written question (16.7%)

-The true-false activities and open-ended questions are similar (8,3%).

The summary of the codes and categories in the graphics for the planning of the education-teaching process and the distribution of the teachers' statements to the codes are presented in Figure 1.

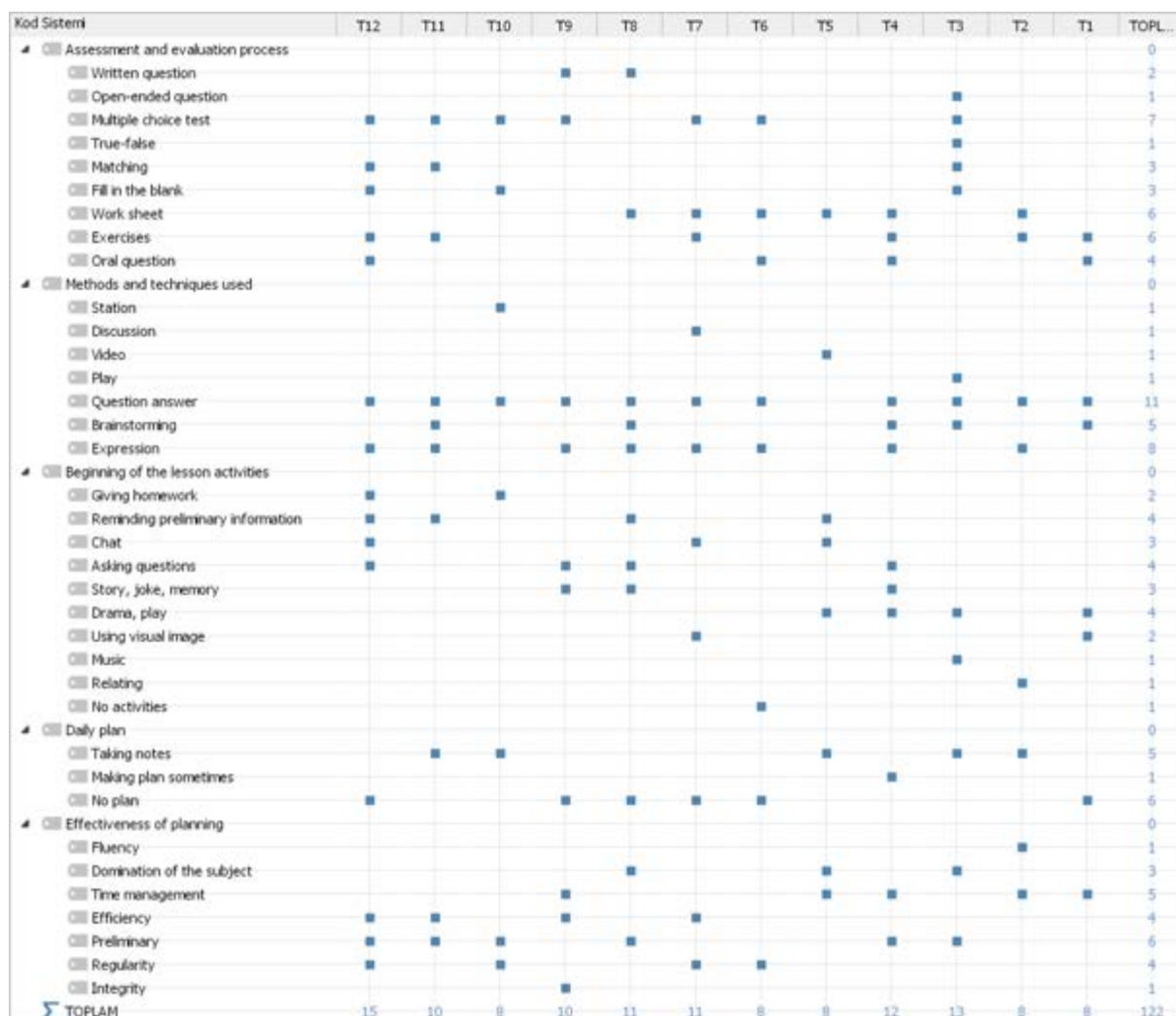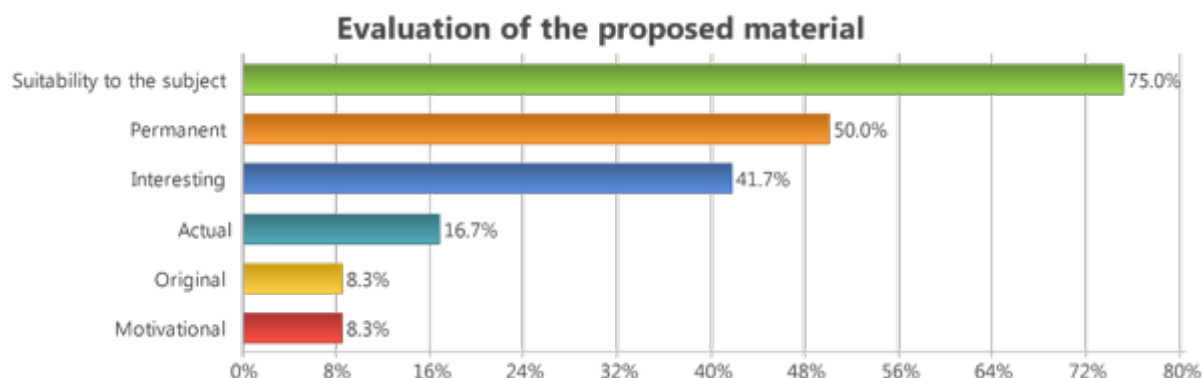| Kod Sistemi	T12	T11	T10	T9	T8	T7	T6	T5	T4	T3	T2	T1	TOPL...
⏵ Assessment and evaluation process													0
Written question				■	■								2
Open-ended question										■			1
Multiple choice test	■	■	■	■		■	■			■			7
True-false										■			1
Matching	■	■								■			3
Fill in the blank	■		■							■			3
Work sheet					■	■	■	■	■		■		6
Exercises	■	■				■			■		■	■	6
Oral question	■						■		■			■	4
⏵ Methods and techniques used													0
Station				■									1
Discussion						■							1
Video								■					1
Play										■			1
Question answer	■	■	■	■	■	■	■		■	■	■	■	11
Brainstorming		■			■					■	■	■	5
Expression	■	■		■	■	■			■		■		8
⏵ Beginning of the lesson activities													0
Giving homework	■		■										2
Reminding preliminary information	■	■						■					4
Chat	■					■		■					3
Asking questions	■			■	■				■				4
Story, joke, memory				■	■								3
Drama, play								■		■		■	4
Using visual image						■						■	2
Music									■				1
Relating											■		1
No activities							■						1
⏵ Daily plan													0
Taking notes		■	■					■		■	■		5
Making plan sometimes									■				1
No plan	■			■	■	■	■					■	6
⏵ Effectiveness of planning													0
Fluency											■		1
Domination of the subject					■			■		■			3
Time management				■				■	■		■	■	5
Efficiency	■	■		■		■							4
Preliminary	■	■	■		■				■	■			6
Regularity	■		■			■							4
Integrity				■									1
∑ TOPLAM	15	10	8	10	11	11	8	8	12	13	8	8	122

FIGURE 1. *Summary of the codes and categories about the planning of the teaching-education process*

When Figure 1 is analyzed, it was observed that teachers mostly use multiple choice tests as tool in the assessment and evaluation process; in the development step of the lesson, the method and technique which are preferred by the teachers are mostly questions answer, expression and brainstorming; the most frequently activities used as a lesson beginning activities are reminding preliminary knowledge, asking questions, drama, and plays; the number of teachers who did not make the daily plan was higher than the teachers who made it. They also consider that planning is as a preparation before the lesson and a guide in using time effectively.

Findings obtained from the opinions of Turkish language teachers about sample lesson plan

Teachers' views about the recommended lesson plan of Turkish language are presented in Graph 6 in 6 categories:

Evaluation of the proposed material

Suitability to the subject	75.0%
Permanent	50.0%
Interesting	41.7%
Actual	16.7%
Original	8.3%
Motivational	8.3%

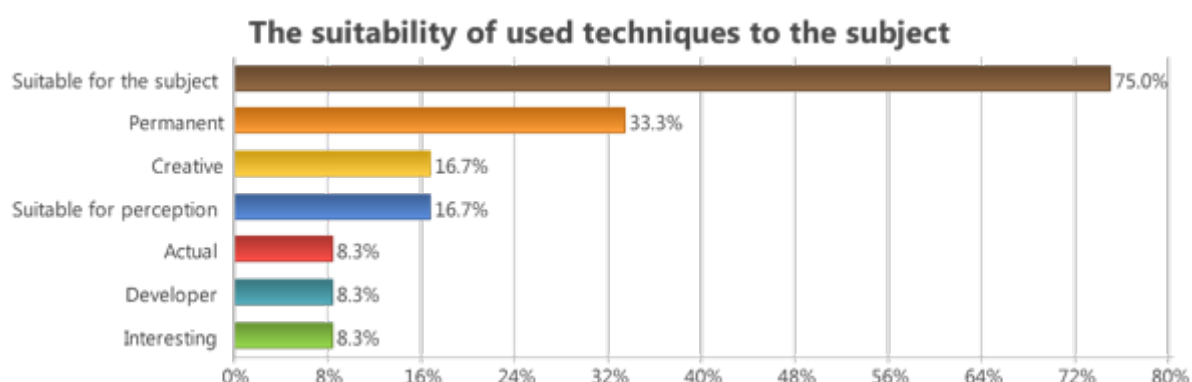GRAPHIC 6. *Teachers' views on the fruit basket proposed for the beginning of the lesson*

The expressions that exemplify the teacher views on the evaluation of the proposed material and approach are given below:

T3 "The fruit basket can attract the attention of the student. Station technique supports collaborative teaching also increases permanence."

T4 "It is quite appropriate; students learn adjectives by using many colors while describing the contents of the fruit basket and many qualifying words while describing their taste."

T6 "Beautiful method. A smart and logical material. It motivates the student."

According to the graphic data above, teachers' opinions about the quality of the proposed lesson material are given below;
-Suitability of material with the subject (75%),
-Assuring the permanence of the subject (50%)
-The interesting effect at the beginning of the lesson (41.7%)
-The actuality of material (16.7%)
-Authentic and motivational are similar (8.3%).
The opinions of teachers about the suitability of creative techniques in the lesson plan to the subject are presented in Graph 7 in 7 categories:

The suitability of used techniques to the subject

Suitable for the subject	75.0%
Permanent	33.3%
Creative	16.7%
Suitable for perception	16.7%
Actual	8.3%
Developer	8.3%
Interesting	8.3%

GRAPHIC 7. *Opinions of teachers about the suitability of the used creative techniques*

The expressions that exemplify the teacher views about the suitability of used techniques to the subject are given below:

T3 "Very convenient. The subject which we already call adjective indicates the quality and determinism of the object. So it is the most suitable technique."

T5   "I think it is convenient because it uses adjectives by loading different characters and features."

T6   "Techniques are appropriate to understand adjectives. It provides good feedback."

According to the graphic data above, teachers' opinions about the suitability of used techniques to the subject are given below;
-Suitability of the used creative techniques to the subject (75%),
-Assuring permanence of the subject (33,3%),
-Suitability for perception and supplying creativity are similar (16,7%),
-Actual, interesting and developing creativity are similar (8,3%).
Teachers' views on the association of adjectives with fairy tales are presented in Graph 8 in 9 categories:
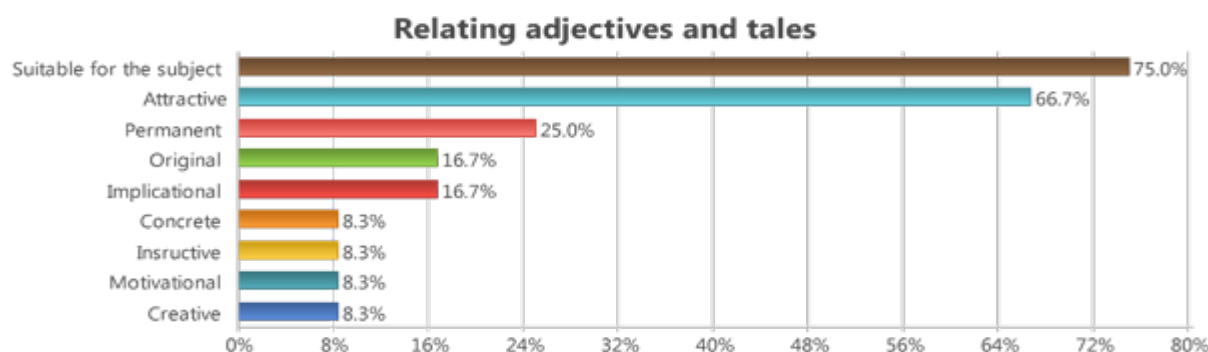
**GRAPHIC 8.** *Opinions of teachers about the association of adjectives with fairy tales*

The expressions that exemplify the teacher's views on the association of adjectives with fairy tales are given below:

T2   "It is appropriate to describe the adjective with fairy tales. The student focuses on the subject and animates it in the mind. It provides concreteness."

T7   "Fairy tales have an instructive aspect for children. It was interesting and enjoyable to explain the subject of adjectives."

T10   "I have never tried such an activity, but I think to try it next year. Using the visual image will be effective in adjectives."

According to the graphic data above, teachers' opinions about associating the adjectives with fairy tales are given below;
-Appropriate to the subject (75%),
-Attractive (66,7%),
-Assuring the permanence of the subject (25%),
-Original and helping to perceive the subject is similar (16,7%),
-Concrete, instructive, motivating and creative are similar (8,3%).
Teachers' views on the use of station technique are presented in Graph 9 in 11 categories:
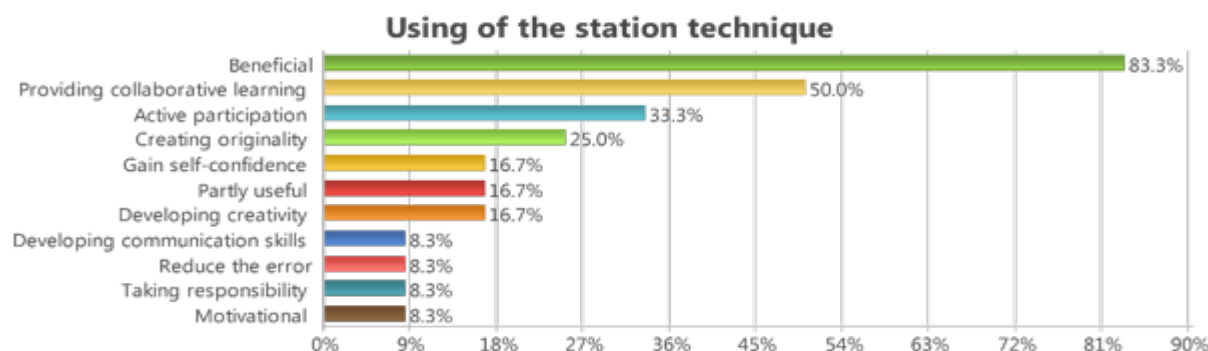
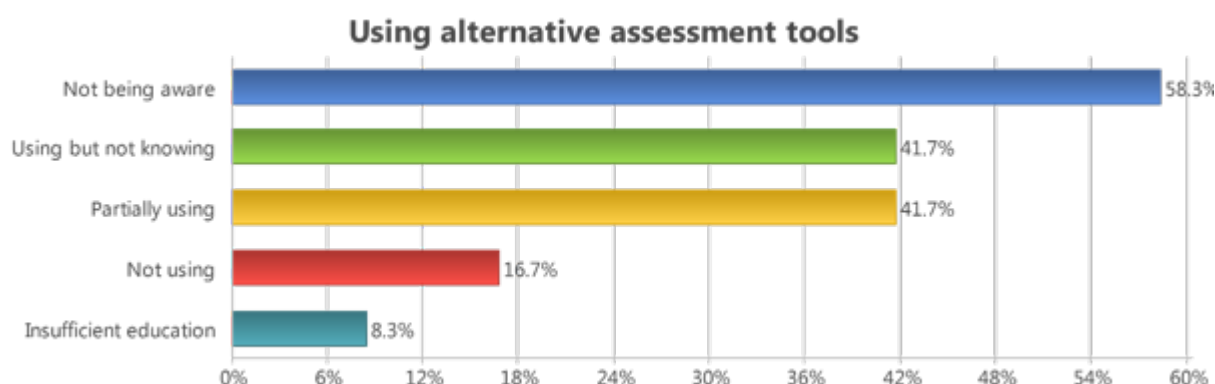**GRAPHIC 9.** *Teachers' views about the station technique*

The expressions that exemplify the teacher views about the station technique are given below:

T1   "Yes, but I never used. Different and unique products emerge. "

T4   "Useful. All students are motivated to the lesson because they will feel that they are part of the activity. All participate are in the process. "

T12   "It enables students to gain a sense of self-confidence. A fun environment develops. The ability to work together improves. "

According to the graphic data above, teacher's opinions about the station technique in the application step of the creative writing study are given below;
-The usefulness of the station technique (83,3%),
-Assuring to common learning (50%),
-Assuring to effective participation (33,3%),
-Assuring to reveal originality (25%),
-Gaining self-confidence and improving creativity is similar (16,7%).
-Partially useful but causing noise and confusion in the classroom environment (16,7%),
-Improving communication skills, reducing the error, developing the awareness of responsibility and motivating the lesson are similar (8,3%).

Teachers' views on alternative assessment and evaluation are presented in Graph 10 in 5 categories:

GRAPHIC 10. *Teachers' views about the proposed alternative assessment and evaluation tools*

The expressions that exemplify the teacher views about alternative assessment and evaluation tools are given below:

T1   "We use them. But we don't know their names. "

T3   "Yes, I am using them but I learned what their names were while I was doing the study. I use many tools like them because it sometimes takes months for students to learn a subject. "

T6   "No. We do not make any activity on templates. I don't apply because I haven't seen it yet. "

According to the graphic data above, teacher's opinions about whether they used the alternative assessment and evaluation tools in the proposed lesson plan or not are given below;
-Not being aware of alternative assessment and evaluation tools (58,3%),
-Not knowing the names of tools but using them and partially using are similar (41,7%),
-Not using alternative assessment and evaluation tools (16,7%),
-Insufficiency of knowledge.

Teachers' views about the using of the proposed lesson situation are presented in Graph 11 in 5 categories:
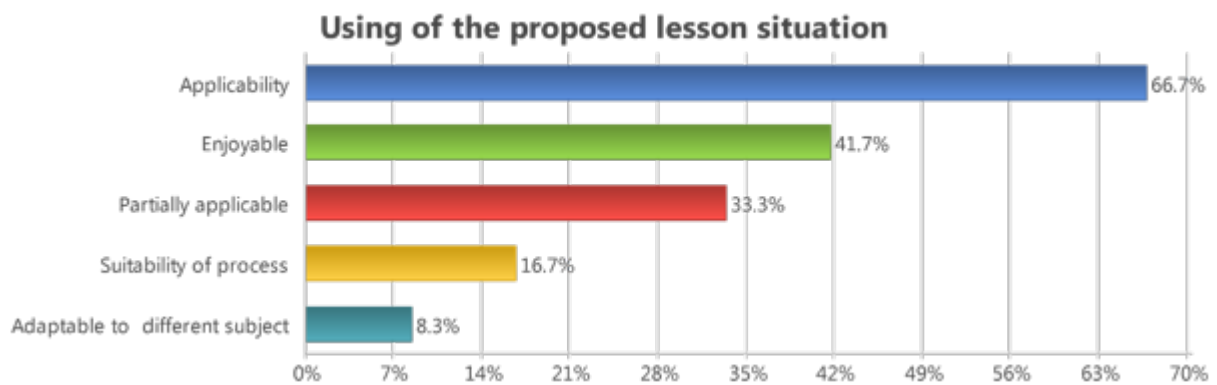
GRAPHIC 11. *Teachers' views about the using of the proposed lesson plan*

The question regarding the use of the proposed lesson plan was not included in the printed form and the answers were verbally directed to the participants during the interview and they were added to the form by the researcher. The expressions that exemplify the teacher views are given below:

T1   "Of course I can use. Because it is suitable and enjoyable for the teaching process. "

T6   "I would like to apply but I cannot because I don't have enough kwovlage about the content. "

T12   "Yes, I would like to apply it. It is an interesting and enjoyable activity. "

According to the graphic data above, teacher's opinions about whether they will use the proposed lesson plan or not are given below;
-Appling (66,7%),
-Enjoyable (41,7%),
-Partially using because the proposed lesson plan takes time and they don't have enough knowledge about the content (33.3%),
-Suitable for the lesson process (16.7%),
-Adaptable for the different subjects (8.3%).
The summary of the codes and categories in the graphs regarding the proposed Turkish lesson plan and the distribution of the teachers' statements in the codes are presented in Figure 2.

When Figure 2 is examined; teachers considered the proposed Turkish lesson plan as enjoyable and applicable to the process. Because of not being aware of the alternative assessment and evaluation tools used in the lesson plan and not having enough knowledge about them they didn't use these tools. On the other hand, they consider that the station technique is beneficial for use in terms of providing collaboration learning and effective participation. They regard that association of adjectives with tales is appropriate and interesting. Finally, they consider that the proposed material and approach is beneficial in terms of permanent learning and appropriateness to the subject.

Kod Sistemi	T12	T11	T10	T9	T8	T7	T6	T5	T4	T3	T2	T1	TOPL...
▲ Using of the proposed lesson situation													0
Adaptable to different subject								■					1
Partially applicable		■		■			■				■		4
Suitability of process									■			■	2
Enjoyable	■		■			■					■	■	5
Applicability	■		■		■	■		■	■	■		■	8
▲ Using alternative assessment tools													0
Insufficient education							■						1
Not using			■	■									2
Partially using	■	■				■		■			■		5
Using but not knowing					■		■		■	■		■	5
Not being aware	■	■				■		■	■	■		■	7
▲ Using station technique													0
Taking responsibility		■											1
Partly useful		■	■										2
Gain self-confidence	■			■									2
Beneficial	■		■	■	■	■	■	■		■	■	■	10
Developing communication skills						■							1
Developing creativity					■			■					2
Motivational									■				1
Active participation				■		■		■					4
Reduce the error										■			1
Providing collaborative learning	■	■	■							■	■		6
Creating originality					■			■				■	3
▲ Relating adjectives and tales													0
Motivational	■												1
Implicational				■		■							2
Instructive					■								1
Original			■							■			2
Creative										■			1
Concrete											■		1
Suitable for the subject	■		■	■	■				■	■	■	■	9
Attractive	■	■				■	■	■			■	■	8
Permanent		■					■					■	3
▲ The suitability of used techniques to the sul													0
Developer													1
Actual		■											1
Creative	■					■							2
Interesting						■							1
Suitable for perception							■		■				2
Permanent	■					■					■	■	4
Suitable for the subject	■		■		■		■	■		■			9
▲ Evaluation of the proposed material													0
Actual				■	■								2
Motivational							■						1
Original								■					1
Suitability to the subject	■	■	■	■		■	■		■		■	■	9
Interesting	■	■		■	■					■			5
Permanent	■						■		■	■	■	■	6
∑ TOPLAM	16	11	9	11	10	15	12	10	13	12	12	14	145

FIGURE 2. *Summary of the codes and categories for the proposed Turkish lesson plan*

DISCUSSION AND CONCLUSION

To increase the efficiency in the teaching-learning process, creating an effective learning environment or achieving the targeted results, the lesson should be taught in a holistic approach. The way to ensure the integrity of the lesson is undoubtedly the planned and programmed execution of the lesson.

Planning is a process in which activities will be included in the teaching- learning process, why and how they will be applied to the students, and how to be evaluated the result obtained through the applications. In this process developments in education, environmental characteristics and students' cognitive development characteristics should be taken into consideration by making the learning-teaching environment effective. In this context, teachers' ability to make the most effective planning which will answer student needs depends on teachers' attitude towards planning. The research, which aims to create an exemplary Turkish lesson plan directed towards planning in educating-teaching and to refer to the teachers' views about the proposed lesson plan, is similar to some studies in the literature. Arslan and Küçüker (2015) stated that teachers have a generally positive and similar understanding of planning. Similarly,

Yıldırım and Gündoğdu (2004) emphasized that the plan is necessary for effective and efficient education in teachers' statements. According to Şahan (2002) educational goals can only be achieved with correct planning, Kılıç et al. (2004), on the other hand, stated that planning of education and training activities can increase the efficiency by enabling the teachers' thinking about what, why and how to make in the education process. Ünver (2002) stated that, while planning the teaching, especially the lesson planning stage, the teacher has great responsibilities, it is very likely that a planned lesson will process more regularly and efficiently than an unplanned lesson. Ertürk (1982) likewise emphasized that the teachers' share in the realization of the lesson plan is great and even the main responsibility belongs to teachers. Studies show that teachers generally have a positive view of planning the lesson and that teachers have certain responsibilities in the planning process.

Results regarding the planning process in education

It has been observed that according to teachers' opinions, planning, by making pre-lesson preparation provides teacher's dominance of the subject, by using the time effectively creates a fluent teaching environment, by providing the integrity of the lesson, operates the process systematically. However, it was concluded that teachers do not make a daily lesson plan in general and prefer to write information notes on the book rather than making a daily lesson plan. Taşdemir (2006) stated that classroom teachers prepare their teaching plans for daily teaching activities according to their educational understanding and plan their teaching activities such as experiments, trips, observations, and examinations in detail. Çubukçu and Girmen (2008) stated that teachers do not consider themselves sufficient about planning and managing the activities related to the "Planning" dimension in their study on determining teachers' Class Management Skills. Kılıç, Nalçacı, and Ercoşkun (2004) stated that all participants who take place in their study about candidate teachers emphasized the need and importance of planning. According to Yıldırım and Öztürk (2002), the majority of teachers emphasized that the daily plan plays an important role in making education more effective and efficient and teachers also expressed that in the planning process student characteristics, interests and needs, environmental conditions, the lesson plan's characteristics should be specially taken in the consideration.

It was observed that as the beginning activities to the lesson, teachers give place to activities such as, reminding preliminary information, using visual images, playing games, chatting, telling stories and memories, singing, asking questions about the subject. On the other hand, it was also observed that there were very few teachers who didn't give place to preparations for the lesson. It was determined that as beginning activities the teachers gave place to only the applications that had in the attention-drawing stage but teachers did not give place to activities such as motivation, informing about the target, and passing to lesson activities. Yıldırım and Öztürk (2002) found that teachers give moderate importance to giving detailed information on the subject of the lesson, writing activities and behaviors in detail, sharing daily plans with colleagues, and they gave the least important to methods of detailed writing assessment. Besides, they stated that experienced teachers had a place in detail to the processing in daily plans, that is, in-class activities. Asiroğlu and Akran (2018) likewise emphasized that candidate teachers perform at a medium level in preparing a lesson plan, while they perform at a medium level and above the level in terms of creating gains and organizing content for the subject; also stated that they performed at a low level in organizing measurement and evaluation activities. In addition to this, when the lesson plans and teaching practices of candidate teachers who show less performance in preparing lesson plans are examined; it is observed that these candidate teachers made more mistake of using teaching strategies, methods and concepts interchangeably, could not explain the learning approach by exemplifying the learning approach in lesson plans and could not interact with the student group where the teaching was applied. When the lesson plans and teaching practices of the candidate teachers who show moderate performance in preparing lesson plans are examined; it is observed that the gains were not above the level of comprehension, they gave place to various methods and techniques, but could not put them into practice adequately, they also gave place to evaluation activities which are suitable for the gains, but these activities were not sufficient in terms of quality and diversity. When the lesson plans and teaching practices of the candidate teachers who show high performance in preparing lesson plans are examined; it is observed that

the lesson plans and evaluation activities include the gains in different cognitive steps, they can use different strategies, methods and techniques together, and they gave place to lesson plans, assessment and evaluation activities which are appropriate for the gains.

It was determined that the teachers used methods and techniques such as expression, question-answer and brainstorming during the development step of the lesson, and they also gave place to the in-class games and drama activities; however, although some of them applied some current methods and techniques, it was observed that teachers had problems with their equivalent in the literature. In the conclusion step of the lesson, it was determined that teachers used activities such as oral questions, written questions, matching, fill in the blank and worksheets in terms of the assessment and evaluation. In this context, it was concluded that teachers used mostly traditional assessment and evaluation tools instead of alternative assessment and evaluation tools such as descriptive branched tree, structured grid, meaning analysis table. Avcı and Kayabaşı (2019) determined that the Turkish language lesson is the one in which the method and technique are most used between the other lessons and teachers generally use the expression, question-answer and drama methods. Okur, Akçay et al. (2016) stated that the techniques mostly use by Turkish teachers are straight expression, question-answer and homework techniques. Taşkaya and Muşta (2008) emphasized that classroom teachers mostly use question-answer, drama and straight expression methods as Turkish teaching methods. This reveals that the results obtained in this paper are similar to the studies conducted. Taşdemir (2006) stated that classroom teachers gave place to assessment and evaluation activities mostly to determine the learning levels and learning needs of students, but he did not state that which assessment tools should be used in the assessment and evaluation process.

Results regarding the proposed Turkish lesson plan

The material taken place in the proposed lesson plan was described by the teachers as suitable for the subject, interesting, current, original and motivating; the used creative techniques are qualified by the teachers suitable for the process, convenient for sensing the subject, interesting and current; the association of adjectives with tales is described by the teachers as suitable for the subject, interesting, permanent, convenient for sensing the subject, concrete, instructive and motivating; the use of station technique is characterized as positive by teachers because of motivating, developing students' awareness of responsibility and skill of communication, providing joint learning and active participation, creating originality, minimizing error, and increasing self-confidence. On the other hand, it has been stated by teachers that, when this technique is applied with a group in the classroom environment, it may create noise problems.

The following results have been achieved in line with these determinations:

The material included in the lesson plan can be used in the teaching of adjectives and similar subjects because of its supplying students with an effective learning environment and increasing the permanence of the subject. The techniques included in the lesson plan are an appropriate approach to reach the goal of teaching adjectives. Explaining the adjectives by relating to the fairy tales is an effective method because it brings in a different perspective to the subject attracts students' attention and creates a concreting learning environment. The station technique will be effective if it is used in accordance with the process, in a planned and organized manner.

Because of the majority of teachers either are not aware of the alternative assessment and evaluation tools used in the proposed lesson plan or do not have sufficient information about the use of alternative assessment and evaluation tools, they didn't benefit from these assessment and evaluation tools during the teaching process, however, some teachers are aware of alternative assessment and evaluation tools and benefit from them during the teaching process. Most of the teachers stated that they can apply this proposed education situation in their lessons because of being fun, suitable for the teaching process and adaptable to different topics. However, it was observed that there were also teachers who stated that they did not dominate the content of the techniques and also taking the time of this lesson plan even though they wanted to apply the proposed lesson plan. In this context, assessment and evaluation tools in an exemplary lesson plan offer teachers a new approach about the process, but teachers need to be informed about alternative assessment and evaluation tools.

Finally, it was concluded that the proposed Turkish education situation is generally applicable, original, creative, fun and suitable for the teaching process.

Effective education depends on teachers' professional competence knowledge, performance levels and the richness of education and training services provided to them. In this context, to increase the quality of education, teachers should organize the learning environment to be the most efficient for the students, and by choosing the most appropriate methods and techniques and enrich the learning environment, considering their learning and readiness levels. Revealing teachers' strengths and professional development needs in the process and providing the education and support they need will bring success in education. In this context, to increase the preliminary knowledge of teachers in planning the education and teaching process, comprehensive in-service training should be provided on subjects such as methods and techniques, assessment and evaluation tools, and lesson planning stages to be used in learning environments. They should be provided to conduct the lesson in a planned and organized manner.

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APPENDIX

Exemplary Turkish Lesson Plan

a) Beginning activities
At the beginning of the lesson, the teacher enters the classroom with a basket full of fruit to attract the students' attention. The fruit basket is as follows:

After the teacher shows the basket in the classroom, he/she asks the students a question about what the fruit basket that he/she has in his/her hand used for. With the fruit basket material to be used in the lesson process, for the attention-drawing phase of the lesson is completed. In the continuation of the lesson, after getting the students' opinions about the subject, the teacher makes the students eager by saying that "you will soon learn what it used for and realize that how much the learned subject will be useful in your daily life." Thus, the motivation phase of the lesson is completed.

The next phase is to inform about the target. In the development part of the lesson, the teacher tries to make students feel the target instead of saying the goal explicitly, as he/she will use the inventive learning strategy. For this purpose, the teacher tells the students that the concept they will learn is often used in describing something in daily life, sorting its features or making it come alive in the mind. Thus, the teacher tries to create expectations about the subject of the students.

The last stage is the passing phase of the lesson. At this stage, the teacher states that they will do an activity related to the fruit basket which he/she use for drawing attention and besides, they will do other activities. Thus, by preparing for the lesson, the beginning activities were completed.

b) Development activities
The development phase is the part where the subject is expressed. Here, activities related to the material used in the attention drawing phase of the lesson and additional activities are carried out. In the first phase, the teacher asks the students to list the characteristics of the fruit basket that it presents as a stimulating material. Before doing this, he also explains to the students that they can form sentences expressing the shape, characteristics, colors, number of the fruit basket or the fruits in it. For this purpose, the teacher draws a table with two columns on the blackboard, as below:

Basic properties of the object	Developer thoughts

Possible features that student will write in the table while describing the basket or the fruits in it are:

- ➢ the basket that full of fruit
- ➢ red-apple
- ➢ seedless grapes
- ➢ sour plum
- ➢ a pineapple
- ➢ handled basket

Then, the teacher states that by activating the imagination of the students, they can change the features of the fruit basket and the fruits in it, turn it into another product and are free in this regard. The teacher asks a question to the students, "If you were, what kind of product would you turn this basket or the fruit inside, which properties of it would you change?" All student opinions are taken using the brainstorming technique. Expressions, that students will write in the column of developer thoughts can be as follows:

- ➢ Red ball
- ➢ Toy cradle
- ➢ Pink candlestick
- ➢ Earring with grape
- ➢ Colourful vase etc.

As seen in the examples, it is clear that students will benefit from adjectives while making these qualifications. Thus, students perceive that the adjectives are words that characterize the nouns in terms of colours, shape, situation, number. This used technique by the teacher, is "quality ranking technique" which is one of the techniques of developing creative thinking. In the process followed by this technique, which is used in most of Crawford's original creativity lessons, certain qualities of the product should be listed, and then some changes to improve the qualities may be added or transfer of attributes from one object to another.
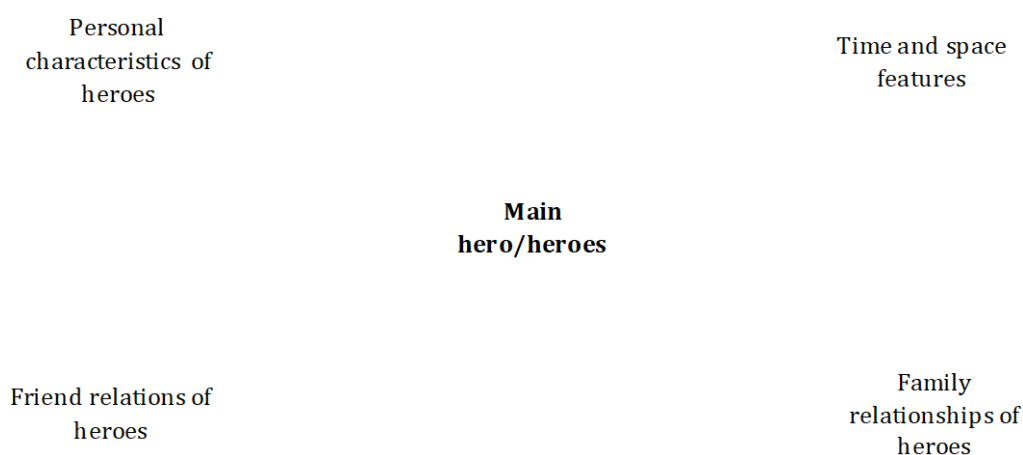
After the first phase of the development section is completed, additional activity is started to present different examples of the subject. The teacher arouses a sense of experience in the students, enables them watching the video to create concrete and permanent learning, to facilitate the understanding of complex information and events, and to provide students with a rich and interesting learning environment. The teacher makes a 'transition' by telling students that they will perform an activity related to the video they watch. At this stage, the teacher wants to present the subject to the students by associating it with fairy tales. For this reason, he asks whether they have heard "The Grasshopper and Ant The" tale[1] (https://youtu.be/A003dO9_YoA) without

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[1] The lesson plan in the study was prepared based on the "Virtues" theme in the 6th Grade Turkish Language Textbook, by choosing the text named "To give is to increase." The concepts of "loyalty, generosity, sacrifice" in the preparatory works of the text were tried to be sensed with the video included in the research. In other words, the reason for choosing the video titled "Ant and Grasshopper" is because the heroes have these feelings.

watching the video that he prepared before. Later, volunteer students are given the right to speak and the students are asked to define the main heroes of the tale. Possible definitions that students can make for the ant are as follows:

➢ Hardworking
➢ Strong
➢ Considerate
➢ Patient
➢ Helpful, etc.

For grasshopper, definitions that students are possible to make will be the opposite of ants. Lazy, inconsiderate, careless, etc. After the answers of the students, the teacher has students watch the video again to remember the tale. After this phase is completed, creative writing work on the subject is given to the students during the practice phase. The teacher creates a map for students to create the writing plan as follows:

Personal
characteristics of
heroes

Time and space
features

**Main
hero/heroes**

Friend relations of
heroes

Family
relationships of
heroes

Then the teacher makes explanations about this map he created. He/she tells the students that the main characters of the story in the video "The Grasshopper and The Ant" they watched should change their places, load them the opposite personality traits, change also the time and place of the event and create a new fairy tale. Station technique is used in writing studies to contribute to students' learning together, to develop their sense of responsibility and to produce creative writing.

Station technique is applied as follows:

➢ The whole class is divided into 3 stations.
➢ These stations are entry, development and result stations.
➢ Students who will go to each station are determined.
➢ All the students take part.
➢ Each group is assigned an observer or station chief.
➢ The chief guides the group and collects the products when the work is done.
➢ The groups are distributed to the station and each group works for 10 minutes at the station they go to.
➢ At the end of the period, the groups change sides.
➢ All groups are allowed to work at each station.

Students often use adjectives in the process of creating the text while uploading new personality traits to the heroes, making place descriptions. After the stage of creating the text is completed, the texts written are collected by the teacher and distributed to the class in a mixed way. While the texts are examined by the students, the teacher asks the students to find the names in the texts and ask the question 'how' to the names they find. Students list their answers in their notebooks. What students write will lead them to the qualifications they have just made. In this

way, students will realize that adjectives qualify a name in terms of colour, form, condition, number, and they will surely comprehend that it comes before the nouns.

c) Result activities

In the conclusion part, the teacher sums up the subject and tries to create the theoretical part of the lesson together with the students, through the examples. Since the learning strategy by the invention way is used in the lesson, in the development section the principles and generalizations are reached through the examples given by the students.

To reinforce the subject at the end of the lesson;

- ➢ The teacher presents examples of adjectives and asks questions about examples.
- ➢ Students explain examples of the subject.
- ➢ The teacher presents additional examples of adjectives and asks questions about examples.
- ➢ Students explain additional examples and compare them with the first examples.
- ➢ The teacher presents examples that are not related to adjectives and asks questions about examples.
- ➢ Students explain examples that are not relevant to the topic and compare them with examples that are relevant to the topic.
- ➢ Students define and explain principles and generalizations under the guidance of teachers.
- ➢ Students create their examples.

Thus, the perception of noun and adjective occurs in the students' minds. After the activities, the teacher delivers worksheets to the students at the end of the lesson to evaluate the subject and correct their misconceptions. The activities included in the worksheet are:

Diagnostic Branched Tree

The sentences about adjectives are given below. Starting from the first question, decide whether the questions are true or false and follow the guiding arrows. Finally mark the exit you have reached. Remember, you can only exit through one exit.

In order to be adjective, a word must qualify or demonstrate the noun by coming in front of it.	Descriptive adjectives determine nouns in terms of indication, number, question and indefiniteness.	In the sentence "He/she has read that book before", "that" is an adjective.	Exit
T	T	T	1. EXIT
		F	2. EXIT
	F	In the sentence "He/she has come to the class two months ago", "two" is a numerical adjective. T	3. EXIT
		F	4. EXIT
F	T — Adjectives answer the 'how' question, which is asked for a noun.	Adjectives can also qualify verbs. T	5. EXIT
		F	6. EXIT
	F	Demonstrative adjective, numerical adjective and interrogative adjective are the determinative adjectives. T	7. EXIT
		F	8. EXIT

Meaning Analysis Table

Some sentences are given in the table below. Find the adjectives in the sentences and mark them in the table.

Adjectives and their types	Descriptive adjective	Demonstrative adjective	Indefinite adjective	Numerical adjective	Interrogative adjective
Once upon a time, a villager knocked a door of madrasah.					
These grapes are the most beautiful products of my garden.					
We picked circle stones from the seaside for game.					
Which game do you like most?					
There were approximately 100 people at the today ceremony.					

Structured Grid

Answer the following questions according to the boxes in the table. Please note forget that the box can have more answers than one.

1	2	3	4
If those mountains give me a way I will pass.	Some people like summer and some of them like winter.	We decorated the school with colourful balloons.	I collected good memories in this city.
5	**6**	**7**	**8**
Only a few chicks could survive.	The old houses on the street remind me of good days.	How many hours does it take to arrive in the village?	It is essential to run at least half an hour every day.
9	**10**	**11**	**12**
We planted two young tree in the garden with my grandfather.	A pleasant smell of linden was coming from the door.	Is this car yours?	What kind of world would you like?
13	**14**	**15**	**16**
They distributed two books to everyone.	Some people like loneliness.	The old woman took her black sweater slowly and went out.	It's been 10-15 years since we moved here.

1. In which of the explanations in the box, the adjective qualifies the noun in terms of situation?
(..........)
2. In which of the explanations in the box, the adjective qualifies the noun in terms of number?
(..........)
3. In which of the explanations in the box, question meaning is provided by an adjective?
(..........)
4. In which of the sentences in the box have indefinite adjectives?
(..........)
5. In which of the sentences in the box is used as a descriptive adjective?
(..........)
6. In which of the sentences in the box is used as a demonstrative adjective?
(..........)