



## **Turkish Language and Literature Teacher Candidates' Opinions on Panel and Forum Discussion Techniques: A Qualitative Analysis**

**Mesut BULUT<sup>1\*</sup>**

Received: 31 August 2023/ Accepted: 14 September 2023/ Published: 20 September 2023

---

### **Abstract**

*The purpose of this study is to find out what prospective teachers of Turkish language and literature think about using panel and forum discussion techniques in the context of instructional strategies that are crucial to the learning-teaching process. The case study design, one of the qualitative research methods, was chosen for this objective. 14 teacher candidates who are enrolled in a university's education faculty and are studying Turkish language and literature make up the study's participant group. A semi-structured interview form with six open-ended questions was used to gather research data. The data that was gathered was analyzed using a content analysis method. The research findings indicate that pre-service teachers believe panel and forum discussion techniques are very beneficial, particularly for boosting self-confidence, enhancing discussion and interpretation skills, and enhancing verbal and high-level thinking abilities. The panel and forum discussion techniques were generally viewed favorably by the participants. Some pre-service teachers, however, claimed that they struggled to provide an engaging presentation because of emotions including excitement, stress, fear, and lack of confidence. As a result, this study enabled us to comprehend pre-service teachers' opinions on panel and forum discussion techniques better. Results on the possible advantages and difficulties of these strategies can help to improve the design of upcoming educational studies and teacher preparation programs.*

**Key words:** Opinions; Panel and forum discussion techniques; qualitative analysis; teacher candidates; Turkish language and literature

---

**How to cite:** Bulut, M. (2023). Turkish Language and Literature Teacher Candidates' Opinions on Panel and Forum Discussion Techniques: A Qualitative Analysis. *Journal of Innovation in Psychology, Education and Didactics*, 27(2), 141-160. doi:10.29081/JIPED.2023.27.2.02.

---

<sup>1</sup> Assoc. Prof. Dr., Atatürk University, Kâzım Karabekir Faculty of Education, Department of Turkish and Social Sciences Education, Turkey, E-mail: [mesutbulut\\_77@yahoo.com.tr](mailto:mesutbulut_77@yahoo.com.tr)

\* Corresponding author

## **1. Introduction**

The 20th century is a century of rapid social, political, technological, and economic developments. The education system has also been affected by the changes in these variables, which represent important turning points in the lives of societies. Constructivist education, which is based on ideas from thousands of years ago but has just started to attract attention in terms of use, has thus replaced the cognitive and behavioral education approach, which is the basis of educational institutions (Yeşilyurt, 2013a: 2). Although constructivist learning is based on education in our education system, it has been determined that teachers do not use methods and techniques suitable for constructivist knowledge (Türkoğlu, 2012). For this reason, it is an undeniable fact that methods suitable for the constructivist approach should be used in teacher education (Bay & Karakaya, 2009: 43). At every stage of formal education, in-class activities should be applied to exhibit the desired behaviors towards gaining students. In the education system, schools are unique environments designed to support students in achieving their academic goals. This special environment was created to make it easier for people to adopt the desired behaviors and to get rid of the bad ones (Arslantaş, 2011: 488). With the advancement of science and technology, the education system requires students to use metacognitive learning processes to become conscious and creative thinkers. It is an undeniable reality that teachers who have brought their professional development to a high level are needed to train these people (Bardak & Karamustafaoglu, 2016: 568). According to the results of the research on teacher candidates, it has been determined that they define “contemporary teacher” as a teacher who follows innovations and uses new methods and techniques in this direction (Deniz, 1998: 85). Teachers have important responsibilities in raising students who learn to learn, research, question, have a critical perspective, have strong communication skills, can solve problems, are productive, open to innovations, have advanced decision-making skills, and have personal and social skills. In this context, teachers have to update and adapt the strategies and methods they apply in the learning-teaching process and their understanding of education and training according to the requirements of the age so that they can raise students with 21st-century skills. This effort should begin in teacher training programs and continue in his professional life. Only in this way can it be possible to raise people who can learn to learn in this way, think freely, adopt human rights and values, and are self-sufficient first (Nalbantoğlu, 2015: 2). Therefore, the most important factors in the success of a learning-teaching activity are the teacher and the strategy, method, and technique he prefers to use (Yılmaz, 2017: 493). After the objectives are determined and the learning-teaching process is structured, the most important thing to be decided is teaching strategies, methods, and techniques (Demir & Özden, 2013: 60). Using the right strategy, method, and techniques is the easiest way to reach a certain goal. Therefore, with the right strategies, methods, and techniques, it is likely that the level of achieving the goal of a course or subject will be high (Arıcı, 2006: 300).

Pedagogical content knowledge includes knowledge and skills related to teaching strategies, methods, and techniques, which are among the basic requirements for teachers. In this context, candidates for the teaching profession should be given basic knowledge and skills related to the above-mentioned components during the teacher education process. Determining the development levels of teacher candidates in this area is one of the ways to increase the quality of the education given to understand the teaching strategies, methods, and techniques in universities (Demircioğlu et al., 2015: 18). Students today use computers, mobile phones, and other electronic devices to communicate and access information. New technologies have radically changed the way we interact with information, so the traditional approach to learning and teaching is no longer sufficient. In this context, modern teaching techniques should be applied to make the learning environment more interactive and to enable students to learn more easily and quickly (Tretinjak et al., 2014).

Research on the effectiveness of teaching methods and techniques reveals that it is very difficult to achieve learning with a single teaching method. Methods and techniques have different effects depending on the teacher, the student, the subject, and the desired goals. For this reason, both teachers and teacher candidates must have the necessary equipment to choose the most appropriate methods and techniques in the learning-teaching process (Erden, 2007: 98). Teachers should use tried and verified teaching methods suitable for the course to teach the learning content by considering the class level and subject of the student. Care should be taken to ensure that the teaching methods to be chosen are suitable for students' interest and understanding levels (Taşkaya & Muştâ, 2008: 241). The discussion method is one of the recommended methods to improve thinking skills. Students are expected to participate in activities, express their ideas, and participate in discussions to gain new ideas. According to research, the discussion method is a proven approach to developing students' critical thinking. Discussion is an important technique for promoting mental development and interaction between students and teachers. It allows the student to use various mental processes, to compare their ideas with the ideas of others, and to understand how their thinking processes work (Güneş, 2012: 142). The discussion method focuses on students talking among themselves about a topic or problem to find potential solutions. The main component of the method is that the whole group is involved in the activity (Aktepe & Aktepe, 2009: 72). In addition, it is seen that the method of discussion has important effects on the individual's self-expression and ensures the permanence of knowledge (Yeşilyurt, 2013b: 168). Discussion involves multiple conversations, not just one person speaking and asking questions. The main goal of this approach is to get everyone in the group to participate in the event. Since discussion is a method that puts the student in the center and provides the reasoning for a topic or problem, it is very useful in subjects such as critical thinking, problem-solving, creativity, innovation, collaboration, and communication. Thanks to this student-centered method, students not only learn the information offered by the program, but also learn by experiencing various values and skills, which are the basic components of living together, and by exchanging this information with each other (Kaya, 2021: 22-24). Thanks to the panel, which is one of the discussion techniques, students can conduct research on a subject, and in this context, they can display a critical point of view by making the subject fun. Therefore, the panel plays an important role in ensuring the active participation of the listeners/students, guiding the listeners/students to critical thinking, and improving their questioning skills. In a forum, also known as a group discussion, it is essential to educate the audience about a particular topic and involve them in the discussion from a variety of perspectives. In other words, the forum technique is where subject matter experts discuss several aspects of a single topic in front of an audience. This technique can help students to actively participate in activities, their motivation, and develop a questioning attitude towards different views and concepts (Saracaloğlu, 2019). As such, using the right strategies, methods, and techniques is the easiest way to achieve a specific goal. Therefore, it is likely that the level of achieving the goal of a course or subject taught using appropriate strategies, methods and techniques is quite high (Arıcı, 2006: 300). Some studies in which pre-service teachers are sample/study groups and teaching methods and techniques are discussed include: Duban & Küçükylmaz (2008), Bertiz et al., (2010), Topbaş & Toy (2010), Saracaloğlu & Karasakaloğlu (2011), Karadağ & Akkaya (2013), Akyüz vd.,(2015), Turan & Göktaş (2015), Bozpolat et al., (2016), Demirkan& Saraçoğlu (2016), Kösterelioğlu & Çelen (2016), Apaydın&Kandemir (2018), Öztürk & Kardaş (2018), Karasu Avcı & Ketenoğlu Kayabaşı (2018), Şahin & Aykaç (2018), and Duman (2023), it was determined that it was made by.

It is a generally accepted understanding that it is very important to apply contemporary teaching methods and techniques, which are critical for teacher development in today's information age. In this context, it is clear that the use of contemporary teaching strategies and methodologies in language and literature education is necessary for teacher training and development. As a result, examining the perspectives of pre-service teachers on the practices of panel and forum discussion techniques, which play an important role in the development of many

skills within the scope of language and culture courses, is a subject worth investigating in terms of revealing the effects of method diversity, which is very important in modern education understanding. It is seen in the studies in the literature that discussion techniques are very effective in the learning-teaching process, especially today, where the modern understanding of education and the ability to appeal to many senses of the students gain importance. In addition, it is an undeniable fact that it is important in terms of literature to investigate how panel and forum discussion techniques affect the learning-teaching process in an environment where pre-service teachers cannot express themselves fully in the lessons. This study aims to present the perspectives and ideas of pre-service teachers on practices and activities related to panel and forum discussion techniques in a comprehensive manner.

This study aims to determine the opinions of Turkish language and literature teacher candidates regarding the panel and forum discussion techniques carried out within the scope of the “culture and language” course. A comprehensive and comparative analysis of the effect of student-centered strategies, methods, and techniques in the learning-teaching process and handling these strategies, methods, and techniques in a holistic structure is very important. For this purpose, answers to the following questions were sought in the context of panel and forum discussion techniques:

- What do you know about panel and forum discussion techniques?
- Have you used panel and forum discussion techniques together in any course before?
- What do you think are the positive aspects (advantages) of the panel and forum techniques applied within the scope of the “culture and language” course?
- In your opinion, what are the negative aspects (disadvantages) of the panel and forum techniques applied within the scope of the “culture and language” course?
- Which of the higher-order thinking skills do you think the panel and forum discussion techniques carried out within the scope of the "culture and language" course contribute more to?
- What are your views on the use of panel and forum discussion techniques in language and literature teaching?.

## **2. Method**

### ***2.1 Research Model/Design***

The case study method, one of the qualitative research designs, was used in the study. A case study is a qualitative research model in which the situation or situations determined by the researcher are examined in detail using information sources such as interviews, observations, and documents from data collection methods, and the themes related to the situation are described (Creswell, 2020). In this study, the case study design was adopted since it was planned to examine the thoughts of the pre-service Turkish language and literature teachers regarding the concept of panel and forum discussion techniques by using interviews. A qualitative case study is an in-depth description and examination of a limited system. In this context, the situation can be a single person, a program, a group, an institution, a society, or a specific policy, which is an example of a phenomenon (Merriam, 2018). Case studies are the in-depth investigation of the factors related to a situation, how these factors affect the relevant situation, and how they are affected by this situation with a holistic approach (Yıldırım & Şimşek, 2013, p. 83). Case studies are studies that aim to understand the event in depth in its natural environment, taking into account its complexity and context. It should also have a holistic focus aimed at preserving and understanding the integrity and unity of the event. Research questions also help to define this focal point (Punch, 2014). According to Creswell (2020), the case study is a qualitative research design in which one or a few situations limited by the researcher are examined in detail and in-depth using data collection methods (interviews, observations, documents, etc.) that include

multiple information sources, and situations and situation-based themes are defined. In this context, the case study method, which is one of the qualitative research approaches, was used in the research, since it is aimed to examine the activity implementation processes of the Turkish language and literature teacher candidates within the scope of culture and language lesson in detail and in-depth about panel and forum discussion techniques review is provided.

## **2.2 Participants**

In the study, convenient sampling was used as the sample selection method, and the criterion sampling method was used as the selection method. Büyüköztürk et al., (2020) defined convenient sampling as “the selection of the sample from easily accessible and applicable units due to the limitations in terms of time, money and labor.” By convenient sampling, the researcher selects a group that is easy to access in terms of cost, time, and accessibility. Criterion sampling, on the other hand, is the creation of a sample from people, events, objects, or situations with the qualities determined depending on the problem (Büyüköztürk et al. 2020). It was determined as the basic criterion that the study group to be included in this study should have taken the course within the scope of the “culture and language” course conducted by the researcher over some time. Turkish language and literature 3rd-grade teacher candidates, whose implementation process will be carried out, participated in the study. The participation of teacher candidates is based on volunteerism. The study group consists of 14 teacher candidates, 11 female, and 3 male, who are studying in the department of Turkish language and literature education at a state university in 2021-2022. Qualitative research is usually conducted in-depth on purposefully selected relatively small samples (Patton, 2002).

**Table 1.** Demographic Information of Teacher Candidates

<b>Participants</b>	<b>Age</b>	<b>Gender</b>	<b>Graduated High School</b>
PTC <sub>1</sub>	22	Female	Anatolian High School
PTC <sub>2</sub>	22	Female	Anatolian High School
PTC <sub>3</sub>	22	Male	Anatolian High School
PTC <sub>4</sub>	21	Female	Anatolian High School
PTC <sub>5</sub>	20	Female	Anatolian Imam Hatip High School
PTC <sub>6</sub>	22	Female	Anatolian High School
PTC <sub>7</sub>	24	Female	Science High School
PTC <sub>8</sub>	21	Female	Anatolian High School
PTC <sub>9</sub>	21	Female	Anatolian High School
PTC <sub>10</sub>	23	Male	Anatolian High School
PTC <sub>11</sub>	28	Female	Vocational and Technical Anatolian High School
PTC <sub>12</sub>	21	Female	Anatolian High School
PTC <sub>13</sub>	20	Male	Anatolian High School
PTC <sub>14</sub>	21	Female	Vocational and Technical Anatolian High School

78,57% (f=11) of the participants studying in the Turkish language and literature teaching program were female; a total of 14 volunteer teacher candidates, of which 21,43% (f=3) were male. Secondary education institutions from which the participants graduated; Anatolian High School (f=9, 71,42%); Vocational and Technical Anatolian High School (f=2, 14,28%); Anatolian İmam Hatip High School (f=1, 7,14%); It was determined that it was a Science high school (f=1, 7,14%).

### **2.3. Data collecting tools**

As a data collection tool in the research, the semi-structured interview technique was used within the framework of a semi-structured interview form consisting of six questions. In this technique, the questions are prepared in advance by the researcher and since it provides partial flexibility to the researched people, the prepared questions can be rearranged and allowed to be discussed. In this type of interview, both the researcher and the participants have control over the research. Such flexibility can be seen in qualitative research (Ekiz, 2009: 63; Sönmez & Alacapınar, 2014: 152). The research data were collected with a semi-structured interview form consisting of open-ended written questions, which were prepared by taking expert opinions and finalized by the researcher. A pool of questions was created for the semi-structured interview form, and researchers and experts discussed and decided together which questions should be included in the interview form. There are two parts to the semi-structured interview form. The first part includes the personal information and personal data of teacher candidates. Semi-structured interview form questions consisting of open-ended questions were added to the second part to find out what the pre-service teachers thought about the panel and forum discussion techniques carried out within the scope of culture and language lessons. Opinions were received from two faculty members who are experts in their fields regarding the semi-structured interview form, which was created by combining the personal information form and open-ended questions. Some questions have been rearranged to indicate that they may be guiding. The pre-service teachers who voluntarily participated in the research were asked to express their opinions in writing. After the necessary corrections were made in line with the expert opinion for content validity, the interview form was given its final form. At this point, questions were asked that the experts and the researcher agreed on. A total of 6 open-ended questions were included in the semi-structured interview form. In this context, what they know about panel and forum discussion techniques, whether they have used these techniques before, the positive aspects (advantages), and negative aspects (disadvantages) of panel and forum techniques, which skills they affect more than higher-order thinking skills, and their views on their use in language and literature teaching are discussed. The opinions of the pre-service teachers were taken about what happened, and then the analysis of the collected data was carried out.

### **2.4. Data analysis**

The data collected with the semi-structured interview form were analyzed using the content analysis technique. The main purpose of content analysis is to reach concepts and relationships that can explain the collected data. The data summarized and interpreted in the descriptive analysis are subjected to deeper processing in content analysis, and concepts and themes that cannot be noticed with a descriptive approach can be discovered as a result of this analysis. For this purpose, it is necessary to conceptualize the collected data first, then organize it logically according to the emerging concepts and determine the themes that explain the data accordingly (Yıldırım & Şimşek, 2013). “Content analysis is the systematic, holistic, and purposeful analysis of the contents of interviews, field notes, and written documents. The subject of content analysis is all kinds of text content. These are all kinds of texts such as books, magazines, all kinds of verbal expressions, television programs, advertisements, and texts that reflect visual presentations. The purpose of content analysis is to understand what the content in the texts means, what its main emphasis is, and to interpret it in this context” (Bal, 2021: 250). The codes were extracted by analyzing the data obtained through a semi-structured interview form consisting of open-ended questions. The code creation process was first done separately by the researcher to obtain accurate and reliable findings, and then the researchers and field experts came together and discussed until a consensus was reached on the codes, and these codes were finalized. These generated codes are presented by showing the tables and their frequencies, and it is aimed to be understandable. Findings are presented numerically (f) where necessary. Direct

quotations were used to support the statements of the participants. Codes (PTC<sub>1</sub>/Participant Teacher Candidate, PTC<sub>2</sub>/Participant Teacher Candidate... PTC<sub>14</sub>/Participant Teacher Candidate, etc.) were used instead of teacher candidates names. After the data collection process was completed, a written transcript of the answers given by the participants was obtained. The data obtained from the teacher candidates were analyzed by the researcher in line with the purpose of the research. By examining the data obtained from the interviews with content analysis, firstly the codes and then similar codes were brought together to form categories. While creating the codes and categories, the data thought to be outside the scope of the research were not taken into account. These created codes and categories are explained in tables for clarity. The answers given by the participants to the open-ended questions were transferred to the computer environment in written form and coding was created for this. While coding the views expressed by the participants, the words and sentences forming a meaningful whole were taken into consideration. The codes obtained are presented in tables under the interview questions with their frequency of repetition. In addition, the coding made on the interview data was reflected in the study in line with the literature.

Data analysis and coding for the research were completed to ensure the correctness and dependability of the data gathered. This approach, which is regarded as one of the essential steps in research, is crucial since the findings from the study produce useful outcomes. The data was gathered using the open-ended responses to the interview form's semi-structured open-ended questions. Following a thorough examination of these comments, the researcher found recurrent themes and codes. Each pre-service teacher was then assigned a separate set of codes. Codes (PTC<sub>1</sub>/Participant Teacher Candidate, PTC<sub>2</sub>/Participant Teacher Candidate... PTC<sub>14</sub> /Participant Teacher Candidate, etc.) were used instead of teacher candidates names. Not only the researcher but also subject-matter specialists, participated in the code creation process. A sequence of debates and assessments between researchers and specialists led to the finalization of the codes. The codes are now clearer and more significant as a result of this step. Similar codes were combined to create categories. This step made it possible to organize the data analysis and interpretation. The categories gave a more descriptive presentation of the results and allowed for a more comprehensive evaluation of the findings. Tables and quotations support the presentation of the data that were collected. The findings' numerical expression and visual comprehension were made easier by this presentation technique. The conclusions gained have also been proven to be consistent with previous research and to rely on solid foundations. Because of this, the process of data analysis and coding is crucial to the research's validity, reliability, and consistency. The research's conclusions and findings were strengthened by carefully and thoroughly completing these processes, which allowed the findings to be built upon more reliable foundations.

### ***2.5. Reliability and validity of the research***

Important steps are involved in the processes of producing dependability, internal validity, and external validity in qualitative research. The correctness and objectivity of the data-gathering techniques are crucial in the context of reliability. Reliability can be improved by keeping thorough field notes, recording audio and video, employing the member control approach, and meticulously documenting the research procedure. Internal validity must be ensured while maintaining objectivity and avoiding prejudice to make the chosen categories and interpretations consistent with actual events. Internal validity can be strengthened by using detailed field notes that are the result of extensive and prolonged research as well as a variety of observers. On the other hand, external validity emphasizes comparability and transformability while assessing the ability to generalize the research findings. For today, reliable results and the generation of expandable knowledge, careful handling of qualitative research in terms of reliability, internal validity, and external validity is crucial (Büyüköztürk et al., 2020: 264-265). It is feasible to

discuss a wide range of validity, reliability, and credibility standards while discussing qualitative research. For instance, a detailed presentation of the data obtained and an explanation of how the researcher arrived at the results are crucial for validity (Yıldırım & Şimşek, 2013). The methods used to ensure the research's validity and dependability are crucial. Experts reviewed it in this situation to ensure the research's internal validity. This is a step used to evaluate the research's methodological applicability and structural soundness. The specialists' review of the research design and methodology led to the necessary changes and improvements. Some of the findings were given through tables, while others were presented directly in the text to strengthen the research's internal dependability. By presenting the research findings in several ways, this approach seeks to assure the repeatability and consistency of the findings. The research methodology and strategies employed are thoroughly explained to increase the external validity of the study. This makes it possible for readers and other researchers to access the information should they want to undertake a related study or apply the findings in various circumstances. The location of the researchers, participant selection, and data analysis process are thoroughly stated to strengthen the research's external dependability. This shows that the study can be replicated by other researchers and that the findings might hold up under various circumstances. The research findings were coded, compared, and reviewed for consistency. This is done to ensure that the results are accurate and reliable. Clear and thorough descriptions are provided to maximize the transferability of the study. It was made possible for other researchers to carry out comparable studies by providing clear explanations of the data-gathering procedure, participant selection, and data analysis. To validate the findings, some quotes from participant viewpoints were also included. This aids in improving our comprehension and assessment of the study's findings. The goals of each of these processes are to improve the research's validity, dependability, and transferability. The outcomes are made stronger and more persuasive in this manner.

### 2.6. Ethics committee approval information

This study was decided to comply with ethical principles with the decision of Atatürk University Social and Human Sciences Ethics Committee Educational Sciences Unit Ethics Committee dated 14.06.2022 and numbered 07/06.

## 3. Results

In this section, within the framework of the opinions of the Turkish language and literature teacher candidates and in line with the aims of the research, the findings obtained regarding the panel and forum discussion techniques carried out within the scope of the “culture and language” course and the direct quotations that are the source of the findings are included. What do you know about the “panel and forum” discussion techniques asked of Turkish language and literature teacher candidates? The answers to the question are shown in Table 2 together with the category, code, participant, and frequencies.

The frequencies for the opinions of the pre-service teachers on question number 2 on what they know about panel and forum discussion techniques indicate how knowledgeable respondents are about panel concepts as compared to forum concepts (Table 2).

**Table 2.** Frequency of the opinions of pre-service teachers about the concept of “panel” and “forum”

	Category	Code	Participants	<i>f</i>
Panel and forum	Panel concepts	Discussing and sharing the opinions and knowledge of people/experts with knowledge about a subject in front of the audience	PTC <sub>1</sub> , PTC <sub>2</sub> , PTC <sub>3</sub> , PTC <sub>5</sub> , PTC <sub>7</sub> , PTC <sub>11</sub> , PTC <sub>12</sub> , PTC <sub>13</sub> , PTC <sub>14</sub>	9
	Forum concepts	An environment where some issues concerning the society are discussed by	PTC <sub>1</sub> , PTC <sub>2</sub> , PTC <sub>10</sub>	3



		people with different views, problems are voiced, and certain questions are asked to some experts.		
		The process for the audience to ask questions to the panelists at the end of the panel	PTC <sub>3</sub> , PTC <sub>5</sub> , PTC <sub>7</sub> , PTC <sub>8</sub> , PTC <sub>11</sub> , PTC <sub>12</sub> , PTC <sub>13</sub> , PTC <sub>14</sub>	8
	Panel and Forum	Types of discussion in which opinions and ideas are presented in front of a certain audience	PTC <sub>4</sub> , PTC <sub>6</sub> , PTC <sub>9</sub>	3

In Table 2, the perceptions of Turkish language and literature teacher candidates regarding the concept of panel and forum are divided into codes as definitions in separate codes and definitions in a single sentence. The concept of “panel” was defined with 1 code, the concept of “forum” with 2 codes, and the concept of “panel and forum” together with a single code. On the one hand, PTC<sub>1</sub>, PTC<sub>2</sub>, PTC<sub>3</sub>, PTC<sub>5</sub>, PTC<sub>7</sub>, PTC<sub>11</sub>, PTC<sub>12</sub>, PTC<sub>13</sub>, and PTC<sub>14</sub> define the concept of “panel” as a categorical view, “people/experts who know a subject discuss and share their views and information with the audience”; it has been determined that PTC<sub>1</sub>, PTC<sub>2</sub>, PTC<sub>10</sub> define the concept of “forum” as “an environment where some issues concerning the society are discussed by people with different views, problems are voiced and some questions are asked to experts”. PTC<sub>5</sub>, PTC<sub>3</sub>, PTC<sub>7</sub>, PTC<sub>8</sub>, PTC<sub>11</sub>, PTC<sub>12</sub>, PTC<sub>13</sub>, and PTC<sub>14</sub>, on the other hand, defined the concept of “forum” as “the process of asking questions to the panelists at the end of the panel” in the context of a post-panel event. It was determined that the participants PTC<sub>4</sub>, PTC<sub>6</sub>, and PTC<sub>9</sub> defined the concepts of “panel and forum” together with a single code as “the type of discussion in which opinions and thoughts are expressed in front of a certain audience”. Some of the direct quotations that emerged within the framework of the views expressed by the pre-service teachers and that were the source of the categories are as follows:

**PTC<sub>1</sub>:** *“People who know a subject convey their knowledge to the audience, and the forum is the same task as the panel, but at the end of the panel, it is asking questions from the audience.”*

**PTC<sub>2</sub>:** *“Giving information about the subject to a certain group by experts, and a forum is asking questions to experts after information transfer. The panel and the forum allow individuals to get detailed information about the topics they are curious about and have a pleasant time.”*

**PTC<sub>3</sub>:** *“The forum is the same as the panel, in which experts inform the audience about a field in which they are an expert, but the difference from the panel is that the listener can ask questions to the expert in the forum. In the panel, this happens at the end of the panel.”*

**PTC<sub>5</sub>:** *“The panel is informed about certain field-specific issues by experts. While the experts convey their information in the panel, the audience does not intervene and ask questions. As a result of taking questions from the audience and answering them by experts, when there is mutual interaction, it is passed from the panel to the forum.”*

**PTC<sub>7</sub>:** *“Panel technique is a subject that is explained by the panelist who is expert/knowledgeable about a certain subject. The forum is at the end of the panel and the questions are answered.”*

**PTC<sub>9</sub>:** *“Panel and forum discussion techniques are the explanation of a subject by discussing it by experts.”*

**PTC<sub>11</sub>:** *“In the panel, the speaker makes the income presentation. He tells what he has to say. This person should be an expert in the field. The forum is the question asked at the end of the panel. Attending audience ask questions to the speaker.”*

**PTC<sub>12</sub>:** *“The name of the technique applied by experts in the field is the panel. Afterward, the acceptance of the questions and ideas of the participants turns it into a forum technique.”*

The frequencies and percentages of the answers of pre-service teachers about whether they had ever used panel and forum discussion techniques together in a course are shown in Table 3.

**Table 3.** Frequencies and percentages on whether Turkish language and literature teacher candidates have ever used panel and forum discussion techniques

	Category	Code	Participants	f	%
Panel and Forum Discussion Technique	The use of panel and forum discussion techniques together	Yes	PTC <sub>1</sub> , PTC <sub>3</sub> , PTC <sub>4</sub> , PTC <sub>6</sub> , PTC <sub>10</sub> , PTC <sub>14</sub>	6	42,86
		No	PTC <sub>2</sub> , PTC <sub>5</sub> , PTC <sub>7</sub> , PTC <sub>8</sub> , PTC <sub>9</sub> , PTC <sub>11</sub> , PTC <sub>12</sub> , PTC <sub>13</sub>	8	57,14

When Table 3 is examined, it is seen that the PTC<sub>3</sub>-coded participant, one of the pre-service teachers, used it during secondary school education. Participants with PTC<sub>6</sub> and PTC<sub>14</sub> codes stated that they had used it during their high school education. Participants coded as PTC<sub>1</sub>, PTC<sub>4</sub>, PTC<sub>10</sub> stated that they had used these techniques together before. The participants coded as PTC<sub>2</sub>, PTC<sub>5</sub>, PTC<sub>7</sub>, PTC<sub>8</sub>, PTC<sub>9</sub>, PTC<sub>11</sub>, PTC<sub>12</sub>, PTC<sub>13</sub> stated that they had never used these techniques before during their education and that they used them for the first time in the practices carried out within the scope of the “language and culture” course.

Some of the direct quotations that emerged within the framework of the views expressed by the pre-service teachers and that were the source of the categories are as follows:

PTC<sub>1</sub>: “Yes, we have used it. We have used it in the 'culture and language' class.”

PTC<sub>2</sub>: “No, I have not used panel and forum techniques before in class.”

PTC<sub>3</sub>: “Our teacher had us do the panel application in middle school science class.”

PTC<sub>6</sub>: “Yes, I used these techniques during my high school education. I also used it in my undergraduate education.”

PTC<sub>7</sub>: “We haven't used it together before.”

PTC<sub>8</sub>: “We did not use these discussion techniques before the culture and language lesson. We had the opportunity to see the panel and the forum in practice for the first time.”

PTC<sub>9</sub>: “We have not used panel and forum discussion techniques in any course before.”

PTC<sub>12</sub>: “No, we only used it in this lesson.”

PTC<sub>13</sub>: “There has never been a lesson where we used the two together.”

PTC<sub>14</sub>: “We have used these techniques before, albeit incompletely, in the form of slides and presentations that we presented in high school.”

The frequencies of the opinions of the pre-service teachers regarding the positive aspects (advantages) of the panel and forum techniques applied within the scope of the “culture and language” course are shown in Table 4.

**Table 4.** Frequency of the opinions of Turkish language and literature teacher candidates on the positive aspects (advantages) of panel and forum discussion techniques

	Code	Participants	f
Advantages of Panel and Forum Discussion Techniques	Developing the ability to represent in front of the community, gaining self-confidence	PTC <sub>4</sub> , PTC <sub>6</sub> , PTC <sub>8</sub> , PTC <sub>10</sub> , PTC <sub>11</sub> , PTC <sub>13</sub> , PTC <sub>14</sub>	7
	Ability to discuss, comment, generate ideas, and ask questions	PTC <sub>1</sub> , PTC <sub>3</sub> , PTC <sub>5</sub> , PTC <sub>7</sub> , PTC <sub>8</sub> , PTC <sub>12</sub>	6
	Developing research-examination, preparation, and presentation skills	PTC <sub>2</sub> , PTC <sub>6</sub> , PTC <sub>8</sub> , PTC <sub>9</sub> , PTC <sub>13</sub>	5
	Ensuring active participation in the lesson	PTC <sub>1</sub> , PTC <sub>3</sub> , PTC <sub>8</sub> , PTC <sub>9</sub> , PTC <sub>11</sub>	5
	Ability to speak fluently and effectively	PTC <sub>1</sub> , PTC <sub>4</sub> , PTC <sub>14</sub>	3
	Developing empathic skill	PTC <sub>4</sub> , PTC <sub>6</sub> , PTC <sub>9</sub>	3
	Efficient teaching	PTC <sub>1</sub> , PTC <sub>5</sub>	2
	Ensuring permanent learning	PTC <sub>2</sub> , PTC <sub>8</sub>	2
	Developing listening skills	PTC <sub>4</sub> , PTC <sub>6</sub>	2

	Developing the ability to question and criticize	PTC <sub>6</sub> , PTC <sub>9</sub>	2
	Attracting attention and interest in the lesson, providing motivation	PTC <sub>6</sub> , PTC <sub>11</sub>	2
	gain experience	PTC <sub>10</sub> , PTC <sub>14</sub>	2
	Making the lesson fun and enjoyable	PTC <sub>1</sub>	1

*\*Since some pre-service teachers have stated expressions in more than one code, the total resource may be more than the number of participants.*

When Table 4 is examined, regarding the positive/advantageous aspects of panel and forum discussion techniques, PTC<sub>4</sub>, PTC<sub>6</sub>, PTC<sub>8</sub>, PTC<sub>10</sub>, PTC<sub>11</sub>, PTC<sub>13</sub>, and PTC<sub>14</sub> “developing the ability to represent in front of the community and gaining self-confidence”; PTC<sub>2</sub>, PTC<sub>6</sub>, PTC<sub>8</sub>, PTC<sub>9</sub>, and PTC<sub>13</sub> “research-examination, developing the ability to prepare and present presentations”; PTC<sub>1</sub>, PTC<sub>3</sub>, PTC<sub>5</sub>, PTC<sub>7</sub>, PTC<sub>8</sub>, and PTC<sub>12</sub> “discuss, comment, generate ideas and ask questions”; PTC<sub>1</sub>, PTC<sub>3</sub>, PTC<sub>8</sub>, PTC<sub>9</sub>, and PTC<sub>11</sub> “enable active participation in the lesson”; PTC<sub>1</sub>, PTC<sub>4</sub>, and PTC<sub>14</sub> “speaking well and effectively”; PTC<sub>4</sub>, PTC<sub>6</sub>, and PTC<sub>9</sub> “enhancing empathic skill”; PTC<sub>1</sub>, and PTC<sub>5</sub> “efficient teaching”; providing PTC<sub>2</sub>, PTC<sub>8</sub> permanent learning; Developing PTC<sub>4</sub>, PTC<sub>6</sub> listening skill; PTC<sub>6</sub>, and PTC<sub>9</sub> “improving the ability to question and criticize”; PTC<sub>6</sub>, and PTC<sub>11</sub> “attracting attention and interest in the lesson, providing motivation”; PTC<sub>10</sub>, and PTC<sub>14</sub> “gain experience”; It was determined that they stated that panel and forum discussion techniques provided significant benefits/advantages to them on topics such as PTC<sub>1</sub> “making the lesson fun and enjoyable”. Some of the direct quotations that emerged within the framework of the views expressed by the pre-service teachers and that were the source of the categories are as follows:

**PTC<sub>1</sub>:** *“First of all, it makes our class talk more. This makes the lesson both fun and active. Then, asking questions about the information given by the presenter and making comments are positive aspects (advantages). It definitely makes the lesson effective.”*

**PTC<sub>2</sub>:** *“I think that permanent learning takes place because we prepare the topics ourselves and present them to the class.”*

**PTC<sub>3</sub>:** *“The positive aspects (advantages) of panel and forum discussion techniques applied within the scope of “culture and language course”; within the scope of this course, he made us more involved in the course. In addition, the discussion environment on the subjects gave us the chance to generate new ideas.”*

**PTC<sub>4</sub>:** *“It has contributed to the development of our diction and oratory. It helped us speak in public. It helped us use our gestures and facial expressions. A sense of empathy develops as there may be different ideas and opinions in this type of discussion. Our listening skills have improved.”*

**PTC<sub>5</sub>:** *“Since the subjects of the culture and language course are theoretical and open to discussion, it has contributed to a more understandable and productive course.”*

**PTC<sub>6</sub>:** *“It made us more critical. It increased our attention to the subject. He allowed us to put information on information by questioning. It made both the presenter and the audience accept the criticism. It gave us self-confidence in how we should behave in front of the public and tell the subject. He prepared the speaker and the audience for the topic.”*

**PTC<sub>7</sub>:** *“The panel and forum discussion techniques we applied within the scope of the culture and language course provided a better understanding of the subjects. It enabled us to have a lot of discussion and exchange of ideas on each subject and to produce original ideas on each subject.”*

**PTC<sub>8</sub>:** *“Thanks to panel and forum discussion techniques, all of our friends, including myself, actively participated in the lesson. Our friends, who were shy in our other lessons, had the opportunity to express themselves better. It was a very important practice for us as we will be teachers in the future. It was very important to present, prepare, and respond in front of the community.”*

**PTC<sub>9</sub>**: *“It made us look at things more critically. It taught us that we should respect different ideas and perspectives. We prepared the subject beforehand and presented like an expert on that subject, and our speech contributed to our preparation for the teaching practice.”*

**PTC<sub>10</sub>**: *“As students, it has improved our ability to speak in front of the public and our culture of rhetoric. It gave us experience.”*

**PTC<sub>11</sub>**: *“The use of these techniques breaks the monotony of the lesson. It makes the lesson interesting. It increases student activity. It also improves student self-confidence.”*

**PTC<sub>12</sub>**: *“I think there are more positive aspects (advantages). We interacted with each other and exchanged ideas. We discussed and came up with new ideas.”*

**PTC<sub>13</sub>**: *“The panel and forum discussion techniques we carried out within the scope of the culture and language course enabled us to research and study a certain subject. In addition, it has enabled us to speak in front of people, overcome our excitement, and improve ourselves.”*

**PTC<sub>14</sub>**: *“These techniques, which we used in the culture and language lesson, have eliminated some negative situations such as expressing ourselves in the lesson and speaking in front of the community without excitement.”*

The frequency of the opinions of the pre-service teachers about the negative aspects (disadvantages) of the panel and forum techniques applied within the scope of the “culture and language” course are shown in Table 5.

**Table 5.** Frequency of the opinions of Turkish language and literature teacher candidates on the negative aspects (disadvantages) of panel and forum discussion techniques

	<b>Code</b>	<b>Participants</b>	<b><i>f</i></b>
<b>Negative Aspects (Disadvantages) of Panel and Forum Discussion Techniques</b>	Time/time constraint	PTC <sub>1</sub> , PTC <sub>4</sub> , PTC <sub>5</sub> , PTC <sub>7</sub> , PTC <sub>11</sub> , PTC <sub>12</sub>	6
	There is no negative (disadvantageous) situation	PTC <sub>3</sub> , PTC <sub>9</sub> , PTC <sub>14</sub>	3
	Inability to present effectively	PTC <sub>6</sub> , PTC <sub>12</sub> , PTC <sub>13</sub>	3
	Excitement, stress, speech defects	PTC <sub>4</sub> , PTC <sub>10</sub>	2
	Less audience	PTC <sub>2</sub>	1
	no response	PTC <sub>8</sub>	1

*\*Since some pre-service teachers have stated expressions in more than one code, the total resource may be more than the number of participants.*

When Table 5 is examined, it can be seen that PTC<sub>1</sub>, PTC<sub>4</sub>, PTC<sub>5</sub>, PTC<sub>7</sub>, PTC<sub>11</sub>, and PTC<sub>12</sub> among the pre-service teachers experienced “time/time constraints” regarding the negative aspects (disadvantages) of panel and forum discussion techniques; PTC<sub>3</sub>, PTC<sub>9</sub>, and PTC<sub>14</sub> “no negative (disadvantageous) situation is encountered”; PTC<sub>6</sub>, PTC<sub>12</sub>, PTC<sub>13</sub> said that they encountered the problem of “not being able to present effectively”; PTC<sub>4</sub>, and PTC<sub>10</sub> experienced “excitement, stress, speech defects”; PTC<sub>2</sub> stated that he had problems due to the “small audience”; it was revealed in the analysis of the answers they gave to the question that PTC<sub>8</sub> did not answer this question.

Some of the direct quotations that emerged within the framework of the views expressed by the pre-service teachers and that were the source of the categories are as follows:

**PTC<sub>2</sub>**: *“Small audience can be considered as a disadvantage.”*

**PTC<sub>3</sub>**: *“I did not see any negative aspect (disadvantage) regarding the panel and forum techniques carried out within the scope of the culture and language course.”*

**PTC<sub>4</sub>**: *“When it is done within the scope of the course, there may be a time problem. Also, since it is applied in public, the speaker may have speech defects based on excitement and stress.”*

**PTC<sub>6</sub>**: *“Some speakers were unable to make an effective presentation.”*

**PTC<sub>9</sub>**: *“I don't think it has any downsides.”*

**PTC10:** “Students who do not have strong oratory may experience shyness. In case of any negativity in the lesson, the students can be discouraged.”

**PTC11:** “The negativity I encountered in this course was that the time was not enough. Sometimes people had a little trouble because the forum was long. I think there should be a clear limit on time in the forum part.”

**PTC14:** “I did not see any negative aspects (disadvantages) of these techniques within the scope of the course.”

The frequency of the opinions of pre-service teachers regarding the higher-order thinking skills that panel and forum discussion techniques help build within the “culture and language” course is shown in Table 6.

**Table 6.** Frequencies of the opinions of Turkish language and literature teacher candidates on the higher-order thinking skills that panel and forum discussion techniques help build

	Code	Participants	f
The Contributions of Panel and Forum Discussion Techniques to Higher-Level Thinking Skills	Contribution to critical thinking	PTC <sub>1</sub> , PTC <sub>2</sub> , PTC <sub>3</sub> , PTC <sub>4</sub> , PTC <sub>5</sub> , PTC <sub>6</sub> , PTC <sub>7</sub> , PTC <sub>8</sub> , PTC <sub>9</sub> , PTC <sub>11</sub> , PTC <sub>12</sub> , PTC <sub>14</sub>	12
	Contribution to creative thinking	PTC <sub>1</sub> , PTC <sub>2</sub> , PTC <sub>3</sub> , PTC <sub>6</sub> , PTC <sub>11</sub> , PTC <sub>13</sub>	6
	Contribution to problem-solving	PTC <sub>1</sub> , PTC <sub>3</sub> , PTC <sub>4</sub> , PTC <sub>6</sub> , PTC <sub>11</sub> , PTC <sub>12</sub>	6
	Contribution to reflective thinking	PTC <sub>1</sub> , PTC <sub>3</sub> , PTC <sub>13</sub> , PTC <sub>14</sub>	4
	Contribution to analytical thinking	PTC <sub>3</sub> , PTC <sub>7</sub> , PTC <sub>14</sub>	3
	Contribution to scientific thinking	PTC <sub>3</sub> , PTC <sub>10</sub> , PTC <sub>13</sub>	3

\*Since some pre-service teachers have stated expressions in more than one code, the total resource may be more than the number of participants.

When Table 6 is examined, it is seen that the panel and forum discussion techniques affect which or which of the higher-order thinking skills, PTC<sub>1</sub>, PTC<sub>2</sub>, PTC<sub>3</sub>, PTC<sub>4</sub>, PTC<sub>5</sub>, PTC<sub>6</sub>, PTC<sub>7</sub>, PTC<sub>8</sub>, PTC<sub>9</sub>, PTC<sub>11</sub>, PTC<sub>12</sub>, and PTC<sub>14</sub> “contribution to critical thinking”; PTC<sub>1</sub>, PTC<sub>2</sub>, PTC<sub>3</sub>, PTC<sub>6</sub>, PTC<sub>11</sub>, and PTC<sub>13</sub> “contribution to creative thinking”; PTC<sub>1</sub>, PTC<sub>3</sub>, PTC<sub>4</sub>, PTC<sub>6</sub>, PTC<sub>11</sub>, PTC<sub>12</sub> “contribution to problem-solving”; PTC<sub>1</sub>, PTC<sub>3</sub>, PTC<sub>13</sub>, and PTC<sub>14</sub> “contribution to reflective thinking”; PTC<sub>3</sub>, PTC<sub>7</sub>, PTC<sub>14</sub> “contribution to analytical thinking”, PTC<sub>3</sub>, PTC<sub>10</sub>, and PTC<sub>13</sub> “contribution to scientific thinking”, they think that panel and forum discussion techniques affect higher level thinking skills more.

Some of the direct quotations that emerged within the framework of the views expressed by the pre-service teachers and that were the source of the categories are as follows:

**PTC<sub>1</sub>:** “I think that the contribution rate is higher in critical thinking, creative thinking, reflective thinking, and problem-solving. Because expressing our opinion on the subject we have prepared and the audience's response and being active in the forum enable us to think critically even when we are in the audience position...”

**PTC<sub>2</sub>:** “Critical and creative thinking, because I thought more about questions such as why some judgments are like that or not, how would it be better.”

**PTC<sub>3</sub>:** “I think it contributes to all of them. Because the topics are based on vital issues, different ideas can emerge from each student to embody those topics. For this reason, it contributes to all of them, especially critical, analytical, scientific, and creative thinking.”

**PTC<sub>4</sub>:** “In fact, such discussion techniques teach us a lot of skills. But in my opinion, it gives me more critical thinking and problem-solving skills. Because there will be different views in

techniques such as panels and forums, critical thinking and related problem-solving skills can be gained.”

PTC<sub>5</sub>: “ I think that panel and forum discussion techniques applied within the scope of culture and language course contribute more to critical thinking than our high-level cognitive skills.”

PTC<sub>6</sub>: “ Critical thinking; thanks to this thinking skill, the listener has the opportunity to comment and examine the subject in fine detail. to problem solving; the problem and question in the mind are solved by the speaker's answers to the questions asked by the listener. With creative and critical thinking, a different perspective is created.”

PTC<sub>7</sub>: “ He/she contributed more to critical and analytical thinking.”

PTC<sub>8</sub>: “ I think we use all our high-level thinking skills in the techniques. For example, we had the opportunity to evaluate, comment, and think about the presentations and lessons prepared by me or any of my friends, together with the presentation techniques. Each of us has added to each other's thoughts or emphasized their wrongs.”

PTC<sub>9</sub>: “It contributed to our critical thinking as it taught us not to accept a subject as it is, but to look at it from different angles.”

PTC<sub>10</sub>: “I think it contributes more to scientific thinking. Because the subject to be told is examined and researched in every aspect.”

PTC<sub>11</sub>: “These techniques have contributed to my creative thinking, critical thinking, and problem-solving skills. I think I have improved myself, especially in critical thinking.”

PTC<sub>12</sub>: “I think it contributes more to my critical thinking and problem-solving skills. We contributed to the views of our panelist friends, criticized them, and introduced new ideas.”

PTC<sub>13</sub>: “ While making a presentation, we thought about what we can reveal with creative thinking. With this question, we developed reflective thinking. It also contributed to our scientific thinking. Because we have been more careful because we have given the information we have given by citing the source.”

PTC<sub>14</sub>: “Within the scope of the course, he taught us to approach critically the information about the subjects we prepared with these techniques. It has also contributed to our reflective and analytical thinking levels. Thanks to this thinking, it has contributed to our thinking skills not to see what we read as mere words, and to think about what is meant with this information, whether we agree or not.”

The frequencies for the opinions of the pre-service teachers regarding the use of panel and forum discussion techniques in language and literature teaching are shown in Table 7.

**Table 7.** Frequencies of the opinions of Turkish language and literature teacher candidates on the use of panel and forum discussion techniques in language and literature teaching

	Code	Participants	f
Using Panel and Forum Discussion Techniques in Language and Literature	Improving verbal communication skills	PTC <sub>1</sub> , PTC <sub>2</sub> , PTC <sub>5</sub> , PTC <sub>6</sub> , PTC <sub>9</sub> , PTC <sub>10</sub> , PTC <sub>11</sub> , PTC <sub>13</sub> , PTC <sub>14</sub>	9
	Making language and literature lessons effective, entertaining, and enjoyable	PTC <sub>3</sub> , PTC <sub>4</sub> , PTC <sub>6</sub> , PTC <sub>8</sub>	4
	Ensuring permanent learning	PTC <sub>2</sub> , PTC <sub>12</sub>	2
	Developing analytical and critical thinking skills	PTC <sub>2</sub> , PTC <sub>9</sub>	2
	Ensuring class participation and making the students active	PTC <sub>3</sub> , PTC <sub>12</sub>	2
	Developing self-assessment skills	PTC <sub>7</sub>	1

\*Since some pre-service teachers have stated expressions in more than one code, the total resource may be more than the number of participants.

When Table 7 is examined, it is seen that PTC<sub>1</sub>, PTC<sub>2</sub>, PTC<sub>5</sub>, PTC<sub>6</sub>, PTC<sub>9</sub>, PTC<sub>10</sub>, PTC<sub>11</sub>, PTC<sub>13</sub>, and PTC<sub>14</sub> among teacher candidates, have the function of “improving verbal

communication skills” regarding the use of panel and forum discussion techniques in language and literature teaching; PTC<sub>3</sub>, PTC<sub>4</sub>, PTC<sub>6</sub>, and PTC<sub>8</sub> have a positive effect on “making language and literature lessons effective, fun and enjoyable”; PTC<sub>2</sub>, and PTC<sub>12</sub> contributes to “enable permanent learning”; PTC<sub>2</sub>, and PTC<sub>9</sub> have some positive aspects (advantages) such as “developing analytical and critical thinking skills”; PTC<sub>3</sub>, and PTC<sub>12</sub> are important for “participating in the lesson and enabling students to be active”; PTC<sub>7</sub>, on the other hand, was determined to be quite effective in “gaining the skill of self-assessment”.

Some of the direct quotations that emerged within the framework of the views expressed by the pre-service teachers and that were the source of the categories are as follows:

**PTC<sub>1</sub>:** “ *In terms of the purpose of the literature course; since it is a creative and beautiful transfer of emotions and thoughts, it provides direct benefits to verbal communication. The panel and the forum overlap not in their purpose but in their advantages.* ”

**PTC<sub>3</sub>:** “ *It is very useful to use panel and forum discussion techniques in language and literature teaching. Because, although language and literature teaching is a verbal field, it is dependent on narration and the student is in a passive and listener position. With panel and forum discussion techniques, it can both involve students in the lesson and turn the lesson into a more enjoyable one with their ideas and opinions.* ”

**PTC<sub>5</sub>:** “ *By using panel and forum discussion techniques in language and literature teaching, students will have a positive effect on their ability to express their ideas and ability to speak in front of a public.* ”

**PTC<sub>7</sub>:** “ *I think it is beneficial for language and literature teaching that we see our mistakes in the lesson and exchange views with our teachers and friends.* ”

**PTC<sub>8</sub>:** “ *Panel and forum discussion techniques can be used effectively and beautifully in all courses. I think it is an activity that can be done under any topic for language and literature teaching.* ”

**PTC<sub>9</sub>:** “ *I think it should be used. Thus, students do not hesitate to express their opinions. Expresses himself better. Develops analytical and critical thinking skills.* ”

**PTC<sub>12</sub>:** “ *I think it should be used to generate new ideas and ensure permanence in education. I think that seeing that students' questions and ideas are taken into account has a self-confidence and attention-boosting effect.* ”

**PTC<sub>14</sub>:** “ *When these discussion techniques are used with students, students' sense of excitement in front of the community is eliminated. A sense of self-confidence develops. Proper reading skills will increase. Therefore, they are techniques that can be used in lessons.* ”

#### **4. Discussions**

The following results were reached in this research, in which the views of Turkish language and literature teacher candidates on the practices of panel and forum discussion techniques applied within the scope of language and culture courses. The majority of the pre-service teachers studying in the Turkish language and literature teaching program participating in the research are 78,57% (f=11) women, and the “Anatolian high school” (f=9, 71,42%) is the highest among the high school has been determined.

According to another result obtained from the research, it was determined that Turkish language and literature teacher candidates defined the concept of the panel (f=9, 71,42%) as “people/experts who know a subject, discuss, and share their opinions and information with the audience”. It was determined that they defined the concept of the forum (f=3, 21,42%) as “an environment where some issues concerning society are discussed by people with different views, problems are voiced and some questions are asked to experts”, whereas (f=8, 57,14%) defined it as the process of the audience asking questions to the panelists at the end of the panel, and (f=3, 21,42%) by considering the concept of panel and forum together as in front of a certain audience.

It has been concluded that they define it as “the type of discussion in which opinions and thoughts are expressed”.

When the answers given by the teacher candidates to the question of whether they used panel and forum techniques before in their education life, the majority of the participants (f=8/57,14%) stated that they did not use these techniques during their education and that they took the “language and culture” course for the first time in their undergraduate education. In this context, it is seen that the level of awareness about the richness of the methods in previous educational experiences is low. According to Aslan (2008), thanks to the richness of the method, students' interest in the lesson increases and learning can be sustained. Therefore, the selection of appropriate methods and approaches is very important. According to Ayaydın (2017), the method is one of the basic components of the curriculum and education system. The teacher can make learning more effective by choosing a more effective teaching strategy. Likewise, according to Öztaş and Turan (2009), a single teaching method in the learning-teaching process can lead to negativities in teaching. Choosing the right strategy can ensure the realization of educational goals. For this reason, it is necessary to use more than one method (not a single method) for each lesson. This approach lays the foundation for effective teaching.

Regarding the positive/advantageous aspects of the panel and forum discussion techniques of the pre-service teachers (f=7), “improving the ability to represent in front of the community, gaining self-confidence”; (f=5) “research-examination, developing the ability to prepare and present a presentation”; (f=6) “discuss, comment, generate ideas and ask questions”; (f=5) “ensuring active participation in the lesson”; (f=3) “to be able to speak well and effectively”; (f=3) “improving empathy skills”; (f=2) “efficient teaching”; (f=2) providing permanent learning; (f=2) developing listening skills; (f=2) “improving the ability to question and criticize”; (f=2) “attracting attention and interest to the lesson, providing motivation”; (f=2) “gain experience”; (f=1) it was determined that they stated that panel and forum discussion techniques provided significant benefits/advantages to them on issues such as “making the lesson fun and enjoyable”. In general, it has been concluded that Turkish language and literature teacher candidates experience more positive/advantageous situations in terms of “developing their ability to represent before the community and gaining self-confidence”. Depending on the “lack of practice” in the emergence of this view, it can be said that the students improved their self-confidence in the discussion environment through these activities. In summary, the participants' perspectives on the notions of “panel” and “forum” vary. While some participants interpret these ideas as an environment where subject-matter experts present their viewpoints to an audience and disseminate knowledge, others see it as a setting where social issues are environment from various perspectives and subject-matter experts offer their thoughts. The results of numerous benefits of panel and forum discussion techniques are emphasized by participants. They claimed that these methods provide benefits such as boosting one's self-confidence, developing discussion and interpretation skills, enhancing research and presentation abilities, encouraging active involvement in the course, and developing effective speaking and listening skills.

Turkish language and literature teacher candidates had a “time/time shortage” with a rate of (f=6,42,85%) regarding the negative aspects (disadvantages) of panel and forum discussion techniques; (f=3) “no negative (disadvantageous) situation has been encountered”; (f=3) that they encountered the problem of “not being able to present effectively”; (f=2) they experienced “excitement, stress, speech defects”; (f=1) that he had a problem due to “small audience”; It was revealed in the analysis of the answers given to the question that the person (f=1) did not answer this question. It is seen that the pre-service teachers especially stated that time/duration was not enough due to their positive reactions to the practices. Participants also emphasized the drawbacks of panel and forum discussion techniques as a result. It can be seen that they mentioned issues including a lack of time, difficulty in delivering presentations well, excitement, tension, and speech impediments.



Concerning the “contribution to critical thinking” (f=12) regarding which panel and forum discussion techniques mostly impact the higher-order thinking skills of Turkish language and literature teacher candidates; the “contribution to creative thinking” (f=18); the “contribution to problem-solving” (f=6); the “contribution to reflective thinking” (f=4); the “contribution to analytical thinking” (f=3); it was determined that respondents believe that panel and forum discussion techniques were more effective on higher-order thinking skills in the form of “contribution to scientific thinking” (f=3). The participants consequently believe that panel and forum discussion techniques have favorable effects on higher-order thinking abilities. In this environment, elements like fostering critical thought, promoting creativity, and enhancing problem-solving abilities come to the fore.

The opinions of the Turkish language and literature teacher candidates regarding the use of panel and forum discussion techniques in language and literature teaching have the function of “developing oral communication skills” (f=9); it has a positive effect on “making language and literature lessons effective, fun and enjoyable” (f=4); contributes to “providing permanent learning” (f=2); it has some positive aspects (advantages) such as “developing analytical and critical thinking skills” (f=2); that it is important in terms of “ensuring participation in the lesson and making the student active” (f=2); it was determined that 1 person stated that it was very effective (f=1) in “gaining the skill of self-assessment”. Discussion techniques used in panels and forums were cited by participants as being crucial in the teaching of language and literature. These techniques are said to provide advantages in areas including enhancing verbal communication abilities, making lessons efficient and interesting, and fostering lifelong learning.

## **5. Conclusions**

The results of the study indicate that pre-service teachers have a range of viewpoints and ideas about panel and forum discussion strategies. It reveals how participants focused on how these strategies helped students gain more self-assurance, public speaking skills, presenting, and research skills. It was discovered, nonetheless, that they said that employing these techniques comes with difficulties and time limitations for developing effective presentations. It has been discovered that utilizing these strategies enriches the instruction of language and literature and improves students' capacity for critical thought. As a result, it is clear that panel and forum discussion techniques are essential instruments in the teaching-learning process and should be used in teacher preparation programs. In the light of the results obtained from the study, the following suggestions can be made:

- In the literature, within the scope of the use of methods and techniques in the learning-teaching process, the effectiveness of panel and forum discussion techniques, their effect on academic success, etc. No studies were found on the subject. Therefore, qualitative, quantitative, or mixed-method research can be conducted on these subjects.
- Larger and more diverse participant groups can be used in future studies. The opinions of students and teacher candidates from various branches, educational levels, and geographic locations might be taken to provide a more complete viewpoint. As a result, the findings might have a larger and more widespread application.
- Although this study focused on the views of pre-service teachers, the student perspective should also be taken into account in a similar study in the future. It can be understood how students experience panel and forum discussion techniques and how these techniques affect their learning processes. This can complement the prospective teachers' perspective and present a more comprehensive picture.
- The results show that panel and forum discussion techniques have a favorable impact on education. Future teacher candidates and teachers may have access to educational resources. These resources can offer instructions on how to apply the strategies correctly and incorporate them into lesson planning and execution.

- Future research should examine the content matter of teacher preparation programs and make sure that teacher candidates are knowledgeable on how to instruct these strategies. So, it is possible to offer teacher candidates more productive learning opportunities.
- In the context of Turkish language and literature courses, this study primarily examines panel and forum discussion techniques. Similar studies may, however, be conducted in the future on various course topics and disciplines. This might provide a broader view of the methods that can be applied and successful in various learning contexts.
- It is possible to study how panel and forum discussion techniques might be applied successfully, particularly in remote learning and online learning contexts, while taking into account the role of technology in education. This can provide benefits for enhancing the efficacy of these educational strategies using the possibilities offered by technology.

## References

- Aktepe, V., & Aktepe, L. (2009). Fen ve teknoloji öğretiminde kullanılan öğretim yöntemlerine ilişkin öğrenci görüşleri: Kırşehir BİLSEM örneği [Teaching method using science and technology education on students' aspects: The example of Kırşehir BİLSEM]. *Ahi Evran Üniversitesi Kırşehir Eğitim Fakültesi Dergisi*[*Ahi Evran University Journal of Kırşehir Education Faculty*], 10(1), 69-80.
- Akyüz, E., Özcan, Ş., & Altıparmak, H. M. (2015). Türkçe öğretmen adaylarının Türkçe özel öğretim yöntemleri dersine ilişkin görüşleri [Turkish preservice teachers' views on Turkish special teaching methods course]. *Journal of Language Education and Research*, 1(1), 65-76.
- Apaydın, Z. & Kandemir, M. A. (2018). Sınıf öğretmenlerinin fen bilimleri dersinde kullandıkları öğretim yöntem, teknik ve değerlendirme araçlarına ilişkin görüşleri [Primary teacher opinions about teaching methods and techniques and evaluation tools and techniques used in science course]. *Dicle Üniversitesi Ziya Gökalp Eğitim Fakültesi Dergisi*[*Journal of Dicle University Ziya Gökalp Faculty of Education*], (33), 70-78.
- Arıcı, A. F. (2006). Türkçe öğretiminde kullanılan strateji-yöntem ve teknikler (Strategy-methods and techniques used in teaching Turkish). *Atatürk Üniversitesi Sosyal Bilimler Enstitüsü Dergisi*[*Journal of Graduate School of Social Sciences*], 7(1), 299-307.
- Arslantaş, H. İ. (2011). Öğretim elemanlarının öğretim stratejileri-yöntem ve teknikleri, iletişim ve ölçme değerlendirme yeterliklerine yönelik öğrenci görüşleri [Student views regarding teaching staffs' sufficiencies in teaching strategies-methods and techniques, communication, measurement and evaluation]. *Mustafa Kemal Üniversitesi Sosyal Bilimler Enstitüsü Dergisi*[*Mustafa Kemal University Journal of Social Sciences Institute*], 8(15), 487-506.
- Aslan, B. (2008). Tarih öğretiminde okuma-anlamanın önemi ve güdümlü okuma dersi. *Atatürk Üniversitesi Sosyal Bilimler Enstitüsü Dergisi*[*Journal of Graduate School of Social Sciences*], 12(2), 307-324.
- Ayaydın, A. (2017). Çoklu zekâ tabanlı görsel sanatlar eğitiminde bir öğretim yöntemi olarak müze eğitimi [Museum education as a teaching method in multiple intelligence based art education]. *Millî Eğitim Dergisi*, 46(214), 9-21.
- Bal, H. (2021). *Nitel araştırma yöntem ve teknikleri (uygulamalı-örnekli)*. 2. baskı. Sentez Yayıncılık.
- Bardak, Ş., & Karamustafaoğlu, O. (2016). Fen bilimleri öğretmenlerinin kullandıkları öğretim strateji, yöntem ve tekniklerin pedagojik alan bilgisi bağlamında incelenmesi [Investigation about using strategies, methods and techniques of science teachers based on pedagogical content knowledge]. *Amasya Üniversitesi Eğitim Fakültesi Dergisi*[*Amasya Education Journal*], 5(2), 567-605.
- Bay, E. & Karakaya, Ş. (2009). Öğretmen eğitiminde yapılandırmacı yaklaşıma dayalı uygulamaların etkililiğinin değerlendirilmesi [Evaluation of the effectiveness of constructivist curriculum applications in teacher education]. *Elektronik Sosyal Bilimler Dergisi*[*Electronic Journal of Social Sciences*], 8(28), 40-55.
- Bertiz, H., Bahar, M., & Yeğen, G. (2010). Fen ve teknoloji öğretmen adaylarının yaratıcı drama yöntemine yönelik tutumları ve yöntemin fen ve teknoloji eğitiminde kullanılabilirliğine ilişkin görüşleri. *Gazi University Journal of Gazi Educational Faculty (GUJGEF)*, 30(2), 483-509.
- Bozpolat, E., Uğurlu, C. T., Usta, H. G., & Şimşek, A. S. (2016). Öğrenci ve öğretim elemanlarının öğretim yöntem ve tekniklerine ilişkin görüşleri: Nitel bir araştırma [Views of student and teaching staffs

- regarding teaching method and techniques: A qualitative research]. *Dicle Üniversitesi Ziya Gökalp Eğitim Fakültesi Dergisi*[*Journal of Dicle University Ziya Gökalp Faculty of Education*], (27), 83-95.
- Büyükoztürk, S., Çakmak, E., Akgün, Ö.E., Karadeniz, S., & Demirel, F. (2020). *Eğitimde bilimsel araştırma yöntemleri (Scientific research methods in education)*. (29th edition). Pegem Akademi Yayıncılık.
- Creswell, J.W. (2020). Nitel araştırma yöntemleri beş yaklaşıma göre nitel araştırma ve araştırma deseni [*Qualitative inquiry & research design: Choosing among five approaches*]. (3rd ed. Trans.). Revised 5th ed. [(M. Bütün & S.B. Demir (Çev. Ed.)). Siyasal Kitabevi.
- Demir, S., & Özden, S. (2013). Sınıf öğretmenlerinin öğretimsel stratejilere yöntemlere ve tekniklere ilişkin görüşleri: Hayat bilgisi dersine yönelik tanılayıcı bir çalışma [Primary school teachers' opinions of instructional strategies, methods and techniques: A descriptive study for science of life class]. *Pamukkale Üniversitesi Sosyal Bilimler Enstitüsü Dergisi*[*Pamukkale University Journal of Social Sciences Institute*], (14), 59-75.
- Demircioğlu, İ. H., Genç, İ., Demircioğlu, E., (2015). Sosyal bilgiler öğretmen adaylarının öğretim strateji, yöntem ve teknikleriyle ilgili bilgi düzeylerinin değerlendirilmesi[Knowledge level evaluation of the social studies pre-service teachers on teaching strategy, method and techniques]. *Abant İzzet Baysal Üniversitesi Eğitim Fakültesi Dergisi*[*Bolu Abant İzzet Baysal University Journal of Faculty of Education*], 15 (USBES Özel Sayısı I), 18-34.
- Demirkan, Ö., & Saraçoğlu, G. (2016). Anadolu Lisesi öğretmenlerinin derslerde kullandıkları öğretim yöntem ve tekniklerine ilişkin görüşleri[Views of Anatolian high school teachers about teaching methods and techniques they use in class]. *The Journal of International Lingual Social and Educational Sciences*, 2(1), 1-11.
- Deniz, L. (1998). Çağdaş öğretmen, başarılı öğretmen, iyi öğretmen - öğretmen adaylarının görüşlerine dayanılarak yapılan bir ön değerlendirme. *Marmara Üniversitesi Atatürk Eğitim Fakültesi Eğitim Bilimleri Dergisi*, 10(10), 83-95.
- Duban, N., & Küçükyılmaz, E. A. (2008). Sınıf öğretmeni adaylarının alternatif ölçme-değerlendirme yöntem ve tekniklerinin uygulama okullarında kullanımına ilişkin görüşleri[Primary education pre-service teachers' opinions regarding to the use of alternative measurement- evaluation methods and techniques in practice schools]. *İlköğretim Online* [*Elementary Education Online*, 7(3), 769-784.
- Duman, P. (2023). Sosyal bilgiler öğretmenlerinin derslerinde kullandıkları yöntem ve tekniklere ilişkin görüşleri [Opinions of social studies teachers about the methods and techniques they use in social studies lessons]. *International Journal of Progressive Studies in Education (ijopse)*, 1(1), 31-50.
- Ekiz, D. (2009). *Bilimsel araştırma yöntemleri*[*Scientific research methods*]. Extended 2nd edition. Anı Yayıncılık.
- Erden, M. (1997). *Sosyal bilgiler öğretimi* [*Social studies teaching*]. Alkım Yayınevi
- Güneş, F. (2012). Öğrencilerin düşünme becerilerini geliştirme [Improving the thinking skills of students]. *Türklük Bilimi Araştırmaları*, [*Journal of Turkology Research*] (32), 127-146.
- Karadağ, R., & Akkaya, A. (2013). İlk okuma yazma öğretimi dersinde mikro öğretim uygulamalarına ilişkin öğretmen adaylarının görüşleri [Prospective teachers' opinions about microteaching applications on primary reading and writing course]. *Ahi Evran Üniversitesi Kırşehir Eğitim Fakültesi Dergisi*[*Ahi Evran University Journal of Kırşehir Education Faculty*], 14(2), 39-59.
- Karasu Avcı, E., & Ketenoğlu Kayabaşı, Z. E. (2018). Sınıf öğretmenlerinin derslerinde kullandıkları yöntem ve tekniklere ilişkin görüşleri: Bir olgubilim araştırması [Opinions of classroom teachers methods and techniques used in their lessons: A phenomenological research]. *Hacettepe Üniversitesi Eğitim Fakültesi Dergisi* [*Hacettepe University Journal of Education*]. doi: 10.16986/HUJE.2018044069
- Kaya, İ. F. (2021). *Sosyal bilgiler dersinde tartışma tekniklerinin akademik başarıya etkisi* (Master's thesis, Niğde Ömer Halisdemir University/ Institute of Education Sciences).
- Kösterelioğlu, İ., & Çelen, Ü. (2016). Öz değerlendirme yönteminin etkililiğinin değerlendirilmesi [Evaluation of the effectiveness of self-assessment method]. *İlköğretim Online*[*Elementary Education Online*], 15(2), 671-681.
- Merriam, S. B. (2018). Nitel araştırma: Desen ve uygulama için bir rehber (3. Baskıdan Çeviri, Çeviri Editörü: S. Turan). Nobel Yayın Dağıtım.
- Nalbantoğlu, A. (2015). *Tarih öğretmenlerinin derslerde kullandıkları yöntem-teknikler hakkındaki görüşleri* [*History teachers'opinions about the techniques and methods they use in the course*] (*Erzurum Sample*). Atatürk University, Institute of Education Sciences, Erzurum.

- Öztaş, S., & Turan, R. (2009). İlköğretim altıncı sınıf sosyal bilgiler tarih ünitelerinin işlenişinde öğretmenlerin kullandıkları öğretim yöntemleri [The teaching methods used by teachers at the sixth grade elementary schools in the teaching of the social studies history units]. *Türk Eğitim Bilimleri Dergisi [The Journal of Turkish Educational Sciences]*, 7(4), 903-932.
- Öztürk, M., & Kardaş, M. N. (2018). Biyografiyi öyküleştirme yöntemi ve öğretmen adaylarının biyografiyi öyküleştirme yöntemi uygulamalarına ilişkin görüşleri [Methods of expecting biography and teacher candidates views on the application of methods]. *Yüzcüncü Yıl Üniversitesi Sosyal Bilimler Enstitüsü Dergisi [The Journal of Social Sciences Institute]* (42), 35-64.
- Patton, M. Q. (2002). *Qualitative research & evaluation methods (3rd ed.)*. Thousand Oaks, California: Sage.
- Punch, K. F. (2014). *Sosyal araştırmalara giriş: Nicel ve nitel yaklaşımlar/ Introduction to social research: Quantitative and qualitative approaches*. Siyasal Kitabevi.
- Saracaloğlu, A. S. (2019). *Öğretim teknikleri. Öğretim ilke ve yöntemleri içinde* (s.293-327). A.S. Saracaloğlu & A. Küçüköğlü (Ed.). Enhanced 3rd edition. Pegem Akademi Yayıncılık.
- Saracaloğlu, A. S., & Karasakaloğlu, N. (2011). Türkçe öğretmenlerinin öğretimde kullandıkları yöntem ve tekniklere ilişkin görüşleri [The opinions of Turkish teachers on teaching methods and techniques]. *İlköğretim Online [Elementary Education Online]*, 10(3), 951-960.
- Sönmez, V. & Alacapınar, F. G. (2014). *Örneklendirilmiş bilimsel araştırma yöntemleri*. Genişletilmiş 3. baskı. Anı Yayıncılık.
- Şahin, B., & Aykaç, M. (2018). Yaratıcı drama yönteminin öğretmen adaylarının matematik temel becerilerine ilişkin görüşleri üzerindeki etkisi [The effect of creative drama method on teachers' views on mathematics basic skills]. *Mersin Üniversitesi Eğitim Fakültesi Dergisi [Mersin University Journal of the Faculty of Education]*, 14(3), 896-911.
- Taşkaya, S. M., & Muşta, M. C. (2008). Sınıf öğretmenlerinin Türkçe öğretim yöntemlerine ilişkin görüşleri [Teachers' opinions on Turkish teaching methods]. *Elektronik Sosyal Bilimler Dergisi [Electronic Journal of Social Sciences]*, 7(25), 240-251.
- Topbaş, E., & Toy, B. Y. (2010). Öğretmen adaylarının sınav yoluyla öğrenme yöntemine ilişkin görüşleri [Opinions of teacher candidates regarding the learning through-exam method]. *Hacettepe Üniversitesi Eğitim Fakültesi Dergisi [Hacettepe University Journal of Education]*, 44(44), 287-299.
- Tretinjak, M. F., Bednjanec, A., & Tretinjak, M. (2014, May). Application of modern teaching techniques in the educational process. In *2014 37th International Convention on Information and Communication Technology, Electronics and Microelectronics (MIPRO)* (pp. 628-632). IEEE.
- Turan, Z., & Göktaş, Y. (2015). Yükseköğretimde yeni bir yaklaşım: Öğrencilerin ters yüz sınıf yöntemine ilişkin görüşleri [A new approach in higher education: The students' views on flipped classroom method]. *Yükseköğretim ve Bilim Dergisi [Journal of Higher Education and Science]*, 5(2), 156-164.
- Türkoğlu, M. (2012). Tarih öğretmenlerinin yapılandırmacı öğretmen nitelikleri açısından değerlendirilmesi: öğrenci görüşleri [History Teachers' Evaluation of Constructivist Teachers Qualifications: Student Feedback]. Master Thesis, Karadeniz Technical University, Trabzon.
- Yeşilyurt, E. (2013a). Öğretmen adaylarının öğrenim gördüğü ortamların yapılandırmacı öğrenme açısından değerlendirilmesi [Assessment of Learning Environments of Pre-Service Teachers In Terms of Constructivist Approach (An Education Faculty Sample)]. *Gazi Üniversitesi Gazi Eğitim Fakültesi Dergisi [Gazi University Journal of Gazi Educational Faculty (GUJGEF)]*, 33(1), 1-29.
- Yeşilyurt, E. (2013b). Öğretmenlerin öğretim yöntemlerini kullanma amaçları ve karşılaştıkları sorunlar [Teachers' aim in using teaching methods and problems they encounter]. *Atatürk Üniversitesi Sosyal Bilimler Enstitüsü Dergisi [Journal of Graduate School of Social Sciences]*, 17(1), 163-188.
- Yıldırım, A. & Şimşek, H. (2013). *Qualitative research methods in the social sciences (Sosyal bilimlerde nitel araştırma yöntemleri)*. (9th ed.). Seçkin Yayıncılık.
- Yılmaz, Ö. (2017). Fen öğretmenlerinin tercih ettikleri öğretim strateji, yöntem ve teknikler: Fen öğretmen adaylarının düşünceleri [Instructional strategies, methods and techniques preferred by science teachers: thoughts of science teacher candidates]. *Iğdır Üniversitesi Sosyal Bilimler Dergisi [Iğdır University Journal of Social Sciences]*, (12), 493-510.