แนวทางการสื่อสารเพื่อพัฒนาความสามารถในการสอนภาษาเพื่อการสื่อสารในการฝึกปฏิบัติการสอนสำหรับนักศึกษาครู

TUNING PROTOCOL (TP) FOR ENHANCING COMMUNICATIVE LANGUAGE TEACHING ABILITY IN TEACHING PRACTICUM OF PRE-SERVICE TEACHERS

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บทคัดย่อ

หลักสูตรการศึกษาของครูสอนภาษาอังกฤษในประเทศไทยจัดให้มีการฝึกปฏิบัติการสอนสำหรับนักศึกษาครู ซึ่งพบว่า นักศึกษาครูยังขาดความรู้และทักษะในการจัดกิจกรรมการสอนภาษาเพื่อการสื่อสาร การศึกษาครั้งนี้ มีวัตถุประสงค์เพื่อศึกษาว่าแนวทางการสื่อสารพัฒนาความสามารถในการสอนภาษาเพื่อการสื่อสารของนักศึกษาครู ในการฝึกปฏิบัติการสอน ผู้วิจัยเก็บข้อมูลจากกลุ่มประชากรจำนวน 12 คนที่เป็นนักศึกษาครูชั้นปีที่ 5 สาขาวิชา ภาษาอังกฤษ คณะครุศาสตร์ และกลุ่มตัวอย่างจำนวน 2 คน ด้วยวิธีเลือกแบบเจาะจง โดยการสังเกตการสอน ของกลุ่มตัวอย่างจำนวน 4 ครั้งในระหว่างภาคเรียนที่สองของปีการศึกษา 2560 โดยใช้บันทึกภาคสนามและแบบ รายงานผลการใช้แนวทางการสื่อสาร การวิเคราะห์ข้อมูลเชิงคุณภาพโดยวิเคราะห์เชิงเนื้อหาและเทคนิคการให้รหัส และจัดหมวดหมู่ข้อมูลเพื่อเข้าถึงทฤษฎีรากฐาน ผลการวิจัยพบว่าหลักปฏิบัติการสอนภาษาเพื่อการสื่อสารได้ปรากฏ และแนวทางการสื่อสารถูกนำมาใช้ในการสังเกตการสอนในห้องเรียนในรูปแบบของการให้ผลสะท้อนกลับเชิงบวก และการให้ผลสะท้อนกลับเชิงติชม โดยใช้ร่วมกับเทคนิคที่หลากหลาย เช่น การละลายพฤติกรรม และการควบคุม ลักษณะน้ำเสียงในขณะให้ผลสะท้อนกลับ นอกจากนี้พี่เลี้ยงต้องมีความสามารถในการให้ผลสะท้อนกลับ ซึ่งเป็นปัจจัย สำคัญในแนวทางการสื่อสารเพื่อส่งเสริมความสามารถในการสอนภาษาอังกฤษเพื่อการสื่อสารของนักศึกษาครู

คำสำคัญ : การฝึกปฏิบัติการสอน, แนวทางการสื่อสาร, ความสามารถในการสอนภาษาเพื่อการสื่อสาร, นักศึกษาครู

ABSTRACT

English teacher education program in Thailand provides a practicum for all pre-service teachers. It is found that the pre-service teachers still lacked of knowledge and skills in Communicative Language Teaching (CLT) activities. This study is aimed at investigating how Tuning Protocol (TP) enhances pre-service teachers' CLT ability in their teaching practicum. The population used in the study included 12 of the fifth-year pre-service teachers who studied in the English Program, Faculty of Education. Two participants were selected by purposive sampling to observe them in the classroom for four times (cycles) at the school during the second semester of 2017's academic year. The research instruments were field notes and researcher-reflections. The data were qualitatively analyzed by using content analysis and coding technique for grounded theory. The findings show that CLT principles were appeared and tuning protocols were implemented in my classroom observations. Tuning protocol was used for giving warm feedbacks and cool feedback to with various techniques such as ice-breaking and tone of voices, the feedbacks can enhance the appearance of CLT aspects in pre-service teachers' teaching performances. Furthermore, mentor's giving feedback ability is required as one of the major key factors in using Tuning Protocol (TP) to improve pre-service teachers' performances.

Keywords : Teaching practicum, Tuning Protocol (TP), CLT ability, Pre-service teachers

INTRODUCTION

Pre-service teachers are exposed to a wide range of CLT lessons either from university or other related training programs. Parallel to this, Thai government has been promoting CLT in English classrooms and focusing on learner-centered instruction and the communicative approach. Though CLT has now been a part of English program in Thailand for a while, like any other Asian countries, there are still many problems in its implementation; In-service teachers are still not accustomed to learning English in this manner (Kwon, 2017, pp. 115). Thus, Faculty of Education has vigorously implemented the CLT in all pre-service English teacher preparation program and courses. However, they were still struggling to understand how to organize the CLT activities in daily English teaching. Of course, these contexts are mostly different from what they have learned from the artificial situations.

According to Moussaid and Zerhouni (2017, pp. 135-153), there are some problems found during teaching practicum such as teaching methodology, teaching speaking, teaching English through English, teaching activities related to the communicative English (Kim & Kim, 2004, pp. 165-186). However, the most struggle during teaching practicum is teaching methodology. Kalanzadeh, Mirchenari and Bakhtiarvand (2013, p. 7) concluded that the main source of problems in CLT implementation is the hurdles caused by the CLT approach itself. Due to pre-service teachers' lack of systematic training in CLT, these pre-service teachers have a sketchy and fragmental understanding of CLT. They found that it unsafe to leave the security of the traditional methods and cause them to take the risk of trying new unfamiliar methods.

Adnyani (2015, p. 55) studied about pre-service teachers who were trained in some teaching methodologies respond positively toward the teaching practicum. These problems were resolved by some suggested innovation or treatments which included training the pre-service teachers with the discrete teaching approaches, holistic teaching for developing themselves in teaching practices. Nonetheless, among those struggles, CLT is reported a key problem during the practicum, especially insufficient know-how of integrating CLT into authentic teaching at schools. Given the implications for methodology, the new communicative approach to language teaching prompted a rethinking of classroom teaching methodology (Eisenchlas, 2010, pp. 13-21; Criado & Sanchez, 2009, pp. 1-28). Yilmaz (2018, pp. 101-111) found that these teachers not only have the positive attitudes towards CLT's implementation in actual language classrooms, but they also get valuable insights into engaging teaching English using communicative language teaching principles.

Teaching pre-service teachers without proper mentoring by the mentor will too certain lead to low quality of teachers in the future. During the process of teaching practicum, periodic monitoring of pre-service teachers will lead them to ensure that their classroom atmosphere is conducive for language learning. Undoubtedly, "[w]e acquire language when we receive comprehensible input in a low anxiety situation" (Krashen, 2003, p. 3). Mentoring is considered to one of the ways to advance a person's mindfulness and refinement of his or her own proficient improvement by giving and prescribing organized chances to reflection and perception. "The Mentoring approach causes the person to self-awareness themselves capacities through mentor's reflection or self-reflection by mentor guiding". Mentorship is an individual formative relationship where a progressively experienced or increasingly learned individual aids a less experienced or less proficient individual (Bozeman & Feeney, 2007, p. 719).

Additionally, this study aims to apply mentoring as an approach to improve English language learning. This approach applies mentor observation in the classroom during teaching practicum which contains Tuning Protocol (TP) as a fundamental mechanism to such a process. Brady and Broadbent (2007, p. 4) as well as Heeralal (2014, pp. 511-515) claim that mentors' observations along with guidance and support of pre-service teachers during the teaching practicum period will help strengthen pre-service teachers' understandings of the connections between teaching methodologies and practices. Furthermore, Easton (2009, online) also claims that tuning the protocol is a process in which a mentor can examine what pre-service teachers do in their classroom. In addition, Tuning Protocol aims to help mentor pre-service teachers with honest and respectful feedbacks (MacDonald et al., 2015, p. 1). Relatively, the heart of working with Tuning Protocol is an expectation that the norms of behaviour will be honoured, namely: adopting a sense of responsibility in and for the group; attending to others and listening; co-operating in good faith; aiming for consensus decision-making; confronting problems respectfully; not allowing put downs; accepting where others are at, and suspending judgements (Australian National Schools Network & Coalition of Essential Schools (USA), 2001, unpaged).

In a study by Paulsen, Clark, and Anderson (2016, pp. 18-32), it revealed that pre-service teacher candidates found that feedback was beneficial when one can reflect on previously implemented lesson plans through the use of Tuning Protocol (TP). Feedback was also generated to provide for future improvement of lesson design, implementation, and the impact of teaching through peer discussion inherent to the Tuning Protocol (TP). On the other hand, Aravani (2015, pp. 35-44) on Protocols for online teaching of Thucydides, it revealed that students collaborated to a satisfactory degree, approached knowledge constructively, structured and restructured it, while generated their own interpretations, comparisons and conclusions. From the related study, tuning the protocol is provided the positive results with themselves processes. Including, Keamy & Selkrig (2013, p. 103) who study about the effective of Tuning Protocol (TP) claimed that the protocols provided a clear structure to guide the conversations, and importantly, ensured everyone had equal time to make their presentations and to provide feedback to other participants about their work, which of itself indicates the potential that Tuning Protocol (TP) has for professional development.

Tuning Protocol (TP) suggested by MacDonald, Mohr, Dichter, and MacDonald (2015, pp. 1-130) is used in this study. This method allows one to reveal how the pre-service teachers perform their CLT activities as well as what they should do to improve their daily teaching approaches related to CLT activity. It has been useful to use the protocol in order to provide positive results, formalize and be popular process of reflective practice (MacDonald et al., 2015, p. 28 ; Easton, 2002, pp. 28-30; Easton, 2009, online).

RESEARCH OBJECTIVE

The research objective aimed at investigating how TP can enhance pre-service teachers' CLT ability in teaching practicum.

Research Question

How does TP can enhance pre-service teachers' ability in teaching practicum?

RESEARCH BENEFITS

This study contributed to the field of teacher professional development for pre-service teachers since there is little research on the mentoring session. The findings provided empirical evidence to support as follows:

1) The effectiveness of the Tuning Protocol (TP) which can enhance pre-service teachers CLT ability, 2) How pre-service teachers are able to create activities based on CLT principles gained from the Tuning Protocol (TP) to the classroom, and 3) Offer worthwhile knowledge for teacher educators, supervisors who plan to create the practical Tuning Protocol (TP) for pre-service teachers including the mentoring session.

Literature Review

Tuning Protocol (TP)

The definition of Tuning Protocol (TP)

Easton (2009, online) claims that TP is the procedural improvement that is innate in what the instructor does in the classroom or what a teacher does in a school. Instructors meet up as individual associates of one another with the plan of inspecting each other's work to respect and appreciate what is great in their work and adjust it through a formal procedure of introduction and reflection as they investigate to gain from one another. Moreover, Gerena, Glaser, and Keiler (2010, pp. 3186) state that this procedure is considered as a powerful method to structure a gathering's nearby examination of understudy work in order to develop proficient exchange among them which can help deliver new methodologies, responsibility, and the foundation of a learning network among teachers which the understudies can appreciate and copy.

The Steps of TP

MacDonald et al. (2015, pp. 47-48) presented TP into five steps as follows:

1. Debriefing

The mentor questions about a lesson plan. The mentor and pre-service teachers examine about the substance, goal, action, and time in implementing plan before genuine educating setting. Pre-service teachers can get the recommendation and criticism to improve their lesson plans.

2. Clarifying Questions

The mentor makes verifiable inquiries that attention on explicit component of the guidance so as to get the data that may have been overlooked in the perception which tutor feels would assist him or her with understanding the setting of the understudies' work.

3. Warm Feedback

The mentor is relied upon to recognize the qualities and show resources together with the language aptitudes of the pre-service teachers. In this progression, the mentor needs to avow the great characteristics of the pre-service teachers in connection to their instructing aptitudes. This is to build the certainty of the pre-service teachers and for them to be successfully beneficial. The mentor needs to strike the harmony between uplifting statements and pinpointing regions where the pre-service teachers need upgrades. It is a grateful point of view.

4. Cool Feedback

The mentor provides an avenue where pre-service teachers are informed of their language skills weaknesses and inadequacies as they practice teaching. Cool feedback may include possible disconnects, gaps, or problems. In order to make their teaching more effective, honest suggestions and advice will be provided for their future improvements and/or making necessary adjustment. These two steps are intertwined (warm feedback and cool feedback).

5. Teacher's Response and Follow-Up

In this progression, the mentor should be keen in doing subsequent meet-ups by ensuring that the pre-service teachers under his/her supervision are all in the correct track. The mentor needs to tune in to the reactions of the pre-service teachers about their encounters and how the criticisms were given to them for helping them in their work on instructing. The pre-service teachers in this step are welcomed to express their own personal take on the coach/mentor's feedback and its effectiveness.

Therefore, this is what really makes this five steps of tuning protocol (TP) beneficial since they help pre-service teachers to enhance CLT ability in teaching practicum because they are reflective practitioners who know and understand how a group of work can be used to hone and polish their ability to understand as they exercise critical thinking skills which includes the essentials of providing feedback from the mentor, collaborating with their peers, finding solutions together, and creating a learning community among their mentor and their peers.

Communicative Language Teaching (CLT)

Communicative Language Teaching (CLT) is widely considered to be the key leading technique in teaching a language (Eisenchlas, 2010, pp. 13-21; Criado & Sanchez, 2009, pp. 1-28; Littlewood, 1981, unpaged). According to Criado and Sanchez (2009, p. 4), "official curricula all over the world include CLT as the predominant method in foreign language teaching"

The Principles of CLT

Richards (2006, p. 13) gave a clear description of the principles of CLT. The target language should be used on a daily basis for the students to be familiar with it and to effectively develop their comprehension leading them to be communicatively competent along the way. Obviously, in CLT, the target language is seen as a medium of communication and not just the subject of study.

Richards (2006, p. 13) suggests the principles of CLT methodology as follows:

1. Make real communication the focus of language learning;

2. Provide opportunities for learners to experiment and try out what they know;

3. Be tolerant of learners' errors as they indicate that the learner is building his or her communicative competence;

4. Provide opportunities for learners to develop both accuracy and fluency;

5. Link the different skills such as speaking, reading, and listening together since they usually occur so in the real world;

6. Let students induce or discover grammar rules

In applying these principles in the classroom, there should be paradigm shifting or shifting of focus. Instead of requiring the students of accurate repetition and memorization of sentences and grammatical patterns, there should be ample time during the class session for

activities that promote negotiation of meaning as students interact in a meaningful way. Apparently, according to one language organization, the goal of communicative competence is to help the learners gain the ability to use the language correctly and appropriately to accomplish communication goals. Therefore, the expected and desired outcomes of the language learning process is to see the learners being able to communicate competently regardless if they use the language exactly the same way as a native speaker (Savignon, 1998, unpaged; Canale & Swain, 1980, p. 1).

Based on the CLT principles above, pre-service teachers will create the activities that their students need to communicate with the meaningful information that they want to know and let the students learn the error from each other. The pre-service teacher's roles and student's role are changed, pre-service teacher will move around listening to the groups and correcting their language where necessary. Pre-service teachers are recommended to use a balance of fluency activities and accuracy and to use accuracy activities to support fluency activities. Accuracy work could either come before or after fluency work. Pre-service teachers have presented and practiced grammar as a whole class activity, students decide which grammatical form is correct by themselves (Richards, 2006, pp. 15-16).

RESEARCH METHODOLOGY

Participants

The population used in the study included 12 of the fifth-year pre-service teachers who studied in the English Program (Bachelor of Education), Faculty of Education. They enrolled in the course "Internship 1" (1001501) and "Internship 2" (1001502). In the 1st and 2nd semesters of the 2017 academic year and must take teaching practicum in the real secondary school contexts. Two participants were selected by purposive sampling to observe them in the classroom for four times (cycles) at the school. At the time when this study was conducted, they both taught at a secondary school.

Research instruments

This study used the field-notes that guided by Canfield (2011, unpaged) and researcher-reflection that guided by White (2001, pp. 100-115). Both instruments were presented to the advisors and three experts to examine and suggest what research instruments have to be edited and checked all of these in order to test the validity and difficulties of the content and activities.

Data Collection

The data was collected, including four cycles (four times) during the second semester of academic year 2017, by field-notes and researcher-reflection. The researcher used the field

notes to record the two participants' teaching performances in the school context whether CLT appeared. The researcher took notes or kept the details as much as the researcher can because information from this step can help the researcher to give suggestions or comments to pre-service teachers later on. Researcher-reflection used to reflect on Tuning Protocol (TP) implementation after finishing the observation whether CLT appeared. It narrated writing in each step of the TP. The field notes and researcher reflection were used to dissect and use to code sorted out from the crude information into significant classifications. As coding continued, the researcher revamped the information into increasingly exact classes. The last rundown of codes was utilized to code every one of the information.

Tuning process

Then, the TP was implemented during the teaching practicum at school after classroom observation. In each session, the researcher used TP process around 50 minutes. The researcher also applied TP from MacDonald et al. (2015, p. 47-48) ideas to our study as shown in Figure 1.
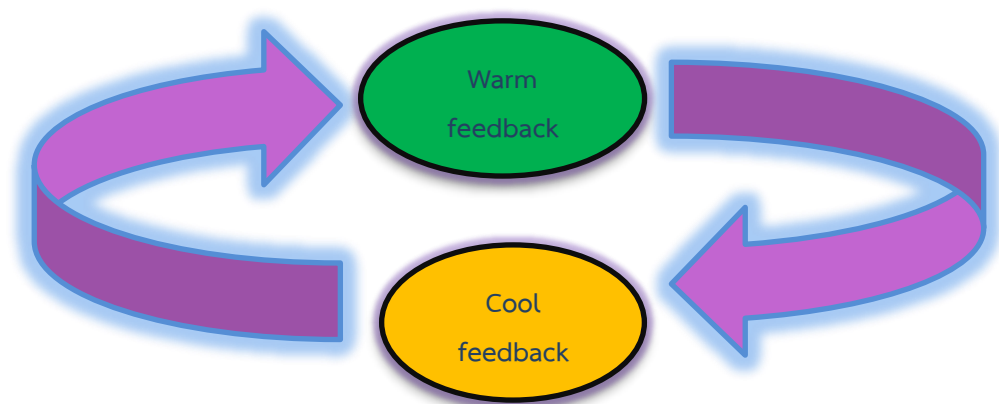
Figure 1 Tuning process

The researcher used mostly the Warm feedback for their strong points and expected that they would retain their good traits in the next class and Cool feedback to stimulate them to raise their awareness of how to use the communicative language teaching activity step by step. We gave them the honest suggestions for their improvement in teaching performances. Honest suggestions and advices will be provided for future improvements and/or necessary adjustment that they can use or execute to make their teaching more effective (MacDonald et al., 2015, pp. 1-2). Hence, Warm feedback and Cool feedback could affect their teaching performance.

Ethical consideration

Before collecting the data, the researcher submitted this study to the ethical considerations committee of Burapha University and it was approved on 22 December 2017. In order to conduct

this study to ethical considerations, the researcher respectfully coordinated with the school directors as we planned to conduct the classroom observations for four times (cycles). As part of the procedure, the researcher also conciliated an agreement with two participants to allow them to observe, showing their actual classroom teaching. In addition, the names and personal identification of the students and the school in which they teach as pre-service teachers were kept confidential in order to protect their individual privacy. Thus, the results of this research studies do not, in any way, affect the participants' actual academic grades.

RESEARCH RESULTS

In the four cycles of classroom observation, both of the participants received Cool feedback from their mentors since CLT provide opportunities for learners to experiment and try out what they know. The researcher let the students induce or discover grammar rules, link the different skills such as speaking, reading, and listening together since they usually occur so in the real world. We provided sufficient opportunities for learners to develop both accuracy and fluency disappeared from their performance in the first cycle. The researcher found that, for the second participant, the researcher used to break the ice together with cool feedback due to her anxiety while the other experienced the different additional strategy, i.e., tone of voice (seriousness and loudness) as a result of his contrast characteristic, namely he looked quite confident after observation in the first cycle. With the same process, in cycle three-four, more CLT aspects appeared in their teaching in the class, i.e., make real communication the focus of language learning, provide opportunities for learners to experiment and try out what they know, Let the students induce or discover grammar rules, link the different skills such as speaking, reading, and listening together, since they usually occur so in the real world, provide opportunities for learners to develop both accuracy and fluency, and be tolerant of learner's errors as they indicate that the learners are building up their communicative competence.

From the mentioned data, the participants had the capability to design the CLT activity based on CLT principle. TP was used for giving positive feedback to strengthen their good traits and encourage them to keep on the right tracks.

DISCUSSIONS

These findings reflect the adaptation of theoretical TP-cool and warm feedback with supplementary tactics to make it properly applied to the context of the study. They can be discussed into two topics as follow:

Break the ice

TP worked well in a friendly situation. There was no hindrance among mentor and mentees, the suggestions or comments could reach to their mind easily. Thus, the researcher broke the

ice with self-sacrifice. The researcher sacrificed the time to them after classroom observation. The trustfulness was occurred in their mind. the researcher was a good listener to listen about their problems and gave the solution to them that they were worried. Changing the atmosphere while giving consultation was the other method for breaking the ice as well, they felt relieved, becoming more open-mindedness to the researcher. The researcher always took them out of the schools to the nice places to engage in small talks. Breaking the ice affected by TP was leading them to teaching performance improvement finally.

For the findings above, the researcher observed the participants at school, the participants feel unconfortable, anxious and worriness because of researcher coming to their classroom. The researcher noticed that there was a hindrance between the participants and the researcher in the early stage. At the end of the first observation, they expressed to the researcher directly about their feeling. The researcher realized immeadiely the participants lack of confidence and distrust so they could not accept all researcher's suggestions and comments whether during Warm feedback or Cool feedback. The researcher has to break the ice: open their mind. The researcher made the good relationship by spending the time with them after classroom observations for three whole months. Having good mentors certainly promote good interactions among participants. Mentors manages the good relationships with the pre-service teachers for their open-minded. Positive interactions (e.g. mentor listens to participants sharing their problems) can be a driving force behind mentor's feedback to the teaching profession (Queensland Government, 2012, online).

The atmospere the researcher created help through having ice-breaking session where the participants fell more comfortable and relaxed without school condition. They felt free to open their minds and accept our sugestions and comments positively. As mentors, the researcher needed to have to support our pre-service teachers for positive results. Ambrosetti (2014, pp. 30-42) stated that the effective mentor concerns the development of the relationship between the mentor and mentee, which in turn provides the underpinning for the growth of the mentee's learning to the positive results. Thus, the relationship becomes central to the interactions that occur for developing the participants' successful language learning. Successful learning depends on the learners' feeling. Relaxing asmosphere releases the negative attitude (e.g. unconfortable, distrust, anxious, and worriness). Therefore, the learning will be facilitated (Ping, n.d.). The nice places where the researcher chose have the relaxing asmosphere. They promoted and encouraged the small talk between the participants and the researcher to discuss about language learning. The good relationship between mentor and participants need sufficient time and conducive atmosphere-to break the ice: in order to open their mind. The TP works well with these issues.

Tone of voice

When giving feedback with TP, tone of voice was affected to this process. The researcher acted as a mentor who gave the guided feedback for improving the participants strengthen points.

The researcher could not force them to the way of teaching that the researcher coached them in the training session phase. The researcher ran on our duty with the guided questions or reflecting question to raise their awareness how to improve themselves to the right tracks. Tone of voice was used to express the serious case that they had to realize strictly with raising louder or serious tone of voice. Sometimes, louder voice was used to reinforce them. Using tone of voice was intertwined with the appropriately situation. The participants learnt from the researcher's tone of voice how to go to the good traits.

The finding reveals that the tone of voice is a key factor in the learning process. The type of voice of the mentor can raise the awareness or unawareness factor for the participants (Rogerson & Dodd, 2005, pp. 47-60). Mentor always communicates with the participants by use guiding questions to guide when they miss some good points and reflect question for reflect their teaching CLT ability to think back what kind of knowledge and activities that they gained from the training session. Effective communication has taken place when the receiver's idea is the same as the sender's idea. There are three basic types of communication: words, tone of voice and body language. The highest percentage of the effective communication between mentor and participants is tone of voice (Clutterbuck Associates, 2019, online).

Linde (2019, online) claims that mentor is awarerd of manner of speaking. Moderate discourse with the goal that mentor is talking at an ordinary volume and speed. Mentors will in general talk quick and at a higher pitch when he/she is restless. Make sure to take moderate full breaths when conceivable to control this inclination. Sometimes, the communication with the smoothly tone of voice affects to the improvement of teaching ability. On the other hand, the louder tone of voice or serious voice affects to the improvement of teaching ability. It depends on the situation and participants' characteristics. With the difference characteristics, variety tone of voice can raise their self-awareness for improve the CLT ability. The issue is related with the ideas as Nieuwerburgh (2012, p. 17) who claimed that "[a] one-to-one conversation focused on the enhancement of learning and development through increasing self-awareness where the mentor facilitates the self-directed learning of the participants through questioning, active listening, and appropriate challenge in a supportive and encouraging climate". It is clear that mentor can manage the participants' different characters with suitable techniques for each characteristic to permit them achieved the CLT ability with well consideration.

Apart from those TPs and two tactics, giving feedback by the coaches who are knowledgeable contributes to the effective achievement. Smith and West-Burnham (1993, unpaged), Anderson and Shannon (1988, pp. 38-42) have the same perspective on a claim that mentor provides positive feedback to set high achievable goals. This coaching and mentoring phase emphasizes on TP is implemented with giving feedback. The feedback develops the confidence of pre-service teachers and for them to be effectively productive. The mentor has to strike the balance between

words of affirmation and pinpointing areas where the pre-service teachers need improvements (MacDonald et al., 2015, p. 28). Thus, the mentor giving feedback ability is affected to the participants CLT ability. Without the mentor's feedback on their abilities, most of CLT are dysfunctional. Leading to giving feedback effectively, mentor is well trained from the experts or learn from self-experience in teaching profession (Lord, Atkinson, & Mitchell, 2008, unpaged). The knowledgeable and experienced mentor is needed to explore further this study.

SUGGESTIONS

1. Further research can be conducted on the implementation of the tuning protocol without a prior training session. This is to investigate whether the tuning protocol can improve pre-service teachers' teaching performances regarding the CLT aspects.

2. The research suggests training for general educators to become mentors, using CLT principles and tuning the protocol process in the school context.

3. The research suggests a training for in-service teachers who assist pre-service teachers at schools to implement the tuning protocol.

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