

AN EXPLORATORY CASE STUDY OF PRE-SERVICE EFL TEACHERS'
SENSE OF EFFICACY BELIEFS AND PERCEPTIONS OF MENTORING
PRACTICES DURING PRACTICE TEACHING

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ABSTRACT

AN EXPLORATORY CASE STUDY OF PRE-SERVICE EFL TEACHERS' SENSE OF EFFICACY BELIEFS AND PERCEPTIONS OF MENTORING PRACTICES DURING PRACTICE TEACHING

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Although practice teaching is a central component of teacher education, there are still a number of organizational and practical problems encountered which have attracted considerable research. For instance, the nature of the relationship among pre-service and cooperating teachers; how this relationship plays a role in shaping pre-service teachers' learning to teach during practice teaching are issues we still know little about (Borg, 2011). In order to understand the interwoven relationship between experiences, intentions, beliefs and actions of pre-service language teachers, opportunities created for them to become conscious of the ways they perceive and act upon needs to be investigated in detail.

The present research study is designed as a mixed method case study to examine the extent to which English as a Foreign Language (EFL) pre-service teachers' (PTs') sense of efficacy beliefs regarding classroom management, instructional strategies, and student engagement evolve throughout the practice teaching course in addition to the role of mentoring practices and the organization of the practice teaching course in shaping EFL pre-service teachers' sense of efficacy beliefs. The main participant group of the study was composed of senior PTs (N=22)

studying in the Department of Foreign Language Education, Middle East Technical University. The study involved a variety of data collection tools in order to gather data, Teachers' Sense of Efficacy Scale (TSES) (Tschannen-Moran & Woolfolk-Hoy, 2001) and Mentoring for Foreign Language Teaching (MEFLT) scale (Hudson, Nguyen & Hudson, 2009), weekly reflective journals of the PTs, semi-structured face-to-face interviews and an open-ended survey.

The results of the data analysis revealed that none of the dimensions of sense of efficacy beliefs of the PTs appeared to develop significantly after practice teaching; on the other hand, sense of efficacy beliefs regarding classroom management beliefs of the participant group significantly decreased at the end of the practice teaching. In addition, sense of efficacy beliefs regarding classroom management beliefs had a significant relationship with the Personal/Professional Attributes of the cooperating teachers (CTs). According to the content analysis of the data, the role of mentoring practices and the organization of the practice teaching course have an important role in sense of efficacy beliefs of the PTs. The data analysis framework acknowledges that there are other factors that also have an influence on the development of efficacy beliefs including the teaching situation, context and the role of other participants involved in practice teaching.

Keywords: Pre-service teacher education, sense of efficacy beliefs, practice teaching, ELT, Mentoring.

ÖZ

İNGİLİZCE ÖĞRETMEN ADAYLARININ ÖĞRETMENLİK UYGULAMASI DERSİ BOYUNCA ÖĞRETMEN ÖZ YETERLİK İNANÇLARI VE DANIŞMANLIK UYGULAMALARINA YÖNELİK GÖRÜŞLERİ ÜZERİNE KEŞİFSEL BİR DURUM ÇALIŞMASI

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Öğretmenlik Uygulaması dersi, öğretmen yetiştirme programları için temel bir tamamlayıcı unsur olmasına rağmen, pek çok araştırmancının ilgisini çeken örgütsel ve uygulamaya yönelik problemleri hala bünyesinde barındırmaktadır. Öğretmen adayları ve uygulama öğretmenleri arasındaki ilişki, bu ilişkinin öğretmenlik uygulaması dersi boyunca öğretmeyi öğrenme sürecine olan etkisi, öğretmenlik uygulaması dersi hakkında az bilinen konulardan bir kaçıdır (Borg, 2011). Öğretmen adaylarının deneyimleri, amaçları, yeterlik inançları ve uygulamaları arasındaki örülmüş ilişkiyi anlamak için, öğretmen adaylarının görüşlerinin ve davranışlarının gelişiminin farkında olmaları için oluşturulması gereken durumların detaylı bir şekilde araştırılması gerekmektedir.

Bu çalışma, öğretmen adaylarının Öğretmenlik Uygulaması dersi boyunca öğretim stratejileri, öğrencilerin derse katılımları ve sınıf yönetimi konularında öğretmen yeterlik inançlarının ne kadar etkilendiğini; danışmanlık uygulamaları ile öğretmenlik uygulaması seminer dersinin düzenlenmesinin İngilizce Öğretmen adaylarının öğretmen yeterlik inancalarının şekillenmesindeki rolünü incelemeyi

amaçlayan karma araştırma yönteminin kullanıldığı bir durum çalışması olarak desenlenmiştir. Araştırma grubu Orta Doğu Teknik Üniversitesi, Yabancı Diller Eğitimi Bölümü son sınıf öğrencilerinden olan bir grubu (N=22) kapsamaktadır.

Çalışmada veri toplama amacıyla çok çeşitli veri toplama araçları kullanılmıştır. Bunlar, TSES (Tschannen-Moran & Woolfolk-Hoy, 2001) ve MEFLT (Hudson, Nguyen & Hudson, 2009) ölçekleri, haftalık yansıtıcı günlükler, yarı yapılandırılmış yüz yüze görüşmeler ve açık uçlu anketlerdir.

Veri analizi sonuçlarına göre, öğretmenlik uygulaması süresince öğretmen adaylarının öğretmen yeterlik inançlarının hiçbir boyutunun anlamlı bir şekilde gelişmediği, diğer taraftan öğretmen adaylarının, sınıf yönetimi ile ilgili olan yeterlik inançlarının düzeyinde anlamlı bir düşme olduğu belirlenmiştir. Buna ek olarak, öğretmen adaylarının sınıf yönetimine ilişkin öğretmen yeterlik inançları ile uygulama öğretmenlerinin Kişisel/Profesyonel Nitelikleri arasında anlamlı bir ilişki olduğu belirlenmiştir. Yapılan veri içerik analizine göre, danışmanlık uygulamalarının rolü ve öğretmenlik uygulaması seminer dersinin düzenlenmesinin öğretmen adaylarının öğretmen yeterlik inançları konusunda önemli bir rol oynadığı belirlenmiştir. Çalışmada kullanılan veri analizi çerçevesi, İngilizce öğretimi adaylarının öğretmen yeterliklerinin gelişmesinde öğretmenlik deneyimleri, ortam ve diğer katılımcıların rolü gibi farklı faktörlerin de yer aldığını ortaya koymuştur.

Anahtar Kelimeler: Hizmet öncesi öğretmen eğitimi, yeterlik inançları, öğretmenlik uygulaması, İngilizce öğretimi, danışmanlık uygulamaları

*Canım, eřim Murat ve
Kızım, meleđim Miray Ada'ya*

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LIST OF ABBREVIATIONS

PT(s)	Pre-service Teacher(s)
CT(s)	Cooperating Teacher(s)
CHE	Council of Higher Education
FLE	Foreign Language Education
ELT	English Language Teaching
MoNE	Ministry of National Education
TSES	Teachers' Sense of Efficacy Scale
MEFLT	Mentoring for English as a Foreign Language Teaching

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CHAPTER I

INTRODUCTION

1. 1. Overview of the Chapter

In this section, the overall purpose, significance and research questions of the study are introduced. Throughout the study, sense of efficacy beliefs of the pre-service teachers (PTs) and the role of mentoring practices of the cooperating teachers (CTs) and the university supervisor are considered as important constructs of teacher cognition. Both sense of efficacy beliefs of the PTs and perceptions of mentoring practices are subject to change due to many contextual and personal factors. Therefore, the reasons for conducting this study evolved around explaining the reasons for change, if there is any, in PTs' sense of efficacy beliefs and mentoring experiences during their practice teaching.

1. 2. Background of the Study

The most important aspect of language teacher education programs is practice teaching during which pre-service English as a Foreign Language (EFL) teachers have the chance to practice their newly acquired teaching skills in an actual school setting. Teacher education programs in Turkey require PTs to take part in a teaching related fieldwork experience in an elementary or high school setting where the PTs find the chance to interact with the students. There are several reasons cited focusing on the importance of practice teaching in teacher education. According to Johnson (1996, p. 30) "for most PTs, the Teaching English to Speakers of Other Languages (TESOL) practice teaching is considered to be the most important learning experience in learning to teach through reasoning about their practices and supported by their educators". Moreover, Collinson, Kozina, Lin, Ling, Matheson, Newcombe, and Zogla (2009, p. 9) suggest that practice teaching is important as an induction into

the profession “to improve teaching skills of the teachers and to extend the body of knowledge on effective teaching practices”.

Although practice teaching is a central component of teacher education, there are still a number of organizational and practical problems which have attracted a considerable amount of research. The nature of the relationship among pre-service and CTs; how this relationship plays a role in shaping PTs’ learning to teach during practice teaching are also issues we know little about (Borg, 2011). In particular, considerable doubt has grown in recent years about the effectiveness of traditional ways of practice teaching mentoring. However, most Faculties of education continue to arrange teaching practice courses on a triadic basis of partnership between PTs, CTs and university supervisors.

Previous research based on sense of efficacy beliefs of the PTs has shown that experiences during practice teaching has a great influence on the development of sense of efficacy beliefs of PTs and that the PTs’ university supervisor and CTs’ role in their mentoring practices also have a significant role in the development of their efficacy beliefs (Gorrell & Capron, 1991).

In 1998, Council of Higher Education (CHE), World Bank and the Ministry of National Education (MoNE) cooperated in restructuring of the curriculum of the faculties of education, and one of the most important achievements of this cooperation was the Faculty-School Partnership Model (Azar, 2003). In Turkey, universities in partnership with schools of MoNE have the responsibility to prepare and train PTs. According to the regulations of the CHE, PTs enrolled in teacher training programs have two compulsory courses (School Experience and Practice Teaching) related to field experience in both elementary and secondary schools. These courses are offered both in the fall semester of the senior year (School Experience) and in the spring semester of the senior year (Practice Teaching). Field experience courses provide a setting for detailed observations and hands-on field experiences for PTs to observe experienced CTs and their peers; to have close relationship with the students; to prepare lesson plans and reflect on their learning to teach progress; and to perform micro and macro teachings in addition to evaluate their teaching competencies.

As Freeman and Johnson (1998) claim,

Teachers are not empty vessels waiting to be filled with theoretical and pedagogical skills. They are individuals who enter teacher education programs with prior experiences, personal values, and beliefs that inform their knowledge about teaching and shape what they do in their classrooms (p. 401).

At the stage of practice teaching, PTs find the chance to put into practice what they have been taught in the undergraduate program. What they observe and perform during their practice teaching is of significance to them. During this process, in order to enhance the professional awareness of PTs, CTs and university supervisors describe and share their own professional experiences; observe teaching practices of the PTs; provide constructive feedback; reflect on and evaluate the teaching practices of the PTs.

1. 3. Statement of the Problem

The purpose of pre-service EFL teacher training programs is to ensure that PTs are well-equipped, ready for the profession and have the necessary skills to succeed in their professional lives as teachers. One of the most important components in the teacher education process, which requires the application of theoretical and practical knowledge, is teaching practice. In teaching practice, PTs observe language learning instances, encounter real language classroom problems, observe language learning and teaching processes, and experience the differences between planned environment of the undergraduate program and real language classrooms. According to Johnson (1994), the goal of real classroom experience for PTs is to understand not only what they do during language instruction but also why they do it. Therefore, by creating teaching experience opportunities, reflecting on the teaching experiences and sharing those experiences, the process of teaching practice is expected to offer opportunities for PTs to diagnose their needs to develop their teaching practices, make changes in their ways of thinking during teaching practice and make modifications to their language learning and teaching belief systems.

Farrell (2008) states that “the practicum has come to be recognized as one of the most important aspects of a learner teacher’s education during their language teaching training program” (p. 226). According to Borg (2009), although there have

been periodic studies of the practice teaching in language teacher education, practice teaching is not characterized by an extensive research base.

According to Golombek (2009) most studies have focused on the personal histories of PTs and CTs, and how they understand their activities. Golombek (2009) also states that further studies must extend the personal factors of the PTs to include personal along with historical, cultural, social and institutional factors.

Mentoring in practice teaching has received prominence in recent years due to the perceived need for change in organizing the field experience of pre-service teacher education (Walkington, 2005). The mentoring and supervision of language teachers are discussed in detail in the literature (Bailey, 2006); however, the discussion often preserves assumptions about appropriate practices rather than a systematic questioning and empirical collection of evidence through directing questions to the participants of the process (Borg, 2011).

Whilst there is a growing body of research concerning the role of mentoring in pre-service teacher education, the expectations and roles are often not clearly conceptualized (Hudson, 2004). Furthermore, most of the mentoring research either focuses on the CTs as mentors or the university supervisor in the seminar course and school placements during the practice teaching. In this respect, the existing research highlights the benefits of mentoring PTs as well as the roles of both the CTs and university supervisors as mentors. Research which focuses on the mentoring practices of the both CTs and university supervisors during field experiences is limited and is often only considered from the perspective of each participant (Borg, 2009).

In light of the discussion above, in order to understand the interwoven relationship between experiences, intentions, beliefs and actions of pre-service language teachers, opportunities created for PTs to become conscious of the ways they perceive and act upon need to be investigated in detail. Borg (2009) states that “we know little about the factors that promote cognitive change in practicing teachers, whether PT, novice or experienced” (p. 169). Although it might be projected that practice teaching needs to be designed according to the needs of the PTs’, data revealing the practices that consider the mentoring practices playing a role in EFL PTs’ sense of teacher efficacy beliefs in Turkey are not available.

1. 4. Purpose of the Study

This study intends to focus on PTs personal reflections on their teaching experiences throughout the practice teaching course, and it proposes to provide a comprehensive analysis on the process of becoming a professional. Within this context, it sheds light on the perceptions of PTs on becoming reflective practitioners, and it studies the content of their reflection regarding their experiences in teaching and mentoring practices of the CTs and the university supervisor. This enables to conduct an in-depth analysis on PTs' teaching experiences and on their perceptions towards these experiences. Furthermore, the study aims to explore the extent to which PTs' sense of efficacy beliefs change and the perceived factors playing a role. While doing so, the emphasis is on 'reflection on action,' which entails reflection on the observed and lived experiences (Schön, 1983). The following research questions guide the organization of the study in achieving its purposes:

1. How do the PTs perceive their sense of teacher efficacy throughout the practice teaching course?
 - a. What do PTs reflect upon regarding their classroom experiences?
 - b. What changes, if any, are observed?
2. How do the PTs perceive the mentoring practices of the CTs during the practice teaching course?
 - a. What do PTs reflect upon regarding their experiences with their mentors?
 - b. To what extent are the mentoring practices related to the PTs' sense of efficacy beliefs?
3. What do the PTs reflect upon in terms of challenges and support they have experienced during the practice teaching course?
 - a. What are the suggestions of PTs to improve practice teaching experiences?

The study, therefore, aims to explore the extent to which sense of teacher efficacy beliefs of PTs change throughout the practice teaching and define the role of mentoring practices and practice teaching course in the processes of learning to teach of a group of PTs.

1.5. Significance of the Study

The study aims to examine PTs' personal reflections regarding their sense of teacher efficacy beliefs, teaching and mentoring experiences throughout the practice teaching course, and it proposes to provide a comprehensive analysis on the process of becoming a professional. Therefore, the study becomes significant as it aims to investigate the change in sense of teacher efficacy beliefs of the PTs and the role of mentoring practices on PTs' sense of teacher efficacy beliefs. The present study has significance in terms of several domains. First, the study will function as a reference study and add to teacher education research by examining the PTs' sense of teacher efficacy beliefs and the role of mentoring practices on PTs' sense of efficacy beliefs through studying PTs personal accounts of their teaching practices and the sources of teacher actions in the real classroom setting.

Second, the study will guide prospective teachers and foreign language education departments to raise awareness about the existence of these beliefs and how they might influence in-class decisions of the PTs by reflecting on the ways to deal with them during their teaching practice and at potential places of work.

Third, the study will provide the curriculum administrators of the foreign language education programs the necessary information required to take necessary steps to ensure sufficient and effective preparation of PTs before they get into real classrooms.

The study will also give practical information concerning contextual factors affecting PTs' teaching practice experience and how their beliefs and actions are related while they are learning to teach. The study will propose an awareness of the existing beliefs which might support PTs to avoid focusing on the teaching practice mainly as a task to accomplish in addition to fostering the efforts of the PTs to have a better performance with regard to their professional teaching process. Therefore, the findings of the study have the potential to stimulate continuing research into several fundamental concerns in the field of language teacher education.

Moreover, the vast majority of the studies on teachers' sense of efficacy beliefs have been quantitatively-oriented through using self-reports, Likert-scale measurement instruments and statistical analysis to explore the evolving construct. However, researchers (Hebert, Lee, & Williamson, 1998; Tschannen-Moran, et al.,

1998; Milner & Woolfolk-Hoy, 2003) have repeatedly asserted that there is a great need for interpretive case studies and qualitative investigations to expand and refine the understanding of the process by which teachers' sense of efficacy is developed. Woolfolk-Hoy and Burke-Spero (2005) acknowledged that although quantitative instruments can assess the current sense of efficacy of the respondents for teaching or increase over time, they are unable to identify the sources of changes in efficacy beliefs. Therefore, the study is designed to find out the efficacy levels of PTs' and the sources of change in the efficacy beliefs of the PTs during practice teaching experience by focusing on PTs' personal opinions about their teaching competencies, the role of mentoring practices and the seminar course.

In addition, Tang (2003) proposed a way of examining the complexities of the practice teaching context in addition to examining the dynamics between the self and teaching practices. She conceptualized practice teaching as consisting of three different facets: "the action context, the socio-professional context; and the supervisory context" (p. 484). Considering the fact that the most significant problem in teacher education research is that the existing frameworks do not address the challenge of defining every context of practice teaching (Ward & McCotter, 2004), the study in hand offers a framework to examine the dynamics of practice teaching applications in the current setting in four facets- teaching context, mentoring context, socio-professional context and the seminar context considering the environment that practice teaching applications were carried out.

As for the potential implications of the study, by looking at the PTs' sense of teacher efficacy levels and their experiences with the mentoring practices, the content and application of practice teaching courses could be reexamined. Much work is required in elementary and secondary schools in the public school system since much of the existing research has either taken place at university settings or in private institutions (Borg, 2009). The same argument might be valid for MoNE schools to make arrangements for the practice teaching course according to the needs and demands of the PTs. Thus, by considering the contextual factors affecting beliefs and classroom actions of the PTs, a more structured environment reflecting the needs of the PTs may be created, and prospective teachers could feel prepared for their future professional lives and get motivated for the profession.

1. 6. Limitations of the Study

This study was designed as a case study exploring the sense of teacher efficacy beliefs and perceptions of mentoring practices of 22 PTs during the practice teaching course. Compared to the quantitative research studies, the sample size of the study was small and this makes it difficult to generalize the results of the study to every language teacher education department in Turkey. However, in mixed method studies, the transferability of the results matters more than the generalizability. As Mackey and Gass (2005) suggest, in qualitative research the research context is seen as integral. Therefore, considering the fact that “qualitative research findings are rarely directly transferable from one context to another, the extent to which findings may be transferred depends on the similarity of the context” (p. 180). Related to the transferability of the findings of the study, it can be claimed that the results could be interpreted in a similar way by most of the foreign language education departments offering the practice teaching course.

The participant group of the study was limited to 22 PTs studying at the Middle East Technical University, FLE Department. The data was collected from only one group of participants of the parties involved in practice teaching. Although the cognitive processes that the PTs were going through were aimed to be addressed, none of the stakeholders other than the PTs were examined. Therefore, the gathered data addressed only one group, lacking the information about the opinions of the CTs and the university supervisor who were also active participants in the process.

1. 7. Definition of Terms

In order to ensure clarity and avoid any confusion, it is necessary to define the following core terms used throughout the study.

PTs (PTs): The term used in the study referred to the senior students enrolled in the undergraduate English Language Teaching program who have fulfilled the necessary requirements for school experience and are taking the Teaching Practice course (CHE, 1998).

Cooperating Teachers (CTs): The Council of Higher Education (CHE, 1998) defines CTs as teachers at MoNE schools who teach English to various grades. They are

responsible for guiding and advising the PTs during School Experience and Teaching Practice courses in the cooperating schools, and work in close cooperation with the university supervisors.

University Supervisor(s): Faculty members, who regularly visit MoNE schools, guide and advise PTs during School Experience and Teaching Practice courses, and conduct School Experience and Teaching Practice seminar courses at the university (CHE, 1998). They are also responsible for the organization of the course in addition to evaluation of the teaching practice of the PTs. During the regular visits they make to the schools, university supervisors are expected to work in coordination with the CTs to have an understanding of the teaching practices of the PTs.

Teachers' Sense of Efficacy Beliefs: Tschannen-Moran and Woolfolk-Hoy (2001) defined a teachers' sense of efficacy belief as "judgment of his or her capabilities to bring about desired outcomes of student engagement and learning, even among those students who may be difficult or unmotivated" (p. 783).

Mentor/Mentoring: Malderez (2009) defines mentoring as a process crucial to teacher development to the teachers' ability to succeed and grow in a specific workplace context. Mentors play a variety of roles: model, supporter, sponsor and educator. Apart from assessing, correcting or intervening in the PTs' teaching practices, in addition to the CTs, university supervisors also conduct mentoring practices through seminar course design and implement professional development activities into the seminar designed for practice teaching.

Practice Teaching / Practicum: Gebhard (2009) defines practice teaching referring to a variety of terms used in the literature, including practicum, field experience, apprenticeship, practical experience and internship. According to Darling-Hammond and Baratz-Snowden (2005) practice teaching has been acknowledged as having a profound impact on teachers' learning. Although practice teaching experience varies dramatically both within and across teacher education programs, the different strategies for practice teaching bring different benefits and limitations as well.

CHAPTER II

LITERATURE REVIEW

2.1. Overview of the Chapter

In this chapter, sense of efficacy as a construct, its sources, literature on the teachers' sense of efficacy beliefs and the integrated model proposed to examine these beliefs will be covered as well as the practice teaching applications in teacher education programs and the related studies conducted in English Language Teaching.

2.2. Social Cognitive Theory and Self-efficacy

2.2.1. Social Cognitive Theory

Social cognitive theory is a learning theory which views human functioning through emphasizing human agency and a dynamic interplay between personal, behavioral, and social factors in human change and adaptation (Bandura, 1997, 2001, 2006). Pajares (2002) states that Bandura's social cognitive theory differs from behaviorist theories due to the fact that the latter see human change as the product of environmental experiences or any external stimuli in the person's life. Unlike the behaviorist theories, in social cognitive theory, the processes the human goes through for change cannot be reduced only to the result of external stimuli because of the fact that human thoughts also have an influence on the behaviors through introspection. In addition, Pajares (2002) points out that Bandura's social cognitive theory differs from the other learning theories which overemphasize the influences of biological factors on human change and adaptation, owing to the fact that they fail to consider social and contextual influences. Hence, social cognitive theory emphasizes both human agency and environmental influence in conceptualizing human change and

adaptation equally while rejecting a duality between human agency and social structure (Bandura, 1997).

According to social cognitive theory, people act as the active agents and “are contributors to their life circumstances, not just products of them” (Bandura, 2006, p. 164). Bandura (2006) points out that personal agency develops in social environments when the active agent interacts with the environment, also called the context that they are in.

It is necessary to emphasize that in social cognitive theory, the human agency does not operate on its own, but rather it operates through a dynamic interplay among, and consideration of, personal, behavioral, and environmental factors. This conception is reflected in Bandura’s (1986) triadic reciprocal causation model (Figure 2. 1). In this multi-directional model, as shown in the figure below, personal factors, behavior, and environment reciprocally interact with each other. Therefore, “human functioning is viewed as the product of a dynamic interplay of personal, behavioral, and environmental influences” (Pajares, 2002, p. 1).

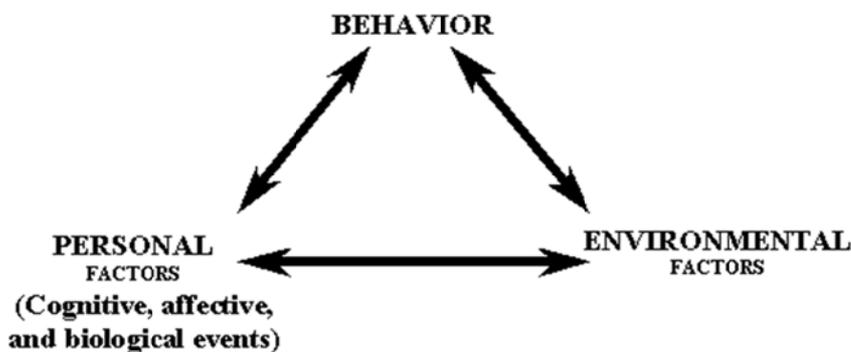


Figure 2. 1 Triadic Reciprocal Causation Model (Bandura, 1997, p. 6)

2.2.2. Self-efficacy Beliefs

Self-efficacy beliefs are considered as the most central and permanent mechanism of human agency in social cognitive theory. According to Bandura (2006):

Among the mechanisms of human agency, none is more central or pervasive than belief of personal efficacy. This core

belief is the foundation of human agency. Unless people believe they can produce desired effects by their actions, they have little incentive to act, or to persevere in the face of difficulties. Whatever other factors serve as guides and motivators, they are rooted in the core belief that one has the power to effect changes by one's actions (p. 170).

Bandura (1997) distinguishes perceived self-efficacy in the definition of self-efficacy beliefs as “beliefs in one's capabilities to organize and execute the courses of action required to produce given attainments” (p. 3) from other constructs such as self-concept and self-esteem. First, he acknowledges that self-concept refers to “a composite view of oneself that is presumed to be formed through direct experience and evaluations adopted from significant others” (p. 10), thus it is mostly concerned with external self-images. Different from self-concept, self-efficacy beliefs vary according to the domain of activities, the levels of difficulty, and the specific context. The most popular sample offered for the description is that one who has low efficacy beliefs in swimming may have high efficacy beliefs in soccer, while the external nature of self-concept construct may not be valid for this domain specificity.

Self-efficacy beliefs are also different from the self-esteem construct of the human agency, which refers to “whether one likes or dislikes oneself” (p. 11) which resembles more the inner self of the human (Bandura, 1997). Bandura (1997) establishes that self-efficacy beliefs are concerned with the judgment of personal capability in a domain-specific context while self-esteem is concerned with judgment of self-worth. As a result, one's judgment of his own capacity to perform a certain activity in a specific context as quite low does not necessarily entail a loss of self-esteem in general. Moreover, self-efficacy beliefs are the beliefs that predict “the goals people set for themselves and their performance attainments, whereas self-esteem affects neither personal goals nor performance” (p. 11). In conclusion, according to Bandura's conception, self-efficacy is specific to a domain, the level of difficulty within the same domain, and the context. These aspects make self-efficacy beliefs different from other global constructs of self-concept and self-esteem and require unique attention to be investigated.

Bandura (1997) stresses the role of self-efficacy beliefs in human functioning by stating that “people's level of motivation, affective states, and actions are more

based on what they believe than what is objectively true” (p. 2). In relation, Pajares (2002) asserts that

how people behave can often be better predicted by the beliefs they hold about their capabilities than by what they are actually capable of accomplishing, for these self-efficacy perceptions help determine what individuals do with the knowledge and skills they have (p. 4).

When there is a mismatch between the belief a person is holding and the reality, which is very common, belief often guides when the person is engaged in the course of action (Pajares, 2002). Hence, “people’s attainments are generally better predicted by their self-efficacy beliefs than by their previous attainments, knowledge, or skills” (p. 5). In terms of the role of self-efficacy beliefs in influencing human functioning, Bandura (2006) claims that they influence “people’s goals and aspirations, how well they motivate themselves, and their perseverance in the face of difficulties and adversity” (p. 4). Moreover, self-efficacy beliefs “shape people’s outcome expectations-whether they expect their efforts to produce favorable outcomes or adverse ones. In addition, efficacy beliefs determine how opportunities and impediments are viewed” (Bandura, 2006, p. 170). Therefore, people of low efficacy are easily convinced of the futility of effort when they experience difficulties and they quickly give up trying. On the contrary, those who have high efficacy “view impediments as surmountable by development of requisite competencies and perseverant effort” (Bandura, 2006, p. 170). For instance, a person of high efficacy may be more resilient to face adverse situations and find solutions to the problems while a person of low efficacy may easily quit trying.

2.2.3. Sources of Self-Efficacy Beliefs

In examining how self-efficacy beliefs are created, Bandura (1997) states that individuals develop their self-efficacy beliefs by processing information obtained mainly from four sources: enactive mastery experience, vicarious learning experiences, verbal persuasion, and physiological arousal. In processing the information from the four sources, there are two separate functions. The first one is

“the types of information people attend to and use as indicators of personal efficacy” (Bandura, 1998, p. 54), and second function is “the combination of rules and heuristics people use to integrate efficacy information from different sources.” (Bandura, 1998, p. 55).

Perhaps the most powerful source of sense of efficacy is the mastery experiences which have a strong influence on strengthening or weakening one’s self-efficacy beliefs. When individuals believe that they have successfully performed in a certain task, the experience and learning is most likely to enhance their self-efficacy beliefs in that specific context, which will enable them to anticipate success in the future. However, it needs to be considered that efficacy beliefs are not enhanced when success is achieved with substantial amount of external assistance or in easy and unimportant tasks, while they are enhanced with success with little external assistance in difficult tasks (Bandura, 1997). According to Tschannen-Moran, Woolfolk-Hoy, & Hoy (1998), teachers’ sense of efficacy is most directly influenced by the enactive mastery experiences and the emotional reactions related to the experiences, among the efficacy information sources identified by Bandura. The reason for attributing the importance on enactive mastery experiences was stated by Tschannen-Moran et al.(1998) in the following:

Only in a situation of actual teaching can an individual assess the capabilities she or he brings to the task and experience the consequence of those capabilities. In situations of actual teaching, teachers gain information about how their strengths and weaknesses play out in managing, instructing, and evaluating a group of students. (p. 229).

The second source of sense of efficacy beliefs is the vicarious experience which occurs when individuals observe someone else modeling a similar task to theirs and compare themselves with the performer. This observation and comparison may enhance or weaken the observers’ own self-efficacy beliefs (Bandura, 1997). As the observers perceive that the performer carries out a task similar to theirs and demonstrates a certain competence level which is considered as attainable, and the context is similar to theirs, modeling tends to enhance the observers’ self-efficacy beliefs. When teachers’ sense of efficacy is considered, modeling and attentive

observation are conceived as powerful tools in pre-service teacher education (Labone, 2004; Tschannen-Moran et al., 1998).

The third source of sense of efficacy beliefs is the verbal persuasion which focuses on one's self-efficacy beliefs and may also be enhanced when others provide verbal judgments about one's capabilities to perform certain tasks. One's self-efficacy beliefs tend to be enhanced when others who have a significant role in the context offer realistic, systematic and constructive appraisals based on the "evaluative feedback" (Bandura, 1997, p. 101) with respect to his attainments in the activity that he is in. Considering the teachers' sense of efficacy, Tschannen-Moran et al. (1998) state that "verbal persuasion can be general or specific: it can provide information about the nature of teaching, give encouragement and strategies for overcoming situational obstacles, and provide specific feedback about a teacher's performance" (p. 230). Moreover, specific performance feedback from the supervisors, CTs, other teachers, and even students can be a potential source of information about how a pre-service teacher's skills and strategies match the demands of a particular teaching task for the attendee. Specific performance feedback plays an important role in shaping the sense of efficacy beliefs of the PTs by providing a social comparison information, which is the information about whether the teaching performance and outcomes are adequate, inferior or superior to those of others teaching in similar situations. Social persuasion has an effective role in lowering the self-perceptions of personal teaching competence if the feedback is "overly harsh and global rather than focused and constructive" (Tschannen-Moran et al., 1998, p. 230). In response to the critical feedback they received from the significant others in the context of teaching, PTs may adopt a self-protective strategy of concluding that under the particular set of circumstances achieving the expected results was and would be impossible.

Lastly, one's affective states, the physiological arousal, including mood, stress, anxiety, and subjective threats, may influence his self-efficacy beliefs. Considering the PTs' sense of efficacy beliefs, Tschannen-Moran et al. (1998) state that "the level of emotional and physiological arousal a person experiences in a teaching situation adds to self-perceptions of teaching competence" (p. 229). When it comes to the context of teaching, Tschannen-Moran et al. (1998) proposed that

...moderate levels of arousal can improve performance by focusing attention and energy on the task. However, high levels of arousal can impair functioning and interfere with making the best use of one's skills and capabilities. In order for physiological states to have an effect, they must be attended to. (p. 229).

So far, Bandura's social cognitive theory and self-efficacy beliefs have been discussed. In doing so, social cognitive theory based on its core features, including human agency and the triadic reciprocal causation model were presented. That is, social cognitive theory is a view of human functioning emphasizing human agency in human development, change, and adaptation. Following the triadic reciprocal causation model, the notion of self-efficacy beliefs and their place in social cognitive theory were remarked. It was indicated that self-efficacy beliefs are conceived as the foundation of human agency, influencing many aspects of human functioning and courses of action, such as one's choice of tasks, goal setting, motivation level, efforts/investment level, affective states, and accomplishments. Moreover, how self-efficacy beliefs are created by looking at the four sources of efficacy information in relation to the teaching context was identified. In the following section, the literature on teacher's sense of efficacy, drawing on Bandura's social cognitive theory and self-efficacy beliefs will be presented.

2.3. Teachers' Sense of Efficacy and Its Measurement

Teacher efficacy has been defined in different terms. For example, "the extent to which the teacher believes he or she has the capacity to affect student performance" (Berman, McLaughlin, Bass, Pauly & Zellman, 1977, p. 137, cited in Tschannen-Moran, et al., 1998, p. 202), "teachers' belief or conviction that they can influence how well students learn, even those who may be difficult or unmotivated" (Guskey & Passaro, 1994, p. 4, cited in Tschannen-Moran, et al., 1998, p. 202), or "the teacher's belief in his or her capability to organize and execute courses of action required to successfully accomplish a specific teaching task in a particular context" (Tschannen-Moran, et al., 1998, p. 233).

Efficacy is a future-oriented judgment that is considered through the perceptions of competence rather than actual level of competence (Woolfolk-Hoy & Burke-Spero, 2005). This is an important distinction owing to the fact that people regularly overestimate or underestimate their actual abilities, and these estimations may result in the courses of action they choose to pursue and the effort they exert in those pursuits. According to Bandura (1997) “A capability is only as good as its execution. The self-assurance with which people approach and manage difficult tasks determines whether they make good or poor use of their capabilities. Insidious self-doubts can easily overrule the best of skills” (p. 35).

These conceptions of teachers’ sense of efficacy draw on social cognitive theory, which is well captured in the following statement by Henson (2001):

Teacher efficacy as a construct has primarily stemmed from Bandura's (1977) social cognitive theory which suggests that one's efficacy beliefs are impacted by two important components: human agency and triadic reciprocal causation. The assumption of human agency holds that people are capable of choice and intentional pursuit of courses of action, and can actively shape their lives (Bandura, 1982). However, the mechanism through which human agency works is triadic reciprocal causation, a multi-directional model in which behavior, internal personal factors (e.g. cognition, affect, and attitudes), and the environment exert causal influence on each other (Bandura, 1997). The interplay between these symbiotic influences results in actual behavior and thought in the individual. In this model, social context, perception, and behavioral action all impact a teacher's judgment. (p. 822).

2.3.1. Integrated Model and Teachers’ Sense of Efficacy Scale (Tschannen-Moran & Woolfolk-Hoy, 2001)

The construct of teacher efficacy suffered from the conceptual confusions of Rotter’s (1966) locus of control theory and Bandura’s (1986) social cognitive theory, as indicated in the study of Tschannen-Moran and Woolfolk-Hoy (1998, p. 227). Aiming to address the confusions and bring coherence to the meaning and measuring of teachers’ sense of efficacy beliefs, Tschannen-Moran et al. (1998) proposed an integrated model.

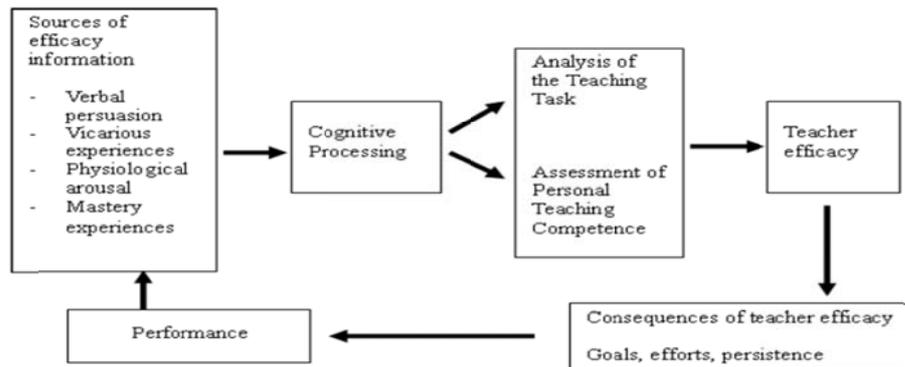


Figure 2. 2 The Cyclical Nature of Teachers' Sense of Efficacy Beliefs (Tschannen-Moran et al., 1998, p. 228)

As shown in Figure 2. 2, the model is based largely on Bandura's self-efficacy theory in terms of sources of efficacy information, cognitive processing, and the domain-specific nature of self-efficacy beliefs through the analysis of the teaching task, consequences of teacher efficacy, and most notably, the cyclical nature of self-efficacy beliefs. In addition, the model points out an analysis of teaching tasks and does not just focus on the constraints and challenges that teachers experience in general in conceptualizing their teacher efficacy beliefs. Thus, the model of sense of efficacy beliefs offered by Tschannen-Moran et al. (1998) propose that

In assessing self-perceptions of teaching competence, the teacher judges personal capabilities such as skills, knowledge, strategies, or personality traits balanced against personal weaknesses or liabilities in this particular teaching context... The interaction of these two components leads to judgments about self-efficacy for the teaching task at hand. (p. 228).

Teacher efficacy, in this model, is defined as "the teachers' belief in his or her capability to organize and execute courses of action required to successfully accomplish a specific teaching task in a particular context" (Tschannen-Moran et al., 1998, p. 222). In this conception, what particularly pointed to is the nature of domain and context specificity of teacher efficacy. In relation to this, Bandura (1997)

rejected most of the existing teacher efficacy scales, because they “are, in the most part, still cast in a general form rather than being tailored to domains of instructional functioning” (p. 243). Pajares (1996) also noted:

Omnibus tests that aim to assess general self-efficacy provide global scores that decontextualize the self-efficacy–behavior correspondence and transform self-efficacy beliefs into a generalized personality trait rather than the context-specific judgment Bandura suggests they are... The problem with such assessments is that students must generate judgments about their academic capabilities without a clear activity or task in mind. As a result, they generate the judgments by in some fashion mentally aggregating to related perceptions that they hope will be related to imagined tasks. (p. 547).

Considering the aforementioned considerations of teachers’ sense of efficacy beliefs, Tschannen-Moran and Woolfolk-Hoy (2001) developed the Teachers’ Sense of Efficacy Scale (TSES) based on the integrated model of teacher efficacy proposed by Tschannen-Moran et al. (1998).

According to the integrated model of sense of efficacy, “the major influences on efficacy beliefs are assumed to be the attributional analysis and interpretation of the four sources of information about efficacy described by Bandura (1986, 1997)—mastery experience, physiological arousal, vicarious experience, and verbal persuasion” (Tschannen-Moran et al., 1998, p. 227). However, it is noted that teachers do not feel equally efficacious for all teaching situations. Teacher efficacy is considered to be context specific. Teachers are assumed to feel efficacious for teaching particular subjects to certain students in specific settings, and they can be expected to feel more or less efficacious under different circumstances. Tschannen-Moran et al. (1998) provides an example in order to clarify the definition of the model by stating that “a highly efficacious secondary chemistry teacher might feel very inefficacious teaching middle school science, or a very confident rural sixth grade teacher might shudder at the thought of teaching sixth graders in the city” (p. 228).

Starting from Bandura’s (1997) teacher efficacy scale, with an expanded list of teacher capabilities in general means, Tschannen-Moran and Woolfolk-Hoy developed a 52-item, based on nine-point Likert-scale. This scale was used as a data

collection tool in three studies; in the first two studies, the original 52 items were reduced to 32 and then to 18 items; in the third study, 18 additional items were developed and tested, resulting in two forms of scale: 24-item and 12-item scales. The three studies consistently resulted in three factors: classroom management, instructional strategies, and student engagement (Tschannen-Moran & Woolfolk-Hoy, 2001).

Tschannen-Moran, et al. (1998) proposes the integrated model of teacher efficacy through identifying one's judgment of personal teaching competence through specific teaching tasks. In this conception of teachers' sense of efficacy, the domain and context specificity and the cyclical nature of teacher efficacy are highlighted. The TSES (Tschannen-Moran & Woolfolk-Hoy, 2001) was developed based on the integrated model of efficacy beliefs, and has been used in the current study examining the teachers' sense of efficacy beliefs. In accordance with the current practices in efficacy studies, the study in hand adapted the TSES to fit the specific teaching context in question, that is, the English language teaching setting. In the next section, the studies on teachers' sense of efficacy beliefs in the EFL setting will be examined.

2.4. Studies on Sense of Efficacy Beliefs conducted in English Language Teaching Settings

The literature shows that research on teachers' sense of efficacy beliefs in the Teaching English as Foreign Language (TEFL) field is quite limited. Considering its strong relationship with various aspects of teaching and learning (Labone, 2004; Woolfolk-Hoy & Burke-Spero, 2005; Tschannen-Moran & Woolfolk-Hoy, 2001; Tschannen-Moran & Hoy, 1998), teachers' sense of efficacy requires more attention in the EFL setting in general.

When the studies in the literature were examined, the relationship between the language learning and teaching beliefs with the sense of efficacy beliefs were compared in general. The results of the studies, however, varied and provided contradicting results with each other.

Chacón (2005) investigated the sense of efficacy beliefs of a group of 100 EFL middle school teachers in Venezuela. He focused on how efficacy beliefs were related to self-reported English proficiency of the teachers through using the short version of the Teachers' Sense of Efficacy Scale (Tschannen-Moran & Woolfolk-Hoy, 2001). Chacón (2005) concluded that teachers' sense of efficacy beliefs were positively correlated with self-reported English proficiency.

Eslami and Fatahi (2008) also conducted a study with 50 Iranian high school English teachers focusing on how efficacy beliefs were related to the self-reported English proficiency of the teachers. They found that positive correlations existed between the Iranian EFL teachers' perceived sense of self-efficacy beliefs for student engagement, instructional strategies, and classroom management and their self-reported English proficiency in listening, speaking, reading, and writing skills.

Reves and Medgyes (1994) on the other hand, conducted a survey study with a group of 216 both native and nonnative EFL teachers from different countries: the results of the study revealed that 84 % of the Non-Native English Speakers (NNES) participants remarked that they were having problems with vocabulary knowledge and fluency aspects of the language. Other areas of difficulty related to language proficiency included speaking, pronunciation, listening comprehension, and writing. This influenced their efficacy in teaching. In the view of the findings, Reves and Medgyes (1994, p. 364) suggested that “frequent exposure to authentic native language environments and proficiency-oriented in-service training activities” might improve the language difficulties of NNS teachers.

Er (2009) also focused on the predictive power of English competency, graduated high school and the relationship with the mentor teacher. The participants of the study were 136 pre-service English language teachers on the sense of efficacy beliefs. The researcher conducted the study by using Teachers' Self-Efficacy Scale developed by Çapa, Çakıroğlu and Sarıkaya (2005). The data were analyzed by using a hierarchical regression analysis. The results indicated that the competency of the participants in English language and their relationship with the mentor teacher had a significant predictive power on their sense of self-efficacy beliefs. On the other hand, the high school type did not significantly predict the sense of self efficacy beliefs of the PTs.

In addition to the language proficiency and competency in language use, field of graduation and experience are other factors which were studied in teachers' sense of efficacy literature. Göker (2006), for instance, studied the impact of peer coaching on sense of self-efficacy and instructional skills of EFL PTs in Northern Cyprus. The goal of the study was to test whether PTs trained using in a peer coaching training program after practice teaching sessions in teaching of English as a foreign language, would demonstrate greater improvement on measures of a number of identified instructional strategies and sense of self-efficacy than those just receiving traditional supervisor visits. Two groups of PTs (32 in total) from English Language Teaching Department of European University of Lefke, North Cyprus were compared in regard to their (a) sense of self-efficacy, and (b) development of (clarity) instructional strategies. Results of the study showed statistically significant differences in favor of the experimental condition on 7 variables measured. The findings also have implications for how peer coaching can be a vehicle to develop self-efficacy.

In addition, Köyalan (2004) conducted a study on English language instructors' teaching efficacy and ways of dealing with misbehavior in classroom. In the study, Köyalan (2004) used Woolfolk and Hoy's (1990) teacher efficacy scale to measure teaching efficacy and developed a classroom management scale for the study. The results of the study revealed that the general sense of efficacy beliefs of the instructors were moderate in a classroom setting; however, the personal teaching efficacy beliefs of the instructors were reported as high in the study.

Atay (2007) also investigated the change in efficacy beliefs of Turkish pre-service teachers of English throughout the practice teaching and also focused on the factors that might have affected their efficacy beliefs during this period. Data collected through the TSES (Tschannen-Moran & Woolfolk-Hoy, 2001) and showed that at the end of the practice teaching the efficacy scores for instructional strategies decreased at a statistically significant level, whereas the classroom management and student engagement efficacy scores increased, the latter being at a significant level. In addition, PTs' awareness of their own teaching competence, beliefs about teaching and learning, practices of their CT, and the cooperating school were the factors found to be contributing to the PTs' self-efficacy during the practice teaching.

Solar-Şekerci (2011) conducted a study aiming to investigate teaching self-efficacy beliefs of instructors working at university prep-schools and to examine whether years of teaching experience, English competency, self-reported proficiency and their major predicted instructors' self-efficacy beliefs and their efficacy beliefs in student engagement, instructional strategies and classroom management. 257 instructors from universities in Ankara participated in the study. The data were collected through TSES (Tschannen-Moran & Woolfolk-Hoy, 2001), Self-Reported English Proficiency Scale (Chacón, 2005) and Language Teaching Methods Scale (Eslami & Fatahi, 2008). The results of the study indicated the instructors felt more efficacious in classroom management than using instructional strategies while they felt least efficacious in student engagement. Moreover, instructors' overall self-efficacy beliefs were significantly predicted by experience, English competency and self-reported proficiency. Student engagement efficacy was not predicted by experience while it was significantly predicted by English competency and self-reported proficiency. Instructional strategy efficacy beliefs were significantly predicted by experience, English competency and self-reported proficiency. Classroom management efficacy was predicted by experience and self-reported proficiency while English competency was not a significant predictor. Moreover, being a graduate of Faculty of Education was not a significant predictor in any regression models. Lastly, there was a significant relationship between the instructors' use of communicative method and their overall self-efficacy beliefs and its three sub-scales.

So far, the main construct of the study, sense of efficacy beliefs of the language teaching professionals have been examined. In the following section, the second main construct, the practice teaching applications and the collaboration of the experienced parties, the role of CTs and the university supervisors in practice teaching will be addressed.

2.5. Practice Teaching in Teacher Education

The most pervasive pedagogy in teacher education is that of supervised practice teaching, which has long been acknowledged as having a profound impact

on teachers' learning (Darling-Hammond & Baratz-Snowden, 2005; Farrell, 2008). The terminology that defines practice teaching varies in the literature. In some studies it is referred to as practice teaching or practicum (Derrick & Dicks, 2005; Liston, Whitcomb & Borko, 2006); in some studies it is called induction (Collinson et al., 2009) or internship (Darling-Hammond & Baratz-Snowden, 2005). The literature states several reasons for considering practice teaching as one of the most important aspects of pre-service teacher education. The reasons were summarized by Ong'ondo and Jwan (2009) as follows.

First, practice teaching is important as an induction into the profession “both to improve teachers' skills and to extend the body of knowledge on effective teaching practices” (Collinson et al., 2009, p. 9). Second, practice teaching plays an important role in education similar to internship or field experiences in other professions such as medicine, law, and engineering by offering exposure to the practical classroom experiences in the context of a mainstream school (Purdy & Gibson, 2008). Third, “For most pre-service teachers, the TESOL [teaching English to speakers of other languages] practicum is considered to be one of the most important learning experiences in learning to teach” through reasoning about their practices, supported by their educators (Johnson, 1996, p. 30). Fourth, extended teaching practice is expected to provide the PTs considerable “exposure to practices of experienced teachers” (Zeichner, 2006, p. 333). Moreover, practice teaching is considered as a way of providing feedback to the teacher education institutions regarding the progress of their trainees and provide a basis as to whether they should be qualified to teach or not. In addition, it also enables the teacher education institutions to identify aspects of their program that need improvement (Derrick & Dicks, 2005, as cited in Ong'ondo & Jwan, 2009).

The studies in the literature also provided the characteristics of the successful field experiences (Darling-Hammond & Baratz-Snowden, 2005, p. 43) as:

- a. Clarity of goals, including the use of standards guiding the performances and practices to be developed,
- b. Modeling of good practices by more expert teachers in which teachers make their thinking visible,
- c. Frequent opportunities for practice with continuous formative feedback and coaching,

- d. Multiple opportunities to relate classroom work to university coursework,
- e. Graduated responsibility for all aspects of classroom teaching,
- f. Structured opportunities to reflect on practice with an eye toward improving it.

The support offered during practice teaching is reported as critical in enabling beginning teachers to make sense of their experiences and learning from it. Studies in the literature suggest that powerful teacher learning does not usually occur from letting a pre-service teacher “sink or swim” (Darling-Hammond & Baratz-Snowden, 2005, p. 44). Expert guidance and peer support are also important for the PTs if they are to receive the modeling, coaching and feedback they need to grasp to develop for effective ways of learning to teach.

In conclusion, the role of practice teaching in teacher education was examined through focusing on the studies in the literature. In the following section, the studies conducted on the processes that the PTs go through while they are learning to teach will be addressed.

2.5.1. Research on Pre-service Teacher Learning during Practice Teaching

Practice teaching is considered as a component of many professional preparation programs for teachers. According to Bailey (2006), it is based on the assumption that “novice teachers need guided practice in learning how to teach” (p. 233). Therefore, the basic structure of practice teaching is that the teacher in training is placed with an experienced teacher, but is also observed by a representative of the program providing the training. As Figure 2. 3 displays, placing the inexperienced teacher in the classroom of an experienced teacher is considered as a clear illustration of the craft model of teacher education (Wallace, 1991).

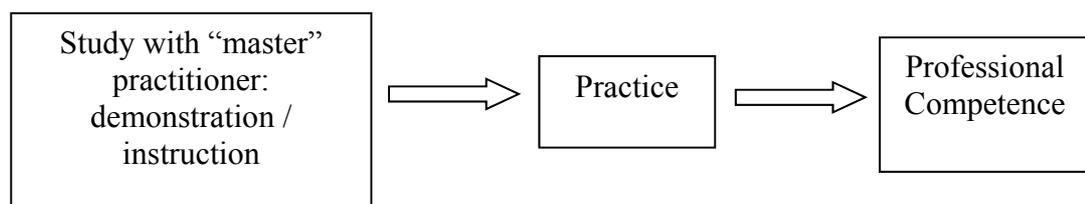


Figure 2. 3 The Craft Model of Professional Education

Although craft model has been very important in terms of learning the technical skills of teaching, it does not meet the current needs of the language teaching methodology, which has gone far beyond teaching through a collection of techniques (Bailey, 2006).

The reflective model of teacher learning, on the other hand, acknowledges the importance of research and theory through giving equal emphasis on received knowledge and experiential knowledge, as shown in Figure 2. 4. Reflective practice model which is the desired model for professional education recognizes the influence of the background knowledge and experience of the PTs on their practices. According to the recent report of the blue ribbon panel on clinical preparation and partnerships for improved student learning published by NCATE (2010) “the field experiences offered in the course of teacher preparation must afford candidates opportunities to bring together what they have learned and experience applying it in realistic settings” (p. 9).

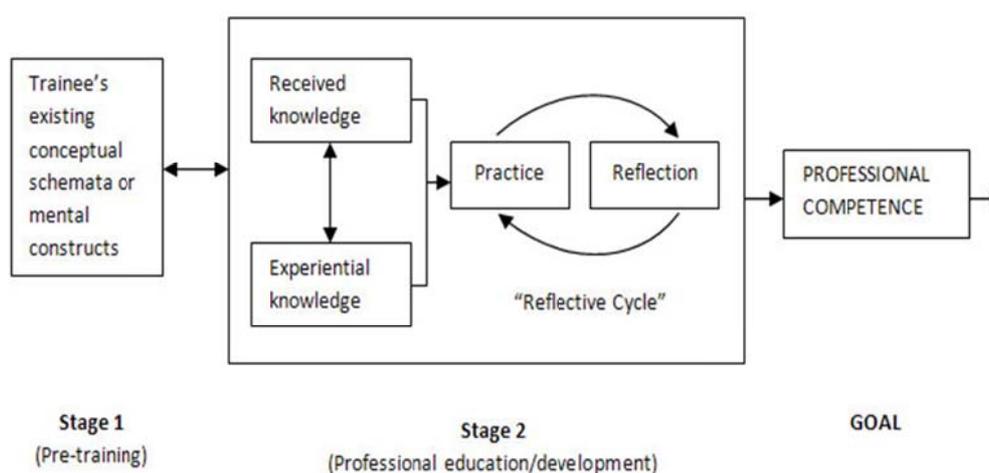


Figure 2. 4 The Reflective Practice Model of Professional Education/ Development

Although frameworks for increasing inter and intra-communication between the participants of practice teaching are offered in the literature, the collaboration of the parties involved in practice teaching stays in the micro level. Therefore, the participants considered in the practice teaching context are the pre-service teacher,

the CT and the university supervisor constituting the traditional practicum context (Bailey, 2006), as shown in Figure 2. 5 below.

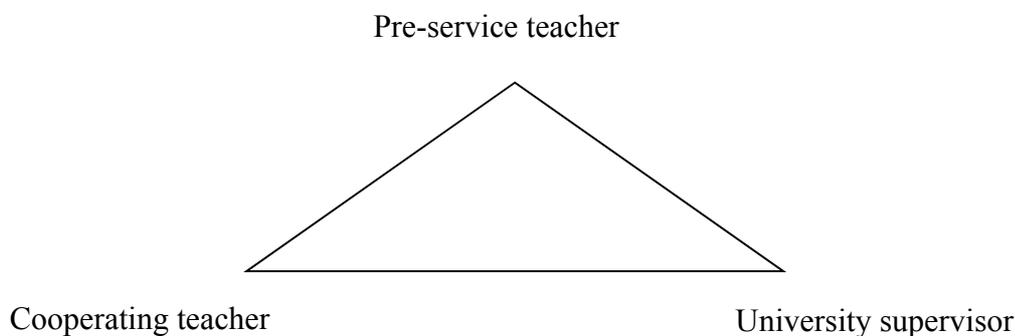


Figure 2. 5 Participants of Practice Teaching

Studies on PTs’ learning to teach throughout the practice teaching experiences has covered areas such as main concerns of the PTs, experiences, what and how they learn and how specific applications of particular universities contribute to teacher learning. To begin with, there are some studies that examined the main concern of the PTs focusing on their survival in the classrooms and how they learn to control the students than how they could facilitate the learning of their own students, and increase the student engagement in the learning process (Kagan, 1992; Numrich, 1996; Borg, 2006). For example, Numrich (1996) reported, after using diaries as data collection tool to find out the views of English as a second language (ESL) PTs over a ten-week teaching term, that during “the first weeks of the practicum, the teachers were preoccupied with their own teaching. Little if any mention was made of the students’ needs or learning in their diary studies” (p. 135). Alternatively, some studies have also noted that within time, especially when the practice teaching is extended, and when the PTs were well supported, worked closely with their CTs and university supervisors, they were able to make quick progress from their primary concern with their survival in the classroom to thinking about how they could facilitate student learning among in the classes (Ong’ondo & Jwan, 2009).

Related to the issue of the preoccupation of the PTs with themselves, some studies on the experiences of PTs has indicated that initial teacher education (ITE) did not seem to prepare student teachers adequately for practice (Johnson, 1996).

Nonetheless, some studies have shown that considering the amount of preparation at university, most PTs still face challenges during practice teaching experiences. For example, studies by Caires and Almeida (2005), Johnson (1994) and Liston et al. (2006) reported that one of the major challenges PTs reported was the need to perform according to the procedures taught at the university, which took their attention away from reasoning about teaching based on their teaching experiences.

Another issue that has been reported in recent research regarding the role of practice teaching is the development of sense of teacher efficacy among PTs defined as “the teacher’s belief in his or her capability to organize and execute courses of action required to successfully accomplish a specific task in a specific context” (Tsachannen-Moran et al., 1998, p. 233). Liaw (2009) and Atay (2007) asserted that the practice teaching enabled PTs to improve their sense of teacher efficacy, as defined above, especially when the practice teaching course is designed in detail with an effective supporting involved through a close collaboration among PTs and between PTs, CTs and the university supervisors.

In conclusion, the studies on pre-service teacher learning during the practice teaching have highlighted a range of issues that indicate the complexity of the practice teaching applications. How PTs may learn through collaboration with peers, CTs and the university supervisor are other aspects of practice teaching that have been explored in the literature and will be reviewed in the next section.

2.5.2. Studies on Collaboration during Practice Teaching

In this section, the studies on teacher learning through collaboration indicating working with others during practice teaching in terms of planning, observations and discussions aimed at learning from the experiences will be reported.

Learning through collaboration during the practice teaching is increasingly gaining support in teacher education literature. Lieberman and Pointer-Mace (2008) assert that in the past, learning has been considered to be an individual affair; however, it has become clear that learning may better be facilitated when it is socially-contextualized; that is, involving others doing the same or similar practice in the process of teachers’ learning to teach. Lieberman and Pointer-Mace (2008) argue that “professional learning...is rooted in the human need to feel a sense of belonging

and of making a contribution to a community where experience and knowledge function as part of community property” (p. 227). There are three main forms of collaboration identified in the studies focused on practice teaching of the PTs - amongst PTs, between PTs and their CTs in the cooperating schools, and between PTs and the university supervisors throughout the practice teaching course. To begin with, the review of literature on collaboration amongst PTs will be examined in the next section.

2.5.2.1. Collaboration among the PTs during Practice Teaching

Studies focusing on peer support among the PTs during practice teaching are rather limited when it is compared to the other aspects of practice teaching collaboration (Ong’ondo & Jwan, 2009). One of the issues that studies have addressed is the advantage of paired placements during practice teaching (Hsu, 2005; Numrich, 1996). The results of the studies reported that paired placements of the PTs enhanced their learning opportunities during practice teaching through discussions on shared macro-teachings, observations of each other; and sharing teaching experiences in the same context. However, the studies revealed that at some stage most of the PTs wanted to experience teaching the whole lessons alone, without anyone observing them in order to create a bond with the students in the classroom and gain the responsibility of being the person in charge.

Another aspect of collaboration among the PTs reported in literature is peer teaching. Wilson and I’Anson (2006) conducted a study in the UK evaluating the success of a teaching practice model “which uses micro teaching as a preparation for school experience” (p. 356). The micro teachings involved teaching to the peers and conduct post teaching discussions on video-recorded lessons as a way of improving on the teaching practices before teaching actual learners. It involved a survey of the views of the former PTs of the university who had studied under such a model. The authors reported that the former graduates of the program evaluated the experiences in the peer teaching as important in reducing the complexity of the actual practice teaching experience.

Liaw (2009) explored the impact of group discussions among PTs and their CTs on their teaching experiences. According to the results of the study, the group

discussions provided more opportunities for PTs to reflect on their teaching practices. It was stated that the feeling of accomplishment of the performance in the classroom and the variety of feedback provided by the peers received in the group discussions enhanced their personal teacher efficacy.

The peer coaching procedures adopted by Vacilotto & Cummings (2007) on a US-based postgraduate second language teacher education program involved the PTs sharing lesson plans and observational data gathered in peer observation sessions. In addition, they kept reflective journals during the practice teaching. The data revealed productive collaborative participation in joint decision-making on the planning and teaching of lessons. The authors conclude that peer coaching provides a good platform for exchanging teaching ideas, developing teaching materials, rethinking long held beliefs and practices, and providing emotional support during the practice teaching period. They also note that, although peer coaching appears to be time-consuming, by practicing the articulation of their rationale for teaching activity, it can provide a useful preparation for PTs to deal with supervisory encounters on practicum experiences.

Unlike collaboration among the PTs, the issue of collaboration between PTs and CTs during the practice teaching has been widely researched, which will be examined in the following section.

2.5.2.2. Collaboration between the PTs and the CTs during Practice Teaching

One of the topics that studies in the literature on practice teaching have explored is the contribution of CTs to teacher learning of the PTs during practice teaching. CTs are responsible for providing the mentoring practices to the PTs during practice teaching. Considering the EFL context, Atay (2007) reported how observation of CTs teaching in the classrooms assisted PTs to develop a sense of efficacy during practice teaching. Another researcher who reported a similar finding is Darling-Hammond (2006). She also reported in her study that in programs where collaboration between PTs and CTs was well structured, emphasized, and organized in a certain system, there was a powerful impact on the professional development of the PTs.

Similarly, a number of studies from different countries in the world spanning over thirty years were reviewed by Hobson, Ashby and Tomlinson (2009). In the meta-analysis, the importance of structured collaboration in pre-service teacher learning during the practice teaching was highlighted. On the other hand, there are studies on this issue which have indicated that where the collaboration is not well structured and systematically applied, where there is no shared understanding among the participants on teaching approaches, and if CTs are not prepared for their roles, there is usually no productive learning for the PTs. According to the analysis of the studies, therefore, the PTs might end up with very negative practice teaching experiences and some even dropped-out of the profession (Farrell, 2001, 2008; Graham, 2006; Tsang, 2003; Rajuaan, Beijaard & Verloop, 2008).

There are also studies which examined the impact of specific applications developed for practice teaching intended to enhance support by CTs. Wilson (2006) studied the impact of a model used by one teacher education institution in North America involving a replacement of university educators as regular supervisors during practice teaching with experienced teachers who were referred to as clinical master teachers (CMTs). Wilson (2006) concluded that according to the results of the study, the participants who were trained for the role that they were expected to carry out during practice teaching, considered the CMT model more positively than the triad model of practice teaching.

In the literature, the perceptions of the CTs regarding their mentoring practices were also addressed to reveal the understanding of the CTs. Kim and Danforth (2012) conducted a study through analyzing the metaphors unconsciously expressed in the discourse of CTs concerning mentoring of the PTs. This study explored: (1) what metaphors concerning the mentoring of PTs are embedded in the CTs' everyday language; and (2) what central concept of effective mentoring of PTs is shared by the metaphors of the CTs. Analyses of the interviews with the 13 CTs showed that their metaphors centered on the issues of interpersonal relationships, power sharing, and tension and conflict.

Sağlam (2007) conducted a study aimed to investigate how CTs in the cooperating schools working with PTs from Universities in Ankara and Bursa reflect on challenges they face according to their own perceived roles and responsibilities in

the process of implementing mentoring roles to contribute to PT training in schools. The study specifically focused on CTs' perceived challenges in relation to the feedback process and their cooperation with PTs to fulfill their roles and responsibilities to understand the nature of CTs' work, and how such recognition and understanding could empower all the parties involved-CTs and PTs with the aim of making the school experience more beneficial for PTs. The results of data collection showed that CTs need further training in almost all aspects of their work directly related to the teaching learning environment in schools.

The studies on collaboration between PTs and the CTs generally show the potential of collaboration to enhance PTs' learning to teach. In addition, they also identify a number of issues that the field of language teacher education needs to resolve to improve such collaboration like enhancing a shared understanding of the objectives of the practice teaching between the CTs and PTs, having a systematic approach to collaboration and preparation of CTs for their roles of working with PTs (Ong'ondo & Jwan, 2009).

2.5.2.3. Collaboration between the PTs and the university supervisors during Practice Teaching

In language teacher education, supervision and supervisory practices have been defined as "an ongoing process of teacher education in which the supervisor observes what goes on in the teacher's classroom with an eye toward the goal of improved instruction (Gebhard, 1990, p. 1 as cited in Bailey, 2006). In most language teacher education programs, PTs are supervised by teacher educators from the departments of the undergraduate program. The process usually involves the supervisors observing the teaching practices of the PTs in classrooms, and then talking, discussing about and commenting on the teaching practices during what is commonly called post-observation conferences (Bailey, 2006). According to Intrator (2006), the main goal of supervision should be to support novice teachers to form the correct mental disposition and be ready to improve during the time. Moreover, Intrator (2006) asserts that such support is important because the "journey novice teachers experience is especially intense, conflicting, dynamic and fragile" (p. 234).

Research on language teacher supervision of the university based teacher educators, like other aspects of practice teaching, has also covered a range of issues. One of these has been the process of supervision. Proctor (1993) investigated how teacher educators supervised PTs during practice teaching. Proctor (1993) established that teacher educators focused on aspects of teaching manners such as confidence in teaching, mastery of the content and classroom management strategies. However, different teacher educators as supervisors put emphasis on different aspects which created potential confusion to the PTs due to its subjective nature. Based on the study, Proctor (1993) suggested more studies to be conducted to decrease the level of the subjectivity of the practice teaching.

Related to the process of supervision, there has also been research on the preferences of the PTs regarding mode of feedback provided (Tang & Chow, 2007; White, 2007). The results of these studies revealed that PTs prefer to be an active participant in the post-observation discussions. Apart from being an active participant in the evaluation process, some studies reported that assessment and evaluation focused supervision threatens PTs, and creates a general understanding where the PTs pay more attention to pleasing supervisors than on learning to teach (Farrell, 2007; Walkington, 2005). In a recent study, Ong'ondo and Borg (2011) analyzed the process of supervision by teacher educators and its influence on English language PTs during a practice teaching experience in Kenya. The PTs were enrolled in a four-year Bachelor of Education program for teaching English at secondary school level. Drawing on the perspectives of teacher educators, co-operating teachers and student teachers, this analysis suggested that supervision was brief and un-coordinated and that the feedback student teachers received was mainly evaluative, directive and focused on general, rather than subject-specific applications. The concerns of the PTs' during the practice teaching were related largely to pleasing their supervisors and obtaining a pass mark, and this limited the extent to which student teachers developed the pedagogical reasoning that is considered to be the main goal of teaching practice by both the Kenya government and current literature in the field of language teacher education.

The role of supervision on PT learning during the practice teaching has also been addressed by the studies in the literature. Fayne (2007) carried out a survey on

this issue in USA involving 222 PTs on practice teaching sessions for over five years in order to address three main questions: (1) Do university supervisors add value to the student teaching experience? (2) Do student teachers distinguish between the roles played by supervisors and those played by CTs? (3) How do student teachers characterize good supervision?. Fayne's study revealed that PTs regarded the supervisors as playing a very important role in their learning to teach. The PTs identified some of these roles of the supervisors as managing and organizing the process of practice teaching, acting as a source of confidential information, and making comments on the teaching practices of PTs that usually contributed to improvement of their teaching performance. Moreover, Fayne (2007) identified certain conditions necessary for effective supervision practices to make a contribution to the preservice teacher learning to teach:

The key to success was to know when to be prescriptive, interpretive and supportive – three types of supervisory behavior... striking the right balance increased credibility. Once rapport was established, PTs in the study did not challenge the supervisor's ability to evaluate them fairly and were not disappointed with the feedback that they received. (p. 66)

In general, the studies on supervision practices reviewed in this subsection apparently added valuable insights to the field of language teacher education. Some of the significant issues that arise from the studies are that supervision is an important aspect of practice teaching but needs to be regular, consistent and constructive, paying attention to the contextual circumstances and being supportive of the PTs. During supervisory practices PTs should be actively involved in reviewing their lessons, teaching practices and there is need for close collaboration between supervisors and CTs in order to maintain consistency in their evaluations (Ong'ondo & Jwan, 2009).

In conclusion, what the contemporary research suggests for learning to teach has been effectively summarized by Darling-Hammond and Bransford (2006) as:

...develops through participation in a community of learners where content is encountered in contexts in which it can be applied. Emerging evidence suggests that teachers benefit from participating in

the culture of teaching-by working with the materials and tools of teaching practice; examining teaching plans and student learning while immersed in theory about learning, development and subject matter. They also benefit from participating in practice as they observe teaching, work closely with experienced teachers and work with students to use what they are learning. And this learning is strengthened when it is embedded within a broad community of practitioners-experienced teachers, other PTs, teacher educators, and students, so that they gain access to the experiences, practices, theories and knowledge of the profession. (p. 405-406)

In the Turkish context, Kuter and Koç (2009) noted that partnership is a two-way enterprise which becomes meaningful when the partners at different levels are fully engaged in mutual cooperation, aiming at promoting professional growth of both pre-service teachers and teacher educators. They conducted a study with administrators, teacher educators, and PTs to examine the collaboration dimension of the multi-layer processes of a practice teaching course regarding its organizational and communication aspects. The data were analyzed through categorization of codes and revealed striking limitations inhibiting the collaboration dimension of the practice teaching. According to Kuter and Koç (2009) although the collaboration model of practice teaching (See Figure 2. 6) involved three levels of collaboration; namely, micro level, cooperating level, and the macro level, the actual collaboration stays in the micro level which constitutes PTs, CTs and the university supervisor.

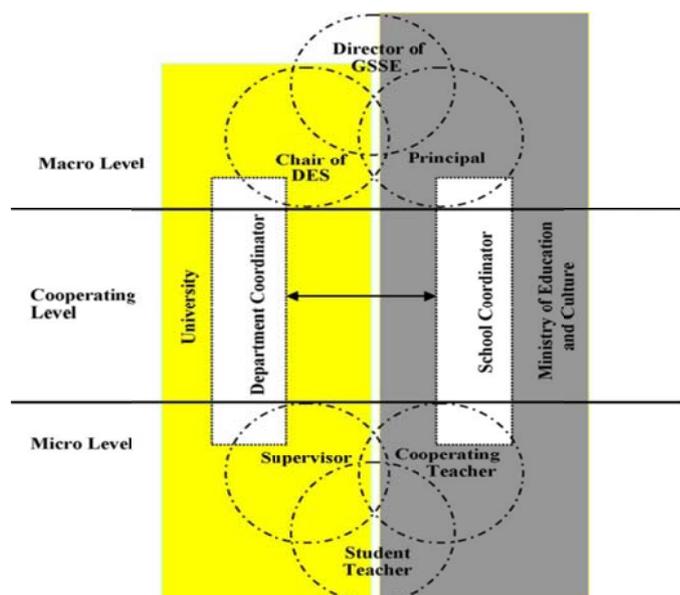


Figure 2. 6 Collaboration among and within levels of partnership

Although in most of the studies focused on the mentoring practices of the university supervisors during practice teaching were addressed, the organizational skills of the supervisors and the supervisory processes they apply while mastering the mentoring practices are topics of interest that have not been indicated in the studies in language teacher education research. In the following section the studies on the role of practice teaching in Turkey and in the ELT departments will be addressed.

2.5.3. The Practice Teaching Applications in Teacher Education in Turkey

The faculties of education of the universities in Turkey have been responsible for the initial teacher education since the 1981 higher education reform (Çakıroğlu & Çakıroğlu, 2003). Until 1998, the faculties of education did not follow a standardized curriculum for teacher education programs. The fact that there were inconsistencies among the teacher education programs at different universities resulted in inconsistencies among the teacher education departments (Azar, 2003). In 1997 the Council of Higher Education, World Bank and the Ministry of National Education cooperated in the restructuring of the faculties of education. After the National Education Development Project in Turkey in 1997, the need for effective practice in teacher education programs was realized and some courses were added to existing ones. Moreover, the cooperation of the Council of Higher Education, World Bank and the Ministry of National Education introduced the Faculty- School Partnership Model (Azar, 2003) which aimed to prepare PTs so that they can effectively, reliably and productively apply the field knowledge and professional knowledge they acquired during their undergraduate education and share their duties and responsibilities for their own development. In addition, reflective practice received more attention in the studies of the literature focusing on the teacher education programs and applications in Turkey. Therefore, there is a growing body of research on PT education which deals with the current practices, the problems and expectations regarding PTs' practicum experiences.

Field experience courses are included in all teacher training programs of all faculties of education in Turkey. PTs attend to cooperating schools for two semesters; School Experience in the fall semester and the Practice Teaching in the

spring semester of their senior-year. When compared to the credits and weekly hours of the theoretical courses, School Experience and Practice Teaching have a minor role assigned in the teacher education programs. For language teacher education program at METU, there are 118 credits with 134 contact hours at the university and 4 hours of laboratory and practice work for the theoretical courses; on the hand, there are 8 credits with 3 contact hours at the university and 10 hours of field work for the School Experience and the Practice Teaching courses (See Appendix A).

Daloğlu (2006) describes the Practice Teaching course as “a culminating course which aims to transfer the knowledge and skills acquired in the previous courses to authentic teaching situations” (p. 2). The description of practice teaching clearly addresses the role of theory in practice and the role of practice in theory. When teaching practice is concerned, PTs rely on a number of conceptions about ways of learning to teach; their own prior learning experiences and cognitions, and beliefs about language teaching (Borg, 2006). Therefore, PTs begin their practice teaching experience with certain teaching beliefs based on their own experiences. In addition, their negative or positive experiences will influence the way they approach teaching. However, the number of hours allocated in the program does not reflect the significance assigned to practice teaching.

In teacher education programs, the regulations are provided by the Council of Higher Education. However, the regulations of the practice teaching provided by the CHE offers round statements without clear-cut definitions and explanations for the applications of practice teaching with lacking information about field-related applications (See Appendix B).

In general, for practice teaching courses in Turkey, PTs visit certain schools selected by the departments, attend and observe CTs that they are assigned to. The assignment of the CTs generally depends on the school administration. They select the CTs and assign PTs. None of the qualifications required for mentoring practices are taken into account. It can be claimed that the mentoring practices of the CTs are mandatory most of the time. During the observations, PTs are provided with weekly topic-based tasks to be filled in from the department. The observation tasks focus on various numbers of teaching-related topics and PTs are required to reflect on their observations. For instance, one week an observation task may require PTs to reflect

on the classroom management techniques of the CT whereas in the following week PTs to reflect on the board using skills of the CT. In addition, throughout the semester, PTs are required to plan lessons and conduct their own teaching.

The field applications defined above depends on the contact relationship with the departments and the cooperating schools. Therefore, there is not any regular understanding of the choosing a cooperating school for practice teaching course. The cooperating school lists are provided by the faculties of education and the department heads and the university supervisors who are responsible for the practice teaching, course, choose the schools either randomly or out of personal interest. In addition, the assignment of the PTs per CTs is conducted as 6 or 12 PTs per CT(s).

Literature on practice teaching in Turkey reveals that it requires improvements in the applications to meet the ideal characteristics of practice teaching offered in the literature (Darling-Hammond & Baratz-Snowden, 2006). There are a number studies addressing the need for development and improvement of the practice teaching applications in Turkey.

2.6.3.1. Studies Conducted on Practice Teaching Applications in the ELT Departments in Turkey

The studies focusing on the practice teaching applications can be considered under two thematic headings. The first theme is the studies which were conducted with the aim of defining the problems and/or effectiveness of practice teaching applications with regard to other courses offered in the undergraduate program. Second, the innovative applications are brought to the general understanding of practice teaching, and experimental studies were conducted with the integration of technological advancements in language teacher education programs (e.g. Korkmazgil, 2009; Caner, 2010; Koçoğlu, Akyel & Erçetin, 2008). The following two sections will examine the two concerns in the literature.

2.6.3.1.1. Studies on Course Effectiveness and Partnership

Starting with the first group of studies, Merç (2004) conducted a study which focused on the reflections of PTs during practice teaching. The study was designed to

determine the self-reported problems and positive aspects of the teaching practices of the PTs throughout the practice teaching. The participant group of the study were 99 Turkish PTs from Anadolu University, English Language Teacher Education Program. The participants were asked to reflect on their practice teaching experiences. The experiences revealed a number of problems perceived by the PTs. The source of problems were divided into five categories as PTs based, students based, cooperative teacher based, educational context and system based, and finally supervisor based. The analysis of the data suggested that the problems of pre-service teachers decreased in frequency, whereas positive aspects increased towards the end of practice teaching.

Azar (2003) also conducted a case study in which he investigated the teacher perceptions of the university supervisor, CT and PTs about the effectiveness of field experience courses. 12 university supervisors, 42 CTs and 46 PTs participated in the study. The results revealed that these three groups of participants agreed on the usefulness of the field experience courses. However, it was suggested that more effective coordination and partnership among all of the parties needs be established in order to accomplish the objectives of these courses successfully. Similar results have been articulated by some other studies conducted on practice teaching applications in the language teacher education programs in Turkey (Gürbüz, 2006; Kiraz, 2002; Üstünel, 2008). Ekiz (2006) asserted that the PTs experienced some practical teaching difficulties most of which were related to managing the classroom and time, and providing the practical culture of teaching. Additionally, Kiraz (2002) also argued that the PTs in his study had some difficulty communicating with the CTs in the cooperating schools they were assigned to. The study revealed that the CTs were not able to contribute effectively to the professional development of PTs as they were expected. Kiraz (2002) indicated the need for a more functional and effective guidance and support approach was a requirement in the teacher education programs.

In her doctorate dissertation, Şanal-Erginel (2006) examined the development of the PTs' reflections by developing a course content for the practice teaching to promote reflectivity. 30 PTs at Eastern Mediterranean University in North Cyprus participated in the study. Data were gathered out of weekly guided journal entries,

tape-recorded reflective interactions and interviews, assignments on videotaped microteaching, questionnaires and observations. The case study revealed that collaboration was perceived to have an important role in promoting reflection, and that the reflective process the PTs had undergone enhanced their self-awareness towards their teaching. Furthermore, it was found that the participants needed guidance through the reflective process. According to the content analysis of the reflective journals, PTs focused primarily on the instructional processes, motivation, and classroom management while reflecting on their teaching experiences. The case study indicated significant implications regarding the use of journals as support to reflective process. Although some PTs expressed some reservations about the reflective method employed, journals were found to promote reflectivity throughout the process.

Focusing on the role of university supervisors, CTs and the PTs, Gürbüz (2006) investigated their perceptions of pre-service English language teachers' strong and weak areas with regard to teaching English during practice teaching, and attempted to reveal how the views of these three parties might differ. 6 university supervisors, 30 PTs and 14 CTs who participated in the study. In the open-ended questionnaires, all of the three groups of participants were asked to list the weak and strong areas of pre-service English language teachers during their practice teaching. According to the data analysis, Gürbüz (2006) pointed out that all the three parties seemed to share similar perceptions with regard to the strengths of pre-service English language teachers. They were perceived to be good at material preparation, establishing good rapport with students, and motivation. However, these groups differed in their perceptions with regard to the weaknesses. The most frequently cited weakness both by supervisors and CTs was poor language skills of the PTs. Strikingly enough this was not among the weaknesses uttered by the PTs. They were more concerned about dealing with the students creating classroom management problems, and being unable to take immediate teaching-related decisions. However, the results of the study revealed that the PTs were unaware of their language-related weaknesses. In her study, Gürbüz (2006) emphasized the importance of partnership of the parties involved in practice teaching and indicated that "it can be worthwhile

to give a chance to all parties involved in such programs to reflect on and compare their perceptions” (p. 46).

Üstünel (2008), in her study, investigated to what extent views of the pre-service English language teachers on classroom management and motivating the students in a positive teaching environment were reflected in their classroom practices. The reflective model was used in the study. Qualitative data were collected from 65 pre-service EFL and 10 CTs over one and a half academic year. The results revealed that the PTs who had more teaching experience were found to be more successful in reflecting on their views in classroom practice. Üstünel (2008) suggested that “the reflective model should be valued in teacher training as it enables the successful practice of three-way teacher-centered collaboration among teacher trainees, mentors at the placement schools, and teacher trainers at the university” (p. 339).

Looking at the aforementioned studies conducted in the field of English Language Teaching in Turkey, it is possible to mention that the studies mainly focused on the effectiveness of the course applications and the integration of technology in order to investigate the ways of improving the educational practices and enhance reflective practices in teacher education. However, there is a lack of research in the Turkish education context in the area of the role of practice teaching applications and mentoring practices on the sense of efficacy beliefs of the pre-service foreign language teachers. Therefore, it is aimed that the study in hand can provide implications with regard to the practice teaching applications and the role of mentoring practices in addressing the sense of efficacy beliefs of the PTs.

CHAPTER III

METHODOLOGY

3.1. Overview of the Chapter

This chapter presents the research method used in the study. The first section gives a description of the research design and methodology. Following this, the participants of the study, data collection tools and the piloting of the scales used in the study, data collection procedures are presented. Finally, data analysis procedures are introduced.

3.2. Research Questions and Research Methodology

In this section, the research design of the study in addition to the methodology which was followed to achieve the aim of addressing the research questions will be examined. Moreover, the reasons for using a case-study model will be discussed.

3.2.1. Research Design

The present research study is designed as a mixed method case study to examine the extent to which PTs' sense of efficacy beliefs regarding classroom management, instructional strategies, and student engagement alter throughout the practice teaching course; and the role of mentoring practices and practice teaching course in shaping PTs' sense of their professional practices.

In order to illustrate the dynamics of a teaching situation, PTs need opportunities to understand what is involved in planning the teaching, doing the teaching, and reflecting on their teaching. One way of creating a link between such opportunities is by helping PTs to experience teaching practice being both constructed and deconstructed (Korthagen, Loughran, & Russell, 2006) so that their learning about teaching is expected to be embedded in their experiences of learning

and teaching (Segall, 2001). Therefore, the first step of the study was to design the seminar course according to the needs of the PTs and increase the opportunities to make them share their teaching experiences.

In order to identify the needs, PTs were asked to call out the topics they wanted to focus on in the first seminar course of practice teaching. After identifying the PTs' needs regarding their participation in the practice teaching course, course content was designed accordingly for the study (See Appendix C). During the course implementation, PTs' sense of efficacy beliefs was examined at the beginning and at the end of the 14-week course. To gather data on PTs' sense of teacher efficacy beliefs, both questionnaires (TSES) and semi-structured face-to-face interviews were used. The gathered data were analyzed by means of qualitative and quantitative methodologies. During the course time, PTs were also asked to convey their perceptions of their mentors and mentoring practices through a questionnaire (MEFLT), weekly reflective journals and semi-structured face-to-face interviews. Finally, the perceived effectiveness of the practice teaching course was explored to gain insight about the implementation of the course in the undergraduate program through an open-ended survey and semi-structured face-to-face interviews.

Thus, in order to reach these aims ranging from qualitative concerns to quantitative concerns, this research grounded its methodology on the mixed-methods approach (Creswell, 2007). The research questions addressed in the study are presented in Table 3. 1.

Table 3. 1. Research Questions, Methods, Instruments, and Timeline Used in the Study

Research Question	Methodology	Instrument	Timeline
1. How do PTs perceive their sense of teacher efficacy throughout the practice teaching course? a. What do PTs reflect upon regarding their classroom experiences? b. What changes, if any, are observed?	Qualitative and Quantitative	<ul style="list-style-type: none"> • TSES, • Face-to-face semi-structured interviews, • Reflective Journals 	TSES-at the beginning and at the end of the semester Face-to-face semi-structured interviews-at the end of the semester Reflective Journals-during 14-weeks of practice teaching

Table 3.1 Research Questions, Methods, Instruments, and Timeline Used in the Study (cont'd)

Research Question	Methodology	Instrument	Timeline
2. How do PTs perceive the mentoring practices of the CTs during the practice teaching course? a. What do PTs reflect upon regarding their experiences with their mentors? b. To what extent are the mentoring practices related to the PTs' sense of efficacy beliefs?	Qualitative and Quantitative	<ul style="list-style-type: none"> • MEFLT Scale, • Reflective Journals • Face-to-face semi-structured interviews 	MEFLT- towards the end of the course Reflective Journals- during 14-weeks of practice teaching Face-to-face semi-structured interviews-at the end of the semester
3. What do the PTs reflect upon in terms of challenges and support they have experienced during the practice teaching course? a. What are the suggestions of PTs to improve practice teaching experiences?	Qualitative	<ul style="list-style-type: none"> • Open-ended survey • Face-to-face semi-structured interviews 	Open-ended survey- at the end of the course Face-to-face semi-structured interviews-at the end of the semester

3. 2. 2. Research Methodology

In order to address the research questions of both a qualitative and quantitative nature, data collection and analysis techniques from both methodologies were implemented, hence the mixed-method approach was chosen as the methodology of this research. The mixed-method approach enables the researcher to draw on more than one possibility (Tashakkori & Teddlie, 1998, as cited in Creswell, 2003) and provides a broader perspective to the study as the qualitative data helps describe aspects the quantitative data may not be enough to address (Creswell, 2003). Therefore, in this study, the mixed methodology was used to explore the role of mentoring practices and practice teaching course on PTs' sense of teacher efficacy beliefs and the perceived effectiveness of the practice teaching course within the undergraduate language teacher education program. In order to address the research questions, embedded research design procedures were followed which mixed the different data sets at the design level, with one type of data being embedded within a methodology framed by the other data type (Caracelli & Greene, 1997, as cited in Creswell, 2007). A concurrent nested mixed method design (Creswell & Plano Clark, 2007) (Figure 3. 1) was employed to meet the aims of the study.

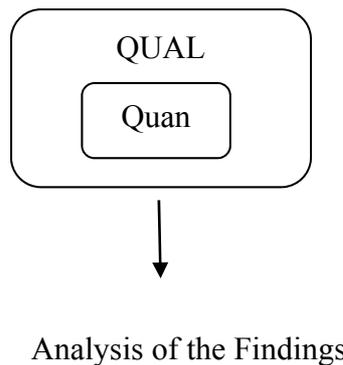


Figure 3. 1 Concurrent Nested Strategy used in the Study

In a concurrent nested mixed method design, there is an unequal weighting of data collection methodologies and one type of data is embedded within a larger design using the other type of data. Therefore, while the questionnaires that were used in the study revealed the PTs’ sense of efficacy and perceptions of mentoring practices during practice teaching; the interviews, reflective journals and the open-ended survey aimed to reveal the given values assigned to PTs’ sense of efficacy beliefs, perceptions of mentoring practices that the participants experience during practice teaching in addition to the perceived challenges and support of the practice teaching. Moreover, the analysis of the perceived effectiveness of practice teaching applications leads to the proposal of new approaches to practice teaching in EFL teacher education programs.

3. 2. 3. Case Study Research

Case studies are difficult to define due to the fact that they can vary in focus and research data. McKay (2006) defines a case study as a “single instance of some bound system, which can range from one individual to a class, a school, or an entire community” (p. 71). Therefore, the data gathered can include interview data, narrative accounts, classroom observations, verbal reports, and written documents. The researcher is responsible for selecting the type of data to be gathered based on the theoretical orientation, and methodological applications that informs the research. As the present study concentrates on a specific group of participants and is highly situational, it is defined as a case study. Creswell (2007) defines a case study as “an

issue explored through one or more cases within a bounded system like a setting or a context” (p. 73). In addition, Yin (2003) defines a case study as “an empirical inquiry that investigates a contemporary phenomenon within its real-life context, especially when the boundaries between phenomenon and context are not clearly evident” (p. 13). According to Stake (2005, p. 445), cases can be individuals, groups, programs, critical incidents or, in other words, anything that can be identified as a “specific, unique, bounded system”. Therefore, the researcher conducting a case study research, “explores a bounded system, or multiple bounded systems over time, through detailed, in-depth data collection involving multiple sources of information and reports a case description and case-based themes” (Creswell, 2007, p. 73).

In this study, the case was identified as the role of mentoring practices and practice teaching course in shaping PTs’ sense of efficacy beliefs during practice teaching. The case in the present study is bounded by time and space since there is a limit not only to the number of people involved in the study, but also to the duration of the data collection period.

In the next section, the participants, setting, data collection instruments, pilot study and data analysis procedures will be explained, and a clear picture of the methodology of this study will be formed.

3.3. Participants

Although the data were collected from one participant group of parties involved in practice teaching, PTs, involved in practice teaching, the background information of the CTs and the university supervisor were also provided in order to introduce the research setting.

3.3.1. Pre-service Teachers

The main participant group of the study composed of senior PTs (N=22) studying in the Department of Foreign Language Education, Middle East Technical University (METU), Ankara, Turkey. The PTs at the Department of Foreign Language Education were divided into 8 sections in the academic year of 2009/2010 according to the initials of their surnames for the Practice Teaching course. Each section consisted of approximately 15 PTs. The class consisted of 2 sections,

however during the add-drop week; approximately 5 PTs changed their sections. Therefore, it can be claimed that the opportunistic sampling strategy was provided in the study (Miles & Huberman, 1994). According to Miles and Huberman (1994, p. 28), the opportunistic type of sampling “follows new leads and takes the advantage of the unexpected” through identifying important common patterns which also meets the aims of the study. Therefore, it can be claimed that researcher bias regarding the choice of participants was eliminated.

As a Council of Higher Education (CHE) regulation, all PTs enrolled in the Foreign Language Education (FLE) Department must take the University Entrance Exam; and they are assigned to universities according to their University Entrance Examination results. The admission requirement of the FLE Departments is to achieve certain scores from two tests; one for social studies and the other for English language. PTs select their departments when they are students in high school. Therefore, students who want to continue their education at FLE departments are claimed to be motivated to choose their departments during high school years.

The age range of the participants was 21 to 25 (See Figure 3. 2). 64 % of the participants (N=14) were at the age of 22. There were 5 participants at the age of 21, 1 participant at the age of 23 and 2 participants at the age of 24. One of the reasons of having participants at various ages within the same group was that some of the PTs were abroad as an Erasmus exchange student; they completed the courses they did not take while they were abroad.

The PTs who took part in the study attended to an elementary school for the School Experience course in the fall semester, before they were enrolled in practice teaching in the spring semester. Moreover, the PTs took the School Experience course from a different supervisor at the department.

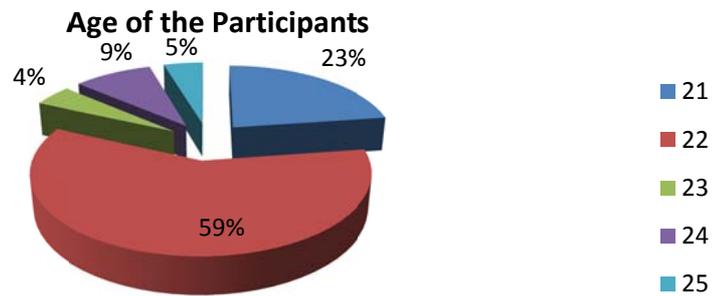


Figure 3. 2 Age of the Participants

There were 17 (78%) female and 5 (22 %) male PTs who participated in the study on a voluntary basis.

3. 3. 2. Cooperating Teachers

The school selected for the practice teaching, an Anatolian High School in Ankara, Turkey, had five CTs who were teaching English. All of these teachers took part in the practice teaching course and were assigned to PTs as mentors. The year of experience of the CTs varied from eight to fifteen years. All of the CTs were female. They were graduates of FLE Departments from various universities; one of them was a graduate of the Department of FLE at METU. The CTs had been mentors to PTs in the previous academic years, and they had a notion of mentoring PTs during their practice teaching. However, they had not worked with PTs from METU for the practice teaching course before. The CTs did not have any post-graduate degrees; however, they have been attending professional development seminars conducted in Ankara.

3. 3. 3. The University Supervisor

The university supervisor in this study has been working at the Department of FLE at METU for seven years. She has offered Practice Teaching course five times. She has also offered School Experience course twice in previous academic years. The participant group of PTs has taken Approaches to ELT and Research Skills courses from the university supervisor in the previous academic years. One of the

reasons for working with the university supervisor for the study, who is also the supervisor of the researcher, is because she is a graduate of the department, and she is familiar with the system and the bureaucracy between the CTs, principals at the MoNE schools, and practice teaching course coordinators and other supervisors offering the Practice Teaching course at the department. Considering her experience at the department, background in the field, familiarity with the participant group, her personality as a reflective practitioner, and sound grounding in teaching methodology, the researcher decided to work with the university supervisor in this study as a participant.

3. 4. Setting

The study was conducted at Middle East Technical University, Faculty of Education, Department of Foreign Language Education and at an Anatolian High School in Ankara.

The undergraduate language teacher education program at METU (See Appendix A) consists of courses such as ELT Methodology, Approaches to ELT, Teaching Language Skills, Teaching English to Young Learners, Second Language Acquisition, English Literature, Translation, Linguistics, Materials Adaptation and Development, and English Language Testing and Evaluation. The objective of the program is to provide PTs with adequate subject matter and contextual knowledge, pedagogical reasoning and decision making strategies. Besides, the program also requires all PTs to participate in field experience, beginning at the senior year fall semester with School Experience and followed by senior year spring semester Practice Teaching course.

Throughout these field experiences, PTs are required to observe the CTs they have been assigned to, carry out weekly classroom tasks, and teach under the supervision of a CT at the MoNE schools. Thus, all PTs are expected to gain experiences regarding teaching within their teacher education program.

The Practice Teaching course is conducted as 6+2 hours. In 6-hour-time, the PTs were expected to attend courses at the participating school and complete their 6-hour-time school duty as 4 hours of observation and 2 hours of administrative duties. In the school observations, they were required to follow and fill in structured

observation tasks given in the course pack which was prepared by the course instructor and other supervisors at the department, and write a reflective report for each of these observations. During the data collection and the course implementation process, PTs were asked to fill out the observation tasks prepared by two instructors (Dr. Deniz Şallı-Çopur and Dr. Hale Işık-Güler) offering the Practice Teaching course at the department in addition to the observation tasks prepared by the university supervisor. The university supervisor decided which tasks were to be given to the PTs.

PTs are also required to do a microteaching in the assigned school classrooms they observe. The course aims to develop PTs' professional knowledge and practice in language teaching by providing them with the opportunities to challenge their views and thoughts, and evaluate the nature and processes of foreign language teaching through direct and indirect experiences. PTs were assigned to two teachers in order to give them the chance to observe more than one teacher within the same school environment and to avoid too much and pointless observation of one single teacher (Enginarlar, 1996).

The Anatolian High School for the current study was established in 2005 in Ankara. The school is located in the city center. The reason for selecting this particular MoNE Anatolian High School is that one of the CTs got in touch with the university supervisor through personal contact. The CT and the university supervisor had known each other since they worked together during another practice teaching course in a different school. The current school that the CT was working for was rather a new school and both the school administration and other CTs showed enthusiasm to share their educational practices with the prospective teachers as future colleagues.

3. 4. 1. Seminar for Practice Teaching

The pre-service English language teachers take Practice Teaching in the last semester of their undergraduate education. Prior to this course, they take pedagogical and English Language Teaching methodology courses including School Experience which allows the PTs to conduct field visits mainly for observation for fourteen weeks.

The practice teaching course involves guided classroom observations in either private or public secondary and high schools. It is composed of two stages: supervised field experiences, school observations and microteachings, and on-campus seminars. According to the CHE regulations (1998), the PTs taking this course are both required to conduct field visits in the assigned schools and to attend on-campus seminars. Furthermore, for weekly discussions in the seminars, the university supervisor identifies different teaching themes in order to engage PTs in instructional practices related to issues such as classroom management, classroom interaction and integrated skills. In addition, during the 2-hour-period, PTs are expected to attend the practice teaching seminar course conducted at the university.

Due to the fact that the course has a lot to accomplish within a semester, the university supervisor decided to increase the length of the course to become a 3-hour-seminar for each week. Therefore, every pre-service teacher would find the chance to express themselves and share their experiences with their peers every week.

Apart from traditional applications of the course, every instructor offering the practice teaching course is allowed to design the seminar the way they think is necessary. There is no certain course outline offered by CHE (1998). Only the responsibilities were identified (See Appendix C for the regulations). Since the learning of PTs is only meaningful and powerful when it is embedded in the experience of learning to teach (Korthagen et al., 2006), the course designed for the study aimed to create active situations where teacher learning can occur and for it to be a natural part of professional preparation.

The course designed by the university supervisor and the researcher aimed to give the PTs an opportunity to observe authentic teaching, to provide them with the chance to do practice teaching at the secondary schools under supervision, to reflect on their experiences, and to create opportunities to learn from their peers on the basis of their own teaching experiences.

The PTs were provided with five reference books recommended for the course in addition to articles compiled by the university supervisor. In terms of course requirements; first, PTs were required to spend six hours per week to perform their duties in the school they are assigned to (four hours of observation and two

hours of other academic assistance). This phase started in the middle of February, and continued till the end of May. PTs who failed to fulfill this requirement were told that they could not get a passing grade from the course. They were asked to make sure that they had their CT sign the attendance sheet for every hour they spend at the school every week. PTs were asked to fill in the weekly observation tasks which were assigned to every pre-service teacher in the department who were under the supervision of other instructors.

Second, each pre-service teacher was required to prepare one or two lesson plans for one class period on an assignment to be designated by the CT at least one week in advance of teaching. This class was to be observed and assessed by both the CT and the university supervisor. In addition to the assessed teaching, each pre-service teacher was also required to do 24 one-hour of teaching in the presence of the CT throughout the term (CHE, 1998). These lessons were to be scheduled and evaluated by the CTs only. However, due to time and venue restrictions, and the high number of PTs assigned to each CT, most of the PTs could only find the chance to teach maximum 10 one-hour class.

Third, every pre-service teacher was required to develop professional development tools with which to reflect on their own teaching practice and learning. PTs were to develop them for looking closely at their teaching practices in the classes. This included learning how to work with video records of their teaching practices as a resource for on-going reflection and improvement as a teacher. As Eröz-Tuğa (2013) states receiving feedback on the videotaped lessons before the assessed teachings eases anxiety, boosts self-confidence, contributes to the awareness of the PTs as prospective teachers and provides opportunities to become conscious of the difficulties with different aspects of teaching, video discussions were implemented in the seminar course content. Therefore, each PT needed to record at least one teaching video. Each teaching video was discussed around one or two themes for professional improvement chosen by the performer. PTs were expected to guide their peers in terms of the background information, ask questions about the problematic areas, and get feedback from them regarding the videos. The video discussions were designed to be a chance to share experiences regarding the

problematic points in PTs' teaching practices and exchange ideas about how to deal with a variety of classroom-related issues with their peers.

Fourth, in order to find out about PTs' professional job opportunities and become aware of the expectations of employers in private and public schools or businesses, PTs were asked to form groups and every week one group was assigned to introduce one possible place of job application (ELT or related position) and one graduate program at a national or international university focusing on ELT, Linguistics, Literature, or any related field. Group members needed to make call and appointments ahead of time in order to go, meet or get in touch with the administrators of the possible options in order to get an insider perspective.

Finally, every PT was required to submit a final portfolio. The portfolio had to include three self-evaluation reports of each teaching session. In addition, CTs and observation peers were required to fill out an evaluation form for teaching practice. In addition to the self-evaluation reports, PTs were required to keep a weekly reflective journal. In the reflective journals, they were asked to select one significant episode that had bothered, excited or caused them to rethink their initial ideas about teaching. PTs were asked to describe the episode in detail, analyze and interpret what feelings and thoughts may have caused the episode to occur, why it was significant and what questions it raised, and finally, they were asked to state what they learned from the episode. The reflective journals were assigned to be reviewed and commented on by a peer in the group. PTs were allowed to choose their own peer. They are also required to read and make comments on their peer's journal. PTs were also instructed to keep a copy of their peer's review in their final portfolio.

The grading and evaluation of the Practice Teaching course designed was as follows:

Video discussion leading	15%
Job and graduate program presentation	15%
Mentor teacher evaluation	15 %
Assessed teaching	20 %
Final Portfolio	30 %
Lesson plans & self-evaluation reports	10%
Reflective journals	10%

Peer reviews	10%
Weekly tasks	5 %
Attendance sheet	required

Considering the fact that the cumulative percentage of the assessed teaching was 35% in the course regulations, the university supervisor took the initiative and decreased the percentage of the assessed teaching by providing more opportunities for the PTs to focus on in terms of teaching practices.

3. 5. Data Collection Procedures

Data collection for the study was conducted from February 2010 to June 2010. Table 3. 2 displays the timeline of data collection used in the study.

Table 3. 2. Timeline of Data Collection

Week	Date	Data Collection Activity
1	February 18	TSES (distributed and collected)
3	March 4	Weekly Reflective Journal 1 (collected)
4	March 11	Weekly Reflective Journal 2 (collected)
5	March 18	Weekly Reflective Journal 3 (collected)
6	March 25	Weekly Reflective Journal 4 (collected)
7	April 1	Weekly Reflective Journal 5 (collected)
8	April 8	Weekly Reflective Journal 6 (collected)
9	April 15	Weekly Reflective Journal 7 (collected)
10	April 22	Weekly Reflective Journal 8 (collected)
11	April 29	Weekly Reflective Journal 9 (collected) Open-ended survey (distributed and collected)
12	May 3-7	Weekly Reflective Journal 10 (collected) MEFLT (distributed and collected)
13	May 10-14	Final Face-to-face interviews (recorded)
14	May 17-21	Final Face-to-face interviews (recorded)
15	May 24-28	TSES (distributed and collected) Final Face-to-face interviews(recorded)

Data of the study were collected mainly in two phases. The first phase included the quantitative data collected through the scales, and the second phase included the qualitative data considering the weekly reflective journals, open-ended survey and semi-structured face-to-face interviews.

Official permissions were obtained from the ethical committee of Middle East Technical University for the intended study. The researcher also gathered the

permission from the university where the pilot study was conducted via submitting the instruments and a summary of the purpose of the study.

The participants were informed about the purpose of the study and consent forms were collected (See Appendix D). It was declared that participation was on a voluntary basis, their responses would only be used for the study, and the responses would be kept strictly confidential. Data for the pilot study were collected with the help of research assistants contacted at the piloting university. They were instructed to implement the scale as explained above. The scales were sent to the contacts via mail and gathered through the same way. The data collection procedure took about a week in January, 2010. Data collection for the intended study was conducted by the researcher. The researcher was present at every stage of the data collection process; from designing the course, attending to the courses, collecting the course assignments, conducting interviews with the CTs to being in a close contact with the participants whenever they felt the need to consult regarding any teaching-related issue.

3. 6. Data Collection Instruments

This section describes the instruments and how they were implemented. This research study involved a variety of data collection techniques: TSES and MEFLT scales, weekly reflective journals, semi-structured face-to-face interviews and an open-ended survey. The database for this study consists of written data sources (TSES and MEFLT scales, weekly reflective journals, open-ended survey) as well as audio-recorded data sources (audio-recorded semi-structured face-to-face interviews).

In order to answer research questions presented in 3. 2. 1., the following data collection tools were used in the study:

- a. Questionnaires
 - i. The Teachers' Sense of Efficacy Scale (Tschannen-Moran & Woolfolk- Hoy, 2001) (Appendix E)
 - i.i. The Mentoring for English as a Foreign Language Teaching Survey (Hudson, Nguyen & Hudson, 2009) (Appendix F)
- b. Weekly reflective journals (See Appendix G for a sample reflective journal),

- c. Semi-structured face-to-face interviews with PTs (See Appendix H for interview questions),
- d. An open-ended survey (See Appendix I).

3. 6. 1. Written Data Sources

The database for this study consists of written data sources (questionnaires, reflective journal entries, and open-ended survey) in addition to audio-recorded data source (semi-structured face-to face interviews). Table 3. 3 summarizes the written data sources in detail and the discussion of the subdivisions are presented in detail below.

Table 3. 3. Summary of Written Data Sources

Data Source	Group (s) Collected	Place of Collection	Quantity	Special Aspects
Questionnaires			TSES-21 items MEFLT-27 items	Likert-scale
Written Reflective Journal Entries	PTs	Out of class	198 entries	Reflective and retrospective notes
Open-ended Survey			15 scale items 5 open-ended questions	Reflective notes

3. 6. 1. 1. The Teachers’ Sense of Efficacy Scale (TSES)

One of the quantitative data collection tools was an existing measuring instrument, Teachers’ Sense of Efficacy Scale designed by Tschannen-Moran and Woolfolk-Hoy (2001). The scale was adapted according to the aims of the study. One of the reasons for using an existing questionnaire is that the items in the instrument are related to the information the study aims to answer, which is to define the efficacy levels and the development of efficacy levels of the PTs after attending practice teaching course. Therefore, the measuring instrument matches the present research context. PTs’ sense of efficacy was measured using the long form of the Teachers’ Sense of Efficacy Scale (TSES) designed by Tschannen-Moran and Woolfolk-Hoy (2001). The scale was completed by all of the PTs participating in the

study at two separate times: (a) at the beginning, and (b) at the end of the 14-week practice teaching experience.

The long form of the scale consisted of 24 items including eight items for each of the three subscales: efficacy for instructional strategies, efficacy for student engagement, and efficacy for classroom management. Response to each item was on a 9-point Likert Scale with 1 corresponding to “None at all” and 9 corresponding to “A Great Deal”; thus higher scores on the scale were equated with greater efficacy beliefs. An example of an instructional strategies item is “To what extent can you ask good questions to your students?” An example of a student engagement item is “How much can you do to help your students value learning?” An example of a classroom management item is “How much can you get your students to follow classroom rules?” The reliability coefficients for the TSES and the subscale reliabilities were reported by Tschannen-Moran and Woolfolk-Hoy (2001) (See Table 3. 4):

Table 3. 4 Reliability Coefficients for the TSES (Tschannen-Moran and Woolfolk-Hoy, 2001)

	M	SD	α
TSES	7.1	.94	.94
Student Engagement	7.3	1.1	.87
Instructional Strategies	7.3	1.1	.91
Classroom Management	6.7	1.1	.90

Since the original scale was developed so as to be used in defining teachers’ sense of efficacy in general, the items regarding general school work were adapted as “English course” or “language class”. For instance, Item 4 in the original TSES was “How much can you do to motivate students who show low interest *in schoolwork?*”, it was rephrased as “How much can you do to motivate students who show low interest *in learning English?*” (See Table 3. 5). In addition, a demographic information section was added to the scale.

Table 3. 5 Rephrased Items for the TSES

Item	Original TSES items	Adapted version of the TSES items for the study
2	How much can you do to help your students think critically?	How much can you do to help your students think critically in English?
3	How much can you do to control disruptive behavior in the classroom?	How much can you do to control disruptive behavior in your English classes?
4	How much can you do to motivate students who show low interest in school work?	How much can you do to motivate students who show low interest in learning English?
5	To what extent can you make your expectations clear about student behavior?	To what extent can you make your expectations clear about student behavior in your English classes?
6	How much can you do to get students to believe they can do well in school work?	How much can you do to get students to believe they can do well in English classes?
7	How well can you respond to difficult questions from your students?	How well can you respond to difficult questions from your students related to English?
8	How well can you establish routines to keep activities running smoothly?	How well can you establish routines to keep English language learning activities running smoothly?
9	How much can you do to help your students value learning?	How much can you do to help your students value learning English?
10	How much can you gauge student comprehension of what you have taught?	How much can you assess student comprehension of what you have taught?
11	To what extent can you craft good questions for your students?	To what extent can you ask good questions for your students?
12	How much can you do to foster student creativity?	How much can you do to foster student creativity while learning English?
13	How much can you do to get children to follow classroom rules?	How much can you do to get students to follow classroom rules in your English classes?
14	How much can you do to improve the understanding of a student who is failing?	How much can you do to improve the understanding of a student who is failing the language course?
17	How much can you do to adjust your lessons to the proper level for individual students?	How much can you do to adjust your English lessons to the proper level for individual students?
18	How much can you use a variety of assessment strategies?	How much can you use a variety of language assessment strategies in your English classes?
21	How well can you respond to defiant students?	How well can you respond to resisting students who do not want to study English?
22	How much can you assist families in helping their children do well in school?	How much can you assist families in helping their children do well in English classes?
23	How well can you implement alternative strategies in your classroom?	How well can you implement alternative English language teaching strategies in your classrooms?
24	How well can you provide appropriate challenges for very capable students?	How well can you provide appropriate challenges for very capable English language learners?

3. 6. 1. 2. The Mentoring for English as a Foreign Language Teaching Survey (Hudson, Nguyen & Hudson, 2009)

The second quantitative data collection tool used in the study was the Mentoring for English as a Foreign Language Teaching Survey developed by Hudson, Nguyen and Hudson (2009). The scale was adapted according to the aims of the study. One of the reasons for using an existing questionnaire is that the items in the instrument are related to the information the study aims to answer, which is to articulate the existing mentoring practices linked to PTs' mentoring experiences in the area of teaching English during practice teaching. Therefore, the measuring instrument matches the present research context. Another reason is that the instrument is proven to be valid and reliable (Hudson, Nguyen & Hudson, 2009). The scale composed of 34 items and it was completed by all of the PTs participating in the study towards the end of the 14-week practice teaching course.

The scale was developed as a 34-item, 5-factor model for mentoring that had been previously identified, namely; personal attributes, system requirements, pedagogical knowledge, modeling and feedback (Hudson, 2003). Response to each item was on a 5-point Likert Scale with 1 corresponding to "Strongly Disagree" and 5 corresponding to "Strongly Agree". The reliability coefficients for the MEFLT and the subscale reliabilities were reported by Hudson, Nguyen and Hudson (2009) are presented in Table 3. 6:

Table 3. 6 Reliability Coefficients for the MEFLT Subscales (Hudson, Nguyen & Hudson, 2009)

	M	SD	α
Personal Attributes	3.25	.69	.74
System Requirements	3.09	.81	.62
Pedagogical Knowledge	3.18	.73	.89
Modeling	3.09	.68	.81
Feedback	3.19	.71	.75

Since the original scale was developed so as to be used in defining PTs' mentoring practices regarding teaching writing in general, the items regarding "teaching writing" were adapted as "teaching English" or "English class". For

instance, Item 1 in the original MEFLT Scale was “During my last field experience for *teaching writing* in English, my mentor was supportive of me for teaching writing.” was rephrased as “During my practice teaching, my mentor was supportive of me for *teaching English*.” (See Table 3. 7). In addition, a demographic information section was added to the scale.

Table 3. 7 Rephrased Items for the MEFLT

Item No.	Original MEFLT items	Adapted version of the MEFLT items for the study
	During my last field experience (i.e., practicum) for teaching writing in English my mentor:	During my practice teaching, my mentor:
1	was supportive of me for teaching writing.	was supportive of me for teaching English.
2	used writing language from the current writing syllabus.	used English language from the current syllabus.
3	guided me with writing lesson preparation.	guided me with the lesson preparation.
4	discussed with me the school policies used for teaching writing.	Discussed with me the school policies used for teaching English.
5	modeled the teaching of writing.	modeled the teaching of English.
6	assisted me with classroom management strategies for teaching writing.	assisted me with classroom management strategies for teaching English.
7	had a good rapport with the students when teaching writing.	had a good rapport with the students when teaching English.
8	assisted me towards implementing teaching strategies for writing.	assisted me towards implementing English language teaching strategies.
9	displayed enthusiasm when teaching writing.	displayed enthusiasm when teaching English.
10	assisted me with timetabling my writing lessons.	assisted me with timetabling my English lessons.
11	outlined national writing curriculum documents to me.	outlined national English curriculum documents to me.
12	modeled effective classroom management when teaching writing.	modeled effective classroom management when teaching English.
13	discussed evaluation of my teaching of writing.	discussed evaluation of my teaching English.
14	developed my strategies for teaching writing.	developed my strategies for teaching English.
15	was effective in teaching writing.	was effective in teaching English.
16	provided oral feedback on my teaching of writing.	provided oral feedback on my teaching of English.
17	seemed comfortable in talking with me about teaching writing.	seemed comfortable in talking with me about teaching English.
18	discussed with me questioning skills for effective teaching of writing.	discussed with me questioning skills for effective teaching of English.
19	used hands-on materials for teaching writing.	used hands-on materials for teaching English.

Table 3.7 Rephrased Items for the MEFLT (cont'd)

Item No.	Original MEFLT items	Adapted version of the MEFLT items for the study
20	provided me with written feedback on my teaching of writing.	provided me with written feedback on my teaching of English.
21	discussed with me the knowledge I needed for teaching writing.	discussed with me the knowledge I needed for teaching.
22	instilled positive attitudes in me towards teaching writing.	instilled positive attitudes in me towards teaching English.
23	assisted me to reflect on improving my writing teaching practices.	assisted me to reflect on improving my English language teaching practices.
24	gave me clear guidance for planning to teach writing.	gave me clear guidance for planning to teach English.
25	discussed with me the aims of teaching writing.	discussed with me the aims of teaching English.
26	made me feel more confident as a teacher of writing.	made me feel more confident as a teacher of English.
27	provided strategies for me to solve my problems for teaching writing.	provided strategies for me to solve my problems for teaching English.
28	reviewed my writing lesson plans before teaching writing.	reviewed my English lesson plans before teaching English
29	had well-designed writing activities for the students.	had well-designed English activities for the students.
30	gave me new viewpoints on teaching writing to students.	gave me new viewpoints on teaching English to students.
31	listened to me attentively on teaching of writing matters.	listened to me attentively on teaching of English matters.
32	showed me how to assess students' writing.	showed me how to assess students' English.
33	clearly articulated what I needed to do to improve my teaching of writing.	clearly articulated what I needed to do to improve my English language teaching.
34	observed me teach writing before providing feedback.	observed me teach English before providing feedback.

3. 6. 1. 3. Reflective Journals

The use of reflective writing has a long tradition in education in general (Borg, 2006). In the field of teacher education research, journals and autobiography have been widely employed to support and study teachers' understandings of their own learning and teaching practices (Borg, 2006). Reflective writing has also been used in the field of teacher education to document teacher development, encourage reflection and as a tool for collecting feedback on teacher education courses by various researchers (Bailey, 1990; Johnson, 1994; Appel, 1995; Numrich, 1996; Sakui & Gaies, 2003).

In teacher education research, journal writing is used in conjunction with data collected from other sources like observations and interviews due to the fact that journal writing can also provide insights into teachers' cognitive processes (Borg, 2006, p. 251).

In order to have a clear understanding of PTs' practice teaching experience and the professional developmental stages they went through, the PTs were asked to keep a journal as part of the requirements of the course. At the beginning of the 14-week practice teaching course, the PTs were given two course-hour length instruction on how to keep a reflective journal and what to write, what not to write in a reflective journal. The instruction was provided by the researcher. The instruction given to the PTs focused on what reflection is, why it is needed and the ways of keeping a reflective journal. The three phases of keeping a reflective journal were examined; Record, Reflect and Analyze. Each phase brought three main questions given to the PTs to be answered every week. The first question was "What happened?". The PTs were expected to mention what happened, when, who was involved in the incident, and what the PTs' involvement was. The second phase required PTs to reflect on the incident answering "Why did it happen?". The PTs were expected to answer the questions like "What values, beliefs, assumptions would explain the behavior/incident/occurrence?, How could the situation be improved?". At the final phase of journal entries, the PTs were asked to analyze the incident and reflect on what they learnt from it for future teaching practices.

In addition to the guiding questions, methodological decisions offered by Borg (2003) were explained to the PTs. The PTs were informed that they need to spare some time each day they went to school to remember every detail of the incident they want to write about; share their experiences with their classmates who are also attending the same class; exchange ideas and share the incidents they would like to mention in their entries; support their insights with examples; and write anything and everything they feel.

The PTs were told that their journals would not be seen by the university supervisor in order not to make them try to please the university supervisor, and get a passing grade from the course, but to reflect on their personal experiences sincerely. Reflective journals kept by the PTs consisted of open-ended reactions and

observations about the practice teaching. These included comments about the students, the curriculum, the CTs they were observing, and the practice teaching experience itself. Journal entries also focused on the preparation involved in teaching, actual lesson plans, and post-lesson comments and reactions. These assigned reflective journal entries were submitted to the online course platform (Turnitin) at the end of every week. The course platform was created to collect the assignments on time, to avoid PTs write and submit the reflective journal entries at the very last minute, and to create a setting where the PTs feel free to access their course data anytime they feel the need. Every week, the researcher read the individual reflective journals and responded to the PTs.

3. 6. 1. 4. Open-ended Survey

An open-ended survey was administered to the 22 participants towards the end of the academic year. The survey consisted of two parts. In the first part, there were fifteen items in the survey adapted from Chiang (2008) aimed to explore perceived effectiveness of practice teaching experience both in terms of university seminar and teaching practices at the school by the participants. The five categories comprising the practice teaching experience include classroom management, language learning, lesson planning, instructional strategies, and professional knowledge. For instance, participants were asked to respond to the question, *How effective was the practice teaching course in developing your skills in classroom management (your teachings / in-class discussions)*, and *How effective were your observations of your mentor teachers at school in developing your classroom management?* by using a 4-point rating scale: from 1—not helpful at all to 4—extremely helpful.

In the second part, in addition to the repertory grid questions on the perceived effectiveness of the practice teaching course, 5 open-ended questions were given to the PTs to reflect on the overall experience of practice teaching in terms of benefits, challenges and suggestions in addition to the reflections of PTs regarding the course content they thought to be eliminated, adapted and implemented for the future practice teaching courses.

3. 6. 2. Audio-recorded Data Sources

The audio-recorded data sources of the study were consisted of semi-structured face-to-face interviews conducted with the study participants at the end of the semester. The amount of the audio-recorded database can be found in detail in the discussion below. Table 3. 8 displays the summary of the audio-recorded data sources following with a detail discussion of the audio-recorded data sources.

Table 3. 8 Summary of Audio-recorded Data Sources

Data Source	Group(s) Collected	Quantity of Recordings	Length of Recording	Total Hours of Data (approx.)	
Audio-recorded	Semi-structured Face-to-face interviews	PTs	22	Approx. 45-55 minutes	20 hrs.

3. 6. 2. 1. Semi-structured Face-to-face Interviews

Since teachers' cognitions are not observable, they need to be made explicit. Therefore, while collecting data on teachers' cognitions, a combination of a number of methodological tools are needed (Borg, 2009). In this study, in addition to collecting quantitative data and getting statistical information about PTs' sense of teacher-efficacy levels and perceived effectiveness of mentoring practices, it was aimed to gain an insight from all the participants regarding the practice teaching experience, observe the development of sense of teacher efficacy beliefs, and the perceptions of mentoring practices they experience were the main agendas. To this end, reflective journals were collected, semi-structured face-to-face interviews were conducted and an open-ended survey was administered.

As the semi-structured interviews enable the researcher to develop a close contact with the participants (Borg, 2006), for the purposes of this study, semi-structured face-to-face interviews were conducted to enable the researcher to gain a deeper insight into the research questions at hand. Peshkin (2001) states that interviews allow the researcher to explore tacit and unobservable aspects of participants' lives. In addition, by avoiding Yes/No questions or closed-ended

questions, interviews facilitate the researcher's task of interpreting these experiences from their point of view (Patton, 2002). One of the main reasons of using the semi-structured face-to-face interviews as a way of collecting data is that they are widely used in language teacher cognition research. Moreover, Borg (2006) highlights the value of the face-to-face interviews in eliciting verbal accounts of teachers' cognitive processes.

For the present study, semi-structured face-to-face interviews were conducted with the PTs in order to collect in-depth information regarding the teaching practices of the PTs in real classrooms, experiences during mentoring practices with the CTs, and the perceived effectiveness of practice teaching course. Since semi-structured interviews provide rich data in terms of personal feelings about experience (Bogdan & Biklen, 2007), this reflexive approach also makes it possible for the researcher to explore unexpected discoveries (Cohen, Manion & Morrison, 2007).

The language of the interviews was Turkish in order to avoid interview language to become an obstacle for the participants to express themselves and display their beliefs.

In the light of interview techniques, principles and procedures presented in Bogdan and Biklen (2007), the semi-structured interviews with PTs were essentially composed of open-ended questions in order to describe different aspects of beliefs and opinions on particular themes structured according to the aims of the study questions. The predetermined themes of the semi-structured interviews were:

- a. practice teaching applications (seminar and school setting)
- b. factors affecting in-class actions of PTs
- c. PTs' sense of teacher efficacy belief constructs: student engagement, classroom management, and instructional strategies.
- d. perceptions of the mentoring practices during practice teaching (seminar and school setting)

The interviews were framed around 16 questions which were aimed to enable PTs to examine their experiences throughout the practice teaching course and focus on their experiences with teaching practices in a real classroom atmosphere. In addition to the predetermined questions, probes and prompts were also used when the

interviewee seemed to be distracted from the topic. Moreover, when the interviewee's response to a question includes the answer of one of the questions in hand, the researcher skipped asking the question in order to avoid repetition.

Before conducting the interviews, the questions were read through by two experts in the field in order to avoid ambiguous, unclear, and biased questions. The interview sessions took about 45-60 minutes. All the interviews were conducted by the researcher, and they were audio-recorded and transcribed verbatim. The interviews were conducted within a month from the end of May to the end of June in 2010.

3. 7. Data Analysis Procedures and the Pilot Study

This study utilized an interpretive case study approach (Stake, 2005) that included reflective journals, questionnaires, semi-structured face-to-face interviews, and open-ended survey as data collection tools. Data is analyzed through an inductive process, with the goal of explicating the common themes and patterns across the data sources that give an understanding of the actual experiences of the participants (Merriam, 2002).

There are two phases of data analysis followed in the study allowing the categorization of the results and the emerging patterns that correspond to the research questions of the study.

3.7.1. Pilot Study

In this section, piloting of the questionnaires used in the study will be reported. The procedure followed through the application process as well as the results of the piloting stage will be explored for both questionnaires used in the actual study.

3. 7. 1. Piloting the Questionnaires

In order to assess the feasibility and usefulness of data collection methods and make necessary revisions before it is used with the intended participants, the Teacher

Sense of Efficacy Scale (Tschannen-Moran & Woolfolk-Hoy, 2001), and Mentoring for EFL Teaching Scale (Hudson, Nguyen & Hudson 2009) questionnaires were tested through a pilot study. The piloting of the questionnaires was conducted at the end of the fall semester before the actual data collection process began. Since not every questionnaire addresses the issues that participants are asked to answer, piloting the questionnaires before the actual data collection process is useful to prevent the potential errors that could go unnoticed and could not be remedied during the actual data collection stage (Mason & Bramble, 1997).

3. 7. 1. 1. Pilot Study Setting

Considering that the piloting population should closely resemble the intended population (Krathwohl, 1998; Reynolds, Diamantopoulos & Schlegelmilch, 2002), a pilot study was performed with senior PTs at a Faculty of Education in another public university in Ankara, Turkey. Approximately two hundred students were asked to complete the Teacher Sense of Efficacy Scale (Tschannen-Moran & Woolfolk-Hoy, 2001), and Mentoring for EFL Teaching Scale (Hudson, Nguyen & Hudson 2009) and to volunteer for a subsequent interview. As Reynolds et al. (2002) suggest, during piloting process, the personal opinions of the respondents are of great value and should be gathered through personal interviews in order to improve the overall effectiveness of the questionnaires and data analysis. During the piloting stage, the opinions of the respondents regarding the overall design and understandability of the questionnaires were gathered individually by means of personal interviews.

3. 7. 1. 2. Procedure

The participants (N=198) of the pilot study were informed that they would be giving consent for this pilot study by filling out the statements in the questionnaires distributed to them. They were given an hour to complete both surveys. Once the survey period ended, the data were entered by hand for analysis to be conducted through SPSS 15 (Statistical Package for the Social Sciences) by the researcher.

The surveys consisted of the twenty-four questions from the long form of the Teacher Sense of Efficacy Scale (Tschannen-Moran & Woolfolk-Hoy, 2001), and thirty-four questions of the Mentoring for EFL Teaching Scale (Hudson, Nguyen & Hudson, 2009).

During the piloting stage, a group of 10 participants from the respondents were randomly selected and opinions of the selected volunteer respondents were gathered through personal interviews regarding the clarity of the statements in the scales.

3. 7. 1. 3. Results of the Pilot Study

The results of the pilot study will be investigated in this section for both questionnaires. The descriptive statistics, factor analysis, structure, extraction and interpretation processes will be explored.

3. 7. 1. 3. 1. TSES

In this section, the descriptive statistics conducted to examine the sense of teacher efficacy beliefs of the PTs will be examined. In addition to the descriptive statistics, the factor analysis, factor structure, extraction and interpretation of the TSES will be explored.

3. 7. 1. 3. 1. 1. Descriptive Statistics

The reliability of the pilot study indicated that the overall reliability of the Teacher Sense of Efficacy Scale (Tschannen-Moran & Woolfolk-Hoy, 2001) was reliable, $\alpha=.91$ (See Table 3. 9).

Table 3. 9 Reliability Analysis of the TSES for the Pilot Study

Cronbach's Alpha	N of Items
.91	24

Analysis of the descriptive statistics revealed that the mean value of the scale was 7.09 (see Table 3. 10). The mean values for each scale items were in a range of 5.72 to 8.10 which indicated that the participants were in a little agreement to a very good agreement with the scale items.

Table 3. 10 Summary Item Statistics of TSES

	Mean	Minimum	Maximum	Range	Maximum/ Minimum	Variance	N of Items
Item Means	7.09	5.72	8.10	2.37	1.41	.61	24

Item analysis was conducted on the 24 items hypothesized to assess PTs' sense of teacher efficacy. Initially each of the 24 items was correlated with the total score for TSES. All the correlations were greater than .30 (See Table 3. 11).

Table 3. 11 Item-Total Statistics for TSES

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
How much can you do to help your students think critically in English?	163.03	303.94	.658	.799	.905
How much can you do to control disruptive behavior in your English classes?	162.81	310.07	.616	.722	.906
How much can you do to motivate students who show low interest in learning English?	164.26	312.65	.369	.754	.911
To what extent can you make your expectations clear about student behavior in your English classes?	162.43	314.00	.501	.766	.908
How much can you do to get students to believe they can do well in English classes?	163.66	315.31	.492	.764	.908
How well can you respond to difficult questions from your students related to English?	162.16	308.54	.598	.658	.906
How well can you establish routines to keep English language learning activities running smoothly?	162.90	315.30	.413	.730	.910
How much can you do to help your students value learning English?	164.12	301.85	.695	.784	.904
How much can you assess student comprehension of what you have taught?	162.65	305.47	.536	.762	.907

3. 11. Item-Total Statistics for TSES (cont'd)

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
To what extent can you ask good questions for your students?	162.46	310.77	.523	.739	.908
How much can you do to foster student creativity while learning English?	162.54	317.25	.453	.637	.909
How much can you do to get students to follow classroom rules in your English classes?	163.69	298.59	.680	.784	.904
How much can you do to improve the understanding of a student who is failing the language course?	162.76	314.00	.479	.681	.908
How much can you do to adjust your English lessons to the proper level for individual students?	164.37	296.35	.610	.872	.906
How much can you use a variety of language assessment strategies in your English classes?	164.31	306.57	.555	.803	.907
How well can you respond to resisting students who do not want to study English?	162.84	312.64	.494	.701	.908
How much can you assist families in helping their children do well in English classes?	162.76	300.78	.590	.804	.906
How well can you implement alternative English language teaching strategies in your classrooms?	164.53	311.23	.486	.708	.908
How well can you provide appropriate challenges for very capable English language learners?	162.57	310.36	.569	.769	.907
How much can you do to help your students think critically in English?	164.50	299.08	.731	.814	.903
How much can you do to control disruptive behavior in your English classes?	163.09	313.98	.361	.606	.911
How much can you do to motivate students who show low interest in learning English?	162.65	313.96	.476	.673	.908
To what extent can you make your expectations clear about student behavior in your English classes?	162.32	323.16	.309	.583	.911

3. 7. 1. 3. 1. 2. Exploratory Factor Analysis of TSES for the Pilot Study

Factor analysis enables the researcher to take a set of variables and reduce them to a smaller number of underlying factors which account for as many variables as possible (Cohen et al., 2007). It detects structures and commonalities in the

relationships between variables. Thus it enables researchers to identify where different variables in fact are addressing the same underlying concept.

Since the intended study is designed to focus on a non-parametric group, in order to validate the data analysis, a factor analysis was conducted with the pilot group due to the large number of participants.

For the sample size, having at least five times as many participants as the number of items is also considered an acceptable measure in factor analysis (Hair, Anderson, Tatham & Black, 1998). Therefore, the sample size for the pilot study ($N=198$) met the mentioned sample size assumption of factor analysis. According to Hair et al. (1998), there should not be any item whose correlation is less than .30 with the other items. The correlation matrix showed that there were not any problematic items and the items seemed to be correlated with each other. Cohen et al. (2007) suggest that factor loadings of the items should not be close to each other; otherwise the item needs to be deleted and should be eliminated from the analysis. The correlation matrix showed that there were not any problematic items in terms of factor loadings; however, some of the items either appeared in different factors or had no loadings. Therefore, those reappearing items (item 2 and 23) and the item that did not have any factor loading (item 6) were deleted from the analysis.

3. 7. 1. 3. 1. 3. Factor Structure of the TSES

One of the factor analysis assumptions which are Bartlett's Test of Sphericity and Kaiser-Meyer-Olkin Measure of Sampling Adequacy (KMO) are the two assumptions needs to be met for the factor analysis were examined. Bartlett's Test "provides the statistical probability that the correlation matrix has significant correlations among the variables" (Hair et al., 1998, p. 99). The analysis showed that Bartlett's Test of Specificity is significant ($p = .00$), therefore, this assumption was met (See Table 3. 12). According to Field (2009), KMO values between .5 and .7 are mediocre, values between .7 and .8 are good, values between .8 and .9 are great and values above .9 are superb (as cited in Field, 2005). For the pilot study data, the KMO value was .72, which fell into the range of being good. Hence, factor analysis was appropriate for the data.

Table 3. 12 KMO and Bartlett's Test for TSES

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.72
Bartlett's Test of Sphericity	Approx. Chi-Square	3478.16
	df	276
	Sig.	.000

3. 7. 1. 3. 1. 4. Factor Extraction of the TSES

The number of the factors was decided based on eigenvalues and screeplot (See Figure 3. 3) considering the cut point as 1.

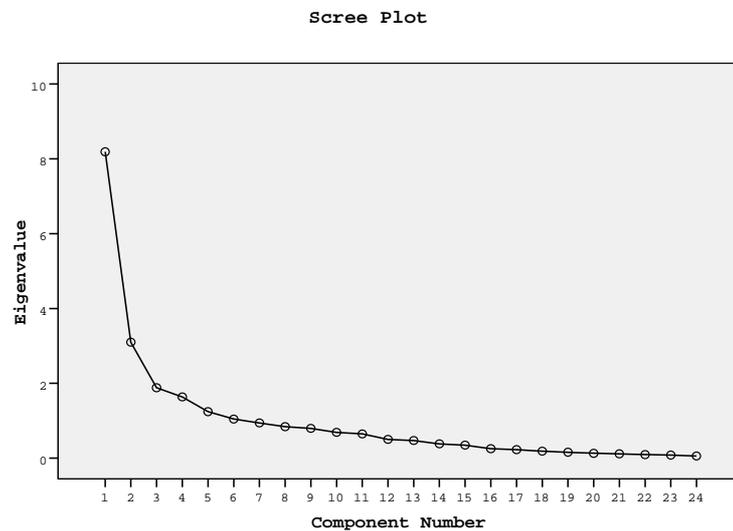


Figure 3. 3 Scree Plot for TSES

The factors with eigenvalue higher than 1 were considered as significant as there is a consensus in the literature that the factors with eigenvalue greater than 1 are retained (Cohen et al., 2007). Table 3. 13 shows the eigenvalues, percentages of variance, and cumulative percentages of the three factors extracted. When initial values were examined in the total variance explained table below, it was seen that there were three factors explaining 54.87 % of the total variance.

Table 3. 13 TSES Total Variance Explained

Item Numbers	Factors	Eigenvalue	% of Variance	Cumulative %
3, 5, 8, 13, 15, 16, 19, 21	Classroom Management	8.18	20.46	20.46
1, 4, 7, 12, 14, 17, 20, 22	Instructional Strategies	3.09	18.72	39.18
9, 10, 11, 18, 24	Student Engagement	1.88	15.69	54.87

3. 7. 1. 3. 1. 5. Factor Interpretation of the TSES

The long form of TSES consisted of 24 items, including eight items for each three subscales. According to Woolfolk-Hoy (2001) the subscale items (See Table 3. 14) for efficacy in Student Engagement, Efficacy in Instructional Practices, and Efficacy in Classroom Management are as follows:

Table 3. 14 TSES original Factors (Woolfolk-Hoy, 2001)

TSES Long Form
<i>Efficacy in Student Engagement:</i> Items 1, 2, 4, 6, 9, 12, 14, 22
<i>Efficacy in Instructional Strategies:</i> Items 7, 10, 11, 17, 18, 20, 23, 24
<i>Efficacy in Classroom Management:</i> Items 3, 5, 8, 13, 15, 16, 19, 21

Exploratory Factor Analysis (EFA) with maximum likelihood factor extraction (MLFE) and promax rotation (cut off .40) (Costello & Osborne, 2005) was run to check the factorability of the data. The results of the EFA with maximum likelihood factor extraction and promax rotation revealed that three factors of eigenvalues greater than 1.00 explained 54.87% of the variance in the current data set. The pattern matrix of this model is given in Table 15. Item 6 failed to load on any factor, and items 2 and 23 loaded more than one factor were eliminated from the analysis, hence a total number of 3 items were discarded from the analysis. Thus, a three factor structure of 21 items was elicited from the EFA.

The factor analysis of the TSES gave the exact three factors mentioned by Woolfolk-Hoy (2001). Although items of Efficacy in Classroom Management were clearly extracted, some items of Efficacy in Instructional Strategies and Efficacy in Student Engagement were found in each other's rotated component matrix (see Table

3. 15). By looking at the dominant number of items the factors were named after the original factors given by Woolfolk-Hoy (2001).

Table 3. 15 TSES Pattern Matrix for the Pilot Study

Item	Factor			Item	Factor		
	1	2	3		1	2	3
TSES3_CM	.811			TSES12_SE	.592		
TSES5_CM	.740			TSES14_SE	.454		
TSES8_CM	.724			TSES9_IS			.794
TSES13_CM	.703			TSES10_IS			.677
TSES15_CM	.811			TSES11_IS			.540
TSES16_CM	.776			TSES18_IS			.773
TSES19_CM	.716			TSES17_IS			.724
TSES21_CM	.697			TSES20_IS			.798
TSES1_SE		.529		TSES22_IS			.478
TSES4_SE		.466		TSES24_IS			.697
TSES 7_SE		.687					

Therefore, Table 3. 16 displays the items for the TSES factors decided to be used in the study.

Table 3. 16 TSES items of the Factors for the Pilot Study

TSES Pilot Study
Efficacy in Student Engagement: Items 1, 4, 7, 12, 14
Efficacy in Instructional Strategies: Items 9, 10, 11, 17, 18, 20, 22, 24
Efficacy in Classroom Management: Items 3, 5, 8, 13, 15, 16, 19, 21

In addition, reliability coefficients were examined for each subscale (See Table 3. 17); efficacy in student engagement was .83, efficacy in instructional strategies was .79, and efficacy in classroom management was .90.

Table 3. 17 Reliability Coefficient Analysis of TSES subscales

	N	M	α
TSES	21	7.09	.91
Efficacy in Student Engagement	5	7.77	.83
Efficacy in Instructional Strategies	8	7.30	.79
Efficacy in Classroom Management	8	5.84	.90

Calculated mean value for each item can statistically be between 0 and 9 for the TSES. However, the mean values can be read from the tables on the basis of the

following classification: Mean values between 1.00-2.59 was examined as “Strongly Disagree”, 2.60-4.19 was “Disagree”, 4.20-5.79 was “Undecided”, 5.80-7.39 was “Agree”, 7.40-9.00 was “Strongly Agree”. When the mean values of the subscales were examined, except from the efficacy in classroom management, the values were in the range of 7.09 – 7.77, which showed a high agreement of the scale items. Efficacy in classroom management, on the other hand, had the lowest mean value of 5, 84, which showed a little agreement close to disagreement of the participants with the scale items.

3. 7. 1. 3. 2. MEFLT Scale

In this section, the descriptive statistics conducted to examine the perceptions of the PTs regarding the mentoring practices will be examined. In addition to the descriptive statistics, the factor analysis, factor structure, extraction and interpretation of the MEFLT will be explored.

3. 7. 1. 3. 2. 1. Descriptive Statistics

The reliability of the pilot study indicated that the overall reliability (See Table 3. 18) of the Mentoring for EFL Teaching Scale (Hudson, Nguyen & Hudson, 2009) was reliable ($\alpha=.96$).

Table 3. 18 Reliability Analysis of the MEFLT Scale for the Pilot Study

Cronbach's Alpha	N of Items
.96	34

According to the descriptive analysis of the scale, the mean value was 3.28 (see Table 3. 19). The mean values for each scale items were in a range of 2.74 to 4 which indicated that the participants were in a little agreement to a good agreement with the scale items. However, none of the participants were in a strong agreement with any of the scale items.

Table 3. 19 Summary Item Statistics of MEFLT

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	3.28	2.74	4.00	1.253	1.45	.13	34

Item analysis was conducted on the 34 items hypothesized to assess PTs' perceptions of the effectiveness of the mentoring practices. Initially each of the 34 items was correlated with the total score for MEFLT Scale. All the correlations were greater than .30 (See Table 3. 20).

Table 3. 20 Item-Total Statistics for MEFLT Scale

During my last field experience my mentor	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
1. was supportive of me for teaching English.	107.67	556.43	.80	.96
2. used English language from the current syllabus.	107.67	568.65	.62	.96
3. guided me with the lesson preparation.	108.25	568.21	.58	.97
4. discussed with me the school policies used for teaching English.	108.75	568.77	.57	.96
5. modeled the teaching of English.	108.00	566.67	.73	.95
6. assisted me with classroom management strategies for teaching English.	108.42	562.29	.75	.96
7. had a good rapport with the students when teaching English.	108.00	556.79	.83	.94
8. assisted me towards implementing English language teaching strategies.	108.54	563.39	.78	.96
9. displayed enthusiasm when teaching English.	108.11	552.39	.84	.96
10. assisted me with timetabling my English lessons.	107.75	581.85	.51	.95
11. outlined national English curriculum documents to me.	108.67	574.28	.49	.98
12. modeled effective classroom management when teaching English.	108.21	566.41	.65	.96
15. was effective in teaching English.	107.97	558.71	.82	.97
17. seemed comfortable in talking with me about teaching English.	107.99	569.01	.68	.96
18. discussed with me questioning skills for effective teaching of English.	108.64	571.59	.61	.97
21. discussed with me the knowledge I needed for teaching.	108.35	577.13	.38	.96
22. instilled positive attitudes in me towards teaching English.	108.60	561.79	.69	.96
23. assisted me to reflect on improving my English language teaching practices.	107.77	565.59	.69	.97

Table 3. 20 Item-Total Statistics for MEFLT Scale (cont'd)

During my last field experience my mentor	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
24. gave me clear guidance for planning to teach English.	108.42	563.64	.70	.96
25. discussed with me the aims of teaching English.	108.75	568.34	.60	.95
26. made me feel more confident as a teacher of English.	108.46	564.17	.56	.96
27. provided strategies for me to solve my problems for teaching English.	108.67	565.18	.69	.97
28. reviewed my English lesson plans before teaching English.	107.88	569.24	.65	.96
29. had well-designed English activities for the students.	108.50	565.74	.71	.96
30. gave me new viewpoints on teaching English to students.	107.56	577.39	.48	.98
31. listened to me attentively on teaching of English matters.	107.75	581.85	.51	.95
33. clearly articulated what I needed to do to improve my English language teaching.	107.77	565.59	.69	.97

3. 7. 1. 3. 2. 2. Factor Analysis of MEFLT Scale for the Pilot Study

A factor analysis of MEFLT was conducted with the pilot group in order to verify the validity of the factor analysis to be used with the actual study group. For the sample size, having at least five times as many participants as the number of items is also considered an acceptable measure in factor analysis (Cohen et al., 2007). Therefore, the sample size for the pilot study ($N=198$) met the mentioned sample size requirements of factor analysis. According to Cohen et al. (2007), there should not be any item whose correlation is less than .30 with the other items. Cohen et al. (2007) suggests that factor loadings of the items should not be close to each other; otherwise the item needs to be deleted and should be eliminated from the analysis. The correlation matrix showed that there were not any problematic items in terms of factor loadings; however, some of the items appeared in different factors at the same time. Therefore, those reappearing items (item 13, 14, 16, 19, 20) and the items that did not have any factor loading (items 32 and 34) were deleted from the analysis.

3. 7. 1. 3. 2. 3. Factor Structure of the MEFLT Scale

In order to conduct exploratory factor analysis (EFA) of the MEFLT, first, Bartlett's Test of Sphericity and Kaiser-Meyer-Olkin Measure of Sampling Adequacy (KMO) were examined (See Table 3. 21) to find out whether the collected data meet EFA's assumptions. The analysis showed that Bartlett's Test of Specificity was significant ($p = .00$); therefore, the first assumption of EFA was met. According to Field (2009), KMO values between .5 and .7 are mediocre, values between .7 and .8 are good, values between .8 and .9 are great and values above .9 are superb. For the pilot study data, the KMO value was .74, which fell into the range of being good. Hence, KMO Bartlett's test of sampling adequacy revealed that the exploratory factor analysis of the MEFLT Scale was appropriate for the collected data.

Table 3. 21 KMO and Bartlett's Test for MEFLT

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.95
Bartlett's Test of Sphericity	Approx. Chi-Square	4006.35
	df	300
	Sig.	.000

3. 7. 1. 3. 2. 4. Factor Extraction of the MEFLT Scale

The number of the factors was decided based on the eigenvalues and the results of the screeplot (See Figure 3. 4).

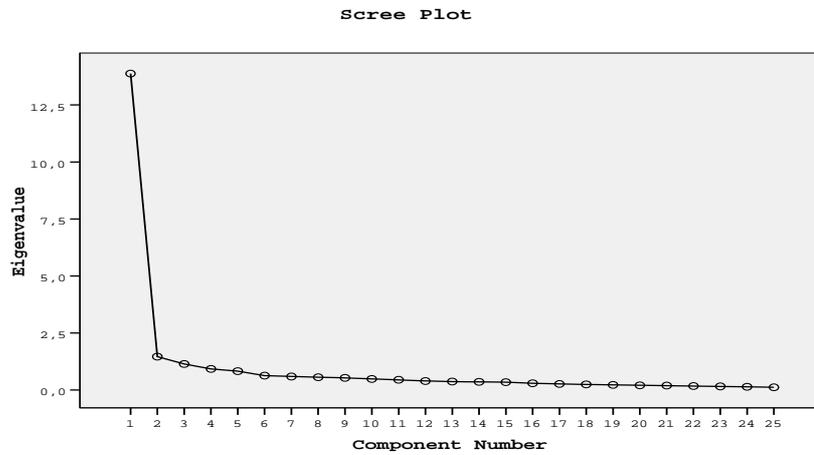


Figure 3. 4 Scree Plot for MEFLT Scale

Table 3. 22 shows the eigenvalues, percentages of variance, and cumulative percentages of the three factors extracted according to the EFA. Some of the items were removed from the analysis since their factor loadings appeared in more than one factor. When initial values were examined in the total variance explained table below, it was observed that there were five factors explaining the 65,93 % of the total variance.

Table 3. 22 MEFLT Total Variance Explained

Item Numbers	Factors	Eigenvalue	% of Variance	Cumulative %
1, 3, 6, 7, 8, 9, 10, 15, 17, 22, 23, 26, 31	Personal/Professional Attributes	13.87	55.50	55.50
4, 11, 18, 21, 24, 25, 27, 28, 33	Pedagogical Knowledge	1.45	5.89	61.35
2, 5, 12, 15, 29, 30	Modeling	1.14	4.57	65.93

3. 7. 1. 3. 2. 5. Factor Interpretation of the MEFLT Scale

Exploratory Factor Analysis (EFA) with maximum likelihood factor extraction (MLFE) and promax rotation (cut off .40) (Costello & Osborne, 2005) was run to check the factorability of the data. The results of the EFA with MLFE and

promax rotation revealed that four factors of eigenvalues greater than 1.00 explained 65.93% of the variance in the current data set. The pattern matrix of this model is given in Table 3. 23. Items 23 and 28 failed to load on any factor, and items 13, 14, 16, 20, 31, 32, 34 loaded more than one factor were eliminated from the analysis, hence a total number of 9 items were discarded from the analysis. Thus, a three factor structure of 25 items was elicited from the EFA.

Table 3. 23 MEFLT Pattern Matrix

Item	Factor			Item	Factor		
	1	2	3		1	2	3
MEFLT1_PPA	.661			MEFLT11_PK	.466		
MEFLT3_PPA	.509			MEFLT18_PK	.645		
MEFLT6_PPA	.640			MEFLT21-PK	.650		
MEFLT7_PPA	.562			MEFLT24_PK	.696		
MEFLT8_PPA	.495			MEFLT25_PK	.799		
MEFLT9_PPA	.792			MEFLT27_PK	.680		
MEFLT10_PPA	.747			MEFLT28_PK	.444		
MEFLT15_PPA	.675			MEFLT33_PK	.521		
MEFLT17_PPA	.482			MEFLT2_M			.898
MEFLT22_PPA	.498			MEFLT5_M			.737
MEFLT23_PPA	.403			MEFLT12_M			.476
MEFLT26_PPA	.428			MEFLT29_M			.878
MEFLT31_PPA	.485			MEFLT30_M			.746
MEFLT4_PK		.755					

The MEFLT Scale (Hudson, Nguyen & Hudson, 2009) consisted of 34 items, having unequal number of items for each of the five subscales. According to Hudson, Nguyen and Hudson (2009), the subscale items for personal attributes, system requirements, pedagogical knowledge, modeling, and feedback are as follows (See Table 3. 24).

Table 3. 24 MEFLT Scale original Factors (Hudson, Nguyen & Hudson, 2009)

MEFLT Scale
Personal Attributes: Items 1, 17, 22, 23, 26, 31
System Requirements: Items 4, 11, 25
Pedagogical Knowledge: Items 3, 6, 8, 10, 14, 18, 21, 24, 27, 30, 32
Modeling: Items 2, 5, 7, 9, 12, 15, 19, 29
Feedback: Items 13, 16, 20, 28, 33, 34

The factor analysis of the MEFLT Scale did not give the exact factors provided by Hudson, Nguyen & Hudson (2009). However, each factor was loaded with items belonging to one dominant factor, and by looking at the number of items; the dominant factors were named after the original factors given by Hudson, Nguyen & Hudson (2009). Due to the fact that the first factor was loaded with the majority of items belonged to pedagogical knowledge and modeling, it was labeled as personal/professional attributes.

In addition, Table 3. 25 presents the reliability coefficients calculated for each extracted subscale; personal/professional attributes was .96, pedagogical knowledge was .89, and modeling was .83.

Table 3. 25 Reliability Coefficient Analysis of MEFLT Scale

	N	M	α
MEFLT Scale	27	3,13	.96
Personal/Professional Attributes	13	3,36	.95
Pedagogical Knowledge	11	2,96	.89
Modeling	5	2,76	.83

Calculated mean values for each item can statistically be between 0 and 5. However the mean values can be read from the tables on the basis of the following classification: Mean values between 1.00-1.79 was examined as “Strongly Disagree”, 1.80-2.59 was “Disagree”, 2.60-3.39 was “Undecided”, 3.40-4.19 was “Agree”, 4.20-5.00 was “Strongly Agree”. When the mean values of the subscales are examined, the mean values are in a range of 2.76 to 3.36. The subscale of Modeling received the lowest mean, showing that the PTs are in a low agreement with the items; showing that they were satisfied with the role modeling of the CTs of the practice teaching course. On the other hand, Personal Attributes had a mean value of 3,36 which shows a good agreement in terms of reflecting personal and professional attributes to the PTs.

3. 7. 2. Analysis of the Quantitative Data

The quantitative phase of the data analysis provided the descriptive results of the TSES and MEFLT Scales with the help of the statistical analysis program SPSS

15 (Statistical Package for the Social Sciences). The Likert-scale data were analyzed through descriptive statistics presenting means, percentages, standard deviations, frequencies, and reliability analysis. In order to explore the difference between PTs' levels of efficacy beliefs at the beginning and at the end of the semester and the perceptions of mentoring practices during practice teaching, non-parametric tests were used due to the limited number of participants attending the study. According to Cohen et al. (2007, p. 415), non-parametric tests make few or no assumptions about the distribution of the population (the parameters of the scores) or the characteristics of that population. The tests do not assume a regular bell-shaped curve of distribution in the wider population; indeed the wider population is perhaps irrelevant as these tests are conducted with a specific population (e.g. a class in school). Since non-parametric tests expect no assumptions about the wider population, it was necessary for the researcher must work with nonparametric statistics appropriate to the levels of the data gathered for the study.

Therefore, to determine the difference in the levels of PTs' sense of efficacy beliefs, a Wilcoxon test of signed ranks was conducted. In addition to the difference in the levels of PTs' sense of efficacy beliefs, in order to examine the degree of correlational relationship between the two scales, Kendall's tau, a nonparametric test of correlation, was conducted for the actual data which will be examined in Chapter 4.

3. 7. 3. Analysis of the Qualitative Data

Qualitative analysis was used for interpreting interviews, reflective journals and the open-ended survey in order to explore PTs' sense of efficacy beliefs, perceptions of the mentoring practices and perceived effectiveness of the practice teaching in depth. Concerning qualitative data analysis, Straus and Corbin (1998) suggest two procedures. The first is called "Descriptive analysis" which is defined as the process of identifying, coding and categorizing the primary patterns in the data according to the pre-determined thematic units. The second one is "Content Analysis" which is regarded as a "text mining" (Miles & Huberman, 1994). Through content analysis, the meanings and relationships of words and concepts are

quantified and analyzed. Then inferences about the messages within the transcripts; the owner, the audience, the culture and time of which these are a part are made. Therefore, in descriptive analysis “what has said” is very important, on the other hand, in content analysis “what has meant” gains importance (Miles and Huberman, 1994). In the present study, both procedures were followed.

The data collected through interviews, reflective journals, and open-ended survey were analyzed by means of content analysis with a coding system to identify the emerging patterns in the interviews, reflective journals, and the open-ended survey during the data collection process. Thus, in order to apply content analysis, some steps were followed (See Figure 3. 5).

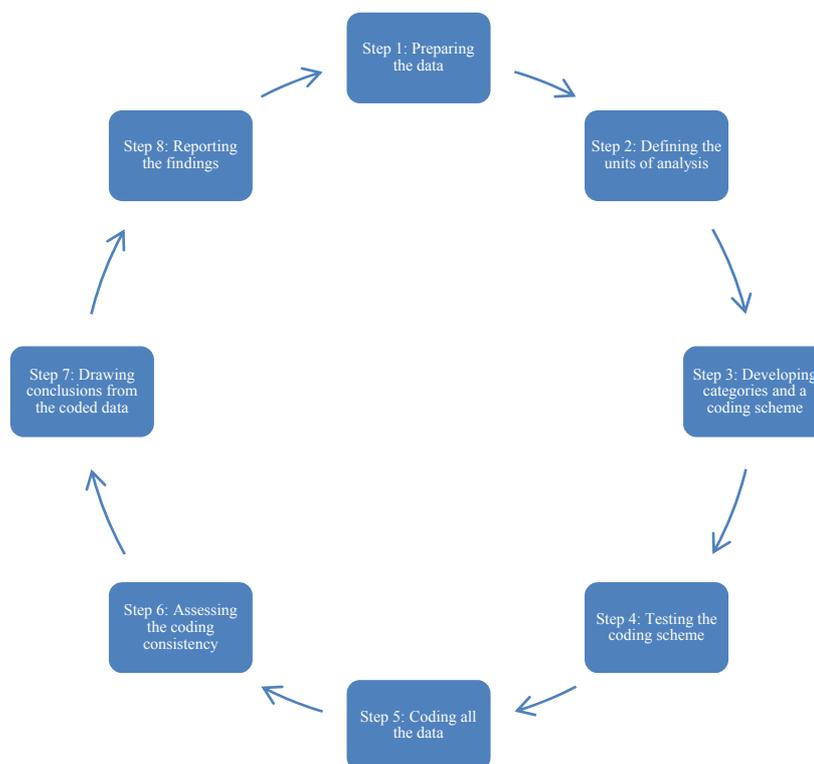


Figure 3. 5 Content Analysis Procedures Followed in the Study

In order to prepare the data, the recorded interviews were transcribed, and then transcriptions of the interviews, the reflective journals, and the open-ended survey were imported to NVIVO 8 Software for the qualitative analysis. The units of analysis were determined according to the keywords in the research questions and

the data were categorized into meaningful themes related to the research questions of the study, and a coding scheme was created. *QSR Nvivo 8* was used as a data analysis tool since the program helps the researcher to create codes using the *nodes* property of the software, and the qualitative data could easily be organized, managed and analyzed through the tree nodes options in the software (See Figure 3.6).

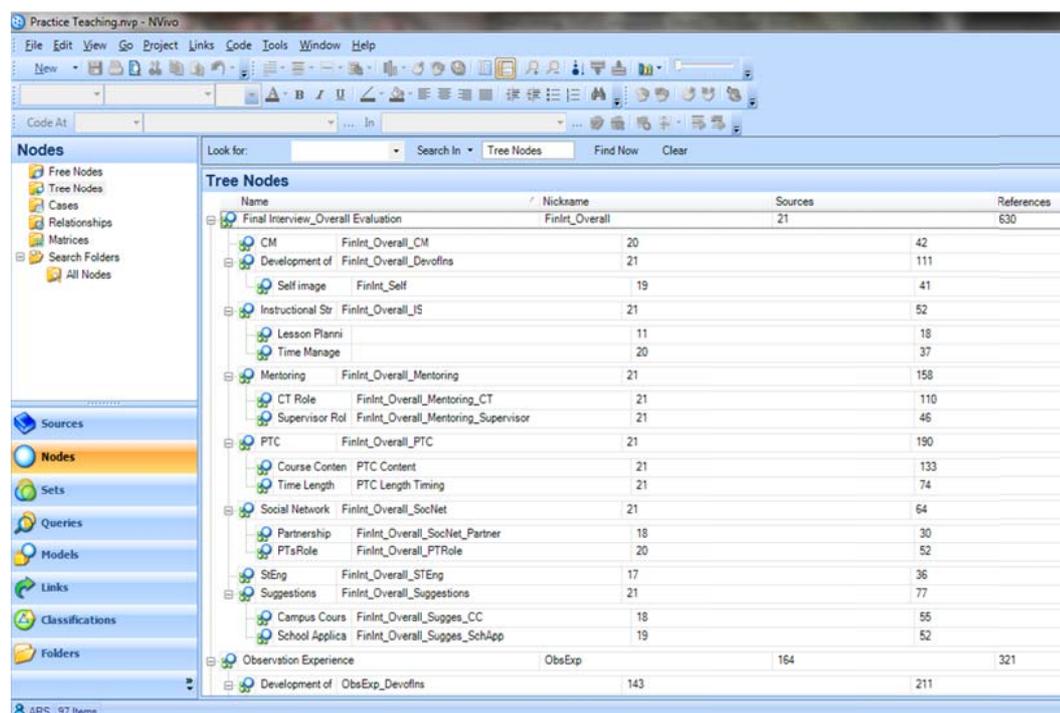


Figure 3. 6 Nodes (Tree nodes) Section in Nvivo 8

The software program provides security by storing the database and files together in a single file in addition to allowing the researcher to conduct searches and linking the data sets. Due to the fact that the thematic codes of the sense of teacher efficacy beliefs and mentoring practices were interpreted according to the literature, the created themes had both a theory-driven and a data driven nature. Thematic analysis of the qualitative data can be conducted by using both theory driven and data driven techniques (Boyatzis, 1998). In a data-driven approach, the researcher carefully reads and rereads the data, looking for keywords, trends, themes, or ideas in the data that will help outline the analysis, before any analysis takes place. By contrast, a theory-driven approach is guided by specific ideas or hypotheses the

researcher wants to assess (Namey, Guest, Thairu & Johnson, 2007). The researcher may still closely read the data prior to analysis, but the categories have been determined a priori, without consideration of the data.

Theory-driven approaches tend to be more structured, and for this reason may be considered more reliable, in the sense that regardless of the coder the same results are likely to emerge (Namey et al.,2007). Conversely, data-driven approaches may be considered to have greater validity because they are more flexible and open to discovery of themes or ideas not previously considered, resulting in theory that is “grounded” in the data (Namey et al.,2007).

After creating the coding labels of the themes and importing transcripts into the software, by highlighting the parts from the transcripts and the written data, the highlighted texts were dragged into the codes, similar views from the entire interview transcripts, reflective journals and the open-ended surveys were categorized under same themes (Figure 3. 7).

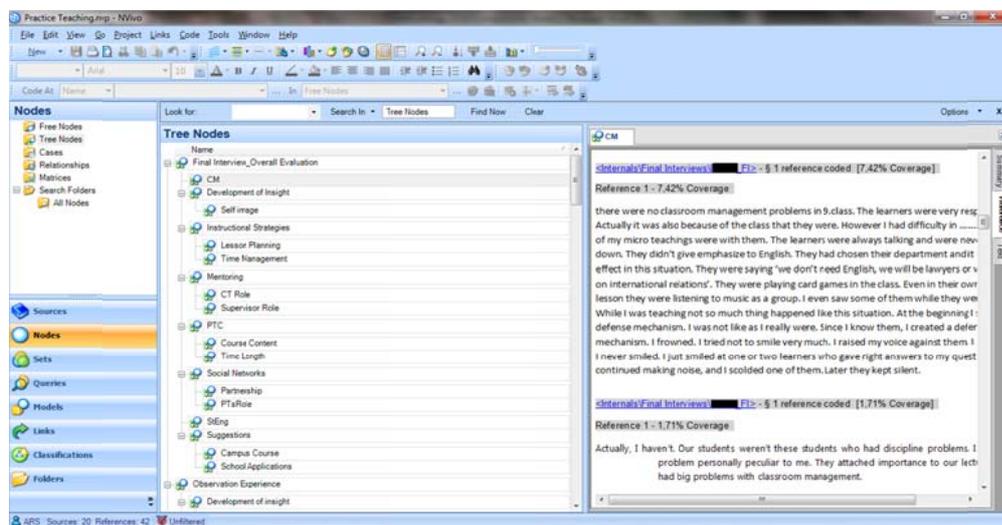


Figure 3. 7 Coding Transcripts from Nvivo 8

After creating the emerging themes, and coding the qualitative data, with the help of the software, the data were organized in a systematic way. Therefore, the qualitative analysis phase was completed. The themes created with the help of *Nvivo*

8 were used in the explicating of the quantitative data in order to support the findings and explain emerged factors in detail.

The coding scheme was tested through an analysis conducted by the randomly selected data collection tools. Following the testing of the coding scheme, all data were coded accordingly. In order to assess the coding consistency, the coding of the qualitative data were conducted twice by the researcher for intra-rater reliability. The second coding was conducted one month after the first coding, and the results were compared to eliminate the differences. After minor revisions, conclusions were drawn from the coded data. Finally, the findings were reported.

The categories that were developed following the thematic analysis of the reflective journals, semi-structured face-to-face interviews and the open-ended survey are presented in the Appendix J.

3. 7. 4. Analysis of the Two Phases of the Study

According to Creswell (2003), concurrent nested strategy model of mixed methodology data analysis is a predominant method that guides the study. Given less priority by means of descriptive statistics, the quantitative phase of the study is embedded within the predominant qualitative method. This nesting of the data analysis methodology may mean that the embedded method seeks information from different levels of the data and the predominant data analysis explains the parts that cannot be explained in the embedded part of the study. The collected data were analyzed in corroboration of both phases during the analysis phase of the study. It is aimed to gain broader and deeper perspectives as a result of using both methodologies as opposed to using one method alone.

3. 8. Trustworthiness of the Study

Validity and reliability are important concerns in order to conduct a trustworthy research study which can result in credible findings (Lincoln & Guba, 1985, cited in Harris, Pryor, & Adams, 2005). Throughout the data analysis process as well as in data collection, immense importance was given to ensure the

trustworthiness of the data collection and data analysis procedure, therefore, of the credibility of the study.

Being in the center of the embedded mixed method study, the close and collaborative relationship between the researcher and the participants bears potential threats to the trustworthiness of the research (Robson, 2002). In this study, the researcher took various actions into considerations, such as data triangulation, peer debriefing, inter-rating and inter-coding in order to ensure and enhance trustworthiness of the study. The role of the researcher and the precautions taken to ensure the trustworthiness will be examined in the following sections.

3. 8. 1. Researcher Role

In this study, the researcher assumed a dual role – that of a course assistant and of a researcher. Within this framework, she paid particular attention to guiding and helping the PTs to engage in teaching practices at every level of the course through various means of reflection, such as reflective journal entries, semi-structured face-to-face interviews, and open-ended survey. At the same time, as the researcher engaged in a case study, she aimed to collect data from multiple sources utilizing multiple methods of data collection, while taking threats against trustworthiness of the study into consideration. Prolonged engagement with the research participants, which is regarded as one of the defining qualities of qualitative research, enabled the researcher to be a natural part of the research, build trust with participants, get familiar with the context culture, and check for misinformation that stems from distortions introduced by the researcher or the participants. This context provides researchers with direct access to data sources, and this leads to obtaining an insight into the phenomenon, and to understand, interpret and analyze it effectively (Creswell, 2007).

3. 8. 2. Triangulation

Triangulation, which supports the trustworthiness of the study, is a process involves using a number of sources of data converging on the same event to check for reliability and completeness of a qualitative study (Walliman, 2006). Elliott

(1999, p. 82) refers to triangulation as a “method for bringing different kinds of evidence into some relationship with each other so they can be compared and contrasted”. Denzin and Lincoln (2000) reminds us that triangulation should not be considered as a way of obtaining a ‘true’ representation as is sometimes suggested, but it “is best understood as a strategy that adds rigor, breadth, complexity, richness and depth to any inquiry” (p. 443). Not all researchers are so willing to use the term, however. Bogdan and Biklen (2007, p. 115-116) warn against using the term triangulation, claiming that it “confuses more than it clarifies, intimidates more than it enlightens”, and advise researchers just to describe what they do. However, in spite of these reservations, the term ‘triangulation’ will be used in the current study.

To enhance the trustworthiness, in this study, the researcher aimed to achieve triangulation through seeking data from multiple data sources using multiple methods. Within this context, data were collected throughout one academic semester on continuing basis using the following methods: weekly journal entries (9 weeks); recorded semi-structured face-to-face interviews (towards the end of the course); open-ended survey (towards the end of the course); TSES questionnaire (at the beginning and at the end of the course); and MEFLT questionnaire (towards the end of the course).

3. 8. 3. Peer Debriefing

In addition to triangulation, a form of peer debriefing was conducted during the study to provide an external check of the research process and to contribute to the credibility of the study. It was emphasized that this technique defines the role of the peer debriefer as the devil’s advocate who keeps the researcher honest, asks questions about the method, meanings and the interpretations (Lincoln & Cuba, 1985, as cited in Creswell, 2007).

Two colleagues who were peers of the researcher were involved in this process. They were PhD candidates, both in FLE Department specializing in English Language Teaching and teacher education. These peers were teacher educators who were familiar with the practice teaching context and with language teacher education, and they had competence in naturalistic research. They taught language courses and participated in practice teaching courses as co-supervisors.

3. 8. 4. Inter-rating and Inter-Coding

In order to enhance trustworthiness, inter-rating and inter-coding processes were employed. The participants in this analysis procedure were two teacher educators, with Ph.Ds who had experience in qualitative research analysis techniques. In this study, an independent analysis was conducted by each of these two researchers aiming to contribute to the trustworthiness of the results.

The inter-rating procedure commenced with a brief orientation on the inter-rating and inter-coding process. The step by step inter-rating – inter-coding procedure was as follows: (1) an orientation on the thematic categories was provided in order to explain the sense of efficacy belief levels and mentoring practices; (2) an initial set of randomly selected data (10 %) from all sources were selected, and the researcher and the inter-raters rated the data together until consensus was reached; (3) another set of data (10 %) were selected from the semi-structured face-to-face interviews; and this time the inter-raters rated the data alone; (4) the researcher and the inter-rater compared and discussed the ratings; (5) another set of data (10 %) were selected from the open-ended surveys was rated by the inter-raters alone; (6) the researcher and the inter-rater compared and discussed the ratings; (7) another set of data (10 %) were selected from the reflective journals was rated by the inter-raters alone; and (8) the researcher and the inter-raters compared and discussed the ratings to reach and increase inter-rater agreement.

The thematic coding systems of weekly reflective journals, semi-structured face-to-face interviews, and the open-ended survey were given to the independent inter-raters along with the original 10% of the each data set. Since the utterances were contextually-bound, the researcher did not remove the utterances from the original context. As a result of inter-rater analysis, a high level of concurrence agreement for 90 % for the weekly journals, 95 % for the semi-structured face-to-face interviews and 93 % for the open-ended survey thematic coding systems was found. The researcher revised the coding of all data accordingly to prepare it for the final analysis stage.

3. 8. 5. Organization of the Results Chapter

The following chapter documents the results of the study. Due to the variety of data collection tools, the index of data sources was conducted through labeling the data sets and the participants. Each participant was given a number according to the alphabetical listing of the class roster, and each data set was given a letter to indicate where the quotes were taken from. Therefore, letter J represented the reflective journals, letter I represented the face-to-face interviews and letter S was used to label the data gathered from the open-ended survey. For instance a data source labeled as J3.12 shows that the quote was taken from the third reflective journal of the participant coded as 12. While providing the quotations, some of them were used in sentences and some of them were displayed as paragraphs considering the space limitation and the readability of the dissertation.

In addition, the results chapter is organized according to the order of research questions of the study. Each section has a summary of the findings at the end of each subsection. The first part examines the sense of teacher efficacy beliefs of the participant group of EFL PTs through considering the quantitative and qualitative analysis of the gathered data; the second part illustrates the PTs' evaluation of the mentoring practices throughout the practice teaching course counting on the survey results and the content analysis of the reflective journals and the semi-structured face-to-face interviews; finally, the last part of the chapter presents the reflections of the PTs' regarding the challenges and support they experienced during the practice teaching course through examining the content analysis of the semi-structured face-to-face interviews and open-ended survey.

CHAPTER IV

RESULTS

4.1. Overview of the Chapter

In this chapter, the results of the collected data are presented. The questionnaire data were analyzed through descriptive statistics using the SPSS 15 program. The statements that claimed similar views, and loaded on the same factor were examined according to the factor analysis results presented in the pilot study. After the factor analysis of the scales, in order to define the efficacy in student engagement, classroom management, and instructional strategies of the TSES; and personal/professional attributes, pedagogical knowledge, and modeling of the MEFLT, the frequencies and means of the responses are presented in the form of tables and figures.

Moreover, weekly reflective journals, semi-structured face-to-face interviews and survey data exploring and complementing the quantitative data is also presented throughout the chapter in order to answer the research questions of the study. While a theory and data driven thematic analysis was used in the analysis of the reflective journals, interviews and the survey data, a Wilcoxon test was conducted to determine the difference in the levels of PTs' sense of efficacy beliefs before and after practice teaching. In addition to the difference in the levels of PTs' sense of efficacy beliefs, the degree of correlational relationship between the two scales through Kendall's tau, nonparametric test of correlation was examined.

PTs were asked to keep weekly reflective journals as part of the requirements of the practice teaching course in order to have a clear understanding of practice teaching experiences and professional development stages they go through during the course. A total number of 198 reflective journals were submitted by the participants, each participant submitted 9 reflective journals, and the thematic analysis was conducted with the journals collected.

A total of 22 interviews were conducted in order to collect data on both perceived effectiveness of practice teaching, and the role of mentoring practices in PTs' sense of efficacy beliefs. The interviews were conducted in a face-to-face setting, and each pre-service teacher was interviewed for about an hour. As the interviews were semi-structured, the questions were constructed around themes, such as teaching context, mentoring context, socio-professional context and the seminar context. Therefore, in the analysis of the interviews the themes were taken as the basis of the data interpretation.

In addition to the scales, reflective journals and the interviews, an open-ended survey was filled by the participants to explore perceived effectiveness of practice teaching experience both in terms of university seminar and teaching practices at the cooperating school. During the study, the researcher and the supervisor were in close contact with the participants; therefore, in order to make the participants provide unbiased answers about the role of the supervisor and the supervisor practices in practice teaching, they were indirectly asked about the effectiveness of the course with regard to the role of the supervisor and supervisor practices during practice teaching. The course designed for the study was under the control of the supervisor; therefore, it can be claimed that the designed course intended to provide supervisory practices during the practice teaching course.

The open-ended survey was given to the participants towards the end of the semester. The survey questions were adapted from Chiang's study (2008), which focused on the general teaching and professional development experience during practice teaching. Therefore, while adapting and increasing the number of questions, the seminar context was incorporated and the applications in both settings; namely, seminar context and school applications, were aimed to be examined.

The overall analyses of the data were conducted in alignment with the research questions of the study. While the quantitative data seek information from different levels of the data by explaining the overall tendency of the participants regarding sense of efficacy beliefs and mentoring practices, the qualitative data were used to support and gain insight about the questionnaire findings, and explain the aspects of the data that cannot be explained in the quantitative part of the study.

4. 2. PTs’ Sense of Efficacy Beliefs throughout the Practice Teaching Course

In order to examine the sense of teacher efficacy beliefs of the PTs, the quantitative data gathered from the TSES is examined in this section. Following the analysis of the TSES, the interview data is examined in order to answer the first research question of the study focusing on defining the PTs’ sense of teacher efficacy beliefs throughout the practice teaching course.

4. 2. 1. TSES Results

The first research question seeks to determine the level of PTs’ sense of efficacy beliefs and the changes in the dimensions of efficacy beliefs throughout the course. In order to have an insight about the PTs’ sense of efficacy beliefs, the participants were given the TSES (Tschannen-Moran & Woolfolk-Hoy, 2001) at the beginning and at the end of the 14-week practice teaching course. The mean values and frequencies were analyzed according to the factors determined in the pilot study.

While making the descriptive analysis of TSES, first reliability coefficients of the scales were calculated both for pre and posttests (See Table 4.1). The reliability coefficient of the TSES was found .91 for the pretest and .92 for the posttest. When the overall reliability analysis was conducted, it was found that the overall mean for the posttest was decreased by .39 points. In order to have a deeper understanding of the decrease in the posttest mean value, each subscale mean values were calculated.

Table 4. 1 Reliability Coefficient Analysis of TSES Pre- and Post-test

TSES	N	α	M
Pre-test	21	.91	7.15
Post-test	21	.92	6.76

In addition to the descriptive statistics of the TSES subscales, reliability coefficients were also calculated (See Table 4. 2). For the pre-test, reliability coefficients of efficacy for student engagement subscale was .85, efficacy for

instructional strategies subscale was .68, and efficacy for classroom management subscale was .84. The same analysis was conducted for the posttest, reliability coefficients of efficacy for student engagement subscale was found .84, efficacy for instructional strategies subscale was .82, and efficacy for classroom management subscale was .85.

Table 4. 2 Reliability Coefficient Analysis of TSES subscales of TSES Pre- and Post-test

	N	Pre-test		Post-test	
		M	α	M	α
Efficacy for Student Engagement	8	7.34	.85	7.66	.84
Efficacy for Instructional Strategies	5	7.13	.68	7.39	.82
Efficacy for Classroom Management	8	6.87	.84	5.19	.85

When the mean values of the subscales were analyzed in detail, it was found that although the mean values of the two subscales, *efficacy for instructional strategies* and *efficacy for student engagement*, increased, the mean value for *efficacy for classroom management subscale* decreased (pretest M=6.87, posttest M=5.19).

After conducting the reliability analysis of the pre and posttests, descriptive statistics of the scale items were examined item by item. Each item was examined under the factor structure of the scale. The scale items were analyzed according to the mean and standard deviation values.

The subscale “*Efficacy for Student Engagement*” had five scale items. Each item was referring to the practices regarding engaging students in the teaching and learning process (See Table 4. 3). When the descriptive statistics of the scale items were analyzed, mean values of items, except from items 1 and 7, increased after the practice teaching course.

Table 4. 3 Descriptive Statistics of Efficacy for Student Engagement

	N	Pre-test			Post-test		
		Σ	M	SD	Σ	M	SD
1. How much can you do to get through to the most difficult students?	21	156.00	7.42	1,44	154.00	7.33	1.51
4. How much can you do to motivate students who show low interest in learning English?	21	164.00	7.80	1,73	172,00	8.19	1.00

Table 4. 3 Descriptive Statistics of Efficacy for Student Engagement (cont'd)

	N	Pre-test			Post-test		
		Σ	M	SD	Σ	M	SD
7. How well can you respond to difficult questions from your students related to English?	21	158.00	7.52	1,62	158.00	7.52	1.36
12. How much can you do to foster student creativity while learning English?	21	164.00	7.80	1,62	168.00	8.00	1.55
14. How much can you do to improve the understanding of a student who is failing the language course?	21	156.00	7.42	1,30	164.00	7.80	1.37

The subscale “*Efficacy for Instructional Strategies*” had eight scale items. Each item was referring to the practices regarding strategies used for providing instruction in the teaching and learning process (See Table 4. 4). When the descriptive analyses of the scale items were analyzed, the mean values of the subscale items were found to have increased after the practice teaching.

Table 4. 4 Descriptive Statistics of Efficacy for Instructional Strategies

	N	Pre-test			Post-test		
		Σ	M	SD	Σ	M	SD
9. How much can you do to help your students value learning English?	21	156.00	7.42	1.90	168.00	8.00	1.55
10. How much can you assess student comprehension of what you have taught?	21	162.00	7.71	1.81	172.00	8.19	1.18
11. To what extent can you ask good questions for your students?	21	156.00	7.42	1.44	172.00	8.19	1.00
17. How much can you do to adjust your English lessons to the proper level for individual students?	21	154.00	7.33	1.51	162.00	7.71	1.32
18. How much can you use a variety of language assessment strategies in your English classes?	21	160.00	7.61	1.77	162.00	7.71	1.81
20. To what extent can you provide an alternative explanation or example when students are confused?	21	158.00	7.52	1.36	170.00	8.09	1.31
22. How much can you assist families in helping their children do well in English classes?	21	152.00	7.23	1.90	154.00	7.33	1.63
24. How well can you provide appropriate challenges for very capable English language learners?	21	154.00	7.33	1.51	162.00	7.71	1.32

The subscale “*Efficacy for Classroom Management*” had eight scale items. Each item was referring to the practices regarding classroom management strategies used in the teaching process (See Table 4. 5). When the descriptive analysis of the scale items was analyzed, only one item (*item 8: How well can you establish routines*

to keep English language learning activities running smoothly?) had positive mean value of .28 when the pre and posttest mean values were compared. The mean values of the eight items for the efficacy for classroom management showed a drastic decrease after the practice teaching course.

Table 4. 5 Descriptive Statistics of Efficacy for Classroom Management

	Pre-test				Post-test		
	N	Σ	M	SD	Σ	M	SD
3. How much can you do to control disruptive behavior in your English classes?	21	136.00	6.47	1.59	110.00	5.23	1.38
5. To what extent can you make your expectations clear about student behavior in your English classes?	21	158.00	7.52	1.22	130.00	6.19	1.01
8. How well can you establish routines to keep English language learning activities running smoothly?	21	148.00	7.04	1.42	118.00	5.61	1.32
13. How much can you do to get students to follow classroom rules in your English classes?	21	160.00	7.27	1.42	128.00	5.81	1.59
15. How much can you do to calm a student who is disruptive or noisy?	21	150.00	7.14	1.36	108.00	5.14	1.90
16. How well can you establish a classroom management system with each group of students?	21	146.00	6.95	1.32	112.00	5.33	1.44
19. How well can you keep problem students away from ruining an English lesson?	21	142.00	6.76	1.10	106.00	5.04	1.36
21. How well can you respond to resisting students who do not want to study English?	21	136.00	6.47	1.59	110.00	5.23	1.38

Although there was a decrease in the mean scores of the TSES before and after practice teaching, in order to have a clear understanding of the differences between the mean values of the pre and post-test mean value differences, a Wilcoxon signed ranks test was applied to find out whether the difference in the mean scores had a significant value in the analysis (See Table 4. 6). Wilcoxon Signed Ranks test is the non-parametric equivalent of *t* test used for two related samples for non-parametric groups (Field, 2009). By using Wilcoxon Signed Ranks test, it was aimed to test the scores of the same group of participants who took the scale in two different points in time.

Table 4. 6 Wilcoxon Signed Ranks Test (Items 1-12)

	Po1 Pr1	Po3 Pre3	Po4 Pr4	Po5 Pr5	Po7 Pr7	Po8 Pr8	Po9 Pr9	Po10 Pr10	Po11 Pr11	Po12 Pr12
Z	-.26	-3.99	-.92	-2.95	-.05	-.18	-.86	-.81	-1.61	-.367
Asymp. Sig.(2-tailed)	.794	.000	.356	.003	.957	.853	.409	.414	.106	.714

Table 4. 6 Wilcoxon Signed Ranks Test (Items 13-24) (cont'd)

	Po13 Pr13	Po14 Pr14	Po15 Pr15	Po16 Pr16	Po17 Pr17	Po18 Pr18	Po19 Pr19	Po20 Pr20	Po21 Pr21	Po22 Pr22	Po24 Pr24
Z	-3.36	-.842	-3.08	-2.95	-.74	-.18	-3.21	-1.35	-2,66	-.066	-1.44
Asym Sig.(2- tailed)	.001	.400	.002	.003	.458	.853	.001	.175	.008	.948	.157

The significance of the mean value differences were analyzed through Wilcoxon Signed Ranks test through the analysis of the Z-scores of the test items. It was found that there is a significant difference in the mean scores of the items 3, 5, 13, 15, 16 and 19 which are the items listed under the *Efficacy for Classroom Management*.

When the research questions of the study were considered, none of the dimensions of sense of efficacy beliefs of the PTs appeared to develop significantly after practice teaching; on the other hand, efficacy for classroom management was found to have a significant negative development. Although, practice teaching was expected to have an effective role in shaping PTs teaching experiences in the classroom, it was found that their beliefs regarding their sense of efficacy in classroom management lessened after the practice teaching. In order to understand the process of changes in PTs' sense of efficacy beliefs, the content analysis of the reflective journals and the semi-structured face-to-face interviews were examined under the theme of teaching context.

4. 2. 2. Content Analysis of the Reflective Journals and Semi-structured Face-to-face Interviews

According to Tang (2003), the practice teaching context is conceptualized as consisting of three facets; the action context, socio-professional context, and the supervisory context. By taking the mentioned facets of practice teaching as the base, the study in hand developed the thematic coding of the qualitative data around four themes, namely, teaching context, socio-professional context, mentoring context and the seminar context. The analysis of the data revealed that PTs were impressed and affected by the seminar applications designed for the practice teaching course. Consequently, the facet of the supervisory context that Tang (2003) mentions was divided into two facets, mentoring context and the seminar context, focusing on the mentoring on a single base for the mentoring, and focusing on supervisory practices according to the seminar applications. Therefore, the facets of practice teaching that Tang (2003) mentions were adapted according to the data analysis of the study.

A thematic coding index was developed in order to examine the content analysis of the weekly reflective journals and the semi-structured face-to-face interviews. The thematic coding of the weekly reflective journals and the semi-structured face-to-face interviews was adapted from Tang's (2003) facets of practice teaching. The adapted index of coding evolved around four main themes, namely, teaching context, socio-professional context, mentoring context and the seminar context. These contexts were used to define and examine the research questions of the study. Therefore, Figure 4. 1 displays the outline of the content analysis of the study around these four themes to find answers to the research questions of the study.

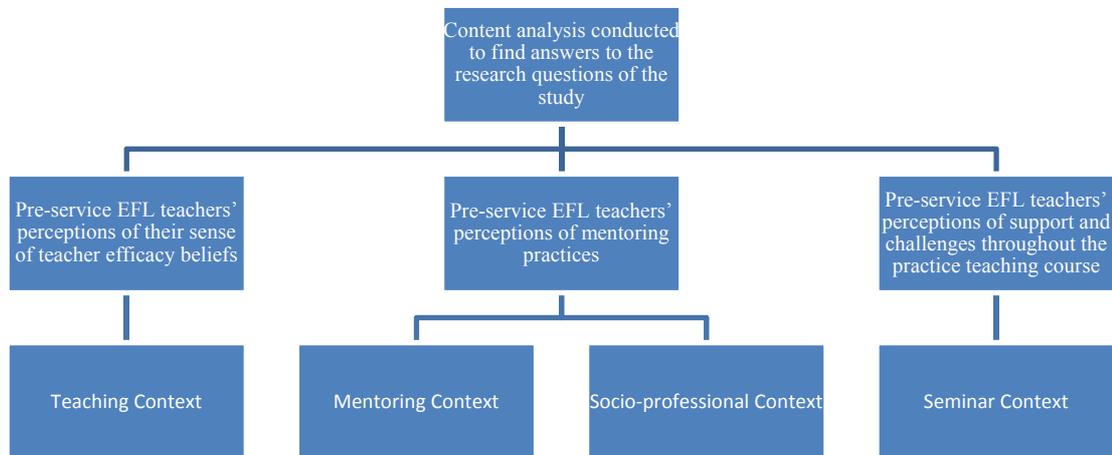


Figure 4. 1 Outline of the content analysis of the study

Thus, it is claimed that the *teaching context* was reported to examine the sense of teacher efficacy beliefs of the study participants and the change they went through during the practice teaching. The *socio-professional* and *mentoring* contexts were used to address the research questions of the study intended to focus on the perceptions of the PTs regarding the mentoring practices of the CTs and the extent to which the mentoring practices were related to the sense of teacher efficacy beliefs of the PTs of the study. Finally, the seminar context was used as a framework to address the research question of the study intended to answer the reflections of the PTs' regarding the challenges and support they experienced during the practice teaching course; in addition to the suggestions to improve the practice teaching applications.

According to the content analysis of the reflective journals and the semi-structured interviews, a frequency table of the reoccurring themes was made. When the frequency analysis was examined, there were three main headings emerged, Teaching Context, Mentoring Context, Socio-Professional Context and Seminar Context. In order to answer the research question regarding the change in PTs' sense of efficacy beliefs, one of the main headings, Teaching Context, will be examined in this section.

The *Teaching Context* was named according to the experiences of the participants in the classroom setting. In addition to their teaching practices, their

observation experience was also listed under the teaching context theme (See Figure 4. 2). The subcategories of the Teaching Context were Instructional Strategies, Student Engagement, Classroom Management and Teaching Experience. Although teaching context was intended to examine the subscales of PTs’ sense of efficacy beliefs, PTs’ reflections regarding their teaching experience appeared under the heading of teaching context.

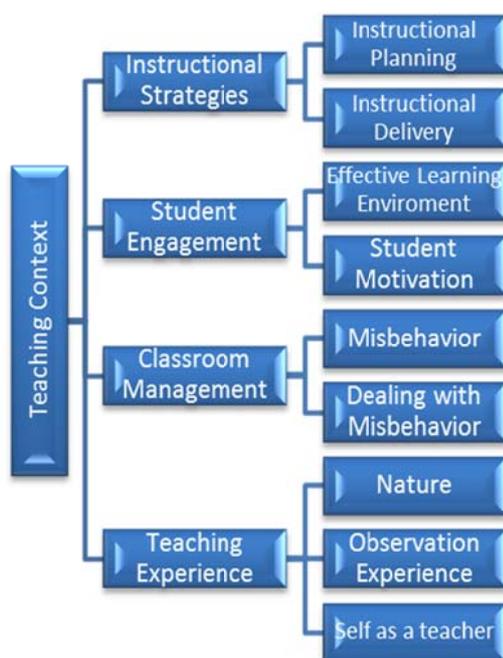


Figure 4. 2 PTs’ Perceptions of Teaching Context during Practice Teaching

4. 2. 2. 1. Instructional Strategies

Throughout the practice teaching course, the PTs reflected upon their experiences regarding instructional processes, and they expressed their opinions and feelings related to teaching by focusing on their observations of their mentors and self-teaching experiences. Within these processes, they mainly focused on two themes; *instructional planning* and *instructional delivery* in terms of instructional strategies. They reflected on the instructional strategies mostly in the form of

evaluation of teaching practices on the basis of their observations and self-teaching experiences.

The *Instructional Planning* and *Instructional Delivery* themes were created according to the details of *Instructional Strategies* provided by the participants in their reflective journals and mentioned in the semi-structured face-to-face interviews (See Figure 4. 3).

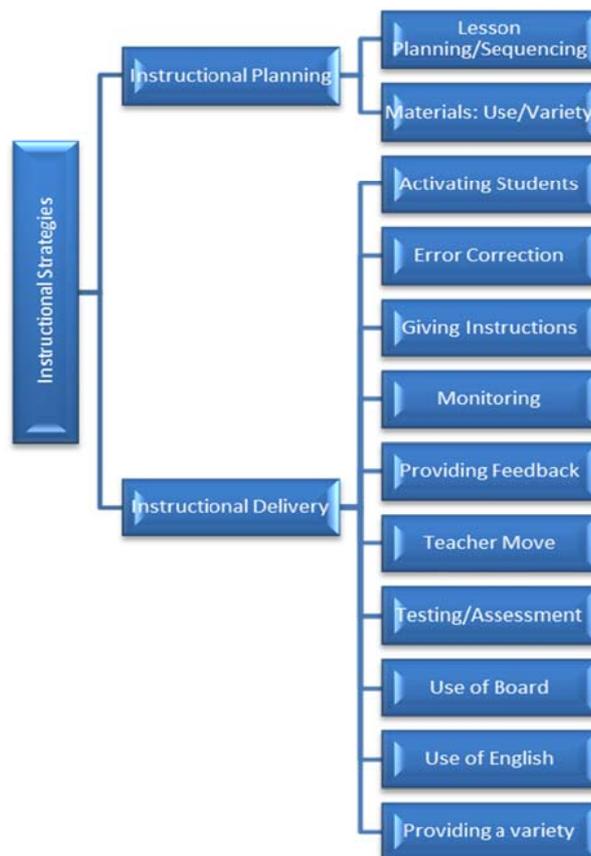


Figure 4. 3 PTs’ Perceptions of Instructional Strategies during Practice Teaching

Instructional Planning

During on-site school observations, the PTs focused on the *planning and sequencing of the instruction* provided by the CTs stressing that the CTs did not make any lesson plans but they made use of the textbooks as lesson plans most of the time. PTs emphasized that since the teachers did not follow lesson plans, there were no stages of lessons. Within this context, PTs elaborated that without a warm-up,

introduction, the students had no idea about what the teacher was teaching, since the teacher began the lesson without any kind of introduction of the topic (J1.18). In particular, it was emphasized that the interests of the student should be taken into consideration while planning the lessons and their awareness regarding the topic needed to be raised. It was highlighted that there is a need to prepare the lesson so that the transitions in the lesson would make sense to the students and therefore, the students would have the chance to use the newly-learned information via the lesson they have studied previously (J3.15). As a result of observing the CTs' ways of designing the lesson, PTs had the impression that the textbooks can be used as plans since they provide the topics and activities that aim to reinforce learning (J8.10).

The PTs focused not only on the instruction they observed during on-site school observations but also on their ways of providing instruction during microteachings. PTs had conflicting ideas on the role of lesson plans and the students' learning. On one hand, PTs mentioned the importance of completing the lesson plans while keeping the students' learning as the primary goal (I1). Therefore, they mentioned that students' comprehension need the upmost attention while following the lesson plan (I2). The PTs also elaborated on the course books that were being used in the school and how distant they were from the students' needs and interest (I2). On the other hand, most of the PTs admitted that if the class they taught was their own class, they would not stick to the plan as they did during their microteachings (I6, I16, I22). The PTs mentioned that due to the fact that they were being observed and assessed according to their performance in following the plans provided beforehand, they felt it was obligatory to do everything written on the plan which caused a lot of stress (I16).

Related to the instructional planning and sequencing, PTs mentioned that *time management* became a major problem during their microteachings (I1, I6, I7). Time management was examined as a problem that was caused related to the classroom management problems (I13, I15), and the CTs' attitudes towards the class while the PTs were teaching (I15).

Time management was the biggest problem. The things that we thought "This activity would last 5 minutes" as we planned with my peer lasted either half of the planned time or two

times more during the teaching. In addition, no matter how many times you rehearsal, it is not the same experience in the class. (I8)

Actually, timing of the activities is one of the biggest problems especially the warm-up activity. For example, I brought a video related to the course topic of the day in two of my presentations. When there was a problem at the video, then, warm-up lasted longer than expected. At that case, I had to make changes in the plan.(I6)

PTs claimed that time management created a stress factor, and they had a lot to accomplish in a limited time. In addition, PTs compared their teachings in the methodology courses at the university and the real classroom environment. PTs highlighted the fact that although in methodology courses they plan every detail of the lesson, without enough experience it was not possible to manage time when they were teaching in a real class to actual students (I8, I9). PTs also drew attention to the technological problems they experienced during practice teaching as a factor that made it difficult to manage time. Even PTs claimed that they did not have any time management problems as long as they did not incorporate any technology into their lessons (I5). In addition to the technological problems, PTs also considered being observed by the CTs and the supervisor during the assessed teaching caused stress which affected their time management skills (I18).

The last aspect of planning the instruction was the *materials* theme which emerged in the content analysis of the reflective journals and the semi-structured face-to-face interviews. The use of materials was a concern for the PTs since the CTs were using the course book, and doing all the activities and exercises as they were given in the books (J2.5, J2.6, J2.10, J2.11, J3.10, J4.12).

The teacher strictly followed the course book throughout the lessons to teach grammar. The grammar part of the course book started with some exercises so the teacher did exactly whatever stated in the book. (J2. 10)

...Other point is that the teacher does not seem to be willing to use some additional supplementary materials or visual materials. ... She always follows either the course book or the workbook and does not use any extra materials or activities. (J4. 12)

The PTs elaborated on the use of course book as a permanent material which made PTs feel the need to have extra materials to control how much learning occurred during the classes (J3.6). In addition, PTs stated that they observed repetitions among the activities which distracted the students and made them lose their attention; therefore, the PTs expected CTs to make adaptations considering the students' learning needs and interests (J5.15, J7.10, J6.10).

Instructional Delivery

In addition to the planning of instruction, the PTs paid immense attention to instructional delivery. *Activating learners* was regarded to be the most important aspect of effective teaching and successful instructional delivery. PTs stressed the fact that activating the students would increase their involvement in the lesson, and therefore, enhance their learning. Within this context, PTs focused on reminding the previously learned lessons to attract students' attention to the new input (J1.1).

A warm up session needs to be planned beforehand, to make students get interested in the lesson. New vocabulary items that students might have difficulty in learning should have been defined, and explained to the students in a way that would attract their attention. (J1. 1)

The importance of warm-up and introduction activities to get students ready for the lesson (J1.5, J1.9, J2.19) and involving real-life experiences (J3.9, J4.6, and J4.18) asking questions, providing pictures and even making jokes to motivate students to get involved in the lesson (J1.9, J2.19., J3.6) were also the themes that emerged from the data analysis.

Unlike the first teacher, the second teacher had a clear warm up for the lesson. She asked warm up questions to the whole class and listened to their answers. (J1.5)

One of the least mentioned concerns of the PTs was *error correction*. PTs mentioned their concerns related to error corrections by focusing on the CTs not correcting the observed errors and mistakes (J1. 22).

The teacher never corrected the mistakes, and she ignored the laughs and imitations of the students. She pretended that nothing extraordinary was going on in the classroom. That was strange. (J1. 22)

The CTs' not repeating the answers either correct or incorrect that the students gave also attracted PTs' attention (J2.7). In addition, PTs expressed their concerns related to CTs' not correcting errors by stating that "Teachers should have repeated the errors that the students made by stressing the correct form of the answer" (J1.9). Depending on the CT, however, the attitudes towards error correction were observed to change. For instance, a pre-service teacher mentioned how satisfied she was with the CT's teaching when she noticed that she was correcting every mistake the students made while they were speaking so that any possibility of fossilization was prevented (J3.16).

In line with the planning of instruction, PTs emphasized that *giving instructions* is an effective way of creating a fruitful learning environment for the students. However, the majority of the PTs mentioned that CTs were either not providing any instructions at all which caused chaotic classroom environment (J1.3, J1.7) and made students lose their interest or giving unclear instructions and few students were participating in the activities (J1.16, J7.10, J8.2) and did not understand what they were supposed to do (J1.9, J8.9).

The noise continued all along the 45 minutes. It happened in this way because the teacher's instruction was not good. The students lost their interest in the lesson and they started talking to their friends. (J1. 3)

PTs also shared their experiences with the CTs who gave effective instructions in the classes. They highlighted that clear instructions provided smooth transitions between the activities and the CTs who repeated the instructions created effective learning environments for the students.

One of the essential components of teaching was regarded as *monitoring* student learning. It was mentioned that checking whether the student understood the content being examined and following the flow of the lesson were important for successful learning in the lesson. PTs observed both situations in terms of CTs' not

monitoring students' learning effectively (J1.1, J5.1) and the teaching incidents that the CTs made students be on task by giving them the feeling that they need to complete the task (J4.9).

...If the student still has difficulty to understand, teacher can ask her what she specifically didn't understand. She can explain the meaning of the words that the student doesn't know. She can make the student read the text again. She can simplify the sentences that the student specifically didn't understand... (J1. 1)

The PTs identified two aspects of monitoring; one, during the activities that they planned (I14) and the other, their learning to teach. PTs asserted that keeping a journal of what is happening in the classroom made them become aware of how CTs did not monitor the students' learning and to what aspects PTs need to focus on during the teaching applications (I7, I12 and I14).

PTs noted the importance of *providing feedback* and the role of providing feedback in motivating the students. The PTs reflected on both sides of providing feedback, neglecting the students' needs and providing prompt feedback. On one hand, PTs commented on the incidents of how CTs neglected providing feedback although the students asked for clarification (J3.15), on the other, PTs acknowledged the strategies the CTs used to give feedback.

Although some of the students asked questions about the answers and said that they did not understand the answer, the teacher just went on the topic and did not give any explanation. (J3.15)

One pre-service teacher was impressed by the CT's way of providing feedback by making a student find the problem and correct it by himself (J7.9). From the observations, and on-site teachings, PTs proposed that providing feedback had an influential role in students' learning; therefore, it is attributed as an important teaching skill that could be learned through time and experience (I11, I21).

Although *teachers' moving* around during instructional delivery in the classroom can be evaluated as a classroom management strategy, PTs evaluated the CTs' moving around as a way of interacting with the students. According to the

classroom observations, PTs noted how CTs had distant relationships with the students when they sat on their chair, do not move away from the table or a certain position and do not keep an eye contact with the students (J3.7 & 18, J1.10, J2.11, J4.5, J5.16 & 20).

...the teacher did not move anywhere in the class. She remained close to her table for nearly fifteen minutes of the lesson... (J3.7)

...Honestly, this was one of the most tragic observations so far. One of the students put the laptop under the desk, did not care about what was going on in the class. He was also talking to the ones behind him loudly. Owing to the fact that the teacher did not bother to walk through the rows, she could not notice that he was dealing with something else rather than the class work, which was the saddest part... (J5.15)

On the other hand, in terms of PTs learning to teach, after the observations, PTs proposed the need to walk around the classroom and try to involve the students in the learning process (J2.16, J4.4), by grabbing their attention (J1.6, J3.6).

PTs also elaborated on the importance of *testing* and *assessment*. During practice teaching, PTs did not have the chance to conduct any kind of assessment. They were either a proctor during the exams, or a grader. While proctoring, they observed that some of the questions asked in the exams had more than one answer; therefore, they had difficulty in answering the students' questions regarding any misunderstanding of the test item (J3.3).

Obviously, there is more than one correct answer for one question. However, she does not give points to the other right answers different from answers stated in the answer key. The problem here is all because of the insufficient instructions. It makes the students confused. The teacher gets distracted. She does not correct her mistake. (J3.3)

During the grading process, PTs were asked to follow the answer key provided by the CT. However, this time, PTs had difficulty in understanding the assessment strategies of the CTs. PTs had difficulty in understanding the reasons for not having any options in the answer key for the questions that have more than one

answer (J8.7), or having questions in the book format causing some of the students even did not notice the question in the examinations (J3.15, J8.1). In addition to the preparation and evaluation processes of the assessment strategies that caused problems and resulted in confusions, PTs elaborated on what CTs did after evaluating the exams and how prompt they were in sharing the answers with the students as a feedback strategy (J4.3&11).

After providing some further examples, the teacher distributed a quiz about the recent course content. Since it was not a big exam, she collected them in 15 minutes. After the exam she mixed the papers and distributed them one by one. She asked the students to check their peers' papers. She gave the correct answers out loud while the students put a check mark or a cross to their peers' papers. (J4.3)

...It was an immediate feedback. Students controlled their papers and got their mistakes. I think that instant feedback was good to see the weakness and strengths in a topic. It also provided permanent learning. Moreover, students enjoyed checking the answers together. It created warm and relaxed atmosphere. (J4. 11)

Besides, PTs were worried about the effective *use of board* in the classroom. Although PTs criticized CTs not using the board as a learning and teaching material (J1.9, 15 & 16) they admitted that during their micro-teachings, they forgot to use the board and therefore, could not adhere to the flow of the lesson (J5.9).

While the teacher was teaching a grammar subject (superlatives), she just read all the rules from the back of the book, which was so surprising for me. I think, she should have used the board to show some example sentences including "superlatives" because I think that reading does not work for ninth grade learners because of their previous knowledge to be able to understand what is written about grammar rules without examples. (J1. 9)

Furthermore, *use of English* was another focus of PTs during their observations and teachings. They identified that the students tended to speak in Turkish most of the time, and use English only to answer the questions. On one hand,

PTs admitted that the use of native language is a need in the language classroom (J1.14&19); on the other hand, no matter how hard PTs or the CTs tried, sometimes the students insisted on using the mother tongue in the classroom (J1.15&17).

Students also answered some questions in Turkish; the teacher did not motivate them to speak English because sometimes she was also speaking in Turkish. (J1.9)

This week, one of the teachers asked a question to a student and the student said “İngilizce mi söyleyeyim cevabı?” The teacher replied the student as “İngilizce nasıl söyleyeceksin? Türkçe tabii.” (J1.10)

The language used in the classroom was Turkish and the teacher did not use any English throughout the lesson. She told us that she thought using English during the lesson is waste of time. (J1. 14)

Therefore, anyone who was supposed to teach, CT or the pre-service teacher, continued to the instructional delivery in the medium of communication of the students, as long as they showed progress in the lesson.

Additionally, PTs considered *providing a variety of examples* as an important focus of instructional strategies in instructional delivery. PTs asserted that when students were having difficulty in understanding a certain point in the class and CTs were not providing a variety of examples enough to clarify the topic to the students (J1.1, J3.16&19).

Not surprisingly, the students came up with so many mistakes because the teaching was too much automatized. As the students kept making mistakes, she kept explaining the same rule with the same words; no examples no reasoning to make it clear. (J1.13)

According to the PTs’ reflections regarding their observations, during micro-teachings, PTs claimed that a great deal of attention was given to providing a variety of examples, sentence and activities to clarify the topics in the lesson through body language (J4.3), gestures, examples related to real-life experiences (J4.18) and even

playing games (J8.14). However, PTs stressed that providing a variety in the lesson requires experience and a good command of teaching repertoire.

When the subtheme frequencies of the instructional strategies in the reflective journals were analyzed, there was no significant pattern in terms of instructional strategies and reflection based on the observations and practices. PTs reflected on the instructional strategies both used by the CTs and used by them throughout the practice teaching experience (See Table 4.7).

Table 4.7 Frequency Table for PTs' perceptions of Instructional Strategies during Practice Teaching (Reflective Journals)

Thematic Code	Journals																		Overall f %										
	1	2	3	4	5	6	7	8	9	f	%	f	%	f	%	f	%	f		%	Thematic Code								
Instructional Planning	Lesson Planning	4	0.48	1	0.12	3	0.36	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	2	0.24	0	0.00	10	6.25	1.20	Planning Instruction	2.2	2.64		
	Materials	0	0.00	4	0.48	2	0.24	1	0.12	1	0.12	1	0.12	1	0.12	1	0.12	2	0.24	0	0.00	12	7.50	1.44					
Instructional Strategies	Activating Students	6	0.72	8	0.96	4	0.48	6	0.72	2	0.24	0	0.00	4	0.48	0	0.00	0	0.00	0	0.00	30	18.75	3.60	Instructional Delivery	138	16.56		
	Error correction	2	0.24	1	0.12	1	0.12	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	4	2.50	0.48					
	Giving Instruction	6	0.72	2	0.24	1	0.12	0	0.00	1	0.12	0	0.00	1	0.12	2	0.24	1	0.12	2	0.24	14	8.75	1.68					
	Monitoring	2	0.24	1	0.12	1	0.12	1	0.12	1	0.12	0	0.00	1	0.12	0	0.00	1	0.12	0	0.00	8	5.00	0.96					
	Providing Feedback	2	0.24	0	0.00	2	0.24	2	0.24	1	0.12	0	0.00	1	0.12	2	0.24	0	0.00	2	0.24	0	0.00	10				6.25	1.20
	Teacher Move	2	0.24	1	0.12	3	0.36	1	0.12	2	0.24	0	0.00	1	0.12	0	0.00	1	0.12	0	0.00	10	6.25	1.20					
	Testing Assessment	0	0.00	0	0.00	5	0.60	3	0.36	0	0.00	1	0.12	1	0.12	1	0.12	2	0.24	0	0.00	12	7.50	1.44					
	Use of board	4	0.48	1	0.12	0	0.00	1	0.12	2	0.24	1	0.12	3	0.36	1	0.12	1	0.12	1	0.12	14	8.75	1.68					
	Use of English	6	0.72	2	0.24	4	0.48	2	0.24	1	0.12	0	0.00	1	0.12	1	0.12	0	0.00	1	0.12	17	10.63	2.04					
	Using a variety of examples activities	2	0.24	2	0.24	5	0.60	3	0.36	2	0.24	1	0.12	1	0.12	1	0.12	2	0.24	1	0.12	19	11.88	2.28					
Total	36	4.32	23	2.76	31	3.72	20	2.40	13	1.56	4	0.48	15	1.80	14	1.68	4	0.48	160	100.00	19.20								

In the reflective journals, PTs mostly reflected on the ways of activating students in the classroom ($f=30$), whereas the least frequently reflected theme was the monitoring applications in the classroom ($f=8$). The overall frequency of the themes in the reflective journals regarding instructional strategies in the class was 160 which addressed the 19.2 % of the content analysis of the reflective journals.

Although there is not any pattern in terms of thematic distribution, by looking at the overall frequencies from Journal 1 to Journal 9, it was observed that PTs tended to pay less attention to the instructional strategies towards the end of their practice teaching.

When the frequency analysis of the instructional strategies for the final interviews were analyzed (See Table 4. 8), it was observed that PTs elaborated on their experiences regarding their time management skills ($f=37$) more than planning and the ways of implementing the instruction ($f=18$). The overall frequency of the themes in the final interviews regarding the instructional strategies addresses 6.60 % of the content analysis of the semi-structured face-to face interviews. PTs based their failure in managing time during their micro-teachings to more than one reason; one was not being the real teacher of the class, and the students not interacting the way they interacted with the CTs; the other was being observed by the mentors and the supervisor all the time, which created a stress factor on the PTs.

Table 4. 8 Frequency Table for PTs' perceptions of Instructional Strategies during Practice Teaching (Interviews)

		Participants																		
		1	2	3	4	5	6	7	8	9	10	11								
Instructional Strategies	Thematic Code	f	%	f	%	f	%	f	%	f	%	f	%	f	%					
	Lesson Planning	2	0.24	3	0.36	0	0.00	1	0.12	1	0.12	1	0.12	0	0.00	2	0.24	2	0.24	0
Time Management	2	0.24	2	0.24	1	0.12	2	0.24	1	0.12	3	0.36	1	0.12	2	0.24	4	0.48	1	0.12
Total	4	0.48	5	0.60	1	0.12	3	0.36	2	0.24	4	0.48	2	0.24	2	0.24	6	0.72	3	0.36

Table 4. 8 Frequency Table for PTs' perceptions of Instructional Strategies during Practice Teaching (Interviews) (cont'd)

		Participants										Overall											
		12	13	14	15	16	17	18	19	20	21	22											
Instructional Strategies	Thematic Code	f	%	f	%	f	%	f	%	f	%	f	%	f	%								
	Lesson Planning	0	0.00	1	0.12	0	0.00	2	0.24	0	0.00	1	0.12	0	0.00	0	0.00	1	0.12	18	32.73	2.16	
Time Management	3	0.36	3	0.36	2	0.24	2	0.24	1	0.12	1	0.12	1	0.12	1	0.12	2	0.24	0	0.00	37	67.27	4.44
Total	3	0.36	4	0.48	2	0.24	2	0.24	3	0.36	1	0.12	2	0.24	1	0.12	2	0.24	1	0.12	55	100.00	6.60

4. 2. 2. 2. Student Engagement

Besides instructional strategies, the PTs reflected upon their experiences regarding student engagement in terms of *creating an effective learning environment* for learning, and *motivating students*. PTs expressed their opinions, feelings and experiences related to engaging students in the lessons focusing on their observations of the CTs and self-teaching experiences. The themes (See Figure 4. 4) were created according to the reflections the PTs regarding *Student Engagement* provided in their weekly reflective journals and mentioned in the face-to-face interviews.

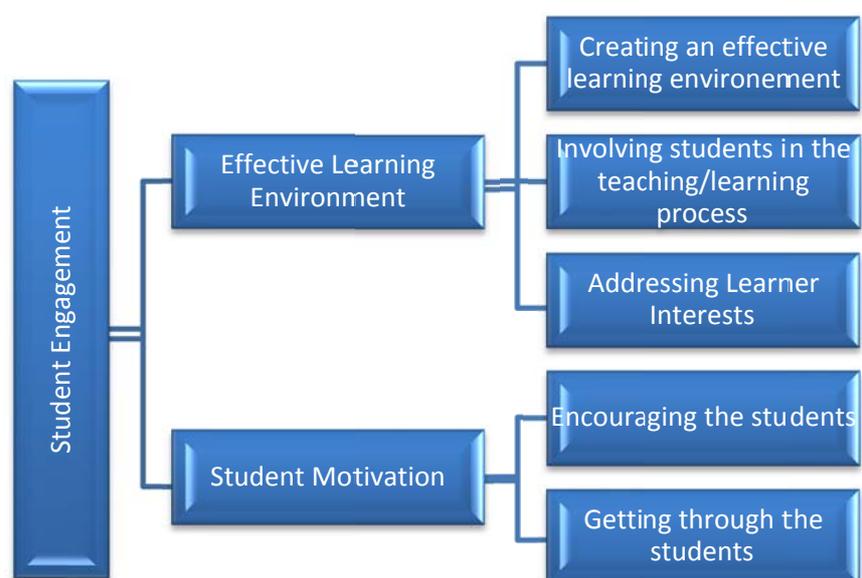


Figure 4. 4 PTs' Perceptions of Student Engagement during Practice Teaching

Effective Learning Environment

The PTs focused on the importance of creating an effective learning environment for the students. They reflected on the lessons they observed considering whether there was an engaging atmosphere created in the lesson or not. Related to student engagement, *creating an effective learning environment* was regarded as an effective teacher action in the lesson. PTs pointed out that there was a link between creating a friendly atmosphere and student engagement, arguing that an

effective classroom atmosphere could contribute to engaging students in the learning process. PTs paid attention to the provision of a friendly atmosphere in order to increase students' motivation and participation.

I guess she was very experienced and knew the students well because the methods used during the class were very effective in terms of the application and their appropriateness to the students' profiles. Since the students were energetic and had problems in concentration to the lesson, she made them play games throughout the class. (J1. 15)

In this context, practices that led to an effective learning environment were valued highly by the PTs. For example, one pre-service appreciated that the CT engaging the students, who were having a post-examination stress, by adapting the lesson plan and making the students watch short video clips and discuss the topic of the day without causing any burden on the students (J2.12).

Moreover, PTs were concerned about *involving the students in the teaching/learning* process by creating instances that the students interact with each other and with the teacher; and participate in the activities. According to the observations of the PTs, student involvement in the teaching and learning process could be achieved by bringing real-life materials to the class, adapting the activities in the book, planning the lesson according to the students' needs and interests, making connections with the previously learned items and by creating interactive or group-work activities in the lesson. As for the self-teaching experiences, PTs appreciated themselves and their peers in terms of creating opportunities for the learners to get involved in their own learning process as well as in the teaching phase. One pre-service teacher was satisfied with her micro-teaching considering the immediate response that she got from the students and from the CT by saying that

For example; we tried to make the lessons more interesting when we were teaching them with power points, pictures, videos... etc. For this reason, students were interested in the topic. They watched videos, used the computer, and they became very motivated in the lesson. When we asked them "Would someone help me?", they cried "Yes, teacher. We would like to. (I9)

The PTs also gave importance to addressing students' interest while conducting the lessons. When PTs' observations are considered, there was a general agreement in addressing the students' interests in terms of CTs' bringing extra, real-life related materials to the lessons (J1.7, J2.13). In terms of teaching experiences of the PTs, they seemed to be more satisfied with the micro-teachings as long as they managed to address the students' learning needs. For instance, a pre-service teacher highlighted how she managed to appeal students' interest by bringing a video and making them watch during the class-time.

At first, the students were unwilling to participate in the lesson. They were not interacting with the teacher either. However, when the teacher offered them to watch a movie if they actively participated in the lesson, their attitude towards the lesson changed immediately and attended to the activities. (J9.7)

Student Motivation

PTs were highly involved in the motivation of the students. Some of the PTs stated that the school had mathematics, science and social studies classes. Since English language is not tested in the university-entrance exam, the students were not that motivated to the English language classes as they were motivated for the departments that they were studying on. During their observations, PTs noticed how the CTs tried to *encourage the students* to become engaged in the lesson by praising them (J3.18, J7.18) and letting anyone who is willing to answer or take part in the lesson (J1.15).

There was an interactive classroom atmosphere and the teacher acted like a guide during the activity. Rather than just giving a few sample sentences, the teacher encouraged them to try and produce something. (J7. 18)

Furthermore, PTs touched upon CTs' and their strategies to *getting through the students* who were having difficulty in language learning in their journals and during the semi-structured face-to-face interviews. They mentioned that students' not being interested in the lesson and making noise all the time could be related to the

need to be motivated that they can do well in a language class (J1.19). One of the PTs was worried about a CTs' attitude towards a student who wanted to give an answer to a question, but was ignored by the CT. The pre-service teacher stated that "she either did not see or ignored the student because she is a low-achiever and does not participate much" (J4.17).

PTs mentioned some strategies that either the CT or they applied in the lessons. One pre-service teacher appreciated a CT who used the examination papers as self-grading tool to encourage students' learning and gave them a reason to question their progress in language learning (J1.1). Another pre-service teacher mentioned how the CT managed to get a student having difficulty in speaking English involved in the lesson.

There were 15 min. left for the course and the teacher did not start to the new topic. She wanted them to close their eyes and think about a story that they have lived in their childhood. The students did it and she wanted them to tell their stories and then picked up one of the students to talk. That student was very bad in English; he could not make sentences but just uttered some words. The teacher asked other students to guess his story and this gave the student the chance to become involved in the lesson. (J2.6)

When PTs were asked to reflect on their experiences of engaging students in the lessons, one pre-service teacher commented on how successful they were in getting through the students in difficulty by not ignoring any of them and giving an equal chance of participation in the lesson (I15). In addition, one pre-service teacher remarked the importance of having an interactive and democratic classroom environment to provide a base for the low-achievers to get involved in language learning (I18).

We didn't teach the lesson as they were used to. We prepared enjoyable activities and we presented challenging materials. That's why they were interested in the lesson. We had lessons with the science class, they were prejudiced towards English and they did not like the lesson and found useful. We had difficulty in having an efficient lesson. However we managed to reach them. (I7)

When the subtheme frequencies of the student engagement in the reflective journals were analyzed, there was no significant pattern to mention in terms of PTs' observation of ways of student engagement and reflections based on the observations and self-teaching practices. Although there is not any significant pattern regarding the occurrences of the student engagement themes, by looking at the overall frequencies from Journal 1 to Journal 9, it is observed that PTs seem to lose their attention to the student engagement towards the end of their practice teaching.

By looking at the frequencies, it can be stated that PTs mostly reflected on involving students in the teaching/learning process ($f=22$). The thematic coding that the PTs reflected on least was making the students believe that they can do well in the class ($f=8$). The content analysis of reflective journals regarding student engagement addressed 7.68 % of the content analysis of the reflective journals. In the reflective journals, PTs reflected on the ways of engaging student both by the CTs and by the PTs throughout the practice teaching experience (See Table 4.9).

Table 4. 9 Frequency Table for PTs' Perceptions of Student Engagement during Practice Teaching (Reflective Journals)

Thematic Code	Journals																		Overall f %			
	1	2	3	4	5	6	7	8	9	Thematic Code										f	%	
	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	within group	%		
Student Engagement Creating effective learning environment	Non-threatening environment	1	0.12	2	0.24	3	0.36	1	0.12	4	0.48	0	0.00	0	0.00	2	0.24	1	0.12	14	21.88	1.68
	Learner interests	2	0.24	3	0.36	3	0.36	2	0.24	0	0.00	0	0.00	1	0.12	1	0.12	1	0.12	13	20.31	1.56
	Involving sts in the teaching learning process	4	0.48	3	0.36	4	0.48	3	0.36	2	0.24	0	0.00	3	0.36	1	0.12	2	0.24	22	34.38	2.64
Motivating Students	Making them believe they can do well	2	0.24	1	0.12	3	0.36	0	0.00	0	0.00	0	0.00	1	0.12	0	0.00	0	0.00	7	10.94	0.84
	Getting through the sts in difficulty	2	0.24	1	0.12	0	0.00	3	0.36	1	0.12	0	0.00	1	0.12	0	0.00	0	0.00	8	12.50	0.96
	Total	11	1.32	10	1.20	13	1.56	9	1.08	7	0.84	0	0.00	6	0.72	4	0.48	4	0.48	64	100.00	7.68

When the frequency analysis of the student engagement subtheme for the final interviews were analyzed (See Table 4. 10), it was observed that PTs expressed their experiences regarding creating an effective learning atmosphere (f=15) and motivating students (f=11) in a close nature.

PTs based their experiences regarding creating an effective learning environment and motivating students during their micro-teachings to more than one reason; one was bringing extra supplementary materials to the class and integrating technology in the lessons; the other was students' need to be praised by the CTs that they can do well in the language class. Since the students are not responsible for English in the university entrance exam, they seemed to have lost their interest in learning English. In addition, whenever they were asked to attend an activity, most of the students asked the PTs the point in attending the activities. Therefore, the PTs were worried about finding ways to motivate the students that they would need English as a communication tool whether they attend to a science department or any other departments.

Table 4. 10 Frequency Table for PTs' Perceptions of Student Engagement during Practice Teaching (Interviews)

Thematic Code	1		2		3		4		5		6		7		8		9		10		11		12	
	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%
Creating an effective atmosphere	1	0.12	0	0.00	2	0.24	0	0.00	0	0.00	1	2	0.24	0.12	0	0.00	1	0.12	3	0.36	0	0.00	0	0.00
Motivating Students	1	0.12	0	0.00	1	0.12	0	0.00	0	0.00	0	0	0.00	0.00	2	0.24	0	0.00	1	0.12	0	0.00	0	0.00
Total	2	0.24	0	0.00	3	0.36	0	0.00	0	0.00	1	2	0.24	0.12	2	0.24	1	0.12	4	0.48	0	0.00	0	0.00

Table 4. 10 Frequency Table for PTs' Perceptions of Student Engagement during Practice Teaching (Interviews) (cont'd)

Thematic Code	13		14		15		16		17		18		19		20		21		22		Overall	
	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%
Creating an effective atmosphere	1	0.12	1	0.12	2	0.24	0	0.00	1	0.12	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	15	57.69
Motivating Students	1	0.12	1	0.12	0	0.00	1	0.12	0	0.00	0	0.00	1	0.12	1	0.12	1	0.12	1	0.12	11	42.31
Total	2	0.24	2	0.24	2	0.24	1	0.12	1	0.12	0	0.00	1	0.12	1	0.12	1	0.12	1	0.12	26	100.00

4. 2. 2. 3. Classroom Management

The PTs focused on classroom management in the teaching context in terms of *student misbehaviors* and *strategies of dealing* with them. According to PTs' observations, misbehaviors of the students were mainly due to their *lack of interest* in the English lessons. According to the PTs, the lack of interest resulted from the extensive amount of noise in the classroom. There is a subtheme of *others* in defining the misbehaviors of the students due to the fact that it was difficult to label individual misbehaviors of the students. In terms of dealing with misbehavior, PTs mentioned about four ways; one is *techniques that work* which are classroom management strategies applied by the CTs and the PTs that were effective. The other classroom management strategy was *no action*, which was mainly about CTs not taking any actions to stop misbehaving students. The third strategy was *unique ways* which were the strategies either applied by the CTs or applied by the PTs and assumed to be their own way of managing misbehavior. The last strategy was *warning*. It was evident from the content analysis that PTs placed importance on establishing control over the classroom and ensuring discipline in the English lessons.

The themes were created according to the reflections of the PTs regarding *Classroom Management* provided in their weekly reflective journals and acknowledged during the semi-structured face-to-face interviews (See Figure 4. 5).

Misbehavior

The PTs were very concerned with the behaviors of the students in the classes that they observed, and often, they commented on students' behaviors and attitudes towards their teacher and towards the English lessons as a whole. In many different occasions, they reported that in the classes they observed the students *lacked interest* towards the subject matter, English, and that they were *noisy* throughout the lessons. It was reported that as a result of lack of interest and noise they created, the students did not pay enough attention to the topic of the lesson being taught and either talked to their peers or walked in the classroom for various reasons.



Figure 4. 5 PTs’ Perceptions of Classroom Management during Practice Teaching

During the observations, PTs reflected on the lack of interest of the students in the lesson and affecting the flow of the instructional delivery. For example, a pre-service teacher complained that although the CT was using humor in the lesson and trying to interact with the students, the students were interested in their mobile phones and sending messages to each other (J3.10).

Even if there were some classroom management problems- for instance some students were texting messages and there was a noise all the time- the lesson was enjoyable thanks to the teacher’s sense of humor. (J3.10)

PTs were worried about the students’ making noise during the lessons constantly. One of the PTs stated that there was too much noise in the classroom that the pre-service teacher even could not hear what the CT was saying (J9.10).

They were always chatting with each other and this didn't bother the mentor teacher at all...The class was so noisy that I couldn't hear the teacher's voice. Sometimes, she asked questions and nobody answered her. (J9. 10)

During the content analysis of the reflective journals, the category, *other* emerged due to various misbehaviors of the students. For instance, a pre-service teacher mentioned that the students did not want to have a lesson due to the absence of their friends.

At the beginning of the lesson, some of the students didn't want to have a lesson and their excuse for the situation was the absence of some of their peers. One of the students, whose name is Ali, mentioned this fact for several times...The student tried to sabotage the lesson all the time by talking to his friends, talking in Turkish and saying things that are unrelated to the lesson. (J1. 4)

The students' acting in such a spoiled way made the pre-service teacher to conclude that the reasons for having misbehaviors like these in the classroom was due to the CTs' showing "*soft-face*" to the students. This attitude also explains why the PTs focused on ways of dealing with classroom management more than reasons for having classroom management problems in the class.

Dealing with Misbehavior

Related to having too much misbehavior in the class, the PTs were highly interested in how teachers were dealing with misbehavior. They became aware of different strategies that CTs applied in any kind of misbehavior. Some PTs attributed *techniques that work*, such as standing up and moving towards the students who were talking and disturbing their peers (J3.6). It was argued that these techniques were preferred over others; *no action, unique ways and warning*, in order to prevent misbehavior.

As opposed to techniques that work, PTs also elaborated on other techniques applied by the CTs. Taking *no action* was another theme emerged from the content analysis of the reflective journals regarding classroom management strategies applied by the CTs. By saying *taking no action*, PTs stressed that the CTs were not giving any response to students who were misbehaving. CTs were either ignoring the fact that the student was misbehaving and disturbing others or they did not even notice the misbehavior due to the chaotic atmosphere in the classroom (J1.7). For instance,

a pre-service teacher shared an observation experience in the face-to-face interviews saying:

In such a terrible teaching environment, students were always talking and laughing and throwing papers to each other. One of the students was throwing something to his friends, teacher realized and said that: “Don’t do this or I will send you to the discipline committee” and student’s answer was “It is not a problem, you always say that”. Teacher looked at him and continued with the lesson. (I14)

In terms of using *unique ways* to manage the classroom, PTs stated the CTs’ applied some strategies that they would not use when they become teachers. One of the PTs commented on an incident in a classroom. She was “*shocked*” when she witnessed the event while she was in the classroom and worried about the student.

Everything was normal until some of the students became sleepy. Because of this reason, the teacher asked two of the students to bring a bucket full of water and there was a mug in it. She filled the mug with water and started to wander around the class with that mug full of water. She threatened the students to pour water on them if she saw any of them sleepy. The students were familiar with this application and they woke up immediately. However, the teacher was determined to wet at least one of them and she chose a victim for herself. A student who was not very good at English and he continually gave incorrect answers for the questions she asked. It was very disturbing for us that she asked most of the questions from beginning to the end to Ali and in the end approached him with the mug nearly half full of water. She poured out all the water on him, wetting him from top to toe. (J4.7)

As a traditional way of dealing with misbehavior, PTs reported that CTs used warning most of the time in their classes. The CTs used various ways of warning; yelling at the students (J1.3), changing their tone of voice while addressing the students (J1.5).

The teacher lost control and she also made noise by yelling at the students. We, the PTs were sitting among the students so that we would be able to help them with their questions. (J1.3)

...The first one was the lack of classroom management. From the beginning of the lesson, the teacher could not make the class quite. She always spoke loudly and shouted at the students...The teacher warned him once. However, he did not care about this warning and did not do what his teacher said. (J1. 5)

However, PTs asserted that without warning or even threatening, the students did not go back to their seats when they were wandering around, or stop talking to their peers (J2.20).

In terms of PTs self-experiences regarding classroom management, they reported that they could not have enough experience in the classroom; therefore, they did not know whether they can handle a class by themselves (I2). PTs were also concerned about the amount of teaching experience before they become a professional. During the practice teaching they had to share the class-time with a peer. Therefore, this led to the feeling than they were not in charge of the lesson. In addition, PTs added that they did not experience any classroom management problems as the CTs did due to the fact that the CTs were present in the class at all time (I10).

I didn't experience any problems regarding classroom management because the teacher was also in the classroom and we asked students to be quiet and told them that we would be graded from our performances. When we recorded a teaching video, we warned them to be quiet. (I10)

The PTs claimed that they were being far from who they actually were when they were teaching. They pretended that they were a different person. For instance one of the PTs said that she tried hard not to smile to the students and raised her voice like the CT always does in order to manage the class effectively (I3).

... I was not like myself. Since I knew them, I created a defense mechanism. I frowned. I tried not to smile very much. I raised my voice while addressing them. I may say that I never smiled. I just smiled at one or two students who gave the right answers to my questions. They continued to make noise, and I scolded one of them. Later they kept silent. (I3)

Throughout the practice teaching, pre-service teacher found the chance to observe the CTs and their peers. In addition to the observations, they recorded their own teaching videos and reflected upon their teachings. One of the PTs summarized the classroom management experience as a future professional, she learned that she would become a strict teacher and would not be flexible while applying the classroom rules (I2).

...The teacher asked us to teach the lesson in that class, but I had doubts... We couldn't have a classroom management there. You teach something to some of the students, the others couldn't concentrate on the lesson... Even if you keep an eye contact with all of them at the same time, they couldn't concentrate. There are also classes that behave differently towards us. We regularly teach 9-J. This class is more respectful. When we (PTs) talk to them about their age, and their responsibilities, they listen to us carefully... However, there was a 9-K class. They were the extreme. They think that there was no meaning in being at school. There, you had to be considerably strict. (I2)

When the subtheme frequencies of the classroom management in the reflective journals were analyzed, there was no significant pattern to mention in terms of PTs' observations of classroom management practices and reflections based on the observations and self-teaching practices. The frequencies of the content analysis regarding the classroom management theme, the label "other" in misbehavior received the highest frequency ($f=33$); on the other hand, techniques that work received the lowest frequency ($f=8$). In the journals, PTs reflected on the ways of managing the classroom both by the CTs and by them throughout the practice teaching experience (See Table 4. 11). The frequency of the classroom management theme addresses the 21% of the overall content analysis.

Table 4. 11 Frequency Table for PTs' Perceptions of Classroom Management during Practice Teaching (Reflective Journals)

Thematic Code	Journals																		Overall f %		
	1		2		3		4		5		6		7		8		9			Thematic Code	f %
	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%			
Lack of interest	5	0.58	1	0.12	2	0.23	1	0.12	1	0.12	1	0.12	3	0.35	0	0.00	3	0.35	17	9.71	2.04
Misbehavior Noise	11	1.29	4	0.47	0	0.00	0	0.00	2	0.23	2	0.23	2	0.23	1	0.12	3	0.35	25	14.29	3.00
Other	9	1.05	2	0.23	1	0.12	5	0.58	4	0.47	3	0.35	1	0.12	5	0.58	3	0.35	33	18.86	3.96
Techniques that work	2	0.23	1	0.12	5	0.58	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	8	4.57	0.96
Dealing with misbehavior	7	0.82	5	0.58	1	0.12	2	0.23	2	0.23	1	0.12	1	0.12	2	0.23	3	0.35	24	13.71	2.88
Unique ways	8	0.94	4	0.47	4	0.47	7	0.82	7	0.82	6	0.70	4	0.47	3	0.35	1	0.12	44	25.14	5.28
Warning	7	0.82	5	0.58	2	0.23	4	0.47	3	0.35	2	0.23	1	0.12	0	0.00	0	0.00	24	13.71	2.88
Total	49	5.88	22	2.64	15	1.80	19	2.28	19	2.28	15	1.80	12	1.44	11	1.32	13	1.56	175	100.00	21.00

When the frequency analysis of the classroom management theme for the final interviews were analyzed (See Table 4. 12), it was observed that PTs expressed their experiences regarding dealing with misbehavior more than the misbehavior itself. Even the total frequency of the two classroom management themes, lack of interest and misbehavior, did not have the frequency of dealing with misbehavior. The frequencies were not even close to each other (Dealing with misbehavior, $f=34$; Lack of interest, $f=13$; Misbehavior, $f=11$). PTs based their experiences regarding dealing with misbehavior during their micro-teachings to more than one reason; one was not having enough teaching experience in the classroom; the other was even when they had to the chance to teach, they needed to share the class time with a peer. In addition, PTs were not teaching in one class to get familiar with the students, they were teaching various classes to different students with different levels of motivation.

Table 4. 12 Frequency Table for PTs' Perceptions of Classroom Management during Practice Teaching (Interviews)

Thematic Code	1		2		3		4		5		6		7		8		9		10		11	
	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%
Dealing with misbehavior	1	0.12	4	0.48	1	0.12	1	0.12	1	0.12	1	0.12	1	0.12	1	0.12	1	0.12	1	0.12	1	0.12
Lack of interest	3	0.36	1	0.12	1	0.12	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	1	0.12	0	0.00
Misbehavior	1	0.12	1	0.12	1	0.12	1	0.12	1	0.12	1	0.12	0	0.00	0	0.00	0	0.00	1	0.12	0	0.00
Total	5	0.60	5	0.60	3	0.36	1	0.12	1	0.12	2	0.24	1	0.12	1	0.12	3	0.36	1	0.12	1	0.12

Table 4. 12 Frequency Table for PTs' Perceptions of Classroom Management during Practice Teaching (Interviews) (cont'd)

Thematic Code	12		13		14		15		16		17		18		19		20		21		22		Overall		
	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	
Dealing with misbehavior	1	0.12	1	0.12	2	0.24	2	0.24	3	0.36	2	0.24	1	0.12	3	0.36	1	0.12	2	0.24	2	0.24	34	64.46	12.00
Lack of interest	0	0.00	1	0.12	1	0.12	0	0.00	1	0.12	0	0.00	1	0.12	0	0.00	1	0.12	0	0.00	2	0.24	13	21.16	4.00
Misbehavior	0	0.00	0	0.00	0	0.00	2	0.24	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	1	0.12	1	0.12	11	15.38	2.91
Total	1	0.12	2	0.24	3	0.36	3	0.36	5	0.60	3	0.36	1	0.12	3	0.36	2	0.24	3	0.36	5	0.60	58	100.00	18.91

Although there is not any significant pattern regarding the occurrences of the classroom management themes, by looking at the overall frequencies from Journal 1 to Journal 9, and the final interviews conducted with the PTs, it was observed that PTs seem to have paid more attention to dealing with misbehavior than the misbehavior itself.

4. 2. 2. 4. Teaching Practice Experience

In order to address PTs' sense of teacher efficacy beliefs throughout the practice teaching, their teaching awareness was examined under the teaching context. Therefore, in addition to the PTs' sense of teacher efficacy belief constructs, their teaching practice experience was examined in terms of **nature of observation**, role of **observation**, and **self as a teacher**.

Considering the PTs observations, the nature of the observation context was described by a number of adjectives: *chaotic, disappointing, disaster, disturbing, interesting, shocking* and *positive*. As the content of the adjectives suggests, the description of the observation context was mainly negative. There was only one category, *positive*, which defined all the positive descriptions of the observation context. Observation experience and reflecting on the observations made the PTs notice and question the *role of observation* in their *teaching awareness* and make *professional attainments* regarding their future professional practices. In addition to the future plans about the teaching profession, the PTs developed an insight regarding their *teaching awareness*. The teaching practice experience also played a role in PTs' evaluating themselves *as teachers*.

The themes were created according to the reflections of the PTs regarding their *Teaching Practice Experience* provided in their weekly reflective journals and mentioned during the face-to-face interviews (See Figure 4. 6).

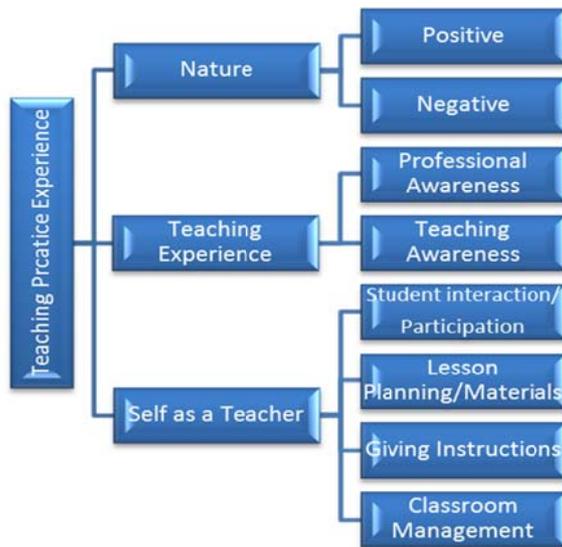


Figure 4. 6 PTs’ Perceptions of Teaching Practice Experience

Nature of the Observation

The PTs felt the need to describe their observation experience by defining the context of teaching. They used adjectives which mostly have negative connotations to describe the classroom setting and the teaching context. The reason for using negative transcriptions was either due to the classroom management problems in the classes caused by the students or by the CTs’ management skills.

The classroom setting was described as *chaotic* mostly. The PTs illustrated the setting as chaotic and problematic in terms of intensive amount of noise created by the students; the students’ not listening to the teacher, and the PTs in the classroom. The chaotic classroom setting was an obstruction in creating a learning environment in the classroom (J1.8, 12, 14).

I can say that the first two classes were crazy chaotic and problematic. (J1. 8)

First, there was no learning environment in that class. Teacher could not control the students. They didn’t want to listen to the teacher. When teacher came to the class, everybody was saying something, laughing. Nobody was listening to the teacher. There was a chaotic classroom environment. (J1. 12)

I have been a student for nearly 15 years and as far as I remember I have not seen a classroom like this one. No one was sitting at their desk, there was a loud noise in the classroom and it seemed to me that there was just a chaos like environment. (J1. 14)

The PTs also defined the classroom environment as *different* when they compared the current classroom that they were observing to their previous experience in the *School Observation* course in the fall term, and in their own student life (J1.22).

Although both schools are Anatolian high schools, there are big differences between them in terms of student profile and their attitudes towards both teachers and English. (J1. 22)

The observation experience was a disappointing experience for some of the PTs. The PTs pointed out their *disappointment*, when they had the chance to observe two CTs, and witnessed how different teaching practices result in different student attitudes (J1.5).

This week, I did my first observation and I observed two teachers and observed two distinct student profiles. The first class was a shock for me and I really got disappointed. (J1. 5)

They were also disappointed when they could not say that they learned something in terms of teaching from the CTs due to not approving the actions and attitudes of the CTs towards the students and towards the PTs as well. Although it was not common among the PTs, some of them described the observation experience and the classroom environment as a *disaster*. Two of the PTs portrayed the learning environment by one saying that the classroom setting was a disaster due to the CTs' not doing any teaching considering that the students would have a literature examination in the next hour (J1.19); the other pre-service teacher saying that students' behavior caused the disaster observation experience (J5.4).

I did not think that I would have experienced such an event at my first day in practice teaching course. The first lesson was a disaster for me and also for the students of course. There was

no teaching in the first lesson because students studied for the coming literature exam. In the second lesson, students were in the literature exam. Finally, the third hour we thought that we could observe a real classroom environment. However, the teacher came late and we understood that there would be no lesson at all. (J1. 19)

This week was like a disaster for me. All my enthusiasm and positive thoughts about teaching was gone. The reason was of course the behaviors of the students. (J5. 4)

Two of the PTs examined their observation experiences as *disturbing*. They found the classroom environment disturbing because of two reasons: one, the CTs came late to the class, and not doing anything related to teaching during the class-hour (J1.14); two, students created a disturbing noise all the time (J2.5).

...I could not believe the scene I was looking at. I found it really disturbing and shameful. Even though there was a teacher in the classroom, the students were laughing and talking to each other and no one seemed to care about the lesson. (J1.14)

It was a striking reflection that a pre-service teacher found the students' participating in the lesson voluntarily, *interesting*. The pre-service teacher also mentioned that the CT was not happy with the situation due to the fact that she lost the control of the class (J4.1).

The scene was really interesting. The students were participating in the lesson, really voluntarily. However, the teacher wasn't happy, because she had lost the control. (J4.1)

PTs defined some teaching events during their observations as *shocking* regarding the students' attitudes in the class and the attitudes of the CTs towards the lesson and the students. In terms of CTs' attitudes towards the lesson and the students; one of the PTs asserted that there was no class at all and it was a chaotic environment; however, the teacher was not taking any action to put students on track (J1.17).

... the first class we observed was really a shock for me... The teacher thought that she was handling the class well; in fact, everyone was off-task, there were a lot of misbehaving students and no one really cared about the lesson.

Moreover, one of the PTs reflected on an incident that the CT was behaving cruel to the students, stating that she was not sure of the reasons for behaving the way the CT did to the students; whether it was because the students were lazy or it was due to the CT's personality (J1.18). Another shocking experience a pre-service teacher was expanded by a pre-service teacher focusing on the fact that the CT was not conducting a lesson saying that the students were going to have an English examination in the following hours (J6.19).

... the teacher came to class and greeted the students. Then there was silence in the classroom. Students were studying on their own and the teacher said nothing. Our mentor teacher took the attendance and she kept her silence for a long time. She talked to some of the students about their daily lives. We were really shocked. When our mentor teacher realized our astonishment, she explained us that the students would have their English exam at the fifth hour. She said as there was an exam, they should not learn a new topic which may be challenging for them. She said "Bugün bunlarla hayatta ders işlenmez. Sınav saatini bekleyelim." I was shocked. (J6. 19)

Other than the negative comments of their observations, PTs also reflected on *positive* incidents regarding their observation experience. First of all, there were two kinds of incidents that they PTs experienced, one is PTs began their practice teaching experience in a positive nature and wished it to continue the way it started (J1.12); on the other hand, the other group of PTs observed a progress in their teaching awareness, teaching practices and the development of both the CTs' and the students' attitudes towards the lesson (J2.15, J3.2, J8.16).

First of all, I would like to mention that the second week at the school was better than the first week. The students seemed to concentrate on their lessons... That helped me to observe them more carefully and focus more on teaching rather than student misbehaviors. (J2. 13)

Teaching Experience

Throughout the practice teaching, the PTs were involved in a range of teaching related experiences such as classroom observations in schools, video analysis of self and peers' teaching, microteaching, and peer feedback. The analysis revealed that they perceived these experiences as effective and useful for their learning to teach. In general, they stressed that in this course they were exposed to a variety of teaching related experiences, and they found these experiences relevant to their professional preparation. PTs added that this course helped them expand their teaching awareness and prepare them for their future professional life. In the reflective journals and the interview, they asserted that that these teaching experiences represented their future experiences in teaching; therefore, they viewed the exposure to various teaching experiences as a way of preparation for future practices and this led them to put future *professional awareness* forward during their reflections.

The PTs viewed that they gained an opportunity to expand their teaching repertoire through observing different classes, and CTs as well as getting to know the students better throughout the semester. They stressed that by observing the CTs' teaching and reflecting on the observations, they developed a professional awareness in terms of their future plans of becoming an English language teacher. PTs reflected on their professional awareness throughout the reflective journals. The final reflective journals focused on the PTs' expectations from the future and the goals they set about their professional image. They attributed what kind of a teacher they would be (J9.17, J9.18, J9. 10, J9.8); when they would set goals for the students (J9.21), mentioning that there are many things to learn about the ways of teaching and dealing with misbehavior in the classroom (J9.4).

When I have interns in my later career, I've learned exactly how not to behave them. It is also relevant for my colleagues and students as well. I think every person has to have the awareness to learn and accept their mistakes. (J9.17)

...I suppose that a teacher's enthusiasm is the most important thing. As a prospective teacher, I cannot say that I am going to

do my best to make my students consider me as a perfect teacher but I have a desire to make the students enjoy my lessons. They should enjoy learning English and they should enjoy learning it from me. (J9. 10)

Apart from PTs' general professional awareness, they also developed a *teaching awareness* which can be categorized under the themes; *instructional strategies*, *student engagement*, and *classroom management*. PTs developed a sense of teaching awareness regarding *instructional strategies* throughout the practice teaching course through either observations or self-teaching experiences. They noticed various experiences that guided them through their teaching awareness. In terms of instructional strategies, PTs defined teaching according to how they feel about the profession. According to PTs, teaching requires finding a number of ways to deliver the instruction. It can be finding attractive materials (J5. 10) or giving meaningful instructions (J1.3). One of the PTs added that teaching is a difficult profession requiring a variety of tasks to accomplish.

Teaching is already a difficult task. Yet, being a teacher is not restricted to "teaching"; it also involves designing the best learning environment and the activities, leading the students into the most functional learning strategies, leading them into monitoring themselves and assessing their performance and knowledge. The most difficult seems to be the teaching part but these tasks are also as challenging as teaching. (J3.12)

The second theme that emerged from the PTs' reflections regarding their teaching awareness was *student engagement*. The PTs were optimistic in terms of involving students in the teaching and learning process in addition to increasing their motivation for language learning. PTs tended to believe that creating a student-friendly environment (J7.18) and involving the students in the learning process (J2.5) played an important role in encouraging the students to take a part in the lessons and motivate them to learn (J4.8).

The PTs, focused on their teaching awareness regarding *classroom management* elaborating on how classroom management was important in planning and implementing the instruction. PTs defined classroom management as a very important and hard task to accomplish (J1.4). Besides, setting rules for the students at

the beginning of the term (J8. 14) and controlling them played an important role in PTs' defining their perceptions of teaching awareness regarding classroom management (J4.5).

...classroom management is a very important and a hard thing to accomplish. Otherwise you will not be able to be the authority in the classroom and make your students listen to your lesson silently. (J1.4)

...This problem can also be stemmed from the classroom culture. As the students are used to speak and make noise, it is normal to behave so in the class. So setting a rules and principles at the beginning of the term is important. The students should know when to speak and when to listen even in a game (learning activity). (J8. 14)

In terms of teaching practice experiences, PTs lastly expanded their teaching practices according to their micro-teachings. *Self as a teacher* theme appeared in the reflective journals as an evaluation of PTs' micro-teaching experiences and in the interviews it appeared as *self as a future professional*, reflecting on their self-image, focusing on the long term goals as future teachers.

PTs evaluated their micro-teachings regarding *Student interaction/ Participation, Lesson planning/materials, Giving instructions*, and *classroom management*. The extent to which PTs managed to create an interactive environment, letting the students to interact and participate varied throughout the journals. Some PTs stated that they were not successful in terms of making the students participate no matter how hard they tried (J6.15).

I think the students have lost their interest in learning English. Although I brought colorful materials and worksheet, I could not make them get involved in the lesson. (J6.15)

This ineffective approach to creating opportunities for students to interact and participate resulted as a feeling of ineffectiveness. On the other hand, there were PTs surprised to see how students participated in their lessons willingly (J8.11, J4.5), enjoyed the activities (J6.16), and were easy to handle in terms of delivering the instruction (J4. 13).

I saw that using real materials was very attractive for the students. With the real materials students can easily make connection between real life and the lesson. Also using extra materials instead of using the course book only attracts them and makes them more volunteer to participate in the lesson. (J5. 9)

The PTs who proposed that they were successful in student interaction and participation felt that they were quite efficient and comfortable during their micro teachings; they even compared themselves with the CTs' performance in the same class (J5.18).

Concerning *lesson planning* and the *use of materials*, PTs stressed that they did their best while planning their instruction as they learned in their Methodology courses at the university; they planned the lesson (J3.5), implemented activities and materials regarding the aim of the lesson (J4.15), and appealed to the students' interest in the lesson.

The second thing is the importance of lesson plan. I think lesson plan is a life saver for especially inexperienced teachers like me. It makes you feel safe. You have something concrete to follow so you know how the lesson is going to be. You feel yourself more confident. I think preparing a lesson plan before each lesson is an important detail which should not be skipped. (J3.5)

Although sometimes the flow of the lesson did not go according to the plan, the students enjoyed the lesson (J6. 10); PTs noted that the experience they had in real teaching practices taught them a lot when compared to their learning in the Methodology courses (J7.16).

The real classroom is not like what we practiced in the methodology courses. At the university, your friends act as if they were your students. However, everyone knows that they know English very well and participating in the lesson or in the activity that you planned to help you get a passing grade. In the real classroom, however, the students keep an eye contact with you, and you can tell that they need to learn what you are teaching. But how?... (J7.16)

PTs complained about their skills in *giving instructions*. They claimed that the instructions they gave were not clear to the students and they were making the students confused and result in losing the interest in the lesson (J7.5). In addition, PTs stressed that not giving effective instructions resulted in time loss during the micro-teachings (J8.5).

During the micro-teachings, PTs did not make much evaluation in relation to lesson planning/materials and student interaction/participation when compared to their reflections. One of the pre-service teacher mentioned that there was an invisible agreement between the PTs and the students related to the students not behaving the way they usually do in their own classes. She argued that the students were not acting the way they normally do was because they knew that the PTs would be evaluated according to their performances and the students were somehow helping them to pass. Therefore, this created the atmosphere where the PTs felt themselves as visitors, not an insider.

In my previous teaching experiences I was just thinking about the lesson itself but now I had another thing to do. It was that how I could handle with the misbehaviors of the students. Although they act differently when I am teaching as compared to their own teachers, I felt uncomfortable with the situation. It was like the students were doing me a favor and viewed us as students not as their teachers. (J3.22)

In the final interviews, the PTs were asked to describe their future classroom to find out about their teaching goals and priorities in becoming a language teacher. It was implied that the PTs aimed to create a setting not very related to the one that they had been observing throughout the practice teaching. Most of the PTs, rather than considering all previous role models, compared their practices with the immediate role model, the CT that they observed throughout the semester. When the content analysis of the semi-structured interviews was conducted, the theme, *self as a future professional*, revealed PTs future goals as professionals. PTs examined their practices from mainly two angles. First of all, one group of PTs addressed their future plans regarding their classroom practices. They focused on their plans in finding ways of creating an effective learning environment through engaging students and motivating them to take an active role in their learning and teaching

process (I1); providing a variety of materials and not being tied up to the course book (I8); setting up rules and routines to manage the classroom effectively (I3, I5); paying a great attention to teacher characteristics and personality in addition to respectful behavior towards the students during the classes (I1).

...They (the students) can understand from body language in any case... I am sure they will be relaxed also after a couple of lesson. Although they were comfortable, I think a calm atmosphere. They learn, if they don't I repeat, probably sometimes there will be a problem. I always try to be fruitful. I repeat every time I feel that they are experiencing problems in understanding the topic of the lesson. So they will be comfortable. After a couple of lessons, both the students and I will become more relaxed and continue. (I1)

Secondly, the other group of PTs criticized their not having a role as a teacher in the classroom and they were treated as students and outsider. Related to that, one of the pre-service teacher mentioned that the CT warned the students who were participating in a class where the pre-service teacher was teaching by saying that "trainees come and trainees go" (I8), stressing that the students should not ask the CTs to bring extra materials to the class the PTs did in their micro-teachings. The PTs asserted that although they were teaching in a real classroom, it was still an artificial environment since they were not involved in the teaching process from decision-making to student assessment (I10).

We were the people who were just sitting behind the classroom, making our observations and taking our notes in the early weeks of practice teaching for the students but then we started to teach and they got to know us. After that they started to ask some questions about the lesson. Then every week they asked "Teacher will you teach again?". It was so nice. (I10)

They complained that the practice teaching framework was treating them as outsiders not providing an environment where they feel attached to. The second group of PTs focusing on the issues apart from teaching practices was divided into two groups within the content analysis under the same theme. The PTs who mentioned the importance of teaching context in their professional development from a different

angle and appreciated that during the practice teaching, the PTs had the chance to observe real teaching environment and teaching practices which provided the chance to reflect on the teaching practices (I12).

As I mentioned before, all these practices helped me. Now, I can observe myself. This is the most useful thing for my professional career. However, as I said I didn't do a grammar teaching. I don't know my weaknesses in teaching grammar. Maybe, I should have said this to my teachers and asked them to do a grammar teaching but I didn't. Because I have some fears about grammar teaching. I don't know if I can teach grammar in a real class. (I12)

PTs also mentioned that the observations and micro-teachings conducted in the real classrooms were much more effective and different from the ones that they did in the Methodology courses during their undergraduate education (I3, I11). The difference between the two experiences led to a need to incorporate authentic teaching experiences earlier than the second semester of the senior year and it can be claimed that the fluctuations the feelings of the PTs were due to the teaching and mentoring applications of the CTs.

When the subtheme frequencies of the practice teaching experience in the reflective journals were analyzed, there was no significant pattern to mention in terms of PTs' observations and evaluations regarding their practice teaching experience. PTs reflected on the nature of teaching practice experience, self-teaching experience and evaluation of self-as-a-teacher (See Table 4. 13).

Table 4. 13 Frequency Table for PTs' Perceptions of Practice Teaching Experience (Reflective Journals)

Thematic code	Journals																		Overall				
	1		2		3		4		5		6		7		8		9		Thematic Code	f	%		
	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%					
Nature	Shocking	4	0.47	0	0.00	0	0.00	2	0.23	0	0.00	1	0.12	1	0.12	0	0.00	0	0.00	8	2.69	0.94	
	Positive	1	0.12	7	0.82	0	0.00	0	0.00	1	0.12	0	0.00	1	0.12	1	0.12	0	0.00	11	3.70	1.30	
	Interesting	0	0.00	0	0.00	0	0.00	1	0.12	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	1	0.34	0.12	
	Disturbing	1	0.12	1	0.12	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	2	0.67	0.24	
	Disaster	1	0.12	0	0.00	0	0.00	0	0.00	1	0.12	0	0.00	0	0.00	0	0.00	0	0.00	2	0.67	0.24	
	Disappointing	2	0.23	0	0.00	0	0.00	0	0.00	1	0.12	0	0.00	0	0.00	0	0.00	0	0.00	3	1.01	0.35	
	Different	3	0.35	1	0.12	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	4	1.35	0.47	
	Chaos	6	0.70	2	0.23	0	0.00	1	0.12	0	0.00	0	0.00	1	0.12	0	0.00	0	0.00	10	3.37	1.17	
	Professional Awareness	9	1.05	5	0.58	6	0.70	6	0.70	6	0.70	4	0.47	4	0.47	7	0.82	9	1.05	56	18.86	6.54	
	Student Engagement	10	1.17	6	0.70	8	0.94	7	0.82	7	0.82	4	0.47	4	0.47	2	0.23	5	0.58	53	17.85	6.20	
	Instructional Strategies	11	1.29	11	1.29	6	0.70	9	1.05	9	1.05	7	0.82	5	0.58	7	0.82	8	0.94	73	24.58	8.54	
Classroom Management	8	0.94	3	0.35	0	0.00	2	0.23	4	0.47	3	0.35	1	0.12	0	0.00	5	0.58	26	8.75	3.04		
Student interaction/ Participation	0	0.00	0	0.00	4	0.47	3	0.35	3	0.35	3	0.35	5	0.59	2	0.23	5	0.59	24	8.08	2.81		
Lesson Planning/Materials	0	0.00	1	0.12	3	0.35	1	0.12	3	0.35	1	0.12	3	0.35	1	0.12	3	0.35	16	5.39	1.87		
Giving Instructions	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	1	0.12	1	0.12	0	0.00	2	0.67	0.24
Classroom Management	0	0.00	0	0.00	2	0.23	1	0.12	0	0.00	2	0.23	0	0.00	0	0.00	0	0.00	1	0.12	6	2.02	0.70
Total	56	6.56	37	4.33	29	3.39	33	3.86	35	4.10	27	3.17	23	2.70	24	2.82	33	3.85	297	100.00	34.78%		
Teaching Practice Experience																					208	24.32	
Teaching experience																					48	5.63	
Self as a teacher																					48	5.63	

Although there is not any significant pattern in terms of a systematic increase or decrease in the frequencies regarding the occurrences of the practice teaching experience, by looking at the overall frequencies from Journal 1 to Journal 9, it is observed that PTs seem to reflect more on their professional and teaching awareness during the practice teaching experience. In terms of comparing the frequencies of the themes, instructional strategies received the highest frequency of the teaching experiences ($f=73$); on the other hand, the nature of the observation in terms of the theme interesting was addressed only once in the reflective journals. By looking at the overall, the teaching practice experience addressed the 34.78 % of the qualitative data analysis.

When the frequency analysis of the practice teaching experience for the final interviews were analyzed (See Table 4. 14), it was observed that PTs expressed their experiences regarding their teaching awareness were mainly focused on the evaluation of self-teaching experiences ($f=111$) rather than self-as-a-teacher ($f=37$) which indicates that they are still in the process of learning to teach. PTs based their experiences regarding the nature of the observation and the development of their teaching awareness during their micro-teachings to more than one reason; one was their role in the classroom as a professional; the other was the students' actions in the classroom.

Since there was a gap between the PTs' expectations and the practice teaching applications, the PTs had doubts whether they would be able to handle a class of their own. During the interviews, the PTs reflected on their confusion regarding their role in the classroom and most of them were worried in terms of all effort they provided and still not given the attention they thought they deserved.

Table 4. 14 Frequency Table for PTs' Perceptions of Practice Teaching Experience (Interviews)

Thematic Code	Participants																			
	1	2	3	4	5	6	7	8	9	10	11									
Teaching Practices	f 4	f 13	f 1.56	f 4	f 0.48	f 3	f 0.36	f 4	f 0.48	f 5	f 0.60	f 6	f 0.72	f 4	f 0.48	f 4	f 0.48	f 7	f 0.84	
Self as a professional	f 1	f 0.12	f 6	f 0.72	f 2	f 0.24	f 0	f 0.00	f 1	f 0.12	f 2	f 0.24	f 2	f 0.24	f 1	f 0.12	f 3	f 0.36	f 2	f 0.24
Total	5	0.60	19	2.28	6	0.72	3	0.36	5	0.60	7	0.84	8	0.96	5	0.60	7	0.84	9	1.08

Table 4. 14 Frequency Table for PTs' Perceptions of Practice Teaching Experience (Interviews) (cont'd)

Thematic Code	Participants											Overall											
	12	13	14	15	16	17	18	19	20	21	22	f	%										
Teaching Practices	f 8	f 0.96	f 7	f 0.84	f 4	f 0.48	f 7	f 0.84	f 4	f 0.48	f 4	f 0.48	f 4	f 0.48	f 111	f 75.00	f 13.32						
Self as a professional	f 2	f 0.24	f 4	f 0.48	f 1	f 0.12	f 1	f 0.12	f 1	f 0.12	f 2	f 0.24	f 1	f 0.12	f 1	f 0.12	f 1	f 0.12	f 37	f 25.00	f 4.44		
Total	10	1.20	11	1.32	5	0.60	8	0.96	5	0.60	6	0.72	5	0.60	2	0.24	4	0.48	5	0.60	148	100.00	17.76

4. 2. 3. Summary of the Findings

The study aimed to determine the levels of sense of teacher efficacy beliefs of the PTs' during the practice teaching course focusing on the mentoring practices and the challenges and support they received throughout the practice teaching course.

The data were collected in three phases. In the first phase, in order to address the sense of teacher efficacy beliefs of the participant group, EFL PTs were asked to fill out the a questionnaire (TSES) two times (at the beginning and at the end) within a semester. In order to define the details of the sense of efficacy beliefs of the PTs, the weekly reflective journals of the PTs and the semi-structured face-to-face interviews were also considered, analyzed and examined. In the second phase of the study, in order to define the mentoring perceptions of the PTs, PTs were given a questionnaire (MEFLT) one time towards the end of the semester. In order to define the details of mentoring perceptions of the PTs, the weekly reflective journals of the PTs and the semi-structured face-to-face interviews were also considered, analyzed and examined accordingly. It was also aimed to address whether there was a change in the sense of teacher efficacy beliefs of the PTs throughout the practice teaching course considering the mentoring practices they received. In the third phase of the study, the role of practice teaching course in both contexts, seminar and school, was examined from the challenges and support perspective of the participant group through a series of semi-structured face-to-face interviews with each participant of the study along with the open-ended survey given to the participants at the end of the semester. Through examining all data sources mentioned above, the study progressed in tracking down the changes in the sense of teacher efficacy beliefs, the perceptions of mentoring practices of the EFL PTs and the personal reflections regarding the challenges and support they received throughout the practice teaching course were examined.

In addition to the necessary statistical analysis of the study, a thematic framework was developed in order to examine the results of the semi-structured face-to-face interviews and the open-ended surveys. When the research questions of the study were considered, none of the dimensions of sense of efficacy beliefs of the PTs appeared to develop significantly after practice teaching; on the other hand, efficacy

for classroom management was found to have a significant negative development. In order to have a deeper understanding of the process of change in PTs' sense of efficacy beliefs, the content analysis of the reflective journals and the semi-structured face-to-face interviews were examined under the theme of teaching context theme.

4. 2. 3. 1. The Change in the Sense of Teacher Efficacy Beliefs of the PTs throughout the Practice Teaching Course

As mentioned above, the first phase of the study was focusing on the sense of teacher efficacy beliefs of the PTs throughout the practice teaching course. Thus, in line with the aim of the study, the sense of teacher efficacy of the participant group was examined through the TSES (Tschannen-Moran & Woolfolk-Hoy, 2001) and the sub-categories of the sense of teacher efficacy beliefs of the PTs were determined through the content analysis of the weekly reflective journals and the semi-structured face-to-face interviews.

First, in order to have an insight about the PTs' sense of efficacy beliefs, the participants were given the TSES (Tschannen-Moran & Woolfolk-Hoy, 2001) in the beginning and at the end of the 14-week practice teaching course. The mean values and frequencies were analyzed according to the factors determined in the pilot study. The reliability coefficient of the TSES was found .91 (M=7.15) for the pretest and .92 (M=6.76) for the posttest. For the pre-test, reliability coefficients of efficacy for student engagement subscale was .85, efficacy for instructional strategies subscale was .68, and efficacy for classroom management subscale was .84. The same analysis was conducted for the posttest, reliability coefficients of efficacy for student engagement subscale was found .84, efficacy for instructional strategies subscale was .82, and efficacy for classroom management subscale was .85. When the mean values of the subscales were analyzed in detail, it was found that although the mean values of the two subscales, *efficacy for instructional strategies* and *efficacy for student engagement*, increased, the mean value for *efficacy for classroom management subscale* decreased (pretest M=6.87, posttest M=5.19). Although there was a decrease in the mean scores of the TSES before and after practice teaching, in order to have a clear understanding of the differences between the mean values of the

pre and post-test mean value differences, a Wilcoxon signed ranks test was applied to find out whether the difference in the mean scores had a significant value in the analysis. It was found that there is a significant difference in the mean scores of the subscale items 3 ($Z=-3.99$, $p<.005$), 5 ($Z=-2.95$, $p<.005$), 13 ($Z=-3.36$, $p<.005$), 15 ($Z=-3.08$, $p<.005$), 16 ($Z=-2.95$, $p<.005$) and 19 ($Z=-3.21$, $p<.005$) which were the items listed under the subcategory of *Efficacy for Classroom Management* of the sense of efficacy beliefs.

In the content analysis of the research data, the *Teaching Context* was named according to the experiences of the participants in the classroom setting. The subcategories of the Teaching Context were Instructional Strategies, Student Engagement, Classroom Management and Teaching Experience (See Table 4. 15). Although teaching context was intended to examine the subscales of PTs’ sense of efficacy beliefs, PTs’ reflections regarding their teaching experience appeared under the heading of teaching context.

Considering the frequencies of the utterances in the reflective journals and semi-structured interviews classroom management with the other two sense-of-teacher efficacy beliefs constructs, Instructional Strategies and Student Engagement, it is evident that PTs focused on classroom management more than the other constructs.

Table 4. 15 Overall Frequency of the PTs’ Sense of Efficacy Constructs from the Reflective Journals and the Final Interviews

	f	%
Teaching Context		
Student Engagement	90	10.91
Instructional Strategies	215	26.06
Classroom Management	233	28.24
Teaching Practice Experience	287	34.79
Total	825	100.00

The frequencies showed that PTs were more concerned with the classroom management ($f=233$) construct when compared to the other two constructs. Instructional strategies ($f=215$) was the second construct that the PTs mentioned in

their journals and in the final interviews. However, student engagement received the less attention from the PTs (f=90). In addition to the sense of teacher efficacy beliefs of the participant group, the data revealed that their sense of teacher efficacy is inseparable from their practice teaching experience (f=287), regarding the nature of observation, the role of observation and self-as-a-teacher. Considering the frequencies of the reflections, it is evident that the participant group of the study was highly influenced by the nature of the observation, in addition to the fact that they valued their experiences in classroom management.

4.3. PTs' Evaluation of the Mentoring Practices throughout the Practice Teaching Course

In order to examine the perceptions of the PTs' regarding mentoring practices, the quantitative data gathered from the MEFLT Scale will be examined in this section. Following the analysis of the MEFLT Scale, the interview data will be examined in order to answer the second research question of the study focusing on defining the perceptions of PTs regarding the mentoring practices throughout the practice teaching course.

4.3.1. MEFLT Scale Results

In order to gain an insight about the PTs evaluation of the mentoring practices, the participants of the study were given the MEFLT scale (Hudson, et al., 2009) towards the end of the semester after the PTs completed their assessed teachings. The second research question seeks to identify the PTs' perceptions of the mentoring practices they received from the CTs throughout the practice teaching course. The mean values and frequencies were analyzed according to the factors determined by the pilot study.

While making the descriptive analysis of the MEFLT Scale, first reliability coefficients of the scales were calculated (See Table 4.16). The reliability coefficient of the MEFLT Scale was found .96 for 27 items.

Table 4. 16 Reliability Coefficient Analysis of the MEFLT Scale

	N	α	M
MEFLT	27	.96	3.21

When the overall reliability analysis was conducted, it was found that the overall mean of the scale was 3.21. In order to have a fuller understanding of the mean values of the scale, mean values of each subscale were also examined.

In addition to the descriptive statistics of the MEFLT subscales, reliability coefficients were also calculated (See Table 4. 17). For the Pedagogical Knowledge the mean value was 2.84 ($\alpha=.91$); for the Personal/Professional Attributes subscale, the mean value was 3.47 ($\alpha=.95$); for the Modeling subscale, the mean value was 3.20 ($\alpha=.91$).

Table 4. 17 Reliability Coefficient Analysis of MEFLT subscales

	MEFLT		
	N	M	α
Pedagogical Knowledge	9	2.84	.91
Personal/Professional Attributes	13	3.47	.95
Modeling	5	3.20	.91

After conducting the reliability analysis of the scale, descriptive statistics of the scale items were examined item by item. Each item was examined under the subscale factor of the scale. The scale items were analyzed according to the mean and standard deviation values.

The subscale “*Pedagogical Knowledge*” had nine scale items. Each item was referring to the PTs’ perceptions of the CTs’ pedagogical knowledge and applications in the classroom (See Table 4. 18). When the descriptive statistics of the scale items were analyzed, item 24 (*During my last field experience my mentor gave me clear guidance for planning to teach English*) had the highest mean value (M=3,00) among the subscale items; however, items 11 and 27 had the lowest mean value (M=2.72) among the items in the subscale.

Table 4. 18 Descriptive Statistics of Pedagogical Knowledge

During my last field experience my mentor:	N	Σ	M	SD
4. discussed with me the school policies used for teaching English.	22	62.00	2.81	1.25
11. outlined national writing curriculum documents to me.	22	60.00	2.72	1.03
18. discussed with me questioning skills for effective teaching of English.	22	63.00	2.86	.94
21. discussed with me the knowledge I needed for teaching English.	22	62.00	2.81	1.18
24. gave me clear guidance for planning to teach English.	22	66.00	3.00	1.11
25. discussed with me the aims of teaching writing.	22	62.00	2.81	1.05
27. provided strategies for me to solve my problems for teaching English.	22	60.00	2.72	1.20
28. reviewed my writing lesson plans before teaching English.	22	65.00	2.95	1.09
33 clearly articulated what I needed to do to improve my teaching of English.	22	63.00	2.86	1.20

The subscale “*Personal/Professional Attributes*” had thirteen scale items. Each item was referring to the PTs’ perceptions of the CTs’ mentoring practices regarding the support they provide and sharing PTs’ feelings in terms of teaching (See Table 4. 19). When the descriptive statistics of the scale items were analyzed, item 17 (*During my last field experience my mentor seemed comfortable in talking with me about teaching English.*) had the highest mean value (M=4.00); however, item 8 (*During my last field experience my mentor assisted me towards implementing teaching strategies for English.*) had the lowest value (M=2.81) among the items in the subscale.

Table 4. 19 Descriptive Statistics of Personal/Professional Attributes

During my last field experience my mentor:	N	Σ	M	SD
1. was supportive of me for teaching English.	22	81.00	3.68	1.24
3. guided me with English lesson preparation.	22	71.00	3.22	1.15
6. assisted me with classroom management strategies for teaching English.	22	65.00	2.95	1.04
7. had a good rapport with the students when teaching English.	22	75.00	3.40	1.14
8. assisted me towards implementing teaching strategies for English.	22	62.00	2.81	1.00
9. displayed enthusiasm when teaching English.	22	74.00	3.36	1.24
10. assisted me with timetabling my English lessons.	22	83.00	3.77	.81
15. was effective in teaching English.	22	77.00	3.50	1.10
17. seemed comfortable in talking with me about teaching English.	22	88.00	4.00	.61
22. instilled positive attitudes in me towards teaching English.	22	78.00	3.54	1.01
23. assisted me to reflect on improving my English language teaching practices.	22	71.00	3.22	1.06
26. made me feel more confident as a teacher of English.	22	80.00	3.63	1.29
31. listened to me attentively on English language teaching matters.	22	78.00	3.54	.96

The subscale “*Modeling*” had five scale items. Each item was referring to the PTs’ perceptions of the CTs’ mentoring practices regarding fulfilling the model role of an EFL teacher from the teaching phase to creating a mutual relationship with the students (See Table 4. 20). When the descriptive statistics of the scale items were analyzed, item 2 (*During my last field experience my mentor, used English language from the current syllabus.*) had the highest mean value (M=3.81); however; item 30 (*During my last field experience my mentor gave me viewpoints on teaching English to students.*) had the lowest mean value (M=2.68) among the items in the subscale.

Table 4. 20 Descriptive Statistics of Modeling

During my last field experience my mentor:	N	Σ	M	SD
2. used English language from the current English language teaching syllabus.	22	84.00	3.81	1.13
5. modeled the teaching of English.	22	75.00	3.40	.95
12. modeled effective classroom management when teaching English.	22	71.00	3.22	1.06
29. had well-designed English language teaching activities for the students.	22	63.00	2.86	1.35
30. gave me new viewpoints on teaching English to students.	22	59.00	2.68	.99

4. 3. 2. Content Analysis of the Reflective Journals and Semi-structured Interviews

Hudson et al. (2009) claim that mentoring of EFL PTs plays an important role in advancing EFL teaching practices. They identified five factors for mentoring namely personal attributes, system requirements, pedagogical knowledge, modeling and feedback. The first factor, *personal attributes*, is defined as the mentor’s personal attributes of trust and emotional support they provide to foster a learning environment conducive to developing the PTs’ teaching skills which are essential for facilitating the mentoring practices of PTs. The second factor, *system requirements*, provides a direction for teaching and presents a framework for regulating the quality of teaching practices involving an introduction to the policies, curriculum, aims and objectives of the education system. *Pedagogical knowledge*, which encompasses teaching knowledge in the school setting under certain circumstances, is crucial for pre-service teacher development. As PTs are in the beginning stages of learning how to teach, and mentors are more experienced in the profession, it is strongly argued

that teaching practices are most effectively learned through a mentor's *modeling* in the real teaching context (Ackley & Gall, 1992; Carlson & Gooden, 1999, as cited in Hudson et al. 2009). For example, modeling EFL language, classroom management, and effective EFL teaching may be noted as fundamental mentoring practices. Finally, a mentor's giving constructive *feedback* allows opportunities for PTs to reflect on and to improve their teaching practice.

By taking the mentioned themes of mentoring as the base, the study in hand has developed the thematic coding of the qualitative part of the data around three themes, namely, guidance, modeling, and leadership.

In order to, answer the research question regarding the PTs' perceptions of the mentoring practices, one of the main headings, *Mentoring Context*, will be examined in this section.

The subcategories of the *Mentoring Context* were *Cooperating Teacher*, *University Supervisor* and *Other Role Models* (See Figure 4. 7). Although mentoring context was aimed to address the role of CTs' mentoring practices in PTs' teaching practices, it appeared that PTs reflected on the CTs' mentoring practices closely related to the mentoring practices of the university supervisor in their weekly journals and in the final semi-structured face-to-face interviews.

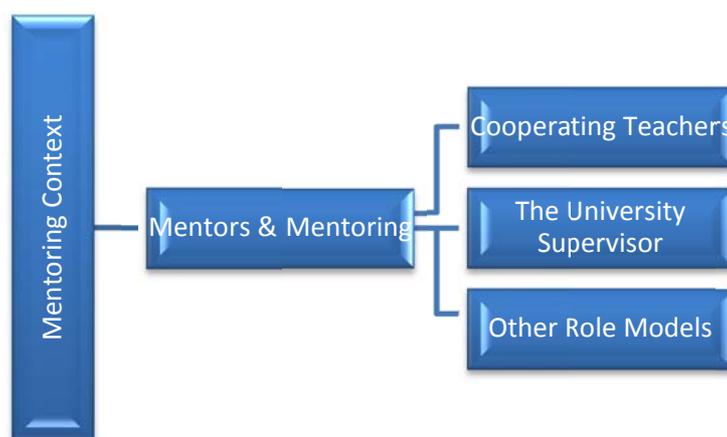


Figure 4. 7 PTs' Perceptions of Mentoring Context during Practice Teaching

In addition to the reflective journals, in the analysis of semi-structured face-to-face interviews, the university supervisor had a dominant role of *mediation* which made it difficult to separate the supervisor from the mentoring context. Therefore,

the university supervisor subtheme emerged under the mentoring context. Moreover, the data revealed that PTs also highlighted the previous role models, and compared the role models they had with the current ones during their teaching practice.

4.3.2.1. Cooperating Teacher

According to the content analysis of the reflective journals and the semi-structured interviews, a frequency table of the reoccurring themes on mentoring was made. When the frequency analysis was examined, there were three main headings emerged from the data namely; *guidance*, *modeling* and *leadership* (See Figure 4.8). PTs reflected on the CTs' guidance in terms of *feedback* and *support* they provided for the PTs' teaching practices throughout the journals and the interviews.

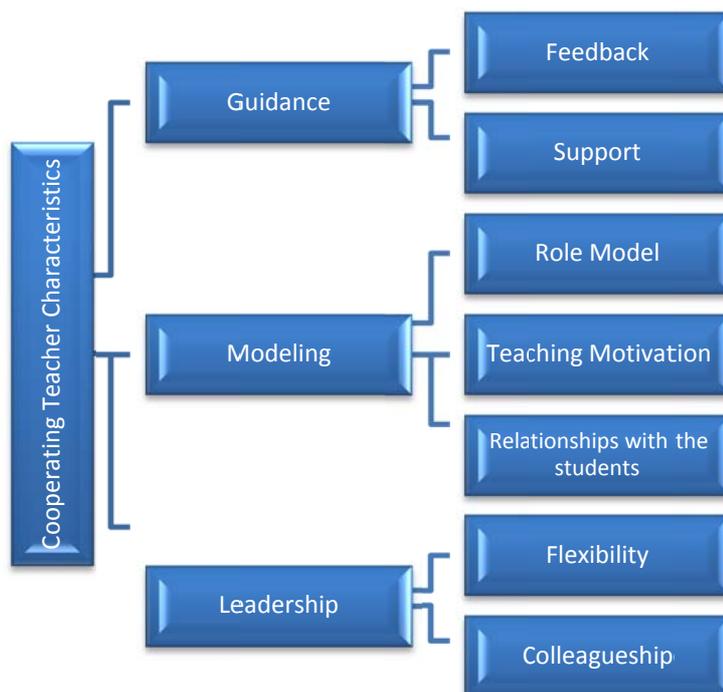


Figure 4.8 PTs' Perceptions of Mentoring Experiences regarding the CTs during Practice Teaching

Guidance

PTs reflected on various events regarding their relationships with the CTs and the guidance they provided throughout the practice teaching. The theme guidance was labeled regarding the content analysis of the PTs' weekly reflective journals and semi-structured interviews focusing on two subthemes; *feedback* and *support*. The PTs emphasized the need to get any kind of feedback, written or oral, from the CTs, since they were experienced in the profession and familiar with the classroom context. The PTs also highlighted that the direct feedback they received from the CTs in their journals, and they evaluated the feedback they got from the CTs. PTs mainly described the feedback they received from the CTs as not being constructive in terms of adding more to their teaching repertoire.

When the reflective journals were examined, it was found that only one of the PTs mentioned that the feedback she received from the CT raised her awareness and guided her to evaluate her teaching from a different perspective that they did not think of before (J5.12).

...The feedback she gave me regarding my practice teaching made me think about some other aspects of teaching that I have never thought of...I realized that she had a very different point of view. (J5.12)

On the other hand, one of the PTs commented on an unfortunate experience regarding the feedback she received from the CTs. She noted that the CT did not say anything positive in the feedback she gave to the pre-service teacher after the teaching practice; besides, she gave a superficial and mechanical feedback focusing on the colors of the materials or things that the pre-service teacher considered as "sand in the sea" (J7.15).

Some of the PTs were very satisfied and impressed with the constructive feedback the CTs gave after the PTs' teaching performances in the classes. One of the PTs mentioned that the feedback that she had from the CT shaped the way she thought about teaching (I2), and another pre-service teacher mentioned that the CT was the guide to her all the time (I3). One pre-service teacher made a personal attachment of the CT's way of giving feedback with her personality (J4.7).

The PTs asserted the need for *support* they had during practice teaching. In order to define what the PTs meant by *support*, the content they provided through reflective journals and the semi-structured interview was examined. By reflecting on the need for support, the PTs meant that they need support in terms of providing materials other than the textbook and anything related to the lesson in their teaching practices. One pre-service teacher compared mentoring practices of two CTs; saying that one of the CTs asked her to “*observe and learn*” from the CT as an ultimate source of teaching knowledge; on the other hand, another CT asked her to *observe* the CT, *make suggestions* to the teaching practice in the classroom in terms of extra materials, and *discuss* the possible options to consider for altering the future teaching practices (J4.12).

Modeling

PTs expected the CTs to be a role model in the classroom. The PTs proposed their expectations from the CTs as being the expert in the application of methods during instructional delivery and managing the misbehavior in the class. In order to apply various teaching practices, PTs expected the CTs to make adaptations during the instructional delivery. The adaptations were supposed to be made according to the mood of the lesson and the reactions the students gave during the lesson. In addition to the modeling of how to deliver instruction in alternative ways, PTs were interested in the motivation to teach and dedication to the profession of the CTs (J7.15).

Motivation is essential for both students and teachers for an effective classroom environment. What I observed this week was that neither the students nor the teacher was motivated for the lesson. They were not aware of the objectives of the lesson or the aim of the topic. I realized that the students were in the class just because they had to be there and the teacher only taught the subjects because she had to teach them. (J7.15)

PTs were highly concerned about the changing mood of the CTs; for instance, one pre-service teacher considered a CT’s coming late to the class or taking the attendance for about 15 minutes as a sign of motivation (J8.14), on one hand, another

pre-service teacher considered making assessment as transparent as possible by involving the students in the assessment process (J7.12).

Finally, PTs focused on the relationship the CTs built with the students. In addition to the personal relationships and conversations with the students, PTs concentrated on the ways the CTs involved the students in their learning process; whether the CTs used encouraging or discouraging techniques. Some of the PTs had the chance to observe similar teaching practices of the CTs. They mentioned that the CTs seemed quite energetic while the students were unwilling to participate; they tried to encourage them through competitive games, extra materials, jokes, etc. although they were not in their lesson plans (J3.18, J4.14, J5.1, J5.14).

...My mentor teacher once brought different activities other than the course book... the students seemed interested at first but then the chaos began again... (J3.18)

On the other hand, one of the PTs mentioned that the CT did not use any body language to express her interest in the students which led to communication breakdown between the students and the CT (J4.14).

...she does not use her body language that would show she is caring about the students. It looked like she did not care if the students would feel motivated or not, but just wanted to finish what she was expected to do during the lesson. She barely smiled when the students made jokes; instead she sat on the teacher's desk, did not walk around in the classroom and looked very exhausted although it was the first lesson in the morning. (J4.14)

Leadership

PTs reflected on the incidents regarding the CTs mentoring practices in terms of their *leadership*. There were two subthemes of the theme, *leadership* which were *flexibility* and *colleagueship*. PTs mostly reflected on how they were bounded to the textbook that the CTs were using in the class. Some PTs were asked to follow the textbook and not to skip any of the activities in the book by the CTs. Although some of the PTs defined the textbook as a *life-saver* for the teacher, some of them were

complaining for not creating any motivating material and not having the authority to decide on what to teach in the class. In addition, PTs were worried about the role that CTs play in the final assessment. Therefore, they felt that they had to do what the CTs were asking them to. While defining these experiences, PTs focused on the *flexibility* that the CTs were showing to PTs' decisions and teaching actions in terms of lesson planning, materials development, instructional delivery and assessment. PTs had a number of experiences regarding the flexibility that the CTs performed. One of the pre-service teacher stated that whenever she wanted to make a change in the lesson plan, the CT intervened the teaching either immediately during the class time by reminding the pre-service teacher to do what was in the book or during the break to stick to the plan (I15).

While I was teaching ... I decided to omit a part of the activity in the book... She was sitting at the back row with the students... and by raising her voice, she reminded me to complete the activity as it was in the book. (I5)

The pre-service teacher in this situation complained about not having the autonomy of the class, and feeling distant from the context although she was physically there. She continued her worries by acknowledging that she was definitely not a member of the group, considering the school and the classroom context.

On the other hand, there were PTs who were actively involved in the teaching process by making adaptations while using the book, bringing extra materials, playing games with the students. However, all of the PTs mentioned that they were not involved in the assessment part of the teaching processes. They were given some examination papers to be read at the beginning of the semester, but some PTs had problems with the answer key and the grading. They were in conflict with the CTs in terms of not preparing valid and reliable exams for the lessons (I16). Thus, CTs made a decision for not letting PTs evaluate the exams on behalf of the CTs throughout the semester. PTs were very sensitive about not being allowed to evaluate the examination papers (J5.17); however, in the final interviews, some of the PTs questioned the value of assessment when they were not involved in the examination preparation stage in the first place (I5).

...Yes, definitely. For instance we had a problem while grading the exam papers...They (CTs) should specify what they want and show the way they do it (to the PTs) before the lesson and the exam...and then ask us to grade the exam papers. (I5)

The second subtheme of the leadership under the mentoring context was *colleagueship*. PTs focused on respect throughout their relationships with the CTs in their journals and in the interviews. They expected to be respected by the CT, and to be treated as a future colleague. PTs reflected that although the CTs they were working with did not have any problems with the PTs' visits to the teachers' room in the school, some other teachers in the school seemed to be disturbed by the presence of the PTs in the teachers' room when PTs went to the teachers' room to ask a question, they felt the need to leave the room due to the other teachers' attitudes towards the PTs (I7, I12, I16).

I don't think anyone wants us in the school. I try not to go to the teachers' room... Because whenever I go there, I feel like an alien. Everybody stares at me, and I don't feel comfortable. (I12)

Thus, the PTs were sent to a separate room where they could work and get ready for the lessons. PTs felt that in the socio-professional context, they were avoided by the teachers; were not accepted as future colleagues, not even an intern but as a student. As for the individual relationships with the CTs, PTs experienced contradicting events throughout their practice teaching. One pre-service teacher shared her experience in terms of mutual respect that the pre-service and the CTs showed to each other in addition to the confidence the pre-service teacher had in communicating with the CTs. She examined her feelings which made her feel as a *teacher* when the CT asked for the pre-service teacher's help for preparing extra material for a course that the CT was going to teach (I4). The pre-service teacher felt that the CT valued her and her work; thus this motivated her to get prepared for the lessons and teaching practices.

My mentor teacher once asked me to search on a topic that she will examine in the following weeks. She even asked me to

bring some extra materials, even prepare handouts. Her calling me and asking me to get prepared for a topic made me feel that in the future I will be contacting with my colleagues in the way she approached me. I felt very confident in my relationship with her. (I4)

On the other hand, another pre-service teacher experienced an unfortunate event in terms of the CTs' mentoring practices. The pre-service teacher was criticized by the CT in front of the students and other PTs during the lesson hour. The CT criticized the pre-service teacher about the lesson plan and the pre-service teacher's way of delivering the instruction (I20). The pre-service teacher was ashamed of himself and of being in that situation. He asked "How would I expect the students to respect me, when their teacher did not value my presence as a teacher in the class?".

4.3.2.2. The University Supervisor

According to the content analysis of the reflective journals, PTs focused on one experience they had with the supervisor throughout the practice teaching course. The role of the university supervisor in the event was, she attended a regular meeting with the CTs, and discussed the issues that the PTs were complaining about. One of the PTs mentioned the role that the supervisor played in solving problems. However, this one incident is not enough to create a category in the reflective journals; therefore, it was eliminated from the frequency table of the reflective journal data, and implemented to the frequency table of the final semi-structured face-to-face interview analysis. According to the PTs, the university supervisor had three main roles during the practice teaching when mentoring practices are concerned (See Figure 4. 9).

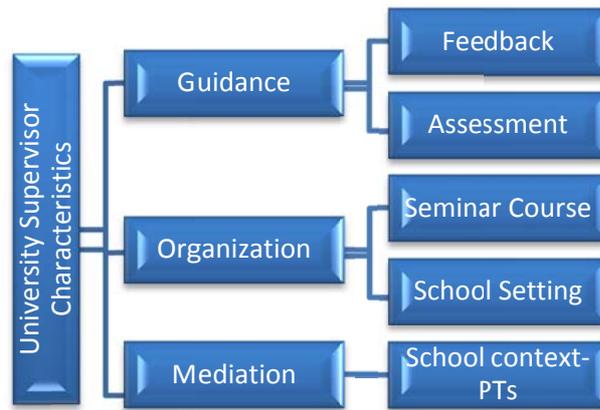


Figure 4. 9 PTs' Perceptions of Mentoring Experiences regarding the University Supervisor during Practice Teaching

According to the PTs, the supervisor was the ultimate guide in the mentoring context. Thus, her mentoring practices were compared to the CTs in terms of *guidance* they provided. In terms of guidance, PTs reflected on the feedback the supervisor provided after the assessed teaching considering the immediate feedback she gave in addition to the stimulated recall sessions after the assessed teachings. In terms of assessment, PTs considered the assessment techniques that the supervisor applied throughout the semester.

They considered the supervisor providing the assessment tools at the beginning of the semester as a fair and informing way of assessing the teaching practices of the PTs. PTs defined the role of the supervisor in the mentoring context as a *mediator* between the school context and the PTs. PTs indicate that the university supervisor not only mediated between the school context and the PTs but also between the PTs' as well. By pointing out the role of the university supervisor as the mediator, the PTs reflected on the clashes within the socio-professional context. Thus, through mediation, the organization of the practice teaching course was also praised. Therefore, the subtheme of the university supervisor was labeled as the organization/mediation.

Guidance

PTs reflected on the mentoring role that the supervisor played in relation with the CTs while making a comparison between the two. Since PTs were in close contact with the researcher and the supervisor, they were not directly asked about the effectiveness of the mentoring practices of the university supervisor applied throughout the semester. Rather- PTs were asked about the ideal practice that they thought of during practice teaching. In order to answer the semi-structured face-to-face interview questions, PTs felt the need to answer the questions by giving out examples from practices of the university supervisor. The *guidance* theme was labeled according to the content analysis of the data gathered through the interviews. The theme had two subthemes, *feedback* and *assessment*. PTs emphasized the benefits of the *feedback* they received from the university supervisor. They mostly compared the feedback by the CTs and the university supervisor. According to the PTs, the university supervisor gave them immediate feedback right after their assessed teaching (I1 & I18).

The role of the supervisor was important especially in terms of feedback... After teaching a lesson one can feel bad about a good lesson or feel good about a bad lesson. It is so important as to give us feedback realistically. I think the feedback provided by our university supervisor will be very useful for me... (I1)

Although I did not have the chance to observe myself after my assessed teaching, the feedback that the university supervisor gave me made me consider the things that I have not thought before... It was very different from the feedback that my mentor gave me (I18).

The feedback the university supervisor provided was effective and applicable to the future teaching practices of the PTs. The university supervisor expressed both strengths and weaknesses of the PTs which made them take notes and remind themselves for the future teaching experiences. In addition, the university supervisor used stimulated-recall sessions through the video-recordings of the assessed teachings to give feedback; therefore, the PTs had the chance to observe themselves while teaching and reflect upon the points that the university supervisor was

addressing to (I17). PTs stressed that they found the stimulated-recall sessions very effective for feedback since it would be difficult to remember what the university supervisor was addressing due to the anxiety that the pre-service teacher was experiencing in front of the class.

My expectations were fulfilled this term by the university supervisor. We asked a number of questions and our supervisor answered all of them. Whenever we needed feedback, you gave effective feedback for the video discussions or teachings. It was fruitful. We didn't do such a thing last term. (I17)

In terms of assessment, the PTs were satisfied with the *assessment* methods used by the university supervisor. She provided a number of rubrics at the beginning of the semester and informed all PTs of the study group about the points that they will be evaluated throughout the semester. Therefore, PTs knew what they would do and how many points they would get from their performances (I5, I9, I13).

Our supervisor gave us the rubrics at the very beginning of the semester. We examined them and they became the checklist of the presentations that we did in the classrooms. Therefore, we were informed about what we will be assessed on. (I9)

However, the PTs concentrated on the need for being assessed a number of times, rather than being evaluated according to one teaching performance. One of the PTs mentioned that they did not have time to show that they made a progress in their teaching according to the feedback the university supervisor gave (I2, I7, I9, I14).

One assessed teaching was not enough; I wish we had to chance to redesign a course for a second assessed teaching, keeping the feedback our university supervisor gave in mind (I7)

Although the university supervisor did not put a limit to the PTs in terms of assigning an assessed teaching session, and she let them decide on the times of assessed teaching, most of the PTs were observed for one time in the semester due to time constraints and the large number of participants in the study group.

Organization

PTs assigned a role to the university supervisor in terms of maintaining the *organization* of the practice teaching both in terms of *seminar course* and the *school setting*. PTs mentioned that the supervisor offering the practice teaching course need to be aware of the real experiences in the school and seminar context. The supervisor should know more than the pre-service teacher, and make a detailed organization of the seminar course to make the PTs express themselves while they were experiencing the difficult times in practice teaching (I6, I18, I21). Therefore, PTs reflected on their concerns related to the detailed organization of the seminar course offered by the university supervisor.

When we go to schools, we felt insecure at the beginning. Our university supervisor took us to the school and introduced us to the school administration and to the CTs. Our supervisor thought and planned everything in detail. We felt it at the very beginning of the semester. (I18)

They asserted that the concerns were for no reason, and the course provided them a lot more than they thought at the beginning of the course. PTs highlighted how effective some of the activities in the course were; namely the video discussions, where they had the chance to observe, reflect and be evaluated by their peers, became aware of their strengths and weaknesses, analyze students' use of target language in detail and noticing the details of their own teacher talk (I5, I8, I9, I12, I15, I18).

... when we watched video discussions, everybody showed the faulty points, they said how it could be better. I thought most of time if I were in her shoes... It was very useful. (I18)

In addition to the video discussions, the PTs benefited from the mock interviews where they were asked to bring their CVs and a visiting jury from the department was invited to form a jury as if they were being hired for a job position.

...the mock interviews were not just effective for the

interviewee but also for us. We learned the questions that can be asked, the situations we can face, to what extent do we need to behave serious or intimate, we saw an example at least... I never had an interview experience and watching one was really helpful. (I11)

Moreover, PTs of the study group stated the support and encouragement they received from the master and job opportunity presentations where they got informed about possible job openings and scholarships for their future studies.

PTs were impressed by the organization of the seminar course compared to what they had in the previous semester. One of the PTs pointed out that the detailed organization of the seminar course provided the chance to incorporate theory they have learned in the undergraduate program with practice they had in the real school environment (I4, I6, I7, I9, I14, I15). In terms of school setting organization, PTs could not think of any alternative to make the schedules of the classroom observations. They thought that it is the university supervisor's duty to make the assignment of the PTs to the CTs (I8, I9, I12, I15). In addition, the university supervisor was seen as the authority to assign the CTs to the PTs due to the fact that some of the PTs stated that two of the CTs found the number of PTs too much for the practice teaching and had doubts to have that many PTs in their classrooms (I2, I6).

Mediation

According to the PTs, the university supervisor was the mediator between the school environment and the PTs. The university supervisor was the reference to the PTs introducing them to the school administration and the CTs. PTs of the study group stated that the supervisor played an important role in giving the first impression to the people that they would be working with throughout the practice teaching (I7, I9, I14). PTs also focused on the role of the university supervisor as the person who maintains coordination between the PTs and the CTs in terms of uttering the problems the PTs were going through, introducing the weekly tasks to the CTs to inform them about what the PTs were responsible for, and assigning their weekly duties. In addition to verbalizing the problems and introducing the tasks to the CTs, she also asked their opinions about the process and expectations regarding the roles

and responsibilities of the PTs (I3, I6, I8). Therefore, a mutual communication was established thanks to the university supervisor. PTs also focused on the role of the university supervisor in terms of mediation from the perspective of maintaining a close relationship not only with the CTs but also with the school administration. Although the PTs were not in close contact with the school administration, they had expectations from the school administration in terms of maintaining physical environment ready for the PTs (i.e. putting extra chairs and tables to the classes so that the PTs would not sit on the absent students' chairs on the day of the observation).

4. 3. 2. 3. Other Role Models

PTs reflected on various teaching and learning related events in their journals and in the final interviews. They mostly recalled their past experiences in order to elaborate on their current experiences during the practice teaching. In addition to the previous experiences, PTs also made comparisons with the previous role models they came across in their past learning and teaching experiences. Other role models were labeled under the mentoring context due to the fact that PTs mostly reflected on them regarding the guidance they provided with their presence in the past. Moreover, PTs mostly reflected on the previous role models in their weekly reflective journals but not in their final interviews. The previous role models were divided into four subthemes; *high school teachers*, *self as a learner*, *previous CTs*, and *university instructors*.

When the frequency analysis of the reflective journals were examined, it was observed that the PTs mainly reflected on their experiences with their *high school teachers* (f=15) (See Table 4. 21). The content of their reflection revealed that the PTs compared the teaching practices of their high school teachers with the CTs they

Table 4. 21 Frequency Table for PTs' Perceptions of Mentoring Practices during Practice Teaching (Reflective Journals)

Thematic Code	Journals									Overall									
	1	2	3	4	5	6	7	8	9	f	%								
University instructors	0	0.00	0	0.00	2	0.24	1	0.12	2	0.24	1	0.12	0	0.00	0	0.00	7	6.54	0.84
Previous CT	0	0.00	2	0.24	1	0.12	1	0.12	2	0.24	1	0.12	0	0.00	0	0.00	8	7.48	0.96
Self as a learner	1	0.12	2	0.24	1	0.12	1	0.12	1	0.12	1	0.12	2	0.24	1	0.12	11	10.28	1.32
High school Teachers	2	0.24	1	0.12	2	0.24	1	0.12	1	0.12	2	0.24	2	0.24	2	0.24	15	14.02	1.80
Previous Role Models																	41	4.92	
Other Role models																			
Guidance	0	0.00	0	0.00	4	0.48	0	0.00	0	0.00	1	0.12	1	0.12	0	0.00	7	6.54	0.84
Support	0	0.00	0	0.00	2	0.24	1	0.12	1	0.12	1	0.12	1	0.12	0	0.00	7	6.54	0.84
Planning	1	0.12	1	0.12	1	0.12	1	0.12	0	0.00	0	0.00	1	0.12	1	0.12	6	5.61	0.72
Teaching	2	0.24	1	0.12	0	0.00	0	0.00	2	0.24	0	0.00	1	0.12	0	0.00	6	5.61	0.72
Motivation	1	0.12	2	0.24	0	0.00	0	0.00	2	0.24	0	0.00	1	0.12	0	0.00	6	5.61	0.72
Relationships with the students	1	0.12	2	0.24	0	0.00	0	0.00	2	0.24	0	0.00	1	0.12	0	0.00	6	5.61	0.72
Flexibility	3	0.36	4	0.48	2	0.24	2	0.24	1	0.12	1	0.12	1	0.12	1	0.12	16	14.95	1.92
Colleagueship	5	0.60	6	0.72	4	0.48	1	0.12	0	0.00	0	0.00	0	0.00	2	0.24	18	16.82	2.16
Total	15	1.80	19	2.28	19	2.28	10	1.20	11	1.32	8	0.96	11	1.32	8	0.96	107	100.00	12.84

observed throughout the practice teaching. The PTs compared both positive and negative experiences with the two groups. For instance, one of the PTs observed an activity plan conducted by a CT and she recalled her high school days where her English language teacher used the same activity to teach vocabulary when she was a student (The activity was two groups of students were assigned to guess the meaning of the vocabulary given in a paragraph and were supposed to write the meanings on the board before the other team). However, the PT was not satisfied with the current application when she recalled how much she enjoyed her time during the activity. She concluded that the application of the teaching techniques was much more important than the teaching technique itself (J3.8).

During the practice teaching, PTs also reflected on the behaviors of the students by comparing their own experiences as learners. They not only compared themselves with the students but also criticized and questioned the way they acted in the classroom. Three of the PTs were worried about the way the students acted in the class when the CT came in to the classroom. None of the students stood up, and this was a surprise for the PTs since when they were students they were not allowed to sit when the teacher entered the classroom. The PTs elaborated on the behaviors of the students as disrespectful and ignorant (J1.14, J5.12, J1.15).

When we went the classroom, no one turned around to check who came to the classroom. No one stood up or greeted the teacher... I was surprised to see the classroom in such a way acting disrespectful to the teacher. (J5.12)

Some of the PTs thought of their experiences as learners according to a specific teaching act performed by the teacher. For instance, a pre-service teacher recalled her experience as a learner and how she got bored when the teacher followed the book, sentence by sentence. Therefore, she developed an insight, in terms of her future teaching practices, to bring colorful and enjoyable activities and materials to the classroom and not to have a boring class like the ones she observed. (J7.12)

When I was a student, my English teacher was also obsessed with the book. She was doing exactly the same thing in the book. Word by word. She never brought an extra material to the class or organized a game as an activity of learning. Once I

observed a similar teacher in this semester during my practice teaching, I decided not to become a teacher like them. I will look into the eyes of my students and try to understand their mood whether they are bored or enjoying themselves (J7.12)

PTs reflected on their experiences with the CTs they observed in the previous semester. PTs noted that although the previous CTs showed more enthusiasm for teaching and motivated the students, they did not treat the PTs as future professionals like the CTs they observed in the current practice teaching context. One of the PTs expressed how she felt sorry for herself for being in the class in the previous semester when she was treated as “nothing” or “invisible” (J1.12). She added that during practice teaching, she was more than welcomed by the CT and was introduced as a future teacher to the students. This introduction made her anxious about the practice teaching.

Last semester, it was like I was not in the classroom. I was like a camera recording what was going on in the classroom. The mentor teacher did not even introduce me to the class. The students learned my name nearly towards the end of the semester. However, this semester, the first thing that the mentor teacher did was introducing the pre-service teachers to the students. She mentioned that we will be future professionals. I was so happy to hear that from a mentor teacher in front of a class of 30 students. (J1.12)

One of the PTs recalled an activity conducted by a university instructor (playing music while the PTs were reading a text that they were supposed to find answers for some questions). She highlighted how effective playing music was for the PTs as learners to concentrate on the reading text and enjoyed the time they spent during reading. She recalled this experience after observing that the CT was making use of the same activity (J2.1). Another pre-service teacher focused on how she learned to be thankful to the people for doing any kind of favor from her university instructor (J2.17). Lastly, PTs compared what they were taught in the testing and assessment course in the undergraduate program, and how the exams were prepared by the CTs (J5.14, J6.9, and J7.22).

Finally, PTs reflected on their previous learning experiences at the university and the things they learned from the university instructors in terms of methodology,

testing, assessment and materials development throughout the undergraduate program. PTs either reflected on the teaching practices of the university instructors as teachers, or reflected on the practices they learned from the university instructors as mentors (See Table 4. 22).

Table 4. 22 Frequency Table for PTs' Perceptions of Mentoring Practices during Practice Teaching (Interviews)

	1	2	3	4	5	6	7	8	9	10	11	
	f	%	f	%	f	%	f	%	f	%	f	
Modeling	1	0.12	1	0.12	2	0.24	1	0.12	3	0.36	1	0.12
CT Role Guidance	1	0.12	1	0.12	1	0.12	1	0.12	0	0.00	1	0.12
Leadership	3	0.36	2	0.24	0	0.00	0	0.00	1	0.12	3	0.36
Organization/ Mediation	1	0.12	1	0.12	1	0.12	2	0.24	1	0.12	1	0.12
US Guidance	1	0.12	0	0.00	0	0.00	1	0.12	1	0.12	1	0.12
Total	7	0.84	5	0.60	4	0.48	3	0.36	6	0.72	9	1.08

Table 4. 22 Frequency Table for PTs' Perceptions of Mentoring Practices during Practice Teaching (Interviews) (cont'd)

	12	13	14	15	16	17	18	19	20	21	22	Overall	
	f	%	f	%	f	%	f	%	f	%	f	%	
Modeling	5	0.60	4	0.48	1	0.12	4	0.48	2	0.24	1	0.12	28.57
CT Guidance	2	0.24	2	0.24	1	0.12	2	0.24	1	0.12	1	0.12	16.14
Leadership	6	0.72	2	0.24	4	0.48	2	0.24	1	0.12	2	0.24	26.08
Organization/ Mediation	3	0.36	2	0.24	1	0.12	1	0.12	1	0.12	1	0.12	18.63
US Guidance	2	0.24	2	0.24	0	0.00	1	0.12	1	0.12	1	0.12	10.55
Total	18	2.14	12	1.43	7	0.83	9	1.07	7	0.83	9	1.07	100.00

According to Table 4. 22, the PTs mostly reflected on their experiences with the CTs (f=114) when compared to their reflections on the mentoring practices of the university supervisor (f=47). Although, pre-service teachers were quiet satisfied with the mentoring practices of the university supervisor, they felt the need to express their observations of the CTs more than their experiences with the university supervisor.

4. 3. 2. 4. Socio-Professional Context

During the content analysis of the reflective journals and the semi-structured face-to-face interviews, the mentoring context was interrelated with the socio-professional context in terms of providing the PTs’ the feeling of a future professional (See Figure 4. 10). PTs asserted that the observation of the inter-personal relationships and reflecting on the intra-personal experiences provided them an insider perspective on one hand; and made them feel alienated from the context on the other. Therefore, considering the close relationship of the two contexts, the socio-professional context was examined under the mentoring context.

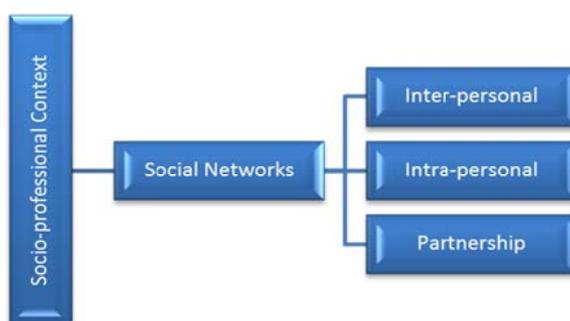


Figure 4. 10 PTs’ Perceptions of the Socio-Professional Context during Practice Teaching

The subcategories of the *Socio-professional Context* were labeled under the *Social Networks* theme according to the subthemes derived from the data; *Inter-personal* relationships, *Intra-personal* reflections and the *Partnership* of the Faculty and School throughout the practice teaching. In the design of the study, it was stated that the data analysis was conducted according to the theory and data-driven data

analysis procedures. Although the socio-professional context was not considered in the design of the study, the data revealed that the dynamics of the research context would be impossible to examine without a clear understanding of the relationships established within the practice teaching context.

Interpersonal Relationships

During practice teaching, PTs reflected on the interpersonal relationships they observed. The social network included various interpersonal relationships during the practice teaching. In the reflective journals, PTs focused on seven themes under the interpersonal relationships subtheme (See Figure 4. 11). The thematic analysis revealed that PTs elaborated on the dynamics of the social network in order to define their experiences during practice teaching.

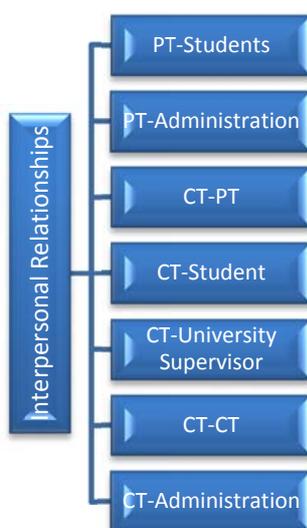


Figure 4. 11 PTs' Perceptions of the Socio-professional Context Regarding the Interpersonal Relationships during Practice Teaching

PTs witnessed a number of interactions with the context they were in. In some relationships, they were actively involved, in others they reflected upon what they observed. PTs reflected on their personal relationships with the *students*. They agreed on two points; one is that when the students showed interest in the lessons the PTs were teaching; it was because they had good relationships with them (J7.22).

My second micro teaching was very good, the students accepted me as their teachers and it was very important for me. (J7.22)

The second point the PTs agreed and mostly reflected on was when the students showed no interest in the lesson, it was because the PTs were not their actual teachers and students considered them as elder sisters or brothers. As a result, the CTs had to interfere with the lessons prepared by the PTs (J6.16).

Once one of the students called me “abla”. I could not decide what I should do at that moment. He was asking for my help, and I was willing to help him. However, I could not decide how to tell him that he should not call me abla in the class. (J6.16)

Although the PTs did not have much direct contact with the *administration*, they reflected on their relationships with the administration indirectly. The PTs focused on the physical facilities supposed to be provided by the administration. They complained that there were not any extra chairs and desks in the classrooms, so they had to sit with the students which did not seem professional at all. One of the PTs noted that they sit with the students; therefore, it was difficult for them to feel that they would be teachers in a couple of months (J5. 17).

PTs mostly mentioned about their relationships with the *CTs* throughout the semester. They generally defined their relationships with the *CTs* as an opportunity to getting to know new professionals, exchanging teaching ideas and reconsidering teaching practices. The participants of the study had the chance to observe more than one teacher in order to increase their chance to be exposed to different teaching practices. Therefore, they compared the mentoring practices of the *CTs*. Some reflected on the *CTs*’ treating the PTs as future professionals, and inviting them to observe other classes that they were not assigned to, trusting PTs and lending them their keys to the computer lab and listening to the PTs’ concerns regarding their future professional lives. On the other hand, some PTs reflected on the *CTs*’ mentoring practices regarding not introducing them “properly” to the students or asking them to leave when the PTs completed their weekly tasks. No matter how

they defined their relationships with the CTs, PTs reported that “our CTs were very nice and kind people; we only had difficulties in our relationship with them in terms of sharing and shaping the professional knowledge” (J3.3, J4.5, J6.10).

During the observations, PTs observed interactions with the *CTs* and the *students*. Since CTs and the students were together for a long time, they developed a close relationship with each other. Most of the time CTs made effective use of the close relationship they had to motivate the students, create an energetic and warm atmosphere in the classroom. However, there were times that the PTs observed how the close relationship could turn into a disadvantage in teaching practices. For instance, a pre-service teacher highlighted the way the CT addressed a student by giving him a nick name. Although PT asserted that everyone in the classroom including the student that the CT addressed laughed at the nick name; the PT found it humiliating and disrespectful (J3.9).

I can understand making jokes with the students, but I cannot understand a teacher putting a name to a student and making fun of him in front of the class. How could she do that? If I were the parent, I would let the administration know about the issue. (J3.9)

Although PTs did not observe anything regarding the relationship between the *CT* and the *university supervisor*, they reflected on the consequences of the partnership indirectly. The PTs acknowledged that the two parties respected each other and due to the role of the supervisor as a mediator, most of the problems the PTs faced were solved (J4. 8, J3. 9, J6. 13). According to the PTs in the study, this could be possible only if the parties were eager to be involved in the teaching practice.

PTs also addressed the relationships of the *CTs* with each other. PTs focused on the interaction between the CTs in terms of assigning duties to the PTs. Due to the fact that the PTs were attending two CTs; one for teaching observations, the other for conducting administrative duties, the communication between the CTs was important for the PTs to maintain a coherence between the observations and the administrative duties. They referred to the need to be fair in the assignment of duties. This could only be achieved when there was a constant communication between the CTs which

also showed the CTs considered and planned practices of the PTs during practice teaching.

The socio-professional context was defined by the PTs considering a number of interpersonal relationships between the participants taking an active role in practice teaching. One of the subthemes of interpersonal relationships was the *school administration* and the *CTs*. Although PTs were not involved in any school meeting and did not have the chance to observe the direct relationship between the two parties, they felt uneasy with some applications of the school administration. Two of the PTs emphasized that, the common exams took place in English lessons most of the time, and everyone was so accustomed to the situation that they did not have any objections for wasting the lessons with common exams of other classes (J2.19).

I don't know the reason why they took course hours of the English lessons for exams, Math, Science... It was so strange. Everyone seemed that they were used to it. Well, this shows how they underestimate the value of the English course. (J2.19)

Moreover, one of the PTs highlighted that the school administration was making announcements anytime they thought necessary disregarding the fact that the teachers were in classes and teaching. Those announcements distracted the students and caused classroom management problems afterwards (J2. 14). However, the CTs did not have any objections to these decisions made by the school administration. The PTs were surprised to witness the unspoken dynamics of the interpersonal relationships.

When the frequency analyses of the reflective journals were examined (See Table 4. 23), it was observed that the PTs did not mention about their role in the socio-professional context in terms of intrapersonal reflections on themselves. Therefore, in the semi-structured face-to-face interviews, PTs were asked to reflect on their role in this context. The final interviews revealed the last two components of the social

Table 4. 23 Frequency Table for PTs' Perceptions of the Socio-professional Context during Practice Teaching (Reflective Journals)

Thematic Code	Journals																		Overall			
	1		2		3		4		5		6		7		8		9					
	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	within group	%
PT-St	0	0.00	1	0.12	1	0.12	1	0.12	2	0.24	1	0.12	3	0.36	1	0.12	0	0.00	10	19.23	19.23	1.20
PT-Adm	0	0.00	0	0.00	1	0.12	1	0.12	1	0.12	0	0.00	0	0.00	0	0.00	0	0.00	3	5.77	5.77	0.36
CT-PT	2	0.24	2	0.24	2	0.24	1	0.12	3	0.36	2	0.24	1	0.12	2	0.24	1	0.12	16	30.77	30.77	1.92
CT-US	0	0.00	1	0.12	0	0.00	1	0.12	1	0.12	1	0.12	0	0.00	0	0.00	0	0.00	4	7.69	7.69	0.48
CT-St	1	0.12	0	0.00	3	0.36	2	0.24	1	0.12	1	0.12	0	0.00	0	0.00	2	0.24	10	19.23	19.23	1.20
CT-CT	0	0.00	1	0.12	1	0.12	1	0.12	1	0.12	0	0.00	1	0.12	0	0.00	0	0.00	5	9.62	9.62	0.60
CT-Adm	1	0.12	1	0.12	0	0.00	0	0.00	1	0.12	1	0.12	0	0.00	0	0.00	0	0.00	4	7.69	7.69	0.48
Total	4	0.48	6	0.72	8	0.96	7	0.84	10	1.20	6	0.72	5	0.60	3	0.36	3	0.36	52	100.00	100.00	6.24

networks; namely the intrapersonal reflections and the partnership of the cooperating school and the faculty.

Intrapersonal Reflections

The intra-personal reflections of the PTs in the study focused on their role in the social network of practice teaching. PTs reflected on their roles in the social network by using metaphors. Two of them asserted that they were *guests* in the classroom and their role was to *come and go*, and they were not given any responsibility in the classroom (I1, I18).

We were guests. Before starting our professional lives, we need to conduct an internship process. We become the teacher's assistant there. However, in our situation, it was not the case. Perhaps they could have given us more responsibility. We just sat down. (I18)

Four of the PTs specified that they were still *students* and they were to sit at the back rows and observe (I18, I6, I15, I19). Some of the PTs defined their roles as a *ghost* (I12), not having a concrete role in the teaching process; as a *dog*, a loyal friend chasing and running after the CT (I1), and as an *owl*, not belonging to the group and observing from outside (I2).

This term, we found a chance to introduce ourselves to the students. ... So, we were just like ghosts who came to the class and then went without saying anything. (I12)

It will be extremely awkward, but the class was like a place where all the animals live there. Imaging with animals may be very awkward, but there is also an owl. It reacts sometimes when there is a mistake. It always can't interfere and only keeps quiet because this is its work. We were like this owl. (I2)

Seven of the PTs defined their role as the *mediator*, going to the classroom, completing the weekly and teaching tasks, and leaving the school. The mediator role

was defined as somewhere in between in terms of their role as a student and as a teacher. These PTs could not decide whether they were students or teachers in the classroom. In addition, they reflected on the role of the CT who defined the role of the PTs by showing their attitude towards the PTs in the classroom. Finally, only five of the PTs defined themselves as *teachers* who were given the responsibility to take the initiative in the classroom, were being addressed by the CTs by using the second person plural in front of the students, and were asked about their opinion considering the teaching practices (I5, I6, I8, I10, I16, I11).

Actually, first term I believed that I was going to be a teacher. However, when I saw this school I felt like I was not ready to become teacher. Thanks to the teaching practices throughout the practice teaching course and the tasks we conducted at the seminar course, we got ready. When I was in front of the classroom, I felt like I could be the teacher of that classroom and behaved accordingly. (I5)

These five PTs remarked that they were *lucky*. The CTs they observed were regarded as confident in teaching and in their relationship with the students and respectful to anyone they came across by the PTs of the study group. PTs stressed that the students act according to the CTs' attitude towards the PTs. In other words, if the CT was respectful to the pre-service teacher in the classroom, students showed respect to the PTs as well. The PTs who asserted that they felt as teachers during practice teaching stated that the role confusion made it difficult for them to understand their role in the practice teaching. Therefore, the non-standard attitude of the participants taking an active role in the social network towards the PTs confused them and created a conflict in their understanding of the collegueship. In order to avoid confusion, PTs stated that they did their best to keep themselves busy with the teaching tasks and administrative duties, asking CTs to give them extra work after the classes.

School-Faculty Partnership

During the practice teaching, the university supervisor and the researcher were in close contact with the CTs and the school administration. The researcher was at the school every other week in order to clarify any misunderstood issues regarding the weekly tasks that the PTs had to accomplish. The university supervisor asked for a meeting at the beginning of the semester with the school administration and the CTs in order to clarify the expectations of the PTs from the CTs and the school administration throughout the practice teaching. Although the CTs attended the meeting, no one from the school administration was present. In addition to the meeting conducted at the beginning of the semester, the supervisor and the researcher attended two more meetings throughout the semester. A total number of three meetings were conducted with the CTs in addition to the unplanned talks in the teachers' room.

PTs reflected on the School-Faculty *Partnership* as the compulsory contact which created the opportunities for the CTs to get involved in the practice teaching process and play an active role. Before arranging the meetings, the PTs reflected on the problems they experienced in terms of making decisions regarding the schedules and the assigned CTs. The PTs stated that they observed a change in the attitudes of the CTs after the introduction meeting conducted with the university supervisor and the researcher (I1, I14, I2, I3, I5). PTs stressed that the partnership between the faculty and the school gave the PTs a feeling that they were not left alone in this process. One of the PTs highlighted that they felt alone in the previous semester due to the fact that the university supervisor had no contact with the school during the School Experience course, and did not go the school at all (I12). Considering the role of contact, PTs as participants of the study had the chance to compare their teaching practices with other PTs at the department. When they compared the experiences of the PTs' regarding practice teaching with theirs, they asserted that the interest that the university supervisor showed in practice teaching made the whole experience more professional (I15, I16).

Table 4. 24 displays the frequency of the reflections focusing on the social networks during the final interviews.

Table 4. 24 Frequency Table for PTs' Perceptions of the Socio-professional Context during Practice Teaching (Interview)

	1		2		3		4		5		6		7		8		9		10		11			
	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%		
Socio- Professional Context	3	0.36	4	0.48	1	0.12	1	0.12	1	0.12	1	0.12	1	0.12	1	0.12	2	0.24	2	0.24	3	0.36	3	0.36
Social Networks	1	0.12	2	0.24	1	0.12	1	0.12	1	0.12	1	0.12	1	0.12	1	0.12	2	0.24	4	0.48	0	0.00	2	0.24
Overall	4	0.48	6	0.71	2	0.24	2	0.24	2	0.24	2	0.24	2	0.24	2	0.24	4	0.48	6	0.71	3	0.36	5	0.59

Table 4. 24 Frequency Table for PTs' Perceptions of the Socio-professional Context during Practice Teaching (Interview)
(cont'd)

	12		13		14		15		16		17		18		19		20		21		22		Overall		
	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	
Socio- Professional Context	4	0.48	3	0.36	1	0.12	4	0.48	0	0.00	2	0.24	2	0.24	3	0.36	8	0.96	1	0.12	2	0.24	52	62.65	6.24
Social Networks	2	0.24	1	0.12	3	0.36	3	0.36	1	0.12	1	0.12	1	0.12	0	0.00	0	0.00	2	0.24	1	0.12	31	37.35	3.72
Overall	6	0.71	4	0.48	4	0.48	7	0.83	1	0.12	3	0.36	3	0.36	3	0.36	8	0.96	3	0.36	3	0.36	83	100.00	9.96

According to Table 49, PTs mostly reflected on their self-image in the classroom ($f=52$) throughout the practice teaching course when compared to the partnership of the faculty and the school ($f=31$). Although PTs of the study were about to begin their professional lives, they were mostly interested in their self-image according to the students in the classroom. Considering the fact that practice teaching aims to maintain student learning and engagement, the survival attitude of the PTs was thought provoking.

4. 3. 3. The Relationship between the PTs' Perceptions of Mentoring Practices and Their Sense of Efficacy Beliefs

The descriptive statistics of the TSES (Tschannen-Moran & Woolfolk-Hoy, 2001), MEFLT (Hudson, Nguyen & Hudson, 2009) and the content analysis of the reflective journals and the semi-structured face-to-face interviews showed that PTs were highly affected by the mentoring practices they observed and experienced throughout the practice teaching. Although PTs reflected in their weekly journals and interviews that the lack of integration, unsystematic ways of providing professional feedback, and disorganized understanding of practice teaching from the administration affected their professional self-image; it was aimed to examine the related events, conditions and behaviors between PTs' sense of efficacy beliefs and their perceptions of mentoring practices during practice teaching.

In order to define the relationship between the mentoring practices and PTs' sense of teacher efficacy beliefs, a correlational analysis was conducted (See Table 4. 25) assuming that in any correlation, causality between two variables cannot be expected since there may be other measured or unmeasured variables affecting the results (Field, 2009).

Table 4. 25 Correlation Coefficients of TSES and MEFLT Factors

		PPA	PK	M	CM	SE	IS
Kendall's tau_b	PPA ⁱ	Correlation Coefficient					
		Sig. (1-tailed)					
		N					
	PK ⁱⁱ	.66**	Correlation Coefficient				
		.00	Sig. (1-tailed)				
		22	N				
	M ⁱⁱⁱ	.68**	.49**	Correlation Coefficient			
		.00	.00	Sig. (1-tailed)			
		22	22	N			
	CM ^{iv}	.27*	.14	.20	Correlation Coefficient		
		.04	.18	.105	Sig. (1-tailed)		
		22	22	22	N		
SE ^v	-.00	-.15	-.03	.52**	Correlation Coefficient		
	.477	.16	.421	.00	Sig. (1-tailed)		
	22	22	22	22	N		
IS ^{vi}	-.01	.01	.02	.61**	.42**	Correlation Coefficient	
	.46	.45	.44	.00	.00	Sig. (1-tailed)	
	22	22	22	22	22	N	

* $p < 0.01$ level.

* $p < 0.05$ level.

Although correlation coefficients do not define which variable causes the other to change and does not indicate the direction the causality operates, they define a certain relationship between the two variables being examined (Field, 2009). Kendall's tau, a non-parametric test of correlation was used in the analysis due to the small data set. Although Spearman's statistics is more popular of the two coefficients, Kendall's statistics is found to be a better estimate of correlation in non-parametric data sets (Howell, 1997, as cited in Field, 2009). It is claimed that

ⁱ Personal/Professional Attributes of the CTs

ⁱⁱ Pedagogical Knowledge

ⁱⁱⁱ Modeling

^{iv} Classroom Management Subscale of the Sense of Efficacy Beliefs

^v Student Engagement Subscale of the Sense of Efficacy Beliefs

^{vi} Instructional Strategies Subscale of the Sense of Efficacy Beliefs

Kendall's statistics can draw more accurate gauge of what the correlation in the population would be (Field, 2009, p. 181).

According to the Kendall's tau analysis, the MEFLT Scale factors, PPA (Personal/Professional Attributes), PK (Pedagogical Knowledge) and M (Modeling) were significantly correlated with each other. In other words, PTs perceptions of mentoring regarding the CTs' personal/professional attributes was significantly related to their perception of CTs' pedagogical knowledge ($\tau = .66, p < .01$), and modeling ($\tau = .68, p < .01$). In addition, in terms of PTs' perceptions of mentoring practices, their understanding of pedagogical knowledge of the CTs is related to their abilities of modeling ($\tau = .49, p < .01$).

When the sense of teacher efficacy beliefs of the PTs were examined, the scale items were also correlated to each other. Namely, PTs beliefs about their efficacy in classroom management is related to their efficacy in student engagement ($\tau = .52, p < .01$), and to their efficacy in instructional strategies ($\tau = .61, p < .01$). In addition, pre service teachers' efficacy in student engagement had also a significant relationship with PTs' efficacy in instructional strategies ($\tau = .42, p < .05$).

When the relationship between the mentoring practices and the sense of teacher efficacy beliefs were examined, it was found that they were significantly correlated in terms of PTs' perceptions of mentoring practices of the CTs' personal/professional attributes and PTs' sense of efficacy in classroom management.

The results of the correlation coefficients confirmed the content analysis of the reflective journals and the semi-structured interviews in terms of voicing the role of the CTs regarding the personal and professional approach to the PTs provided them with feeling of security and with the feeling of confidence in the classroom. Therefore, when PTs were faced challenges in terms of the attitudes of the CTs as mentors, they also experienced challenge in terms of classroom management.

4. 3. 4. Summary of the Findings

The second phase of the study aimed to define the mentoring perceptions of the PTs. Therefore, in order to examine their perceptions regarding the mentoring

practices, PTs were given a questionnaire (MEFLT; Hudson, et al., 2009) once towards the end of the semester. Thus, in line with the second aim of the study, the mentoring perceptions of the participant group was examined through the MEFLT Scale (Hudson, et al., 2009) and the sub-categories of the perceptions of the mentoring practices of the PTs were determined through the content analysis of the weekly reflective journals and the semi-structured face-to-face interviews.

4.3.4.1. Mentoring Perceptions of the PTs throughout the Practice Teaching Course

The descriptive statistics were examined and the mean values and the frequencies were analyzed according to the factors extracted in the pilot study. The reliability coefficient of the MEFLT Scale was .96 ($M=3.21$) for the actual study. According to the factor analysis extracted from the pilot study, there were three factors examined for the actual study. The factors extracted in the study were labeled as follows: the Pedagogical Knowledge (PK) ($M=2.84$; $\alpha=.91$); Personal/Professional Attributes (PPA) ($M=3.47$, $\alpha=.95$); Modeling (Mod) ($M=3.20$, $\alpha=.91$).

In the content analysis of the research data, the *Mentoring context* was labeled according to the experiences of the participants throughout the practice teaching course. However, although the content analysis focused on the mentoring perceptions of the participants, it revealed that the mentoring practices were considered in close connection with the *Socio-professional context* that the PTs experienced. Therefore, the perceptions of the PTs regarding the mentoring practices were examined in two main categories; *Mentoring context* and the *Socio-professional context*.

The subcategory of the mentoring context was mentors and the mentoring practices which included three main category; CTs, the university supervisor, and other role models. Considering the frequencies of the perceptions of the participants regarding the mentoring practices, in the reflective journals the PTs participated in the study did not recall any of their experiences with the university supervisor; however, they recalled their experiences with their previous instructors as role models. Through examining the mentoring roles of the role models in the practice teaching, the participant group defined certain roles to the active participants of the

practice teaching; the CTs and the university supervisor. The content analysis of the reflective journals and the interviews revealed that the participants considered the roles of the CTs as a guide, model and a leader. On the other hand, they addressed the role of the university supervisor as a mediator and a guide. As Table 4. 26 displays, when the frequencies of the reflections were compared, it was observed that the participants mostly reflected on the mentoring practices of the CTs as leaders; whereas they concentrated on the organization skills and the mediation practices of the university supervisor.

Table 4. 26 Overall Frequencies of the PTs’ Perceptions of the Mentors and Mentoring Practices from the Reflective Journals and the Final Interviews

			f	%
Mentoring Context	CTs	Modeling	64	28.19
		Guidance	40	17.62
		Leadership	76	33.48
	The University Supervisor	Organization/mediation	30	13.22
		Guidance	17	7.49
		Total	227	100.00

In addition to mentoring context, the socio-professional context was also considered to examine the perceptions of the participants regarding the mentoring practices. The subcategory of the socio-professional context was the social networks; divided into three headings; inter-personal, intra-personal and the partnership. The inter-personal relationships focused on the relationships taking an active role in the practice teaching. The intra-personal relationships addressed the roles that the PTs they play in the practice teaching. Finally the subcategory partnership added to the perceptions of the PTs by considering the faculty-school partnership throughout the practice teaching. According to the frequency of the interpersonal relationships displayed in Table 4. 27, PTs mostly reflected on the relationship between the CTs and the participant group.

Table 4. 27 Overall Frequencies of the PTs’ Perceptions of the Socio-professional Context from the Reflective Journals and the Final Interviews

			f	%
Socio-professional Context	Inter-personal Relationships	PT-St	10	7.41
		PT-Adm	3	2.22
		CT-PT	16	11.85
		CT-US	4	2.96
		CT-St	10	7.41
		CT-CT	5	3.70
		CT-Adm	4	2.96
	Intra-personal Relationships	PTs’ role	52	38.52
	School-Faculty Partnership	Partnership	31	22.96
	Total		135	100.00

The descriptive statistics of the TSES (Tschannen-Moran & Woolfolk-Hoy, 2001), MEFLT (Hudson, Nguyen & Hudson, 2009) and the content analysis of the reflective journals and the semi-structured face-to-face interviews showed that PTs were highly affected by the mentoring practices they observed and experienced throughout the practice teaching. In order to define the relationship between the mentoring practices and PTs’ sense of teacher efficacy beliefs, a correlational analysis was conducted through the Kendall’s tau analysis.

According to the analysis, the MEFLT Scale factors, PPA, PK and Mod were significantly correlated with each other. In other words, PTs perceptions of mentoring regarding the CTs’ personal/professional attributes was significantly related to their perception of CTs’ pedagogical knowledge ($\tau = .66, p < .01$), and modeling ($\tau = .68, p < .01$). In addition, in terms of PTs’ perceptions of mentoring practices, their understanding of pedagogical knowledge of the CTs is related to their abilities of modeling ($\tau = .49, p < .01$).

When the relationship between the mentoring practices and the sense of teacher efficacy beliefs were examined, it was found that they were significantly correlated in terms of PTs’ perceptions of mentoring practices of the CTs’ personal/professional attributes and PTs’ sense of efficacy in classroom management.

The results of the correlation coefficients confirmed the content analysis of the reflective journals and the semi-structured interviews in terms of voicing the role of the CTs regarding the personal and professional approach to the PTs provided

them with a feeling of security and with the feeling of confidence in the classroom. Therefore, when PTs faced challenges in terms of the attitudes of the CTs as mentors, they also experienced challenge in terms of classroom management.

4. 4. PTs’ Reflections on Challenges and Support they Experienced during the Practice Teaching Course

In order to address reflections of the PTs regarding the challenges and support they had during the practice teaching course, the frequency analysis of the open-ended survey and the interview data were examined. The challenges and support experienced in addition to the suggestions provided by the PTs will be examined in this section.

4. 4. 1. Challenging Experiences during Practice Teaching

In the final interviews and open-ended surveys, PTs were asked to reflect on their experiences that challenged them throughout practice teaching. PTs reflected on three content areas they considered as challenging experiences (See Figure 4. 12). One of the challenging experiences was the seminar course; course content and duration. The second one was the mentoring experiences, and the third content area was the socio-professional context (School Setting) at the cooperating school.

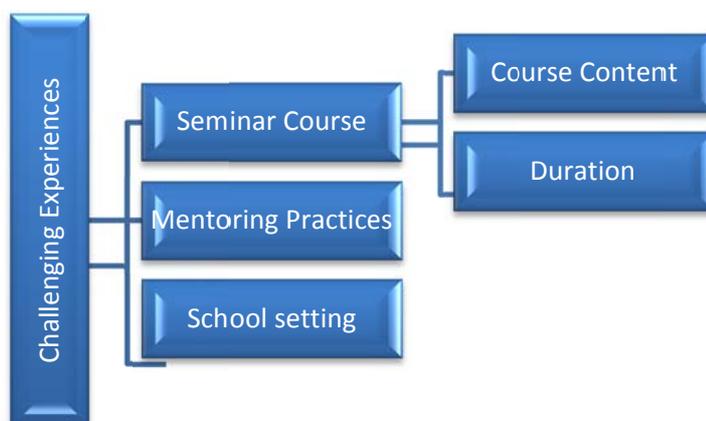


Figure 4. 12 Challenging Experiences during Practice Teaching

Although PTs also reflected on the supporting experiences they had during the practice teaching course in the three content areas mentioned above, challenging experiences will be examined in this section.

Seminar Course

The open-ended survey consisted of two parts; first part was a repertory grid focusing on tapping into the PTs' perceived relevance of the practice teaching course in advancing the knowledge of teaching and learning. There were six categories considering the knowledge of teaching and learning including classroom management, language learning, student engagement, instructional strategies, and professional knowledge and guidance. These six categories were examined in terms of both the seminar and the school settings.

In addition to the relevance of the practice teaching course in advancing the knowledge of teaching and learning, PTs were also asked about the mentoring practices of the CTs, school administration and university supervisor. Due to fact that the researcher of the study was also the co-assistant of the course, gathering answers through face-to-face interviews regarding the mentoring practices of the university supervisor was avoided. Through collecting anonymous open-ended surveys, it was aimed to gather reliable results from the PTs regarding their perceptions of the mentoring practices of the university supervisor.

In terms of providing suggestions for the practice teaching course, PTs were asked to give a number from 1 to 7 considering the course content that they thought unnecessary or require any kind of adaptation.

Perceived Effectiveness of Practice Teaching as a Course

In order to examine the frequencies of the answers given by the PTs in the repertory grid part of the open-ended survey, a frequency analysis was conducted through SPSS 15 (See Table 4. 28). Results from the descriptive statistics showed that among six categories of perceived effectiveness of practice teaching,

Professional Knowledge had the highest mean score of 3.21, whereas Student Engagement had the lowest mean of 2.79.

Table 4. 28 Frequencies of the Perceived Effectiveness of Practice Teaching

	N	Min.	Max.	Mean	SD
Classroom Management	22	1.50	4.00	2.79	.64
Language Learning / Teaching	22	2.33	4.00	3.04	.47
Student Engagement	22	1.00	4.00	2.54	.70
Instructional Strategies	22	2.00	4.00	2.77	.47
Professional Knowledge	22	2.33	4.00	3.21	.47
Guidance	22	1.67	4.00	2.69	.48

In order to have a detailed understanding of the statements in the repertory grid questions and compare the reflections of the PTs on perceived effectiveness of practice teaching in both settings, in Table 4. 29, each statement was examined separately.

Table 4. 29 Frequencies of Each Statement in the Perceived Effectiveness of Practice Teaching Open-ended Survey

Theme	Statement	N	Min.	Max.	Mean	SD
Classroom Management	1. How effective was the seminar course in developing your skills in classroom management?	22	2.00	4.00	3.18	.58
	2. How effective were your observations of the CTs at school in developing your classroom management?	22	1.00	4.00	2.40	1.09
Language Learning/Teaching	3. How helpful was the seminar course in increasing your understanding about foreign language learning?	22	2.00	4.00	3.00	.75
	4. How helpful was the seminar course in increasing your understanding about real classroom teaching?	22	3.00	4.00	3.63	.49
	5. How effective was the CTs' attitudes towards language learning in shaping your own attitudes towards language learning in classrooms?	22	1.00	4.00	2.50	1.01
Student Engagement	6. How helpful was the seminar course in developing your lesson planning skills?	22	1.00	4.00	3.04	.72
	7. How effective were your observations of the CTs at school in developing your lesson planning strategies?	22	1.00	4.00	2.04	1.09

Table 4. 29 Frequencies of Each Statement in the Perceived Effectiveness of Practice Teaching Open-ended Survey (cont'd)

Theme	Statement	N	Min.	Max.	Mean	SD
Instructional Strategies	8. How helpful was the seminar course in developing your skills to teach English in an enjoyable way?	22	2.00	4.00	2.95	.65
	9. How helpful was the seminar course in developing your abilities of teaching English effectively?	22	2.00	4.00	3.27	.70
	10. How effective were your observations of your mentor teachers at school in developing your instructional strategies?	22	1.00	4.00	2.09	.68
Professional Knowledge	11. How helpful was the seminar course in developing your professional knowledge in teaching EFL?	22	2.00	4.00	3.22	.68
	12. How helpful was the seminar course in introducing you a variety of teaching methods and approaches?	22	2.00	4.00	2.81	.58
	13. How helpful was the seminar course in preparing you for the real classroom/school atmosphere?	22	2.00	4.00	3.59	.59
Guidance	14. How helpful was the CTs in providing you the professional knowledge throughout the practice teaching course?	22	1.00	4.00	2.18	.73
	15. How helpful was the school administration in providing you the professional knowledge throughout the practice teaching course?	22	1.00	3.00	2.13	.94
	16. How helpful was the university supervisor in providing you the professional knowledge throughout the practice teaching course?	22	3.00	4.00	3.77	.42

In terms of classroom management, PTs considered the seminar course (M=3.18) more effective than their observations in the school setting (M=2.40). In addition, PTs were asked to rate the effectiveness of the seminar course in terms of increasing their understanding of foreign language learning (M=3.00) and real classroom teaching (M=3.63). When their experiences in examining the learning processes in the seminar context (M=3.00) is compared to their observations in the classroom (M=2.50), PTs found the seminar context more effective in terms of gaining new perspectives of foreign language learning processes than their observations in the school setting.

PTs were asked to reflect on their experiences in engaging students in the teaching and learning process. When their answers were compared, PTs mentioned

that seminar context contributed to their understanding of engaging students in the teaching and learning process (M=3.04) more than their observations of the CTs at the cooperating school (M=2.04). Although student engagement is best practiced at the real teaching atmosphere, PTs of the participant group emphasized that they found the seminar more effective than the real classroom setting. One of the reasons could be the fact that during the observations, PTs noted that they did not think the CTs were involving the students in the teaching and learning process in the real classroom setting. However, during the seminar discussions, they had the opportunity to discuss the reasons and ways of engaging the students in the teaching and learning process.

When PTs were asked to evaluate their understanding of instructional strategies, they were asked to compare the seminar context, their observations and the practice teaching in general. PTs agreed that practice teaching course in general contributed to their understanding of instructional strategies (M=3.27). However, when they compared their experiences regarding the development of their skills in instructional strategies, they thought that the seminar course (M=2.95) was more efficient than their observations (M=2.09) in developing their instructional strategies.

Considering the fact that actual teaching practices contributed to PTs' understanding of professional knowledge, they were asked to reflect on the role of the seminar played in developing their professional knowledge in teaching EFL. PTs proposed that the seminar course was effective in developing the professional knowledge of the PTs in teaching EFL (M=3.22), and preparing them for the actual classroom experience and school atmosphere (M=3.59); they considered that the course content introduced to them a variety of teaching methods and approaches (M=2.81).

Finally, PTs were asked how effective they thought the CTs and school administration were in terms of guiding the PTs throughout the practice teaching. According to PTs, the university supervisor (M=3.77) was the most helpful guidance figure to the PTs throughout the practice teaching course. PTs remarked that the CTs (M=2.18) were also helpful in providing the PTs with the necessary guidance throughout the course; however, they added that the school administration (M=2.13) was the least helpful guide throughout the course.

Course Content

In addition to the overall evaluation of the perceived effectiveness of the practice teaching course, PTs were asked to state the course content that needs to be eliminated from the course requirements (See Table 4. 30) in order to have a detailed understanding of how effective the course applications were. PTs were asked to elaborate on the reasons for eliminating or adapting the particular course content that they thought necessary or unnecessary.

Table 4. 30 Practice Teaching Course Content to be Eliminated or Adapted

	f	%	Valid %	Cumulative %
None	1	4.5	4.5	4.5
Peer Reviews	8	36.4	36.4	40.9
Administrative duties	8	36.4	36.4	77.3
Classroom observation tasks	4	18.2	18.2	95.5
Reflective Journals	1	4.5	4.5	100.0
Total	22	100.0	100.0	

Only one of the PTs mentioned that there was no need to eliminate or adapt any of the course requirements. Eight of the PTs specified that there was a need to revise the ways of implementing peer-reviews in the course. Although the majority of the PTs found peer-reviews as an effective way of sharing professional practices with their peers, they admitted that they made a mistake by choosing their reflection peers from their observations peers. Since they were to decide on choosing their peers for the review of their weekly reflective journals, most of them chose their observation partner. However, in the end they found out that they observed the same event and wrote mostly about the same incident they observed in the classroom. Therefore, they found it time-consuming due to the fact that they have already talked about it after the class. They felt that they were repeating themselves (S3).

Some lessons were really ordinary lessons, and reading the reflections of my peer was reading the same thing that I observed. (S3)

On the other hand, PTs who chose their peers from the ones who observed other classes mentioned that they enjoyed reading different and various teaching practices through the weekly journals of their peers. In doing peer-reviews, PTs pointed out that they felt they were not the only ones who were experiencing the difficulties of learning to teach (S7, S9, S12).

We have completed a task, written a reflection and a peer reflection each week during our internship this term. Actually, they are quite useful and have taught me many new things. They have helped me expand my knowledge to a certain degree. (S7)

PTs considered administrative duties they conducted during practice teaching as disorganized and unsystematic due to the fact that the CTs assigned the PTs any kind of administrative task (i.e. reading the quiz papers, preparing worksheets) on the day of the observations without informing the PTs.

Classroom observation tasks were the third course requirement the PTs considered that requires an adaptation. Three of the PTs mentioned that some of the observation tasks were too detailed to conduct during the observations. They asserted that they were frustrated by the requirements of the observation tasks and even could not observe the class (S6, S13, S15). One of the PTs remarked that she felt she was repeating herself when she compared the observation tasks with the previous term (S19).

Weekly tasks were really unnecessary, they may be helpful in the school experience course but not in practice teaching. We should be observing and teaching. In the school experience course, we have already worked on the topics. (S2)

Only one of the PTs noted that he found writing the reflective journals every week as a burden in addition to all other requirements of the course (S14). He suggested that reflective journals should be kept every other week so that PTs would find the chance to examine what they observed in detail and through a series of observations.

Duration of the Course

PTs were asked to reflect on their experiences regarding the timing and length of the practice teaching. In terms of challenge, PTs considered the timing (senior year) and length (14-weeks) of the practice teaching course. PTs of the study group reported that senior year is too late for practice teaching. They considered not having enough time to practice what they have learned in the undergraduate courses due to the fact that they did not have the chance to practice what they theoretically learned in a real classroom setting. Therefore, they had the chance to practice what they learned in undergraduate courses at the end of the last semester which did not give them enough time to go back and revise their teaching practices (S17, S19, S22).

I think the duration of the course was not enough due to the fact that we did not find the chance to conduct a teaching session fully unless the mentor was in the classroom. I thought 4 or 5 times, which was not enough at all. I wish I had the chance to perform teaching more. (S19)

In addition to not having enough time to practice their teaching experiences, PTs also considered the length of the course as a challenge and mentioned that they did not have sufficient time to conduct micro teachings before they were assessed by the university supervisor (S4, S7, S9, S11).

Mentoring Practices

In the open-ended survey, PTs were asked to reflect on the challenging experiences throughout the practice teaching course. Apart from the themes they reflected on the course content and duration, PTs reflected on the challenges of the experiences they had with the CTs. Most of the PTs asserted that the CTs kept their relationships with the PTs at a personal level rather than a professional level (S8). PTs added that they were asked to leave the school when they were done with their duties in the classes. One of the PTs reflected on this reference by comparing two CTs and the school administration. She reported that only one of the CTs was interested in the challenges the PTs were experiencing, and asked them to share their

problems to find solutions. The other CT she observed was more task-oriented and asked her to leave when the pre-service teacher finished the weekly tasks (S8, S13).

One another aspect is our mentor was prejudiced towards us. She always wanted us to leave early. She asked us whether we had a task or not, and if there was not she tried to make us leave the school. It is because she believed that it was unnecessary to be at school if we did not have a task to accomplish. (S8)

In addition to the relationships with the CTs, PTs considered the feedback they received from the CTs discouraging and reflected on them as challenging experiences. PTs of the study described the feedback that they received by focusing on the inconsistency between the ways CTs provided feedback. Once, one of the CTs focused on the PTs' mispronouncing a word, on the other hand, another CT was satisfied with the pronunciation skills of the PTs but considered materials to be adapted during teaching practices. Thus, PTs of the study described the feedback they received as disorganized and unsystematic (S15, S17, S18, S21).

Receiving feedback from the mentor teachers was also very discouraging. I guess, they don't know how to give feedback because when one of them makes a criticism about one point in my teaching practice, the other congratulated me about the same thing (S15).

School Setting

Apart from the course content, duration, and mentoring experiences, PTs also reflected on their experiences in the school setting. In terms of school setting experiences, PTs mostly reflected on their experiences with the students and the challenging environment in the classrooms. Two of the PTs asserted their disappointment in terms of the absence of the students most of the time (S1, S3, S5).

However, one of the classes was absent for the last three weeks. Therefore, attendance was a problem for us to observe

the class, but we talked to our other mentor teacher and we began to observe her other classes. (S5)

PTs mentioned that there were no students in the classes when they were planning to conduct lessons either because they had an examination other than English lesson, or they went to the stadium for the Youth and Sports Day rehearsals. Even if they found the students to conduct lessons, PTs reflected how uninterested the students were towards the English language lessons (S9), and how they ignored the PTs in the classroom (S16, S8).

Seminar Course

In terms of challenges, PTs also reflected on their experiences with the seminar course in general. PTs noted that the workload of the course was sometimes too heavy for them. PTs considered keeping a reflective journal and doing the peer-reviews every week were sometimes challenging for them (S1, S9, S21).

Sometimes, I had difficulty in writing the reflective journals as I couldn't observe any problematic episodes worth mentioning. I didn't want to talk about the same problems each week. Nevertheless, I tried hard to find a topic to mention in my reflections. (S21)

In addition, PTs considered some the weekly observation tasks too detailed to examine with a week. Therefore, they stated that the detailed observation tasks to be completed within a broad amount of time (S2, S19). Although some of the PTs in the study considered some requirements of the seminar course as challenging, they admitted that it was the first time they felt they were getting ready for the profession.

4. 4. 2. Supporting Experiences during Practice Teaching

In the final interviews and open-ended surveys, PTs were asked to reflect on the experiences they had that supported them throughout practice teaching. PTs

reflected on three content areas they considered as supporting experiences. One of them was the seminar course in terms of course content and duration. The second one was the mentoring experiences, and the third content area was the socio-professional setting at the cooperating school (See Figure 4. 13). Apart from the challenging experiences of the PTs focused above, supporting experiences will be examined in this section.

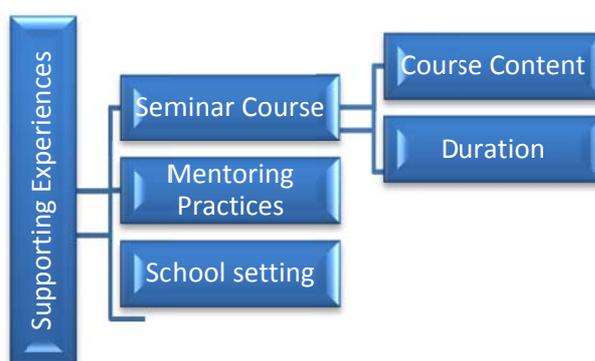


Figure 4. 13 Supporting Experiences during Practice Teaching

Seminar Course

Supporting experiences of the PTs included the content of the seminar course. PTs considered most of the course requirements as professional development activities that they needed for getting ready for the profession. PTs admitted that at the beginning of the course, they were afraid of the amount of work they were responsible for throughout the course; however, they realized that the course requirements were designed to support their professional learning (S2, S5, S8, S15).

PTs proposed that the reflective practices were very effective in many ways. First of all, they considered the video discussions as stimulating professional learning activities for the PTs to reflect on their teaching practices, evaluate their own performances, and observe various incidents of teaching of their peers. In terms of professional growth, one of the PTs asserted that through video discussions, she had the chance to record every teaching session she conducted and watch the videos afterwards. Throughout the semester, she realized that learning to teach is a process,

and she was in progress in terms of becoming a professional as a teacher (S6, S9, S12, S18).

It was really challenging to present these videos in front of the class because you had to fight against your ego which keeps saying you know better than your performances but on the other hand these videos include lots of mistakes, errors, and problems that you would like to forget. In fact; I didn't want to make such a presentation not because of the rivalry issues but I found these videos too personal to share. However, after presenting myself I realized that it is very natural and everyone is in the same position. We will have mistakes in our first few years but in time we will be ok. Once I accepted that I don't have to be perfect, I started benefiting from this session; receiving feedbacks and reacting to them professionally. I liked these video discussion sessions quite a lot. (S12)

In addition to the video discussions, PTs examined the role of evaluation forms in the practice teaching course in a similar way. They remarked the evaluation forms as a way of gaining insights of their own teaching strengths and weaknesses by reflecting on their self-teaching practices (S5, S10).

Furthermore, PTs considered job opportunity and graduate program presentations as informing and effective in terms of getting the PTs familiar with the professional opportunities for their further career plans (S14, S19, S21).

Job opportunity and master program presentations were also very informative and helpful for improving my presentation skills. I think, the course was quite successful in terms of preparing us for our future career. (S21)

In addition to the course requirements, PTs also reflected on their opinions about the stimulated-recall sessions conducted by the university supervisor. Although it was a personal decision of the university supervisor to integrate feedback sessions with the recorded videos of the PTs as a feedback tool, PTs reflected on how effective they found the sessions and benefitted from the feedback they received. Although PTs were not asked to evaluate the effectiveness of the stimulated recall sessions, they added their comments and listed them as supporting and effective course component for practice teaching (S3, S7, S9).

In general PTs considered the practice teaching course as an effective course in terms of letting PTs assess their own strengths and weaknesses in terms of teaching practices and providing a proof of improvement in the learning to teach process by supporting them to reflect on their practices.

Course Content

In addition to the course content that needs to be eliminated or adapted, PTs were also asked to evaluate the effective course requirements of the practice teaching seminar course conducted throughout the semester (See Table 4. 31). PTs were asked to examine the course components, and rate them according to their effectiveness in the practice teaching course.

Table 4. 31 Effective Course Requirements

	f	%	Valid %	Cumulative %
Video discussion	8	36.4	36.4	36.4
Reflective journals	7	31.8	31.8	68.2
Job and graduate program presentation	4	18.2	18.2	86.4
Self-evaluation reports	3	13.6	13.6	100.0
Total	22	100.0	100.0	

PTs mostly agreed on the effectiveness of the video-discussions in their professional development. They added that through video discussions they had the chance to examine their teaching practices, develop questions to lead a discussion with other PTs and receive feedback from a number of PTs. Through constant exchange of information regarding the teaching practices, PTs noted that they discovered more in the seminar discussions than their observations at the school in terms of professional learning (S3, S6, S8, S16).

In addition to the video discussions, PTs indicated that keeping reflective journals on their observations and their teaching practices was very effective. Some PTs mentioned that keeping a reflective journal became a habit for them (S7, S10, S21), which also raised their awareness and pushed them to make critical observations in the classrooms.

The third effective course requirement was the job and graduate program presentations. PTs reflected on the difficulty of finding a job after graduation, and this course requirement introduced a variety of job and graduate program opportunities that they did not think of (S4, S5).

Finally, PTs identified the self-evaluation reports they kept after each teaching session as very effective and informing due to the fact that self-evaluation reports made them reflect back on their teaching practice and created awareness of the teaching problems they faced (S11).

Duration of the course

At the beginning of the semester, the theoretical part of the seminar course was two-hours. However, the university supervisor decided to increase the seminar course to three-hours in order to meet the requirements of the course content and to provide the PTs with a sufficient time to reflect on their experiences in the seminar. PTs found this change very effective and added that they could not think of this course as a two-hour course with this amount work to accomplish (S14, S18, S20).

From a wide perspective, I think this course is an essential course in preparing us (pre-service teachers) for the real environment. Observing what is going on in the classroom and experiencing the real teaching rather than just reading about it made me feel more comfortable about my teaching...I cannot think of achieving so many things in two hours of seminar course. I am glad that our supervisor increased the class time. (S14)

Although PTs did not specifically mention that the amount of time they spent in the schools supported their professional learning, they considered that six-hours of observation at the cooperating schools was enough for practice teaching.

Mentoring Practices

In terms of supporting experiences, one of the themes emerging in the content analysis of the open-ended survey was the mentoring practices. Although PTs

reflected on the challenging experiences they had with regards to the mentoring practices of the CTs, they also reflected on the supporting experiences they had with the CTs. PTs noted that they had the chance to evaluate their own teaching practices by considering opposing point of views.

Moreover, through observing the CTs, PTs reported that they learned a lot in terms of what they wanted to become and what they did not want to become as a professional. PTs considered the teaching practices of the CTs as lessons to be learned in learning to teach (S1, S2, S4, S8).

At the very beginning of the semester, our supervisor told us not to freak out before starting our internship, but to observe anything happening in the school. Yes I did my observations and decided that those teachers (CTs) provided us with a chance to see what we should not become in the future. (S2)

In addition to the mentoring practices of the CTs, PTs also considered the feedback they received from the CTs, their peers and the university supervisor as supportive experiences in the process of learning to teach. PTs stated that the feedback they received from various sources helped them to gain deeper insights of their teaching practices (S10, S15).

Feedback (from my peers, supervisor and mentors) gave me beneficial ideas about my teaching style. Also observing a bad example helped me decide what not to do in the future. (S10)

School Setting

In terms of supporting experiences, PTs reflected on their experiences in the school setting: They mostly considered the effectiveness of their observations in the classrooms (S7, S8, S11, S15).

In addition, the school setting helped me understand what goes on in a real classroom environment. I have understood what to do and how to do in a real class. These observation sessions made me consider a real classroom environment. (S7)

PTs commented that the observations in the classroom created an awareness of the professional practices, especially the classroom management strategies. PTs asserted that they gained insights in terms of dealing with misbehavior and the importance of setting out classroom rules and making them explicit to the students at the beginning of the semester (S8, S16, S17, S19).

The most important thing that I've learned is the importance of classroom management in classes. If we don't provide it at the beginning of the semester, it becomes impossible to build. Throughout the semester, we have observed many problematic cases; I believe that I benefited from all of them while building my own teaching strategies. (S8)

In addition to gaining insights of classroom management strategies, PTs reported that they had the chance to find out the importance of getting to know the students in designing the ways of instructional delivery (S9, S11, S12, S13).

First of all, I could see how it is like to be a teacher at a high school with a problematic student profile. I cannot say that all the students were troublemakers, but even realizing the fact that we will have various students some of whom may create us a lot of problems is good enough. The students that I observed last semester were really nice not creating any problem; so this was the first time that I started to think that an ordinary teacher becomes a good teacher as long as he/she succeeds to teach the subject matter even to the problematic students, successfully manage a chaotic classroom and manages to adapt the teaching points to the students. (S13)

Therefore, it was clear that the PTs believed that their observations were effective in terms of providing them with the necessary information to become a professional in the near future.

4. 4. 3. Suggestions of the PTs to Improve Practice Teaching Experiences

In the final interviews and open-ended surveys, PTs were asked to reflect on their suggestions to the practice teaching applications according to their experiences throughout the course. PTs reflected on two content areas in terms of providing suggestions. One of them was suggestions to the seminar course in terms of course implementation and evaluation practices. The second suggestion was related to the applications conducted in the school setting; namely mentoring practices and evaluation applications (See Figure 4. 14). Apart from the challenging and supporting experiences of the PTs provided in the previous sections, suggestions to improve practice teaching experience will be examined in this section.

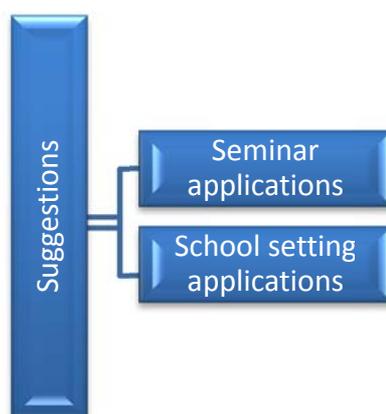


Figure 4. 14 Suggestions to Improve Practice Teaching

Seminar Applications

PTs provided suggestions for the seminar course applications under two themes; one was the organization of the course, and the other was the course requirements.

In terms of course organization, PTs reflected on their suggestions on various topics. One of them was the need to increase the number of assessed teaching sessions at the beginning of the semester. PTs were told that they would be assessed by the university supervisor once. However, they were also told that if they wanted, the researcher could also observe them to provide feedback before the assessed

teaching. PTs noted that one-time observation of the assessed teaching was a source of stress and they were too nervous on the day of the assessed teaching. They claimed the stress they had was a big problem for them during the assessed teaching. Therefore, they suggested increasing the number of assessed teachings during the final interviews and in the open-ended surveys (I12, S1, S15, S19).

As a suggestion, I can say that it could be very helpful to make assessed teaching twice or more. We did micro teachings several times and overcame our stage fear. However, we did assessed teaching for just one time and I was too nervous which effected that session in a bad way. (S1)

PTs also suggested that the timing of the School Experience course they took in the fall semester was too late. They stressed that it was better if they took the School Experience course in the spring semester of the third year of the undergraduate program. That way, they would be able to spend more time in teaching practice throughout the senior year of the undergraduate program (S8, S12, S14).

In terms of course organization, PTs claimed that most of the CTs were complaining about the limited time they had for the PTs, and the communication problems with each other. Some PTs suggested having an online platform where the university supervisor, CTs and the PTs could share their experiences, exchange information, reflect on their practices and get feedback anytime (S7, S12, S15, S16, S21).

The course is very beneficial but maybe some more individual feedback sessions with the mentor teachers can be added to make it more effective. (S7)

Since I had difficulty in getting relevant feedback from my mentor teacher, I suggest the mentors need to be informed about the ways of giving feedback to intern. (S15)

In addition to sharing experiences and reflecting on the practices, PTs pointed out that not every CT could become a mentor. According to PTs, professional relationships of the CTs with the PTs were one of the most important factors of the effective mentoring practices (S3). Since PTs were the ones who spent most of their time with the CTs, they focused on the need to have rights to consider the evaluation of the mentoring practices. Through keeping a record of the evaluations of the CTs as mentors, PTs suggested that the quality of the future practices would increase (I6, S12).

Apart from the suggestions regarding the course organization, PTs also provided suggestions in terms of course content. In the semi-structured face-to-face interviews and open-ended surveys, PTs indicated the need for more professional development activities in their undergraduate education. Therefore, they provided suggestions to the course requirements of the practice teaching course. One of the suggestions was having the job opportunity and master program presentations at the beginning of the senior year due to the fact that in order to meet the criteria of most of the programs there were certain exams that they needed to take in the fall semester (S5, S6, S9, S12). Therefore, PTs considered the timing of the job opportunity and master program presentations as *late* for the spring semester. In addition, PTs mentioned that in order to keep effective reflective journals, PTs suggested decreasing the number of reflective journals they kept throughout the semester, or keep them as a personal diary and exclude them from the overall evaluation.

School Applications

PTs reflected on their suggestions regarding the school applications in terms of mentoring practices and the professional roles assigned to the PTs. In terms of mentoring practices, PTs suggested CTs assigning systematic administrative duties to the PTs, and planning the duties beforehand. Therefore, the desired professional relationships between the CTs and the PTs would be systematically accomplished (S5). In addition to the planning and assignment of the duties, PTs suggested that in order to make every participant of the practice teaching get involved in the process, each participant should evaluate each other. PTs considered that evaluation of the

CTs, the school administrators, and the university supervisor would create an interest among the participants and on their performances in practice teaching. One of the PTs compared herself with the other participants taking a role in practice teaching and asserted that

As I have been nervous throughout the practice teaching, counting back the days to my assessed teaching, I assume that when other participants are to be assessed or evaluated according to their performances, they would be nervous too. Not in a negative sense, but they would try to do their best. (S12)

In addition to the suggestions on the evaluation processes, PTs reported the need for individual time provided by the CTs for each pre-service teacher. In terms of spending time, PTs gave various mentoring practices as example; providing individualized feedback, individualized administrative duties, one-to-one consultation.

Apart from the evaluation processes suggested by the PTs, they also reported the need to get involved in the teaching processes and given some responsibility related to any kind of teaching practice. PTs focused on the insensible and uninterested behaviors of the majority of the students towards the PTs. They tied up the reason for experiencing problems with the students to not having any kind of responsibility of or authority on the students. PTs suggested that they should be given some kind of responsibility and this needed to be explicitly stated either by the CTs or the school administration to the students (S19). Therefore, PTs expected to become a respected figure in the classroom performing certain roles assigned to them.

4. 4. 4. Summary of the Findings

The third phase of the study aimed to report the challenges the PTs went through and the support they received during the practice teaching. In order to gain an insight regarding the experiences of the PTs, they were given an open-ended survey which was administered towards the end of the semester. There were five categories in the repertory-grid part comprising the practice teaching experience

include classroom management, language learning, lesson planning, instructional strategies, and professional knowledge. In addition to the repertory grid questions on the perceived effectiveness of the practice teaching course, 5 open-ended questions were given to the PTs to reflect on the overall experience of practice teaching in terms of support, challenges and suggestions in addition to the reflections of PTs regarding the course content they thought to be eliminated, adapted and implemented for the future practice teaching courses.

4. 4. 4. 1. The Personal Reflections of the Participants regarding the Challenges and Support They Experienced throughout the Practice Teaching Course

The content analysis yielded three main categories to identify the experience of the PTs in terms of the challenges and support during the practice teaching course. The first category was challenges which were divided into three subcategories, namely; seminar course, mentoring practices and the school setting. The repertory grid part of the open-ended survey focused on tapping into the PTs' perceived relevance of the practice teaching course in advancing the knowledge of teaching and learning. There were six categories considering the knowledge of teaching and learning including classroom management, language learning, student engagement, instructional strategies, and professional knowledge and guidance. These six categories were examined in terms of both the seminar and the school settings.

A frequency analysis was conducted in order to examine the frequencies of the repertory grid answers provided by the participants to compare both of the settings; school and seminar, to determine the effectiveness of the practices. The results of the analysis revealed that in terms of classroom management, PTs considered the seminar course (M=3.18) more effective than their observations in the school setting (M=2.40). Moreover, PTs were asked to rate the effectiveness of the seminar course in terms of increasing their understanding of foreign language learning (M=3.00) and real classroom teaching (M=3.63). In addition, when their experiences in examining the learning processes in the seminar context (M=3.00) is compared to their observations in the classroom (M=2.50), PTs found the seminar

context more effective in terms of gaining new perspectives of foreign language learning processes than their observations in the school setting. In terms of student engagement, although it is best practiced at the real teaching atmosphere, PTs of the participant group emphasized that they found the seminar (M=3.04) more effective than the real classroom setting (M=2.04). In terms of instructional strategies, the participants agreed that the seminar course (M=2.95) was more efficient than their observations (M=2.09) in developing their instructional strategies. PTs were asked how effective they thought the CTs and school administration were in terms of guiding the PTs throughout the practice teaching. According to PTs, the university supervisor (M=3.77) was the most helpful guidance figure to the PTs throughout the practice teaching course. PTs remarked that the CTs (M=2.18) were also helpful in providing the PTs with the necessary guidance throughout the course; however, they added that the school administration (M=2.13) was the least helpful guide throughout the course.

In terms of course content, the participant group of PTs reported that the peer reviews (f=8) and the administrative duties (f=8) were the contents to be eliminated or adapted to be applied in the future teaching practice courses.

Considering the duration of the course, PTs considered the timing (senior year) and length (14-weeks) of the practice teaching course. PTs of the study group reported that senior year is too late for practice teaching. They considered not having enough time to practice what they have learned in the undergraduate courses due to the fact that they did not have the chance to practice what they theoretically learned in a real classroom setting.

In terms of mentoring practices, most of the PTs asserted that the CTs kept their relationships with the PTs at a personal level rather than a professional level. Moreover, PTs reflected on their experiences regarding getting feedback from the CTs. PTs of the study described the feedback that they received by focusing on the inconsistency between the CTs in terms of the ways they provided feedback to the PTs.

The second category of the content analysis of the open-ended survey and the interviews focusing on the effectiveness of the practice teaching was the supporting experiences of the pre-service EFL teacher during practice teaching. According to

the content analysis of the data, supporting experiences of the PTs evolved around three main themes; the seminar course, mentoring practices and the school setting. Considering the seminar course, PTs of the study group mostly reflected on the course content provided by the university supervisor and the duration of the course in general. In terms of course content, the participant group focused on the professional development activities provided in the course and how effective they were in terms of creating teaching awareness throughout the practice teaching. In general PTs considered the practice teaching course as an effective course in terms of letting PTs assess their own strengths and weaknesses in terms of teaching practices and providing a proof of improvement in the learning to teach process by supporting them to reflect on their practices.

PTs who took part in the study also reflected on the duration of the course. At the beginning of the semester, the theoretical part of the seminar course was two-hours. However, the university supervisor decided to increase the seminar course to three-hours in order to meet the requirements of the course content and to provide the PTs with a sufficient time to reflect on their experiences in the seminar. PTs found this change of contact hours for the seminar course very effective and added that they could not think of this course as a two-hour course with the amount work to accomplish.

The second theme of the supporting experiences, the participants considered some of the mentoring practices that have a positive role in practice teaching. In terms of supporting practices, the participant group of PTs noted that they had the chance to evaluate their own teaching practices by considering opposing point of views through their reflections, peer reviews, video discussions and feedback they received.

The third theme of supporting experiences, the participant elaborated that the school setting had an effective role in their experiences throughout the practice teaching course. They mostly considered the effectiveness of their observations in the classrooms. PTs commented that the observations in the classroom created an awareness of the professional practices, especially the classroom management strategies. PTs asserted that they gain insights in terms of dealing with misbehavior

and the importance of setting out classroom rules and making them explicit to the students at the beginning of the semester.

In addition to the challenges and supporting experiences of the participant group, suggestions emerged from the content analysis of the data. PTs reflected on two content areas in terms of providing suggestions. One of them was suggestions to the seminar course in terms of course implementation and evaluation practices. The second suggestion was related to the applications conducted in the school setting; namely mentoring practices and evaluation applications.

CHAPTER V

DISCUSSIONS and IMPLICATIONS

5. 1. Overview of the Chapter

This chapter reviews the research design and research focus of the present study. An overview of the findings for the various focus points are discussed with the literature and pedagogical implications are offered. Directions for further research and suggestions for further studies are also provided.

The study investigated the sense of teacher efficacy beliefs of a group of PTs enrolled in a state-run university in Turkey and the role of mentoring practices in shaping their sense of teacher efficacy beliefs throughout the practice teaching. Data were collected through questionnaires, reflective journal entries, semi-structured face-to-face interviews, and an open-ended survey. As various qualitative studies (Rodman, 2010; Trent, 2010) have included reflective thinking as a “helpful method to describe the reality of PTs’ experience during the practice teaching as it allows more meaningful understanding of the practice teaching from the point of view of the PTs” (Goh & Matthews, 2011, p. 92)

This study attempted to identify the extent to which a group of PTs’ sense of efficacy beliefs regarding classroom management, instructional strategies, and student engagement alter throughout the practice teaching course. The study also focused on the role of mentoring practices and practice teaching course in shaping the PTs’ sense of their own professional practices. Finally, the study provided insights into the practices that elaborate on the practice teaching applications; challenges faced by the PTs in addition to the supporting experiences they had

throughout the course. The study also provided insights into the suggestions of the PTs to the applications of the practice teaching course.

The data analysis and the results were documented in detail in the previous chapters. Results suggested certain points to be emphasized in relation to the PTs' efficacy beliefs and the role of mentoring practices in shaping their professional beliefs while getting ready for the profession. These points will be reviewed and discussed in this chapter with reference to the studies in the literature.

5. 2. Discussion of the Study

In this section, first, the role sense of efficacy beliefs of the PTs in getting ready for the profession will be discussed based on the results of the study. The focus will be on the sense of teacher-efficacy beliefs of the PTs in terms of instructional strategies, classroom management and student engagement considering the professional experiences of the PTs and the role of mentoring practices during practice teaching. In addition to identifying the sense of teacher-efficacy beliefs of the PTs, possible changes and improvements will also be addressed. Second, the role of mentoring practices and the role of social support provided during the practice teaching will be discussed. Finally, the role of the practice teaching component and its role in language teacher education programs in will be covered.

5. 2. 1. The Change in the Sense of Teacher Efficacy Beliefs of the PTs throughout the Practice Teaching Course

The practice teaching component of language teacher education programs are generally investigated for its effectiveness on making a change in the practices of the PTs. The present research addressed the role of mentoring practices and practice teaching applications in shaping the sense of teacher-efficacy beliefs of the PTs. According to the results of the data analysis, none of the dimensions of sense of efficacy beliefs of the PTs appeared to develop significantly after practice teaching; on the other hand, the analysis of the survey data analysis showed that the classroom management beliefs of the participant group significantly decreased at the end of the

practice teaching. In addition, sense of teacher-efficacy beliefs regarding classroom management beliefs had a significant relationship with the Personal/Professional Attributes of the CTs.

The decrease in the overall sense of teacher-efficacy beliefs of the PTs regarding their efficacy in classroom management could be a result of a number of variables, some of which were reported by the participant group through the open-ended survey and the face-to-face semi-structured interviews. Chiang (2008) established that “sound classroom management often constitutes a prerequisite for successful teaching. The lack of classroom management skills among student teachers is frequently given as the number one reason for early attrition from teaching” (p. 14). Therefore, the decrease in the classroom management beliefs deserves a closer attention to the analysis. In order to address the decrease in the classroom management efficacy beliefs of the PTs, first the nature of the sense of teacher-efficacy beliefs of the PTs attending the practice teaching and experiences of the PTs’ regarding the teaching context were examined. There were two significant results of the research question. First, in examining the sense of teacher efficacy beliefs of the PTs prior to having regular practical experience in the field, the participants appeared to over-estimate their level of sense of teacher efficacy beliefs ($M=7.15$) during their first week of the practice teaching course. Their higher assessment of the teaching capabilities is rather surprising considering the lack of classroom experience as teachers. It is possible that PTs who entered the program were influenced by their previous ‘apprenticeship of observation’ model (Lortie, 1975, as cited in Borg, 2004), drawn from their experiences of schools as students during their schooling (Pendergast, Garvis & Keogh, 2011).

Towards the end of the semester, the participants rated themselves with a lower level of overall sense of teacher efficacy than they considered previously ($M=6.76$). The decrease in the mean scores of the sense of teacher efficacy beliefs of the participants may well have been the result of the development of a greater understanding of the teaching profession gained through both the professional development activities conducted in the seminar course and through their practical experiences in classrooms as teachers. The results of the analysis regarding the sense of teacher efficacy beliefs confirms the suggestion of Ashton and Webb (1986) that

sense of teacher efficacy may shift during the course of a teacher education program due to several factors. The actual classroom teaching experience created the opportunities to monitor their strengths and weaknesses in managing the classroom, delivering the instruction and engaging the students in the English language learning process; thus, they developed a sense of awareness regarding the complexity of the teaching task.

Comparing the results of the sense of efficacy beliefs of the participants at the beginning and at the end of the data collection period, there was no significant increase in the sense of teacher efficacy of the participants. The reason for no change could only be explained by considering that the sense of teacher-efficacy beliefs were context-dependent (Richards, 2008; Farrell, 2012), and the reasons for no positive change needed to be questioned in detail considering the context that the participants experienced. School experience courses including practice teaching were generally considered by the participant group as effective, necessary, important, and challenging for teacher learning. Various teaching and observation opportunities were introduced in the school experience courses, but the practice teaching did not explicitly make a positive change in the sense of teacher-efficacy beliefs of the PTs, and thus did not have a measurable improvement in their beliefs in the present study.

Therefore, the reasons for the decrease in the sense of teacher-efficacy beliefs regarding classroom management were analyzed with the content analysis of the reflective journals and the open-ended-survey. Related to the analysis of the qualitative data, a statistical analysis, Kendall's tau, focusing on the relationship between the mentoring practices and the sense of teacher-efficacy beliefs was performed. The results indicated that Personal/Professional Attributes of the CTs was related to the sense of teacher efficacy beliefs of the participants. Here could be three explanations for the results.

First, the decrease in the classroom management beliefs of the PTs might be related to the roles assigned to the PTs. In the reflective journals and face-to-face interviews, the participants mostly reflected according to their observations. Therefore, they were mostly an outsider, observing the classroom events taking no charge of any responsibility related to student engagement and course implementation. The feeling of being an outsider was also reflected in the reflections

of the participant group regarding the mentoring practices of the CTs. As a result of feeling as an outsider, it was an expected result that they might have felt insecure and distant from the students in the classroom; and therefore, experience problems in managing the classroom. Rakıcıoğlu (2005) found similar results in her study stating that although pre-service teachers were motivated to become language teachers, the roles assigned to them are not reflecting their roles in the profession.

Second, the decrease in the classroom management beliefs of the PTs might be related to the “reality shock” the PTs experienced in the real classroom environment due to the practice of teacher education in Foreign Language Education program. Foreign Language Education courses are grouped around four major fields; namely linguistics, methodology, literature and educational sciences. Although undergraduate courses of the FLE department focused on presentations and projects of English language teaching methods and applications, the presentations were mainly lectures about the teaching methods or a language teaching concept; presentations of learning activities to the undergraduates pretending that they were in a real classroom. Only a few PTs referred to effective applications of the undergraduate courses in shaping their teaching practices, but they mostly reflected on their previous learning to teach experience regarding the role models. Therefore, experiences with teaching models were more valued by the PTs of the study than the teaching experiences during their undergraduate education. The participants referred to their undergraduate course experiences. According to their reflections, the courses in the undergraduate education were less useful for their future teaching practices than their actual teachings during practice teaching. It could be concluded that the teacher education program in FLE program may not have a strong effect on PTs’ sense of teacher efficacy beliefs but rather practice teaching creates a “reality shock” (Veenman, 1984) on the PTs during the practice teaching course.

Third, the initial failures in teaching experiences seemed to lower the sense of teacher efficacy beliefs of the PTs regarding their classroom management beliefs. Confronting the complexity of the teaching task, it was acceptable that the participants may have felt at a loss and did not see a chance or need to improve themselves in specific general teaching areas (Tschannen-Moran et al., 1998). The apparently lower levels of efficacy in classroom management strategies may derive

from the ‘shock’ they had when they were in charge of any learning activity in the classroom and experienced the real classroom setting with the students. As was found in several previous studies (e.g. Woolfolk-Hoy & Burke-Spero 2006; Fajet, Bello, Lefwich, Mester & Shaver, 2005), the PTs in this study may also have underestimated the complexity of the teaching task and believed that they could manage many instruction-related tasks simultaneously. Thus, they became disappointed and their efficacy decreased with the gap between the standards they had set for themselves and their own performance.

Although the aim of effective practice teaching in teacher education is indicated as the increase of student learning and student engagement (Darling-Hammond, Banks, Zumwalt, Gomez, Gamaron-Sherin, Griesdorn & Finn, 2005), the results of the current study revealed they were more concerned with their professional image than engaging the students in the activities they planned during their macro teachings.

Therefore, PTs who participated in the study were challenged through their social role in the classroom, could not decide whether they were students, teacher candidates or teachers. In addition to their inexperience in a real classroom setting, due to the timing of the school experience courses. Sense of teacher efficacy beliefs of the PTs were also influenced by observing others teach, which provided impressions about the nature of the teaching task and the teaching context. The significant role of the mentoring practices of the CTs was emphasized by the participants in the present study. Observing the CTs accomplishing any kind of a teaching task played a role in the self-perceptions of teaching competence as the PTs. They compared their practices with the CTs. PTs who were satisfied with the teaching practices of their CTs, who provided the setting for the PTs to observe the ways to blend what they learned in the undergraduate courses into the real classroom setting, and also who were given effective performance feedback by the CTs, seemed to have high efficacy scores (Atay, 2007).

5. 2. 2. Mentoring Perceptions of the PTs Throughout the Practice Teaching Course

Many of the studies emphasize that teacher learning is not something that teachers can achieve on their own (e.g. Bailey, 2006; Darling-Hammond & Baratz-Snowden, 2005). It is rather considered as a social process that is possible upon having a dialogue and creating an interaction with others taking a part in the teaching process which is the first step for the PTs during their teacher training. In addition to PTs become aware of their own teaching beliefs and teacher knowledge as well as reshaping these understandings through receiving feedback from the students and the experienced participants of the practice teaching (Malderez, 2009). Therefore, in addition to the self-reflection of the PTs about their professional activities, other participants playing a role in their teaching experience also affect the development of the teaching decisions of the PTs (Eröz-Tuğa, 2013). According to the data analysis of the study, the perceptions of the PTs regarding the mentoring practices of the CTs evolved around three main themes. The first one was the roles and responsibilities of the CTs; the second was the comparison of mentoring practices of the experienced role models, and finally the third theme was the socio-professional context considering the interpersonal, intrapersonal relationships in addition to the partnership of the cooperating school and the faculty.

The first theme of the mentoring context was the definition of the mentoring practices of the CTs only. According to the statistical analysis, PTs considered three main features of the mentoring practices of the CTs; pedagogical knowledge, personal/professional attributes and modeling.

The pedagogical knowledge of the CTs was of immense importance to the PTs due to the fact that they engage in courses that focus on the pedagogical knowledge mainly throughout their pre-service education. Therefore, the practice teaching experience is the only environment in which they can observe how pedagogical knowledge is applied in a real classroom setting. The applications of the CTs were either compared with previous role models of the PTs or applications of the university instructors during the undergraduate courses. Considering the fact that mentors play a key role in supporting the PTs and that they make most influential

impact on the PTs (Mann & Tang, 2012), it is expected that PTs highly value the pedagogical knowledge of the CTs. The nature of the support during practice teaching appears to be critical in enabling PTs to make sense of their teaching experience and learning to teach. Just as claimed by the cognitive research that children can learn more when supported within their “zone of proximal development” (Vygotsky, 1978) by more capable peers or adults, it seems that PTs learn more when supported by expert practitioners (Darling-Hammond et al., 2005).

In terms of defining the attributes of the CTs, PTs equally valued their personal and professional actions. Therefore, the factor analysis of the MEFLT Scale revealed one of the factors as the Personal/Professional Attributes. The role confusion of the CTs could result from the lacking of a specific definition of the CTs defined by the CHE. The missing definitions of the roles and responsibilities might have led to the dominant view of the practice teaching as an unmediated and unstructured apprenticeship which has previously been reported as an obstacle to teacher learning (Zeichner, 2006). By definition, mentoring is the support given by one (usually more experienced) person for the growth and learning of another (Malderez, 2009). However, mentors need to redefine their roles and not consider themselves as supervisors, teacher trainers or evaluators of what they may consider sound classroom practices (Malderez, 2009). It is important to note that assuming an evaluative orientation to mentoring can interfere in the development of trust and open communication between the mentor and the mentee (Malderez, 2009).

As PTs in the study underlined their need to be listened to and to be guided systematically, Hobson et al. (2009) stress the fact that when more time is spent together with the CTs, teacher learning shifts in balance towards an emphasis on socialization and constructed learning away from the transfer of knowledge from the teacher education program. In addition, Brannan and Bleistein (2012) assert that a mentor alone is not sufficient but the combination of support from multiple sources best meets the needs of the PTs. This explains the reason for which the participant group of the study referred to other role models while considering the mentoring practices.

Considering the modeling of the teaching practices, PTs regarded the varied ways of teaching applications of the CTs as professional role modeling. As studies

(e.g. Asención-Delaney, 2012; Daloğlu, 2006; Derrick & Dicks, 2005) have found that mentoring practices have an important impact on the mentees' early teaching experiences, the ways that the mentoring practices applied requires attention to generalize the impact as effective and positive. Although it is claimed that “sink or swim” approach to teacher learning may be applicable for some PTs to face the many challenges of their professional lives, there are studies which require carefully planned, structured and systematic mentoring for teacher learning (e.g. Baley, 2006; Kuter & Koç, 2009; Hudson, et al. 2009). However, in pre-service teacher education in Turkey, the lack of an explicit, detailed and systematic curriculum for practice teaching creates an obstacle for the definition of the mentors and therefore, creates confusion. For instance, in contrast to the definition of mentors and mentoring practices of Malderez (2009), in this study, the mentoring practices of the CTs varied from extensive intervention of any kind of teaching action of the PTs to not willing to spend time with the PTs and asking them to leave right after the observations.

Gebhard (2009) claimed that practice teaching experience is “an opportunity for all participants of the practice teaching to examine and develop their own beliefs and understandings as well as an awareness of the moral and ethical dimensions of teaching” (p. 251). Moreover, according to Malderez (2009), mentoring is a process crucial to any stage of teacher learning and to the teachers' ability to succeed and grow in a specific workplace context. Although, the role of mentoring and mentoring practices in teacher learning are well defined by the studies in the field (e.g. Malderez, 2009; Bailey, 2006; Darling-Hammond, 2005), the actual mentoring practices could vary in terms of the context and to the mentor's personal attributes. Hence, mentoring is regarded as context-dependent (Richards, 2008; Farrell, 2012), and the mentoring practices are unique to each experience. Although there are contextual differences between the applications of the mentoring practices, Veenman (1984) elaborates on one common feature of the experiences through the collapse of the missionary ideals formed during teacher training by the harsh and rude reality of classroom-life. This reality shock mainly emanates from the fact that most of the time, PTs' are left to survive on their own in less than ideal conditions; and as a result some of them drop-out of the profession early in their careers (Crookes, 1997; Peacock, 2009). In relation to that Kuzmic (1993) claims that without any immediate

support, PTs may feel as if they are left alone to carry out their duties. Therefore, Mann and Tang (2012) suggest that mentors and mentoring practices play a key role in supporting PTs and that they make the most positive impact on teacher learning of the prospective professionals. As a similar inference, Hudson (2012) advocates that a community of willing, capable and compatible mentors with diverse expertise can provide richer and more productive mentoring experiences for PTs. He further states that

Beginning teachers need a community of mentors who can collaborate on building the profession at the beginning teacher level with clear indications on who, what, how and when to support them in their practices, which also indicates further research directions. Most importantly, it is essential to have timely induction and mentoring for effective teaching, as beginning teachers continue to articulate the need for ongoing support within their schools and unique classroom contexts. (p. 81 & 82)

Sağ (2008) also conducted a study on the expectations of the PTs about CTs, university supervisors and practice schools. In his study, Sağ (2008) used phenomenological research design by collecting data from the PTs through group discussions and interviews. According to the content analysis of the data, Sağ (2008) suggested four themes for the PTs' expectations from the CTs: colleague, guide, stakeholder, model and leader. On the other hand, the expectations of the PTs from the university supervisors were defined as mediation, guidance, communication and leadership. Although the data analysis of the present study offered new themes for their mentoring perceptions of the CTs and the university supervisor, it can be claimed that both studies contributed to the literature on mentoring practices of the CTs and university supervisors during practice teaching.

In addition to examining the mentoring context of practice teaching, the socio-professional context was also investigated. The analysis of the data revealed that the experiences of the PTs were considered through interpersonal, intrapersonal relationships in addition to the partnership between the faculty and the cooperating school in terms of socio-professional context. Although the partnership of the institutions could be considered as interpersonal relationships, the PTs mostly focused on the relationship on a personal level. Therefore, the theme was divided

into three labels: interpersonal, reflecting the relationships of the parties involved in practice teaching; intra-personal, focusing on the professional development of the PTs and the partnership of the faculty and the cooperating school.

The intra-personal reflections of the PTs revealed their understanding of self-development throughout the practice teaching. Due to the fact that the data analysis examined a process of change, there were different ideas in the reflections of the PTs. The difficulty of capturing a stable image of belief development was also stated by Borg (2006). Although there are a number of studies focusing on the beliefs of the PTs in the literature (Borg, 2003, 2006; Zheng, 2009), there are few studies considering the personal accounts of professional development of the PTs in a process of learning to teach (Liaw, 2009).

According to Tschannen-Moran and Woolfolk-Hoy (2007) the contextual factors, teaching resources and interpersonal support were found to be salient in the development of sense of teacher efficacy beliefs of the PTs (p. 944). Related to the emphasis on the social support networks, Brennan and Bleistein (2012) maintain that PTs should be educated in “how to build social support network and given strategies for developing mentoring and collegial relationships because such measures can increase the quality of teacher learning experience and lead to an increase in sense of teacher efficacy beliefs” (p. 536).

Darling-Hammond, Hammerness, Grossman, Rust and Shulman (2005) suggest that learning about teaching develops through participation in a community of learners where content is encountered in contexts in which it can be applied. They suggest that “teachers benefit from participating in the culture of teaching- by working with the materials and tools of teaching practice; examining teaching plans and student learning” (p. 405). According to Darling-Hammond et al. (2005) PTs also benefit from participating in practice as they observe teaching, work closely with experienced teachers, and work with students to use what they are learning. This learning about teaching is strengthened when

...it is embedded within a broad community of practitioners; specifically, experienced teachers, other PTs, teacher educators, and students, so that the PTs gain access to the experiences, practices, theories and knowledge of the profession. (p. 406)

According to the content analysis of the data, and the results of the research questions of the study in conjunction with the Integrated Model of Teacher Efficacy Beliefs (Tshcannen-Moran, et al., 1998), the role of mentoring practices is only one source of sense of efficacy formation of the PTs. The data analysis framework acknowledges that there are other factors that also influence the development of efficacy beliefs including the specific teaching situation in a specific teaching context. In fact, the framework also suggests that in order to make a judgment regarding the sense of teacher-efficacy beliefs of the PTs, it is necessary to include the considerations regarding the task, context, social networks and the background information provided for the PTs. Perhaps studying other influences on sense of teacher-efficacy beliefs of the PTs along with the perception of the supervisor, CT and the school administration would be useful.

Offering the kind of school-based experiences within a teacher education curriculum that can help the PTs to make a transition from their academic program to the realities of teaching in a school is therefore, an important consideration for language teacher education programs. While most studies in the literature focusing on teacher education strive to prepare competent professionals, the regulations of the CHE regarding the roles and responsibilities of the stakeholders have not been defined in detail. In this study, the participants reflected on their confused understanding of their own roles in the classroom. They not only complained about the role confusion of themselves, but also questioned what the roles of the CTs, school administrators and other teachers were. Yirci and Kocabaş (2012) addressed the need for role definition of the participants in practice teaching by defining the weaknesses of the mentoring practices in the Turkish Education System regarding pre-service teacher training. According to Yirci and Kocabaş (2012), there are not any specific roles defined to select CTs as mentors stated by the CHE. In addition to the absence of the role definition of the parties, the responsibilities and possible qualifications of the CTs to become mentors are also not defined in detail by the CHE. Therefore, during the practice teaching applications the assignment of the CTs as mentors happen not on a voluntary basis but rather as a compulsory duty to be accomplished. The compulsory assignment of the mentors also results in problems understanding the expectations of the PTs and acting as an ideal mentor.

The data analysis revealed that PTs of the study asserted their feeling of isolation and lack of systematic mentoring practices throughout the practice teaching. The role confusion and lack of social support were themes also reported in previous studies in the literature. Brannen and Bleistein (2012) reported in their study that the results of the analysis of their study did not yield any significant relationship with the sense of teacher efficacy of the PTs regarding student engagement and social support they received during their teaching practices. The reason for the insignificance of the relationship between their beliefs was reported as the feeling of isolation and a general lack of collegial mentor support. Farrell (2012) suggests that “maintaining a closer contact in a collaborative nature is of vital important to teacher education programs to sustain teacher education quality” (p. 438). Therefore, establishing a partnership is identified as “very critical” (Freeman & Johnson, 1998). As Nguyen (2009) suggested, it is important to note that the CT, PT, and the university supervisor triad may not always share the same perspective on matters for they brought their own viewpoints, experiences strengths, limitations and priorities. Therefore, rather than insisting on reaching a consensus, the triad needs to work on honoring each other’s voice and broadening their cultural and social repertoire.

In addition to the role of partnership, most of the studies emphasized that not only the partnership but also the social networks are very important for pre-service teacher learning. Freeman and Johnson (1998) stressed the fact that learning to teach is a socially negotiated process and it is constructed through experiences in and with students, parents, administrators as well as other members of the teaching profession. They addressed the importance of social networks by saying that “Learning to teach is a long-term, complex developmental process that operates through participation in the social practices and contexts associated with learning and teaching” (p. 402). Brannan and Bleistein (2012) specifically reported that “a mentor alone is not sufficient but the combination of support from multiple sources best meets the needs of the candidates” (p. 519). The needs of the PTs were also emphasized “to be considered, listened to and helped” (p. 531). According to Hobson et al. (2009), when more time is spent together, it shifts the balance towards emphasis on socialization and constructed learning and away from the transfer of knowledge from

the teacher education program. In relation, Farrell (2012) also emphasizes the importance of socialization by explaining that

PTs do not translate the knowledge they obtain from their teacher education program into practice automatically, because teachers must construct and reconstruct new knowledge and theory through participating in specific social contexts and engaging in particular types of activities and processes. (p. 441)

In terms of developing partnerships between the faculties of education and the cooperating schools, PTs of the study reported that the university supervisor was the only connection. When compared with their previous experience in the School Experience course, PTs were satisfied with the mentoring practices and organizational skills of the university supervisor and considered her as a problem-solver. Considering the fact that establishing a reflective approach to teacher education requires the creation of meaningful and effective field experiences that lead PTs to integrate theory and practice, to acquire first-hand knowledge about schools and schooling before practice teaching, and to start developing essential teaching skills and classroom management skill receives the upmost attention in language teacher education (Vélez-Rendón, 2008). Therefore, in addition to a number of models proposed for an effective collaboration between the cooperating schools and the faculties of education, cooperating schools working as Professional Development Schools (PDS) are advised as a vehicle to accomplish these goals. Designed as systematic partnerships between faculties of education and cooperating schools, PDS programs offer PTs the opportunity to learn under the tutelage of experienced and effective foreign language teachers prior to student teaching (Vélez-Rendón, 2008, p. 464).

5. 2. 3. The Personal Reflections of the Participants regarding the Challenges and Support They Experienced throughout the Practice Teaching Course

In the study, the participants were asked to address the challenges they encountered in addition to the support they received during practice teaching. The results of the data analysis evolved around three themes. The first one was the

evaluation of the seminar course in terms of professional development in comparison with the teaching practices in the schools. The second theme was the consideration of the challenges and support regarding the course content provided for practice teaching. The final theme was the timing, length and integration of the practice teaching into the methodology courses throughout the undergraduate education.

Although most of the studies conducted in teacher education focusing on practice teaching applications underlined the problems of practice teaching applications in the faculties of education through means of quantitative results (Goh & Matthews, 2011), there are not many studies focusing on the personal accounts of practice teaching experience of the pre-service language teachers. Practice teaching has long been recognized as an important part of an English language teacher's education (Gebhard, 2009). The priorities of organizing the practice teaching course thus require effective and systematic planning in teacher education programs. In relation, Farrell (2012) emphasizes that "it is important to ask whose needs we are addressing while preparing language teachers" (p. 438). Considering the disconnection between the campus and school-based components of practice teaching (Zeichner, 2010), the participant group in the study mostly reflected on how they benefitted from the carefully designed professional development activities in the seminar course more than their actual presence in the classroom setting. Although research has shown that carefully constructed field experiences that are coordinated with campus courses are more influential and effective in supporting pre-service teacher learning than the unguided and disconnected field experiences (Zeichner, 2010). The results of the study displayed that only designing the seminar course related to practice teaching was not enough for the PTs to develop certain aspects of teaching perspectives in terms of teacher learning. This result of the study addresses similar findings in the literature concerning the fact that some research has begun to document the impact of coherence in teacher education teaching experiences and programs on influencing prospective teacher learning in desired directions (Darling-Hammond et al., 2005; Zeichner & Conklin, 2005; Zeichner, 2010). Therefore, it was concluded that in addition to integrating fieldwork experiences to the theoretical courses offered on-campus before the PTs reached their senior year, the coherence between the coursework in teacher education and the fieldwork experiences plays an

important role in constructing and de-constructing the teacher education programs. Moreover, Zeichner (2010) claimed that

...the growing contemporary focus on rethinking and redesigning the connection of college and university coursework in pre-service teacher education to the schools and communities for which teachers are being prepared to work is a hopeful sign that the traditional distanced and disconnected model of university-based pre-service teacher education is on its way out. (p. 95)

Denton (1982, as cited in Darling-Hammond et al., 2005) indicated that PTs with early field experiences integrated with the methods courses performed better in their practice teaching course than those without early field experience.

Moreover, the results of the study considering the amount of which PTs of the study valued the practices of the seminar course more than their experiences in the real classrooms is also addressed in the literature as the consonance and dissonance of values and practices of the PTs about teaching and learning (Eren, 2010). In his study, Eren (2010) stressed the fact that teacher educators may benefit from the prospective teachers whose values are compatible with their practices in a positive term of the meaning in order to establish the same or similar consonance between the prospective teachers whose values are not compatible with their practices. Eren (2010) proposed that creating a positive, social, and mastery or learning-oriented atmosphere in the classroom and/or during the practice teaching process based on the needs of the PTs may result in developing the ability to challenge the reasons that cause a dissonance between the courses offered by the program.

Furthermore, Seferoğlu (2006) asserted that the results of her study revealed similar findings regarding the understandings of a participant group of PTs. In the study Seferoğlu (2006) concluded that the participants believed that a connection between the course materials and practical application in real classrooms was absent in the methodology and practice courses throughout their undergraduate education. Additionally, Seferoğlu (2006) concluded that the participants did not have enough opportunities for micro-teaching and practice teaching. In line with these perceptions, the participants suggested that there should be more opportunities for micro-teaching and practice teaching throughout the undergraduate programs.

Related to the results of coherence between the coursework and the field-based experiences, PTs also reflected on their experiences regarding the course content provided in the study. The challenging results of the data analysis revealed that PTs were not accustomed to applying various professional development activities throughout their undergraduate education. Therefore, some of the participants reflected on some of the course requirements such as reflective journals and administrative duties as challenging; whereas others found them effective and supportive to professional learning. Farrell (2012) remarked that PTs' writing their own stories to make sense of their own experiences creates a certain teaching awareness and this could be difficult at the beginning. Yeşilbursa (2011) presented significant findings for teacher educators of the reflective processes that the PTs at a critical time of their professional development. In her study, Yeşilbursa (2011) indicated that even through a single written reflection on one microteaching event, a good deal of insight can be gained into the way prospective teachers see themselves as teachers and how they reflect on their own practice. According to the results of the study, the ways of prospective teachers approaching the reflective task was unique and individual. She suggested that it would be beneficial for Turkish ELT teacher educators to include written reflections on teaching experiences conducted as part of the campus-based pedagogical courses to provide the PTs with practice for the practice teaching courses. In this way, ELT teacher educators can encourage the PTs to adopt an approach which will help them to develop as professionals throughout their careers.

The reason for the varied answers provided for the perceived effectiveness of the course content of the study could result from the different applications of the other supervisors in the department where the study was conducted. Due to the fact that PTs of the study were in close contact with other groups attending the practice teaching course compared their practices with other peers working with other supervisors. The reason for the unsystematic and obscure applications of the practice teaching course content is the result of the fact that CHE offers a suspended, open-ended definition of practice teaching and provides only the headings of the weekly observation tasks and leaves the seminar course applications and course content solely to the supervisors in the departments (CHE, 1998). This brings the individual

applications into attention. The unsystematic approach provided by the CHE to practice teaching may have led to the fluctuating ideas of the seminar applications of the study.

The data analysis revealed that the PTs had concerns regarding the timing and duration of the course. These two themes emerged due to the fact that the PTs in the study questioned the timing of the practice teaching course. Moreover, they asserted that senior year of the undergraduate program, although field experience was conducted in two semesters, is too late to accomplish the objectives set for learning to teach. The studies on the effects of extending practice teaching display vague comparisons. Some focused on one versus two semesters of practice teaching; on the other hand, some studies reported on some versus no practice teaching. Related to the length of practice teaching, Ronfeldt and Reininger (2012) suggested that the duration of practice teaching has little effect on teacher outcomes; however, the quality of practice teaching has significant and positive effects. Although studies reported that sense of teacher efficacy beliefs mostly increase during practice teaching (Hoy & Woolfolk, 1990; Woolfolk-Hoy & Burke Spero, 2005), regardless of whether it occurs in urban, rural, or suburban schools (Knoblauch & Woolfolk-Hoy, 2008), the decrease in the sense of efficacy beliefs of the PTs regarding the classroom management in the study requires a reconsideration of the practice teaching applications. Although the participants of the study considered the length of practice teaching for each semester was enough, they argued that it was difficult for them to follow the undergraduate courses in addition to the fieldwork experiences. They stated that the requirements of the other courses of the senior year created a burden on the PTs in addition to the requirements of the practice teaching.

Bandura (1997) asserted that the early experiences of teaching that the PTs go through form their sense of teacher efficacy beliefs. After the initial stages, PTs either strengthen their efficacy beliefs or make them leave the profession (Tschannen-Moran & Woolfolk-Hoy, 2007). Related to the studies in the literature, Faez and Valeo (2012) remarked that practice teaching and real teaching experiences were found to be the most influential aspects of the teacher education programs. Therefore, the organization of the practice teaching needs to be conducted in a coherent, consistent and systematic nature.

In a study of the practice course in the English teacher education program before the 1998 reform, Enginarlar (1996) summarized the following problems of practice teaching applications as perceived by the student teachers as;

...very limited teaching experience offered, lack of continuity in observation and teaching (i.e., visiting school only one day a week), too much and pointless observation of one single teacher, being stuck to one level of proficiency for observation and teaching, being limited to one school setting only, not being able to change the co-operating teacher in case of disinterest or personality clash. (p. 96)

Although the number of practice teaching courses and the number of hours PTs need to spend at schools have been increased in the recent reform, the perceptions of the participants in this study do not look very different from what Enginarlar (1996) had acknowledged.

Although the participants of the study examined their reflections regarding their content area needs, the professional needs of the PTs seemed to be neglected due to the extensive focus on their role in the cooperating school and the classroom. The participants valued their professional image more than their abilities to teach language. This result of the study might be due to the fact that the PTs who participated in the study were enrolled in the one of the most competitive and high standard departments in the field. The participants had minor problems with the language and language use. Therefore, this explains why they concentrated more on their teacher manners in the classroom.

5. 4. Implications for English Language Teacher Education Context in Turkey

In this study, there are a number of implications deduced about the context of English Language Teacher Education and practice teaching applications for the foreign language education department in Turkey. Although the contributions and implications of the study were proposed in the previous sections blended with the discussions, main points of the implications of the study will be summarized in this section.

The study in hand contributes to the research literature on the professional learning processes the PTs go through before entering the profession and the

contextual factors affecting their learning to teach process. The main contribution of the study is on the practice of language teacher education in Turkey. As Farrell (2012) suggested, sense of efficacy beliefs are context-dependent, the study provides data from the pre-service language teachers who are about to enter the profession regarding their sense of teacher efficacy beliefs in the context of the study. As Freeman (2002) highlighted, “in teacher education, context is everything” (p. 11). The present study documents how the sense of teacher efficacy beliefs of the PTs developed throughout the practice teaching and they were affected by the contextual factors; namely the mentoring practices and the practice teaching seminar course applications. In addition to the description of the sense of efficacy beliefs of the PTs, the mentoring practices and the role of mentoring practices in affecting the efficacy beliefs of the PTs are also identified in the study. In addition to the mentoring practices during practice teaching, the role of social-networking during practice teaching is also identified in a language teacher education department. Finally, a sample course content applied for the study is established considering the fact that there is currently no certain course content offered by the CHE.

Overall results of the study indicate that the participants felt moderately prepared to teach EFL in the classrooms. The significant decrease in the classroom management beliefs of the PTs in the study reflects the individual differences that impact the classroom experience in specific language teaching tasks and teaching contexts. Therefore, the results of the study indicated that there are missing role definitions and applications in the administration of practice teaching. First of all, paying attention to the decrease in the classroom management, the participants also highlighted the importance of increasing the amount of practice teaching courses and even integrating methodology course with field work experiences. Graves (2009) also suggested the integration of the practice teaching with other undergraduate courses in the teacher education program counting on the advantages as teacher educators find the chance to have a close look at the elements and experiences that contribute to the development of sense of teacher efficacy beliefs of the PTs. In addition, integrating the methodology courses with fieldwork experiences also enables building bridges with the stakeholders.

In addition to the need to provide PTs with more opportunities for actual experiences with teaching and managing students, PTs need to get extensive, detailed, constructive and systematic verbal and written feedback related to their instructional practices through which PTs will have increased their sense of teacher efficacy beliefs. According to Paker (2005), not providing constructive and detailed feedback leads PTs to develop a sense of personal defense towards the applications of the CTs which creates a clash of teaching ideas between the two and creates a distance at a personal level. Therefore, the ways and the requirements of providing feedback need to be well defined and applied in a coherent manner by every participant in the mentoring role.

As the results of the study indicated, the role definitions of the CHE regarding the CTs are vague which also brought vagueness to the applications of the mentoring practices. The roles defined for the CTs in the current applications are contradicting with the literature. Malderez (2009) asserts that mentoring requires monitoring the practices of the mentee and encouraging them to reflect upon their experiences in a critical way. However, in Turkey's context, CTs as mentors are asked to rate the teaching performance in addition to the general attitude of the pre-service teacher as a prospective professional. This obviously brings the clash of the mentoring role into attention. This aspect of mentoring addresses the redesign of role assignment of the CTs.

In addition, the literature suggests that not every experienced teacher could be a mentor (Darling-Hammond, 2005), therefore, in order to become a mentor and conduct effective mentoring practices, the CTs need special training (Asención-Delaney, 2012; Haser & Star, 2009). In addition to the reorganization of the regulations, the understanding of mentoring needs a change and development. As Zimmer-Loew (2008) claimed, in order to meet the needs of foreign language speakers in the 21st century, "educational funding should more strongly support mentoring to facilitate new teacher training which has the potential to result in mutually beneficial professional development opportunities" (p. 627).

In addition to the mentoring practices, the results also indicated that the PTs attending the practice teaching course are the neglected participant of the socio-professional context in the cooperating school. The literature also suggests that

sociocultural views of learning in which scaffolding, or instructional support in the context of a social relationship between novice and expert, are necessary to build professional knowledge by participating in the school's culture (Deed, Cox & Prain, 2011; Freeman & Johnson, 1998; Malderez & Wedell, 2007; Wright, 2010). Freeman (2002) claimed that "teacher education needs to organize and support new relationships between new and experienced teachers" (p. 11). Therefore, in addition to the CTs, the school administrators, other teachers in the cooperating school, even the parents can be considered as participants of the socio-professional context in which the PTs need to take an active role. Thus, the practice teaching applications need to be administrated in cooperation with all other participants, the roles of the PTs need to be specified clearly. Thus, the cooperating schools in addition to the school administrations need to be selected with care and utmost attention paid to the quality of mentoring practices offered by the school.

Additionally, the collegial relationships need to be encouraged not only between the CTs but also between the university supervisors in terms of designing the practice teaching course. The need for consistency in course applications is also valid for the university supervisors offering the same course in the department. Instead of giving the course in exchange of financial considerations of offering a practice-based course, university supervisors should also be motivated and willing to guide PTs focusing the professional necessities.

5. 5. Recommendations for Further Studies

The study aimed at investigating the sense of efficacy beliefs of the PTs and the perceptions of the mentoring practices throughout practice teaching. A mixed-method study was conducted for data collection emphasizing the qualitative aspects integrated with a survey method to provide descriptive analysis to the qualitative data. Data were collected from the PTs at the senior year enrolled in the practice teaching course.

The study is limited to Middle East Technical University, Department of Foreign Language Education context. Studies are needed to identify the experiences of the PTs during practice teaching in different educational settings. Additionally,

findings of research conducted on different settings, could be a nation-wide study, will provide insights to the teacher educators to examine the challenges from a wider perspective in order to evaluate their applications.

Moreover, as data collection tools, surveys, weekly reflective journal entries, semi-structured face-to-face interviews and open-ended survey were used. Studies considering observation of the teaching practices of the PTs might provide a generous understanding for the teacher educators focusing on the professional development of the PTs.

Sense of teacher efficacy beliefs have been measured through assessing the teaching beliefs of the pre/in-service teachers in the literature. However, efficacy for teaching language skills could be explored by developing a specific instrument to measure efficacy for teaching reading, speaking, listening and writing in a foreign language teaching setting.

Additionally, the study was conducted in only one semester of fieldwork experiences of the PTs focusing on the teaching practice. However, in order to have a deeper understanding of the professional learning stages of the PTs, a longitudinal study covering the school experience course in the first semester of the senior year could be conducted. The need for longitudinal studies in examining the change in the teaching beliefs of the PTs is needed to explore effective teacher education practices.

The data were collected from one group of participants; therefore, a comparative study can be designed about the pre-service teacher learning, mentoring practices and effectiveness of practice teaching applications with the CTs and university supervisors. The differences between the perceptions of challenge and support may also be added. In addition, a detailed understanding of the socio-professional context at the university could also be examined through the mentoring practices of the supervisors.

The study was utilized in a correlational design; therefore, it was difficult to infer causation. In further studies an experimental design could be implemented to explore cause-effect relation between sense of teacher efficacy beliefs and the chosen variables. The design could focus on a number of concerns; on considering integrating technology into practice teaching, training of CTs as mentors, alternative assessment strategies applied for practice teaching. The integration of technology and

providing synchronous or asynchronous environment for practice teaching course can be considered. Therefore, the effectiveness of blended classes in order to increase the availability and contact time of the participants in addition to monitor the reflections of the participants and provide feedback. The outcomes and effectiveness of the seminar course applications can be compared with respect to the activities implemented and feedback given in actual and virtual seminar courses. The training of CTs as mentors could be accomplished by a series of seminars conducted by the researchers, university supervisors through reflective practices, and making the expectations, roles and responsibilities clear to the CTs in addition to listening to their concerns; the extent to which they manage to become a mentor and the factors affecting their professional development needs to be investigated. Finally, developing alternative assessment strategies to choose the cooperating schools, assign the CTs to work with and university supervisors to offer the practice teaching course are the areas that requires attention for further studies.

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APPENDICES

APPENDIX A

UNDERGRADUATE ENGLISH LANGUAGE TEACHER EDUCATION PROGRAM- COURSE LIST of METU

Course Code	Course Name	METU Credit	Contact (h/w)	Lab (h/w)	ECTS
FLE129	INTRODUCTION TO LITERATURE	3	3	0	4,5
FLE133	CONTEXTUAL GRAMMAR I	3	3	0	7
FLE135	ADVANCED READING AND WRITING I	3	3	0	7
FLE137	LISTENING AND PRONUNCIATION	3	3	0	7
FLE177	SECOND FOREIGN LANGUAGE I	3	3	0	7
EDS200	INTRODUCTION TO EDUCATION	3	3	0	5
IS100	INTRODUCTION TO INFORMATION TECHNOLOGIES AND APPLICATIONS	0	2	0	1
TURK103	WRITTEN EXPRESSION	2	2	0	4
TURK107	TURKISH I	2	2	0	4
TURK201	ELEMENTARY TURKISH	0	4	0	2
FLE134	CONTEXTUAL GRAMMER II	3	3	0	7
FLE136	ADVANCED READING AND WRITING II	3	3	0	7
FLE138	ORAL COMMUNICATION	3	3	0	7
FLE140	ENGLISH LITERATURE I	3	3	0	4,5
FLE146	LINGUISTICS I	3	3	0	4,5
FLE178	SECOND FOREIGN LANGUAGE II	3	3	0	7
TURK104	ORAL COMMUNICATION	2	2	0	4
TURK108	TURKISH II	2	2	0	4
TURK202	INTERMEDIATE TURKISH	0	4	0	2
CEIT319	INSTRUCTIONAL TECHNOLOGY AND MATERIAL DEVELOPMENT	3	2	2	6,5
FLE238	APPROACHES TO ENG.LANG.TEACHING	3	3	0	4,5
FLE241	ENGLISH LITERATURE II	3	3	0	4,5
FLE261	LINGUISTICS II	3	3	0	4,5
FLE277	SECOND FOREIGN LANGUAGE III	3	3	0	7
EDS220	EDUCATIONAL PSYCHOLOGY	3	3	0	5
FLE200	INSTRUCTIONAL PRINCIPLES AND METHODS	3	3	0	7
FLE221	DRAMA ANALYSIS	3	3	0	4,5
FLE262	ELT METHODOLOGY I	3	3	0	4
FLE270	CONTRASTIVE TURKISH-ENGLISH	3	3	0	7

FLE280	ORAL EXPRESSION AND PUBLIC SPEAKING	3	3	0	7
FLE304	ELT METHODOLOGY II	3	3	0	4,5
FLE307	LANGUAGE ACQUISITION	3	3	0	5
FLE311	ADVANCED WRITING RESEARCH SKILLS	3	3	0	4
FLE315	NOVEL ANALYSIS	3	3	0	7
HIST2201	PRINCIPLES OF KEMAL ATATÜRK I	0	2	0	2
HIST2205	HISTORY OF THE TURKISH REVOLUTION I	0	2	0	2
FLE308	TEACHING ENGLISH TO YOUNG LEARNERS	3	3	0	5
FLE324	TEACHING LANGUAGE SKILLS	3	3	0	7
FLE352	COMMUNITY SERVICE	2	1	2	4
EDS304	CLASSROOM MANAGEMENT	3	3	0	5
EDS416	TURKISH EDUCATIONAL SYSTEM AND SCHOOL MANAGEMENT	3	3	0	5
HIST2202	PRINCIPLES OF KEMAL ATATÜRK II	0	2	0	2
HIST2206	HISTORY OF THE TURKISH REVOLUTION II	0	2	0	2
FLE405	MATERIALS ADAPTATION & DEVELOPMENT	3	3	0	4,5
FLE413	ENGLISH LANGUAGE TESTING AND EVALUATION	3	3	0	4,5
FLE423	TRANSLATION	3	3	0	7
FLE426	THE ENGLISH LEXICON	3	3	0	7
EDS424	GUIDANCE	3	3	0	5
	Total	118	134	4	239,5
		METU Credit	Contact (h/w)	Lab (h/w)	ECTS
FLE404	PRACTICE TEACHING	5	2	6	13,5
FLE425	SCHOOL EXPERIENCE	3	1	4	7
	Total	8	3	10	20,5

APPENDIX B

WEEKLY SCHEDULE AND RECOMMENDED BOOKS FOR PRACTICE TEACHING COURSE

Recommended Books:

Nunan, D. (1988). *The learner-centered curriculum*. Cambridge: Cambridge University Press.

Richards, J. C. (Ed.). (1998). *Teaching in action. Case studies from second language classrooms*. Bloomington, IL: Teachers of English to Speakers of Other Languages, Inc.

Richards, J. C., & Renandya, W. A. (Eds.).(2002). *Methodology in language teaching*. New York, NY: Cambridge University Press.

Ur, P. (1996). *A course in language teaching*. Cambridge: Cambridge University Press.

Weekly Schedule:

R&R—Jack Richards and Willy Renandya U—Penny Ur R—Jack Richards N—David Nunan

NOTE: The reading assignments are NOT optional. Please do the readings before coming to class.

Date	In-class activities	Weekly Tasks
Feb.18	Class introduction.	NONE
Feb.25	Workshop: Self-presentation and self-preservation: Posture, body language, voice. Workshop: Writing a CV, statement of purpose, and application letter.	Task 1: Searching the Internet about the school. Learning about your mentor teacher and the school.
Mar. 4	Workshop: Preparing a video discussion session. Workshop: Keeping a reflective journal and doing peer reviews. Workshop: Lesson Planning.	Task 2: Prepare a CV for a job application and write a statement of purpose for a graduate program.
Mar.11	Discussion topic: Affective Factors (motivation of learners, negative vs. positive attitudes; resolving conflicts with Ss; participation, etc.)	Task 3: Formulaic classroom language Read: U, Learner Motivation and Interest, pp. 274-285; R, Stimulating Participation, pp. 139-142 (Iseno); Motivating Reluctant Students, pp. 150-154 (Stoller, et al.);

	Mock Interviews (ELT position). Job and graduate program presentation 1	Changing Negative Attitudes, pp. 160-163 (Urmston)
Mar.18	Workshop 2: Classroom interaction (Classroom dynamics; teacher vs. student-talk; giving instructions, etc.) Mock Interviews (ELT position) Job and graduate program presentation 2	Task 4: Formulaic classroom language. Giving instructions Read: R&R , Chp. 5, Implementing Cooperative Learning (Jacobs & Hall); U , Classroom Interaction, pp. 227-241; R , When Students Won't Use English, pp. 187-190 (O'Kelly); Altering Teacher Talk, pp. 30-34); Motivating Students to Practice Speaking, pp. 330-333 (Weck)
Mar.25	Workshop 3: Classroom Management (Whole class vs. individual student management; dealing with large classes) Discussion and evaluation of the mock interviews. Job and graduate program presentation 3	Task 5 : Dealing with disruptive behavior. Read: R&R , Chp. 4, Classroom Management (Lewis); U , Classroom Discipline, pp. 259-271; R , Management of Large Classes, pp. 35-37 (Mutoh), Teaching Large University Classes, pp. 213-218 (McMurray).
Apr. 1	Workshop 4: Teaching Grammar (presenting grammar; tasks and practice; dealing with mistakes) Job and graduate program presentation 4 Video discussion session 1	Task 6: Introducing a new grammar point. Read: R & R , Chp. 13, Seven Bad Reasons for Teaching Grammar—and Two Good Ones (Swan); Chp. 14, Addressing the Grammar Gap in Task Work (Richards); Chp. 15, Grammar Teaching—Practice or Consciousness-Raising (Ellis); U , Teaching Grammar, pp. 75-85; R , The Grammar Dilemma, pp. 374-377 (Griffiths).
Apr. 8	Workshop 5: Materials (using, adopting, preparing) and time management. Job and graduate program presentation 5 Video discussion session 2	Task 7: Lesson observation (full). Read: U , Materials, pp. 183-192; R & R , chp. 8, The Role of Materials in the Language Classroom: Finding the Balance. R , Improving Time Management, pp. 3-9 (Marshall); Using Authentic Materials in China, pp. 404-407 (Jones).
Apr. 5	Workshop 6: Feedback & Correction (Giving oral vs. written feedback; error correction in class and on the exam)	Task 8: Giving oral/written feedback. Read: U , Giving Feedback, pp. 242-258; R , Giving Effective Feedback, pp. 261-266 (Lee); Using Peer Feedback in the ESL Writing Class (Rollinson—outside

	Job and graduate program presentation 6 Video discussion session 3	reading); Why Burn the Midnight Oil? Marking Student Essays (Lee—outside reading)
Apr. 2	Workshop 7: Testing & Evaluation (Preparing and administering tests; rubrics; grading) Job and graduate program presentation 7 Video discussion session 4	Task 9: Analyzing test results: Item difficulty Read: R&R , chp. 33, Alternative Assessment: Responses... (Huerta-Macias), chp. 34, Nontraditional Forms of... (Penaflorida); N , Assessment and Evaluation, pp. 116-135
Apr. 9	Workshop 8: Teaching Mixed Level Classes Job and graduate program presentation 8 Video discussion session 5	Task 10: Integrated skills lesson Read: R , Part 8: Teaching Classes with Mixed Levels or Abilities, pp. 273-295; R & R , chp. 6, Mixed-Level teaching: Tiered Tasks and Bias Tasks (Bowler & Parminter)
May 6	Video discussion session 6 Video discussion session 7 Video discussion session 8	
May 3	Individual conferences and feedback.	
May10	Common problems or other issues in the classroom. Preparing for Assessed Teaching.	
May27	Mock Interviews (MA program).	

APPENDIX C

THE CHE REGULATIONS FOR PRACTICE TEACHING APPLICATIONS

ÖĞRETMEN ADAYLARININ MİLLÎ EĞİTİM BAKANLIĞINA BAĞLI EĞİTİM ÖĞRETİM KURUMLARINDA YAPACAKLARI ÖĞRETMENLİK UYGULAMASINA İLİŞKİN YÖNERGE

Tebliğler Dergisi : EKİM 1998/2493

Ek ve Değişiklikler:

04/01/2010 tarihli ve

- 1) B.08.0.ÖEG.0.13.01.02-380/01-
08 sayılı Müsteşarlık Onayı

BİRİNCİ BÖLÜM Genel Hükümler

Amaç

Madde 1- Bu Yönergenin amacı, öğretmen adaylarının, öğretmenlik mesleğine daha iyi hazırlanmalarını, öğrenimleri süresince kazandıkları genel kültür, özel alan eğitimi ve öğretmenlik mesleğiyle ilgili bilgi, beceri, tutum ve alışkanlıklarını gerçek bir eğitim-öğretim ortamı içinde kullanabilme yeterliliği kazanmalarını sağlayacak uygulama çalışmalarına ilişkin usul ve esasları düzenlemektir.

Kapsam

Madde 2- Bu Yönerge, öğretmen yetiştiren yüksek öğretim kurumlarındaki öğrencilerin, Millî Eğitim Bakanlığına bağlı resmî ve özel eğitim ve öğretim kurumlarında yapacakları öğretmenlik uygulaması çalışmalarının, amaç, ilke ve yöntemlerini kapsar.

Dayanak

Madde 3- Bu Yönerge, 1739 sayılı Millî Eğitim Temel Kanunu, 3797 sayılı Millî Eğitim Bakanlığı Teşkilat ve Görevleri Hakkında Kanun ve 2547 sayılı Yüksek Öğretim Kanununun ilgili hükümlerine dayanılarak hazırlanmıştır.

Tanımlar

Madde 4- Bu Yönergede geçen ;

"**Öğretmen Adayı**", öğretmenlik programlarına devam eden, öğretmeni olacağı öğretim düzeyi ve alanında, okul ortamında, öğretmenlik uygulaması yapan yüksek öğretim kurumu öğrencisini,

"**Öğretmenlik Uygulaması**", öğretmen adaylarına, öğretmeni olacağı alanda ve öğretim düzeyinde, bizzat sınıf içinde öğretmenlik becerisi kazandıran ve belirli bir dersi ya da dersleri planlı bir şekilde öğretmesini sağlayan; uygulama etkinliklerinin tartışılıp değerlendirildiği bir dersi,

"**Okul Deneyimi**", öğretmen adaylarına, okul örgütü ve yönetimi ile okullardaki günlük yaşamı tanıma, eğitim ortamlarını inceleme, ders dışı etkinliklere katılma deneyimli öğretmenleri görev başında gözleme, öğrencilerle bireysel ve küçük gruplar halinde çalışma ve kısa süreli öğretmenlik deneyimleri kazanma olanağı veren, onların öğretmenlik mesleğini doğru algılayıp benimsemelerini sağlayan fakülte öğretim programında yer alan dersleri,

"Fakülte", öğretmen yetiştiren fakülte ve yüksek okulları,
"Uygulama Okulu", öğretmenlik uygulamalarının yürütüldüğü, Millî Eğitim Bakanlığına bağlı resmî, özel, yatılı-pansiyonlu ve gündüzlü, okul öncesi, ilköğretim, genel ve meslekî orta öğretim, özel eğitim ile çıraklık ve yaygın eğitim kurumlarını,
"Fakülte Uygulama Koordinatörü", öğretmen adaylarının okullarda yapacakları uygulama etkinliklerinin, öğretim elemanı, millî eğitim müdürlüğü koordinatörü ve uygulama okulo koordinatörüyle birlikte, planlanan ve belirlenen esaslara göre yürütülmesini sağlayan, eğitim ve öğretimden sorumlu dekan yardımcısı veya yüksek okul müdür yardımcısını,
"Bölüm Uygulama Koordinatörü", fakülte-uygulama okulu iş birliği sürecinde, bölümün öğretmenlik uygulamaları ile ilgili yönetim işlerini planlayan ve yürüten öğretim elemanını,
"Uygulama Öğretim Elemanı", alanında deneyimli ve öğretmenlik formasyonuna sahip, öğretmen adaylarının uygulama çalışmalarını planlayan, yürüten ve değerlendiren yüksek öğretim kurumu öğretim elemanını,
"Millî Eğitim Müdürlüğü Uygulama Koordinatörü", öğretmen adaylarının okullarda yapacakları uygulama etkinliklerinin, fakülte ve okul koordinatörleriyle birlikte planlanan esaslara göre yürütülmesini sağlayan, ilde millî eğitim müdürü veya yardımcısı, ilçede ise ilçe millî eğitim müdürü ya da şube müdürü,
"Uygulama Okulu Koordinatörü", okulundaki uygulama etkinliklerinin belirlenen esaslara uygun olarak yürütülmesi için uygulama okulu, ilgili kurumlar ve kişiler arasında iletişim ve koordinasyonu sağlayan okul müdürünü veya yardımcısını,
"Uygulama Öğretmeni", uygulama okulunda görevli, öğretmenlik formasyonuna sahip, alanında deneyimli öğretmenler arasından seçilen, öğretmen adayına öğretmenlik mesleğinin gerektirdiği davranışları kazanmasında rehberlik ve danışmanlık yapan sınıf veya ders öğretmenini,
"Öğretmen Yetiştirme Millî Komitesi", öğretmen yetiştirme sisteminin daha kalıcı ve etkin bir şekilde işlenmesini sağlamak ve daha nitelikli öğretmen yetiştirmeye katkıda bulunmak üzere Millî Eğitim Bakanlığı, Yükseköğretim Kurulu ve **öğretmen yetiştiren kurumlar**⁽¹⁾ın temsilcilerinden oluşan danışma organını, ifade eder.

İKİNCİ BÖLÜM

Öğretmenlik Uygulaması İlkeleri

Madde 5- Öğretmenlik uygulaması aşağıdaki ilkeler doğrultusunda planlanır, programlanır ve yürütülür,

a) Kurumlar arası iş birliği ve koordinasyon ilkesi : Öğretmenlik uygulamasına ilişkin esaslar Millî Eğitim Bakanlığı ile Yükseköğretim Kurulu Başkanlığı tarafından ortaklaşa belirlenir. Uygulama çalışmaları, sorumlulukların paylaşılması temelinde belirlenen esaslara dayalı olarak, millî eğitim müdürlükleri ile **öğretmen yetiştiren kurumlar**⁽¹⁾ın koordinasyonunda yürütülür. Yükseköğretim Kurulu Başkanlığı bünyesinde kurulan Öğretmen Yetiştirme Millî Komitesi bu esasların belirlenmesinde aktif rol oynar.

b) Okul ortamında uygulama ilkesi: Öğretmenlik uygulamaları, öğretmen adaylarının öğretmeni olacağı öğretim düzeyinde, alanlarına uygun gerçek etkileşim ortamından il-ilçe millî eğitim müdürlükleri ile fakülte dekanlıkları tarafından belirlenen Millî Eğitim Bakanlığına bağlı resmî, özel, yatılı-pansiyonlu ve gündüzlü, okul öncesi, ilköğretim, genel ve meslekî orta öğretim, özel eğitim ile çıraklık ve yaygın eğitim kurumlarında yürütülür.

c) Aktif katılma ilkesi : Öğretmen adaylarının, öğretme-öğrenme ve iletişim süreçlerine

etkili bir biçimde katılmaları esastır. Bunun için, öğretmenlik uygulamasında her öğretmen adayından, bir dizi etkinliği bizzat gerçekleştirmesi istenir. Öğretmen adaylarının; bunları aşamalı olarak, süreklilik içinde ve artan bir sorumlulukla yürütmeleri sağlanır.

Öğretmen adayları; uygulama hazırlığı, uygulama okulunda gözlem, uygulama öğretmeninin görevlerine katılma, eğitim-öğretim/yönetim ve ders dışı etkinliklere katılma, uygulama çalışmalarını değerlendirme etkinliklerini gerçekleştirir.

d) Uygulama sürecinin geniş zaman dilimine yayılması ilkesi : Öğretmenlik uygulaması programı; planlama, inceleme, araştırma, katılma, analiz etme, denetleme, değerlendirme ve geliştirme gibi kapsamlı bir dizi süreçten oluşur. Bu süreçlerin her biri hazırlık, uygulama, değerlendirme ve geliştirme aşamalarından oluşmaktadır. Öğretmen adayının, öğretmenlik davranışlarını bu süreçler yoluyla istenilen düzeyde kazanabilmesi için fiilen uygulama yapacağı süreden çok daha fazla zamana ve çabaya ihtiyacı vardır. Bu nedenle öğretmenlik uygulamaları; öğretmen adayına giderek artan bir sorumluluk ve uygulama yeterliliği kazandırmak için, en az bir yarı yıla yayılarak programa yerleştirilir.

e) Ortak değerlendirme ilkesi: Uygulama etkinliklerini birlikte planlayıp yürüttükleri için öğretmen adayının öğretmenlik uygulamasındaki performansı, uygulama öğretim elemanı ve uygulama öğretmeni tarafından ayrı ayrı değerlendirilir. Öğretmen adayının öğretmenlik uygulamasındaki başarısı, uygulama öğretim elemanı ve uygulama öğretmeninin yaptığı değerlendirmelerin fakültenin "Eğitim-Öğretim ve Sınav Yönetmeliği" gereğince birleştirilmesiyle not olarak belirlenir. Uygulama öğretim elemanı notları fakülte yönetimine teslim eder.

f) Kapsam ve çeşitlilik ilkesi : Öğretmenlik mesleği, ders hazırlığı, dersi sunma, sınıf yönetimi, atölye ve laboratuvar yönetimi, okul ve aile mesleği ile ilgili konularda öğrenciye rehberlik yapma, öğrenci başarısını değerlendirme, yönetim işlerine ve eğitsel çalışmalara katılma gibi çok çeşitli faaliyetleri kapsamaktadır. Ayrıca öğretmenler, çeşitli bölgelerde, farklı olarak ve koşullara sahip genel-meslekî, gündüzlü-yatılı, pansiyonlu, şehir ve köy okullarında, müstakil veya birleştirilmiş sınıflarda görev yapmaktadır. Bu nedenle öğretmenlik uygulaması, öğretmenlik mesleğinin gerektirdiği tüm görev ve sorumluluk alanlarını kapsayacak şekil ve çeşitlilikte planlanır ve yürütülür.

g) Uygulama sürecinin ve personelinin sürekli geliştirilmesi ilkesi : Öğretmenlik uygulaması çalışmalardan elde edilen sonuçlara göre; öğretmenlik uygulaması süreci ve buna paralel olarak uygulamaya katılan personel yeterlilikleri sürekli geliştirilir.

h) Uygulamanın yerinde ve denetimli yapılması ilkesi : Öğretmenlik uygulamasından beklenen faydanın sağlanabilmesi, ancak; öğretmen adaylarının öğretmenlik uygulaması kapsamında yapacakları etkinlikleri, öğrencisi buldukları fakültenin öğretim elemanlarının yakından izleme, rehberlik etme, yanlışlarını düzeltme, eksikliklerini tamamlama ve değerlendirme çabaları ile mümkündür. Bu nedenle öğretmenlik uygulaması, fakültenin bulunduğu il veya ilçelerdeki uygulama okulları ile ilgili kurumlarda yapılır.

ÜÇÜNCÜ BÖLÜM

Görev, Yetki ve Sorumluluklar

Madde 6- Öğretmenlik uygulamasında;

a) Öğretmen Yetiştirme Millî Komitesinin görev, yetki ve sorumlulukları:

1. Yükseköğretim Kurulu ile Millî Eğitim Bakanlığı, Yükseköğretim Kurulu ile Fakülteler ve diğer ilgili kurumlar arasındaki bilgi akışını sağlar.
2. Öğretmen yetiştirilmesi ve eğitiminin en önemli boyutlarından biri olan fakülte okul iş birliği konusunda gerekli görülen model ve alt yapı çalışmalarını gerçekleştirir.
3. Ülkenin ihtiyaçları ve öncelikleri ile alandaki çağdaş gelişmeler ve araştırma bulguları

doğrultusunda hizmet öncesi ve hizmet içi öğretmen yetiştirme sürecini etkin ve verimli hale getirir.

4. Ülkenin önceliklerini ve öğretmen açığı olan bölgeleri saptar, her branş için gerekli olan öğrenci sayısının dağılımını yapar ve öğretmenlerin temini ve istihdamı ile ilgili olarak Millî Eğitim Bakanlığı ile iş birliği ve koordinasyon içerisinde çalışır.

5. Öğretmen yetiştirme ve eğitimi programlarını ve derslerini oluşturup, güncelleştirir.

6) Öğretmen yetiştirme ve eğitimi derslerine ilişkin ulusal ölçütleri geliştirir ve uygulamayı değerlendirir.

b) Fakülte yönetiminin görev, yetki ve sorumlulukları :

1. Bölümlerden gelen önerileri dikkate alarak uygulama öğretim elemanlarını belirler.

2. İl-ilçe millî eğitim müdürlüğü uygulama koordinatörünün iş birliği ile uygulama okullarını belirler.

3. Uygulama okullarındaki etkinliklerin, etkili ve verimli bir biçimde yürütülmesini, denetlenmesini sağlar.

4. Uygulama sürecinde, **öğretmen yetiştiren kurumlar⁽¹⁾**-uygulama okulu iş birliğinin gerçekleştirilmesi için her yıl belirli zamanlarda uygulama çalışmalarına ilişkin toplantılar, kurs ve seminerler düzenler.

c) Fakülte uygulama koordinatörünün görev ve sorumlulukları:

1. Bölüm uygulama koordinatörü ve millî eğitim müdürlüğü uygulama koordinatörü ile iş birliği yaparak uygulama okullarını belirler, öğretmen adaylarının bu okullara dağılımını sağlar.

2. Uygulama çalışmalarını, fakülte adına izler ve denetler.

3. Öğretmenlik uygulaması çalışmalarını değerlendirir ve geliştirilmesi için gerekli önlemleri alır.

d) Bölüm uygulama koordinatörünün görev ve sorumlulukları:

1. Bölümle ilgili uygulama çalışmaları konusunda, bölüm uygulama öğretim elemanları arasındaki koordinasyon ve iş birliğini sağlar.

2. Uygulama öğretim elemanlarının ve her uygulama öğretim elemanının sorumluluğuna verilen öğretmen adaylarının listesini hazırlar; fakülte uygulama koordinatörüne iletir.

3. Uygulama okullarının seçiminde fakülte uygulama koordinatörüne yardım eder.

e) Uygulama öğretim elemanının görev ve sorumlulukları:

1. Öğretmen adaylarını, öğretmenlik uygulaması etkinliklerine hazırlar.

2. Öğretmen adaylarının uygulama çalışmaları kapsamındaki etkinliklerini, uygulama okulu koordinatörü ve uygulama öğretmeni ile birlikte planlar.

3- Öğretmen adayının çalışmalarını, uygulama öğretmeni ile birlikte düzenli olarak izler, denetler.

4. Uygulamanın her aşamasında öğretmen adayına gerekli rehberliği ve danışmanlığı yapar.

5- Uygulama sonunda öğretmen adayının çalışmalarını, uygulama öğretmeni ile birlikte değerlendirir ve sonucu not olarak fakülte yönetimine bildirir.

f) İl-ilçe millî eğitim müdürlüğünün görev, yetki ve sorumlulukları :

1. Öğretmenlik uygulaması yapılacak illerde il millî eğitim müdür yardımcılarında birini, merkez ilçeler dışındaki ilçelerde ilçe millî eğitim şube müdürlerinden birini "millî eğitim müdürlüğü uygulama koordinatörü" olarak görevlendirir.

2. Fakülte uygulama koordinatörünün iş birliği ile sosyo-ekonomik ve kültürel düzeyi farklı kent ve köy uygulama okullarını ve her okulun uygulama kontenjanlarını öğretmenlik alanları itibarıyla belirler, kontenjanların fakülteye dağıtımını yapar.

3. Fakültenin düzenleyeceği uygulama çalışmalarına ilişkin toplantı, seminer ve kurslara;

millî eğitim müdürlüğü uygulama koordinatörü, uygulama okulu koordinatörleri ile uygulama öğretmenlerinin katılımını sağlar.

4. **Öğretmen yetiştiren kurumlar⁽¹⁾** ve uygulama okulları arasında koordinasyonu ve iç birliğini kolaylaştırıcı önlemler alır.

5. Uygulama çalışmalarını izler ve denetler.

g) Millî eğitim müdürlüğü uygulama koordinatörünün görev ve sorumlulukları:

1. Fakülte ve okul uygulama koordinatörleri ile iş birliği yaparak uygulama okullarını belirler.

2. Uygulama okullarının, uygulama kontenjanlarını öğretim alanları itibarıyla belirler, fakültelere dağılımını sağlar.

3. Öğretmenlik uygulamalarını denetler, değerlendirir, etkili bir biçimde yürütülmesi için gerekli önlemleri alır.

h) Uygulama okulu müdürlüğünün görev, yetki ve sorumlulukları :

1. Uygulama okulu koordinatörünü belirler,

2. Uygulama öğretim elemanlarının iş birliği ile uygulama öğretmenlerini belirler.

3. Uygulama öğretmenleri ve öğretmen adaylarıyla toplantı yapar, kendilerine görev ve sorumluluklarını bildirir.

4. Uygulama çalışmalarının etkili ve verimli bir biçimde yapılabilmesi için gerekli eğitim ortamını sağlar.

5. Uygulama öğretmenlerinin uygulama çalışmalarını denetler.

ı) Uygulama okulu koordinatörünün görev ve sorumlulukları:

1. Millî eğitim müdürlüğü, okul yönetimi ve fakülte arasındaki koordinasyon ve iş birliğini sağlar,

2. Uygulama öğretim elemanı ve uygulama öğretmeni ile iş birliği yaparak öğretmen adaylarının uygulama çalışmaları kapsamındaki etkinlikleri planlar.

3. Uygulama çalışmalarını izler, değerlendirir ve sağlıklı yürütülmesi için gerekli önlemleri alır.

i) Uygulama öğretmenin görev ve sorumlulukları:

1. Uygulama öğretim elemanı ve uygulama okulu koordinatörü ile iş birliği yaparak öğretmen adaylarının uygulama çalışmaları kapsamındaki etkinlikleri hazırlar.

2. Uygulama programının gerektirdiği etkinliklerin yürütülmesini sağlar, uygulama etkinliklerinin başarılı bir biçimde yerine getirilmesi için öğretmen adayına rehberlik eder, bu etkinlikleri izler ve denetler.

3. Uygulama sonunda öğretmen adayının uygulama çalışmalarını değerlendirir, uygulama okulu koordinatörüne teslim eder.

j) Öğretmen adayının görev ve sorumlulukları:

1. Uygulama programının gereklerini yerine getirmek için planlı ve düzenli çalışır. Uygulama öğretim elemanı, uygulama öğretmeni ve diğer öğretmen adayları ile iş birliği içinde planlı bir şekilde çalışır.

2. Uygulama programının gereklerini yerine getirirken okul yönetimi, uygulamadan sorumlu öğretim elemanı, öğretmenler ve diğer görevlilerle iş birliği yapar.

3. Öğretmenlik uygulaması etkinlikleri kapsamında, yaptıkları çalışmaları ve raporları içeren bir dosyayı uygulama öğretim elemanına teslim eder.

4. Kişisel ve meslekî yeterliliğini geliştirmek için sürekli çaba gösterir.

DÖRDÜNCÜ BÖLÜM

Uygulamanın Yapılması

Öğretmenlik Uygulamasının Zamanı ve Süresi

Madde 7- Lisans ve yüksek lisans düzeyinde öğretmen yetiştiren programlarda öğretmenlik uygulaması, son dönemde haftada bir tam, ya da iki yarın gün olmak üzere en az bir yarı yıl süre ile yapılır. Öğretmen adayları, bu sürenin en az 24 ders saatini bizzat ders vererek değerlendirir.

Uygulama okullarının kapasitesi ve öğretmen adaylarının sayısı dikkate alınarak, öğretmen adayları ikiye bölünüp her iki yarı yılda da öğretmenlik uygulamaları sürdürülebilir.

Okul Deneyimi Derslerinin Zamanı ve Süresi

Madde 8- Okul deneyimi dersleri, öğretmen yetiştiren lisans ve yüksek lisans programlarında belirtilen yıl ve yarı yıllarda, öngörülen süre ve kapsamda bu Yönerge usul ve esasları çerçevesinde yapılır.

Uygulamanın Yeri

Madde 9- Okul deneyimi ve öğretmenlik uygulamaları, fakültenin bulunduğu il veya ilçedeki uygulama okulları ile ilgili kurumlarda yapılır.

İlköğretim kurumlarında görev yapacak sınıf ve branş öğretmenleri, olanak ve koşullar elverdiği ölçüde uygulamalarının bir kısmını köy okullarında yaparlar.

Uygulamanın Planlanması, Yürütülmesi ve Değerlendirilmesi

Madde 10- Uygulamaya ilişkin aşağıdaki işlemler yapılır.

a) Fakülte uygulama koordinatörü, öğretmenlik alanlarına göre öğretmen adayı sayılarını her öğretim döneminin başında ilgili bölüm ve ana bilim dalı başkanı ile iş birliği yaparak belirler.

b) İl-ilçe millî eğitim müdürlüğü uygulama koordinatörü, uygulama okulu olarak seçilebilecek okulların müdürleri ile iş birliği yaparak, uygulama okullarını ve her okulun öğretmen adayı kontenjanını, öğretmenlik alanları itibariyle belirler.

c) İl-ilçe millî eğitim müdürlüğü uygulama koordinatörü ile fakültelerin uygulama koordinatörleri bir araya gelerek uygulama okullarının ve uygulama kontenjanlarının, öğretmenlik alanları itibariyle fakültelere dağılımını yapar.

d) Fakülte uygulama koordinatörü, bölüm uygulama koordinatörleri ile iş birliği yaparak; kendi fakültelerindeki her uygulama öğretim elemanına düşen öğrenci sayısı 15'i geçmeyecek şekilde öğretmen adaylarının gruplarının ve her grubun sorumlu öğretim elemanını belirler.

e) Fakülte uygulama koordinatörü, kendilerine ayrılan uygulama kontenjanlarını dikkate alarak, uygulama öğretim elemanlarının ve sorumlu oldukları öğretmen adaylarının alanlarına ve uygulama okullarına göre dağılımlarını gösteren listeyi hazırlayarak, il-ilçe millî eğitim müdürlüklerine gönderir.

İl-ilçe millî eğitim müdürlüğü; valilik/kaymakamlık onayını aldıktan sonra bu listeyi, uygulama okul müdürlüklerine ve ilgili fakülte dekanlıklarına gönderir.

f) Uygulama okulu koordinatörü, uygulama öğretim elemanları ile iş birliği yaparak uygulama öğretmenlerini belirler. Uygulama öğretmeni başına düşen öğrenci sayısının 6'yı, ancak ders başına düşen öğrenci sayısının 2'yi geçmeyecek biçimde dağılımını yapar.

g) Uygulama öğretim elemanı, sorumluluğuna verilen öğretmen adaylarını, öğretmenlik uygulamasının dayandığı temeller, uygulama programında yer alacak etkinlikler ve uygulanması gereken kurallar konusunda bilgilendirir.

h) Uygulama öğretim elemanı, sorumluluğuna verilen öğretmen adaylarını uygulama okuluna götürerek, okul yöneticileri, uygulama okulu koordinatörü ve uygulama öğretmenleri ile tanıştırır.

Uygulama okulu koordinatörü, öğretmen adaylarına okulu gezdirerek çeşitli birimlerini tanıtır ve etkinlikleri hakkında bilgi verir.

ı) Uygulama öğretim elemanı, uygulama öğretmeni ve öğretmen adayları ile birlikte

öğretmenlik uygulaması etkinlik planını hazırlar.

i) Öğretmen adayları, uygulama öğretim elemanı ve uygulama öğretmenin gözetim ve rehberliğinde öğretmenlik uygulamasının etkinlik planında belirtilen çalışmaları yerine getirir.

Her etkinliğe ilişkin ayrıntılı bir çalışma raporu hazırlar.

j) Uygulama öğretim elemanı veya uygulama öğretmeni, izlediği derslerle ilgili gözlemlerini kaydeder. Gözlem sonuçlarını dersten sonra öğretmen adayı ile değerlendirir.

k) Uygulama öğretim elemanı, öğretmen adayları ile birlikte, her hafta-okulda yapılan uygulamalarla ilgili gelişmeleri tartışır ve değerlendirir.

l) Uygulamalar sonunda öğretmen adayı, etkinlik planı çerçevesinde yürüttüğü çalışmaları ve raporları içeren dosyayı tamamlar, uygulama öğretim elemanına teslim eder.

m) Öğretmen adaylarının başarısı, uygulama öğretim elemanı ve uygulama öğretmeni tarafından ayrı ayrı değerlendirilir. Uygulama öğretim elemanı bu notları birleştirerek fakülte yönetimine teslim eder.

BEŞİNCİ BÖLÜM

Çeşitli Hükümler

Madde 11- Uygulama çalışmalarının çeşitli nedenlerle bir okulda tamamlanamaması halinde eksik kalan kısmı, başka bir okulda tamamlatılır.

Madde 12- Öğretmen adayı, fakültesinin bulunduğu il veya ilçede uygulama yapacağı bir okul veya program bulunmaması halinde, fakülte kurulunca denkliği kabul edilen yakın bir alanda uygulama yapar.

Madde 13- Öğretmen adayının öğrenim gördüğü ilde uygulamanın yapılacağı bir okul, program ve de yakın bir alanın belirlenememesi durumunda, öğretmenlik uygulaması, günlük ulaşımı mümkün olan il veya ilçede yapılır.

Madde 14- Denkliği kabul edilen bir alanın bulunmaması ya da doğal afetler ve benzeri olağanüstü durumlar nedeniyle aynı veya yakın il-ilçede öğretmenlik uygulamasının tamamen veya kısmen yapılmaması halinde, öğretmen adayları aynı programı uygulayan bir başka fakültenin öğretmen adayları ile birlikte uygulama yaparlar. Öğretmen adayları, ilgili dönemin tüm derslerini uygulama yaptıkları fakültede tamamlar. Bunun için, fakültelerin bağlı oldukları üniversiteler arasında bir protokol yapılır. Öğretmen adaylarının barınma ihtiyaçları Millî Eğitim Bakanlığı ve mahallîn mülkî amirliklerince sağlanır.

Disiplin Kuralları

Madde 15- Öğretmen adayları; uygulama yaptıkları okullarda görevli öğretmenlerin uymakla yükümlü oldukları yasa, yönetmelik ve yönergeler ile okul yönetiminin koyduğu kurallara uymak zorundadırlar. Kurallara uymayanlar okul müdürü tarafından fakülte uygulama koordinatörüne bildirilir. Bu öğrencilere yüksek öğretim kurumları disiplin hükümleri uygulanır.

Yürürlük

Madde 16- Bu Yönerge, onaylandığı tarihte yürürlüğe girer.

Yürütme

Madde 17- Bu Yönerge hükümlerini, Millî Eğitim Bakanı yürütür.

⁽¹⁾ Bu Yönergenin Tanımlar başlıklı 4 üncü maddesinin "Öğretmen Yetiştirme Millî Komitesi" tanımında, 5 inci maddesinin 1 inci fıkrasının (a) bendinde, 6 ncı maddesinin (b) bendinin 4 üncü alt bendinde, 6 ncı maddesinin 1 inci fıkrasının (f) bendinin (4) nolu alt bendinde geçen "eğitim fakülteleri" ibaresi, 04/01/2010 tarihli ve B.08.0.ÖEG.0.13.01.02-380/01-08 sayılı Müsteşarlık Onayı ile metne işlendiği şekilde değiştirilmiştir.

APPENDIX D

INFORMED CONSENT FORM

I would like to invite you to consider being a participant for a study being conducted by Res. Assist. Anıl Ş. Rakıcioğlu-Söylemez, a doctoral student at Middle East Technical University. This study seeks to define the role of mentoring practices and practice teaching applications on PTs' teacher-efficacy beliefs during their practice teaching.

The study involves the collection of any material used in the FLE 404 Practice Teaching Course, weekly reflective journals, weekly teaching tasks, reading and discussion assignments, videotaped teaching sessions, video discussion evaluations, classroom observations, audio-recorded interviews related to classroom practices.

Your participation in this study entails no unusual risks or discomforts. A dissertation based on this research will be prepared as partial fulfillment of degree requirements in the Social Studies Doctoral Program at Middle East Technical University. Knowledge gained from the research may be presented to others through published works and/or presentations and will be resourceful in future related scholarly work.

However, during participation, for any reason, if you feel uncomfortable, you are free to quit at any time. In such a case, it will be sufficient to tell the person conducting the study that you will not take part in the study.

Every effort will be made to protect your privacy and confidentiality by using a self-selected pseudonym during the form completion, interview, and in the dissertation document.

The interview process requires audio taping of the interview and researcher computer notation to allow for a transcription of the interview. Unauthorized persons will not access tapes or records. Notes taken during the interview will only be used and seen by the researcher.

By returning the attached consent form with your signature and the completed demographic data survey form, you are indicating that you want to be a research participant, agreeing to be audio-recorded, agreeing to participate in the study interviews, and agreeing to have your pseudonym responses included in this research project. By signing the consent form, you are agreeing that you have read the above statements and agree to participate in the research. In addition, you are aware that

- (1) Your name and audiotapes will remain confidential.
- (2) You are entitled to have any further inquiries answered regarding the procedures.
- (3) Participation is voluntary and you may withdraw your consent and discontinue your participation in this study at any time and for any reason without penalty.
- (4) No royalties, payment, fees, or monetary rewards are due the participant for any current or subsequent participation or publication.

For further information about this study, your role in it, or a report of findings, contact Anıl Ş. Rakıcioğlu-Söylemez via email at sanil@metu.edu.tr or the researcher's doctoral advisor, Assist. Prof. Dr. Betil Eröz-Tuğa at beroz@metu.edu.tr

APPENDIX E

ADAPTED VERSION OF TSES

Dear prospective teacher,

Please could you spare a few minutes of your time to complete our survey.

By answering the questions in the survey, you are agreeing that you have read the statements below and agree to participate in the research.

I would like to invite you to consider being a participant for a study being conducted by Res. Assist. Anıl Ş. Rakıcıoğlu-Söylemez, a doctoral student at Middle East Technical University. This study seeks to describe the sense of efficacy beliefs of the PTs and their perceptions of the mentoring practices during teaching practice.

There are no monetary rewards for study participation.

Your participation in this study entails no unusual risks or discomforts. A dissertation based on the data gathered from your responses will be prepared as partial fulfillment of degree requirements in Middle East Technical University, Social Sciences Institute, English Language Teaching, Doctoral Program. Knowledge gained from the research may be presented to others through published works and/or presentations and will be resourceful to the related scholarly work in future. However, during participation, for any reason, if you feel uncomfortable, you are free to quit at any time. In such a case, it will be sufficient to tell the person conducting the study that you will not be able to contribute to the study anymore.

Thank you for your time!

Regards,

Anıl Ş. Rakıcıoğlu-Söylemez

Please turn the page



Directions: Please indicate your opinion about each of the questions below by marking any one of the nine responses in the columns on the right side, ranging from (1) “None at all” to (9) “A Great Deal” as each represents a degree on the continuum.

Please respond to each of the questions by considering the combination of your current ability, resources, and opportunity to do each of the following in your present position.

	None at all		Very Little		Some Degree		Quite a Bit		A Great Deal
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
1. How much can you do to get through to the most difficult students?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
2. How much can you do to help your students think critically in English?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
3. How much can you do to control disruptive behavior in your English classes?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
4. How much can you do to motivate students who show low interest in learning English?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
5. To what extent can you make your expectations clear about student behavior in your English classes?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
6. How much can you do to get students to believe they can do well in English classes?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
7. How well can you respond to difficult questions from your students related to English?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
8. How well can you establish routines to keep English language learning activities running smoothly?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
9. How much can you do to help your students value learning English?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
10. How much can you assess student comprehension of what you have taught?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
11. To what extent can you ask good questions for your students?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
12. How much can you do to foster student creativity in language learning?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)

Please turn the page



13. How much can you do to get students to follow classroom rules in your English classes?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
14. How much can you do to improve the understanding of a student who is failing the English class?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
15. How much can you do to calm a student who is disruptive or noisy?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
16. How well can you establish a classroom management system with each group of students?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
17. How much can you do to adjust your English lessons to the proper level for individual students?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
18. How much can you use a variety of language assessment strategies in your English classes?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
19. How well can you keep problem students away from ruining an English lesson?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
20. To what extent can you provide an alternative explanation or example when students are confused?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
21. How well can you respond to resisting students who do not want to study English?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
22. How much can you assist families in helping their children do well in English classes?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
23. How well can you implement alternative English language teaching strategies in your classrooms?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
24. How well can you provide appropriate challenges for very capable English language learners?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)

APPENDIX F

ADAPTED VERSION OF MEFLT

Directions: Please indicate your opinion about each of the statements below by marking any one of the five responses in the columns on the right side, ranging from (SD) “Strongly Disagree” to (SA) “Strongly Agree” as each represents a degree on the continuum.

Please respond to each of the questions by considering the combination of your current ability, resources, and opportunity to do each of the following in your present position.

Key:

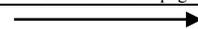
SD = strongly disagree D = disagree U = uncertain A = agree SA = strongly agree

During my last field experience my mentor:

1. was supportive of me for teaching English.	SD ()	D ()	U ()	A ()	SA ()
2. used English language from the current syllabus.	SD ()	D ()	U ()	A ()	SA ()
3. guided me with the lesson preparation.	SD ()	D ()	U ()	A ()	SA ()
4. discussed with me the school policies used for teaching English.	SD ()	D ()	U ()	A ()	SA ()
5. modeled the teaching of English.	SD ()	D ()	U ()	A ()	SA ()
6. assisted me with classroom management strategies for teaching English.	SD ()	D ()	U ()	A ()	SA ()
7. had a good rapport with the students when teaching English.	SD ()	D ()	U ()	A ()	SA ()
8. assisted me towards implementing English language teaching strategies.	SD ()	D ()	U ()	A ()	SA ()
9. displayed enthusiasm when teaching English.	SD ()	D ()	U ()	A ()	SA ()
10. assisted me with timetabling my English lessons.	SD ()	D ()	U ()	A ()	SA ()
11. outlined national English curriculum documents to me.	SD ()	D ()	U ()	A ()	SA ()
12. modeled effective classroom management when teaching English.	SD ()	D ()	U ()	A ()	SA ()
13. discussed evaluation of my teaching English.	SD ()	D ()	U ()	A ()	SA ()
14. developed my strategies for teaching English.	SD ()	D ()	U ()	A ()	SA ()
15. was effective in teaching English.	SD ()	D ()	U ()	A ()	SA ()
16. provided oral feedback on my teaching of English.	SD ()	D ()	U ()	A ()	SA ()

Please turn the page

During my last field experience my mentor:



17. seemed comfortable in talking with me about teaching English.	SD ()	D ()	U ()	A ()	SA ()
18. discussed with me questioning skills for effective teaching of English.	SD ()	D ()	U ()	A ()	SA ()
19. used hands-on materials for teaching English.	SD ()	D ()	U ()	A ()	SA ()
20. provided me with written feedback on my teaching of English.	SD ()	D ()	U ()	A ()	SA ()
21. discussed with me the knowledge I needed for teaching.	SD ()	D ()	U ()	A ()	SA ()
22. instilled positive attitudes in me towards teaching English.	SD ()	D ()	U ()	A ()	SA ()
23. assisted me to reflect on improving my English language teaching practices.	SD ()	D ()	U ()	A ()	SA ()
24. gave me clear guidance for planning to teach English.	SD ()	D ()	U ()	A ()	SA ()
25. discussed with me the aims of teaching English.	SD ()	D ()	U ()	A ()	SA ()
26. made me feel more confident as a teacher of English.	SD ()	D ()	U ()	A ()	SA ()
27. provided strategies for me to solve my problems for teaching English.	SD ()	D ()	U ()	A ()	SA ()
28. reviewed my English lesson plans before teaching English.	SD ()	D ()	U ()	A ()	SA ()
29. had well-designed English activities for the students.	SD ()	D ()	U ()	A ()	SA ()
30. gave me new viewpoints on teaching English to students.	SD ()	D ()	U ()	A ()	SA ()
31. listened to me attentively on teaching of English matters.	SD ()	D ()	U ()	A ()	SA ()
32. showed me how to assess students' English.	SD ()	D ()	U ()	A ()	SA ()
33. clearly articulated what I needed to do to improve my English language teaching.	SD ()	D ()	U ()	A ()	SA ()
34. observed me teach English before providing feedback.	SD ()	D ()	U ()	A ()	SA ()

APPENDIX G

SAMPLE REFLECTIVE JOURNAL

Reflection Journal 5

It's been more than a month and we are becoming used to our school, teachers and especially the students. Although the students still don't respect to us too much, since they got familiarized with us; they feel comfortable and relax talking to us.

In this reflection paper, I plan to write my comments about especially the lessons with many missing students. At the beginning of this week, we went to 10AA as normal, and then we saw that there were a few students in the class. When our mentor came to the class, she asked the students the reason. The students said to her that they would have an exam the next day and that's why most of their friends stayed at home in order to study. Here, our mentor's reaction was appropriate for me since she said that it's not something acceptable missing one lesson for the sake of one another. At her point, her reaction was really important and she gave a suitable message to the students for such an event. However, right after she sat at her desk, she said that since there were a few students; they can't teach a new topic, which is very normal, so they decided to deal with the work book. She gave students some time to complete the exercises and then began to deal with her private stuff. Since the teacher didn't pay attention to the exercise, the students obviously didn't focus on exercises; they began chatting and laughing. Here, the point that I want to emphasize is that in Turkey, there is a kind of agreement between students and teachers saying that when there is a lot of students missing the class; then there won't be any lesson. As teachers, it is our mission to change this misconception. We shouldn't let our students think that they will be free and there won't be any lesson in such days.

I remember my high school years; and it is for sure that we were just the same with these students. When our friends didn't come, it means "no lesson today" for us. However, as teachers we shouldn't sacrifice those incoming students for the ones who don't come and we shouldn't make inroads upon the incoming ones. The ones who don't come should know that they will absolutely miss the class; also by making this we can underline the importance of our lesson.

As a prospective teacher, I think we can build our own strategy to deal with this kind of misuse of students. Our students should have respect towards our lesson and us. In order to create this atmosphere, we should set our rules at the beginning of the semester. By designing the rules, we can make sure that our students know the consequences of missing a class. Moreover, I don't say that we should teach some new topics in such days; on the contrary, I advise that we should prepare some beneficial, useful and efficacious activities in order to assess this opportunity. Lastly, I believe that with such a strategy, the students and the teachers will benefit more from those days.

APPENDIX H

SEMI-STRUCTURED FACE-TO-FACE INTERVIEW QUESTIONS

1. What are the problems that you encountered in your classroom observations? Please provide answers considering the following constructs.
 - a. Classroom management
 - b. Time management/Instructional Strategies
 - c. Student Engagement
2. Throughout the practice teaching course, what changes have you observed in your teaching practices considering the constructs mentioned above?
3. What is your role in the classroom?
4. What do you think about the mentoring practices of the CTs throughout the practice teaching course?
 - a. What are your expectations from the CTs as mentors?
 - b. How would you define your relationship with the CTs?
 - c. Does the feedback you received from the cooperating teacher have an effect on your teaching practices? Explain.
 - d. What are your expectations from the university supervisor during the practice teaching?
 - e. How would you define your relationship with the university supervisor?
 - f. Does the feedback you received from the university supervisor have an effect on your teaching practices? Explain.
5. What are your opinions about practice teaching considering the following aspects; time-length, last semester of the senior year, course content, observation tasks, weekly reflective journals, peer reviews, video discussions, Job opportunity presentations, Master and Mock interviews
7. What is the role of real classroom teaching practices and professional development activities in the seminar course in shaping your understanding of becoming a teacher?
8. What are your suggestions to improve practice teaching seminar course and school applications?

APPENDIX I

OPEN-ENDED SURVEY ON THE PERCEIVED EFFECTIVENESS OF THE TEACHING PRACTICE COURSE

A. Please read the following statements carefully and choose your answer from extremely helpful to not helpful at all.

	Extremely helpful	Very helpful	Somehow helpful	Not helpful at all	Additional Comments
Classroom Management	1. How effective was practice teaching course in developing your skills in classroom management (your teachings / in-class discussions)?				
	2. How effective were your observations of the CTs at school in developing your classroom management?				
Language Learning	3. How helpful was the seminar course in increasing your understanding about foreign language learning?				
	4. How helpful was the seminar course in increasing your understanding about real classroom teaching?				
	5. How effective was the CTs' attitudes towards language learning in shaping your own attitudes towards language learning in classrooms?				
Lesson Planning	6. How helpful was the seminar course in developing your lesson planning skills?				
	7. How effective were your observations of the CTs at school in developing your lesson planning strategies?				
Instructional Strategies	8. How helpful was the seminar course in developing your skills to teach English in an enjoyable way?				
	9. How helpful was the seminar course in developing your abilities of teaching English effectively?				

	Statement	Extremely helpful	Very helpful	Somehow helpful	Not helpful at all	Additional Comments
Professional Knowledge	10. How effective were your observations of your mentor teachers at school in developing your instructional strategies?					
	11. How helpful was the seminar course in developing your professional knowledge in teaching EFL?					
	12. How helpful was the seminar course in preparing you for the real classroom/school atmosphere?					
	13. How helpful were the cooperating teachers at schools in guiding you throughout the course?					
	14. How helpful was the CTs in providing you the professional knowledge throughout the practice teaching course?					
	15. How helpful was the school administration in providing you the professional knowledge throughout the practice teaching course?					
	How helpful was the university supervisor in providing you the professional knowledge throughout the practice teaching course?					

B. Reflection on Practice Teaching Course

If you can choose from the following requirements for Teaching Practice course, which one(s) would you eliminate from the list? **Please explain your choice.**

- 1 Practice teaching in schools
- 2 Reflective journals
- 3 Peer reviews
- 4 Video discussions
- 5 Administrative duties
- 6 Classroom Observation tasks
- 7 Others: _____ (specify)

If you can choose from the following requirements for Teaching Practice course, which one(s) do you think the most effective requirement for the practice teaching course? **Please explain your choice.**

1 Practice teaching in schools

2 Reflective journals

3 Peer reviews

4 Video discussions

5 Administrative duties

6 Classroom Observation tasks

7 Others: _____ (specify)

C. Overall comments and reflections about field experience / practice teaching:

Please answer the questions in detail.

1. What challenges did you experience from the seminar course and from your experiences at school? How did you deal with them?
2. What benefits did you experience from the seminar course and from your experiences at school? How did you make use of them in your teaching practices?
3. What changes did you see in yourself as a prospective EFL teacher as a result of your field experience? How did practice teaching affect your personal beliefs in English language teaching? Please offer specific examples to illustrate your responses.
4. Can you provide any specific example for your learning to teach during your practice teaching experience?
5. In general, how helpful was practice teaching in preparing you for future profession? Please provide suggestions that will make this course more successful and effective?

APPENDIX J

THEMATIC FRAMEWORK OF THE STUDY

Teaching Context	Instructional Strategies	Instructional Planning Instructional Delivery
	Student Engagement	Effective Learning Environment Student Motivation
	Classroom Management	Misbehavior Dealing with Misbehavior
	Teaching Practice Experience	Nature Teaching Experience Self-as-a-teacher
Mentoring Context	Cooperating Teachers	Guidance Modeling Leadership
	University Supervisor	Guidance Organization Mediation
	Other Role Models	High School Teachers Self-as-a-learner Previous Cooperating Teachers University Instructors
Socio-professional Context	Interpersonal Relationships	Cooperating Teacher- Administration Cooperating Teacher- Cooperating Teacher Cooperating Teacher-Students Cooperating Teacher-Pre- service Teacher Cooperating Teacher-University Supervisor Pre-service Teacher- Administration Pre-service Teacher-Students
	Intrapersonal Reflections	Pre-service Teacher's role
	Partnership	School-Faculty
Seminar Context	Challenging Experiences	Seminar Course Mentoring Practices School Setting
	Supporting Experiences	Seminar Course Mentoring Practices School Setting
	Suggestions	Seminar Applications School Applications

APPENDIX K

TURKISH SUMMARY

I. GİRİŞ

Yabancı Dil öğretmen yetiştirme programlarının en önemli yanı öğretmen adaylarının lisans eğitimi süresince edindikleri teorik bilgileri gerçek sınıf ortamında uygulama fırsatı buldukları staj dönemidir. Türkiye’de öğretmen yetiştirme programları, öğretmen adaylarının öğrencilerle etkileşime geçme fırsatı bulabilecekleri ilk ya da ortaokul ortamında öğretim odaklı saha çalışmaları yapmalarını ön görmektedir. Öğretmen yetiştirmede staj uygulamaları pek çok açıdan önemlidir. Johnson’a göre (2006), pek çok öğretmen adayı için staj öğretmeyi öğrenmede en önemli unsurdur. Ek olarak Collinson, Kozina, Lin, Ling, Matheson, Newcombe ve Zogla (2009) mesleğe girişte öğretmenlik uygulaması etkili öğretim uygulamaları hakkında bulunan mevcut bilgileri geliştirmesi açısından öğretmen adayları için önemli bir role sahiptir.

Her ne kadar öğretmenlik uygulaması, öğretmen eğitiminde temel bir role sahip olsa da içerik ve uygulamalarda yaşanan zorluklar pek çok araştırmaya konu olmuştur. Borg’a göre (2011) öğretmen adayları ile uygulama öğretmenleri arasındaki ilişki ve bu ilişkinin öğretmen adaylarının öğretmeyi öğrenme sürecindeki rolü hakkında çok az bilinen konulardır. Özellikle yakın zamanda yapılan çalışmalar, geleneksel öğretmenlik uygulamalarında uygulama öğretmenlerinin mentorluk uygulamalarının etkililiği sorgulanmıştır. Her ne kadar danışmanlık uygulamalarının üçlü grup, uygulama öğretmeni, öğretmen adayı ve üniversite danışmanı, üzerinde düzenlenmesi literatürdeki çalışmalarda yetersiz bulunuyor olsa da çoğu eğitim fakültesi öğretmenlik uygulamalarını bu şekilde düzenlemeye devam etmektedir.

Gorrell ve Capron (1991) konu ile ilgili olarak öğretmenlik uygulamasının ve üniversite danışmanı ile uygulama öğretmenin danışmanlık uygulamalarının,

öğretmen adaylarının yeterlik inançları üzerinde çok önemli bir yere sahip olduğu vurgulanmıştır.

1998 yılında, Yüksek Öğrenim Kurulu, Dünya Bankası ve Milli Eğitim, eğitim fakültelerinin müfredatlarının yeniden yapılandırılması için ortak bir çalışma yürütmüş ve ortak çalışmanın en önemli başarısı olarak Fakülte-Okul İşbirliği Modeli ortaya atılmıştır (Azar, 2003).

Türkiye’de bulunan öğretmen yetiştirme programları Milli Eğitim’e bağlı okullarla işbirliği yaparak öğretmen adaylarını yetiştirilmesinden sorumludurlar. Yükseköğretim Kurulu kararlarına göre, öğretmen yetiştirme programlarında kayıtlı olan öğretmen adayları saha eğitimine yönelik olarak iki zorunlu dersi tamamlamakla yükümlüdürler, bunlar Okul Deneyimi ve Öğretmenlik Uygulaması dersleridir. Bu dersler, lisans eğitiminin son yılında, güz ve bahar dönemlerinde öğretmen adaylarına sunulmaktadır. Saha çalışmalarına yönelik olan bu dersler, öğretmen adaylarına detaylı gözlemler yapabilecekleri ve pratik alan bilgisi edinebilecekleri bir ortam sağlamakla birlikte, öğretmen adaylarına uygulama öğretmenlerini ve sınıf arkadaşlarının benzer uygulamalarını gözleme, öğrenciler ile yakın ilişkiler kurma, ders planı hazırlama, öğretmeyi öğrenme sürecinde yansıtıcı deneyimleriyle süreçleri gözden geçirme, öğretmen yeterliklerini değerlendirme süreçlerine ek olarak mikro ve makro öğretmenlik deneyimlerini yaşama fırsatı sağlar.

Freeman ve Johnson’ın (1998) iddiasına göre öğretmenler teorik ve pedagojik beceriler ile doldurulabilecek damarlar olarak görülmemelidirler. Öğretmenler, lisans programlarına kendi öğretmenlik uygulamalarını etkileyecek önceki deneyimlerinden kazandıkları inançları, değerleri ve deneyimleri de beraberlerinde getirmektedirler.

Öğretmenlik uygulaması sürecinde, öğretmen adayları lisans eğitiminde öğrendikleri teorik bilgileri uygulamaya koyma fırsatı bulmaktadırlar. Bu süreçte yaptıkları gözlem ve uygulamalar öğretmen adayları için önemli bir rol oynamaktadır. Öğretmen adaylarının profesyonel farkındalıklarının artırılmasında uygulama öğretmenlerinin ve üniversite danışmanlarının kendi profesyonel deneyimlerini paylaşmaları, öğretmen adaylarının öğretmenlik uygulamalarını

detaylı bir şekilde gözlemlemeli, detaylı ve yapılandırıcı temellerde geribildirim vermeli ve öğretmen adayının uygulamaları iyileştirmeye yönelik olarak değerlendirmeleri gerekmektedir.

Yabancı dil olarak İngilizce Öğretmeni yetiştiren programların amacı, öğretmen adaylarını mesleğe hazır, donanımlı ve mesleki hayatlarını etkili öğretmenler olarak geçirebilecek öğretmenler yetiştirmektir. Öğretmen eğitimi sürecinde, programların en önemli unsurları teorik ve pratik bilginin harmanlandığı öğretmenlik uygulamasıdır. Bu süreçte, öğretmen adayları gözlem yapmanın yanı sıra, gerçek sınıf içi problemlerle başa çıkma, öğrenme ve öğretme süreçlerini detaylı bir şekilde gözleme fırsatlarını yakalarlar. Johnson'a göre (1994), öğretmen adayları için sınıf içi deneyimin amacı dil öğretimi sırasında ne yaptıklarından çok neden yaptıklarının farkına varmalarıdır. Bu nedenle, öğretmenlik uygulaması deneyim fırsatlarını arttırarak, öğretmen adaylarının öğretmenlik uygulamaları hakkındaki yansıtıcı görüşleri değerlendirilip, deneyimleri paylaşılıp, öğretmen adaylarının önceki görüşlerini ve inanç sistemlerini etkili bir şekilde yönlendirmeleri beklenmektedir.

Bu çalışma öğretmen adaylarının, öğretmenlik uygulaması dersi boyunca kendi öğretmenlik deneyimleri hakkındaki yansıtıcı görüşlerine odaklanmayı amaçlamaktadır. Bu bağlamda, öğretmen adaylarının yansıtıcı eğitimci olarak mesleğe bakış açıları ve öğretmenlik uygulaması dersi boyunca üniversite danışmanı ve uygulama öğretmenlerinin sağladıkları danışmanlık uygulamalarının bu görüşlere olan etkisinin araştırılması amaçlanmıştır. Belirtilen amaçlar doğrultusunda, öğretmen adaylarının mesleğe başlarken alınan bu görüşlerinin baştan sona incelenmesi mümkün olacaktır. Ayrıca, bu çalışma, öğretmenlik uygulaması süresince öğretmen adaylarının öğretmen yeterliklerinde bir değişiklik olup olmadığını, eğer var ise bu değişikliğe neden olabilecek faktörlerin incelenmesini amaçlamaktadır. Bu amaç göz önünde bulundurularak, öğretmen adaylarının eylem hakkındaki yansıtıcı görüşlerinin değerlendirilmesine öncelik verilmiştir. Bu amaçları sağlamak için, bu çalışmada aşağıdaki araştırma sorularına yer verilmiştir.

- 1. Öğretmen adaylarının, öğretmenlik uygulaması süresince öğretmen yeterlikleri hakkındaki görüşleri nelerdir?**

- a. Öğretmen adayları sınıf içi deneyimlerini hangi konularda yansıtmaktadırlar?
 - b. Ne tür değişiklikler, eğer varsa, gözlenmektedir?
2. **Öğretmen adayları, öğretmenlik uygulaması boyunca uygulama öğretmenlerinin sağladığı danışmanlık uygulamaları hakkındaki görüşleri nelerdir?**
 - a. Öğretmen adayları, uygulama öğretmenlerinin danışmanlık uygulamaları hakkında hangi konulardaki düşüncelerini yansıtmaktadırlar?
 - b. Öğretmen adaylarının öğretmen yeterlik inançları ile yapılan danışmanlık uygulamaları ne kadar birbirlerini etkilemektedir?
3. **Öğretmen adayları öğretmenlik uygulaması süresince destek olan ya da zorlayan deneyimler olarak, hangi konuları dile getirmektedirler?**
 - a. Öğretmen adaylarının, öğretmenlik uygulaması deneyimlerinin iyileştirilmesi yönündeki önerileri nelerdir?

Bu çalışmanın önemi çeşitli alanlarda incelenebilir. Birinci olarak, bu çalışma öğretmen eğitimi alanında, öğretmen adaylarının kendi görüşlerini değerlendirerek, öğretmen yeterliklerini ve danışmanlık uygulamalarının bu yeterlikler üzerindeki rolünü araştırmada referans olacak bir çalışma olarak yer alacaktır. İkinci olarak, bu çalışma öğretmen adayları ve yabancı dil olarak İngilizce öğretimi programlarını, mesleki inançların çevresel faktörlerden etkilenebileceği, öğretmenlik uygulamalarının yapıldığı ortamların bu etkileşimde önemli bir rol oynadığı konularında yönlendirilmesinde yardımcı olacaktır. Üçüncü olarak, öğretmen adaylarının yeterli ve etkili olarak mesleğe hazırlanmalarında öğretmen yetiştirme programlarını düzenleyen müfredat yöneticilerine gerekli olan önlemleri almaları için bilgi sağlamaktadır. Ek olarak, bu çalışma, öğretmen adaylarının öğretmenlik uygulaması sürecini etkileyen bağlamsal faktörlerin ortaya çıkarılmasında ve bu bağlamda öğretmen adaylarının inançları ve uygulamalarının öğretmeyi öğrenme süresince ne kadar ilişkili olduğu konularında ihtiyaç duyulan bilgiyi sağlayacaktır. Ayrıca, öğretmen adaylarının öğretmen yeterliklerinin incelenmesi konusunda yapılan çalışmaların büyük bir çoğunluğu sayısal ağırlıklı kişisel bilgilendirme formu, Likert ölçeği ve istatistiksel analizler yardımı ile ele alınmıştır. Ancak, Hebert, Lee ve Williamson (1998), Tschannen-Moran ve diğerleri (1998), Milner ve

Woolfolk-Hoy (2003) farklı yayınlarında yorumlayıcı durum çalışmalarına yer verilmesinin önemini vurgulamışlardır. Buna ek olarak, Tang (2003) öğretmenlik uygulamasının incelenmesi için üç bağlamın incelenmesi gerektiğini savunmuştur. Bunlar, eylem, sosyo-profesyonel ve danışmanlık bağlamlarıdır. Fakat çalışmaların bağlama bağlı özelliği göz önünde bulundurulunca (Farrell, 2012), Türkiye’de yapılan çalışmaların incelenmesi konusunda bir çerçeve önerilmediği fark edilmiş ve bu çalışma ile öğretmenlik uygulamasının incelenebileceği bir çerçeve önerisi sunulmuştur. Bunun sonucunda, Türkiye’de uygulanan öğretmenlik uygulaması derslerinin incelenmesinde dört bağlamın dikkate alınması önerilmiştir. Bunlar, öğretim, sosyo-profesyonel, danışmanlık ve seminer bağlamlarıdır.

Çalışmanın olası çıkarımları olarak, çalışmanın sonuçlarına bakarak öğretmen adaylarının öğretmen yeterlik seviyelerinin belirlenmesi ve danışmanlık uygulamalarının bu inançlar üzerindeki rolünün değerlendirilmesi ve öğretmenlik uygulaması dersinin içerik ve uygulamalarının gözden geçirilmesi sayılabilir. Borg’ a göre (2009), konu ile ilgili çalışmalar ya özel kurumlarda ya da üniversite ortamında gerçekleşmiştir. Bu bağlamda kamu okul sisteminde bulunan ilk ve orta öğretim kurumlarında konu ile ilgili araştırmanın yapılması bir ihtiyaç olarak belirlenmiştir.

Çalışmanın öneminin yanında çeşitli sınırlıkları vardır. Bu çalışma, öğretmenlik uygulaması dersini alan 22 öğretmen adayının, öğretmen yeterliklerini ve danışmanlık uygulamaları hakkındaki görüşlerini incelemeyi amaçlamıştır. Nicel odaklı araştırmalarla karşılaştırıldığında, çalışma grubunun kısıtlı olması, çalışmanın sonuçlarının Türkiye’de bulunan bütün İngilizce öğretmen yetiştirme programlarına genellemesini zorlaştırmaktadır. Çalışmanın sonuçlarının aktarılabilirliği konusunda, pek çok yabancı dil eğitimi bölümleri tarafından, çalışmanın sonuçları benzer şekillerde yorumlanabilir iddiasında bulunulabilir. Buna ek olarak, her ne kadar çalışılan konu gereği farklı katılımcı gruplarının davranışları inceleniyor olsa da, çalışmada sadece öğretmen adaylarının görüşlerine yer verilmiştir, diğer katılımcıların görüşleri karşılaştırmalı incelemeye alınmamıştır.

II. LİTERATÜR TARAMASI ÖZETİ

Bu bölümde, öz yeterlik, kaynakları, öğretmenlerin öz yeterlik kabulleri üzerine yapılan çalışmalar, bu kabulleri araştırmak amacıyla geliştirilmiş bütünleşik model incelenecektir. Buna ek olarak İngiliz Dili Öğretimi alanında yapılmış ve öğretmen eğitiminde öğretmenlik uygulaması konularında yapılan çalışmalara da değinilecektir.

Sosyal-Bilişsel Teori ve Öz Yeterlik

Sosyal-bilişsel teori, bireyin çalışmasının bireysel farklılıkların yanı sıra kişisel, davranışsal ve sosyal faktörlerin etkili iletişimi sonucunda değişime ve gelişime uğradığını vurgulayan bir öğrenme teorisidir (Bandura, 1997, 2001, 2006). Bandura'ya göre (2006) öz yeterlik kabulleri, sosyal bilişsel öğrenmede bireyin varlığı için en önemli ve kalıcı işleyiştir. Bandura (1997), bir bireyin motivasyon, duygusal durum ve hareketlerinin tarafsız bir şekilde doğru olandan çok neye inanıldığına dayandırıldığını vurgulamaktadır. Bununla ilgili olarak Pajares (2002) bireylerin başarılı olmak için var olan kabiliyetlerinden çok var olan bilgi ve becerileri ile neler yapabilecekleri konusundaki öz algılarına değer vermektedirler. Bu değer yargıları ile gerçek arasında bir tutarsızlık olduğunda, bireyin kendi becerileri ile ilgili olan inançları nasıl hareket etmesi gerektiği konularında yön belirleyici olur (Pajares, 2002).

Öz Yeterlik Kaynakları

Öz yeterlik kabullerinin oluşumunu incelemek amacıyla Bandura (1997) bireylerin dört kaynak kullanarak var olan bilgiyi işlemde geçirip öz yeterliklerini geliştirdiğini belirtmektedir. Bu kaynaklar, yaşantı, dolaylı yaşantı (gözlem), sözel ikna ve psikolojik durumdur. Bu kaynaklar içerisinde, muhtemelen en kuvvetli olan ve bireyin öz yeterliklerini güçlendirme ve zayıflatma etkisi olan yaşantı kaynağı olarak belirtilebilir. Bireyler belirli bir görevi başarı ile tamamladıklarına inandıklarında, buldukları bağlamda öz yeterliklerini yükseltecek ve gelecek durumlar için başarıyı ön görmelerini sağlayacaktır. Öz yeterlik kabullerinin gelişiminde rol alan ikinci kaynak ise dolaylı yaşantıdır (gözlem). Bu kaynağın

bireyin öğrenmesinde etkili olabilmesi için, bireyin eylemi gerçekleştiren, karşılaştırma yapabileceği başka bir bireyi gözlem yapma olanağının sağlanması gerekmektedir. Bandura'ya göre (1997), bu gözlem ve karşılaştırma süreci, gözlem yapan bireyin öz yeterlik inancını zayıflatabilir ya da kuvvetlendirebilir. Üçüncü öz yeterlik inanç kaynağı olarak sözel ikna gösterilmektedir. Sözel ikna bireyin öğrenme sürecinde kendisine sağlanan sözel yargıların öz yeterlik inancı üzerinde olan etkisi yönünden önem taşımaktadır. Bandura'ya göre (1997), bireyin, öğrenme ortamında bulunan ve öğrenme sürecinde etkili bir rol oynayan başka birey ya da bireylerden edindiği gerçekçi, sistemli ve yapılandırmacı yaklaşım üzerine kurulu geribildirimler edinmesi öğrenme sürecinde etkili rol oynamaktadır. Tschannen-Moran ve diğerlerinin (1998) belirttiği gibi sözel ikna öğretme sürecinin doğasını tanımlamak amacıyla genel ya da çok belirgin olarak sağlanabilir. Son olarak, bireyin psikolojik durumu, öz yeterlik inançlarını etkileyen ruh hali, stres seviyesi, kaygı düzeyi olarak açıklanmaktadır. Öğretmen adaylarının öz yeterlik inançları göz önünde bulundurularak, Tschannen-Moran ve diğerleri (1998) bireyin öğretme sürecinde yaşadığı duyuşsal ve psikolojik deneyimleri öğretme yeterliklerine katkıda bulunduğunu belirtmektedirler.

Öğretmen Öz Yeterlikleri ve Ölçülmesi

Literatürde, öğretmen öz yeterlikleri terim olarak pek çok tanım ile açıklanmıştır. Bu çalışmanın temel olarak aldığı tanım ise Tschannen-Moran ve diğerlerine göre (1998) öğretmenlerin öz yeterlik inançları belirli bir bağlamda belli bir öğretme görevini yerine getirmek amacıyla kendi becerilerini değerlendirdiği ve düzenlemesini sağlayan kaynak inanç olarak tanımlanabilir. Woolfolk-Hoy ve Burke-Spero'ya göre (2005), öz yeterlik inancı, gerçek performans seviyesinden daha ziyade performans algılarına yönelik gelecek odaklı bir muhakeme sürecidir.

Bütünleşik Öz Yeterlik Modeli ve Öğretmen Öz Yeterlik Ölçeği

Literatürde bulunan tanımlardaki farklılıkları göz önünde bulundurularak, öğretmen öz yeterliklerinin anlam ve ölçülmesinde bütünlük sağlamak amacıyla, Tschannen-Moran ve diğerleri (1998) bütünleşik öz yeterlik modelini önermişlerdir. Bu model, büyük bir çoğunlukla Bandura'nın öz yeterlik modelinde öne sürdüğü öz

yeterlik kaynakları üzerine kurulmuştur. Buna ek olarak, bütünleşik öz yeterlik modeli, öğretmenlerin öğretim deneyimleri süresince yaşadıkları deneyimlerin sadece zorluk ve problemler alanlarına odaklanmamakta, öğretilen konuların alan olarak incelenmesine olanak sağlamaktadır.

İngiliz Dili Öğretimi Alanında Yapılmış Öğretmen Öz Yeterlikleri Konulu Çalışmalar

Literatürde yapılan çalışmalar, her ne kadar öz yeterlik inançlarının öğrenme ve öğretim süreçleri ile ilgili kuvvetli ilişkileri bulunduğunu göstermiş olsa da, Yabancı Dil Olarak İngilizce Öğretimi alanında çok sınırlı çalışma yapılmıştır. Var olan çalışmalar incelendiğinde ise dil öğrenme ve öğretim ile ilgili inançların öz yeterlik inançları ile olan ilişkisi genellikle incelenmiştir. Fakat yapılan çalışmaların sonuçları birbirleri ile çelişen sonuçlar vermişleridir. Şimdiye kadar yapılan çalışmalar bireysel faktörlerin varlığı ve gelişimi üzerine odaklanmış, sosyal bağlamın öğretmen adaylarının öğretmeyi öğrenme süreçlerindeki rolü araştırılmamıştır.

Öğretmen Eğitiminde Öğretmenlik Uygulamasının Yeri

Darling-Hammond ve Baratz-Snowden (2005) ve Farrell' e göre (2008), danışman yönetiminde yürütülen öğretmenlik uygulaması, öğretmen eğitimde en önemli rolü oynayan pedagojik öğrenme sürecidir. Bu süreçte başarılı olmak öğretmen adaylarının kendi görünüm ve uygulamalarını değerlendirmekten çok öğrencinin öğrenme sürecine katılımındaki başarı ile değerlendirilmelidir. Darling-Hammond ve Baratz-Snowden' a göre (2005) başarılı bir öğretmenlik uygulaması belirli özellikleri taşımaktadır. Bu özelliklerden bazıları, öğretmenlik uygulaması süresince kazılması gereken hedeflerin açık bir şekilde ifade edilmesi, iyi uygulamaların modeller aracılığıyla aktarılması, bilgilendirici geri bildirimlerin ve uygulama fırsatlarının artırılması, lisans eğitim ile sınıf içi uygulamaların eşleştirilmesi, sınıf içi sorumlulukların belirli bir süreç içinde artarak çoğalması ve uygulamaya yönelik gelişim odaklı yapısal fırsatların belirlenmesidir.

Öğretmen Adaylarının Öğretmenlik Uygulaması Boyunca Öğretmeyi Öğrenme Süreci Üzerine Yapılan Araştırmalar

Öğretmen adaylarının, Öğretmenlik Uygulaması sürecinde öğretmeyi öğrenmeleri konusunda yapılan çalışmalar genellikle öğretmen adaylarının endişelerini, neyi nasıl öğrendiklerini ve üniversitelerde bu süreci geliştirmek amacıyla yapılan uygulamaların etkililiğini araştırma amacıyla yapılmıştır. Bununla ilgili olarak, Kagan (1992), Numrich (1996) ve Borg (2006) yaptıkları çalışmaların sonucunda öğretmen adaylarının sınıf içindeki etkililiklerinin sınıfı ne kadar kontrol etmeyi başardıkları konusunda, öğrencileri öğrenme sürecine katma konusundan daha önemli olduğunu vurgulamışlardır. Bu sorunun ele alınması konusunda Ong'onda ve Jwan (2009), öğretmen adaylarının öğretmenlik uygulaması sürecinde çok detaylı gözlenmesi, gerçekçi geri bildirim sağlanması, uygulama öğretmeni ve üniversite danışmanı ile yakın ilişkilerde bulunmaları, sınıf içi hayatta kalmalarının öncelik olmasından çıkıp öğrenci odaklı düşüncelerine olanak sağlayacağını vurgulamıştır. Sonuç olarak, öğretmen adaylarının öğretmeyi öğrenme süreçlerinin karmaşık doğası pek çok açıdan literatürde vurgulanmıştır.

Öğretmenlik Uygulaması Sürecinde İşbirliği Üzerine Yapılan Çalışmalar

Öğretmen eğitimi alanında yapılan çalışmalarda, öğretmenlik uygulaması sürecinde işbirliği ile gerçekleşen öğrenme giderek önem kazanmaktadır. Lieberman ve Pointer-Mace (2008), geçmişte öğrenmenin bireysel bir konu olduğunu fakat günümüzde yapılan çalışmalar ile sosyal bağlamın, öğretmenlerin öğretmeyi öğrenme süreçleri de dahil olmak üzere öğrenme üzerindeki önemli rolünü vurgulamışlardır. Lieberman ve Pointer-Mace (2008) profesyonel öğrenmenin temelinde bir gruba dahil olma ihtiyacının ve bulunulan gruba bir ait olma ve fayda sağlamanın bulunduğuna işaret etmektedirler. Yapılan çalışmalarda işbirliği üç alanda incelenmiştir. Bunlar, öğretmen adaylarının birbirleri ile olan ilişkileri, öğretmen adaylarının uygulama öğretmenleri ile ilgili olan ilişkiler ve öğretmen adaylarının üniversite danışmanları ile olan ilişkileridir.

Türkiye’de Öğretmenlik Uygulaması Alanında Yapılan Çalışmalar

Türkiye’de bulunan eğitim fakülteleri 1981 yılında yapılan eğitim reformundan beri öğretmen yetiştirmek ile yükümlü kurumlardır (Çakıroğlu & Çakıroğlu, 2003). 1998 yılına kadar, eğitim fakültelerinin standartlaştırılmış bir müfredatları bulunmamaktaydı. Eğitim fakülteleri arasında bulunan bu tutarsızlık, bölümlerin uygulamalarında da tutarsızlıklara yol açmıştı (Azar, 2003). 1997’de Yükseköğrenim Kurulu, Dünya Bankası ve Milli Eğitim işbirliği ile eğitim fakültelerinde yapılan uygulamaların bütünlüğünün sağlanması amacıyla bir çalışma düzenlendi. 1997’de gerçekleşen bu düzenleme ile mevcut derslere ek olarak uygulama derslerinin önemi vurgulandı. Buna ek olarak, bu çalışma Fakülte-Okul İşbirliği’nin öneminin ortaya çıkmasında etkili oldu (Azar, 2003).

Her ne kadar Yükseköğretim Kurumunun sağladığı Öğretmenlik Uygulaması yönergesi bütün bölümler tarafından temel olarak alınsa da, bu yönergede bulunan kesin tanımlardan uzak duran genel ifadeler, uygulamaların bireysel farklılıklar nedeniyle farklı anlaşılmasına ve uygulamalar konusunda bölümler arası tutarsızlıkların yer almasına yol açmaktadır. Genel olarak, öğretmenlik uygulaması derslerinde, öğretmen adayları, bölümler tarafından seçilen okullara gitmekte ve kendilerine atanan uygulama öğretmenleri ile birlikte çalışmaktadırlar. Uygulama öğretmenlerinin, öğretmen adayları ile eşleşmesi okulların idaresi yönetimleri tarafından yapılmaktadır. Bu konuda, uygulama öğretmenin danışmanlık yetkinlikleri göz önüne alınmamaktadır ve danışmanlık uygulamalarının mecburi düzeyde gerçekleştirildiği iddia edilebilir. Gözlemler sırasında, öğretmen adayları, bölümler tarafından sağlanan haftalık gözlem raporlarını doldurmaktadırlar. Bu gözlem formları çok çeşitli öğretmen odaklı konular üzerinde durmaktadır. Yapılan bu uygulamalarda, üniversiteler arasında öğretmenlik uygulaması dersini veren birimler arasında bireysel farklılıklar ortaya çıkmaktadır. Bu farklılıklar her ne kadar eğitim eşitliğine aykırı olsa da, literatürdeki çalışmalarda sadece sorun olarak belirtilmiş, öğretmen adaylarının öğretmeyi öğrenme sürecindeki etkililiği dikkate alınmamıştır.

Bu bağlamda, literatürde ele alınan çalışmalar dikkate alınarak, yapılan çalışmaların çoğunun öğretmenlik uygulamasında yaşanan problemleri dile

getirmek ve dersin etkililiğinin araştırması odaklı oldukları vurgulanabilir. Fakat Türkiye’de yapılan öğretmenlik uygulaması odaklı çalışmalarda, öğretmen adaylarının sınıf içi etkililiklerini değerlendirmeye yönelik bir çalışma bulunmaması, bu çalışmanın temel çıkış noktasını oluşturmaktadır.

III. ARAŞTIRMA YÖNTEMİ

Bu çalışma, öğretmen adaylarının öğretmenlik uygulaması dersi boyunca öz yeterlik inançlarının ne düzeyde geliştiğini ve öğretmen adaylarının profesyonel uygulamalarında öğretmenlik uygulaması dersinin düzenlenmesi ve danışmanlık uygulamalarının rolünün incelenmesi amacıyla karma yöntemin kullanıldığı bir durum çalışması olarak desenlenmiştir. Çalışmanın temel katılımcı grubunu 22 ODTU, Eğitim Fakültesi, Yabancı Diller Eğitimi Bölümü, son sınıf öğretmen adaylarından oluşmaktadır. Katılımcı grubun yaş aralığı 21 ile 25 arasında farklılık göstermektedir. Çalışmaya katılan katılımcılar, güz döneminde Okul Deneyimi dersini almış ve farklı bir danışmanla çalışmışlardır. Çalışmada toplanan veriler iki bağlamda gerçekleşmiştir: öğretmen adaylarının üniversite seminer dersi uygulamaları ve uygulama okullarındaki gözlemleri. Öğretmenlik Uygulaması dersi, genel öğretim programında 6+2 ders olarak belirtilmiş, 5 kredilik bir derstir. Bu 6 saatlik uygulamanın tamamı uygulama okulunda gözlem, 2 saati ise üniversitede seminer uygulamaları için ayrılmıştır.

Araştırmanın amaçlarına uygun olarak, öğretmenlik uygulaması seminer dersi öğretmen adaylarının mesleki ihtiyaçlarını karşılamak amacını öncelik olarak belirleyerek, öğretmen adaylarının üzerinde çalışmak istedikleri konu başlıkları dönem başında, öğretmen adayları ile birlikte karar verilmiştir. Seminer dersinde işlenecek konuların belirlenmesinden sonra, üniversite danışmanı ve araştırmacı, seminer dersine eklenecek olan profesyonel gelişim aktivitelerine karar vermiş ve ders içeriğini hazırlamışlardır. Yukarıda belirlenen çerçevede, öğretmen adaylarından dönem içerisinde tamamlamaları gereken görevler sırasıyla: uygulama okulundaki gözlemlerin tamamlanması; uygulama öğretmeni gözetiminde ders anlatımlarının gerçekleşmesi; öğretim uygulamalarının video kaydının yapılması ve seminer dersinde diğer öğretmen adayları ile tartışma ortamında değerlendirilmesi; iş

olanaklarının incelenmesi, işveren kurumlarla iletişime geçilmesi ve seminer dersinde sunulması; son olarak da final portfolyosunun sunumu olarak belirlenmiştir.

Veri toplama süreci Şubat 2010 ile Haziran 2010 arasında gerçekleşmiştir. Veri toplama işlemi iki aşamalı olarak gerçekleşmiştir. İlk aşamada ölçekler aracılığıyla nicel veri toplanmış, ikinci aşamada ise haftalık yansıma günlükleri, açık uçlu anket ve yüz yüze yapılan yarı yapılandırılmış görüşmeler aracılığıyla nitel veriler toplanmıştır. Veri toplama sürecine başlamadan önce araştırmanın yapılması için gerekli izinler ODTU etik komitesinden alınmıştır. Ayrıca araştırmada kullanılan ölçeklerin geçerlik, güvenirlik ve faktör analizlerinin yapılması için yapılan pilot çalışmanın izinleri de uygulama yapılan üniversitenin yetkililerinden alınmıştır.

Çalışmada kullanılan veri toplama araçları:

- a. Ölçekler
 - i. Öğretmen Özyeterlik Ölçeği (Tschannen-Moran & Woolfolk- Hoy, 2001) (Ek E)
 - i.i. Yabancı Dil olarak İngilizce Öğretiminde Danışmanlık Ölçeği (Hudson, Nguyen & Hudson, 2009) (Ek F)
- b. Haftalık Yansıtıcı Günlükler (Bkz. Ek G örnek yansıtıcı günlük),
- c. Yarı-yapılandırılmış yüz yüze görüşme soruları (Ek H),
- d. Açık uçlu anket (Ek I).

Veri Toplama İşlemleri ve Pilot Çalışması

Pilot çalışmanın uygulandığı grubun, asıl çalışmanın yapılacağı gruba yakın özellikler taşıması gerektiği (Krathwohl, 1998; Reynolds, Diamantopoulos & Schlegelmilch, 2002) varsayımından yola çıkarak, Ankara'da bulunan farklı bir üniversitenin son sınıf öğretmen adayları (N=198) ile bir pilot çalışması yapılmıştır. Pilot çalışmasında Yabancı Dil olarak İngilizce Öğretiminde Danışmanlık Ölçeği (Hudson, Nguyen & Hudson, 2009) ile Öğretmen Özyeterlik Ölçeği (Tschannen-Moran & Woolfolk- Hoy, 2001) veri toplama araçlarının güvenirliği ve faktör analizi sonuçları incelenmiştir.

Veri analizi sonuçlarına göre Öğretmen Özyeterlik Ölçeğinin güvenilirlik katsayısı .91 olarak belirlenmiştir. Ölçeğin ortalama değeri 7.09, en az ve en çok ortalama değeri ise 5.72 ile 8.10 arasında çıkmıştır. Öğretmen Özyeterlik Ölçeğinin faktör analizi sonuçlarına göre KMO ve Bartlett değerleri ,72 ($p < .001$), kümülatif yüzde % 54.87 olarak açıklanmıştır. En çok olabilirlik yöntemi kullanılarak yapılan faktör analizinde promax döndürme yöntemi kullanılmıştır. Faktör yapılarının, eigen değerleri ve Scree Plot sonuçları göz önünde bulundurulmuştur. Faktör analizi sonucunda çıkan üç faktör, orijinal sonuçlardan farklılık göstermiş ve faktör yüklerindeki bazı maddeler diğer faktör yükleri üzerinde çıkmıştır. Bu durumda faktörlerin isimlendirilmesi literatürdeki çalışmalarda olduğu gibi aynı faktör isimlerinin verilmesi kararlaştırılmıştır.

Aynı işlemler Yabancı Dil olarak İngilizce Öğretiminde Danışmanlık Ölçeği (Hudson, Nguyen & Hudson, 2009) için de uygulanmıştır. Veri analizi sonuçlarına göre Yabancı Dil olarak İngilizce Öğretiminde Danışmanlık Ölçeğinin güvenilirlik katsayısı .96 olarak belirlenmiştir. Ölçeğin ortalama değeri 3.28, en az ve en çok ortalama değeri ise 2.74 ile 4.00 arasında çıkmıştır. Yabancı Dil olarak İngilizce Öğretiminde Danışmanlık Ölçeğinin faktör analizi sonuçlarına göre KMO ve Bartlett değerleri ,95 ($p < .001$), kümülatif yüzde % 65.93 olarak açıklanmıştır. En çok olabilirlik yöntemi kullanılarak yapılan faktör analizinde promax döndürme yöntemi kullanılmıştır. Faktör yapılarının, eigen değerleri ve Scree Plot sonuçları göz önünde bulundurulmuştur. Faktör analizi sonucunda çıkan üç faktör, orijinal sonuçlardan farklılık göstermiş ve faktör yüklerindeki bazı maddeler diğer faktör yükleri üzerinde çıkmıştır. Buna ek olarak bazı maddeler birden fazla faktör üzerinde bulunduğundan dolayı analizden çıkartılmıştır. Bu durumda faktörlerin isimlendirilmesi literatürdeki çalışmalarda kullanılan isimler adapte edilip faktör isimleri verilmiştir.

Nicel Verilerin İncelenmesi

Nicel verilerin incelenmesi sürecinde SPSS 15 (Statistical Package for the Social Sciences) programı kullanılarak Likert tipi iki ölçeğin betimsel analizleri ortalama, yüzde, standart sapma, frekans, güvenilirlik analizleri yapılmıştır. Öğretmen adaylarının Özyeterlik inançlarının gelişim süreçlerinin incelenmesi amacıyla dönem başında ve sonunda iki kez Öğretmen Özyeterlik Ölçeği uygulanmıştır. Buna ek

olarak, öğretmen adaylarının danışmanlık uygulamaları hakkındaki görüşlerini almak için dönem sonunda Yabancı Dil olarak İngilizce Öğretiminde Danışmanlık Ölçeği uygulanmıştır. Grubun kişi sayısı dikkate alınarak parametrik olmayan testler kullanılmıştır.

Bu nedenle, öğretmen adaylarının Özyeterlik inançlarının dönem başında ve dönem sonunda alınan sonuçlara göre incelenebilmesi için Wilcoxon eşlemeli işaretli sıralı testi uygulanmıştır. Öğretmen adaylarının özyeterlik inançları ile danışmanlık uygulamaları hakkındaki görüşlerinin arasındaki ilişkinin araştırılması için Kendall'ın tau katsayısı incelenmiştir.

Nitel Verilerin İncelenmesi

Nitel veri analizi teknikleri bu çalışmada görüşmelerin, yansıtıcı günlüklerin ve açık uçlu sorular içeren anketin içerik analizi yapılarak öğretmen adaylarının özyeterlik inançları ve danışmanlık uygulamaları hakkındaki görüşlerinin değerlendirilmesi amacıyla kullanılmıştır. Straus ve Corbin (1998) nitel veri analizinde uygulanan iki teknikten bahsetmiştir. Bunlardan birincisi betimsel analizdir. Betimsel analiz konuların belirlenmesi, kodlanması ve kategorilere ayrılmasında önceden belirlenen tematik birimlere uygun olarak yapılır. İkinci nitel veri analizi tekniği ise içerik analizidir ve bu teknik metin içerisinden çıkarım yaparak gerçekleştirilmektedir. Bu çalışmada her iki teknik de kullanılmıştır. Nitel verilerin analizinde Nvivo 8 yazılım programı kullanılmıştır.

IV. SONUÇLAR

Bu çalışma, öğretmen adaylarının özyeterlik inançlarının seviyesini ve öğretmenlik uygulaması süresince aldıkları danışmanlık uygulamaları hakkındaki görüşleri ve bu süreçte profesyonel gelişimlerine katkıda bulunan ve zorluk çıkartan unsurların belirlenmesini amaçlamıştır. Araştırma sorularının cevaplandırılması için veri analizi üç aşamada gerçekleşmiştir. Birinci aşamada, Öğretmen Özyeterlik Ölçeği dönem başında ve dönem sonunda uygulanmıştır. Öğretmen adaylarının özyeterlik inançlarının konular olarak incelenmesi amacıyla haftalık yansıtıcı günlükleri, yarı-yapılandırılmış görüşme soruları ile birlikte değerlendirilmiş, analiz

edilmiş ve incelenmiştir. İkinci aşamada, öğretmen adaylarının danışmanlık uygulamaları hakkındaki görüşlerinin alınması için dönem sonuna doğru Yabancı Dil olarak İngilizce Öğretiminde Danışmanlık Ölçeği uygulanmış ve haftalık yansıtıcı günlükleri, yarı-yapılandırılmış görüşme soruları ile birlikte değerlendirilmiş, analiz edilmiş ve incelenmiştir. İkinci aşamada ek olarak, öğretmen adaylarının öğretmen yeterlikleri ile danışmanlık uygulamaları arasındaki ilişkinin incelenmesi amaçlanmıştır. Üçüncü aşamada ise öğretmen adaylarının, öğretmenlik uygulaması sürecinde hem seminer hem de okul ortamında yaşadıkları güçlükler ve kendilerine sağlanan destek verici unsurların belirlenmesi amaçlanmıştır. Bu amaçla, öğretmen adayları ile yarı yapılandırılmış görüşmeler yapılmış ve açık uçlu anket doldurmaları istenmiştir. Yapılan istatistiksel analizlere ek olarak, görüşmelerin ve anketin incelenmesi amacıyla veri analiz çerçevesi geliştirilmiştir.

Öğretmen Adaylarının Öğretmenlik Uygulaması Dersi Boyunca Özyeterlik İnançlarının İncelenmesi

Araştırma soruları göz önünde bulundurulduğunda, öğretmen adaylarının özyeterlik inançlarında anlamlı bir gelişme olmadığı, diğer yandan sınıf yönetimine yönelik inançlarında anlamlı bir düşme olduğu istatistiksel analiz sonucunda ortaya çıkmıştır. Bu değişim sürecinin dikkatle incelenmesi amacıyla yansıtıcı günlüklerin ve yarı yapılandırılmış görüşmeleri ortaya çıkan temalar üzerinden öğretme teması altında incelenmiştir. İçerik analizi sonuçlarına göre, öğretmen adayları genel öğretmenlik uygulaması deneyiminin dışında en çok sınıf yönetimi konusundaki deneyimlerini yansıtmış (f=233), en az olarak da öğrencilerin sınıf içi uygulamalara katılım konularındaki görüşlerini belirtmişlerdir (f=90). Belirtilen görüşlerin frekansları incelendiğinde, öğretmen adaylarının gözlemlerinden etkilendiği ve kendi sınıf yönetimi deneyimlerini önemsedikleri sonucu çıkarılmıştır.

Öğretmen Adaylarının Öğretmenlik Uygulaması Dersi Boyunca Danışmanlık Uygulamalarını Değerlendirmesi

Öğretmen adaylarının, uygulama öğretmenlerinin danışmanlık uygulamaları hakkındaki görüşlerini ölçmek için yapılan analizin sonucunda faktör analizine göre, öğretmen adaylarının uygulama öğretmenlerinin kişisel ve profesyonel davranışlarının tanımlarının net olmadığı ve öğretmen adaylarının bu tanımları yapmakta zorlandığı ortaya çıkmıştır. Yapılan faktör analizinde bireysel ve

profesyonel davranışların açıklandığı maddeler aynı faktör altında birleştiği için bu faktör Kişisel/Profesyonel Davranış faktörü olarak isimlendirilmiştir. Buna ek olarak incelemeye alınan diğer faktörler Pedagojik Bilgi ve Model olma olarak isimlendirilmiştir. Bu araştırma sorusuna cevap vermek amacıyla danışmanlık teması, katılımcıların danışmanlık uygulamalarını incelemek amacıyla incelenmiştir. Veri analizi süresince, danışmanlık uygulamalarının sadece uygulama öğretmenlerinden kaynaklanmadığı kanısı ortaya çıktığı için içerik analizi sırasında bir diğer tema olarak sosyo-profesyonel bağlam danışmanlık teması ile birlikte incelenmiş ve öğretmen adaylarının danışmanlık uygulamaları hakkındaki görüşlerine yer verilmiştir.

Öğretmen Adaylarının, Öğretmenlik Uygulaması Dersi Boyunca Karşılaştıkları Güçlükler ve Destek Olan Konular

Yapılan içerik analizi sonucunda öğretmen adaylarının öğretmenlik uygulaması deneyimleri üç konu başlığı altında incelenmiştir. İlk kategori, üç alt kategoriye ayrılan zorluklar, seminer dersi, danışmanlık uygulamaları ve uygulama okulu ortamı olarak incelenmiştir. İçerik analizinin bu boyutunda, öğretmen adayları seminer dersi uygulamaları ve uygulama okulu ortamında yaptıkları uygulamaları karşılaştırmıştır. Buna ek olarak, danışmanlık uygulamaları konusunda da üniversite danışmanı ile uygulama öğretmenlerinin danışmanlık uygulamaları karşılaştırılmıştır. Frekans değerlendirme sonuçlarına göre, öğretmen adayları profesyonel anlayışlarının gelişimi bakımından seminer uygulamalarını (M=3.18) okul ortamındaki gözlemlerinden (M=2.40) daha etkili olduğu görüşünde olduklarını belirtmişlerdir. Öğretmen adayları, öğretmenlik uygulaması dersi boyunca yabancı dil öğrenme ve öğretme anlayışlarının gelişimini değerlendirmeleri istendiğinde seminer dersinde edindikleri deneyimlerin (M=3.00) sınıf içi gözlemleriyle (M=2.50) karşılaştırıldığında, daha verimli oldukları görüşü ortaya çıkmıştır. Genel olarak, mesleğe yönelik öğretmeyi öğrenme süreçlerinde, öğretmen adayları seminer uygulamalarının (M=3.04), gözlemlere (M=2.04) göre daha faydalı oldukları sonucu ortaya çıkmaktadır.

Öğretmen adaylarının öğretmenlik uygulaması dersi boyunca karşılaştıkları güçlükler ve destek olan konuların belirlenmesi amacıyla yapılan veri analizi sürecinde, içerik analizinin ikinci kategorisi, öğretmen adaylarının kendilerine

profesyonel öğrenme sürecinde destek olduklarını düşündükleri konulardır. Destek olarak nitelendirilen konular yine üç başlık altında incelenmiştir. Bu konu başlıkları, seminer dersi uygulamaları, danışmanlık uygulamaları ve okul ortamındaki deneyimlerdir. Seminer dersinin değerlendirilmesi konusunda, öğretmen adayları çoğunlukla üniversite danışmanı tarafından hazırlanan ders içeriğinin etkililiğinden ve seminer dersinin süresinden bahsetmişlerdir. Ders içeriği konusunda, öğretmen adayları yapılan aktivitelerin öğretmenlik farkındalığını uyandırdığı ve uygulanan aktivitelerde aldıkları geri bildirimlerin, öğretmenlik uygulamasına yönelik etkili dönüşleri vurgulanmıştır. Genel olarak, öğretmen adayları seminer dersinin mesleki anlamda kuvvetli ve zayıf yönlerini belirlemede etkili olduğunu vurgulamışlardır. İkinci kategori olan destek veren konuların ikinci teması danışmanlık uygulamalarının etkililiği konusudur. Bu konu başlığı altında, öğretmen adayları sadece uygulama öğretmenlerinin danışmanlık uygulamalarının değil seminer dersi boyunca sınıf arkadaşlarından edindikleri geri bildirimlerin, haftalık yansıtıcı günlüklerin yorumların etkililiğinden bahsetmişlerdir. Destek olan deneyimler konusunun işlendiği üçüncü tema ise okul ortamının etkililiğidir. Bu konuda öğretmen adayları, sınıf içi gözlemlerin öğrenmeyi öğretme sürecine olan katkılarından bahsetmişlerdir. Sınıf içi uygulamaların gözlemlenmesi konusunda öğretmen adayları en çok sınıf yönetimi konusunda problemleri davranışlarla başa çıkmanın yollarını bulma konusunda farkındalık geliştirdiklerini vurgulamışlardır.

Öğretmen adaylarının öğretmenlik uygulaması dersi boyunca karşılaştıkları güçlükler ve destek olan konuların belirlenmesi amacıyla yapılan veri analizi sürecinde, içerik analizinin son kategorisi olan öğretmen adaylarının ders uygulamalarına buldukları önerilerdir. Bu önerilerin ilki ders uygulamaları ve değerlendirme süreçlerine yönelik olup, ikincisi danışmanlık uygulamaları ve okul ortamında yapılan değerlendirmelere yöneliktir.

V. TARTIŞMA VE ÇIKARIMLAR

Bu çalışma öğretmen adaylarının öğretmen özyeterlik inançlarının, öğretmenlik uygulaması süresince tanımlanması ve bu süreçte danışmanlık uygulamalarının rolünü incelemeyi amaçlamıştır. Buna göre sonuçlar göstermiştir ki, çalışmaya katılan öğretmen adaylarından alınan verilere göre, öğretmenlik uygulaması boyunca öğretmen adaylarının öğretmen özyeterlik inançlarında bir

gelişme olmamış, diğer yandan sınıf yönetime yönelik olan inançlarında anlamlı bir düşünüş olmuştur. Bu anlamlı düşünüşün nedenlerinin araştırılması konusunda, öğretmen adaylarından toplanan haftalık yansıtıcı günlüklerin ve dönem sonunda yapılan yarı yapılandırılmış yüz yüze görüşmelerin içerik analizi kullanılmıştır. Yapılan içerik analizi sonucuna göre öğretmen adaylarının sınıf yönetimi konusundaki özyeterlik inançlarının düşmesini birkaç sebeple açıklayabilmektedir. Bunlardan ilki, öğretmen adaylarının daha önce sınırlı sınıf içi deneyime sahip olmaları sonucunda gerçek ortamla karşılaştıklarında yaşadıkları şaşkınlıktan kaynaklanıyor olmasıdır. İkinci sebep ise, öğretmen adaylarının sınıf içinde belli bir role sahip olmamalarından kaynaklanan kendilerine öğretmen rolü yaratma çabalarıdır. Öğretmen adayları sınıf içinde kendilerini kimi zaman bir öğrenci ya da sınıf dışından biri olarak görmektedirler. Öğretmen adaylarının henüz mesleğe başlamadan kendi rollerine karar verememiş olmaları açıklanabilir bir durum olabilir. Fakat son sınıf olarak öğretmenlik uygulaması dersi alan ve mesleğe birkaç ay içinde başlayacak olan öğretmen adayının, bu seviyede bile hala sınıf tarafından nasıl görüldüğünü değerlendiriyor olması deneyimsiz olmasından kaynaklanmaktadır. Bu da sınıf içi etkinliklerden ve öğrencilerin derse katılımlarını sağlamaktansa, sınıf içini düzenlemeyi ve uygulama için hazırladıkları aktivitelerin işlenmesine öncelik vermeleri ile sonuçlanmaktadır. Son sınıfta bu rol karmaşasının yaşanması mesleki hazırlık yönünden öğretmen adaylarını olumsuz etkilemektedir. Bunun sonucunda, öğretmen adaylarının sosyal rollerine karar verememiş olmaları, belirli bir statüde bulunma ihtiyaçları ve bu ihtiyaçların karşılanmaması, öğretmenlik uygulaması dersinin işleyişinde yaşanan sorunlar öğretmen özyeterliklerini olumsuz yönde etkilediği sonucu ortaya çıkmıştır.

Öğretmen adaylarının bu süreçte kendilerine sağlanan danışmanlık uygulamalarının dikkatle incelenmesi sonucunda danışmanlık uygulamalarına ek olarak sosyal-profesyonel bağlamda yaşanan güçlüklerin de özyeterliklerine etkisi olduğu görüşü ortaya çıkmıştır. Öğretmenlik uygulaması dersi uygulamaları süresince öğretmen adaylarının en çok vurguladıkları konu sistemli bir şekilde yönlendirilme ve ihtiyaçlarının dinlenmesi olarak belirlenmiştir. Öğretmen adaylarının, gözlemledikleri uygulama öğretmenlerinin rol model olarak belirlenmesine ek olarak düzenli ve sistemli olarak danışmanlık uygulamalarına

maruz kalmaları gerekmektedir. İçinde bulunulan mevcut durum ve YÖK tarafından belirlenen ve uygulanan mevcut mevzuat söz konusunda olduğunda, tanımların ve görevlerin net bir şekilde ifade edilmediğinden dolayı, öğretmen adaylarının bu ihtiyaçlarının karşılanması için karar verme mekanizmalarının harekete geçmesi ve saha çalışmalarına yeni uygulamaların getirilmesi ihtiyacı sonucuna varılmıştır.

Öğretmen adaylarının, öğretmenlik uygulaması seminer uygulamaları sürecinde yaşadıkları güçlükler ve kendilerine destek olarak gördükleri konuların belirlenmesi bu çalışmanın bir diğer amacıdır. Bu konular arasında seminer dersinin öğretmen adaylarının ihtiyaçları doğrultusunda hazırlanması, lisans eğitimi döneminde aldıkları derslerden öğrendikleri bilgileri uygulama fırsatlarının yaratılması, profesyonel gelişim aktivitelerinin seminer dersine eklenmesi ve sistematik olarak geribildirim sağlanması öğretmen adaylarının değerlendirme süreçlerine dahil olma istekleri belirtilmiştir.

Çalışma sonunda aşağıda belirtilen çıkarımlara yer verilmiştir:

1. Öğretmen adaylarının öğretmenlik uygulaması boyunca yaşadıkları en büyük problem olarak kendilerine bir rol verilmemesi, uygulama öğretmenleri ve üniversite danışmanlarının uygulamalarının birbirleriyle tutarsız olmaları olarak belirtilmiştir. Bu nedenle, uygulama öğretmenleri ile üniversite danışmanlarının ortak çalışmalarda bulunmaları ve Fakülte-Okul işbirliğini arttırmaları gerekmektedir.

2. Bu çalışmada, öğretmen adaylarının orta düzeyde mesleğe hazır olduklarını ve sosyal-profesyonel bağlamın ve danışmanlık uygulamalarının sınıf yönetimi konularında problem yaşamalarında etkili rol oynadığı sonucuna varılmıştır. Bu durumda öğretmenlik uygulaması bir saha çalışması olarak ele alınırsa, öğretmen adaylarının, lisans eğitimleri süresince daha erken bir zaman diliminden başlamak üzere saha çalışmalarına başlamaları ve gerçek sınıf ortamında bulunmaları gerekmektedir.

3. İşbirliği ve rollerin tanımlanmasına ek olarak, öğretmen adaylarına verilen geribildirimlerin sistemli ve tutarlı olması, belirli kriterlere göre verilmesi

gerekmektedir. Bunun için uygulama öğretmenlerinin kendi aralarında da tutarlı olmaları gerekmektedir. Uygulama öğretmenlerinin danışmanlık uygulamaları göz önünde bulundurulduğunda, YÖK'ün danışmanlık uygulaması konusunda uygulama öğretmenlerinin rollerinin tanımlarını net bir şekilde belirtmesi ve bu rollerin uygulandığını kontrol edecek değerlendirme süreçlerinin belirlenmesi gerekmektedir.

4. Buna ek olarak, literatürde de belirtildiği gibi her öğretmenin başarılı bir danışman olması beklenilmemelidir. Ülkemizde sağlanan danışmanlık uygulamaları ile literatürde danışmanlık tanımları çelişki içinde bulunmaktadır. Literatürde danışman kişi rol model olma, yol gösterme ve problem çözme süreçlerinde danışan kişi ile etkili iletişimde olan olarak tanımlanmıştır. Fakat şu anda içinde bulunduğumuz bağlamda, öğretmenlik uygulaması dersi sürecinde, uygulama öğretmenleri değerlendirme süreçlerine katılmaktadır. Bu tek taraflı değerlendirme, danışman ve danışan arasındaki ilişkinin sağlıklı bir şekilde ilerlemesine engel olmaktadır. Öğretmen adayları tarafından yapılan bir öneri de uygulama öğretmenlerinin, öğretmen adayları tarafından danışmanlık etkililiklerine göre değerlendirilmesi yönünde olmuştur.

5. Son olarak, öğretmenlik uygulaması dersinin gerek bölüm içinde gerekse üniversiteler ve bölümler arasında bir bütünlük içerisinde işlenmesi gerekmektedir. Bu konuda ortak bir anlayışın sürdürülme ihtiyacı vardır.

Her ne kadar bu çalışmanın çerçevesi durum çalışması olarak belirlenmiş olsa da çalışmanın gelecek çalışmalara yol göstermesi amacıyla çeşitli çıkarımları da olmuştur. Öncelikle bu çalışma Orta Doğu Teknik Üniversitesi, Yabancı Diller Eğitimi bölümünde gerçekleştirilmiştir. Bu çalışmanın ana teması olarak, öğretmenlik uygulamalarının değerlendirilmesi açısından, farklı bir ortamda yapılması ve farklı üniversitelerden örnekler içeren yurt genelinde bir çalışma olarak düşünülmesi, ülke genelinde yapılan uygulamaların güçlü ve zayıf yönlerinin ortaya koyulmasında faydalı olacaktır. Bu çalışmada her ne kadar veri toplama sürecinde çeşitli veri toplama araçları kullanılmış olsa öğretmen adaylarının gözlenmesi gelecek çalışmalar için farklı bakış açılarını da katacaktır. Buna ek olarak, literatürde öğretmen özyeterlikleri sınıf içi uygulamalara yönelik analizler üzerinden yapılmıştır. Yabancı Dil Öğretimi ortamında, dil becerilerinin öğretiminin

değerlendirilmesi konusunda bir ölçme aracının geliştirilmesine ihtiyaç duyulmaktadır. Bu çalışma, sadece öğretmenlik uygulaması sürecinin değerlendirilmesine odaklanmıştır ve okul deneyimi sürecinin de çalışmaya eklenmesi farklı sonuçlar ortaya çıkmasına yol açabilir. Çalışma aynı zamanda bir grubun görüşlerinin detaylı olarak incelenmesi amacıyla desenlenmiştir. Çalışmada rol alan ve hakkında görüş bildirilen diğer katılımcıların görüşlerinin de değerlendirilmeye alınması daha detaylı ve kapsamlı bir anlayış geliştirilmesine olanak sağlayacaktır. Son olarak, uygulama öğretmenlerinin danışmanlık uygulamaları konusunda profesyonel gelişim seminerlerine katılmaları, uygulama okullarının ve uygulama öğretmenlerinin, öğretmenlik uygulaması dersinde rol almaları için seçilmelerinde değerlendirme yöntemlerinin uygulanmasına yönelik çalışmalara ihtiyaç duyulmaktadır.

APPENDIX L

CURRICULUM VITAE

PERSONAL INFORMATION:

Name, Surname: Anıl Ş. RAKICIOĞLU-SÖYLEMEZ

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EDUCATION:

2008-2012 PhD, Middle East Technical University,

Faculty of Education, Department of Foreign Language Education

2005-2006 William Paterson University of New Jersey, Faculty of Humanities
and Social Sciences, Department of Languages and Cultures

2003-2005 MA, Abant İzzet Baysal University, Faculty of Education,

Department of Foreign Language Education

1999-2003 BA, Abant İzzet Baysal University, Faculty of Education, Department
of Foreign Language Education

EMPLOYMENT HISTORY:

2011 - Present Research Assistant, Department of Foreign Language
Education, Faculty of Education, Abant İzzet Baysal
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2008 - 2011 Research Assistant, Department of Foreign Language
Education, Faculty of Education, Middle East Technical
University, Ankara, Turkey

- 2003- 2008 Research Assistant, Department of Foreign Language Education, Faculty of Education, Abant İzzet Baysal University, Bolu, Turkey
- 2005-2006 Fulbright Foreign Language Teaching Assistant, Department of Languages and Cultures, William Paterson University, New Jersey, USA

PUBLICATIONS:

- Altun, A., & Rakıcıoğlu, A. (2004). A corpus approach to abstracts in academic writing, *Eurasian Journal of Educational Research*, 5(17), 1-13.
- Rakıcıoğlu, A. (2005). *The Relationship between Epistemological Beliefs and Teacher-Efficacy Beliefs of English Language Teacher Trainees*. Unpublished Master Thesis, Abant İzzet Baysal University, Bolu, Turkey

CONFERENCE PRESENTATIONS:

- Rakıcıoğlu-Söylemez, A., & Eröz-Tuğa, B. (2012). *Revealing expectations: Roles and responsibilities of mentors during practice teaching*. 11th METU International ELT Convention: *Embracing Challenges*, May 31-June 2, Ankara, Turkey.
- Rakıcıoğlu-Söylemez, A., & Eröz-Tuğa, B. (2012). *Pre-service EFL teachers' mentoring expectations and experiences in practice teaching*. 1st Akdeniz Language Studies Conference, May 9-12, Antalya, Turkey.
- Yeşilbursa, A., Söylemez, S., & Rakıcıoğlu-Söylemez, A. (2012). *Turkish adaptation of the mentoring for EFL teaching survey*. 1st Akdeniz Language Studies Conference, May 9-12, Antalya, Turkey.
- Karakaya, K., Rakıcıoğlu-Söylemez, A., & Seferoğlu, G. (2010). *Using Metaphors in investigating pre- and in-service teachers' beliefs regarding School-related concepts*. The Sixth International ELT Research Conference, 14-16 May, Ephesus/Selçuk, İzmir.
- Rakıcıoğlu-Söylemez, A., Seferoğlu, G., & Karakaya, K. (2010). *Faculty-School relationship in the eyes of cooperating teachers at schools*. The Second International Congress of Educational Research, 29 April-2May 2010, Antalya, Turkey.
- Seferoğlu, G., Rakıcıoğlu-Söylemez, A., & Karakaya, K. (2010). *Exploring teachers' networks of knowledge, thoughts and beliefs through metaphors*, The Second International Congress of Educational Research, 29 April-2May 2010, Antalya, Turkey.
- Hockstein, M. J., & Rakıcıoğlu-Söylemez, A. (2007). *Learners on the microphone: using audiojournals to foster learner autonomy*. "Tuning in: Learners of language, language of learners", International Conference on Foreign Language Education, Sabancı University, İstanbul, Turkey.

POSTER PRESENTATIONS:

Rakıcıoğlu-Söylemez, A., Seferoğlu, G., & Karakaya, K. (2010). *Cooperating teachers' perceptions of student teachers' teaching competencies*, The Sixth International ELT Research Conference, 14-16 May, Ephesus/Selçuk, İzmir, Turkey.

Rakıcıoğlu-Söylemez, A., & Altun, A. (2007). *A Study on pre-service language teachers' teacher-efficacy beliefs*, IATEFL (International Association of Teachers of English as a Foreign Language) Annual Conference & Exhibition, Aberdeen, Scotland.

Rakıcıoğlu-Söylemez, A. (2007). *Integrating content and language: thematic health unit in ESL classroom*, Essentials for a Better World: Energy, Environment, Food and Health, 2007 TASSA (Turkish American Scientists and Scholars Association) Annual Conference, Connecticut, USA.

Rakıcıoğlu, A. (2006). *Teacher-efficacy beliefs of English language teaching trainees*. TASSA (Turkish American Scientists and Scholars Association) Annual Conference, Pennsylvania, USA.

PROJECTS:

Rakıcıoğlu-Söylemez, A. (2007). Digital storytelling in language teacher education, "Shaping the Way We Teach English" E-course, American Embassy, ELO Office.

Sümme, S., & Rakıcıoğlu-Söylemez, A. (2007). Developing an elective course for the English language teacher education programs, "Shaping the Way We Teach English" E-course, American Embassy, ELO Office.

Rakıcıoğlu, A. (2006). Food and health: Thematic unit. Methods, Materials, and Assessment in TESOL. William Paterson University, New Jersey.

Sümme, S., & Rakıcıoğlu-Söylemez, A. (2006). Stories through New Media. Moving Forward with Media Education: From Process to Product. June 17-19, 2006, William Paterson University and Abant İzzet Baysal University joint seminar, Bolu, Turkey.

SCHOLARSHIPS:

Fulbright Foreign Language Teaching Assistantship 2005/2006

PROFESSIONAL DEVELOPMENT COURSES ATTENDED:

"Shaping the Way We Teach English" E-course, American Embassy, ELO Office, Ankara, January 29- May 7 2007

Moving Forward with Media Education: From Process to Product. June 17-19, 2006 Abant İzzet Baysal University

Turkish American Association Teacher Training Workshops, TESOL Virtual Seminars



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APPENDIX M

TEZ FOTOKOPİ İZİN FORMU

ENSTİTÜ

Fen Bilimleri Enstitüsü

Sosyal Bilimler Enstitüsü

Uygulamalı Matematik Enstitüsü

Enformatik Enstitüsü

Deniz Bilimleri Enstitüsü

YAZARIN

Soyadı : Rakıcioğlu-Söylemez

Adı : Anıl Ş.

Bölümü : Yabancı Diller Eğitimi Bölümü, İngiliz Dili Öğretimi ABD

TEZİN ADI (İngilizce) : AN EXPLORATORY CASE STUDY OF PRE-SERVIE EFL TEACHERS' SENSE OF EFFICACY BELIEFS AND PERCEPTIONS OF MENTORING PRACTICES DURING PRACTICE TEACHING

TEZİN TÜRÜ : Yüksek Lisans Doktora

1. Tezimin tamamı dünya çapında erişime açılsın ve kaynak gösterilmek şartıyla tezimin bir kısmı veya tamamının fotokopisi alınsın.
2. Tezimin tamamı yalnızca Orta Doğu Teknik Üniversitesi kullanıcılarının erişimine açılsın. (Bu seçenekle tezinizin fotokopisi ya da elektronik kopyası Kütüphane aracılığı ile ODTÜ dışına dağıtılmayacaktır.)
3. Tezim bir (1) yıl süreyle erişime kapalı olsun. (Bu seçenekle tezinizin fotokopisi ya da elektronik kopyası Kütüphane aracılığı ile ODTÜ dışına dağıtılmayacaktır.)

Yazarın imzası

Tarih 27.11.2012