EXPLORING THE CHARACTERISTICS OF AN ONLINE PRACTICUM COURSE IN AN ENGLISH LANGUAGE TEACHER EDUCATION PROGRAM: A CASE STUDY

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ABSTRACT

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The global COVID-19 pandemic made it more apparent that English as a Foreign Language (EFL) teacher education programs have not been well-prepared for the online modality. Practicum, as a fundamental component of these programs, was not an exception. The emergency remote teaching period started as an unexpected and unwanted process; however, it also taught significant lessons to the whole world. With an awareness of point of no return marked by the COVID-19, the particular research study aims to explore the characteristics of an online practicum course based on an inquiry into the lived experiences of three primary groups of stakeholders i.e. student teachers of English (STs), school-based mentor teachers (SMTs), and university-based teacher educators (UTEs). Designed as a qualitative case study, the research was conducted with the participation of 14 STs, 10 SMTs, and 5 UTEs. The data was collected through reflective journals, focus group discussions, audio recordings, open-ended questionnaires, and semi-structured interviews. Upon content analysis of the data, *Model ETCEtra* was proposed and suggestions were made both for policy makers and for the relevant stakeholders. It was primarily concluded that practicum courses in

the EFL teacher education program that was explored within this study need to be redesigned to address online components as well. A common framework, a professional community for mentors, regular monitoring and feedback mechanisms, and well-designed training programs or workshops are among the leading requirements of the suggested redesign. Given the newness of online practicum in Turkey, the same redesign can be considered for other EFL teacher education programs as well.

Keywords: Online practicum, pre-service teacher education, program development, post-COVID needs assessment, case study

ÖZ

İNGİLİZCE ÖĞRETMENLİĞİ LİSANS PROGRAMINDA ÇEVRİM İÇİ ÖĞRETMENLİK UYGULAMASI DERSİNİN NİTELİKLERİNİN İRDELENMESİ: BİR VAKA ÇALIŞMASI

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COVID-19 küresel salgını, İngilizce Öğretmenliği lisans programlarının çevrim içi öğretim boyutları için yeterince hazırlıklı olmadığını daha da belirgin hale getirmiştir. Bu programların başlıca bileşenlerinden olan öğretmenlik uygulaması dersleri de burada istisna değildir. Her ne kadar acil uzaktan öğretim süreci istenmeyen ve beklenmeyen bir biçimde başlamış olsa da tüm dünyaya önemli dersler vermiştir. COVID-19 salgınının teknolojinin eğitimde yeri bağlamında dönüşü olmayan bir süreci başlattığının farkındalığıyla, bu çalışma İngilizce öğretmen adayları, uygulama öğretmenleri ve uygulama akademisyenleri olmak üzere üç ana paydaşın çevrim içi bir öğretmenlik uygulaması dersinin niteliklerine yönelik kendi gerçek deneyimlerine dayalı tanımlamalarını irdelemeyi amaçlamaktadır. Bir vaka çalışması olarak desenlenen bu araştırma; 14 öğretmen adayı, 10 uygulama öğretmeni ve 5 uygulama akademisyeni ile gerçekleştirilmiştir. Çalışma kapsamında veri yansıtıcı günceler, odak grup görüşmeleri, ses kayıtları, açık uçlu veri toplama formları ve yarı yapılandırılmış görüşmelerle toplanmıştır. Verilerin çözümlenmesini takiben, "*Model ETCEtra*" olarak adlandırılan özgün bir model önerilmiş ve hem politika yapıcılar hem

de diğer ilgili paydaşlar için önerilerde bulunulmuştur. En temel olarak, araştırma kapsamında incelenen bağlam içerisindeki öğretmenlik uygulaması derslerinin çevrim içi öğretim boyutlarını da kapsayacak şekilde yeniden düzenlenmesi gerektiği sonucuna varılmıştır. Ortak bir çerçeve, öğretmen eğitimcileri için profesyonel bir topluluk, düzenli izleme ve geri bildirim mekanizmaları ve iyi yapılandırılmış eğitim programları veya çalıştaylar önerilen yeniden düzenlemenin başlıca gerekliliklerindendir. Çevrim içi öğretmenlik uygulamasının Türkiye'de yeni olduğu göz önünde bulundurulduğunda benzer düzenlemelerin diğer İngilizce öğretmenliği programları için de gerekli olduğu çıkarımına varılabilir.

Anahtar Kelimeler: Çevrim içi öğretmenlik uygulaması, hizmet öncesi öğretmen eğitimi, program geliştirme, COVID sonrası ihtiyaç analizi, vaka çalışması

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LIST OF ABBREVIATIONS

BA	Bachelor of Arts
CEFR	Common European Framework of Reference for Languages
CoHE	Council of Higher Education in Turkey
CMC	Computer Mediated Communication
CSM	Clinical Supervision Model
DELTTP	Distance English Language Teacher Training Program
EBA	Educational Informatics Network
ECTS	European Credit Transfer and Accumulation System
EFL	English as a Foreign Language
ELT	English Language Teaching
ELTE	English Language Teacher Education
ESL	English as a Second Language
FED	Faculty of Education
GPA	Grade Point Average
ICT	Information and Communication Technology
MA	Master of Arts
MEB	Milli Eğitim Bakanlığı
METU	Middle East Technical University
MoNE	Ministry of National Education
OMGY	Öğretmenlik Mesleği Genel Yeterlikleri
SMT	School-based mentor teacher of English
ST	Student teacher of English
OECD	The Organization for Economic Cooperation and Development
OLTE	Online Language Teacher Education
ÖSYM	Measuring, Selection and Placement Center in Turkey
PhD	Doctor of Philosophy
SAU	Sakarya University

TOEFL	Test of English as a Foreign Language
TPACK	Technological Pedagogical Content Knowledge
TUBİTAK	The Scientific and Technological Research Council of Turkey
TYC	Türkiye Yeterlikler Çerçevesi (Turkey Competency Framework)
UTE	University-based teacher educator
VQA	Vocational Qualifications Authority
YÖK	Yükseköğretim Kurulu

CHAPTER 1

INTRODUCTION

The present chapter introduces the background to the study, the problem, purpose, and the research questions. The significance of the study for the target groups of audience is explained, and the rationale for carrying out the research is set. Key terms are defined, and an overview of the following chapters is presented as well.

1.1. Background to the Study

In parallel to the growing appreciation of the role of English as a global language, the quality of language education and competencies of language teachers have come to prominence. Teacher education programs as the primary sources of training for the language teachers have evolved in time to respond to the increasing demands. As Lucas (1999) states undesirable outcomes in education have directly been associated with teachers and teacher training, and as a result, teacher preparation programs have constantly been questioned upon unsatisfactory results, and they have undergone changes to raise more competent teachers; however, it has not been an easy endeavor for them to guarantee the best preparation possible (O'Donoghue & Whitehead, 2008). The questions centered around teacher candidates' knowledge base, the responsibilities of universities and schools in their preparation, the role of the government, and many others have been difficult to answer with confidence (O'Donoghue & Whitehead, 2008), and different countries have approached them from their own perspective within their microsocial context. Turkey is among them as a country whose English Language Teacher Education (ELTE) programs have experienced significant reforms (Demircan, 1988) as English language instruction has

constituted a remarkable proportion of public schooling in Turkey (Büyükkantarcıoğlu, 2004).

In the history of the Republic of Turkey, at university level, ELTE was initiated with the reconstituted Istanbul University in 1933. The graduates of its Philology departments were required to complete a pedagogy program and attend a school affiliated to the Ministry of National Education (MoNE) as trainee teachers. After an admission exam that does not particularly test the candidates' field-specific knowledge or teaching competencies, successful trainees began to work as language teachers (Demircan, 1988). In 1938, a school specifically devoted to training teachers was established as a result of the collaboration between Istanbul University and MoNE (Hatipoglu, 2017). In 1944, Gazi Institute of Education (GIE) began to offer a teacher training program for English and it marked the launch of ELTE in a field-specific form in a department mainly established for teacher preparation (Demircan, 1988).

Two-year education period initially applied in language departments at GIE was extended to three years in 1962, and then to four years in 1978 (Demircan, 1988). The year 1982 introduced the establishment of the Faculties of Education (FEDs), which led to further radical reforms in ELTEs (Hatipoğlu, 2017). One of the main reforms was standardizing the curriculum for teacher education programs. Except for the 20% of the courses which were on the initiative of the FEDs, the curricula remained standardized between 1982 and 1996 (Hatipoğlu, 2017). Between 1994 and 1999, the programs were restructured within the scope of National Education Development Project funded by the World Bank. However, the practice teaching component of the pre-service teacher education was quite inadequate for student teachers to gain hands-on experience as they attended schools only for one month (Hatipoğlu, 2017). The curriculum reform in 1997 has been regarded as a milestone in structuring ELTE because it introduced the communicative approach (Kırkgöz, 2007). The same reform extended the duration of the teaching practice at schools, integrated training on teaching English to young learners, increased the number of methodology courses, and consequently upgraded the quality of ELTE programs (Kırkgöz, 2007). In 2006, the

quality of the 1997-reform was assessed, and based on the results, two primary changes were made; increasing the percentage of the courses on which the FEDs have initiatives from 20% up to 30% and introducing the performance-based testing to the field of language teaching (Ulum, 2015; Kırkgöz, 2007).

As a part of the 1997-reform, the primary education was extended from five to eight years and English language courses were added to the curriculum of the fourth and fifth grade (Kırkgöz, 2007). The increased number of English class hours boosted the demand for English language teachers, which paved the way for the establishment of the Distance English Language Teacher Training Program (DELTTP) at Anadolu University, Open Education Faculty as a result of the protocol signed between MoNE and Anadolu University in February 2000 (Köse, Cantürk, & Ulsever, 2002). The program was mainly established for an emergency situation with an intention to be ended when the enrolled number of students met the demand (Bıyık, 2007). It implies that distance teacher training was not considered to be an equivalent to formal face-to-face ELTE programs though the graduates of both programs had the same rights. Although the program was labeled as "distance," a significant part of the curriculum was designed as face-to-face. In the first two years, the theory-based courses were offered in initially ten, then sixteen cities through face-to-face education (Köse, Cantürk, & Ulsever, 2002; Bıyık, 2007). In-service teachers with a minimum of three years of experience from MoNE enrolled in a ninety-hour training program to work as instructors as a part of the DELTTP. From 2004-2005 Academic Year on, the face-to-face component of DELTTP was centralized and all the courses began to be taught by the academic staff members of Anadolu University (Bıyık, 2007). The program offered practicum courses in the last year; however, these courses also necessitated face-to-face training, in which student teachers (STs) attended MoNE schools for observation and practicing teaching (Keçik & Aydın, 2011). The E-Portfolio system introduced to the DELTTP in 2009-2010 Academic Year contributed to its functionality as a part of distance education. It facilitated the cooperation between STs, school-based mentor teachers (SMTs), and university-based teacher educators (UTEs) (Aydın & Keçik, 2018). The E-Portfolio system made it easier for the stakeholders to ensure

coordination on an online platform through a close integration of technology into the practicum (Aydın & Keçik, 2018); however, it is worth noting that it still required the STs to attend face-to-face classes and trained them for face-to-face settings.

1.2. Statement of the Problem

The background that traces the brief history of ELTE programs has revealed that STs have not been trained for distance language teaching so far, and they have not been provided with any opportunities to observe in remote teaching settings and do practices on distance platforms. A review of the prevailing curricula of ELTE programs in Turkey also demonstrates that no courses specifically address distance language teaching. The courses that teach how to utilize technology for instructional purposes target the integration of technological sources into traditional face-to-face English classrooms. Even in terms of integrating technology into face-to-face settings, teachers do not perceive themselves competent as only 56% of teachers across the OECD countries claimed that they received training on the integration of technologies into teaching in their formal teacher training education (OECD, 2018, p. 29). In Turkey, along with many other countries, "formal language teacher preparation programs have largely neglected to equip their graduates with the related knowledge and skills they need to enter today's technologically advanced language classroom" (Kessler, 2006, p. 23). It is questionable if the same programs prepare the STs for distance language education settings which require different sets of skills (Compton, 2009; Wood, 2005; Hampel and Stickler, 2005) in an environment where online language learning has increasingly gained popularity (White, 2003; Stickler & Hauck, 2006).

"The increase in online language learning has not been matched with an increase in teacher training for language teachers beyond the technical and software-specific skills" righteously says Compton (2009, p. 73-74), which points to the central problem of the present research. The global outbreak of the COVID-19 also accentuated the need for preparing language teachers to teach in digital settings. European Commission, between June and September 2020, conducted a research study to

explore the public opinion to prepare the digital action plan. 2351 respondents from all official European countries participated in the research. The target group of research involves learners, educators, representatives of the education sector, parents, and other parties that may be interested in education. The results shared in Digital Education Action Plan (2021-2027) unveiled the following striking statistics:

a) Almost 60% of the respondents had not used distance or online learning before the crisis.
b) 95% consider that the COVID-19 crisis marks a point of no return for how technology is used in education and training.
c) Over %60 felt that they had improved their digital skills during the crisis and more than 50% respondents want to do more.

These current findings have indicated that although distance language learning has not been a new concept, a noticeable percentage of people have not experienced it before, and it also implies that for many language teachers, distance teaching is a novel phenomenon. As the COVID-19 crisis is still quite new, the research on teachers' experience is scarce; however, a very recent study exploring online teaching experiences of language teachers in higher education in Malaysia concluded that teachers have difficulties with fulfilling their duties (Diaz, 2020). It supports "the assumption that a teacher who is good at teaching in a face-to-face class can easily jump in and teach in this new medium is a common myth" (Compton, 2009, p. 75). Thus, it is evident that ELTE programs in Turkey need to allocate separate components for training STs in distance language teaching based on a deep exploration of the STs' experiences and needs. As "in applied social sciences research, problems arise from issues, difficulties, and current practices in real-life situations" (Creswell, 2014, p. 374); the COVID-19 outbreak required research on problems that have recently pushed to the forefront, one of which is language teacher education by distance and/or for distance education, and practicum appears as a major component of ELTE programs that are in need of adaptation for the post-COVID era.

With an awareness of the dynamic nature of the curriculum development process, the Council of Higher Education (CoHE) in Turkey made a significant decision in August 2020 and mandated the FEDs to develop their own curricula within particular

boundaries. This opportunity could be seized to adapt the curriculum of the ELTE programs to address the STs' needs in distance language teaching, and practicum is among the components to be adapted. As the first step to the design of such a digitally-enhanced ELTE practicum, an analysis of the environment and needs must be conducted to ensure that the program or "course will be usable" (Nation & Macalister, 2010, p. 14). A needs assessment involves consulting all the relevant stakeholders about the constraints, perceived strengths, weaknesses, lacks, necessities, wants etc. (Nation & Macalister, 2010). However, it is very difficult or almost impossible for the stakeholders to be aware of these elements if they have had no experience or very little experience, and thus it is equally challenging for the researcher to obtain data about the needs. Hence, prior to the actual teaching of the curriculum, a separate assessment could be performed for each stage of curriculum design process by following a "waterfall model," in which one stage leads to another (Nation & Macalister, 2010). In order to conduct the needs analysis for the practicum component of a new digitally-enhanced ELTE program, the online practicum experience of the STs, SMTs and UTEs is explored as it puts the stakeholders into direct contact with online teaching. "Teaching online requires teachers to adopt a different mindset" say Canals & Granena (2020) and continue as follows:

> This new mindset will allow them to look at their experiences as language teachers from a different perspective and lead them to reassess their role as language teachers and become learning facilitators rather than knowledge purveyors. The uniqueness of teaching exclusively online will also determine the skills teachers need to acquire regarding the use of certain tools or technologies adopted by the teachers themselves or required by the institutions where they teach (p. 105).

Hence, the practicum experience of all three groups of stakeholders allows them to reflect upon their experience, raise an awareness of STs' strengths and weaknesses in online teaching, identify the requirements of an effective online practicum and feedback mechanisms in it, and consequently discover the needs for an effective online practicum. A close exploration of these needs is expected to reveal the characteristics of an online practicum course in the particular context of the study. These characteristics might also be considered for other similar contexts, or they might establish a baseline for a broad needs assessment study.

1.3. Purpose of the Study

The main intent of the present research study is to explore the characteristics of an effective online practicum in the ELTE program that is under investigation based on a systematic exploration of three groups of stakeholders' experience in distance education and online practicum. As a part of this central aim, the study intends to identify STs' needs for online language teaching along with their implications for the design of an online practicum and perceived characteristics of effective feedback in an online practicum process. The exploration of the experience includes assessing; a) how the STs, SMTs, and UTEs define the requirements of an effective online practicum process, b) the characteristics of effective feedback in an online practicum, c) STs' needs for online language teaching from the perspectives of STs themselves, SMTs, and UTEs along with their implications for the design of an effective online practicum. It ultimately aims to provide solid suggestions to adapt the practicum component in the ELTE curriculum to fulfill the demands of the new digitally-enhanced world of language teaching based on well-explored detailed qualitative data.

1.4. Research Questions

1. What are the characteristics of an online practicum course in an ELTE program?
    1.1. How do the student teachers of English, university-based teacher educators, and school-based mentor teachers define the requirements of an effective online practicum course?
    1.2. What are the characteristics of effective feedback in an online practicum course as defined by the student teachers of English?
    1.3. How do the three groups of stakeholders (STs, SMTs, and UTEs) identify student teachers' necessities, lacks, and wants for online language teaching, and what do these needs imply for the design of an online practicum course?

1.5. Significance of the Study

Online language learning has gradually gained prominence as a natural outcome of the rapid enhancements in technological resources (Stickler & Hauck, 2006; White, 2003; Compton, 2009; Kang, Shin, & Cimasko, 2020), and subsequent to the COVID-19 outbreak, online language learning has taken on a new meaning. It has been put forward that online teaching requires skills that are different from the ones in face-to-face settings (Canals & Granena, 2020). These skills can only be developed through an active involvement of the STs in online settings in an experiential and reflective form (Satar & Akcan, 2018); however, very little effort has been made to train STs to teach online, and accordingly the research addressing this phenomenon has remained scant (Compton, 2009). Departing from this very deficiency in the literature, the present research study is significant in several ways.

Firstly, Turkey had not experienced online practicum before the COVID-19 outbreak, and thus, the experience systematically explored within the scope of this study has been the first. Not only in Turkey but also in the global context, the number of research studies that explore online ELTE, and especially online practicum, has been very limited (Shin & Kang, 2018). However, the COVID-19 has made it more apparent that it is a must for the language teachers to be able to teach online in the new digitally-enhanced world of education, and they cannot easily translate their knowledge and skills gained in face-to-face classrooms into online settings. Hence, it is valuable to explore the STs' online practicum experience to gain further insights and draw conclusions for the future to improve the practice.

Secondly, a review of the ELTE curricula in Turkey reveals that they do not address distance language teaching separately in either theoretical or applied courses. The curriculum does not make a distinction between face-to-face and online teaching. Nevertheless, the new digitally-enhanced world of education that has especially been discovered subsequent to the COVID-19 crisis forces language teachers to be prepared for online teaching. This newly well-recognized requirement dictates significant

changes in the curricula of the ELTE programs, and the recent decision made by the CoHE made it possible for the FEDs to revise the curricula of teacher education programs. The first step in the adaptation of the ELTE curriculum is an assessment of the needs and environment. As a significant component of the ELTE programs, the practicum process could be digitally enhanced through an exploration of the stakeholders' online practicum experience. Therefore, this study becomes a leading attempt to discover the needs for an effective online practicum as identified by all three groups of stakeholders based on their experience in a particular ELTE program.

Lastly, the practicum experience explored here involves the use of video and audio for reflection and feedback purposes. It has repeatedly been proved that videos enhance reflectivity and promote experiential learning (Robertson & Pitrowski, 2019; Eröz-Tuğa, 2013). However, the use of videos for training STs in and for online settings has not been sufficiently explored in either global or local contexts. It might provide significant insights into STs' cognition because unlike the recordings of face-to-face classrooms they are not restricted to a single angle. In other words, in the recording of face-to-face classrooms, it is impossible to capture all the students, learning or teaching activities, the teacher, and the whole classroom setting. The recording is only limited to the angle of the video camera and it especially made it very difficult to explore in-class interactions e.g., when they work in groups (Gaudin & Chalies, 2015) but in online settings it is possible to fully record all the components, which might pave the way for a more complete revelation of the STs' cognition and identity construction. In addition, the use of audio recordings in OLTE has been underrepresented in research, so this study may also enlighten the OLTE practice with the results on the audio feedback and reflection.

These three main reasons explained so far made this study distinctive, especially in the Turkish context, and it is believed to contribute to an understanding of STs' online practicum experience and enlighten curricular changes in ELTE programs.

1.6. Definition of the Key Terms

a) **English Language Teacher Education (ELTE) Program:** It refers to the Bachelor of Arts (BA) degree in the department of English Language Teaching. It lasts four years in addition to one-year compulsory foreign language preparation education, and the last year of the program predominantly includes applied courses.
b) **Practicum:** It is the period during which the student teachers attend practice schools affiliated to the MoNE to gain hands-on experience and bridge the gap between theory and practice. In many ELTE programs, it consists of two courses as School Experience and Teaching Practice. In the ELTE program explored in this study, it consists of three separate courses; School Experience, Teaching Practice I and II. The details will be explained later in Methodology section. The term has been interchangeably used with practice teaching.
c) **Student teacher (ST):** The term defines the students enrolled in the last year of the four-year English language teacher education program. They have successfully completed all the theoretical courses and got prepared for the teaching profession.
d) **University-based teacher educator (UTE):** It is used for the academic staff members, who supervise the student teachers' practicum process. In this study, the researcher acts as a university-based teacher educator, which will be explained in detail later.
e) **School-based mentor teacher (SMT):** The term is used for the in-service teachers at the practice schools of MoNE who are assigned to guide STs throughout an academic term.

1.7. Overview of the Chapters

The whole research study consists of six chapters. Introduction introduces the background, problem that sets the rationale for the research, and identifies the purpose, presents the research questions, and defines the key terms. Literature Review discusses

the relevant studies and deficiencies identified. It also draws a theoretical framework to locate the present study. Methodology, as the backbone of the research, identifies the type of the study, reasons for adopting it, and also presents a detailed description of the research site, participants, data collection & analysis procedures. Results section is designed to answer the research questions in detail based on the analyzed qualitative data. Discussion and Conclusion, as the last chapter, is devoted to an interpretation of the results in relation to the literature review, and elaboration on any implications that may enlighten the practice.

CHAPTER 2

LITERATURE REVIEW

The second chapter reviews literature on three main themes; practicum, training of student teachers by distance and/or for distance education, and audio feedback and video-stimulated reflection. In the first sub-section, practicum in pre-service teacher education is discussed with references to various components e.g. its nature, models for partnership, roles and responsibilities of stakeholders, its requirements, and challenges. The second sub-section addresses digital skills as a part of the teacher competencies in addition to major differences between face-to-face and distance education. The characteristics of online social communities are reviewed, and the ways of enhancing the quality of online instruction are explained. Then, based on these competencies, and differences between face-to-face and distance education, the effectiveness of current pre-service teacher education programs is discussed from multiple perspectives. The results of the research are reviewed to discuss if or to what extent current teacher training programs, especially their practicum components, address digital competencies of student teachers. In relation to this discussion, available literature on practicum by distance and for distance education is reviewed. The last sub-section of the chapter reviews the literature on audio feedback and video-stimulated reflection with references to research studies conducted in different contexts and with different participants. The chapter concludes with identification of the gaps and how this study aims to contribute to the existing body of literature.

2.1. Practicum in English Language Teacher Education Programs

Different terms are interchangeably used with practicum in literature. Some scholars refer to it as *teaching practice in supervised form* (e.g. Farrell, 2008; Ochieng'

Ong'ondo & Borg, 2011; Eröz-Tuğa, 2013). Some others name it as *internship* (e.g. Lima and Pessoa, 2010) or *induction* (e.g. Collinson et al., 2009) or *clinical experience* (e.g. Ong'ondo & Jwan, 2009). Other terms used interchangeably with practicum include *field-based experience* (e.g. Crandall, 2000) or *school teaching* (e.g. Farrell, 2008). All these terms roughly define the same process in which STs of English "shift from students of teaching to teachers of students" (Cirocki, Madyarov, & Baecher, 2020). In other words; a practicum experience provides STs with an opportunity to bridge the gap between theory and practice in a situated and social form (Edwards-Groves, 2014), gain hands-on experience (McLoughlin, 2013), observe authentic settings (Straka, 2003), benefit from the expertise of both SMT and UTE (Zeichner, 2006; Karaman et al., 2019), build an initial teacher identity in a dialogic way (Bakhtin, 1981; Taner & Karaman, 2013), and ultimately get prepared to take ownership of their own classrooms. Practicum entails the view of situated and social learning in which "knowledge is enacted, [socially] constructed, and revised" (McLoughlin, 2013, p. 193); thus, the process is dynamic, that is, it requires STs to utilize the lived experience of teaching practice, interactions with peers and mentors, and any sources of input as catalysts to create new knowledge and to construct an original teacher identity as a result of an interplay between "clinical practice and critical reflection" (Cirocki, Madyarov, & Baecher, 2020, p. 4).

Given the social and dialogic nature of practicum, the interaction between the stakeholders is crucial in STs' active learning (Bailey, 2009). A typical practicum involves the collaboration between three major stakeholders; STs (novice teachers, pre-service teachers, mentees etc.), SMTs (cooperating teachers, host teachers, mentor teachers etc.), and UTEs (university supervisors, faculty members etc.) (Cirocki, Madyarov, & Baecher, 2020). STs are supposed to benefit from the experience and expertise of SMTs with a thoughtful reflection on the observations in authentic settings, implementation of teaching sessions on an axis of theory, observation, and feedback, and discussions on teaching practices with peers and mentor teachers. Thus, a common understanding in terms of standards, objectives, and assessment between these stakeholders is essential for the effectiveness of a practicum process (Darling-

Hammond & Baratz-Snowden, 2007). Moreover, as the learning process in a practicum course is social, the qualifications of SMTs and UTEs along with the quality of mentorship they offer come at the top of the list of determinants of its effectiveness (Johnson, 2015). Many studies have proved the significant role of mentors in career development of successful professionals (Jonson, 2008). So, all mentors need to be aware of the power of their role and crucial responsibility, that is, "all those involved directly and indirectly in teacher mentoring must realize they are looking at a vital window of opportunity to recreate the profession" (Hargreaves & Fullan, 2010, p. 55). Through their modeling, guidance, relationship, feedback, and any other sources of mentorship; both SMTs and UTEs shape STs' professional identity, thus the selection of mentors and how mentorship practices are structured are crucial (Hargreaves & Fullan, 2010). Rowley (1999), based on his long years of experience with both mentors and mentees, identifies "six basic but essential qualities of the good mentor" (p. 20). These six qualities are; being committed to the role of mentoring, accepting beginning teachers as they are, having required skills in providing instructional support, being effective in various interpersonal contexts, acting as a model of a lifelong learner, and communicating hope and optimism (Rowley, 1999). Jonson (2008) is providing the following list of qualities for an effective mentor:

> A good mentor
> - is a skilled teacher,
> - has a thorough command of the curriculum being taught,
> - is able to transmit effective teaching strategies,
> - can communicate openly and effectively with the beginning teacher,
> - is a good listener,
> - is able to transmit effective teaching strategies,
> - has strong interpersonal skills,
> - has credibility with peers and administrators,
> - is sensitive to the needs of the beginning teacher,
> - understands that teachers may be effective using a variety of styles,
> - is not overly judgmental,
> - demonstrates an eagerness to learn, and
> - demonstrates a commitment to improving the academic achievement of all students (p. 11).

In addition to and in relation to the desired characteristics of mentors, an effective practicum course also includes a good modeling of teaching, repeated practices supported with feedback, establishing clear connections between theory and practice,

encouraging STs to gradually take full responsibility of their teaching, and reflection supported by all partners (Darling-Hammond & Baratz-Snowden, 2007). Regarding the interaction among all the parties and the role of the context in learning, one may conclude the following:

> If improvement in education is the goal, it is not enough to prepare good teachers and send them out to schools. If teachers are to be effective, they must work in settings where they can use what they know—where, for example, they can come to know students and families well; work with other teachers to provide a coherent, well-grounded curriculum; evaluate and guide student progress using informationrich assessments; and use texts and materials that support thoughtful learning. (Bransford, Darling-Hammond, and LePage, 2007, p. 54).

For the arrangement of the coordination between universities or teacher training institutions and practice schools, Mattsson et al. (2011) propose nine models of partnership. In (a) *the Master-Apprentice model*, a ST is assigned to an expert teacher from whom s/he learns the profession. It must be noted that the master is "expected to know the practice knowledge that is worth knowing and developing" (Mattsson et al., 2011, p. 8). In (b) *the Laboratory model*, the teacher training institution or university establishes a University Teacher Training School where "excellent professional teachers" are at STs' disposal both as good models and mentors. In (c) *the Partnership model*, the higher education institution is collaborating with local schools that offer high-quality education to send STs to complete the practice teaching process under the supervision of SMTs and UTEs. The fourth model, which is (d) *the Community development model*, is usually deemed appropriate for rural areas. The STs introduce contemporary methods, techniques, and content to traditional classrooms, which are in need of development. The STs learn through exposure to authentic problems in more challenging contexts. In (e) *the Integrated model*, the university and local community take the responsibility of practicum together. The local authorities are required to make the necessary arrangements for an effective implementation of practicum. Within the framework of this model, the STs visit a number of schools, observe different teachers, and do practices in multiple settings at varying levels of quality. (f) *The Case-based model* entails an understanding that is similar to the one in the field of medicine. STs are believed to learn best when they have a chance to encounter as many cases as possible to trace the similarities and differences based on the connection between

theory, observation, and practice. In (g) *the Platform model,* STs are involved in projects that require them to work in close collaboration between schools and universities in a more flexible schedule and observation routines. (h) *The Community of practice model* as another alternative holds a social view, in which STs "are socialized into a culture of inquiry" (Mattsson et al., 2011, p. 9). STs are provided with opportunities in which they collaborate with each other for various tasks, think together, and exchange ideas. Lastly, in (i) *the Research and Development model*, universities and schools work in coordination to improve the relevant research and practices at schools through the contribution of the stakeholders of the practicum. While one model could be chosen for the arrangement of the partnership, several models are usually blended to design an effective practicum process (Mattsson et al., 2011). Besides such global models for partnership; different countries have their own regulations, specific designs, and partnership arrangements based on the unique characteristics of each context.

In Turkey, the practicum component has been managed by the faculties of education (FED) in coordination with the Ministry of National Education (MoNE) since 1981. In 1997; the Council of Higher Education (CoHE), MoNE, and World Bank initiated the National Education Development Project for restructuring the FEDs. This cooperation gave birth to the Faculty-School Partnership protocol, which aimed to raise effective teachers who are able to bridge the gap between theory and practice, critically reflect on their experience, and develop an individual style of teaching (Çakıroğlu & Çakıroğlu, 2003). As an outcome of this project, the Faculty-School Partnership Guidebook was released with the contributions of academics and teachers who altogether constituted the work group of the project. The guidebook has been the main source for the design and implementation of the practicum courses since its release. It consists of seven main sections; description of the partnership between faculties and practice schools, roles and responsibilities of stakeholders, mutual expectations of all parties, teacher competencies and their evaluation, implementation, objectives and management of the practicum, and the design of the seminar component (YÖK, 1998). Although it seems that the guidebook is detailed with specific references

to almost any aspects of the practicum, the statements remained ambiguous in many parts. For instance, the set of criteria specified for the selection of SMTs in the guidebook are; "being enthusiastic in contributing to teacher training and self-development, being educated in his/her own field, having at least three years of teaching experience, being successful in applying instructional methods and techniques, being a model to students with his/her attitudes and behaviors" (YÖK, 1998, p. 30). Among these criteria, only the one regarding the amount of experience required for mentorship is specific, that is, measurable, objective, and observable while the others are uncertain and subjective. Another significant issue with this guidebook is its not addressing each teacher education program separately. In other words, it was prepared for all teacher training programs of FEDs, so it does not appeal to field-specific qualities. Lastly, it has not been updated based on recent research or practice. Given the rapidly changing developments in the field of education, the guidebook has been in need of constant updates. For instance, the guidebook does not cover distance teaching practices or mentorship addressing distance education settings at all.

A number of research studies have been conducted to investigate the effectiveness of the practicum designed and implemented within the scope of the Faculty-School Partnership Protocol. Azar (2003) collected data from 100 participants representing all three groups of stakeholders; STs, SMTs, and UTEs. It was revealed that although all three groups agreed on the benefits of practice teaching courses in STs' development, they pointed to some problems; lack of a healthy relationship between practice schools and FEDs, lack of well-defined criteria for the selection of SMTs, SMTs' lack of eagerness for mentorship due to extra workload and insufficient payment, insufficient amount of attention by UTEs to STs' portfolios, ambiguous contents in the guidebook e.g. the semester plan required from the STs, insufficiency of feedback and attention from SMTs and UTEs, need for increasing the practice hours, and problems related to high number of STs in a practicum group (Azar, 2003). In another study conducted by Ekmekçi (1992); limited time allocated for practice teaching, lack of sufficient guidance by SMTs, and overcrowded classrooms were addressed as the main problems by STs studying at a state university in Turkey. Coşkun and Daloğlu's (2010) study

revealed two main issues regarding practice teaching component; perceived need for a) a practice teaching course in the initial year of the program, and b) a course in which STs have a chance to discuss their practices with peers in addition to teachers. In a more recent study, Celen and Akcan (2017) designed a study to evaluate ELT practicum program from the perspectives of UTEs, STs, and graduates. The results similarly underlined the perceived significance and value of practice courses in STs' overall development with a special emphasis on the role of feedback in STs' development. Observing different contexts, establishing good relationships with SMTs, involvement and guidance provided by UTEs, and seminar discussions were among the appreciated aspects of the practicum. On the other side, the study also manifested problems or needs regarding the practicum component that are mostly similar to the ones revealed in earlier studies; need for more or earlier experience of practicum, lack of objective criteria for the assessment of practices, need for integrating smaller tasks in addition to observations, need for diversifying school contexts observed, some problems with the relationship with SMTs, and a need for a closer coordination between SMTs and UTEs. In addition to such repeated themes, Akcan and Celen's (2017) study revealed an unprecedented result regarding the needs for a more effective practicum; "focusing more on technology … technology-focused sessions, use of e-lessons, learning about new technologies as well as practical ideas about using technology in the classrooms" (p. 264). One of the graduates as a participant wrote the following in an open-ended survey: "Live e-lessons would be better. I think the internship programme should start to be technology oriented" (Akcan & Celen, 2017, p. 264). This arising need in relation to technology leads to the next theme of the literature review, which is on training of STs for digitally-enhanced classrooms in addition to practicum by distance and for distance education.

2.2. Training of Student Teachers of English for a Digitally-Enhanced World

Rapid advancements in technology force almost every field to redefine well-established routines; however, technology itself is not enough to bring the required changes and adaptations into the field of teaching (Wang, 2002). Teachers, as the

primary actors, need to be able to "modify their concepts of appropriate and inappropriate teaching behaviors, to reprioritize the value of different types of instructional content, and to change habits and assumptions that guide their classroom and school management strategies" (Becker, 1991, p. 8). When it is noted that "the way that teachers teach is a product of their own schooling, training, and experiences as teachers" (Becker, 1991, p. 8), it is a must to consider two main issues; a) if or to what extent teacher training programs address the development of STs' technology-related competencies and how prepared the graduates are, b) how effective teacher training by distance and for distance education is on the basis of available research results and theoretical frameworks, and what characteristics an effective distance teacher training program has.

2.2.1. Teachers' Preparedness for Technologically Enhanced Classrooms

It has constantly been proved that teachers' habits of using technology in their classrooms have mainly been shaped by the training they receive during their pre-service education years (e.g. Lawrence and Tar, 2018; Batane & Ngwako, 2017; Kay, 2006 etc.) Then, it is crucial for pre-service teacher training programs to make sure that they offer satisfactory education and practice opportunities on the integration of technology into subject-specific teacher training (Foulger et al., 2017) on the grounds that technology has globally been acknowledged as an indispensable competence for teachers. For instance, the National Educational Technology Plan by US Department of Education acknowledges the role of technology in the following way:

> Teachers need to leave their teacher preparation programs with a solid understanding of how to use technology to support learning. Effective use of technology is not an optional add-on or a skill that we simply can expect teachers to pick up once they get into the classroom. Teachers need to know how to use technology to realize each state's learning standards from day one (U.S. Department of Education, Office of Educational Technology, 2017, p. 35).

In Turkey, technology has been identified as a prominent competence as well both in Turkish Qualifications Framework (VQA, 2015), and in the Teaching Profession General Competencies by MoNE (MEB, 2017), which set the basis for the

identification of the attainment targets of teacher training programs. It is worth noting that what is required for teachers is not isolated technology skills but rather their integration into subject-specific content areas. Koehler and Mishra (2009) conceptualized it within the framework of Technological Pedagogical Content Knowledge (TPACK).

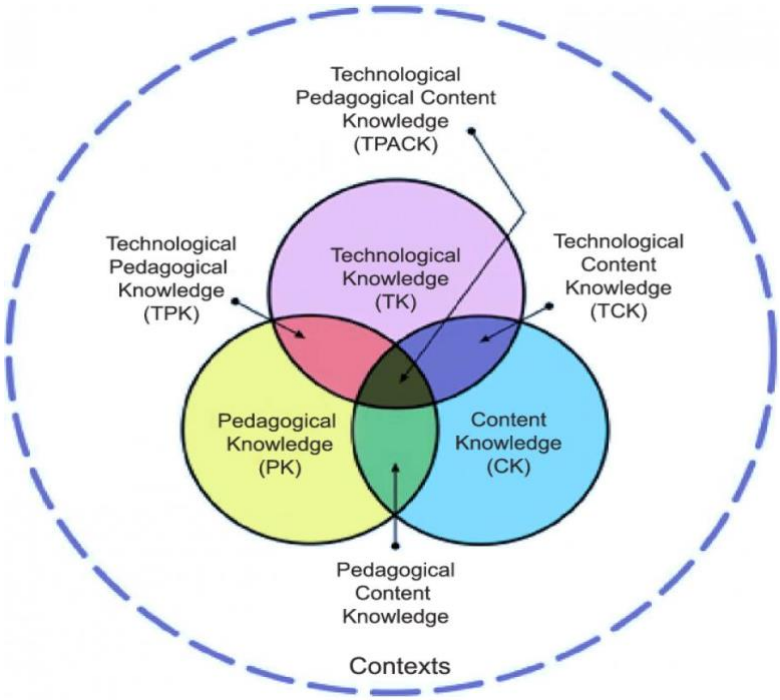

Figure 2. 1. TPACK conceptual framework (Koehler & Mishra, 2009, p. 63)

Note: Reprinted from "What is technological pedagogical content knowledge (TPACK)?", by Koehler M. and Mishra P., 2009, *Contemporary Issues in Technology and Teacher Education, 9*(1), p. 63.

TPACK is based on an accurate integration of three types of knowledge for an effective teaching; technology, pedagogy, and content. It is defined by the proponents of the framework in the following way:

> TPACK is the basis of effective teaching with technology, requiring an understanding of the representation of concepts using technologies; pedagogical techniques that use technologies in constructive ways to teach content; knowledge of what makes concepts difficult or easy to learn and how technology can help redress some of the problems that students face; knowledge of students' prior knowledge and theories of epistemology; and knowledge of how technologies can be used to build on existing knowledge to develop new epistemologies or strengthen old ones (Koehler & Mishra, 2009, p. 66).

Elmendorf and Song (2015) developed thirty indicators for classroom observations based on TPACK in their Delphi study as a result of consensus among experts. They sought answer to the question of "what should be contained in a classroom observation tool that simultaneously facilitates evaluating pedagogy and technology integration" (p. 1). Twenty five carefully chosen experts from the relevant fields came together to decide on the observation indicators in three rounds. The study ended with consensus over thirty indicators that were grouped under three sub-headings; pedagogy, technology, and technological-pedagogical indicators. While pedagogy indicators include 13 items, technology indicators include 14 and technological-pedagogical indicators include three items. The indicators reflect the expectations in an observable and measurable form from an effective teacher, who integrates technology with content and pedagogy. Although the observation protocol was not specifically designed for online lessons, it is useful for monitoring and observing a digitally-enhanced class.

When the indicators in Elmendorf and Song (2015)'s framework are noted, it is evident that TPACK cannot be developed only through a stand-alone technology course embedded into the curricula of teacher training programs as it goes much beyond simple technology knowledge or skills to a degree where a teacher is supposed to exploit available technological resources in relation to his/her content area for an effective teaching based on pedagogy knowledge. In other words, someone who is good at using technology cannot be assumed to effectively teach a subject area by employing technological resources in a proper way. Kessler (2006) explains such a misconception with reference to the common misunderstanding around a native speaker's effectively teaching grammar:

> This assumption would support the long-held fallacy that any native speaker can teach grammar without explicitly studying grammar. Just like the teaching of grammar, the utilization of CALL [Computer Assisted Language Learning] requires an intimate and extensive knowledge of technology that is pedagogically focused and informed by the literature (p. 26).

However, it is known that many teacher training programs target STs' technology competence only through an isolated technology course (Foulger et al., 2012; Foulger et al., 2017; Kleiner et al., 2007). Gronseth et al. (2014), in their study to be conducted to explore technology perceptions the US teacher training institutions had, reached 1283 four-year US initial teacher preparation programs. They reported that "more than half of the educational technology faculty expressed a desire to have more systemic technology integration, particularly in field experiences and methods courses" (Gronseth et al., 2010, p. 34). In addition to the programs themselves, graduates of teacher education programs worldwide have frequently pointed to the inadequacies in their pre-service teacher training with regards to subject-specific technology components (e.g. Kessler, 2006; Taghizadeh & Yourdshahi, 2020; Hubbard, 2008; Angeli & Valanides, 2009 etc.). 76% of 213 participants in Kessler's (2006) study assessed their technology-related teacher training as either inadequate or very inadequate. Targizadeh and Yourdshahi (2020), in a very recent study that explores teachers' technology use in language classrooms addressing young learners, similarly revealed that most of the teachers did not receive training on the integration of technology into education, assessed themselves inadequate, and their institutions did not support their development. However, the same study also reported that the participating teachers held a positive attitude towards improving their technological competence. Only 56% of teachers in OECD countries reported that they received formal training on technology integration in their formal teacher training programs (OECD, 2018), which reveals that approximately half of the teachers either improve their technological competencies in informal ways or do not use technology in their classrooms. One may conclude that "formal language preparation programs have largely neglected to equip their graduates with the related knowledge and skills they need to enter today's technologically advanced language classroom" (Kessler, 2006, p. 23). On the contrary to the research studies having reported the ineffectiveness of teacher preparation programs in terms of technology components, there are some others that revealed the opposite. For instance, Aşık et al. (2019) compared the ELTE programs in Turkey, Portugal, and Poland to investigate, from the perspectives of UTEs and STs, if they adequately prepare STs for technologically advanced

classrooms. The results revealed that in all three contexts the programs prepared STs at a moderate level. The researchers, however, noted that the results could be "interpreted as not satisfactory but promising" (Aşık et al., 2019, p. 724). Another study conducted in the Turkish context by Uzun (2016) also revealed a need for the improvement of ELTE programs in terms of technology components. The research study conducted by Aydın (2013) in Turkey with 157 EFL teachers yielded similar results. It was concluded that EFL teachers had little knowledge of particular software, they were challenged by technology use, and suffered from both technical and instructional problems.

The research studies explored above altogether made a suggestion to adapt the ELTE program to include or increase the number of technology-related components. Another group of research has already investigated the inclusion of technology into teacher training programs and put forward that it has positive outcomes (Bahr et al., 2004; Peters, 2006; Egbert, Paulus, and Nakamichi, 2002). Bahr et al. (2004), in their research study done to explore the impact of inclusion of technology into 62 STs' field experience, concluded that technology inclusion had a significantly positive impact on STs' attitude towards using technology in teaching. Peters (2006) similarly reported that one-semester course addressing technology competence of STs had positive impact on their perceived technological readiness but the participants still stated that they needed further experience to feel more comfortable, which suggests that one technology course -even though it is blended with methodology- is not enough to develop STs' technological competence. The research carried out by Egbert, Paulus, and Nakamichi (2002) similarly manifested that teachers with a background in technology (experience or training) tend to use technology in teaching, and teachers learn best in situated contexts, which points to a need for practice opportunities. The research studies suggested that courses intended for improving teachers' technological competence should be an integral part of teacher training programs.

2.2.2. Teacher Training by Distance and for Distance Education

Distance education in various forms has gained popularity in the recent years as a result of the rapid advancements in technology (Comas-Quinn, 2011; Hampel & Stickler, 2005; Güler, 2018). The global COVID-19 outbreak further popularized distance education during the confinement periods, which witnessed worldwide school closures at every level of education (Neuwirth, Jovic, & Mukherji, 2020; Yi & Jang, 2020; Krishnapatria, 2020). The unprecedented challenges posed by the global pandemic tested all parties' preparedness for distance settings, that is, in-service teachers were immediately divorced from face-to-face classrooms to teach online, teacher educators were left alone with online facilities to perpetuate their deeply-routed practices, students were tested on their self-study skills and concentrating on classes in the presence of numerous distractors in their environment "as online student[s], responsibilities include self-direction and conducting learner autonomy" (Compton, 2009, p. 88), and school managers were forced to demonstrate new skills of management at a distance (e.g. Toquero, 2020; Brammer & Clark, 2020). The COVID experience has proved that digital settings are strikingly different from their face-to-face counterparts in many aspects. In relation to language teaching, it was experientially evidenced that "online language teachers need different skills from their classroom-based colleagues but also from online teachers of other subjects" (Comas-Quinn, 2011, p. 6).

2.2.2.1. Online Language Teacher Competencies

In order to specify the skills needed for an effective online language teaching, several models have been proposed. It has been emphasized that teaching online requires competencies that much beyond knowing "which buttons to press in order to send an email or which HTML coding is required to insert an image on a web page" (Bennett & Marsh, 2002, p. 14). Bennett and Marsh (2002) offered two groups of competencies; a) clearly identifying the similarities and differences between face-to-face and online settings in terms of characteristics and requirements, b) specifying "strategies and

techniques to facilitate online learning and help students exploit the advantages in relation to both independent and collaborative learning" (p. 16). Although Bennett and Marsh (2002) identified the necessities in a broad form, they did not formulate a framework. To conceptualize the skills for online language teaching, Hampel and Stickler (2005) proposed the first known framework given the fact that "simply listing the skills required for online tutoring would not do justice to the complexity of the training and development needed" (p. 316). They identified seven key competencies for online teaching based on their years of experience and organized them in the form of a pyramid, in which a layer is a prerequisite for another, that is, skills "build on one another in a kind of pyramid, from the most general skills forming a fairly broad base to an apex of individual and personal styles" (Hampel & Stickler, 2005, p. 316). Figure 2.2. (Hampel & Stickler, 2005, p. 317) presents the pyramid model.

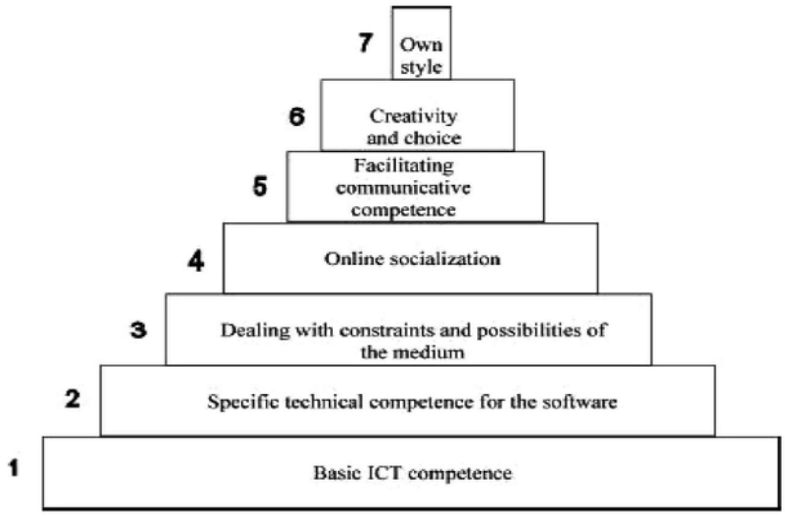

Figure 2. 2. Pyramid for online teaching skills (Hampel & Stickler, 2005, p. 317)

Note: Reprinted from "New skills for new classrooms: Training tutors to teach languages online", by Hampel, R. and Stickler, U., 2005, *Computer Assisted Language Learning, 18*(4), p. 317.

Basic technology skills e.g. sending an email, using the internet for finding materials, keyboard skills etc. set the lowest order in the pyramid model. Then comes the software-specific competencies e.g. effectively using the available features of Zoom

for effective teaching. The third level is addressing the skills in tackling the challenges of the medium e.g. finding alternatives to group work on Google Meeting which does not support break-out rooms feature unlike Zoom. Online socialization is identified as the next competence. It requires teachers to maintain interaction among all the participants and establishing teacher presence in remote settings. Hampel and Stickler (2005) underlined that "the skills that are required for a tutor to engage learners and motivate them to interact with one another in such an environment are very different compared to a face-to-face setting" (p. 313), thus it necessitates experience and development of new skills. The fifth level involves skills in fostering communicative competence, that is, if teachers can go beyond mechanical drills to target development of students' communication in a foreign or second language. However, facilitating communication in online settings is not an easy endeavor mainly because "lack of body language has a number of consequences on the areas of classroom management and learner anxiety" (Hampel & Stickler, 2005, p. 315). Creativity and choice along with generating a unique style are at the top of the pyramid. As teachers get competent in more basic skills and gain experience, they are expected that they discover new ways of doing their regular works and create a peculiar way of teaching.

The model has been updated by the researchers after ten years of further experience, and the updated version of the skills pyramid is presented on Figure 2.3. (Stickler & Hampel, 2015, p. 66). The competencies are grouped into four in the updated form of the pyramid, similarly moving from broader to more advanced skills. Basic ICT competencies are defined as prerequisites to online learning and teaching in the new pyramid rather than as the first layer. The first level skills consist of the ones specific to the affordances and constraints of certain software or a medium. Proficiency in these skills lead to the second level, which includes competencies facilitating interaction and socialization in online contexts. The third level of competencies, similar to the earlier form, consists of advanced skills that require teachers to construct their own way of teaching and generate novel ways of designing online classes. When the huge number of resources available on the web are considered, it is crucial for online teachers to be

able to search, evaluate, adapt, and "repurpose" these materials according to the unique dynamics of each educational setting (Chapelle & Hegelheimer, 2004).

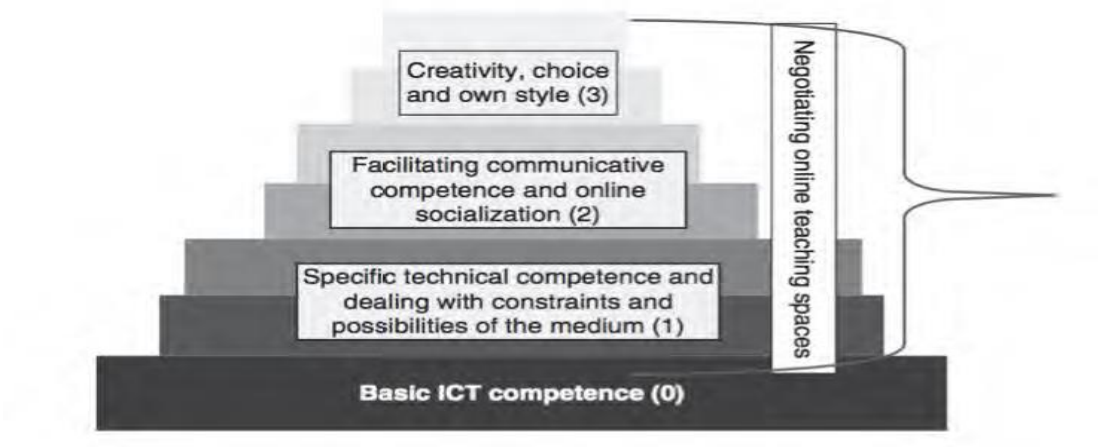

Figure 2. 3. Updated skills pyramid (Stickler & Hampel, 2015, p. 66)

Note: Reprinted from "Transforming teaching: New skills for online language learning spaces" in *Developing online language teaching* by Stickler, U. and Hampel, R., 2015, p. 66, London: Palgrave Macmillan.

The skills pyramid was criticized by Compton (2009) for several reasons. First, it was argued that a sequential ordering of the skills was not appropriate as "some of these skills can be developed concurrently and do not necessarily have to come in the order implied in the pyramid" (p. 80). Second, Compton (2009) states that "online socialization" may not be required for all learning or teaching contexts depending on the variables but what needs to be addressed should be "know[ing] how to facilitate L2 [second language] acquisition rather than online socialization" (p. 80-81). The third limitation of the pyramid was reported to be lack of identification of the point where an online teacher is ready to teach, that is, it is vague if a teacher is deemed to be competent to teach when s/he has developed his/her own style of teaching or at an earlier level. The pyramid was also criticized as it specifically addresses language learning or teaching in only one skill i.e. facilitating communicative competence although the authors considered online language teaching to be different from the teaching of other subjects. Compton (2009) states that "other important skills and competences of online language teaching, such as application of language learning theories, online language assessment and task evaluation, are not included" (p. 81).

Considering all these limitations, Compton (2009) offers a framework that is specifically conceptualized for online language teachers. Figure 2.4. (Compton, 2009, p. 82) presents this detailed framework.

The framework has been structured around three levels of expertise (from novice to expert teachers) associated with three groups of skills i.e. technology, pedagogy, and evaluation with regards to online language teaching. On the contrary to the pyramid model proposed by Hampel and Stickler (2005, 2015), the skills are not ordered sequentially, instead they could be developed either individually or concurrently. The developmental process has been defined as a continuum rather than a time period, the beginning and end of which have been specified. Basic technological skills are defined as prerequisites similar to the updated skills pyramid (Stickler & Hampel, 2015). Upon these prerequisites, the skills are built at three levels; usage, choice, and creativity. While the first level of "usage" consists of skills at a basic level in all three domains, the levels of "choice" and "creativity" demand more advanced knowledge, experience, and integration of personal variables. The first domain, "technology in online language teaching," covers more technical, software-related, and digital skills that include, for instance; a) having a repertoire of available tools (level 1: usage), b) dealing with the affordances and limitations of a certain software to be exploited for specific language teaching purposes (level 2: choice), and c) generating online tools for particular contexts (level 3: creativity). The second domain, "pedagogy of online language teaching," is made up of skills and competencies in effective online teaching organized at three levels that include, for example; a) identifying appropriate instructional strategies for online contexts (level 1: usage), b) fostering online interaction and socialization (level 2: choice), c) creating original online materials and tasks facilitating communication (level 3: creativity). The last domain, "evaluation of online language teaching," consists of hierarchically organized skills such as; a) knowing basic procedures of online course evaluation (level 1: usage), b) skills in task or course evaluation -and modification when necessary- based on certain frameworks (level 2: choice), and c) designing and implementing formative evaluation in intuitive and integrated ways (level 3: creativity).

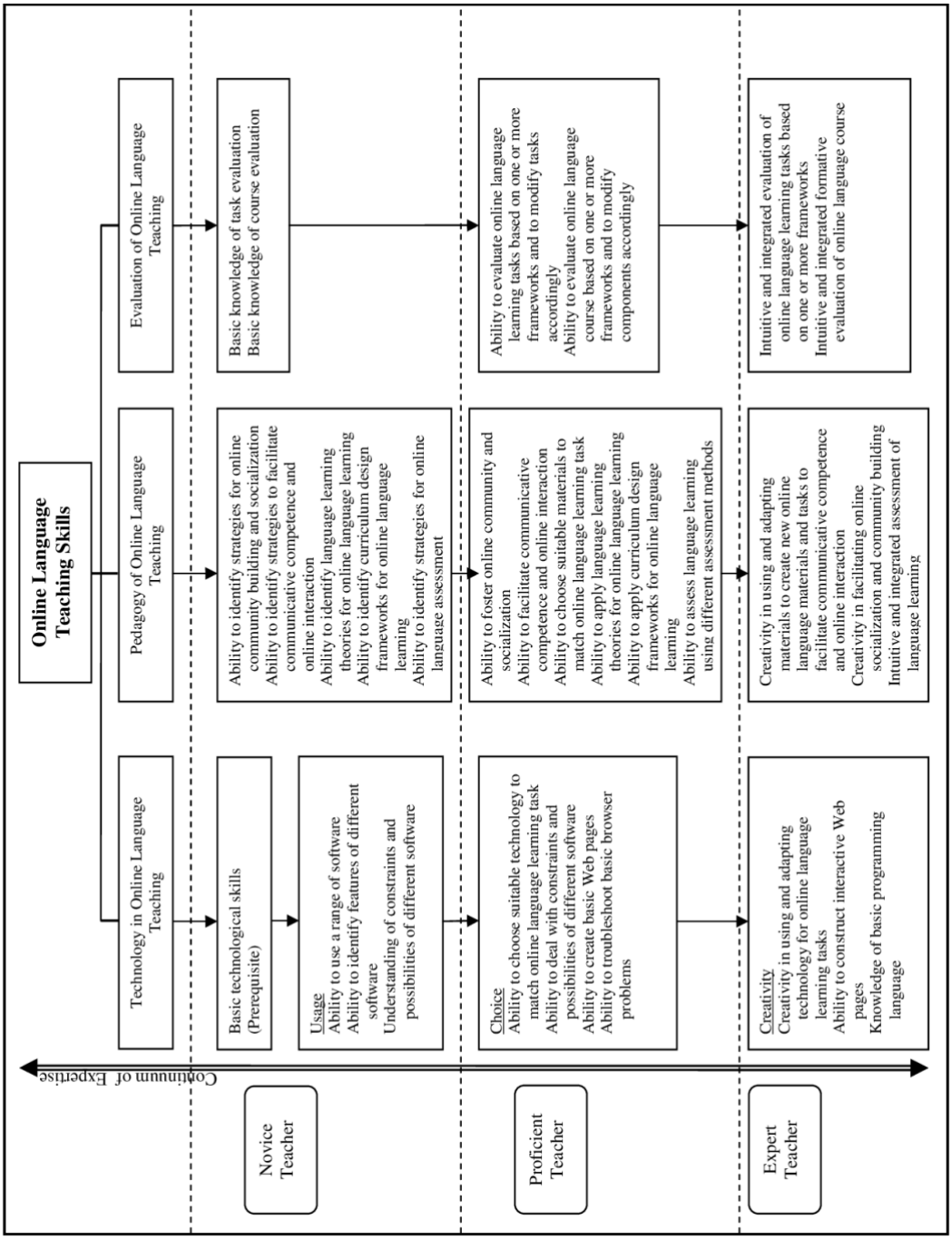

Figure 2. 4. Framework for online language teaching skills (Compton, 2009, p. 82)

Note: Reprinted from "Preparing language teachers to teach language online: A look at skills, roles, and responsibilities" by Compton, L.K., 2009, *Computer Assisted Language Learning*, *22*(1), p. 82.

It needs to be noted that "teachers need to learn about online learning through online learning" (Slaouti & Motteram, 2006, p. 89), which means that it is a must for both pre-service and in-service teachers to experience online contexts to develop the skills and competencies identified in these frameworks. Compton (2009) explains this need in the following way:

> Ideally, language teacher education should include technology, methodology, and evaluation courses that focus solely on online language teaching issues because online language teaching is very different from traditional language teaching. Realistically, however, resource and time constraints would hinder such efforts from fruition at most language teacher education programs (p. 92).

Guichon and Hauck (2011) use the term "technopedagogical knowledge" to address the skills for technologically-advanced contexts, and they similarly underline the inadequacy of standalone technological competence but a need for an effective blend of technology and pedagogy skills for high-quality teaching. Then, all the models are based on the following tenets; online teaching is different from regular face-to-face teaching, isolated technology knowledge is not enough for effective online teaching, experience is important, online interaction is more difficult to facilitate, and teachers' competences in online teaching need to be separately addressed. In order to better appreciate the ways of enhancing the quality of online instruction, it is useful to understand the basic tenets of the Cognitive Load Theory (Sweller, 1994; 2010; 2019).

2.2.2.2. The Cognitive Load Theory

Understanding human cognitive architecture and designing the instructional processes accordingly is a must for the effectiveness of learning. Geary (2002)'s evolutionary educational psychology biologically categorizes information into two; primary and secondary. Information is transformed into knowledge when it is committed to long-term memory, and it is termed as skill when it is translated into action. While human beings are endowed with a genetic drive to easily acquire and process primary information without difficulty, they need conscious effort and even instructional assistance to learn secondary information. Although primary information sometimes is greater than secondary information in terms of amount, it can automatically be

acquired, and it cannot be taught in many cases. Based on this classification, generic-cognitive and domain-specific knowledge and skills are structured (Sweller, 2015). The skills or knowledge that are essential to survival fall into the former category. All generic-cognitive skills are mostly likely categorized as primary. On the other side, domain-specific knowledge and skills include almost all the biologically secondary elements. Learning about a specific subject or mastering an area of expertise falls into the latter category. The school subjects are almost all covered by the domain-specific knowledge and skills.

The Cognitive Load Theory primarily aims to facilitate the move of domain-specific information to the working memory, and then to long-term memory. The information stored into the long-term memory is transferred back to the working memory when needed to regulate action that is appropriate to an environment (Sweller, 2020). This process is biologically primary, so it does not need to be taught. However, certain instructional principles must be appreciated to draw conclusions for the design of an effective instruction. Above all, element interactivity must be understood. Element interactivity, in the Cognitive Load Theory, explains the informational complexity that shapes the instructional design process. It briefly denotes the relation between the nature of the target piece of information and the learner's long-term memory storage. While self-contained information is easier to learn on the grounds that it does not involve many links to other domains of knowledge, information that builds on other pieces of information and involves high element interactivity further challenges the learners as it increases the load on the working memory, which is quite limited in scope. Instructional design processes, based on the Cognitive Load Theory, should estimate the level of element interactivity of the target information, and make the required adjustments to reduce the extraneous cognitive load, which can be manipulated through effective instructional principles and strategies (Sweller, 2020).

Sweller et al. (2019) suggest instructional strategies to manage the cognitive load. They all aim to facilitate students' learning of the domain-specific information and skills through strategies that are based on the regulation of element interactivity,

intrinsic and extrinsic cognitive load, and the load on the working memory. They include worked example, split attention, working memory depletion, and redundancy etc (Sweller, 2020). They altogether put the human cognitive architecture into the forefront, manipulate the cognitive load, and provide the most effective instructional design possible. It is noted that the strategies are applicable to educational technology, and even they require an effective use of technology for favorable outcomes (Sweller, 2010; 2020). Especially in online learning, where managing the cognitive load is getting more difficult with the addition of other sources of difficulty, it is paramount for teachers to be able to apply strategies to govern the cognitive load.

2.2.2.3. Research Studies on Online Language Teachers' Competencies

The tenets put forward as the rationale for the proposed frameworks have been supported by the recent research studies that were conducted in various contexts. Diaz (2020) has revealed that language teachers had difficulties with teaching in online settings, in which they were forced to turn to following the COVID-19 outbreak. In another study conducted with the language instructors working at a foundation university in Turkey; Şener, Ertem, and Meç (2020) reported that participants were especially challenged in maintaining interaction in online classrooms. One participant stated that "maintaining interaction with and among students is almost impossible" (p. 351). Aydın and Erol (2021) carried out a research study with Turkish language teachers to investigate the participants' teaching experience during the COVID-19 pandemic. The study revealed a number of problems ranging from infrastructure to lack of students' involvement, and maintaining online interaction was reported to be the biggest problem. Marek and Chew (2021), in their study done with 418 academics from different countries to investigate distance teaching experience, stated that more than half of the participants did not have any experience of distance education prior to COVID-19, and they concluded that main determinant of positive results or attitudes concerning distance education was prior experience or training. The recent result yielded in the study by Marek and Chew (2021) is supported with an older study, which concludes that instructors teaching online for the first time heavily depend on their

practices and pedagogies for face-to-face teaching, act as "deliverers of content," and have "very little awareness of issues of collaborative learning, of learners' social presence, or of the role of community in online learning environments" (Conrad, 2004, p. 31). Such studies have proved the argument that effective online teaching requires special training, hands-on experience, positive attitudes generated through good practices, and familiarity with the affordances of online settings (Comas-Quinn, 2011; Canals and Al-Rawashdeh, 2019; Compton, 2009; Hampel & Stickler, 2005; and many others). Moreover, the empirical research has demonstrated that maintaining social interaction in online classrooms is reported to be an area in which teachers are significantly challenged, which justifies its being acknowledged as a more advanced competence in the proposed frameworks.

2.2.2.4. Online Language Teacher Education (OLTE) Programs

"The purposes of an L2 teacher education program must assuredly provide foundations for the professional demands that teachers encounter" righteously say Shin and Kang (2018, p. 5). Thus, in order to respond to the need of preparing teachers to teach online, language teacher education programs -both face-to-face and online- have been re/designed in different contexts. It was reported that in 2015-2016 academic year, 45.6% of graduates from US higher education institutions participated in some form of online education while 27.3% of the graduates took exclusively online courses (US Department of Education, National Center for Education Statistics, 2017). Murray (2013) reports that 186 non-profit and for-profit institutions were offering online language teacher education (OLTE) programs approximately 8 years ago. So, it could justifiably be concluded that online education has been getting widespread around the world and teacher education programs have been gradually responding to this demand. However, the research endeavors on OLTE are not parallel to the increase in the number of OLTE programs or graduates with distance education experience. Research in the field of OLTE remained quite scarce although a large body of research on the use of technology in face-to-face classroom or distance education is available (Shin & Kang, 2018; Karam et al., 2020; Lee, 2020). More specifically, as Karam et al. (2020)

states “research related to the development of OLTE and especially to practicums within OLTE remains scant” (p. 42). Nevertheless, the limited number of research in OLTE has provided valuable insights into effective practices in teacher education by distance and/or for distance education (Comas-Quinn, 2011; Canals & Granena, 2020; Güler, 2018; Canals & Al-Rawashdeh, 2019; Gao & Zhang, 2020; Chiero & Beare, 2010; Ernest et al., 2013; Shin & Kang, 2018; Banegas & Busleiman, 2014). Key recommendations that are either explicitly made or that can be inferred from the results of some prominent studies on OLTE carried out in various contexts are summarized in Table 2.1.

Table 2. 1. *Key recommendations for OLTE from previous research studies*

Previous Study	**Key Recommendations**
Comas-Quinn (2011)	• Development of teacher identity and teacher self must be highlighted rather than simple development of knowledge and skill sets. • Foregrounding value of using technology is more important than simply introducing the mechanical aspects. • Helping teachers generate a positive attitude to online teaching is more important than simply equipping them with technical skills. • Co-construction of learning, teaching, and training with the involvement of trainers, trainees, and institutions is valuable.
Canals and Granena (2020)	• Experiential and participatory learning yielded positive outcomes. • Self-reflections and co-construction of knowledge with other peers promoted teachers’ acquisition of online teaching skills. • Participants benefit from the experience of more experienced teachers in situated learning contexts. • It is crucial to address the differences between face-to-face and online teaching settings as many teachers depend on the constructs of face-to-face settings in initial stages. • Building a social community and facilitating interaction among learning teachers need to be valued. • Use of videos (e.g. video instruction and video feedback), interactive tasks, and frequent communication are much appreciated by participants.
Güler (2018)	• Online discussions help participants raise awareness, gain an understanding, and change perceptions. • Success of online courses heavily depend on how they are designed and delivered. • Online settings provide an opportunity of bringing teachers from different locations with different backgrounds, which facilitates learning from the expertise and experience of others in a collaborative environment. • Creating a social community is essential for the success of online context. • Practicum is precious to bridge the gap between theory and practice, and to help teachers gain a better understanding of theory.
Canals and Al-Rawashdeh (2019)	• It is essential to equip teachers with the required knowledge and skills of teaching online and maintaining students’ active involvement. • Basic ICT skills should be sought as prerequisites for admitting participants to an online module.

	• Sustained technological and technical support is needed. • Raising teachers' awareness of the values of technology integration is valuable before focusing on skills development. • Positive attitudes and beliefs are essential contributors to high-quality online teaching. • Use of technology aligned specifically with language teaching methodology and pedagogy is indispensable rather than an isolated focus on technology.
Gao and Zhang (2020)	• Online language teaching experience is shaped by prior knowledge and experience both in face-to-face and online settings. • Experiential learning of online teaching has a great impact on teachers' cognitions of the value, role, and affordances of online teaching. • Repertoire of online tools, applications, and facilities strengthen teachers. • Infrastructure is important. • Choosing an LMS (learning management system) that is appropriate for the purpose of teaching a specific course facilitates learning. • Knowing the target group is essential. • It is useful to make comparisons between face-to-face and online settings to encourage teachers to transfer skills from their face-to-face experience.
Chiero and Beare (2010)	• "A well-designed online teacher preparation program can be as effective or more effective as a campus-based program and should be considered in preparing teacher candidates to meet current and future challenges" (p. 787) • A close integration of coursework and fieldwork produces better results.
Ernest et al. (2013)	• Creating a social community, participants' developing a close bond with one another, and holding synchronous meetings are valuable. • "Learning by doing" approach results in positive outcomes. • Careful planning of every aspect of training is a must. • Relevance of tasks, activities, content, and discussions to participants significantly enhances the quality. • Training regarding the available tools, applications, and software at the outset of the training program is quite useful.
Shin and Kang (2018)	• It is a must to appropriately deal with the digital divide. • Institutions need to have a team of e-learning professionals to support the faculty with periodical workshops, technical assistance, and updates. • "[The] need for (re)socializing students into the genres of communication specific to the context of OLTE" (p. 9) should be addressed. • Building an online community among all the stakeholders should be a priority for effective OLTE. • Practicum and field experience that target both face-to-face and online teaching contexts should be an integral part of training.
Banegas and Busleiman (2014)	• Motivation is a key factor in determining the success of online training, and the following factors were reported to boost up participants' motivation; - autonomy: teachers' chance of improving at their own pace and scheduling according to their personal timetables, - relevance of training to teachers' future projections, - value of OLTE in terms of materialistic benefits e.g. employment etc. - trainers' knowledge of and skills in educational technology, - building an online community with synchronous components.

When the research studies are put together, one may conclude the following as the characteristic features of an effective OLTE;

a) Building an online social community that fosters interaction among all stakeholders in synchronous forms.
b) Involving experiential learning and helping trainees put theory into practice.
c) Facilitating trainees' constant reflection.
d) Acknowledging affective factors together with the cognitive ones.
e) Considering trainees' prior experience and relating the contents to them.
f) Depending on an accurate blend of technology and pedagogy knowledge.

Garrison, Anderson, and Archer's (2000) conceptual framework that addresses the fundamental tenets of a community of inquiry for educational purposes through computer mediated communication (CMC) and computer conferencing outlines the characteristics of effective OLTE listed above, thus it is used as the key frame to design the online practicum within this research study. The Community of Inquiry is displayed on Figure 2.5. (Garrison, Anderson, & Archer, 2000, p. 88).

Figure 2. 5. Outline of the community of inquiry (Garrison, Anderson, & Archer, 2000, p. 88)

Note: Reprinted from "Critical inquiry in a text-based environment: Computer conferencing in higher education" by Garrison, D.R., Anderson, T., and Archer, W., 1999, *The Internet and Higher Education, 2*(2-3), p. 88.

The model assumes that an effective instructional experience at a higher education level is only maintained within the borders of a Community of Inquiry that is composed of teachers and students as the main actors. The whole process is based on an interaction of the three core elements: social presence, cognitive presence, and teaching presence.

Cognitive presence is identified as the paramount element to the success in higher education (Anderson & Garrison, 1995; Garrison, Anderson, & Archer, 2000). It basically denotes the mental engagement of the learners into the learning process with the use of all the available resources. In other words, it involves triggering critical thinking and problem solving skills through certain prompts. It is stated that it can only be encouraged within a collaborative social community, which leads to the second critical element, social presence. It primarily refers to the involvement of the participants into the learning process as "real people." In other words, the participants' prior knowledge, experience, personal characteristics, individual qualities, and all others are reflected into the Community of Inquiry. By considering the affective factors the environment fosters the cognitive processes. As the third core element, teaching presence involves two main functions: design of an effective instructional process and implementation of appropriate facilitation strategies. While the first function is solely carried out by the teacher, the second function is shared among the teacher and learners. Teaching presence serves the purpose of supporting cognitive and social presence within the Community of Inquiry. Learning within this community is defined as "a collaborative communication process for the purpose of constructing meaningful and worthwhile knowledge" (Garrison, Anderson, & Archer, 2000, p. 92). What determines the quality of the outcomes within such a community is not only the design of the instruction but also the varying potentials of different media. In other words, how technologies are used and the medium of communication i.e., face-to-face or distance, determine the outcomes. Thus, based on the Community of Inquiry model, the online practicum course structured within the scope of this particular study mainly aims to teach the STs how to exploit the potential of technologies and the online modality to achieve the best possible outcomes.

2.2.2.5. Online Practicum Examples from Different Contexts

Another group of studies in the field of OLTE specifically focuses on practicum components; however, the number of research attempts in this specific area is quite scarce as also noted by Karam et al. (2020). The results of the research conducted so far shed light on various components of an online practicum. For instance, Brooke (2014) reported that e-journaling and online forum discussions promoted STs' reflection. The researcher explored the STs' practicum experience that was structured around a combination of Daloğlu (2002) and Valli (1993) models that was integrated with Socratic dialogue and double-loop model. It was revealed that "teacher trainee deep reflection can be facilitated by exploiting the asynchronous and collaborative characteristics of the online environment" (Brooke, 2014, p. 50). In another study, Steed and Vigrass (2011) explored the use of synchronous web conferencing for building social community in STs' induction program in Canada. They concluded that online meetings produced positive outcomes for STs' learning of teaching in distance settings. Karam et al. (2020), as other researchers working on online practicum, conducted a research study at two different US institutions to investigate the use of videos both for web conferencing and reflection purposes. They concluded that videos promote STs' reflection on their own teaching practices significantly and produced positive outcomes. However, they pointed to the need for institutional support for instructors with regards to the use of online tools and other available facilities. They also addressed the need for protocols specifically designed for OLTE to better improve the quality of the outcomes of video-enhanced training.

Cirocki, Madyarov, and Beacher (2020) state that "the literature on distance TESOL programmes is still under-represented, with the exception of Turkey, where the Ministry of Education has been supporting this model of teacher education since 2000" (p. 7). However, the references the authors gave (i.e. Merç, 2015; Koç, 2011; Keçik et al., 2012) reveal that the practicum experience explored in these studies were in the form of regular face-to-face education, that is, STs enrolled in a distance ELTE program at a state university in Turkey attended practice schools as in a face-to-face

program and their experience was explored from various perspectives. The distance undergraduate program and its practicum component have already been detailed in the Introduction. Although distance ELTE programs existed in the past in Turkey, their practicum courses were not online. Only after the outbreak of the COVID-19 crisis Turkey experienced online practicum, and a very limited number of studies has been conducted to explore STs' online practicum experience in Turkey during the time of emergency remote teaching (Ersin, Atay, & Mede, 2020; Koşar, 2021). In the study conducted by Ersin, Atay, and Mede (2020), 25 STs studying in an ELTE undergraduate program participated. 6 of the participating STs implemented an online micro teaching to their peers on Zoom. The UTE provided e-mentoring subsequent to each teaching practice. STs were asked to reflect on their online practicum and e-mentoring experience through WhatsApp group conversations. It was yielded that STs benefited from e-practicum, overcame their initial anxiety, got familiarized with distance settings, gained confidence in online teaching, and assessed e-mentoring contributory. Although they expressed their preference for regular face-to-face practicum, the participating STs defined process as an unprecedented and unique experience. The authors suggested that practicum components of ELTE programs should be redesigned with the integration of e-practicum experience based on the findings of their research. In another study, Koşar (2021) explored 25 STs' practicum by distance experience. The STs were asked to complete certain paperwork as the requirements of the practicum. The tasks include reading the regulations on teaching profession and adding a copy to their file, reading about the rules of schools, researching the available online systems used for teaching, and analyzing the 2019-2023 strategic plan prepared by the MoNE and preparing a summary of it. It was revealed that participating STs did not find distance practicum experience useful and they did not think that it could effectively prepare them for the teaching profession. They opted for regular face-to-face practicum. It needs to be noted that these two studies on online practicum in the Turkish context have significant limitations. The former study was conducted in a simulated environment, that is, other STs acted as students. Moreover, only 6 out of 25 participating STs implemented a teaching session, which means that not all STs experienced online teaching. The study conducted by

Koşar (2021) did not involve teaching practice or consequent feedback and reflection sessions at all. It is natural that a practicum experience that is solely based on paperwork would not produce effective outcomes for the STs getting prepared to take their first steps to the profession. In addition, neither of the two studies involves observation of authentic classes, which constitutes a significant part of a practicum course. Thus, to the knowledge of the researcher, there have been no research studies conducted in Turkey on STs' authentic practicum experience with all the required components i.e. observation, teaching practice, and seminar.

2.3. The Use of Video and Audio in Teacher Education

The research on OLTE has clearly revealed that a constructive social community and opportunities fostering STs' reflection on their experience are among the key characteristics of an effective OLTE (Comas-Quinn, 2011; Shin & Kang, 2018 etc.). Using video and audio has repeatedly been proved to contribute to these two characteristics (Stickler, Hampel, & Emke, 2020; Eröz-Tuğa, 2013; Karam et al., 2020; Powell, 2005; Rokeness & Krumsvik, 2016). The use of video and audio for these two purposes is reviewed in the relevant literature.

2.3.1. The Use of Video for Reflection and Community Building Purposes

Gaudin and Chalies (2015) conducted a metanalysis on the research articles centered around the use of videos in pre-service and in-service teacher education by reviewing 255 papers. They identified 6 objectives for viewing videos in teacher training. Videos are used to; "a) show examples of good teaching practices, b) show characteristic professional situations, c) analyze the diversity of classroom practices from different perspectives, d) stimulate personal refection, e) guide/coach teaching, and f) evaluate competencies" (p. 47). Regarding the source of the videos presented, Gaudin and Chalies (2015) identified three groups; an unknown teacher's, teachers' themselves, and peers' videos. Their literature review also highlights the most commonly uttered benefits of video viewing; "heightened motivation, optimized selective attention and

knowledge-based reasoning, and improved classroom practice" (p. 53). Based on the findings of the metanalysis, one may infer that video recordings of teaching practices are primarily used as prompts to help teachers reflect on their and others' practices to improve their teaching performance through solid conclusions made both individually and in groups on the basis of authentic scenes. Masats and Dooly (2011) grouped the use of videos into four in terms of the purposes; video viewing, video modelling, video coaching, and video making. They explained their functions in the following way:

> *Video-viewing* is often used as a method to focus student-teachers' attention on certain topics and to set up a base for class discussion and assignments. *Video- modelling* is a means of getting student-teachers' to focus their attention on target skills or behaviour. *Video-coaching* has been used to refer to the use of taped activities of the student-teachers' themselves which then leads into group discussion. he expansion of digital technology affords possibilities that go beyond the aforementioned categories. Because technology has become more accessible, cheaper and user-friendly, in-class *video-making* is gaining popularity in teacher education. (p. 1152).

All these four functions of using video, especially the first three, facilitate STs' reflection, which has been evidenced to be essential in teacher development. Hu and McGrath (2011) note that "stimulating teachers' reflection during their training process is [an] effective measure to improve the quality of training programs" (p. 54). In their study, Rokeness and Krumsvik (2016) similarly revealed the value of reflection in STs' development. Based on the analysis of the results, they stated that "having student teachers reflect individually and with others on what digital tools are available and how they could be used in ESL teaching was noted as a powerful way of raising their critical awareness" (p. 12). In a very recent study, Karam et al. (2020) reported similar benefits of reflective practices; "both video-supported self-reflection of teaching practice and video-enhanced web conferencing strengthened reflection and collaboration according to the instructors at both institutions examined" (p. 52). These results have been supported by many other research studies conducted both in face-to-face and online contexts (e.g. Eröz-Tuğa, 2013; Tripp & Rich, 2012; Mosley-Wetzel, Maloch, & Hoffman, 2017 etc.).

In addition to reflection, the use of videos was also reported to contribute to the development of an online social community by bringing warmth and increasing

teacher or instructor presence. Richardson et al. (2015) define instructor presence as "the specific actions and behaviors taken by the instructor that project him/herself as a real person" (p. 259). It has been evidenced that instructor or teacher presence significantly facilitates students' involvement, motivation while reducing their sense of alienation (Dennen, 2011; Arbaugh & Benbunan-Fich, 2006). Using videos in different forms i.e. video conferencing, video-stimulated discussions, video-enhanced feedback etc. have been reported among the mostly valued facilitation strategies to improve teachers' or instructors' presence in online settings (Jones et al., 2008; Draus et al., 2014; Martin, Wang, and Sadaf, 2018). It has been found that the use of videos helps trainees get to know the instructor better, acknowledge his/her presence, create a bond, and involve themselves further (Martin, Wang, & Sadaf, 2018). Establishing such a connectedness has absolute positive learning outcomes (Pianta & Stuhlman, 2004). All these findings support the use of videos to build an effective social community, which foregrounds instructor presence, fosters interaction, and involves trainees or students as co-constructors of knowledge and skill sets in a situated form.

Besides the benefits of the video, the literature also points to the drawbacks (Karam et al., 2020; Gaudin and Chalies, 2015). The first concern in relation to the use of video is the technological facilities the stakeholders need to have (Karam et al., 2020). As the use of video requires internet facilities, the infrastructure of the country is also important. Secondly, video limits the angle of observation as the camera focuses on a particular scene, which makes an analysis of the whole teaching context challenging (Zhang et al., 2011). However, online teaching contexts have advantages over face-to-face classrooms in this sense as it is possible to record the online classroom as a whole, and thus to capture each and every interaction. The third limitation of video was reported as the lack of "specific video analysis and conferencing protocols that are specific to OLTE courses with a practicum component" (Karam et al., 2020, p. 53).

2.3.2. The Use of Audio as a Feedback and Reflection Tool

Another way to promote STs' reflection and engagement has been reported to be audio feedback (Morita-Mullaney et al., 2020). Although numerous factors have been revealed to determine the effectiveness of feedback, if or to what extent individual trainees or students are involved has been reported to be a critical factor to consider (Hattie et al., 2016). In other words; effective feedback is appreciated, understood, carefully interpreted, and exploited for improving practice (Nicol, 2013). The use of audio has been proved to be effective to maintain the target group's involvement and to promote critical reflection (Morita-Mullaney, 2020; Edouard, 2015; Richardson et al., 2015) as audios are well-received by students. Dewey (1933) states that "we do not learn from experience [but rather] we learn from reflecting on experience" (p. 78), thus any means that may facilitate reflection can be exploited to serve learning. In this sense, the use of audios, similar to videos, is worth attention as the research has evidenced its effectiveness in maintaining students' active reflection and engagement. Additionally, the use of audio was also appreciated by virtue of its practicality (Gibbs, 1992; Eduoard, 2015). Gibbs (1992) notes that one-minute audio was estimated to equate to six minutes of written comments, thus it remarkably reduced the workload both for an instructor or a teacher and for a student. Due to such benefits, audio has been explored in various contexts and for various purposes from different perspectives and in terms of different aspects.

The first arising theme in the research on the use of audio is the engagement felt by the receivers (Lizzio & Wilson, 2008; Morita-Mullaney, 2020; Lunt & Curran, 2010; Cann, 2014; Gould & Day, 2013). Lunt and Curran (2010) reported that students are ten times more eager to listen to audio feedback compared to the written counterpart. The reasons for students' tendency to favor audio over written comments have been explored in various studies, and it was found that the characteristics of spoken language such as tone, intonation, pronunciation, emphasis, and many others make the audio recording more special (Ice et al., 2007; Cann, 2014). For instance, a participant in the research conducted by Ice et al. (2007) says the following while explaining the

rationale behind the preference for audio feedback: “I know you were saying the same things in your [audio recordings] and in what I transcribed, but the difference was you were saying them. When I looked at the transcription there was no stress placed on any of the words or sentences” (p. 14). This comment proves that audio feedback is “highly engaging for students, invoking perceptions that tutors ‘cared’ more” (Cann, 2014, p. 32).

The second arising theme in the literature is regarding the retention of content delivered through audio feedback. Ice et al. (2007) report that audio feedback is perceived to be superior in terms of “increased retention of content” (p. 3). The participants pointed to the chance of listening to the audio recording as many times as required or desired since listening was considered to be easier than writing, and it makes the retention easier. Moreover, they added that nuances of the language helped the participants further appreciate the feedback due to the authenticity and link established with the classroom environment, which contributed to its retention. In parallel to this finding, Merry and Orsmond (2008) also revealed that audio feedback was better understood by the students and had more depth. The authors concluded the following depending on the findings:

> Students perceive and implement audio file feedback in different and more meaningful ways than written feedback. Findings that a large majority (13/15) of students listened to the audio feedback more than once and that they (12/15) used it to annotate or alter their original work as they listened to the feedback do demonstrate that they did consider the feedback in some depth (Marry & Orsmond, 2008, p. 6).

The third theme arising in the literature regarding the use of audio is on the recommendations to improve the practice. Gould and Day (2013) make three recommendations for the effective use of audio; being clear on the content and timing of the feedback, constantly assessing the effectiveness of methods used, and including visuals to support audio. Based on the research findings, Cann (2014) also makes suggestions; separating the time of feedback and announcing grades (delivering feedback prior to the announcement of marks), using a high-quality microphone, keeping recordings short, acknowledging target student at the beginning for a deeper engagement, praising good points and offering suggestions for improvement, ending

with a prompt for assessment, embedding an invitation for negotiation of feedback, and using email to share the recording. These suggestions are also supported in other research studies (for instance, Ice et al., 2007, Marry & Orsmond, 2008 etc.).

Besides such positive findings regarding the use of audio, some caveats have also been noted in the previous research studies. Morita-Mullaney et al. (2020) reported that some participants criticized one-way communication in audio feedback and expressed their demand for an interaction or negotiation around the feedback. The researchers offered scheduling virtual office hours as a solution to this reported need. On the contrary to the findings pointing to the practicality of audio feedback (Gibbs, 1992), some other studies revealed that audio feedback is not advantageous in terms of feedback process time (McFarlane & Wakeman, 2011). Thus, it needs to be noted that how feedback has been structured significantly affects how it is processed. Another problem with the research is the results are generally based on the participants' perceptions rather than the assessment of the improvements in the target work (Marry & Orsmond, 2008), so it is not exactly clear if it actually promotes positive learning outcomes. The last caveat is concerning the dearth of research on the use of audio feedback, especially in the field of OLTE, thus it is difficult to make sound conclusions. In brief, further research is needed to address these weaknesses.

2.4. Gaps in the Literature and Rationale for the Study

The literature review has demonstrated a few points that set the rationale for carrying out the present research study:

a) Although practicum has widely been studied in regular face-to-face teacher education, the research on online practicum is very limited and there is a clear need for further research to identify the good practices.
b) Online practicum is unprecedented in Turkey; however, it is evident that the COVID-19 outbreak has marked a point of no return in terms of the use of technology in education, thus online practicum will most likely be an integral

part of pre-service teacher education programs, and exploring the online practicum experienced during the COVID-19 school closures may provide valuable insights for the future designs and implementations.

c) The use of video and audio have sufficiently been investigated in various contexts; however, research on their use in OLTE is scarce, and the need to identify good practices and explore stakeholders' experience of video and audio in OLTE is obvious.

d) The ELTE programs in Turkey do not have separate components for distance education either in theoretical or in practical means, and thus it has not been possible so far to identify STs' needs for distance education based on solid experience data. So, this study is significant on the grounds that it explores STs' needs for distance education from three different perspectives based on authentic teaching implementations.

e) The framework guiding the practicum in Turkey was prepared in 1998 as already explained, so it is obvious that it is in need of an update to respond to the needs of the present time, and as online (teacher) education is an integral part of the current contexts, the present study may guide possible attempts of updating the guidebook.

CHAPTER 3

METHODOLOGY

This chapter is allocated for a comprehensive discussion of the research methodology; the design of the study, rationale behind this design, and a thick description of the context. It introduces the research approach, worldview adopted, the research site, and the researcher's role. It continues with a detailed description of the participants' profile and the sampling strategy applied. Then, the data collection and analysis procedures with all the details are explained. The chapter concludes with a thorough discussion of the issues regarding trustworthiness and research ethics.

3.1. The Research Approach

"Research is inquiry, deliberate study, a seeking to understand" says Stake (2010, p. 26). The type of the inquiry, its objective, and the nature of intended understanding primarily shape the research methodology; quantitative, qualitative, or a mixture of the two. "And the more we study human affairs (as contrasted with physical mechanisms), the more we expect that things will work differently in different situations" (Stake, 2010, p. 26). Thus, the fields that address an exploration of human affairs such as education are more context-sensitive, and as a result, require the use of "the science of the particular;" a qualitative design.

Context-dependence, a need for the exploration of the particular, and uniqueness of human beings altogether point to the subjective nature of reality, and the main intent of a qualitative researcher is "reporting these multiple realities" (Creswell, 2007, p. 18). While conducting the exploration, the researchers are involved in an interpretative task because as unique human beings, they approach what is researched through their

personal lens, which is an aggregate of their life experience, background, culture, political view, values, and many other personal variables. Thus, in qualitative research, "the inquirers admit the value-laden nature of the study" (Creswell, 2007, p. 18). In order to minimize the effect of any potential biases that may stem from this personal outlook, the qualitative inquiry depends on an analysis of multiple sources of data. By using as many different data collection sources as possible, the inquirer aims to accurately reflect the subjective meanings attributed to the researched situation by the participants through a theoretical perspective to draw a complete image (Creswell, 2007). All these characteristics of a qualitative inquiry are fundamentally guided by the researcher's adopted worldview, which is social constructivism for this study.

3.1.1. The Worldview as the Broadest Framework

A philosophical worldview is commonly defined as "a basic set of beliefs that guide action" (Guba, 1990, p. 17). They are usually not explicitly stated in research studies; however, they feed into the qualitative inquiry, thus they must be specified (Slife & Williams, 1995). As already stated, the current study mainly aims to explore the personal experience of three main groups of stakeholders (STs, SMTs, and UTEs) with regards to the online practicum process to identify the characteristics of an effective online practicum course with reference to all relevant components and based on the STs' needs for online English language teaching. In other words, it intends to gain an insight into their "understanding of the world in which they live and work," "subjective meanings of their experiences-meanings directed toward certain objects and things" (Creswell, 2014, p. 83). This central objective accords well with the social constructivism or interpretivism, which is structured around the goal of probing deep into the participants' personal attributions created in an interaction with a particular social environment.

Qualitative inquiry is defined as "experiential research" that "places heavy reliance on examining the personal experience of others, but also the experience of the researcher" (Stake, 2010, p. 62). This leading characteristic of the qualitative research is

compatible with the basic tenets of the social constructivism. They both put faith in the diversity of meaning, and human beings' constant struggle to make a sense of the world around them. That is, human beings construct their subjective understanding of the objective reality under the influence of numerous context-dependent factors that make the personal constructions social (Neuman, 2000). Likewise, the researcher as another social being is engaged in the interpretation of the participants' subjective meaning creations. Then, the results of a qualitative inquiry are an outcome of a close relationship between the researcher and the participants, which necessitates a clear definition of the researcher's role (Creswell, 2007).

3.1.2. The Researcher's Role

In order to explain the researcher's role, the philosophical assumptions need to be addressed. Regarding the ontological assumption, a qualitative researcher admits that reality is "subjective and multiple, as seen by participants in the study" (Creswell, 2007, p. 17). Thus, s/he embarks on a journey throughout which reality has been constructed by the participants and the researcher himself or herself concurrently, and the main objective of the researcher is to accurately explore the subjectively constructed meanings or understandings. The collaboration between the researcher and the participants in this construction points to the epistemological assumptions, which define the relationship between the researcher and the researched (Creswell, 2007). A qualitative inquirer is supposed to maintain a close relationship with the participants to gain an insider perspective (Guba & Lincoln, 1988). It particularly gets significant when the researcher is exploring his/her "backyard," which is the case in this study. Backyard research is defined as studying the researcher's own institution, workplace, or environment (Glesne & Peshkin, 1992). It requires the researcher to more accurately identify his/her relationship with the participants, use multiple validation strategies, and describe all the relevant characteristics s/he has a researcher e.g. values, professional background, any experience that may influence the stance of the researcher etc. as a part of the axiological assumptions. Moreover, it is also the researcher's responsibility to avoid any risks for the participants or provide an

environment for them to feel themselves as comfortable as possible (Creswell, 2007). Thus, the researcher has been introduced with all the relevant characteristics in detail. As the researcher, I work as one of the UTEs in this study. I act both as the researcher and the UTE who supervised the STs having participated in this study. I have been working in the Department of English Language Teaching at Sakarya University since February 2012 as a research assistant and instructor with the appointment of the University Senate. I did my BA and MA in the Department of American Culture and Literature. I have been doing my PhD in the Department of English Language Teaching. I have been teaching theoretical and applied courses at BA level since 2012 due to the scarcity of academic staff members holding a PhD or a degree in literature, which constitutes a part of the ELTE curriculum. The list of the courses I have offered in the last two years could be found in my CV presented in Appendix G. I have been working as a university-based teacher educator to offer the Practicum courses since 2014. I have not had any experience in teaching online prior to the COVID-19 pandemic; however, as a part of my previous studies, I was engaged in some readings and academic explorations. In 2019-2020 Academic Year, Spring term, I managed an online practicum process for the first time as a UTE, and the online practicum described within the context of the present study is my second experience.

I have taught several courses to the STs involved in this study; thus, we have already built rapport to a certain extent with each other. Moreover, in the beginning of the research process, I informed all the STs about the research and guaranteed that all the information they would share with me would remain confidential. In order to help them feel closer to me to reveal more about their personal perspectives, I tried to spend as much time as possible with them in informal online gatherings. I also used WhatsApp group conversations to break the distance. Moreover, as further explained under the relevant sections, I used multiple data collection instruments and collected process-oriented data to explore the whole process of meaning construction, and while reporting the results, I also tried to involve as many original quotes as possible to represent their voices and asked all the participants to review the emerging codes, categories, and interpretations to provide feedback if the results accurately and vividly

describe their perspectives. Lastly, I stated that the results of the research would be made public following their graduation from the BA program, which might also encourage them to share more sincere insights. As with the other two groups of participants i.e. the SMTs and UTEs I was more comfortable because we have equal status in terms of positions. In other words, I knew that they would reveal their sincere opinions or perspectives as we have already been working as colleagues or collaborators, and the information I sought would not affect their position in any ways or it would not require them to reveal any confidential information.

As I have worked as a UTE in face-to-face practicum for a couple of years, I have had many observations regarding its implementation, problems, SMTs, STs' teaching practices, and many other components. In addition, I was already aware that the ELTE curriculum does not have any theoretical or applied courses specifically addressing STs' training in and/or for distance education, so I did not expect that the STs would do well in the beginning of the process. I would also believe in the need for specific training in ELTE programs for distance education based on a comprehensive assessment of STs' needs. As I witnessed the problems prevailing in the face-to-face practicum especially in relation to the approaches of some SMTs and UTEs or lack of a common framework specific to ELTE programs, I did not expect that the online form of practicum would proceed in a smooth form. Although as a qualitative researcher I "recognize that [my] own background shapes [my] interpretation" (Creswell, 2007, p. 21), I tried to keep my neutrality as much as possible (Patton, 2014) with the awareness of each case's being unique to itself, and in order not to miss any points in all the stakeholders' meaning construction process in interaction with their environment and other people.

3.1.3. Research Design: Case Study

The term "case" has been approached quite differently within the overall scope of the qualitative research. While Stake (2005) defined case as the object of a research study, some others defined it as a methodology or strategy of research (Creswell, 2007; Yin,

2003). It is defined 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” (Yin, 2003, p. 13). Creswell (2007) defined case study as “a qualitative approach in which the investigator explores a bounded system (a case) or multiple bounded systems (cases) over time, through detailed, in-depth data collection involving multiple sources of information” (p. 73). Stake (2005) stated that “a case may be simple or complex” and added that “researchers will call anything they please a case study, but the more the object of a study is a specific, unique, bounded system, the greater the usefulness of the epistemological rationales” (p. 444-445). All the definitions refer to a bounded system as the major prerequisite for a case. Then, for the present study the case is the online practicum experience from the perspectives of three main groups of stakeholders, and it is bounded in terms of the number of the participants, the period in which the data was collected, and context. In addition to its being bounded, it was specific and unique on the grounds that the online practicum was new not only to all the stakeholders involved but also to Turkey as it has not been experienced prior to the COVID-19.

3.2. Research Site and the Participants

In this part, the research settings are introduced with all their relevant characteristics. Then, the detailed profile of the three groups of participants is described, and sampling strategies and the rationale for their use are explained.

3.2.1. Description of the Research Site

The site of the current research study is described in detail in relation to different components. The description is divided into two main sub-sections; the overall description of the settings and the description of the settings after the global COVID-19 outbreak. The first main sub-section details the research contexts at a glance, enrollment and graduation criteria for the STs, foreign language proficiency standards, curriculum, changes in the curriculum, and the design of the regular practicum courses.

It also introduces the practice schools. The second part explains the changes in the settings after the COVID-19 outbreak, and it also introduces the design of the online practicum course, in which the data of the present research study was collected.

3.2.1.1. The Overall Description of the Settings

The research was conducted at two major groups of settings; the research institution, of which the STs and UTEs were members, and the practice schools, where the SMTs worked and STs attended classes. The characteristics of the former site are important because it defines the background, characteristics, and readiness of the STs and clarifies the position of the UTEs including the researcher. The practice schools constitute the field on which the research data was collected, that is, the STs' whole online practicum experience was shaped by their observations, teaching implementations, and their interaction in and about these settings. Thus, both groups of research settings are introduced in detail in several sub-sections.

3.2.1.1.1. The Research Institution at a Glance

The present research study was conducted in Sakarya, Turkey. The STs were studying at Sakarya University (SAU), in the Faculty of Education (FED), and in the Department of English Language Teaching (ELT). The UTEs were also the academic staff members working in the same unit. Sakarya University (SAU), which is a large-scale, state-funded higher education institution, has approximately 50.000 students and 1603 academic staff members. The FED affiliated to SAU has 2283 students and 105 academic staff members in 7 different departments, one of which is Foreign Languages Education (FLE), under which the program of ELT at BA and MA levels is structured.

SAU-ELT accepted its first students in 2010, and accordingly the first graduates began to work in 2014. The MA program has also accepted students since 2013. Currently, it has 10 academic staff members, three of whom hold a PhD degree. As the number of people with a PhD degree is not enough to offer all the courses, research assistants

have also been appointed as instructors upon their request and approval of the Senate when required. As the researcher, I am the only person with a literature background among the staff members, that is why I have actively been teaching courses at BA level since March 2012.

3.2.1.1.2. The Enrollment and Foreign Language Proficiency Standards

The BA in ELT is a four-year teacher training program. The courses are offered in eight semesters. All the students enroll at the program based on their scores on the standardized university placement test implemented by ÖSYM (Measuring, Selection and Placement Center). Upon their enrollment in the program, they are required to take a proficiency exam to demonstrate their readiness to follow the BA courses. In order to be deemed successful here, all the newly enrolled students are required to get 80 out of 100 on a four-section test, in which each section measures their ability in a separate skill of English. The test is at the level of TOEFL-IBT, and according to the regulations approved by the Senate of Sakarya University, an 80 is equal to the same score on YDS (Foreign Languages Test in Turkey), B2 on Common European Framework of References for Languages (CEFR), and 96 out of 120 on TOEFL-IBT. Thus, it could justifiably be claimed that all the students taking courses in the program are at B2 or a higher level according to CEFR.

3.2.1.1.3. Requirements for Graduation and the Curriculum before 2018

To graduate from the program, the students need to take a total of 240 European Credit Transfer and Accumulation System (ECTS) credits. The curriculum was in use between 2012 and 2018. The curriculum that had been implemented before 2012 was refined as a requirement of the Bologna process. As a part of the revision of the curriculum; number of the courses decreased, the hours of each course increased, and the learning outcomes of the program were redefined. Students were required to take 50 compulsory courses. In addition, they needed to take 5 departmental elective courses to be chosen among 13 options offered. Furthermore, they were supposed to

take 3 free elective courses offered in any departments of the university based on their academic inclinations. All the elective and free elective courses were in the seventh or eighth semesters. In these last two semesters, students did not take any must courses other than the Teaching Practice I and II. All the courses fell into one of the three categories; pedagogical content knowledge, field knowledge, and general education. In addition to 239 hours of theoretical courses excluding the three free electives, the students were required to take 39 practice hours. Compared with other similar departments, a much heavier emphasis was put on practice. The practice hours were especially located in the third and fourth years of the program. In the third year, STs were required to implement microteachings in the practice hours. For all the methodology courses in the last two years, a chance for practice was offered. For instance, both in "Teaching Speaking and Listening Comprehension Skills" and in "Teaching Reading and Writing Skills," four practice hours were available in addition to four theoretical hours; hence, STs were provided with an immense amount of practice. However, only two courses addressing STs' technological competence were available in the curriculum; Basic Information Technology and Instructional Technologies and Materials Design. The former was a common course in all teacher training programs and it was addressing only basic technology skills in a very general sense. The latter was a departmental compulsory course but it covers contents concerning all sorts of materials adaptation and evaluation, that is, it was not specifically designed for digital materials or online teaching. Lastly, the attainment targets of the program were written in 15 statements in a form that reflects the general teacher competencies as defined by the MoNE in 2006. The whole curriculum is available in Appendix A. The STs who participated in the research followed the curriculum implemented between 2012 and 2018 as they all enrolled in the program before 2018 and studied their last year during 2020-2021 Academic Year.

3.2.1.1.4. 2018 Changes in the Curricula of Teacher Training Programs in Turkey

In May 2018, the CoHE introduced the new curricula for all the teacher training programs of all the FEDs in Turkey. It is stated that the new curricula are centered upon two frameworks of competencies; the Turkey Competencies Framework (Türkiye Yeterlikler Çerçevesi; TYC) (Gazette, 2016) and Teacher Competencies (Öğretmenlik Mesleği Genel Yeterlikleri; OMGY) (MEB, 2006). TYC defines the expectations from a competent graduate in three dimensions; knowledge, skill, and competence at eight levels from the beginning to the advanced. The competencies are put into four categories as the main competencies, supporting competencies, modular competencies, and specialized competencies (Gazette, 2016). The key competencies are as follows; communication in the L1, communication in foreign languages, mathematical competence and technological competence, digital competence, learning how to learn, social competencies, entrepreneurship, and cultural awareness (Gazette, 2016). The teacher competencies are categorized under three main titles; professional knowledge, professional skills, and attitudes and values (MEB, 2006). Under these three titles, eleven attainment targets have been defined. Although technological competence and digital competence were both addressed in the new curriculum, there were still two must courses in addition to one elective course addressing these competencies. One of them was again centered around basic and general technology-related knowledge while the other was targeting at all types of materials similar to its counterpart in the former curriculum. The details of the courses in the new curriculum are not given or elaborated here because the new curriculum does not have a specific role in the description of the setting of the present research study.

3.2.1.1.5. The Practicum Course in the Curriculum Implemented before 2018

The STs were required to attend a K12 school to gain hands-on experience as a part of the three courses; School Experience (1+4), Teaching Practice I (2+6), and Teaching Practice II (2+6). All these courses were designed based on the common framework

generated in 1998 as a result of the cooperation between World Bank, CoHE, and MoNE to restructure the curricula of teacher training programs. This common framework defines the roles and responsibilities of each group of stakeholders, and gives the details of the weekly observation tasks to be completed by the STs. In all these three courses, the STs were assigned to an in-service English language teacher working either at a state or private school with a minimum of 2 years of experience. The SMTs were listed and appointed by the MoNE among the ones who were volunteering. If there were not enough number of SMTs volunteering, then some SMTs could be assigned by the MoNE irrespective of their demands. For Teaching Practice I and II, the in-service teachers working as mentors for the STs were required to complete a 24-hour certificate program on the mentorship practices offered by the MoNE in four days. In this certificate program, the SMT candidates were trained on the Clinical Supervision Model (CSM) as a part of a project funded by TUBITAK (The Scientific and Technological Research Council of Turkey). They were informed about the feedback supervision and mentorship practices. The training sessions were taught by senior teachers who were trained by academics.

In School Experience, which was scheduled in the 6th term, the STs were attending a K12 school for 4 hours per week for observations. They also attended the seminar course for 1 hour with the UTE. The course was mainly designed for STs to make observations in authentic contexts. They were asked to implement two micro teachings. In Teaching Practice I and II, which were offered in the 7th and 8th terms, the STs were attending the practice schools for 6 hours each week. They also attended the seminar classes for 2 hours every week. The major objective of these two courses was to enable the STs to sharpen their teaching skills through hands-on practices. In each of these two courses, the STs were required to implement 4 macro teaching sessions, for each of which they were asked to prepare a detailed lesson plan, generate activities, find appropriate materials and tailor them accordingly, and reflect on their performance in detail. In addition to the teaching implementations, the STs were required to complete the weekly observation tasks specified in the 1998-framework

mentioned above. All the practicum courses were in face-to-face form without any components addressing any aspects of distance education.

3.2.1.1.6. Overall Description of the Practice Schools

For this research study, three practice schools were included. They were all located in the city center of Sakarya, Turkey. Two of the schools were state schools while one was the foundation school of SAU. One of the state schools was a middle school while the other was an Anatolian high school. Students whose ages range between 11 and 14 attend middle schools while students between 15 and 18 attend high schools in Turkey. The middle school was founded in 2012 while the high school was in 2016. The foundation school was founded in 2001 and it offers education at all grade levels; however, the STs were observing only the middle school. Primary school was not chosen at all because of the difference between pedagogy and andragogy. In other words, pedagogy, which is "the art and science of teaching children" (Ozuah, 2005, p. 83) has some assumptions that make distance education unsuitable for children, the most important of which is "dependent personality of learners" (Ozuah, 2005, p. 83). As students at primary school are still dependent and act with extrinsic motivation, distance education has not been considered to be appropriate for their nature although it was used during the emergency remote teaching period. For this main reason, primary schools were not included as observation sites. The practice schools were chosen among the available ones (in the list sent by the MoNE as explained in the previous sub-section) to maintain variety in terms of grade levels and type (state or foundation) according to the maximum variation sampling strategy, which "documents diverse variations and identifies important common patterns" (Creswell, 2007, p. 127). Maintaining variety was considered to be useful to observe any possible differences that may stem either from students who were studying at different grade levels or from the dynamics of different school contexts. The sampling strategy will be further explained later.

3.2.1.2. Description of the Setting after the COVID-19 Outbreak

The research was conducted during 2020-2021 Academic Year, Fall Term, and it was in progress under the conditions created by the global outbreak of the COVID-19 pandemic. As the characteristics of all educational settings were significantly affected by the COVID-19 globally, it is necessary to give the details about the research contexts following the COVID-19. The following parts traced the development in education after the COVID-19 from its outbreak to the time of the research. It also introduces the design of the online practicum.

3.2.1.2.1. What Happened right after the COVID-19 Outbreak in Turkey?

The first case of COVID-19 was reported on March 11, 2020 in Turkey, which led to the closure of schools at all levels and universities in the same time period. After March 23, the students attending the schools affiliated to the MoNE were asked to follow their classes on EBA (Educational Informatics Network) TV, which is the title for the official TV channels managed by the MoNE in coordination with TURKSAT (Türksat Satellite Communications and Cable TV Operations Company in Turkey). For each grade level, there was a specific TV channel i.e. EBA Primary School, EBA Middle school, and EBA High School. A timetable for every course that was present in the curriculum of each grade level was prepared, and students were asked to watch the asynchronous classes either on TV or on their digital devices.

As universities are independent institutions in Turkey, the senate of each university decided on its own regulations to manage the emergency remote teaching process. SAU already had a great amount of experience in distance education. Since 1997 SAU has been involved in numerous projects regarding distance education in cooperation with many institutions. Detailed information on the projects in which SAU was involved is available on the official website of the Distance Education Center of SAU. Due to its prior experience, SAU perpetuated all the classes in an online form on its digital teaching/learning platform just one week after the announcement of school

closures. So, the classes offered by the MoNE were asynchronous while the classes offered at SAU were synchronous between March 16-April 13, 2020. After April 13. 2020, the MoNE began to offer synchronous classes on EBA as well; however, the number of online classes was quite limited and most of the classes were still asynchronous. All the assessments were online at SAU and assessments were postponed at the MoNE schools due to the emergency situation to the next academic term. The STs, who were continuing their practicum courses in this term, were asked to observe the classes broadcasted on EBA TV and write some reflection reports. Each university made their own decisions here as well. SAU-ELT required the STs to record some macro teachings either face-to-face in a simulated setting in their own environments or online with their friends acting as students. Although they were all done as simulations, the STs still gained some sort of experience. The Spring term of 2019-2020 academic year ended in June 2020.

3.2.1.2.2. The Fall Term of the 2020-2021 Academic Year

The Fall Term of the 2020-2021 Academic Year started on August, 31, 2020 at all the schools affiliated to the MoNE. The term started on October 5, 2020 at SAU. The data for the current research was collected between October 2020 and January 2021. While all the courses were offered online at SAU throughout the term, a small number of courses was offered on two days of the week in the face-to-face form at MoNE schools. Depending on the number of cases of COVID-19, the MoNE arranged the proportion of online and face-to-face classes throughout the term in a dynamic way; however, students were attending online classes at least for three days of a week throughout the whole term. Unlike the previous term, most of the classes were synchronous while asynchronous counterparts were still offered on EBA TV. In different parts of the country, some students who did not have proper access to technology were provided with tablets by the MoNE to allow them to follow the online classes. It was reported that approximately 450.000 students were provided with a tablet; however, when the total number of students which was reported approximately as 12.5 million is considered, it was obvious that the number remained insufficient. The teachers at

MoNE schools had their classes either on EBA Platform or on other third-party applications such as Zoom or Google Meet. SAU Foundation School, which was one of the settings, was using Google Meet completely while the other two schools were using EBA Platform and Zoom concurrently. All the assessments were in an online form at SAU; however, at MoNE schools, many students were given a regular sit-on test when the conditions were deemed to be suitable by the MoNE. When a regular test could not be given, the students were required to submit an online assignment. Due to the emergency situation, students were free to admit the grades on the tests.

3.2.1.2.3. Practicum during the Emergency Remote Teaching Period

The data for this particular research study was collected in Teaching Practice I, which was offered as 2+6 hours. How the course was offered prior to the COVID-19 outbreak was already explained above. The course was redesigned under the conditions of the COVID-19 restrictions. It was offered as a completely online teacher training course including the seminar, observations, teaching implementations, and submission of the weekly reports. Each ST group of 3-4 was assigned to a UTE and a SMT. While many UTEs had two practicum groups, each SMT had one. The STs had an online meeting with their UTE in the beginning of the term, in which the course was introduced and the requirements were explained in detail. Another meeting which was attended by the UTE, STs, and the SMT of each group was organized by each UTE. In this meeting, UTEs introduced the design of the online practicum to SMTs, explained the expectations, and a consensus was reached among all the participants for the implementation of the online practicum. The SMTs also introduced their own contexts and briefly identified the characteristics of their learners in the meeting.

Following the orientation and acquaintance meetings, the STs were added to the system of EBA as guests to allow them to observe their SMT's classes, see the available resources, and do their teaching implementations when necessary. The STs were also provided with the online meeting details of the SMTs' online classes taught on other third-party platforms. In this way, the STs could attend and observe their

SMT's online classes for 6 class hours each week. Each class lasted from 30 to 40 minutes. The SMTs and STs prepared a schedule of observations based on the available time slots in their timetables. For each week, the observation task that set the basis for the weekly report was assigned to the STs based on the common framework prepared in coordination of World Bank, CoHE, and MoNE in 1998 as explained earlier. In other words, the weekly tasks prepared for the regular face-to-face practicum were used without any changes. The STs involved in this research study were also asked to keep weekly reflective journals. These journals were initially prompted by me as the UTE in relation to common issues regarding distance education and their personal opinions on or experience in distance education. For the following weeks, the topics of the weekly reflective journals were personalized. Further details about the STs' weekly reflective journals will be given while explaining the data collection instruments later.

In addition to the 6-hour observation, the STs were required to attend the 2-hour seminar classes with their UTE. According to the decisions made by the Senate of SAU, each class lasted 30 minutes, thus the STs came together online with their UTE for one hour each week. The seminar components were allocated for the discussion of the observations, teaching implementations, and any other relevant issues with the UTE and other peers. For the present study, in addition to the regular two class-hour seminars, I came together with the STs for the weekly focus group interviews that were centered around the weekly reflective journals of STs. The weekly focus-group interviews were generally scheduled right before or after the seminars each week. Both the seminars and weekly focus group interviews were conducted on Zoom and they were all recorded. The details regarding the focus group discussions are given. The processes followed before the teaching implementations are schematized on Figure 3.1. Another requirement of the Teaching Practice I was the teaching implementations. Each ST was required to implement four full teaching sessions in the online classrooms they were observing. They started their teaching implementations after four weeks of observations of online classes. For each teaching implementation, the STs were asked to prepare a lesson plan, original activities, and relevant materials. Each session lasted

30 minutes for the state schools and 40 minutes for SAU Foundation School. The teaching implementations were scheduled in coordination with all the stakeholders; thus, I could attend and monitor almost all the sessions live together with the SMT. At least two other STs were asked to attend and observe a ST's online class live. All the classes were recorded, and the recordings were uploaded to Google Classroom in a file that includes the lesson plan and other materials in addition to the video recording. Right after each teaching implementation, a ST was supposed to record his/her audio reflection on his/her performance and send it to me as the UTE through WhatsApp. The STs were asked to reflect freely on their performance in this recording to reflect their initial, spontaneous, and unstructured feelings and opinions. I, as the UTE and the researcher, recorded my audio feedback on a ST's teaching performance while s/he was still implementing his/her class in the same way. I added any additional comments after the teaching implementation and sent it to the ST through WhatsApp. Both STs and the UTE recorded the feedback and reflection without hearing from each other.

Figure 3. 1. The practicum process before the teaching implementations

Following each teaching implementation, all the stakeholders were asked to complete an assessment form by specifying the strengths, weaknesses, and any plans for improvement for the next teaching implementations. The performance indicators by Elmendorf and Song (2015) were also given to the stakeholders to serve as prompts. The STs' self-assessment forms were uploaded to Google Classroom. The SMTs sent their assessment forms to me via e-mail. Each SMT followed his/her own way of providing feedback on the teaching implementations. The STs were also asked to reflect on their own online teaching performances as a part of the weekly journal of the relevant week. They reflected on the pre-teaching, while-teaching, and post-teaching stages of their implementations. The STs were provided with such prompts; how they got prepared, if they felt ready, if the feedback they received helped in any ways, if the implementation was in the way they planned, their plans for improvement, and any other points they wanted to add. All the sources of data i.e. audio reflection and feedback, assessment forms, the STs' written self-reflections set the backbone of the feedback sessions, in which the relevant parts of the STs' teaching implementations were displayed online, commented altogether, and ways of improvement were discussed by all participants. One feedback session for a focus group of 7 STs was organized subsequent to every teaching implementation by me as the UTE acting as a moderator in these sessions. Figure 3.2. displays the processes described here.

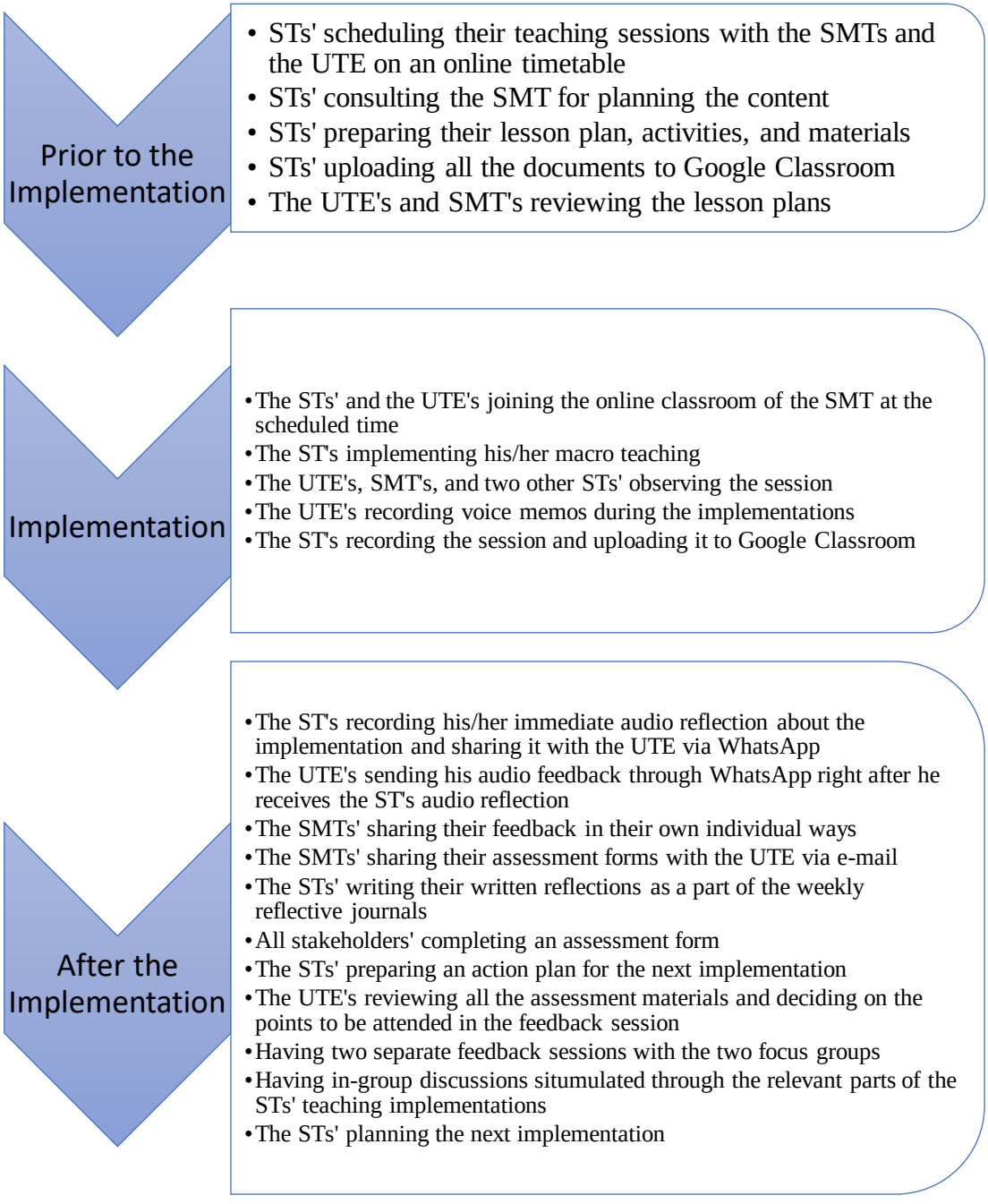

Figure 3. 2. Teaching implementation process

3.2.2. Participants

Creswell (2014) states that "the idea behind qualitative research is to purposefully select participants or sites (or documents or visual material) that will best help the researcher understand the problem and the research question" (p. 503). Among the purposive sampling techniques that are suitable for the nature of qualitative inquiry, maximum variation sampling strategy has been adopted for the selection of practice schools as a major part of the research site, and for the selection of the participants. Creswell (2007) identifies the rationale behind adopting this particular type of sampling along with the way in which it is used in qualitative research in the following words.

> This approach consists of determining in advance some criteria that differentiate the sites or participants, and then selecting sites or participants that are quite different on the criteria. This approach is often selected because when a researcher maximizes differences at the beginning of the study, it increases the likelihood that the findings will reflect differences or different perspectives – an ideal in qualitative research (p. 126).

The criteria for selecting the practice schools have already been explained in the previous section and the criteria applied for each group of participants will be explained under the relevant sub-title. The study was conducted with three primary groups of participants; the STs, SMTs, and UTEs. The characteristics of each group of participants along with the details of the application of sampling strategy are explained below.

3.2.2.1. Student Teachers of English (STs)

The STs constitute the primary group of participants in the present study. In the 2020-2021 Academic Year, Fall Term, in which the research data was collected, 50 STs took Teaching Practice I course, who were all the potential participants. They were all informed about the research study and among the volunteering STs, 15 of them were chosen according to the maximum variation sampling strategy. However, 1 ST had to drop the course due to COVID-related problems in her family, thus the research was conducted with 14 STs. The criterion determined at the beginning for the selection of

the participants was GPA because academic success was considered to be a possible variable that might influence STs' needs for online language teaching, especially lacks as one part of the needs; hence, as an objective indicator of academic success, GPA was taken into account. Three STs with a GPA that is below 2.5, three STs with a GPA above 3.00, and eight STs with a GPA between 2.50 and 3.00 were included into the study. In the relevant regulations of SAU, students with a GPA that is either equal to or above 3.00 out of 4.00 are defined as "honor students," which indicates their academic success. On the other side, students with a GPA between 2.50-3.00 constitute the majority, so the STs with a GPA in this range outnumber the other groups. Students with a GPA that is below 2.50 constitute another minority group, which is not successful at the desired level. Although sex was not considered to be a potential variable, an almost equal distribution among the STs was still maintained; while 6 STs were males, the other 8 STs were female. The age of the STs ranges between 21 and 24 as expected. As already explained while explaining the research site, both foundation and state schools were included to maintain variety, and an equal distribution among the STs with regards to the type of school was also maintained; while half of the STs attended a state school, the other half attended a foundation school. Only 3 STs attended a high school while 11 STs attended a middle school because arranging and scheduling observations at high schools were more difficult for two main reasons; the effects of university entrance exam, students' choice of area of specialization and its effects on the hours of language classes. Primary schools were not included in the study at all for the reasons that have already been explained under the relevant title. All the STs completed the course titled School Experience in their previous term, so they had some premature observations of distance education that was offered for an only very short amount of time right after the COVID-19 outbreak as explained while describing the research site. Other than these observations, the STs stated that they did not experience distance education before the COVID-19. The profile of the STs is summarized in Table 3.1.

Table 3. 1. *Student teachers' profile*

Code	Sex	Age	GPA	Grade Level Attended	School Type Attended
ST1	Male	23	2.27	Middle school	State School
ST2	Female	21	2.83	Middle school	State School
ST3	Male	23	2.54	Middle school	State School
ST4	Male	22	2.17	Middle school	State School
ST5	Female	22	2.62	High School	State School
ST6	Female	22	2.79	High School	State School
ST7	Female	24	3.10	High School	State School
ST8	Female	23	3.16	Middle school	Foundation School
ST9	Female	24	2.51	Middle school	Foundation School
ST10	Female	22	2.40	Middle school	Foundation School
ST11	Female	22	2.88	Middle school	Foundation School
ST12	Male	22	2.56	Middle school	Foundation School
ST13	Male	24	3.00	Middle school	Foundation School
ST14	Male	24	2.57	Middle school	Foundation School

3.2.2.2. School-Based Mentor Teachers of English (SMTs)

There were 13 SMTs working with the 13 groups of STs in the 2020-2021 Academic Year, Fall Term at SAU-ELT. Among these 13 SMTs, 10 of them were consulted for the details of online practicum experience from their own perspectives. Similar to the STs, SMTs were also chosen according to the maximum variation sampling strategy. The criteria for their selection were years of teaching experience, years of mentorship experience, last degree earned, grade level taught, and school type. In-service teachers having at least 2 years of working experience are regarded eligible for mentorship in the relevant regulations, and accordingly, SMTs having a minimum of 2 years of experience could be participants of the present research. SMTs with the amount of experience ranging from 3 to 20 years were included in the study to observe any possible impact of experience on their views regarding the online practicum. Likewise, SMTs having from 1 to 8 years of mentorship experience were consulted to represent both experienced and inexperienced SMTs in the findings. As academic background

might be another variable that affects a SMT's perspective, half of the participants were chosen among the ones holding a BA while the other half was chosen among the SMTs with an MA degree. There were 4 SMTs working at a high school and 6 SMTs teaching at a middle school. In addition, while 3 of the SMTs were working at a foundation school, 7 SMTs were at a state school. Thus, in terms of grade level and school type varieties were represented in the findings. While 2 SMTs were males, the other 8 SMTs were female. The SMTs' profile is detailed in Table 3.2.

Table 3. 2. *School-based mentor teachers' profile*

Code	Sex	Years of Teaching Experience	Years of Mentorship Experience	Last Degree	Grade	School Type
SMT1	Male	4	1	MA	Middle	Foundation
SMT2	Female	19	8	BA	High Sc.	State
SMT3	Female	20	4	MA	Middle	State
SMT4	Female	20	4	BA	High Sc.	State
SMT5	Female	13	2	MA	High Sc.	State
SMT6	Female	7	3	BA	Middle	State
SMT7	Male	15	5	BA	Middle	State
SMT8	Female	4	1	MA	Middle	Foundation
SMT9	Female	3	1	BA	Middle	Foundation
SMT10	Female	8	2	MA	High Sc.	State

3.2.2.3. University-Based Teacher Educators (UTEs)

The third group of participants was the UTEs as another major stakeholder. In the academic term during which this research study was conducted, 7 academic staff members of SAU-ELT including me worked as UTEs. While each of 6 UTEs had initially 2 practicum groups, 1 UTE had 1 group. In order to increase the number of STs who participated in this study to maximize the differences and represent as many different perspectives as possible, I took 2 other groups, so 6 UTEs offered Teaching Practice I course. 4 of these UTEs volunteered to participate in the research as informants and I was also included as the fifth participant as I contributed to the research process with my observations and first-hand experience. Among 5 UTEs, 2

UTEs hold a PhD degree while the other 3 an MA degree. While 1 UTE has the title of instructor, 2 UTEs have the title of research assistant. Both research assistants passed PhD qualifying exams. English language teaching experience of UTEs range from 1 to 22 years, and the amount of their supervision experience ranges from 3 to 8 years. The perspectives of both experienced and inexperienced people have been represented for the UTEs as well. Although it was not a variable to be considered, 3 of the UTEs were female while 2 were males. Table 3.3. presents the outline of the UTEs' profile. UTE5 represents me as the researcher.

Table 3. 3. *University-based teacher educators' profile*

Code	Sex	Title	Years of Supervision Experience	Years of English Teaching Experience
UTE1	Female	Instructor	7	22
UTE2	Male	Dr.	3	3
UTE3	Female	Dr.	5	2
UTE4	Female	Res. Ast.	8	8
UTE5	Male	Res. Ast.	8	1

3.3. Data Collection and Analysis

All the relevant details of the design and implementation of the online practicum process have already been explained. In order to identify the characteristics of an effective online practicum, which was the primary purpose of this research study, all three groups of stakeholders' perspectives constructed throughout the process were included as the data sources. Since the STs were the focal group of participants, how they constructed their understanding of an effective online practicum was explored from the beginning to the end of the academic term. To the same end, their needs for online language teaching have also been developmentally explored. The SMTs and UTEs were consulted at the end of the online practicum process to reflect upon their experience and share their perspectives. However, as a routine of any practicum, they provided their assessment of the STs' lacks based on the STs' teaching implementations with the UTE throughout the term. Moreover, I, as one of the UTEs

also provided process-oriented data. The collected data was qualitatively analyzed through a data-driven approach that proceeded from smaller to larger units in an inductive form.

3.3.1. Data Collection Instruments

Creswell (2014) notes that "inquirers collect multiple forms of data and spend a considerable time in the natural setting gathering information" (p. 505). Four basic types of data sources are qualitative observation, qualitative interviews, qualitative documents, and qualitative audio and visual materials (Creswell, 2014). All these four types were included in the data collection stages of the present research study. McGinn (2010) similarly points to the need for collecting data through various instruments and from different angles; "multiple data resources provide a description of the case from different angles and perspectives and allow researchers to address possible discrepancies or inaccuracies that could result from a single data resource" (p. 275). Patton (2014) identifies two primary approaches to data collection; longitudinal or one-point-in-time inquiry. While the longitudinal approach involves data collection processes lasting throughout a certain period of time and collecting data at several time points, the other approach is characterized by data collection at a particular moment e.g. at the end of a program for assessment purposes (Patton (2014). The data for the STs were collected in a longitudinal fashion; however, for the SMTs and UTEs one-point-in-time approach was followed. Each data collection instrument that was exploited based on these principles and approaches is detailed under a separate title.

3.3.1.1. Weekly Reflective Journals

Burton (2009) refers to "the interplay of thinking, writing, and meaning" (p. 2) with an addition of the difficulty of formal writing. It is noted that writing encourages thinking and helps the writers' discovery of meaning that is made of the situation in which they are involved (Richards & Lockhart, 1994). Regarding the role of writing in teachers' raising awareness of their own teaching, Burton (2009) says so: "many

teachers are not sure what they think before they write, but find that writing about their practice brings new insights and understanding, a sense of personal and professional accomplishment, and a readiness to share insights with others" (p. 1). Based on such reasons, weekly reflective journals were included into this research study as one of the data collection instruments. The STs were asked to reflect upon their observations of SMTs' online classes, their own teaching implementations, and their peers' teaching implementations. As "thinking requires content, substance, something to think through" (Paul & Elder, 2005, p. 9), the STs were provided with certain prompts each week; however, they were completely free to write around the given prompts or add anything they deemed to be required. The practicum process lasted 12 weeks, and each of the STs wrote 11 weekly reflective journals as the first week was spent for orientation and acquaintance purposes as already stated. The overall topics of weekly reflective journals are presented in Table 3.4. and some sample prompts are provided in Appendix B. The STs submitted their journals online on Google Classroom every week before the due date. The due dates were arranged to allow the UTE to read all the journals and decide on the questions of the next interview with the STs.

Table 3. 4. *Overall topics for the weekly journals*

Week	Overall Topic/Prompt
1	No submission
2	Early opinions on distance education, their readiness, prior experience, and expectations
3	First observations of distance education e.g. classroom management, motivation, interaction etc.
4	Observations of SMT's classes based on but not limited to some performance indicators
5	STs' reflections on the necessities of online teaching, their and SMTs' lacks, and their wants
6	Reflection on the first teaching practices; pre-teaching, while-teaching, post-teaching stages
7	Reflection on the group and individual feedback, action plan, and observations of SMTs' classes
8	Reflection on the second teaching practices; pre-teaching, while-teaching, post-teaching stages
9	Reflection on the third teaching practices; pre-teaching, while-teaching, post-teaching stages
10	Reflection on the three teaching practices, identifying challenges, and making an action plan
11	Reflection on the fourth teaching practices; pre-teaching, while-teaching, post-teaching stages
12	An overall reflection on the whole online practicum process

In addition to the benefits of reflective journals, some drawbacks are also addressed in different sources. For instance, Nayan (2003) revealed in a study with student teachers

that the statements in reflective journals remained general and some detailed parts lacked implications. Dwyer (1994) also observed that the statements in the reflective journals were fragmented, and thus difficult to interpret for the researcher. In order to compensate for such reported weaknesses of reflective journals, focus-group interviews were included as another source of data from the STs.

3.3.1.2. Weekly Focus Group Interviews

Peshkin (2001) notes that interviews help the researcher get closer to the participants to discover what is not observable and abstract in their lived experience. Bloor et al. (2001), with regards to focus group interviews, as a more specific form, also state that they "provide meaning to reports of attitude or behavior" (, p. 11). Accordingly, in order to gain a deeper insight into the reflective journal data, elaborate on the points mentioned by the STs, and extend the topics to add further details; virtual focus group interviews with the STs were conducted on weekly basis. Focus group interviews are distinct from the ordinary semi-structured or group-interviews by virtue of the researcher's role. While the researcher acts as an investigator in the aforementioned types of interviews, in focus-group discussions, the researcher adopts the role of a facilitator or moderator (Nyumba et al., 2018). In other words, in focus group interviews, the researcher is the one who facilitates and/or moderates the discussion among the participants rather than the one who is seeking answers to his or her own questions. The participants are addressing one another in their language, therefore focus group interviews "give the researcher a privileged access to in-group conversations which contain 'indigenous' terms and categories in the situations of their use" (Bloor et al., 2001, p.7). Thus, "the discussions occurring within focus groups will provide rich data on the group meanings associated with the given issue" (Bloor et al., 2001, p. 7). These discussions also allow the researcher to observe how the meanings have been constructed by the participants in an interaction with other people, which cannot be found in other methods (Bloor et al., 2001). As another benefit of the focus group interviews, the participants may feel themselves "more relaxed and less inhibited in the co-presence of friends and colleagues" (Bloor et al., 2001, p. 16).

Stewart and Williams (2005) also point to the interaction among the group members as a valuable source of data and assert that "heightened sense of immediacy in chat leads to the expression of more emotion and often produces more heated exchanges" (p. 405). For all these reasons, weekly focus group interviews in an online form were conducted with the STs.

It has been reported that focus groups should be heterogenous to an extent that encourages discussion; however, they also need to be composed of people sharing similar experience to enable participants to feel as a part of the group to contribute to the in-group conversations (Bloor et al., 2001; Stewart and Williams, 2005; Nyumba et al., 2018). Regarding the ideal number of participants to be included in a focus group, Bloor et al. (2001) state based on a literature review that 6-8 people were commonly deemed to be appropriate. In accordance with these reported characteristics, two focus groups were created for this particular study. Each group of STs consisted of 7 members. The members were heterogenous by virtue of GPAs and SMTs to whom they were assigned, and homogenous in terms of the type of the school attended. The first focus group (Group A) was made up of STs having attended state schools. The 3 STs in the group were attending an Anatolian high school while the other 4 STs were attending a middle school. Two different SMTs were observed by the group members. The second focus group (Group B) consisted of 7 STs having attended a foundation school. They were similarly observing two different SMTs. With each focus group, I had a separate discussion session every week other than the midterms week and the first week. The discussions in the focus group interviews were centered around the issues raised in the reflective journals in addition to the points that needed to be attended in their teaching implementations. The focus group interviews were conducted on Zoom, video-recorded, and transcribed verbatim. However, one of the focus group interviews with Group B could not be recorded, thus it was not used as data source. Table 3.5. displays the details of the focus group interviews; their code, with which focus group, duration, and number of participants attending a specific focus group interview excluding me as the researcher. Some focus group interviews

were conducted with a smaller number of participants due to personal excuses of some members such as health problems, personal issues, or hectic schedules.

Table 3. 5. *Details of the focus group interviews*

Code	Focus Group	Duration	N of Participants	Date of the Interview
I1	B	00.34.56	6	October 30, 2020
I2	A	01.37.49	7	November 8, 2020
I3	A	01.10.33	7	November 15.2020
I4	B	01.22.15	6	November 24, 2020
I5	A	02.09.17	7	November 29, 2020
I6	B	01.45.55	7	December 1, 2020
I7	A	02.10.48	7	December 6, 2020
I8	B	02.13.26	7	December 8, 2020
I9	A	02.09.32	7	December 13, 2020
I10	B	01.55.08	6	December 15, 2020
I11	A	01.59.47	7	December 21, 2020
I12	B	02.13.22	7	December 20, 2020
I13	A	02.11.39	7	December 27, 2020
I14	B	02.23.25	7	December 29, 2020
I15	A	02.36.02	7	January 3, 2021
I16	B	02.14.51	6	January 6, 2021
I17	A	01.49.55	7	January 10, 2021
I18	B	02.49.36	6	January 13, 2021
I19	A	01.27.13	7	January 17, 2021

3.3.1.3. Audio Recordings

Creswell (2007) lists audiovisual materials among the four basic groups of information that can be used as data source in qualitative inquiry. Yin (2003) and Stake (2010) follow a different categorization and count observation -either as participant or observer- as a major source of data collection for case studies. For this research study, audio recordings were used in two major forms; STs' self-reflection on their teaching implementations and my feedback to the STs both as the researcher and the UTE. Both contributed to the exploration of STs' needs for online language teaching, especially their lacks from two different perspectives. Two observation protocols were designed; one for the STs to follow for their self-reflection and the other for the researcher to

consider for observation of the teaching implementations. Both are presented in Appendix C. The steps suggested by Creswell (2007) were followed for the observation processes.

Immediately after each online teaching implementation, the STs were required to record their initial reflection on their teaching session and send it to the UTE over WhatsApp in one-to-one conversation. On the observation protocol, they were asked to answer such questions; how the implementation was, what they felt, if it was better or worse compared to the previous one and in what ways and why, if the feedback improved their practice in any ways and why or why not, and any lacks or wants they realized in the particular implementation. They were left free to choose the language of the recording in order to make them feel more comfortable, so some recorded their reflection in Turkish and some others in English. Each ST sent four recordings in total throughout the term.

While the STs' teaching implementations were in progress, I recorded my feedback based on an observation protocol on specific parts of their teaching performance. The recordings both helped the STs recognize their weaknesses and strengths, and helped me keep field observation notes regarding the STs' needs and their progress in time. The observation protocol used the performance indicators generated in the study that was conducted by Elmendorf and Song (2015) as the initial prompts; however, depending on the unique nature of each teaching implementation, the feedback was specifically tailored for a particular session, thus it was mostly unstructured. The feedback recordings were sent to the relevant ST right after his/her teaching session via WhatsApp in one-to-one conversation. All the recordings were kept in English.

3.3.1.4. Open-Ended Questionnaires

"A social research survey is a set of questions or statements or scales -on paper, on the telephone, or on the screen- usually asked the same way of all respondents" (Stake, 2010, p. 99). In accordance with this and other similar definitions, open-ended

questionnaires were used in this research study to gather data on the post-practicum perceptions, assessment, reflections, and suggestions of all three groups of stakeholders; STs, SMTs, and UTEs. As "the qualitative researcher relies on the participants to offer in-depth responses to questions about how they constructed or understood their experience" (Jackson, Drummond, & Camara, 2007, p.23), the questionnaires all included open-ended questions that may give certain prompts to the participants to think on or draw a framework but not limit them. For each group, a separate survey was generated on Google Forms and sent electronically to all the participants right after the end of the online practicum course. For all three types of questionnaires an informed consent was sought at the beginning, that is, the participants were provided with detailed information on the scope of the research study, the sections of the survey, how much time they needed to allocate, their right to withdraw at any time they wish, and other relevant details in addition to the contact information of the researcher. They were all required to mark the checkbox at the bottom of the informed consent form to indicate that they give full consent to proceed to the questions.

The open-ended questionnaires consisted of three main sections. The first section asked the participants to give some demographic and personal information e.g. GPA for the STs, years of experience for SMTs and UTEs, any prior experience in online teaching or learning etc. In the second section, the participants were requested to reflect on their online practicum experience in relation to certain components. For example; they were asked if the online practicum was effective from their perspective and why or why not, if the online practicum course should remain as a permanent part of the ELTE curriculum and why they think so, and what challenges the online practicum poses etc. In the last section, the STs were asked for any suggestions for potential improvement of the online practicum along with their justifications while the SMTs and UTEs were requested to assess the STs' progress in time and their needs for online teaching in addition to their suggestions for the improvement of the process they were involved in. The questionnaires are available in Appendix D.

The open-ended questionnaires were developed in accordance with the research questions, review of the literature, and the process-oriented data collected from the STs throughout the term. The dissertation supervisor and one other professional were consulted on the draft form of the open-ended questionnaires, and necessary changes were made based on their suggestions. Then, they were piloted with a small number of people i.e. 2 STs, 1 SMT, and 1 UTE. The respondents in the piloting stage were informed about the aim of piloting and asked for their suggestions if they had any. Based on the results of this two-phase feedback process, the open-ended questionnaires were finalized and sent for the approval of the dissertation supervisor. Then, they were administered online. The data gathered through the open-ended questionnaires were complemented with the process-oriented data in order to prepare the questions for the semi-structured interviews for the SMTs and UTEs.

3.3.1.5. Semi-Structured Interviews

Patton (2014) counts cognitive interviewing for survey purposes among the ten primary uses of interviewing technique. It primarily aims to reveal the thinking processes behind the respondents' answers in an open-ended survey (Willis, 1999). Accordingly, in the present research study, semi-structured interviews were conducted with some SMTs and UTEs to gain a deeper insight into their responses in the open-ended questionnaires. An interview protocol was generated based on the analysis of the SMTs' and UTEs' answers on the open-ended questionnaires. It included the routines for welcoming the participant, thanking him/her for his/her contribution, asking for elaboration on the questions that were similar to the ones asked in the open-ended questionnaires, and ending the interview following a question if s/he wants to add anything else. Although this was the overall framework, it was heavily shaped by the personal responses of a particular participant in the open-ended questionnaire and the flow of the conversation during the interview. In other words, as the main goal was to gain a better understanding of the survey responses, they functioned as the initial prompts for every respondent. For instance, SMT10 stated as a part of her response to a question on the open-ended questionnaire that "they are in a fiction" for the STs, so

she was asked to elaborate on this metaphorical description. The supervisor and one other professional were consulted, and following the required changes, it has been piloted with 1 SMT and 1 UTE. Depending on their feedback it has been finalized. 4 SMTs and 2 UTEs were chosen for interviewing. Maximum variation sampling strategy was employed for both groups. Academic title was the criterion for the UTEs. One UTE with a PhD and one UTE with an MA degree was chosen for interviewing. For the SMTs years of teaching experience was considered as the criterion, thus 2 novice and 2 experienced SMTs were interviewed. All the interviews except for the one with UTE2 were administered on Zoom in an online form, video-recorded, and transcribed verbatim. The interview with UTE2 was administered face-to-face, and it was voice recorded. The interviews were all conducted in Turkish and translated into English. Table 3.6. presents the details of each semi-structured interview.

Table 3. 6. *Details of the semi-structured interviews*

Interview Code	Participant Code	Duration
I20	SMT10	26.52
I21	SMT1	42.23
I22	SMT8	22.02
I23	SMT5	24.40
I24	UTE2	18.30
I25	UTE1	13.24

3.3.2. Data Analysis

Saldana (2011) defines the purpose of qualitative data analysis as "[revealing] to others through fresh insights what we have observed and discovered about human condition" (p. 89). Thus, the primary goal of the analysis of the data in this research study is to uncover the characteristics of an effective online practicum based on the three major groups of stakeholders' understanding generated through their lived experience that was systematically traced and recorded. The transformation of the data collected to this end into findings is defined as data analysis (Patton, 2014). Data analysis mainly departs from human beings' "instinctive, hardwired need to bring order to the collection to not just reorganize it, but to look for and construct patterns out of it"

(Saldana, 2011, p. 91). Miles and Huberman (1994) define qualitative data analysis as "text mining." Then, data analysis can possibly be interpreted as a process of making a meaningful sense of the voluminous data in an interaction with the research questions, and presenting the meaningful units in a concise form to the target audience of the research. However, as Creswell (2007) notes the process of analyzing the data and organizing it in the form of tables or figures is challenging and without a ready-made plan, and hence multiple ways are available depending on diverse number of variables or peculiar nature of each qualitative research inquiry.

For the present research study, the data analysis spiral suggested by Creswell (2007) was employed. The title here entails the nature of the qualitative data analysis, that is, it is not linear, one-way, or hierarchical but rather it is dynamic and cyclical, which requires the researcher to go backwards and forwards concurrently and rethink about the findings constantly. The spiral is presented on Figure 3.3. (Creswell, 2007, p. 151).

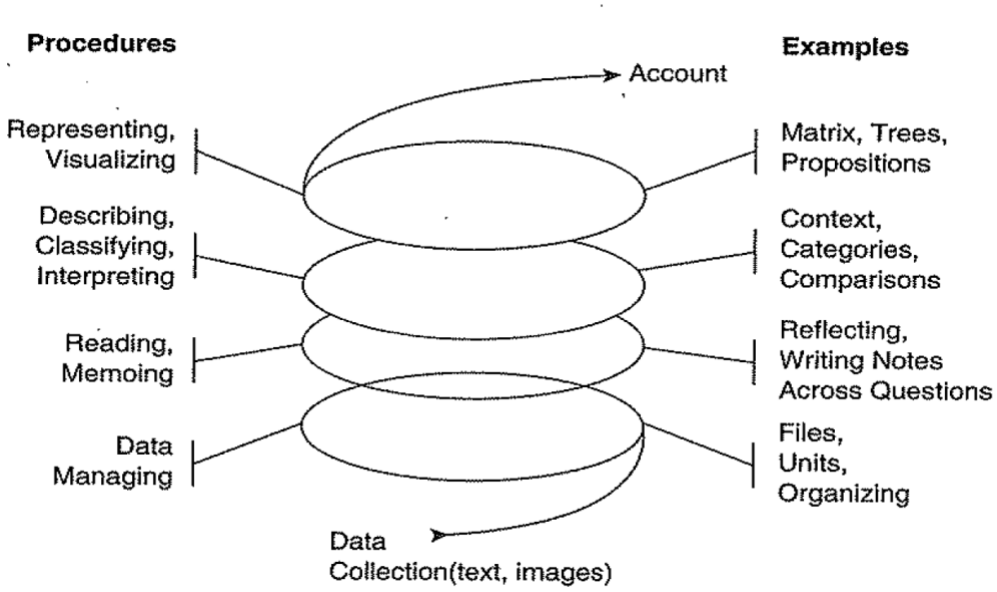

Figure 3. 3. Data analysis spiral (Creswell, 2007, p. 151)

Note: Reprinted from *Qualitative inquiry and research design: Choosing among the five approaches* (2nd ed.). by Creswell, J.W., 2007, p. 151, Thousand Oaks, CA: SAGE Publications.

The whole process starts with the collection of data. Then, how data is stored and managed constitutes the next loop. In this study, the data was stored both on an online drive and on computer. The files were created to group the data according to their type i.e. reflective journals, self-reflection, UTE's feedback, focus group interviews, semi-structured interviews etc. The interviews were transcribed right after a specific interview and the transcripts were stored separately. Watching the video recordings of the interviews again and again helped me gain familiarity with the data, which points to data intimacy as named by Saldana (2011). It is stated that "analysis is accelerated as you take cognitive ownership of the data" (Saldana, 2011, p. 95).

When all the data collection phase ended, the data sources were numbered and given some codes. For instance, the interviews were ordered according to the date of administration and numbered from the earliest to the latest. Likewise, other data sources were ordered. In the loop of "reading and memoing;" I penetrated deep into the data, take notes, reflect on possible meanings, develop interview questions for the next focus group discussions, and even reconsider the research questions at times. All these processes made me think excessively on the data, which helped "patterns, categories, and their interrelationships become more evident" (Saldana, 2011, p. 95).

It led to the next loop, which is "describing, classifying, and interpreting." With the guidance of the research questions, which were also restructured throughout the research as the analysis process unfolded, codes and categories emerged. In this process, the data was "winnowed," which involved discarding some parts of the data as they do not contribute to answering the research questions (Wolcott, 1994). The focus group discussions were especially quite long, and the participants sometimes got out of the context, became repetitive, or discussed topics from a very broad perspective, which required discarding some parts of the interviews.

The essential data was then coded. A code was defined as "a word or short phrase that symbolically assigns a summative, salient, essence-capturing, and/or evocative attribute for a portion of a language-based or visual data" (Saldana, 2009, p. 3). Similar

or relative codes were clustered together under categories. Any interrelationship between the categories was sought, and if appropriate, some categories were redefined as sub-categories under a broader cluster, which was called as category. The coding and categorizing processes were applied according to Saldana's (2009) cycles of coding. Following an intensive first reading, the first and second cycle coding methods were reviewed to choose the most appropriate one/s in line with the nature of the qualitative data. In the first cycle, the data was read thoroughly, tagged, and made more meaningful. Descriptive coding, in vivo coding, and process coding methods were applied. The second cycle involved putting the codes into categories. In the second cycle, axile coding was used to "strategically reassemble data that were 'split' and 'fractured' during the Initial coding process" (Saldana, 2009, p. 159). The third cycle, if applicable, aimed to interrelate the categories under a broader category. Saldana (2011) indicates that "a single code can stand on its own if you feel it is unique enough" (p. 97). Thus, the codes or categories which did not fit into a certain cluster remained as they were. The emerging codes and categories were then presented in concise tables, which is done within the scope of the last loop of the data analysis spiral; "representing and visualizing" (Creswell, 2007)

In order to support or illustrate the emerging codes and categories while reporting the results, some quotes of the participants were highlighted when the data was analyzed, and then the highlighted quotes were reviewed, reassessed, and associated with the code/s and/or category or categories. Sandelowski (1994) explains the functions of verbatim quotes in qualitative research studies in the following words:

> Such quoted material is used to provide evidence for some point (interpretation, claim, or conclusion) the researcher wants to make, to illustrate or provide a more concrete example of an idea, to represent the thoughts, feelings, or moods of the persons quoted, to evoke a feeling or mood, or to provoke a response in members of the audience for the re- search report. Quotes can illuminate the subtle- ties of experience and even provide a vicarious experience for those reading or listening to them (p. 480).

Another issue that needed to be addressed was the counting of the codes. Creswell (2007) criticizes the use of counts for two main reasons; its' bringing a quantitative orientation of magnitude to qualitative inquiry and the fallacy of equating each code

with one another in terms of emphasis or importance. Hallah and Lautsch (2011) also identified two cases where the qualitative researchers need to avoid counting; when the insiders' perspective is explored and when an inductive approach is followed. Both of these two occasions are present in this research study. It attempts to reveal the participants' perspectives, so "the process of counting may focus researchers away from the perspectives of their subjects because counting requires researchers to assign objective characteristics (i.e., numbers) to the issues of interest in a study" (Hannah & Lautsch, 2011, p. 17). For such reasons, the codes were not counted; however, if frequency matters for emphasis or some other purposes, it has been stated while reporting the results.

Table 3.7. illustrates the procedures for data analysis on a small portion of data extracted from different data sources. For instance, in Example 1, ST3 mentioned the lack of standards, or differences between practicum groups, and based on the data "need for a common framework" as the first-level code emerged. It fits into the sub-category titled "maintaining unity." Similarly, in Example 2, ST5 referred to the inconsistencies between some UTEs' and SMTs' feedback on STs' teaching implementations. It led to the emergence of the first-level code of "consistency among UTEs and SMTs" as a requirement for an effective online practicum. It also fits into the sub-category of "maintaining unity," thus as both of the two codes were related to "unity," they were clustered together. The sub-category of "maintaining unity" fits into more than one category; "definitions regarding the course design" and "definitions regarding the UTEs and SMTs" because STs identified "unity" as a necessity both for "the design of the course" i.e. a common framework within which UTEs and SMTs act in coordination and for "the expectations from UTEs and SMTs" i.e. the two groups of stakeholders' sharing a similar vision and set of standards. In Example 3, the raw data of ST2 created three first-level codes; "need for in-service trainings," "need for training on mentorship," and "need for assessment of mentorship." The first and the second codes fit into the sub-category of "professional development" as they both addressed the requirement for SMTs to receive some sort of training to update themselves. They could both be placed under the broader category of "definitions

regarding SMTs" along with "criterion-based selection," which was another sub-category that included "need for assessment of mentorship."

Table 3. 7. *An illustration of qualitative data analysis*

The Original Data	First Cycle Coding	Second Cycle Coding	Third Cycle Coding
1. Hocam, especially in terms of workload there are **huge differences among the practicum groups.** I will not disclose any names but there are at least 3-4-hour differences between different groups only for writing the lesson plans. Moreover, expectations are very different. I get the impression that **there are no standards**. (ST3)	Need for a common framework	Maintaining unity	Definitions regarding the course design
2. I felt very lucky when I learned from my other friends that **the comments of the instructor and teacher on our teachings were the opposite of each other** because the comments of my mentor teacher and instructor were parallel, both of my teachers underlined the same points. (ST5)	Consistency among UTEs and SMTs	Maintaining unity	Definitions regarding the course design Definitions regarding the UTEs and SMTs
3. I believe that the reason for some mentor teachers' being so careless is their feeling themselves so secure. They **remain the same for all the years because they don't feel a need.** When they see student teachers who are dynamic, they can adapt, I guess. **They need to receive training for mentorship. They must be assessed.** Then, the assessment of the mentees needs to be sent to MoNE and if the assessments are negative in general, for example, the MoNE should investigate this mentor teacher. (ST2)	Need for in-service trainings	Professional development	
	Need for training on mentorship	Professional development	Definitions regarding SMTs
	Need for assessment of mentorship	Criterion-based selection	

3.4. Trustworthiness of the Study

Validity in qualitative research has been defined as ensuring the accuracy of the findings through a number of procedures while qualitative reliability points to the consistency of the researcher's approach compared to other researchers and other research studies (Gibbs, 2007). Creswell (2014) suggests several strategies to maintain validity in qualitative research, and the ones applied for the present research study are explained and discussed in detail.

3.4.1. Triangulation of the Data Sources

Triangulation is checking for the accuracy of a piece of information by bringing evidence from various data sources (Creswell, 2014; Denzin, 1989). In other words, triangulation requires "contrast: the corroboration of findings produced via one method by findings produced via another method, indicating that those findings are unlikely to be the result of measurement biases" (Bloor et al., 2001, p. 12). Denzin and Lincoln (2000) view triangulation as a strategy that "adds rigor, breadth, complexity, richness, and depth to any inquiry" (p. 443). In this study, triangulation has been employed to ensure the accuracy of the findings.

As already explained in detail, multiple data collection instruments with different characteristics and used at different times were utilized. The participants were asked to respond to the same question in various data collection sources. For instance, the STs were asked to reflect on the effectiveness of the online practicum process they had been involved in both in the open-ended questionnaire, focus group discussion, and the last reflective journal they submitted. In weekly focus group interviews or reflective journals, the same issues were repeatedly raised based on the STs' lived experience, thus they had a chance to touch upon the same issues both in different data sources but also at different times. Likewise, the SMTs and UTEs were consulted not only through an open-ended questionnaire but also a semi-structured interview conducted with approximately half of them. Although data from different sources confirm a finding, it must be noted that the cross-check applied here did not lead to a coherent, consistent, or single portrayal all the time but they explained under what circumstances differences occur and for what reasons (Patton, 2014). Similarly, Creswell (2014) also lists presenting negative or discrepant information among the strategies of improving trustworthiness. In this study, such discrepant views arising from cross-checks were represented. For example, when the STs were asked if the online practicum was effective, they all answered "yes" but when they were asked if the practicum process carries the characteristics of an ideal practicum, some of them said "no." The inconsistency here was explored in the final focus group interview and

it was revealed that these STs thought that the practicum was effective in terms of the seminar component or UTE-related factors but lack of interaction in the classes observed or some other factors related to the observation sites, which made them answer the second question as "no." In conclusion, triangulation both through confirmatory and through divergent results coming from different data sources contributed to the trustworthiness of the study.

3.4.2. Member Checking

Creswell (2014) defines member checking as "[determining] the accuracy of qualitative findings through taking the final report or specific descriptions or themes back to participants and determining whether these participants feel that they are accurate" (p. 530-531). Patton (2014) similarly states that "researchers or evaluators can learn a great deal about the accuracy, completeness, fairness, and perceived validity of their data analysis by having the people described in that analysis react to what is described and concluded" (p. 967). To benefit from the insights of the participants as a way of improving the trustworthiness of the research, the semi-polished results were brought back to some of the participants. All the STs, as the focal group of participants, were consulted for the accuracy of the results. The semi-polished findings were sent to the STs over WhatsApp and they were asked to read the report, check if it accurately represents their perspectives, and provide feedback in an audio recording or text message. 4 SMTs and 1 UTE were also consulted if the descriptions represent their viewpoints. They all agreed on the interpretations and descriptions, and some of them shared some suggestions for improvement. The feedback of ST7 sent on November 6, 2021 via WhatsApp is provided as an example:

> I felt myself involved in the meetings we had while reading the report. You did not skip any details. What we have discussed throughout the term constituted a very good summary. Thank you for your effort. I do hope that it will lead to desired developments in practice as we aimed to. (ST7)

3.4.3. Using a Rich or Thick Description

This strategy has been counted among the ways of improving the trustworthiness of a qualitative inquiry (Creswell, 2014). The detailed description of the setting or offering multiple perspectives for the illustration of a code or category, and increasing vividness may help the readers feel involved in the study and believe in the accuracy of the findings (Creswell, 2014). Then, "thick description with contextual details captures and communicates someone else's experience of the world in his or her own words" (Patton, 2014, p. 107). In this research study, thick description has been employed both in Methodology while detailing the context of the case, profile of the participants, and data collection and analysis procedures, and in Results while representing the voices of the participants. All relevant details were given to enable the audience to locate the study. In the Results, the emerging codes, sub-categories, and categories were illustrated with sufficient number of authentic extracts from the data sources. If multiple perspectives were available, they were all represented in their own words at the required points.

3.4.4. Clarifying the Researcher's Role

As the researcher is the main instrument in qualitative studies (Stake, 2010), his/her role must be clarified. Any human has certain dispositions, biases, attitudes, or assumptions as a social being, and they may all interfere with the interpretation of the findings; thus, the researchers are supposed to reflect on their own role. "This self-reflection creates an open and honest narrative that will resonate well with readers" (Creswell, 2014, p. 531). Accordingly, my role as the researcher and the UTE has been explained in great detail with honest clarifications of any biases I had due to my previous experience or observations. Such a detailed description of my role may help the reader better appreciate the results and interpret the relationship between the participants and the researcher.

3.4.5. Spending Prolonged Time in the Field

"The more experience that a researcher has with participants in their settings, the more accurate or valid will be the findings" (Creswell, 2014, p. 532). Both during the research study and prior to the study, I spent great amount of time not only with the particular STs involved in the study but also in the field of practicum in general. As already explained, I have been in academia approximately for 10 years, thus I have gained familiarity to a significant extent with the research site. Moreover, I taught several courses to the STs involved so we built rapport with each other before the study. During the study, I also spent at least 4-5 hours per week with the STs in addition to the written communication on WhatsApp. I observed almost all the teaching implementations live and kept audio recordings. With the UTEs I have been working together for years and I could understand them well due to the shared background. Lastly, we collaborated with many of the SMTs in face-to-face practicum, thus there were no reasons for them not to reveal their sincere perspectives. They altogether enhanced the trustworthiness of the research study.

3.5. Research Ethics

Issues regarding ethics were carefully considered throughout the study. First of all, we applied to the Human Subjects Ethics Committee at the Research Center of Applied Ethics of Middle East Technical University. The research proposal was approved and the permission was granted. The approval document is available in Appendix E. In addition, all the participants both in written and oral forms were informed about all the relevant details of the research, their rights as participants, any potential threats, and outcomes. They gave full consent to participate in the research study both through an informed consent form signed and sent electronically and in a recorded Zoom meeting. As the STs were undergraduate students at the time of the data collection, they were guaranteed that their grades on the practicum course were irrespective of the research they were involved in. Moreover, in order to help them feel more comfortable, it was promised that the anonymous results will be made public following their graduation. I

also guaranteed that the identities of the participants would not be revealed and what they were going to share would remain confidential. Any references to specific names or institutions and any details that may reveal the participants' identities in the quotes were masked. The video and audio recordings along with all the written data were stored on a drive that was protected with double verification of identity. Thus, all precautions were taken to ensure that the research was conducted in an ethical manner.

CHAPTER 4

RESULTS

This chapter presents the results of the data analyses to answer the research questions. The results are reported under three main sections; definitions regarding the requirements of an effective online practicum, reported characteristics of effective feedback in online practicum, and STs' needs for online language teaching.

4.1. Overview of the Chapter

The chapter consists of three main sections, each of which addresses a separate research sub-question along with a summary of the major findings that sets the basis for the discussion. In the first section, the three groups of participants' (STs, SMTs, and UTEs) definitions regarding the requirements of an effective online practicum are given. These definitions also reveal the challenges they experienced as they were made based on their own experience. This section is further divided into three sub-sections to present the definitions of each group of stakeholders separately. In the second section, how the STs define the characteristics of effective feedback provided by the UTE, SMTs, and their peers following their teaching implementations has been reported. The definitions are presented in four sub-sections, each of which is detailing a different dimension of feedback; medium, timing, source, and tone. The third section is allocated for the presentation of the STs' target needs regarding online language teaching, and implications of these needs for designing an effective online practicum. The target needs are divided into three as necessities, lacks, and wants (Hutchinson & Waters, 1987). For each of these three types of needs a separate sub-section was structured. STs' needs for online teaching have been explored from their own, the SMTs', and UTEs' perspectives.

The STs, as the focal group of participants, provided process-oriented data through weekly journals, weekly focus group interviews, voice memos subsequent to each teaching implementation, self-assessment forms, and an open-ended questionnaire. As the researcher and one of the UTEs, I have also contributed to the research with data collected throughout the practicum in the form of field observation notes and voice memos. Other UTEs and SMTs were asked for their opinions and observations at the end of the term through an open-ended questionnaire, and some of them were invited to a semi-structured interview.

The data was analyzed as described in Methodology. Categories, sub-categories -if applicable-, and codes were identified and presented in tables. Quotations from the participants are given to support the analyses, illustrate the arising categories and codes, strengthen the interpretations, and fully reflect the participants' viewpoints. They are either indented or embedded into the text in quotation marks according to the relevant guidelines. The quotations are given in the most accurate way possible to prevent any misunderstandings. In other words, major linguistic errors were treated. Moreover, with a view to maintaining confidentiality, information that may reveal the participants' identities or their explicit references to other people or institutions are censored. The number [in square brackets] at the beginning of each quotation represents the quotation number. The first code (in parentheses) at end of each quotation stands for the type of the participant (ST for student teacher of English, SMT for school-based mentor teacher of English, and UTE for university-based teacher educator) and participant number -as defined in Methodology- while the second code (in parentheses) indicates the type of data collection tool from which the quotation was extracted (J for weekly journals, I for interviews, V for voice memos, Q for open-ended questionnaires) and its number. Timecodes are also provided (in parentheses) for the quotations extracted from interviews. They indicate the time when a specific participant starts to speak in a particular interview. Time display units move as hours, minutes, and seconds e.g. 01.14.22 or as minutes and seconds e.g. 45.10. As explained in the Methodology, the data was organized as categories and codes. Sub-categories were also used when needed. In order to consistently present the arising categories,

sub-categories, and codes throughout the whole chapter; **categories** were typed in bold, sub-categories were underlined, and *codes* were italicized.

4.2. Definitions regarding the Requirements of an Effective Online Practicum

The STs, SMTs, and UTEs defined the requirements of an effective online practicum in an ELTE program based on their experience to answer the first research sub-question. The STs' defined requirements were collected throughout one academic term through weekly journals and weekly focus group interviews. In addition, at the end of the process they were asked to fill in an open-ended questionnaire. The researcher, as one of the UTEs, kept field observation notes and recorded voice memos regularly to reflect his own observations. The SMTs and UTEs shared the requirements defined based on their experience at the end of the term through an open-ended questionnaire, and some of them were invited to a semi-structured interview. The results gathered through all these data sources are presented under three main sub-sections organized according to the type of the participants.

4.2.1. STs' Definitions regarding the Requirements of an Online Practicum

The analyses of the data on STs' definitions regarding the requirements of an effective online practicum led to the emergence of *six categories*, each of which relates to a different component of the practicum; **design of the practicum course, observation of online classes, issues with regards to SMTs, issues concerning UTEs, factors related to teaching implementations**, and **elements concerning the students enrolled in the classes observed**. Table 4.1. presents these categories, sub-categories, and the codes emerging under them that define the requirements of an effective online practicum from the perspectives of the STs of English who experienced online practicum for one academic term. Each of the six arising categories is presented separately under a separate sub-title.

Category	Sub-Categories	Codes
1. *Regarding the Course Design*	Desired Characteristics of Weekly Written Reports	- Tasks specifically prepared for distance education - Centered around STs' own experience and problems - Up-to-datedness of tasks - More flexible tasks
	The Seminar Component of the Practicum	- Raising STs for teaching in online settings
	Specialization of the Practicum	- Level-specific design in line with STs' future plans - Assigning STs to UTEs according to UTEs' areas of interest or specialization - Adding elective courses specific to STs' selected area of specialization - Centered around STs' own experience and problems in a reflective form
	Need for Unity and Coherence	- Control mechanism for assessment of stakeholders - A common framework for implementation - Consistency among the UTEs and SMTs - Parallel design of the practicum and theory-based courses, especially skills teaching courses
	Final Year	- Allocating the last term solely for the practicum
2. *Regarding Observations*		- Seeing more interactive classes - Use of diverse course materials - Observation of pair/group work activities - Observing the use of multiple applications - Seeing activities designed for online teaching - Having a chance to observe more than one SMT - STs' getting provided with the course materials used by the SMT
3. *Regarding the SMTs*	The Standing as a Human Being	- Being a good role model to STs - Encouraging and enthusiastic SMTs - SMT with a humane attitude towards students
	TPACK	- SMT with positive attitude towards distance edu.

Table 4. 1. *STs' definitions of effective practicum*

Table 4.1. Cont'd

		- Competence in technology use - Language competence - Familiarity with the available tools and applications
	Overall Qualities of Teaching	- SMT with positive attitude towards teaching - Creating authentic contexts - Taking breaks in every 30 minutes
	Professional Development	- Being innovative - SMTs improving themselves through in-service trainings - SMT specifically trained for mentorship and certified - Redefinition of "experienced"
	Mentorship Practices	- Providing feedback on the teaching practices - Being caring
4. Regarding the UTEs	Relationship with the STs	- Having a friendly relationship with STs - Being available - Being caring
	Professional Qualities	- Providing detailed feedback on STs' lacks - Challenging the STs to improve - Having thought-provoking meetings - Maintaining coordination with the SMT - Being familiar with the current teaching sites - "Doing what they preach" - Clarifying the expectations and assessment criteria in the beginning in a detailed course syllabus
5. Regarding Teaching Practices	Pre-Teaching Expectations	- Building rapport with the students before teaching - Having a demo session prior to actual teaching pr. - Starting teaching after sufficient observation - Teaching practices scheduled at regular intervals - Preparing a more flexible lesson plan
	Post-Teaching Expectations	- Having group discussions on the teaching sessions - Having a chance to receive feedback from students
	Assessment of Teaching	- Prioritized over the paperwork - Rubric specifically designed for online teaching
6. Regarding Students Observed		- Having the required resources at home - Having basic ICT skills - Participative - Need for coordination with the families/parents

4.2.1.1. Requirements regarding the Course Design

The STs, under this category, shared their definitions of requirements in relation to **the design of an effective online practicum course**. Four sub-categories emerged under this broad category; desired characteristics of weekly written reports, seminar component of the practicum, specialization of the practicum, and need for unity and coherence. In addition, there is one extra code that does not properly fit into any of these four sub-categories; *allocating the last term solely for the practicum*. In total, fourteen codes emerged. The codes under each sub-category are reported under a separate sub-heading.

4.2.1.1.1. Desired Characteristics of Weekly Written Reports

Four of the arising codes are defining the desired characteristics of weekly written reports as a requirement of the online practicum course. STs suggested that weekly tasks that set the basis for their *written reports need to be specifically prepared for distance education*.

> [1] There is a task on worksheets but I have never used a worksheet in my teaching implementations, and I thought about it for days because it would be nonsense to fabricate a worksheet as I did not use it, it would not be authentic. The tasks are so weird. (ST2, I19, 21.15)

They believe that *the tasks need to be centered around the STs' own experience and problems.* They claimed that pre-planned tasks severely restrict them and prevent them from reflecting upon their personal experience. For this reason, they suggested that the topics for each weekly report should be determined in time based on the occurring problems or STs' experience. In this way, they stated that they would not view the tasks as some kinds of formalities they needed to deal with but a chance to reflect on their experience.

> [2] Weekly tasks should be more flexible and focus on our personal experiences. We should have the opportunity to write on the issues that we think appear important or interesting. (ST2, Q1)

Up-to-datedness of tasks was questioned by the STs, which appears as another code. They stated that the tasks were prepared years ago and they do not reflect the developments in research or practice. They viewed such tasks as demotivating and asked for a periodical update in the contents.

> [3] There are old things still included in the curriculum such as preparing a portfolio or writing reports on tasks that are not even updated according to latest research and theories that are widely accepted by scholars. The ways and means recommended for the practicum course are really not helpful and VERY time consuming which makes it hard for us to focus on our actual development and other issues that affect our teaching greatly. (ST3, Q7).

When ST3 who wrote the comment above was asked in a focus-group interview to elaborate more on this point or give an example to support it, he said so:

> [4] For instance, in materials adaptation task, the instructions regarding how to use a material step by step are given but the steps are so old-fashioned that it is not useful to implement them now in contemporary classes but we have to deal with it, it is not rational. (ST3, I19, 21.40)

Another point that was mentioned by the STs in relation to weekly tasks was a need for *more flexible tasks*. They stated that in the instructions on the tasks the framework is drawn very rigidly and it does not allow to frame it according to their own experience, thus flexibility was stated as a need to improve the quality of reports.

4.2.1.1.2. Seminar Component of the Practicum

With regards to the seminar component of the practicum, the STs pointed to the need for *their being raised to teach in online settings.* They stated that they did not take any training on the methods of teaching online, which was considered by the STs as a completely new context. As they already completed the theory-based courses, they viewed the seminar part of the practicum as the right place to receive training on distance education. ST2 in J2 wrote that [5] “I feel like distance education limits me into a square box and wants me to pull a rabbit out of a hat.” The same ST, who represents a common opinion of the STs commented on this issue in an interview in the following way:

> [6] We need special training on distance education, I don't think that we will be able to achieve something with our current knowledge base. I can't use even the breakout rooms on Zoom and the reason for my failure was me. Shame on me! I strongly believe that training specifically addressing online teaching is required, the methods taught to us do not work here. (ST2, I2, 55.35)

4.2.1.1.3. Specialization of the Practicum

Four of the emerging codes fit into the sub-category of specialization of the practicum; *level-specific design in line with STs' future plans, assigning STs to UTEs according to UTEs' areas of interest or specialization, adding elective courses specific to STs' selected area of specialization*, and i*ts being centered around STs' own experience and problems in a reflective form*. Some STs criticized that the practicum has not been *tailored according to their future projections* i.e. if they intend to teach young learners or adults. ST2 in Q1 said so:

> [7] Also, we should have the alternative to pick the target student profile we are interested/capable in teaching. We should not experience the same age range more than once if we are not interested in it. (ST2, Q1)

STs also referred to the UTEs' areas of specialization, and asked for an appointment to the UTEs in line with the match between their interests and the UTEs' areas of specialization. They suggested that a ST with an intention to work with young learners should be appointed to a UTE with a similar area of specialization. They also added that the practicum component could be complemented with some elective courses covering the same or similar issues. Shaping the contents of the practicum in accordance with the group dynamics, emerging issues, STs' own problems and experience was another characteristic that emerged from the data.

4.2.1.1.4. Need for Unity and Coherence

Four codes emerged under this sub-category. Establishing *a control mechanism for the assessment of the stakeholders* was the first requirement that was commonly uttered by the STs for an effective online practicum. They complained that neither SMT nor

UTE has been assessed on their performance in guiding, mentoring, or supervising the STs, and they claimed that lack of such a control mechanism leads to serious outcomes both for the STs and the students of some SMTs.

> [8] Teachers are only assessed based on the formal qualifications; however, their psychology should be considered as well while getting assigned as mentor teachers. For example, the teacher I have just mentioned is not psychologically healthy, I think. (ST7, I9, 28.15)

> [9] Mentor teachers need to be assessed as a whole. Teachers like the ones my friend mentioned should be replaced altogether. Mentor teacher is not simply a model to us. S/he can be a model to us or not, we know what is true somehow but this teacher is a model to others, I mean his/her students, so it is very dangerous. What I have observed so far is quite shocking for some teachers. We need urgent changes. In other countries there are very good control mechanisms, the ways in which they monitor teachers are very good but, in our country, if we have any, I don't know. (ST1, I9, 20.10)

> [10] I was shocked when I saw that some terrible activities were approved by some instructors. I inferred that some instructors should not teach practicum. (ST13, I18, 1.35.40)

The STs underlined t*he need for a common framework for implementation* and e*nsuring consistency among the UTEs and SMTs* as the next two codes. They noted that even in the same department the practices of UTEs might contradict, so some common standards need to be developed as a result of consensus among all the stakeholders. They specified some areas in which common standards are needed; assessment, type and form of the feedback, expectations from the STs, selection of SMTs, and template for a lesson plan that will specify estimated length and number of details. The STs also mentioned the inconsistencies among the SMTs, which will be further elaborated under the relevant category.

> [11] I think every teacher candidate should have the same opportunities and responsibilities. The students should not say "Mr. XX is bad in practicum" or vice versa for their teachers. If there is a common framework for everyone, regardless of the university-based teacher, every teacher candidate will learn the same things and they will not feel as if there is an injustice between practicum groups. As long as there is a common framework, and there are good mentor teachers who really want to teach how to teach instead of having some more money without doing nothing, the online teaching practicum will be a lot better in my opinion. (ST5, Q5)

> [12] Hocam, especially in terms of workload there are huge differences among the practicum groups. I will not disclose any names but there are at least 3-4-hour differences between different groups only for writing the lesson plans. Moreover, expectations are very different. I get the impression that there are no standards. (ST3, I15, 20.30)

> [13] In some groups, the expectations are so low. Very traditional or mechanical activities are accepted by the instructors. Some instructors give detailed feedback but last year for example, in School Experience, we only received rubrics on our teachings, some numbers, such kind of feedback does not work. (ST4, I7, 31.10)

Lastly the STs brought *the need for designing methodology courses and the practicum in parallel* to the forefront under this sub-category. They stated that methodology, especially skills teaching courses, are significantly shaped by the viewpoint of the instructor who teaches them, and when the instructors of these courses and the practicum are different, the STs said that they get lost between the two opposite sides. For this reason, they recommended that a common framework for these courses in relation to the framework of the practicum should be developed. Moreover, they complained that such courses did not prepare them for online teaching at all, and they suggested that contents regarding online teaching should also be included in the syllabi of both methodology and skills teaching courses.

> [14] ST2: In practice what is expected is very different. For example, if we give a text to our students, after this text we gave two activities; one for gist and the other for details. They were either fill-in-the-blank or matching activities. It was so all the time, it never changed, nobody told that they were traditional or teaching is not something that is so mechanical but now the expectations are different.
>
> ST3: Yes Hocam, only after our last teaching implementations, our instructor commented that you have done all the same activities, do something different. (ST2 and ST3, I7, 01.00.35)

4.2.1.1.5. Final Year

Allocating the last term solely for the practicum was an emerging code that stands alone. The STs stated that they need to deal with the theoretical courses, Public Personnel Selection Examination (KPSS), and the practicum concurrently, and other requirements distract them from concentrating on the online practicum especially during the COVID-19 pandemic period, in which instructors or teachers were reported to depend more on assignments.

> [15] Because of the heavy course load I have this term, I have been getting very tired. It is turned into physical exhaustion. I feel that my brain is about to explode. If there was only practicum, I would solely concentrate on it. I am getting prepared for other courses; I need time to rest but I use this time period to meet the requirements of the practicum.

> Especially in distance education the instructors heavily depend on assignments, which makes it very difficult for us to put the desired effort into the practicum. If we only had practicum, I am sure it would be very different. (ST10, I12, 59.30)

4.2.1.2. Requirements regarding Observations

Another dimension that determines the effectiveness of an online practicum was reported to be **the observations** of the online classes. Under this category, seven codes emerged. In the online practicum, the STs were assigned to a SMT and they observed his/her online classes for six hours per week for twelve weeks as already detailed in Methodology. With regards to these observations, the first point having emerged was *a need for observing more interactive classes*. Some STs complained that students remained passive in online classes with their cameras and microphones turned off. They stated that the activities were mainly made up of mechanical drills that did not foster students' participation, thus they did not have an opportunity to observe classroom interaction, especially student-student interaction. They reported that observing such classes did not contribute to their development much.

> [16] I mean, she just teaches the students by using demode teaching techniques such as grammar-translation method. She generally uses native language in her classes and she generally uses same techniques for all classes she has. She is solving just multiple-choice questions in all classes. … The only assessment technique that she is using is asking whether the students understand or not. In fact, there is only one objective she is using during her lessons, and it is multiple-choice question solving. (ST4, J32)

Based on Quotation 16, I brought the topic to the agenda of the next meeting, and the following dialogue emerged and it better illustrates the STs' perspectives.

> [17] R: What are the reasons in your opinion for lack of interaction?
> ST7: Lack of facilities or our teacher's not using the facilities.
> R: What do you mean by facilities?
> ST4: The limitations of the activities, the teacher's restricting the students with such mechanical drills. There are no activities that require interaction, especially student-student interaction.
> ST6: There are such activities in the coursebooks but they are not used. It asks the students to discuss something as partners but the teacher needs to create breakout rooms on Zoom, monitor the students, allocate separate time period but she prefers to use the limited time for grammar, vocabulary, pronunciation as she thinks that these are the missing points in students. Speaking was directly skipped and as a result we can't observe interaction.
> ST4: In face-to-face classes, at least they were doing the activities ST6 just mentioned. (ST7, ST4, ST6; I7, 26.55)

On the other side, the STs attending a foundation school shared completely different observations regarding the classroom interaction, and expressed their satisfaction with their observations of classroom interaction. However, even in this context, the STs stated that the interaction among the students themselves was not at a desired level.

> [18] She usually uses short stories as a teaching/practicing tool of English. She seems ready for the classes and she directs the students with the questions about the stories. … Students both practice speaking and reading skills in different activities. For example, students practice speaking by describing pictures about the topics. (ST12, J38)

> [19] Our mentor teacher makes everyone participate in classes. When a student remains silent, he calls this student by his/her name and encourages him/her to participate. (ST10, I4, 11.55)

> [20] We observe teacher-student interaction in online classes but there is almost no student-student interaction. Our mentor teacher does not permit student-student interaction that much because I guess it makes classroom management difficult in online classes and it is difficult to follow the curriculum as it is time consuming. (ST13, I4, 20.55)

Another emerging code as a requirement that defines the observations in an effective online practicum according to the STs was *the use of diverse course materials*. The STs stated that some SMTs misinterpreted the use of technology and perpetuated the same routines that were in face-to-face classes in online sessions. They said that while the SMTs had a chance to utilize many materials on the web, they could not observe diversity in the use of the materials. However, it should be noted that some other SMTs as mentioned in Quotation 18 benefit from some authentic materials, with which the STs were content. The STs stated that they should be able to observe the use of diverse digital materials in an effective online practicum process.

> [21] During my observations of online classes I realized that my mentor teacher is using the same coursebook, I mean its scanned form. I don't think that this is the difference between materials used in face-to-face and online classes. When the materials for face-to-face classes are scanned, are they labeled as online materials? (ST2, I2, 1.25.01)

> [22] There is just an application, some questions, and they are solved. There is nothing dynamic. This was not what I wanted to see because you could show as many animations as you wish, take any listening track you wish but none of them is used, they choose the easy path unfortunately. (ST4, I2, 1.17.10)

The STs also referred to *the use of pair/group work activities* in online classes as a part of their observations. They indicated that as student-student interaction in online classes is scarce, it is difficult to apply pair/group work activities for the SMTs. Moreover, they added that students' lack of resources or limited knowledge of educational technology challenges the SMTs. However, towards the end of the term, some SMTs were reported to use pair/group work activities. They reported that in an effective online practicum, they wish they could observe the use of pair/group work activities to foster in-group interaction.

> [23] ST13: Teachers need courage, I guess. They avoid doing group work activities in online classes. Students may not be able to do it at their first few trials but in all cases, they enjoy group work activities and they can learn it in time.
>
> ST9: Yes, I agree with my friend. Our mentor teacher is very good at classroom management or applying innovative techniques but s/he never does group work activities. S/he himself told it, 'I cannot involve group work activities, I don't have the courage.' I guess if s/he involved, his/her classes would be much better. (ST13 and ST9, I6, 12.05)

Observing the use of multiple applications was revealed as another defining characteristic. The STs remarked that most of the time they had a chance to observe a limited number of applications during their observations, and as they asserted that they were also not so knowledgeable about the available applications, they wished that they could get familiarized with some other online applications. For instance, ST12 in Q6 wrote so: [24] "… Hoca should improve herself in using various technological tools besides Kahoot, and JS Paint." The STs also added that as a part of their observation of online classes, they would prefer to *see activities designed specifically for online teaching*. They argued that some SMTs simply transferred activities from the face-to-face classrooms to online settings as illustrated in Quotation 17. However, some other SMTs were observed to use appropriate activities, which is considered to be a contributory factor to the STs' development.

> [25] The activities were about giving directions and how to go to a specific place, the teacher here opened a paint page and start drawing the directions and wrote the names of the buildings in which it became so easy to the students to guess the answer correctly. Therefore, the teacher was making good use of technology. (ST14, J41)

The data analyses also disclosed that the STs defined *having a chance to observe more than one SMT* as a characteristic that may boost up the effectiveness of the online practicum. They argued that as online practicum terminates physical boundaries, they may observe the classes of different SMTs, who do not necessarily work in the city, in which the university is located. They asserted that some STs are fortunate for getting appointed to enthusiastic SMTs but some others are not that fortunate, so they think that it would be a good opportunity for all STs to see different SMTs without being adhered to a SMT, who does not contribute a lot to STs' professional enhancement. In addition, they stated that seeing teaching styles or perspectives of multiple SMTs may widen their horizons more.

> [26] It might be great to bring online practicum students together with successful English teachers in online teaching. It might be also great to enable online practicum students to attend the conferences (face-to-face or online) about the improvement of online teaching skills. (ST7, Q10)

Under this category, lastly the STs mentioned the need for their *getting provided with the course materials used by the SMT*. They claimed that they were admitted to the online classes for observations but they did not have the sources to get prepared beforehand or while preparing their macro teachings, they were also in need of these materials, they said. They added that they could find some of the sources on the web but as some sources are peculiar to the SMTs, they could not reach them. They gave the smart notebook as an example for a material that they cannot reach. They noted that although it is an important requirement for STs, it has not been regarded, and it negatively affects the quality of their preparations, they noted.

4.2.1.3. Requirements regarding School-Based Mentor Teachers (SMTs)

The next category that emerged from the data analyses concerning STs' definitions regarding the requirements of an effective online practicum is explaining their expectations from **the SMTs**. All the STs in different data sources repeatedly opted for a criterion-based selection of SMTs. They repeatedly insisted that every teacher should not be given the responsibility of mentoring STs, especially in online practicum

because they stated that not all teachers carry the required qualifications, and they added when they do not get assigned to a SMT with the right characteristics, the whole practicum process is ruined. Thus, they all support a criterion-based selection of SMTs. They also suggested that STs who receive training from a SMT should be consulted at the end of every term as a part of the assessment for the selection of SMTs.

> [27] The mentor teacher should be selected according to their readiness and motivation. Mentor teachers should be informed about our standards in a lesson to prevent misunderstandings or disagreements. (ST2, Q1)

> [28] Good mentor teachers like people who know how to teach online, people who know how to integrate technology to their lessons, people who encourage their students, and people who really want to teach being a teacher. (ST5, Q5)

> [29] There must be some criteria to select mentor teachers. I am content with my mentor teacher this term but the one assigned in the previous term was a mere disaster, I can't even recall his/her name. It was a secondary school. S/he always scorned the students, discriminated among them, never spoke in English, followed the very traditional methods, and simply followed the course book. I was shocked, why does a teacher want teacher candidates to observe her as she is teaching so? In order for us to improve ourselves, we need to see good models. (ST7, I9, 19.30)

As the explanations for the criteria that are required for the selection of the SMTs, five sub-categories emerged; the standing as a human being, TPACK, overall qualities of teaching, professional development, and mentorship practices. Under these sub-categories, sixteen codes emerged.

4.2.1.3.1. The Standing as a Human Being

Three of the codes explain the standing of a SMT as a human being; *being a good role model to STs*, *being encouraging and enthusiastic*, and *having a humane attitude towards students*.

> [30] Hocam, we may see some bad examples but we should not be guided by mentor teachers who act as bad models. We should not observe teachers acting as bad models because if we observe such teachers, we will do the same in the future. Even though we do not admit at times, we will do what we have observed from our teachers. We get influenced, we get these vibes. (ST13, I10, 1.25.20)

4.2.1.3.2. TPACK

Four of the emerging codes could be related to SMTs' TPACK (technological pedagogical content knowledge; *having a positive attitude towards distance education, competence in technology use, language competence*, , and *familiarity with the available tools and applications*. The STs shared their observations that some SMTs considered distance education as temporary, and accordingly used these hours for practice purposes rather than teaching. The STs further commented that such SMTs did not believe in the effectiveness of distance education, thus it significantly affected the quality of their classes and their students' attitude towards online teaching.

> [31] Mentor teacher's attitude towards online education is very important. As our mentor teacher viewed it as temporary, in the beginning we could not observe anything. They were using the online classes for practicing, and it was bad. (ST3, I19, 39.40)

In addition, they addressed SMTs' technological competence and knowledge of the tools and applications. While some STs expressed their satisfaction with the SMT's technological competence, some others complained that their SMT could not effectively utilize technology or integrate the right tools into the online sessions. The STs assigned to the second group of SMTs reported that they observed mechanical classes, and shared their worries that they become a teacher without sufficient amount of knowledge regarding such applications and their use in online settings.

> [32] Teacher should at least be well equipped with tech-related skills. Because, for example if a teacher is well respected by his/her students and now during online teaching, the students see that the teacher cannot prepare a beginner level slideshow, has issues with Zoom -which is quite simple to master really- etc. Of course, this does not mean his students will stop respecting him but amongst some students this will be made fun of. And they are not wrong to make fun of it. Why? Because the teacher is getting paid to do these things. It is like a professional goalkeeper not knowing how to put on his gloves or a boxer not knowing how to get through the ropes of the ring. It is funny, but unacceptable as well. (ST3, J142)

> [33] Our mentor teacher can effectively use the platform that is used for online classes and the application of the coursebook. Using technology in his classes well, he provides his students with a variety of communicative activities. Effective use of technology leads also to communication among the students. He also encourages his students to use some other technological tools and it lets them continue their learning outside. (ST13, J40)

The STs also shared their observations that it is a prerequisite for an in-service teacher to have a good command of English to teach it effectively, thus they expressed their wish for observing SMTs with a good command of English to have a chance to see communicative activities in online sessions. They commented that SMTs without language competence prefer to use Turkish in their classes, and observing such teaching performances does not help the STs. In brief, they stated that online teaching requires an accurate blend of content, technology, and pedagogy knowledge for a SMT to be effective both for the students and STs.

4.2.1.3.3. Overall Qualities of Teaching

Three codes emerged under this sub-category. *Having a positive attitude towards teaching* was the first emerging code here. STs claimed that SMTs' in-class practices are heavily shaped by their attitude towards teaching, and the ones who love teaching are reported to be the best mentors for the STs. They also asserted that SMTs with a negative attitude towards teaching discouraged them as they were observed to be pessimistic and demotivated. *Creating authentic contexts* was another defining characteristic counted among the overall qualities. STs characterized an influential SMT as the one doing communicative activities within authentic contexts as the STs are expected to do or as they are taught in their BA education. They briefly stated that they want to observe what they are prescribed to do. The third code as a part of the reported teaching-related qualities was SMTs' *taking breaks in every 30 minutes*. Some STs complained that as their SMT aimed to end his/her classes as soon as possible, s/he did not take breaks as planned by the MoNE. It caused students' distraction and lowered the quality of the classes, they speculated.

> [34] Mentor teachers actually serve the expectations because we may observe some authentic activities at fifth grade but at eighth grade online classes are allocated for dealing with multiple choice questions. Students do not feel a need to communicate in English, and teachers act accordingly, they don't do any authentic activities. We can't observe authentic activities at the end. I wish that speaking was integrated into the central exams. (ST1, I2, 01.02.10)

> [35] Students and teachers view English like Maths. Students need to memorize the rules, learn the vocabulary items and do mechanical drills. It is all about it. (ST4, I2, 01.05.05)

> [36] I believe that mentor teachers' attitude towards English learning and teaching should be explored. … They try to impose their own views and approaches on us. I have experienced it with my two mentor teachers. They told that 'you will see, it is not in the way you learn at the faculty in the system.' They are so demotivated, lost their energy completely, very pessimistic. I think mentor teachers should not guide the teacher candidates in this way. We also begin to lose our motivation before we start. (ST2, I9, 37.05)

4.2.1.3.4. Professional Development

Four of the emerging codes can be grouped under a sub-category called the SMTs' professional development; *being innovative, their improving themselves through in-service trainings, receiving special training for mentorship,* and *redefinition of 'experienced'*. The STs underscored the essential need for an in-service English language teacher to constantly improve himself/herself. They stated that the COVID-19 proved this necessity as many teachers had difficulties with adapting their teaching techniques to distance education, utilizing educational technology effectively, and involving their students into the classes. Thus, some STs complained that their observation of online classes did not contribute a lot to their development; however, another group of STs, who reported their SMTs as being innovative, assessed their observations as didactic. In parallel to this very need, the STs deemed it a must for the SMTs to attend in-service trainings, especially a training for mentorship. As already stated, they supported a criterion-based selection of SMTs, and as a part of the criteria, the STs pointed to the need for the SMTs to receive training for mentorship. They raised an objection to the conventional definition of 'experienced,' and claimed that spending years does not necessarily mean getting experienced but what matters is or should be how they spend these years and if they update themselves throughout their teaching careers. For these reasons, the STs considered that only in-service teachers with an innovative outlook could contribute to their construction of teacher identity.

> [37] What appears in front of my eyes when it is said 'experienced' is not the years spent in the profession but how qualified the teacher is, to what extent s/he improved herself/himself. What means experience to me is this because we call a teacher with ten years of experience as 'experienced' but when we observe his/her classes, s/he implements very traditional activities or does not do it as it is required, for example s/he is using Turkish all the time. When it comes to being a mentor teacher, it should not be that easy. I don't know it might be extreme but they need to apply for working as a mentor teacher and a council should attend their classes for observations for six months or a year, assess them, and decide at the end if they are qualified enough, they can work as mentor

> teachers. In the current situation, it is not fair, some teacher candidates assigned to so-called experienced teachers viewed themselves as incompetent as students do not participate but these students get accustomed to the traditional, one-way style of their own teacher and it is quite normal that they do not participate in our friends' practices but it demotivates them. (ST10, I10, 01.33.15)

> [38] I believe that the reason for some mentor teachers' being so careless is their feeling themselves so secure. They remain the same for all the years because they don't feel a need. When they see student teachers who are dynamic, they can adapt, I guess. They need to receive training for mentorship. They must be assessed. Then, the assessment of the mentees needs to be sent to MoNE and if the assessments are negative in general, for example, the MoNE should investigate this mentor teacher. (ST2, I19. 35.55)

> [39] Our mentor teacher always provided us with new applications and sources to use in our lesson and most of it were great but we did not have the chance to use it. … Now I feel that I make some progress. (ST14, J152)

4.2.1.3.5. Mentorship Practices

The last sub-category related to the SMTs was mentorship practices. Two codes fit into this category; *providing feedback on the STs' teaching practices* and *being caring*. The results of the data analyses regarding feedback will be elaborated in detail under the relevant section; however, the STs repeatedly underlined the crucial role of feedback in their professional development. They commented that the SMTs' feedback is getting especially important as they know the context well, in which the STs do their implementations, thus their feedback provides the STs with a chance to organize their lesson plans in line with the profile of the target audience they address. Moreover, they observed that the SMTs' feedback is different in nature from the UTEs' by virtue of the distinctive characteristic features of the settings in which they work. In other words, they stated that while the UTEs paid more attention to the theoretical background of the activities, the SMTs put more emphasis on the practical aspects. For these primary reasons, the STs viewed the SMTs' feedback as fundamental and expressed their wish for all the SMTs to equally pay the utmost attention to this issue.

> [40] I cannot say that I took useful feedback from my school-based mentor, because she just said that "it was good or bad". There was not any detailed feedback. She is the one who knows the classes. She should give some detailed feedback by looking at our implementations. (ST4, Q2)

> [41] I think it is very different from the university-based teacher's feedback because the theoretical knowledge and experience are different. Yes, we learn how to teach what, but most of the things are not the same as it is written in the books when it comes to real

> classroom environment. Therefore, it was also great to receive feedback from a teacher who plays in the real classroom. (ST10, Q11)

Some STs also addressed SMTs' being caring based on their experience. They stated that some SMTs did not allocate time for STs on online platforms. They reported that such SMTs simply approved what they offered and did not take them so seriously as they were reported to think that teaching is learnt by doing not through practicum.

4.2.1.4. Requirements regarding University-Based Teacher Educators (UTEs)

As one of the primary stakeholders of the online practicum, **the UTEs** were also addressed in the STs' definitions of the requirements. The codes are grouped into two sub-categories; UTEs' relationship with STs and UTEs' professional qualities. Under these two sub-categories, ten codes emerged.

4.2.1.4.1. UTEs' Relationship with STs

Three codes can be categorized under UTEs' relationship with the STs; *having a friendly relationship with the STs*, *being available*, and *being caring*. The STs emphasized the role of relationship between the UTE and themselves as they mainly view the online practicum as a master-apprentice system, in which they learn in close connection with the UTE. Thus, they stated that only the academics who are available enough need to take this responsibility to be able to care the STs to the utmost possible degree. They added that practicum is the last stage in which they can grow with the help of a professional, and thus the UTE's being "there" whenever s/he is needed is what makes the whole process valuable. They lastly added that as UTEs and STs are not in the same physical setting unlike the face-to-face practicum, it is getting more important for the UTE to make himself-herself available for the STs.

> [42] I hear from some of my friends that some instructors remain careless and I believe that care is indispensable especially for the practicum courses. Practicum is a very fundamental course and nobody can learn something without care. I don't know the reasons for their being careless but I guess the ones who are busy should not teach practicum. (ST2, I9, 39.15)

> [43] In my point of view, the most important characteristic is the interaction between university-based teacher educator and pre-service teachers. Also, leading the pre-service teachers to determine the missing parts of them has a big impact on improving. (ST6, Q8)

4.2.1.4.2. UTEs' Professional Qualities

Seven codes emerged under this sub-category. In relation to the care mentioned in the previous sub-category, the STs constantly underlined the significance of UTEs' *providing detailed feedback on STs' lacks*. They all agreed that the most essential contributor to their growth is feedback they receive concerning their lacks based on the teaching implementations. They argued that it is very difficult for them to be aware of their weaknesses, and the UTE's feedback works well to help them identify areas for improvement. They especially stressed that feedback on the lacks or weaknesses improves them rather than the appreciation of the strengths as such positive remarks may overshadow the ones targeting at the weaknesses. In relation to this aspect, *challenging the STs to improve* was another emerging code. The STs told that they displayed improvement in time mainly due to the high expectations set the by the UTE, thus they defined an effective UTE as the one who challenges the STs to achieve better. This component will be further explored in the relevant part.

> [44] The oral feedbacks that I receive from my instructor was extremely helpful during the preparation stage of my implementations because I was following the steps by listening to those audios. I was trying not to do the same mistakes I did in my previous implementation and I think oral feedbacks were helpful on this matter because my teacher told me that I showed progress on lesson planning and implementing them. I was focusing on the parts that I was weak because it is the main reason why we get feedback, improving and fixing. (ST13, J151)

> [45] Because of the hard things we dealt with we could now do the things well, prepare a good lesson plan. Maybe some weak points could occur, some mistakes could occur but if we are compared to the other students, we believe that it is much better thanks to these challenges. (ST14, I10, 01.40.05)

The STs addressed the seminar component of the online practicum again in relation to the UTEs in this context, and counted *having thought-provoking meetings* as another defining characteristic. They stated that the seminars should not be allocated for the discussion of mechanical points such as the guidelines for the preparation of the files, format of the papers, dates of the implementations etc. They expected that the seminars

are allocated for the elaboration on the teaching implementations, STs' observations and experience, and the discussion of the relation between theory and practice.

> [46] The academics need to encourage questioning, reflection, and discussion in the meetings. The meetings should not be like 'here is the portfolio, we follow these guidelines, we will not get out of this framework, 12 point font, do this or that.' But they should be more like discussions around 'what you do at the school, what you observe in your mentor teacher's classes, what you would do, how we may improve etc.' (ST1, I9, 41.10)

Another code concerning UTEs was *maintaining coordination with the SMT*. The STs called attention to the need for coordination between a SMT and UTE as the primary actors. They claimed that UTEs' and SMTs' views on STs' teaching practices sometimes contradict and it confuses them. Moreover, they added that lack of such a coordination sometimes challenged them in terms of preparation for the teaching implementations.

> [47] I felt very lucky when I learned from my other friends that the comments of the instructor and teacher on our teachings were the opposite of each other because the comments of my mentor teacher and instructor were parallel, both of my teachers underlined the same points. (ST5, J144)

> [48] You specified the dates approximately 10 days in advance of the day of teaching; however, as our topic has not been assigned by our mentor teacher up until the last one or two days, we could not get prepared for our teaching but you may assume that we had 10 days to get prepared. (ST6, I11, 17.30)

The need for UTEs' *being familiar with the current teaching sites* was also uttered among the definitions. The STs referred to the difference between the UTEs and SMTs in terms of the workplace, and commented that while academics interpret the teaching performances, they need to bridge the gap between theory and practice, and to do so they said they must be familiar with the real classrooms. The STs' asking the UTEs to *"do what they preach"* was an nvivo code. They said that UTEs need to be role models with their actions and act on their words, otherwise they claimed that their words do not mean a lot to the STs.

> [49] We have been taking classes since the first year and our instructors keep saying that motivation is the most important factor in students' learning but almost none of them tried to motivate us, we have even got demotivated all the time. Hocam, if it is that simple, if

> it is a key to learning, why do not we get motivated, are not we students currently? (ST13, 116, 01.29.55)

As the last code under this sub-category, the STs mentioned the need for UTEs *to clarify the expectations and assessment criteria in the beginning in a detailed course syllabus*. The STs said that the syllabus or guide of the face-to-face practicum was used without any changes or adaptations, and they were not compatible with the nature of online practicum. They defined it as a must for the UTEs to prepare a detailed course syllabus specifically for the online practicum to explain all the expectations and assessment criteria to guide the STs from the beginning.

4.2.1.5. Requirements regarding Student Teachers' Teaching Practices

The STs proposed some definitions related to the teaching implementations for the agenda as a part of an effective online practicum. Nice codes emerging under this category are grouped into three sub-categories; pre-teaching expectations, post-teaching expectations, and assessment of teaching.

4.2.1.5.1. Pre-Teaching Expectations

Five of the emerging codes explain the STs' pre-teaching expectations. The first and most frequently mentioned code here is *building rapport with the students before teaching*. The STs stated that they attended online class sessions as observers with their cameras and microphones usually turned off, and as a result, students in the classes observed did not have a chance to build a relationship with the STs unlike the face-to-face classes, in which they had sufficient amount of time to introduce themselves and create intimacy. It is self-evident that the relationship between teacher and students is quite influential on the quality of teaching, and thus lack of such rapport between students and the STs led to problems during the time of their teaching implementations e.g. students' reluctance to participate, students' increased level of anxiety, and a negative classroom climate. The STs underlined that the SMT's role in

establishing a good rapport between the STs and students is crucial especially in the online practicum.

> [50] The second challenging situation was not being able to know the students. They attended the lesson without opening their camera. In the lessons, there was no classroom-talking. They just carried out their lessons. They did not have the chance to introduce themselves. So, we could not learn about the student profile. In the face-to-face practicum, it was easy to know each other with students in the lesson times and the breaks and break the barrier between us. However, we did not have this chance in the online practicum. (ST7, Q10)

As a solution to this problem, the STs suggested *having a demo session prior to actual teaching practices*, which appears as the second code here. They told that such a session, on which they are not assessed, may allow them to introduce themselves to the students, get rid of teaching anxiety, and do some necessary preparations for the teaching such as asking the students to register for some applications or websites to be used or familiarizing the students with the tools etc. Another solution produced by the STs was *starting teaching after sufficient number of observations*. They deemed it important to get to know the characteristic features of the target profile they are going to address for an effective teaching, and observing students for a sufficient amount of time, they believe, may help them gain a deeper insight into the needs of the students.

> [51] As we said earlier Hocam, having a demo teaching session without getting graded. We talked about it. I would like to tell it again. If we could do it, we might use it to meet the students, see what we can or cannot use based on students' readiness, for example, introduce breakout rooms there, and to prepare them for the actual practices. I guess it can help us a lot. (ST6, I19, 40.30)

Teaching practices scheduled at regular intervals was another code having emerged as a result of the data analyses. The STs stressed that they need to implement their teaching sessions at regular intervals to trace their improvement in time. They claimed that due to some reasons e.g. instructors' schedule, the exam schedule at the observation school etc. teaching implementations in some groups were sometimes planned close to one another in terms of time, and it was considered to be a problem to be treated.

The last code in relation to the preparation stage of the teaching implementations was *preparing a more flexible lesson plan*. The STs mentioned a few aspects of the lesson plans; length, structure, and need for consistency. They stated that some instructors required the STs to prepare a very detailed lesson plan, which they think that it severely restricts them because trying to specify every aspect before teaching makes classes very mechanical. They commented that classes need to be co-constructed with the students, and lesson plans should allocate some space for freedom rather than planning every single minute of the teaching performance. For the structure of the lesson plans, the STs said that some well-established lesson designs were imposed on them by the instructors; however, a 30-minute online class did not allow them to squeeze all the parts of these well-made designs into their classes. They thought that it would be better not to get restricted by such well-made lesson designs. The third point related to the lesson plans was the need for consistency among the instructors. The STs claimed that while some instructors expect a very detailed lesson plan, others may consider a flexible one more appropriate, and they suggested that a common framework should include the requirements for the lesson plans as well. From the viewpoint of the SMTs, they added that some SMTs required the STs to merely apply the activities in the coursebook, which was reported to be quite restricting. The STs stated that they should be allowed to manifest their knowledge of lesson design and materials selection and adaptation in the pre-teaching stage.

> [52] As my instructor is already aware, I changed the way I made lesson plans. The first lesson plan I uploaded was very detailed and had step-by-step instructions for me as well. But the others were shorter and had no specific things. Which gave me more freedom and I could steer the lesson depending on the answers of the students, how energetic my students were and whether they understood or not. This way, I felt more like a teacher than someone just reading through a lesson plan from his mind. And I really think, writing very detailed lesson plans, is not only a waste of time, but also something that is limiting the teacher as well. (ST3, J142)

4.2.1.5.2. Post-Teaching Expectations

In addition to the preparation, the STs also referred to the post-teaching expectations in two of the emerging codes; *having group discussions on teaching sessions* and *having a chance to receive feedback from students*. The STs expressed their

satisfaction with the group discussions on their teaching performances. They stated that these group meetings provided them with an opportunity to see good examples, reflect upon their own weaknesses that might be similar to the one/s under observation, learn from both their own and others' mistakes, and make a better sense of the oral individual feedback they received on their teaching practices. However, they suggested that some mechanisms to allow the STs to get feedback from the students they teach to need to be developed. They reported that it would be quite enlightening for them to know if the students remain content with their classes or if they have any suggestions for improvement. They also added that such a mechanism might permit them to penetrate deep into students' understanding to question, for instance, why some of them are reluctant to participate and what they expect to feel more motivated.

> [53] At the faculty, in our methodology courses, our friends' comments following the macro teachings like 'you could do it in such another way' were so constructive, and we could try it in our next macro teaching. (ST2, I5, 01.46.00)

> [54] If we would not have discussed our macro-teachings in the meetings, the feedback would not be that useful, but since we discussed everything in detail, they were useful. (ST5, Q5)

4.2.1.5.3. Assessment of Teaching

Under the sub-category of assessment of teaching, two codes emerged; *their being prioritized over the paperwork* and *rubric specifically designed for online teaching*. As discussed earlier as a part of the definitions on the course design, the STs emphasized that as practicum is an applied course, teaching performances must be prioritized over weekly tasks or reports. Feedback must especially address teaching implementations, they said, rather than the weekly reports. They suggested that the assessment of the course should heavily depend on the teaching implementations instead of the paperwork. They also addressed a need for using a rubric that is specifically designed for online teaching as the one used for face-to-face class observations cannot reflect the nature of online classes.

4.2.1.6. Requirements regarding Students Observed

Four of the codes that emerged in the data analyses fall into the category of **students observed** at the observation schools. The STs frequently referred to the students as a part of their definitions for the requirements of an effective online practicum. Students' *having the required resources at home* was the most frequently mentioned code under this category. The STs shared their observations that a considerable number of students do not have the required resources at home e.g. a personal computer or tablet, a personal room or space to have their studies etc., and students' such lacks significantly lowered the quality of the classes they observed or their teaching implementations. For an effective online practicum, they said, students' needs must be considered. As the researcher, I need to state based on the field observation notes that there were huge differences between the students studying at a foundation and state school in terms of available resources, and as the person, who was together with both groups of STs, I can confidently say that the resources of the students observed have an immense impact on the quality of the online practicum. Thus, my observations also consolidate this emerging code.

Students' *having basic ICT skills* was another requirement for an effective online practicum as pointed out by the STs. They claimed that although they expected that students would be good at using technology, they observed that many of them were not familiar with educational technology or the platforms used for teaching, and their unfamiliarity adversely affected the quality of the classes.

> [55] Also, I realized that the students were not experienced in browsing on the internet or going through links for activities. Even though the students spend most of their time on computer because of remote teaching, they don't have an actual experience of communicative learning in online settings which shows how we perceive remote teaching as a country. (ST2, J57)

Upon the comment of ST2 extracted in Quotation 55, I brought the topic to the agenda of the next interview, and other STs commented in a similar way.

> [56] Hocam, using technology is something so subjective. I am sure they can use technology for online games better than everyone but it seems that they are not using technology for pedagogic purposes. They were even asking how they could turn on their microphones on Zoom, they were asking each other, it is the simplest. (ST1, I7, 41.05)

> [57] This week students were presenting their performance works in the classes we observed. In order to share their screen, they need to be made hosts. Our mentor teacher explained it, individually to every single student. It was not understood at first, at second, at third trial, and teacher moved to Turkish then. In Turkish again she repeatedly explained. Then, while planning my own teaching implementation, I had significant hesitations about it after seeing these. I could not know how to integrate technology and I chose a more traditional way that is away from technology because I thought that I would explain again and again, and they would not understand. (ST6, I7, 41.35)

Another code in this category was students' being *participative*. For an effective online practicum, the STs stated that students need to be eager to participate in classes, otherwise it would become almost impossible for the STs to have interactive sessions. Students' being participative significantly varied particularly according to two factors; their grade level and type of the school i.e. state or private. Students from the 2nd to 5th grade were observed to be much more attentive while the students studying at a secondary or high school tended to remain silent more. Students at state schools observed in this practicum process were relatively more silent but students at the foundation school were required to turn on their cameras and accordingly they were more attentive. As a result, while some STs were quite satisfied with the students' participation, some others complained a lot as they had to address silent students. As the researcher, I observed that students' willingness to participate in classes is a major determining factor for the quality of the online practicum experience. This point will be explored under the title of STs' needs for online teaching.

The last emerging code was *the coordination with the parents/families*. The STs shared their observations that some parents did not have awareness of online teaching, that is, they did not promote their students' learning, take distance education seriously, and help them create a fruitful environment for their learning. Thus, for the effectiveness of online education and online practicum, the relationship with the parents/families should also be considered. Some organizations in which parents' awareness is raised could be organized as suggested by some STs.

> [58] Structure of the family is also very influential. Just a few days ago X Hoca asked a student to respond but s/he did not react though s/he is online. Our mentor teacher concluded that s/he was not there, and then the student began to speak breathlessly to say that 'teacher, my mom sent me to dump, excuse me.' (ST6, I19, 51.10)
>
> [59] Parents think that if their children are using their phones or tablets, what they are doing is useless. They have not admitted the educational aspects of technological devices yet. (ST4, I19, 52.15)

4.2.2. Student Teachers' Assessment of the Online Practicum

The STs were asked at the end of the term through the open-ended questionnaire if they think Teaching Practice I in an online form was effective. They all responded "yes," and listed the reasons for their opinion as presented in Table 4.2. The most frequently uttered reason was *their feeling distinctive for experiencing online teaching before their graduation*. Many of the STs expressed their belief in the perpetuation of distance education in the future and stated that they feel fortunate for having a chance to gain experience in distance education before they graduate unlike most of the in-service teachers who fell into distance education without any preparation or experience. STs stated that COVID-19 pandemic initiated a new era for the use of technology in every field, and education will not be an exception. As they think that distance education remains permanent, they believe teachers with experience and training in it will be privileged.

Table 4. 2. *Why STs viewed Teaching Practice I in an online form effective?*

Reasons underlying the effectiveness of online practicum
- Feeling distinctive for experiencing online teaching as a ST
- Getting familiar with students' needs regarding online settings
- Its being time saving
- Group dynamics
- Fruitful seminars
- Qualified SMT
- Learning how to manage an online classroom
- Students' being participative
- Gaining awareness of needs for online teaching before graduation
- Gaining self-confidence in online teaching
- Detailed feedback on teaching implementations
- Learning digital tools
- Its being centered around STs' own problems and observations

The following quotations illustrate the STs' views.

> [60] As future teachers, we need to be ready for all circumstances that is why online teaching experience was a great contribution to me. For now, we are facing a pandemic situation; however, we do not know what will happen in the following years. Therefore, it was great that we had a chance to experience online teaching just before graduation and got feedback in a detailed way. Moreover, facing a tough situation is not necessary to teach online. In this process, we realized that most of the courses can be taught online except practical ones for specific department like medicine, vet etc. (ST10, Q11)

> [61] With the COVID-19 pandemic, nearly whole world realized that their teachers are not trained for distanced education. For pre-service teachers like us practicum course became a great opportunity to learn. (ST3, Q7)

Another reported reason for the effectiveness of the online practicum was *the STs' getting to know the students' needs for online teaching*. They stated that the practicum process provided them with a chance to observe students in online settings and gain familiarity with their needs.

> [62] Even if the setting was distant, observing the students helped me understand their wants and need in the 21st century. In-service teachers didn't have this opportunity. I feel confident in distance teaching after experiencing Teaching Practice I in an online form. (ST2, Q1)

Detailed feedback on the teaching implementations was reported by four STs as another reason. ST6 in Q8 explained the role of feedback so: [63] "The most beneficial part of this term regarding to the teaching implementation is the feedback we received. The reason of my progress is directly related to the feedbacks." *Learning digital tools, gaining awareness of their needs for online teaching, fruitful seminars, its being time saving, group dynamics, qualified SMT, learning how to manage an online classroom, students' being participative,* and *gaining self-confidence* are also mentioned as the reasons for their assessing the online practicum as effective. The following quotations illustrate the arising themes.

> [64] I did not know how to teach at the beginning of the term. I was confused because I did not have any idea about the new context of the teaching which is online for the first time. Observing and implementing lessons lead me to think from a different perspective. I feel more confident than ever. I had some concerns about teenagers and making implementations were big deals for me. I left my doubts behind. I can say that I know how to adapt a lesson to the online teaching and I know its requirements. (ST6, Q8)

[65] Since I did not have any lessons in terms of teaching English online, it was a fruitful experience to see how to teach English online and how the students are like in an online context. Especially the meetings we had were useful for me because we talked about our mistakes and good ways of our teachings, and we talked about how to improve ourselves. Additionally, these meetings were not individual, and I think having these meetings as a group was better than having them individually since I had the opportunity to see my friends' teachings, their mistakes, and the ways to improve. Moreover, they had the opportunity to see my teachings, they had their own lessons as well, but more importantly, we exchanged ideas in order to help and improve each other. **I cannot say that my observations in the high school helped me a lot**, but the meetings helped me really much! (ST5, Q5)

[66] I did my internship at a private school, and I found the classes effective due to my mentor teacher. If a teacher's way of teaching is near to a modern language teacher's who is far from being traditional, he/she can have a great positive impact on a pre-service teacher candidate's improvement. **I have got good experiences and I learned lots of thing from my mentor teacher although the lessons were online.** It is not the matter that the teaching process takes part in online or real class environments for the teachers who really want to do their job with enthusiasm. (ST12, Q6)

The contradiction in STs' views on the effectiveness of their observations of the online classes must be noted. In Quotations 65 and 66, the highlighted parts reveal this disagreement among the STs, and it points to the significance of the choice of the observation school. While observations at a school are deemed valuable, observations at another school are reported to contribute little to the ST's improvement.

4.2.3. SMTs' Definitions regarding the Requirements of Effective Online Prac.

The analyses of the questionnaires collected from ten school-based mentor teachers of English (SMTs) and semi-structured interviews conducted with four of them revealed six categories explaining the defining characteristics of effective online practicum from their perspective based on one-semester experience; **definitions regarding the course design, the prerequisites, relationship between student teachers (STs) and students, school-based mentor teachers, students**, and **STs' teaching practices**. The codes emerging under each category are presented in Table 4.3. They are also further elaborated with relevant extracts from the data to illustrate the SMTs' perspectives better under separate subtitles.

Table 4. 3. *SMTs' Definitions of Effective Practicum*

1.	*Regarding the Course Design*	- *A common framework* - *A stricter design* - *A greater number of teaching implementations* - *Tasks designed specifically for distance education* - *Involving extra-curricular activities* - *Paired with face-to-face practicum*
2.	*Regarding the Prerequisites*	<u>STs' Readiness</u> - Repertoire of digital tools and materials - Knowledge of online classroom management strategies - Knowledge of ways of addressing students' affective domain - Skills in using body language - Technology competence <u>Available Resources and Support</u> - STs' and SMTs' having the required tech. resources - Internet infrastructure - A functional teaching/learning platform - Technical support for the stakeholders
3.	*Regarding the Relationship between Student Teachers and Students*	- An effective bond between STs and students - STs' active involvement during observations
4.	*Regarding School-Based Mentor Teachers*	- Extra opportunities for the SMTs - Eagerness to share their experience - Being qualified as an in-service teacher - Having experience in distance education - Receiving training on mentorship - Organizing feedback sessions - Increased collaboration with UTEs
5.	*Regarding Students*	- A stricter control mechanism for attendance and assessment - An orientation program for distance education
6.	*Regarding Teaching Practices*	- More flexible lesson designs - A demo teaching session

4.2.3.1. Requirements regarding the Course Design

In the first arising category, the SMTs gave their definitions related to **the design of an effective online practicum**. Initially they underlined the need for *a common framework*, which sets certain standards including all the stakeholders for the implementation of the course. The SMTs stated that as online practicum was taught for the first time as a result of an urgent situation, they observed inconsistencies at almost every point, thus they believed that a common framework that sets the standards

for everyone i.e. SMTs, STs, UTEs, administrators etc. is needed. They also pointed to the need for *a stricter design* compared to the face-to-face practicum. The SMTs reported that online practicum provides the STs with certain advantages such as attending the classes in the comfort of their homes without spending time for transportation; however, some STs might manipulate these advantages e.g. not fully concentrating on the observations as they do in face-to-face classes. They illustrated it, for example, with a reference to some STs' not turning on their cameras and not responding to the instant questions as required. So, they added that it should not be up to the initiative of the ST to get actively involved during the observations. For this reason, they said that rules with regards to all aspects of the online practicum should be set carefully beforehand and STs should be monitored closely by the SMTs.

> [67] The key point is of course handling it even more strictly and seriously than face-to-face practicum. Surely, it provides pre-service teachers with some advantages such as joining the classes they like since transportation is not a matter. But from my point of view, pre-service teachers sometimes managed to convert this into a disadvantage by feeling themselves extremely unconstrained. The effectiveness of something is always linked to one's purpose and attitude towards it. One can walk for 1 hour then sit down have a cup of coffee and walk for another 30 minutes. Another may run for 45 minutes, at the end of the day maybe both of these people take 10.000 steps but is it possible to claim that they got the same benefits? (SMT1, Q15)

Another point that appeared in the data analyses was adding *a greater number of teaching implementations*. Some SMTs claimed that four teaching implementations throughout the whole term were not enough for the STs to gain the desired amount of hands-on experience, thus they suggested that the number of teaching implementations should be increased. On the other side, they also called attention to the requirement for the in-service teachers to catch up with the syllabus and asked for a way to balance the increased number of teaching implementations and requirements of the syllabus for the teachers with the responsibility of mentorship. In other words, SMTs opted for an increase in the number of teaching implementations while having concerns on their own syllabus, thus they demanded a solution to balance the two.

Tasks designed specifically for distance education was another code. Some SMTs noted that tasks the STs were supposed to complete were not designed specifically for

distance education. They suggested that the weekly tasks should be redesigned for distance education as also addressed by STs.

> [68] Not only the forms but also tasks were not suitable for the online process. We have been using google meet to have our lessons in which we can't have an opportunity to arrange group or pair work activities so pre-service teachers couldn't observe the task as it is required. For the form, there were some parts regarding the participate the events of the school but it is was impossible to apply for pre-service teachers. (SMT9, Q23)

Involving extra-curricular activities into the online practicum process was one of the codes having emerged under this category. The SMTs underlined the importance of building effective relationships with the students that will be explored later, and to that end, they opted for the integration of some extra-curricular activities such as movie nights, online games, online speaking clubs etc. to create an informal environment for the STs and students to improve their relationship and get to know each other better. They also commented that as students enjoy such activities in their personal lives as well, using English in these free sessions may also contribute to the improvement of students' foreign language proficiency. The last emerging code in relation to the course design was a need for the online practicum to be *paired with face-to-face practicum*. All SMTs stated that online practicum needs to be paired with the face-to-face one for some reasons; providing the STs and students to get to know each other in face-to-face classes, giving the STs a chance to experience face-to-face teaching as well, allowing the STs to make comparisons between face-to-face and digital teaching to draw conclusions for themselves, and creating a context for the STs to observe the dynamics of both physical and online classrooms. As an extension of this code, some SMTs also underlined the need for STs to teach in both settings and make comparisons to make some sound conclusions based on experience.

4.2.3.2. Requirements regarding the Prerequisites

The second category emerging in the data analysis was **the prerequisites**. Nine codes arising under this category are grouped into two sub-categories; STs' readiness and available resources and support.

4.2.3.2.1. STs' Readiness

Five of the codes explain the SMTs' views on the requirements regarding STs' readiness for distance education; *repertoire of digital tools and materials*, *knowledge of online classroom management strategies*, *knowledge of ways of addressing students' affective domain*, *skills in using body language*, and *technology competence*. The SMTs emphasized the "newness" of distance education for every member of the education field in Turkey, and accordingly shared their identifications of the STs' lacks, which will be further explored in the relevant section. Based on these identifications, they defined the characteristics of a student teacher, who could be involved in distance education to effectively benefit from it. Some SMTs asserted that STs did not have a good repertoire of relevant applications and tools. For instance, SMT7 in Q21 wrote so: [69] "Mostly they didn't know other digital tools except PowerPoint." Other SMTs also referred to the important role of using diverse digital tools and resources in the classes, and hence one may infer that STs are expected to attend the online practicum with a wide repertoire of digital tools and materials. Classroom management was the most commonly uttered challenge for the STs in online teaching. Almost all the SMTs underlined that classroom management for face-to-face and online classes significantly differ, and they shared their observations that STs did not have the necessary theoretical background, which explains another dimension in STs' readiness.

> [70] We should first increase the commitment of the students as it tends to decrease in parallel to the decrease in social interaction. We need to think about the ways of improving students' commitment. The student teachers attending the online practicum were not capable enough here. They acted with conventional classroom management mentality. They thought on how to control the students, how to limit their speaking, how to make them listen to me better. That is why it is quite natural that they had difficulties here. (SMT1, I21, 09.58)

The SMTs also referred to the role of motivation to engage the students into online teaching. They state that it is easier for the students to lose their concentration in online teaching, and it is a must for the STs to attend the online practicum with a background on managing the affective domain in online teaching. The SMTs also addressed the role of body language in online teaching and considered it as another area that stands

as a prerequisite for the STs to master for an effective teaching. Technology competence was also identified as a prerequisite for the STs by the SMTs. They claimed that the STs need to know beyond the basic technology skills to act well in online teaching, and assessed the curricula at the faculties of education as inadequate. They all stated that to guarantee effectiveness in the online practicum the STs should be raised at the faculties of education to meet these fundamental requirements.

> [71] We did not receive such a training in our education, I owe my competencies to my own interests. The situation is even worse for the older people as they could not use such technologies when they were young. Only the IT teachers have this knowledge base, and as it is not possible to train all teachers as IT teachers, we may identify the attainments or output they have and which of them are the most useful in practice, and turn them into objectives to be integrated into the other teacher training programs at faculties of education. (SMT1, I21, 04.20)

4.2.3.2.2. Available Resources and Support

Four of the emerging codes are related to available resources and support; *STs and SMTs having the required technological resources*, *internet infrastructure*, *a functional teaching/learning platform*, and *technical support for the stakeholders*. The SMTs complained that the available resources of the in-service teachers or STs were not considered in the emergency distance teaching process. They shared their observations that in many families several members were supposed to concurrently join online classes, which makes it hard for both STs and SMTs to meet the requirements of the online practicum. Thus, they stated that for an effective online practicum considering both STs' and SMTs' available technological resources is a prerequisite. Internet infrastructure of Turkey was another point addressed here. The SMTs argued that internet connection in many parts of the country is not good enough to have high-quality online class sessions. Moreover, they added that affording the charge of the increased internet use was another problem to be treated for an effective online practicum. Having a functional teaching/learning platform was also considered as a prerequisite. Some SMTs mentioned the problems they had with EBA (Educational Informatics Network) or some others with the platforms they use at their own schools, and urged for a functional platform on which SMTs, STs, and students

can work effectively. For instance, in Quotation 68, SMT9 was referring to a limitation of Google Meet, which does not make it possible to arrange group work activities. Lastly, the SMTs asked for technical support for themselves and STs. They asserted that they had to deal with technical problems throughout the post-COVID distance education process but they could not get support from their institutions. Some problems, they said, were beyond their competences, and an IT department that is in charge of dealing with SMTs' and STs' technical problems is needed for an effective implementation of the online practicum.

4.2.3.3. Requirements regarding the Relationship between STs and Students

The relationship between the STs and students was deemed to be a primary factor for a high-quality online practicum process by many of the SMTs. Establishing *an effective bond between STs and students* was one of the two codes that fall into this category. The SMTs argued that for a fruitful class it is a compulsion for the teacher and students to know each other well. However, in online practicum, they said, it was more difficult for the STs and students to get to know each other or establish a close relationship due to physical distance. They speculated that lack of such an intimate relationship challenged the STs while preparing their teaching implementations as they did not know the characteristics of the target profile well. Thus, the SMTs believed that the STs initially need to create a good relationship before teaching English.

> [72] Students don't want to participate the lesson when they learn the trainees are going to teach it. Teaching and learning process need interaction with the students and the teacher and I think the only way to provide this is face to face education. I mean most of the students don't want to participate the lesson if they don't know the teacher personally. (SMT2, Q16)

> [73] I remember that at the end of the previous practicum, students cried when the STs left. They said hopefully you would become our teachers in the future, they had a strong emotional bond but, in this term, there was nothing like that. (ST10, I20, 02.20)

Some SMTs offered involving STs into guidance classes to speak freely with the students to build rapport or some others suggested integrating extra-curricular activities as mentioned earlier. As a solution to this problem, the SMTs pointed to *STs'*

active involvement during observations. They declared that some STs were usually attending the online classes with their cameras turned off, and as result, they assumed that most of the students were not even aware of their presence. On the other side, they suggested that their active involvement with their cameras turned on into the activities should be encouraged for an effective online practicum. Some SMTs complained that some STs were not even in front of the screen as they did not respond to their instant questions. For these reasons, they opted for some ways to maintain STs' active engagement throughout the observations such as asking the STs to do the activities collaboratively with the SMT, doing the first exercise as a model to other students, or aiding the SMT in some other forms etc.

> [74] Pre-service teachers should be involved more actively in the process as teacher's aides. They should open the cameras and microphones, be in touch with the students, conduct some activities (pre/post activity of the lesson can be directed by pre-service teachers). (SMT8, Q22)

4.2.3.4. Requirements regarding School-Based Mentor Teachers

As a major stakeholder of the online practicum process, the SMTs were also mentioned in their own definitions. Seven codes emerged in this category. The first code emerging here was the SMTs' want for *extra opportunities for themselves*. They indicated that although they are paid for the mentorship practices, the amount is not charming for them. They said that no mentor teacher would be involved in the practicum with the motivation of the amount here. However, they noted that there should be some extra opportunities provided for the SMTs that may make them feel themselves privileged. One SMT said that they are not permitted to act as a mentor in the real sense because of the workload they have had, and decreasing the hours of teaching for the SMTs or allocating some hours for an individual work with the STs would contribute to the quality of the practices. In relation to this suggestion, some SMTs defined an effective mentor teacher as the one with *eagerness to share his/her experience*. In the individual sessions, they said, they may guide the STs, share their experience, and inform them about other opportunities they may benefit from.

> [75] Now I have six mentees, and in teachers' room some teachers are looking at me like 'you get yourself into trouble'. They are not explicitly saying it but you feel some things without being uttered explicitly. I can predict how they think. Here my motivation is money? No, the amount is known by all of us, nobody would do it for this amount of money but my motivation is having a role in the education of the future teachers. … We need to be able to provide mentorship in the real sense to enable them to take their first steps to the profession with experience or certain competencies rather than learning the profession through trial-and-error. For example, introducing e-Twining projects and integrating student teachers as guests into these projects to let them observe the stages of the project, activities we conduct etc. (SMT5, I23, 14.45)

Being qualified as an in-service teacher was another code under this category. Many of the SMTs agreed with the STs that the teachers of the future need to observe good practices, especially in online teaching. They confessed that not all in-service teachers of English are doing their job with the same motivation or not all of them are equally innovative to implement new practices in their classrooms. For this reason, they expressed their belief that SMTs need to be selected based on some sound criteria, and only qualified in-service teachers should be given the responsibility of mentorship. In relation to the qualifications of the SMTs, they also referred to *having experience in distance education* as a main criterion to be used for selecting the right SMTs. They admitted that online teaching was new to almost everyone in Turkey, and that is why, one SMT noted she could not share any examples from the previous years because of her lack of experience, and some other SMTs also supported that in the following years, for the online practicum, only the SMTs with experience in distance education and willingness to teach online should be assigned as mentors. As a part of the qualifications of the SMTs, *receiving training on mentorship* was also counted. They stated that they attended a training program in the past to get certified for mentorship. While some SMTs considered this training program adequate, others criticized it and opted for a more intense and serious training. One SMT criticized the training program as it does not include any contents in relation to distance education or distance mentorship practices.

> [76] It was a chance for the student teachers to be involved in distance education without falling directly into it as an in-service teacher. However, I cannot make sure that they are mentored by the right in-service teachers. To what extent the mentor teachers were qualified and how much they could contribute to the development of the student teachers in this process? I think this is a very fundamental question. Even it is not a question rather a problem. There was a certificate demanded by the Ministry of National Education (MoNE) in the previous years. However, we know that this certificate did not meet any

> requirements in online practicum because it was not a program designed for online teaching. I know such teachers who said that the student teachers who could not attend the classes can watch the recordings. If so, we may possibly ask the them to watch videos on YouTube and complete their practicum in this way. What is the purpose of being in an online practicum then? Classroom environment is chaotic and the essence of online practicum is seeing how an experienced teacher can manage the chaos. (SMT1, I21, 24.05)

Organizing feedback sessions for STs was also addressed by the SMTs as a factor determining the effectiveness of the online practicum. The SMTs underlined the importance of feedback the STs may receive from the SMTs on their teaching practices but they asserted that there are no established practices to regulate the feedback component in the practicum. It is mostly left to a mentor teacher's responsibility, they said. Thus, some SMTs noted that it is essential for the SMTs to organize meetings with the STs to give feedback. They also added that giving feedback in online practicum was relatively easier as all the classes were recorded, and it was practical for the SMTs to refer to the relevant part of the video to support the points mentioned in their feedback or to illustrate their arguments. Some SMTs also suggested that virtual meetings in which SMTs and UTEs provide feedback for the STs together may be organized to reflect the viewpoints of both theory, which is better represented by the UTEs and of practice, which is experienced more by the SMTs. Such a coordination explains the last code under this category, which is *increased collaboration with UTEs*.

4.2.3.5. Requirements regarding Students at Observation Schools

Students attending the online classes at the observation schools also took place in the SMTs' definitions. Two codes emerged under this category. The SMTs complained that distance education was unprecedented for almost all the students, and that is why, they experienced serious problems with the attendance of the students, their attitude and their parents' attitude towards distance education, and self-discipline. By virtue of these observations, the SMTs asked for *a stricter control mechanism for attendance and assessment* if online classes are integrated into the curriculum and if online practicum becomes a permanent part of the ELT curriculum. The SMTs reported that as they fell into emergency distance education, many students and their families

viewed the process as temporary, and such a view significantly affected the quality of the classes; absenteeism due to several reasons e.g. not taking distance education seriously, lack of available facilities, lack of self-discipline etc. For these reasons, some SMTs claimed that STs attending most of the schools could not feel the atmosphere of a real classroom, many students did not even know them because of their absenteeism, and they could not have an authentic observation and teaching experience.

> [77] When they teach online, there are only 7or 8 students in the zoom meeting and those are mostly clever and hardworking ones. it doesn't reflect a real classroom. So I believe I cannot see their spontaneous responses to the students in a class with 34 students at least. (SMT2, Q16)

The other code in relation to the students was a need for a*n orientation program for distance education*. Some SMTs, for the reasons explained above, gave such a suggestion for the effectiveness of the practicum on the grounds that it might raise students' awareness, introduce the required tools and resources, help them regulate themselves better, and maintain a closer coordination with the families of the students. Moreover, such an orientation program may also help the SMTs better understand the students' perspective, some SMTs claimed.

4.2.3.6. Requirements regarding Student Teachers' Teaching Practices

As the last category for the SMTs' definitions, two codes concerning STs' teaching practices emerged in the data analyses. The first one was *more flexible lesson designs*. Some SMTs argued that STs viewed teaching as a very mechanical activity; they prepared every second of their teaching, tried to follow it very strictly, and ignored the students as a result. In other words, they meant STs prioritized the strict implementation of their lesson plan in a mechanical form over the students' learning or students' expectations. They also commented that STs tried to prepare a well-made lesson with all the stages included, and had difficulties with completing them all in thirty minutes in online classes. With this intention on their minds, they said, they felt themselves under pressure and in a rush, which lowers the quality of their teaching.

For all these reasons, some SMTs considered a more flexible lesson design as a defining characteristic of effective online practicum. One SMT wrote so in the questionnaire about this point:

> [78] I have to say that implementing the four-stage lesson plan requested from the teachers in 30 minutes made them very nervous. Although I, as a mentor, expressed that their lesson plan could be flexible, they considered the plan as a rule, not a draft. (SMT10, Q24)

I asked the SMT to elaborate more on what she wrote in the interview:

> [79] They felt themselves under pressure and they tried to follow the lesson plan minute by minute. For instance, the student teachers previously told it to me. Student made a joke but s/he laughed at it very quickly in an apparently mechanical form and moved on. The student teacher told me that 'hocam actually I wanted to talk about this topic a lot more and I liked the joke but I did not have time to further comment.' (SMT10, I20, 04.45)

A demo teaching session organized before the actual macro teaching practices was the other suggestion made by some SMTs. The same suggestion was also given the STs. The SMTs highlighted the role of knowing the features of the target profile in an effective design of a lesson and its teaching. They also added that it is essential for the students to know the teacher to be involved in the online classes. Furthermore; some SMTs claimed that STs might want to try some techniques, strategies or use some unfamiliar tools but as they are graded on actual teachings, they do not want to take risks and follow traditional paths as a result. So, such a demo session scheduled prior to the actual teaching implementations is assumed to contribute to the effectiveness of the online practicum.

4.2.4. School-Based Mentor Teachers' Assessment of the Online Practicum

Out of 10 SMTs who took part in the study, 6 of them assessed their online practicum experience as effective while the other 4 SMTs thought in the opposite way. Table 4.4. displays the reasons the SMTs gave for the effectiveness or ineffectiveness of the online practicum process they were involved.

Table 4. 4. *Why SMTs viewed Teaching Practice I in an online form in/effective?*

Reasons underlying the effectiveness of the online practicum
- Seeing diversity of digital education tools
- Sharing transnational practices
- STs' gaining experience in online teaching early in their career
- Being time saving with the advantage of technology
- Video-enhanced detailed feedback provision facilities
- Its contribution to STs' self-development
- STs' eagerness to learn
- Its providing a need for SMTs and STs to involve Ed-Tech tools
- Learning from the STs about original activities and new tools
Reasons underlying the ineffectiveness of the online practicum
- Internet-related problems
- Student apathy
- Mechanical lesson planning
- Lack of face-to-face communication
- Lack of authenticity of the real classroom
- Students' absenteeism
- Limitations of the learning/teaching platforms
- Incongruity of weekly tasks

The SMTs assessing the online practicum as useful mainly thought so due to their belief in the permanence of digital education in the future. They were in the same opinion with the STs that the COVID-19 pandemic initiated a new era regarding the use of technology in education, and thus they considered the online practicum experience quite valuable for the STs. SMT5 said in I23 that [80] "learning arises from needs." Accordingly, some other SMTs supported this view in various other words and argued that the emergency distance education forced everyone to learn more about the educational technology, use it actively, generate new strategies, and gain experience in a trial-error form. So, they said that they get acquainted with new tools, applications, and online materials. SMT10 also noted that as internet terminates the borders, they had a chance to share transnational practices with their mentees.

> [81] Distance Ed was strange to us all. But I believe that it was also an opportunity for the pre-service teachers (for me as well since I'm a teacher) to experience online education, to observe its pros and cons and to improve individual strategies for teaching English in a virtual environment. (SMT8, Q22)

Some SMTs referred to the time saved thanks to the online practicum. They stated that the STs were not obliged to pay for transportation or spend time, and could get

connected to the classes online, which allows them to save time for their other duties. As mentioned earlier, some SMTs found the video recordings quite useful to provide to-the-point feedback. Another reported reason for its effectiveness was its contribution to STs' self-development. Some SMTs asserted that as STs were alone at their home while preparing their teaching implementations and as distance education was new to them, they were forced to look for online materials and resources, which was assumed to contribute to their self-development. Some SMTs attributed its effectiveness to the STs' eagerness to learn and they also commented that they also learned a lot from the STs as they could better utilize technology.

Another group of SMTs assessed their online practicum experience as ineffective. They attributed the failure mainly to two groups of factors; student-related problems and available facilities. They stated that students were not interested in online classes at a desired level, so it significantly affected its quality. As only a few students attended the classes, they said the STs could not experience the authenticity of a real classroom with all its dynamism and chaotic environment. Internet connection problems, participants' lack of available facilities, and internet infrastructure of the country were among the other reasons reported for its ineffectiveness. Some SMTs deemed face-to-face communication valuable and as an integral part of the practicum, and lack of such an interaction adversely affected the quality of the online practicum. Limitations of the learning platforms, incongruity of the weekly tasks, and mechanical lesson planning were among the other factors mentioned as the reasons for the ineffectiveness of the online practicum, and they have already been explored in the previous section as a part of the SMTs' definitions.

> [82] Teaching is done best in the classrooms and students who are getting prepared for this have to be in the classrooms as well. Face to face interaction is a must for understanding and analyzing the student's competence for the teaching practice. (SMT7, Q21)

> [83] Despite trying my best, I feel it isn't satisfying, because it is impossible to breath the atmosphere of real class. (SMT3, Q17)

4.2.5. UTEs' Definitions regarding the Requirements of an Online Practicum

The analyses of the data gathered through an open-ended questionnaire distributed to four university-based teacher educators (UTEs) and semi-structured interviews conducted with two of them revealed four categories regarding the UTEs' definitions of an effective online practicum; **definitions regarding the prerequisites, administrative issues, school-based mentor teachers (SMTs**), and **student teachers (STs).** The categories and the codes emerging under them are displayed in Table 4.5. Each category will be explored separately.

Table 4. 5. *UTEs' definitions of effective practicum*

1. Regarding Prerequisites	- Availability of schools offering online classes - Internet infrastructure - An authentic online classroom environment - Availability of digital materials and resources - A functional learning/teaching platform - A well-designed syllabus
2. Regarding Administrative Issues	- Regulations addressing the online practicum - Changes in line with the differing needs
3. Regarding School-Based Mentor Teachers	- SMTs as qualified in-service teachers - SMTs in close coordination with UTEs - Need for in-service training programs for SMTs
4. Regarding Student Teachers	- STs with digital literacy skills - STs with a background of online teaching methodology - A close rapport between students and STs - Equal opportunities for every ST

4.2.5.1. Requirements regarding the Prerequisites

The first category the results created points to **the prerequisites** to structure an effective online practicum. Six codes arouse under this category. One UTE mentioned *the availability of schools offering online classes*. He stated that the period in which the online practicum was applied temporary, and schools returned to face-to-face education immediately after the quarantine, thus for an effective implementation of the online practicum, he noted, we need more schools offering online classes in their curriculum. *Internet infrastructure* was another code commonly referred to by the

UTEs. Similar to the other stakeholders, they addressed the problems with internet connection, and recommended that the internet infrastructure of the country should be developed. *An authentic classroom environment* was another prerequisite defined by three of the UTEs. They all shared their observations that students did not attend the classes most of the time, and many of the students who attended did not participate at all. They commented that it created a pseudo environment and many STs could not experience the dynamics of a real classroom, thus they believe that an authentic classroom environment should be established first before designing an online practicum course.

> [84] It was such an artificial environment. When I put myself into the shoes of the student teachers, it was not something I would prefer either. Just a blank screen, some boxes with some names, and even the names are not their own names but rather some pseudonyms. It was not clear who is who. It was quite problematic in that sense. It is controversial if it was fruitful for the student teachers. (UTE1, I26, 04.50)

Two UTEs referred to the *availability of digital materials and resources*. They said that as online teaching has not been widespread in Turkey, the materials and resources have generally been designed for face-to-face teaching. They argued that taking simply the soft copies of these materials does not mean creating materials for online classes, hence for an effective online practicum, the number and quality of recourses specifically designed for online language teaching should increase. In addition, one UTE mentioned the need for *a functional learning/teaching platform*, which allows the practitioners to do group/pair work activities or work collaboratively. He complained that some platforms do not let teachers do such activities, and suggested putting a practical platform into common use for an effective online teaching, which is a prerequisite for an effective online practicum. Under this category, the last emerging code was *a well-designed syllabus*. One UTE stated that online practicum was not designed as it was implemented as a result of an emergency situation, so if such a course is designed, it should be organized well with all the details specified and all the forms generated specifically for the online settings. It could be a part of the common framework that was uttered in the other stakeholders' definitions.

4.2.5.2. Requirements regarding the Administrative Issues

In the definitions of UTE2, two codes emerged in relation to **the administrative issues** to design an effective online practicum. He noted that we need *regulations addressing the online practicum*. The UTE said that it is impossible to design an online practicum with the prevailing regulations even though an institution is willing to make some changes in its curriculum to integrate it. For this reason, he attributed the possibility of the design of an online practicum to the administrators, and added that as the academics there is not much to do. The same UTE also mentioned *changes in line with the differing needs*. As online education was not popular in the past, it might be considered normal not to address it in the curriculum, he told. However, with the advancement of the technology as online education has gained popularity, the curriculum needs to cover it as well. So, he briefly meant that for the design an effective online practicum, the prevailing conditions need to be considered in a dynamic way to keep teacher training up-to-date.

> [85] I definitely believe that we need to integrate distance education component into the ELT curriculum somehow but I am not sure how we may do it for the practicum, the practicum part would be missing because we need to make some changes in the regulations. There are very few schools offering online education, our preparatory school is offering it for example but how we would do it? We need administrative changes. I don't know if there are any schools offering face-to-face and online classes concurrently? (UTE2, I25, 02.35)

4.2.5.3. Requirements regarding School-Based Mentor Teachers

Similar to STs and SMTs, the UTEs also included **SMTs** in their definitions for an effective online practicum. Three of the four UTEs mentioned SMTs to varying degrees, and three codes emerged under this category. The first code here was *SMTs as qualified in-service teachers*, as well. The UTEs believed that SMTs are the main actors in the practicum regardless of its form, thus they reported that they need to be selected very carefully to have an effective process. They complained that some SMTs did not contribute to the STs' development at all. The UTEs said that some SMTs were doing quite traditional and mechanical activities in their own classes, which did not

foster interaction or students' thinking. As the students in their classes got accustomed to such a way of teaching, the STs had problems with putting their lesson plans into practice. Moreover, the SMTs' digital literacy skills are also in the forefront in the online practicum, they said. So, the UTEs concluded that the first criterion to work as a SMT should be having the right qualifications as an in-service teacher. It was considered to be a must by all the three groups of stakeholders.

> [86] Neither of the mentor teachers was helpful for their development. Both teachers had traditional- outdated lessons where they required their students to memorize vocabulary and grammar rules and our PSTs observed those teachers for nearly 72 hours for a 12-week period. They told me that they felt in between because what we have taught them during the last 3-4 years did not look like what their mentors did. So, I think, they experienced this dilemma and did not sometimes know what to do or how to teach. (UTE3, Q27)

SMTs in close coordination with UTEs was also addressed by two of the UTEs for the effectiveness of an online practicum. They asserted that what is said or expected by some SMTs contradicted what is expected or said by the UTEs, and such a contradiction confused the STs. So, they considered for the SMTs to act in parallel to the UTEs as a defining factor. The following words of UTE1 very well illustrate the results of lack of such a coordination between the UTE and SMT:

> [87] We planned a very well-made class with two of my students. They sent their lesson plan one day before the scheduled date of their teaching implementation. We went over it again. They were going to teach at 8 or 8.40 AM in the morning. The lesson plan I expected was in front of me, I was observing the class but it proceeded in a very different way. It was like a plan to include anything that I disapproved of; all grammar-based without no reference to meaning, only teaching the structure etc. I got puzzled and at the end of the class I invited them to a meeting and asked them what they did and why. What we discussed in the evening and what happened in the morning. They said so: "Hocam, we ended the call with you at 10 PM, and at 11 PM our mentor teacher called us to give feedback on our lesson plan. She told to us that 'you could not teach it in this way, it was impossible since I was teaching in a very different way' and forced us to follow his/her style. 'Otherwise, the students would not be able to understand' s/he said. S/he wanted a purely grammar-based class without any production. All mechanical activities addressing the structure. I felt really sorry for it and the student teachers as well. (UTE1, I26, 05.30)

Based on all the observations regarding some SMTs, UTE3 mentioned *a need for in-service training programs for SMTs*. She said that especially to improve SMTs' digital literacy or technology competence, some in-service training programs could be organized to improve the effectiveness of the online practicum. The codes explored

under this category were also addressed by both STs and SMTs in similar or some other forms as well, so the SMTs are thought by all parties as the main figures that have a primary role in the effectiveness of an online practicum.

4.2.5.4. Requirements regarding Student Teachers

Student teachers, another major group of actors, were mentioned in the UTEs' definitions. Four codes emerged under this category. The first emerging code was *STs with digital literacy skills*. The UTEs stated that to do well in online teaching, maintaining diversity in terms of materials, applications, and resources is mandatory as students' attention span is relatively more limited in online classes. To that end, they claimed that STs need to be competent in the use of technology. UTE1 explained how the STs who are more skilled at using technology did better in the online practicum. UTE3 also mentioned this topic in her answers in the questionnaire and called attention to the need for integrating some courses to improve STs' digital literacy skills.

> [88] Some student teachers could design very effective materials as their technology skills were good but the materials or sources of the others got severely restricted. They also appreciated that they needed to do something to improve their technology competence. At least the online practicum proved it. They needed to diversify the materials. (UTE1, I26, 11.45)

> [89] In the same way, a course for pre-service teachers could be offered before they graduate, which would focus on improving their digital literacy skills and enriching their knowledge of digital tools in education. (UTE3, Q27)

Another emerging code was *STs with online teaching methodology*. UTE2 defined online teaching as a completely new context and called attention to the need for the STs to be raised specifically for online teaching prior to taking an online practicum course. As explored later in the relevant section on the STs' needs for online teaching, they were observed to have significant lacks especially in terms of online classroom management, classroom interaction, and preparing a complementary class. Based on such observations, the UTEs suggested adding the required components to the ELTE curriculum to construct a theoretical background to online teaching.

As referred to in the definitions of other stakeholders, *a close rapport between students and STs* was also revealed in the UTEs' definitions. Two UTEs mentioned the undeniable role of communication between students and STs in the quality of STs' classes, and they reported that it was much more difficult to establish a relationship between STs and students in the online practicum for the reasons; students' cameras being turned off, physical distance, lack of the support of body language and eye contact, students' absenteeism, and lack of time allocated for a free talk between students and STs etc. So, for an effective online practicum, some mechanisms that may improve the relationship between students and STs need to be developed.

> [90] In one of the schools, turning on cameras were banned by the school administration, so four of my PSTs did not see their mentor teacher face-to-face (or visually let me say) or the students they observed/taught throughout the semester. It was very challenging for them to teach by only speaking through the microphone, and demotivating as well. (UTE3, Q27)

The last code emerging related to the STs was *equal opportunities for every ST*. As mentioned by the STs themselves, the UTEs all considered that the quality of an online practicum significantly varies for different STs depending on the factors or defining characteristics explored so far. Thus, they shared their belief that all the qualities having a role in the effectiveness of the online practicum should be standardized within a framework and equal opportunities will be provided for every ST.

4.2.6. University-Based Teacher Educators' Assessment of the Online practicum

When the UTEs were asked to assess if their online practicum experience was effective or not, two of them said "yes," one of them said "no," and one of them said "for me yes, for the STs no." The reasons for their assessment are presented in Table 4.6.

Table 4. 6. *Why UTEs viewed Teaching Practice I in an online form in/effective?*

Reasons underlying the effectiveness of the online practicum
- Regular weekly meetings
- Out-of-class informal sessions with STs
- Detailed feedback sessions organized by the UTE
- Effective bond between SMTs and STs

- Gaining experience in online teaching
- Improving skills in generating and finding online materials

Reasons underlying the ineffectiveness of the online practicum
- Unqualified SMTs
- Lack of proper interaction between students and STs
- No preparation for face-to-face teaching
- Stakeholders' well-being negatively affected due to the COVID-19
- Internet-related problems

The results of the data analyses regarding the UTEs' reported reasons for the effectiveness of the online practicum process revealed six codes. SMT3 viewed the process as fruitful from her perspective for the reasons of regular weekly meetings, out-of-class informal sessions with the STs, and detailed feedback sessions she organized for her STs. However, the same UTE regarded the process as ineffective mainly because of the unqualified SMTs who were teaching in an "outdated" way. An effective bond developed between SMTs and STs was reported to be contributing factor to the effectiveness of the online practicum by two UTEs. Gaining experience in online teaching and improving skills in generating and finding online materials were also considered to be contributory factors by three of the UTEs.

Lack of proper interaction between STs and students was counted as a reason for the ineffectiveness of the online practicum by three of the UTEs. They all stated that as the STs could not use their body language or maintain eye contact, and as students kept their web cameras turned off, it was difficult for the STs to build a relationship with the students, which arises as a factor that lowered the quality of the online practicum. SMT4 referred to the lack of preparation for regular face-to-face teaching, which was reported to be the reason for its ineffectiveness. SMT3 mentioned the COVID-19 pandemic as an element that negatively affected the online practicum. She argued that as all the stakeholders were experiencing an unusual and quite challenging time period without social interaction at a desired level, their well-being was harmed, and as a result, it had adverse effects on the outcomes of the online practicum. Lastly, two UTEs addressed internet-related problems while explaining why the online practicum remained ineffective to some extent. As explored at different times before, the UTEs claimed that problems with the infrastructure or stakeholders' personal troubles with the internet limited the effectiveness of the online practicum.

4.3. Reported Characteristics of Effective Feedback in an Online Practicum

As detailed in the Methodology section, the STs having experienced an online practicum process for one academic term were provided with feedback by the UTE -acting as the researcher as well-, the SMTs, and their peers on their four online teaching implementations. The UTE gave audio feedback to the STs immediately after their teaching sessions. Moreover, in the same week, a meeting with a group of 7 STs was organized by the UTE, in which selected scenes from STs' teaching implementations were observed altogether. They mainly aimed to complement the audio-recorded feedback of the UTE, and to illustrate the points reflected upon by the STs in their weekly journals and voice memos. In these meetings, the STs both rethought about their teaching implementations based on a video-enhanced stimulated recall and received feedback from their peers and the UTE. The SMTs followed their own individual ways of feedback supervision without any interference from the researcher.

The STs were asked from the first to the last teaching session for their opinions on the feedback they received from the UTE, SMTs, and their peers. The data sources of weekly journals, focus group interviews, and open-ended questionnaires were used to elicit STs' understanding of effective feedback in an online practicum. The analyses of the qualitative data led to the emergence of four primary categories, each of which represents a different dimension regarding feedback**; medium** (audio and/or written), **timing** (before and/or after the teaching implementation), **source** (UTE, SMT, and peer), and **tone** (the way in which content is presented or register). Each category is explored under a separate subtitle.

4.3.1. Student Teachers' Views on the Medium of Feedback

With regards to the medium of the feedback, most of the STs opted for audio feedback since the beginning of the process; however, the views of some STs have undergone a dramatic change in time in support of the audio feedback. They stated that they experienced receiving written feedback on their teaching performances as well in the

previous semesters as a part of the courses they completed or as a part of the School Experience course offered in the sixth semester of the eight-semester program. That is why, in the beginning of the term they made some comparisons between oral and written feedback, and some had supported written feedback as illustrated in Quote 91.

> [91] I am in the opinion that written feedback would be better because I think that presenting the feedback as an overall assessment in a more concise and coherent form with an addition of any missing points could be more useful. Giving oral feedback simultaneously with my teaching performance made me think that it was simply an assessment of that specific moment. (ST6, J75)

The same ST commented on the medium towards the end of the term in a focus group interview and revised her opinions in the following way.

> [92] Hocam, I was supporting written feedback but after I see it, I would opt for oral, I guess. It is much more practical for you and it is easier for us to realize our mistakes. In the written feedback there is nothing to reveal your feelings but in oral feedback we could sense how you feel, and understanding your feelings makes us feel better. (ST6, I17, 38.10)

At the end of the term, all the STs expressed their preference for audio feedback. The STs' views on audio feedback as revealed in the analyses of the data collected throughout the online practicum process are presented in Table 4.7.

Table 4. 7. *STs' views on audio feedback*

Reported reasons for their choice of audio feedback
- Reflecting the feelings of the feedback provider
- Being more permanent on STs' minds
- Being supported with intonation
- Revealing sincere opinions of the feedback provider well
- Being more special compared to written feedback
- Being taken more seriously
- Being more practical for both sides
- Being easy to understand
Reported variables affecting its quality
- The approach of the feedback provider
- Type of the work on which it is given
Reported disadvantages
- Being relatively unstructured
- Risk of missing some points

The analyses led to the emergence of three sub-categories; reported reasons for STs' choice of audio feedback, reported variables affecting its quality, and reported disadvantages. Under these three sub-categories, 12 codes emerged. Each sub-category is separately explored below.

4.3.1.1. Reported Reasons for STs' Choice of Audio Feedback

The first sub-category covers STs' reported reasons for their choice of audio feedback. Six codes emerged under the first sub-category. As the first code, *reflecting the feelings of the feedback provider* was a reason for the choice of audio feedback that was mentioned by all the STs. They stated that in written language it is very difficult to interpret what is exactly meant by the feedback provider or the tone of the language may be ambiguous; however, they commented that audio feedback uncovers the feelings, attitude, intention, and tone of the person, which helped the STs make more accurate inferences and interpretations.

> [93] Audio feedback is much better than written. I think I would drop the school if I had received your feedback in a written form. It was impossible for me to make a distinction between anger and frustration without hearing your voice. I also wrote it in WP group, I could feel the frustration in your voice. (ST3, I9, 55.00)

> [94] For example, I understood your disappointment in your voice and hearing your voice at that moment was like a slap on my face. (ST13, I10, 23.30)

Another reason reported for the STs' preference for audio feedback was i*ts being more permanent on STs' minds*. They claimed that pairing the message with the voice of the instructor significantly increases its permanence on their minds and the feedback might get echoed in their ears even after a long amount of time. They indicated that they received a considerable amount of written feedback, and as they were mostly typed on computer, they were all the same; they were already forgotten. They reported that audio feedback significantly increases the retention of the content.

> [95] I prefer audio feedback. For instance, I took audio feedback from X Hoca two years ago and I still recall the intonation, her voice very well, it was permanent but I received written feedback for many times but I do not recall any of them. (ST11, I18, 01.26.30)

> [96] We have been receiving written feedback since the beginning of our education here. Written feedback is not as permanent as audio feedback. For instance, you commented 'you said to the students we will have fun but your facial expressions or intonation does not support it.' Your comment is still on my mind with your voice. (ST4, I9, 52.30)

The STs considered audio feedback superior for its *being supported with intonation*. They argued that the rises and falls in the intonation throughout the audio feedback guided them to prioritize some points over the others in terms of importance or emergency. They also added that changes in intonation called their attention to the missing points better.

> [97] I can see that on which specific areas I should be more careful considering the intonation of Ali hoca. I cannot make these inferences reading a written feedback, yet oral feedback gives me opportunities to infer the meaning from teacher's tone of voice and intonation. (ST12, J79)

Revealing sincere opinions of the feedback provider well was another emerging code here as one of the reasons for the choice of audio feedback. The STs asserted that while recording the audio feedback, the instructor had little amount of time to reconsider or review his/her opinions. In addition, as the spoken language is more informal compared to the written language, it sounds more sincere. Some STs claimed that in written feedback some instructors try to sugar-coat their opinions and they said such sorts of feedback sound artificial to them.

> [98] In audio feedback you spontaneously record your voice without any changes or considerations, thus it reflects your real, sincere opinions but in written feedback as you have time to reconsider what you write, it is not that sincere. So, I like this type of feedback. What really matters for me is what you instantly think rather than some ornamented words. (ST13, I18, 01.21.50)

Some STs valued audio feedback for its *being more special compared to written feedback*. They said that audio feedback is uniquely characterized with the voice of the feedback provider specifically for a particular ST, so they claimed that it makes feedback more special. They declared that its being more special means their being curious about the messages it involves, having a bigger impact on them, and accordingly carrying a greater potential to lead to improvements in the targeted action. Altogether they lead to its being *taken more seriously* by the STs. ST14 said so about

it: [99] “In writing classes, they gave us written feedback on paper and I read none of them but I take audio feedback seriously, wonder what the instructor says and it seems much more sincere as I get the instructor’s feelings.” (ST14, I18, 01.28.30)

All the STs gave its being *more practical for both sides* as another reason for their choice of audio feedback. They pointed to the time required for putting pen to paper to transfer the messages on someone’s mind. They stated that writing takes a lot of time of the feedback provider and requires him/her to think about other aspects including organization of ideas, grammar, punctuation marks etc. Moreover, some STs approached the issue from their own perspective and said that reading the written comments may seem so tiring to them at times as they do readings in all the courses. For instance, ST4 in a weekly journal wrote so: [100] “In fact I do not want to read feedback because I must read a lot of things and I do not want that my written feedback is added to them.” (ST4, J73)

Lastly, many STs found audio feedback *more understandable* due to the characteristics of the spoken discourse e.g. paraphrasing, repetitions, use of a colloquial language etc. besides the qualities explored so far. They stated that written feedback usually is structured neatly and formally, and thus includes more complicated statements or does not refer specifically to the relevant part of the teaching practice. In other words, as the UTE is recording his feedback on the teaching practice during the real time of the teaching implementation, the points he refers to are clearer for the STs. If he were doing it in a written form, the time units must be specified along with the comments, and it naturally provides extra challenges for both the UTE and STs. For all these reasons explored so far, the STs prefer audio feedback to other forms.

> [101] The oral feedback Mr. Ilya provided me were to the point and because they were recorded while I was still implementing, I could exactly understand what he meant and which part of the activity he refers to. (ST2, J71)

4.3.1.2. Reported Variables Affecting the Quality of Audio Feedback

Besides the reasons, the STs also mentioned the variables that may affect the quality of audio feedback, which arises as the second sub-category. Two codes emerged under this sub-category. *The approach of the feedback provider* was the first among the two emerging codes. The STs argued that how the feedback provider gives feedback significantly affects its quality, in other words; they prefer to-the-point comments to unnecessary repetitions, a passionate attitude to a reproachful manner, and constructive comments to simply criticizing ones. They added that the register used in the feedback is a major determinant of its effectiveness.

> [102] We received video-recorded feedback previously but it was so mechanical. I made a mistake in the first paragraph and s/he got angry, then again s/he pointed to the same mistake, and once again. It was like a machine. Your feedback is to-the-point and humane. (ST4, I17, 41.45)

> [103] In addition, in oral feedback register is important some instructors are speaking harsh, rudely and they are insulting. Some are constructively criticizing but some others are insulting like 'what is that, how come you do it etc.' (ST10, I18, 01.19.10)

Type of the work on which it is given was another reported variable that has an impact on the quality of audio feedback. Some STs noted that audio feedback worked well for the comments on a performance; however, they did not think that it worked so for the written work such as writing assignments, research papers, or weekly written reports etc. They said that in such works the mechanics of writing are in the forefront, and for this reason it is valuable for the instructor to be a model while giving feedback. In such cases, they preferred written feedback to audio feedback.

4.3.1.3. Reported Disadvantages of Audio Feedback

As the last sub-category, the STs mentioned **reported disadvantages** of audio feedback. The first of the two codes arising under this sub-category was its *being relatively unstructured*. Some STs considered that as audio feedback is recorded according to the flow of the teaching implementation, the UTE did not have much chance to organize his ideas, and accordingly the feedback might not seem coherent at

times. In relation to this disadvantage, some STs pointed to the *risk of missing some points* in audio feedback as the second code. They meant that as the feedback provider does not consider his opinions again, some points might go unnoticed. Some other STs disagreed with this view and thought to the opposite.

> [104] I believe that written feedback is more detailed than oral because we can consider our thoughts, shape our writing, reconstruct it but oral feedback is more instant but I definitely prefer oral feedback. But I still think in audio feedback some details might be missed. (ST10, I10, 26.30)

> [105] Recording audio feedback during our macro teachings was awesome because no details are missed in this way. (ST5, J74)

4.3.2. Student Teachers' Views on the Timing of Feedback

The second category that emerged in the data analyses was explaining **the STs' views on the timing of feedback**. The data produced two sub-categories; feedback prior to the online teaching implementations and feedback following the online teaching implementations. The analysis revealed perceived advantages or disadvantages of both and STs' any suggestions on the timing of feedback. The results of the data analyses were conflicting; while many of the STs viewed feedback following the teaching practice more valuable, some STs stated their need for feedback prior to their teaching for certain reasons. Table 4.8. displays the emerging codes that explain STs' views on the timing of feedback.

Table 4. 8. *STs' views on the timing of feedback*

Feedback prior to the online teaching implementations
- Helpful for the STs having problems with the design
- Possibility of putting pressure on STs
- Time consuming
- Possibility of restricting STs
- Differences between theory and practice
- Having adverse effects on STs' creativity and critical thinking
Feedback following the online teaching implementations
- Helpful for the STs having problems with the implementation stage
- Raising awareness of the weaknesses in performance
- Acting as a prompt for active reflection

4.3.2.1. Feedback Prior to the Online Teaching Implementations

Feedback prior to the online teaching implementations was one of the two sub-categories related to the timing of feedback. Six codes emerged here. The first code is its being *helpful for the STs having problems with the design* of their teaching performances. Some STs stated that they had troubles during the planning stage as they could not easily realize the missing points in their lesson designs. Such STs expressed their wish to get feedback on their lesson design before they put it into practice.

> [106] Sometimes we need an objective view because we lost in the details of a lesson plan at some point. When it comes to implementation, we can recognize the mistakes we made during the lesson planning. It's so weird. Somehow, during implementation, we are able to see our lesson plan in an objective way. I talked to my friends about this experience and they all agreed with me. Even though I can sense that something is not right with my lesson plan, I cannot recognize it until the implementation. I think this is the biggest issue for me. I somehow forget everything I learned when I design my lessons. (ST2, J113)

Upon ST2's comments in Quotation 106, I brought the topic to the agenda of the next focus group interview, and asked if the feedback received by some other STs before their teaching implementation helped them in any ways. Their answers revealed that not all the STs are in the same opinion with ST2, the STs' perceptions of feedback prior to their teaching vary based on the areas in which they experience problems.

> [107] Hocam, it does not change anything for me. Even if you did not give me the feedback, I would go and work on simplifying my language and do a similar implementation. I followed again the same system even after your feedback. I think it did not change anything. (ST5, I17, 22.58)

> [108] Your feedback was definitely useful for me. I saw a positive effect. First, I can say that I have problems with the planning stage like my friend. You told me that 'it seemed to be a good class' and I got more motivated, and you notified me regarding the similarities between my and my friend's plan and I changed these parts. I believe it really worked for me in all cases. (ST7, I17, 23.55)

Some STs stated that feedback before the teaching practices carries the *possibility of putting pressure on them*. SMT5, for instance, said so: [109] "When you commented very positively on my lesson plan, I began to feel stressed. When my friends encouraged me more based on your feedback, I got stressed even more" (SMT5, I17, 07.20). One may conclude here that while positive comments may raise the

expectations and put the STs under pressure, negative comments may result in opposite reactions.

Another code emerging related to feedback before the teaching implementations was the possibility of its being *time consuming*. Some STs claimed that feedback prior to teaching led to changes in their lesson designs depending on the comments of the instructor, and it took a great amount of time from them. ST9 said so: [110] I know that I changed just an activity for six or seven times in a lesson plan and it was quite tiring for me" (ST9, I18, 56.40). This code could be associated with the next one; *possibility of restricting STs*. They declared that as they are supposed to reshape their lesson plans in line with the instructor's comments, feedback prior to teachings may restrict them because they thought that the ultimate form of the lesson plan was not their own output but rather the product of the feedback provider.

> [111] I don't lean towards feedback before our teaching sessions. Like my friend, I get so demoralized. I am planning something; I like it very much but it is engulfed in me by my instructor's comments. If there were no feedback during the planning stage, I would do it in all cases. At least it would not remain on me although it is not approved by the instructor. In this way; I cannot implement it, it is engulfed in me, and I remain with the negative comments of the instructor. (ST13, I18, 57.05)

Differences between theory and practice was another issue addressed by some STs. They asserted that some activities that seem to work well on paper may not appeal to the profile of the target group or vice versa, and as the UTE does not know the characteristics of the students the STs observed, his/her comments may be misleading. They meant an activity that is disapproved by the UTE might work or vice versa, thus giving feedback after the observation was reported to be more useful.

One ST pointed to the possibility of its *having adverse effects on their creativity and critical thinking skills* on the grounds that the STs may get accustomed to depend on a professional's comments and seek someone whenever they are planning their teaching. In the comfort of knowing that they will be commented on their lesson plans, the STs might not think much in a critical way on their lesson designs, the ST said. He also added that the ideas given by the UTE might restrict STs' creativity.

> [112] I believe it is negative. We seem quite dependent here in this way. We cannot visit our instructor all the time to consult on everything. We need to develop our own critical thinking. If we create our lesson plan based on others' comments, then it harms our creativity. It is much better to receive feedback after our teaching. That's enough. We are grading student teachers' creativity, not the instructor's. (ST14, I18. 01.00.45)

With regards to the feedback during the planning stage, some STs came up with the suggestion that the UTE might specify office hours in which s/he allocates his/her time for providing feedback on the lesson designs of the STs who need support. In this way, they noted that only the STs who have some questions or experience some kinds of trouble will consult the UTE and the feedback that is provided may help them clarify the vague points. They concluded that forcing STs to get feedback beforehand is not preferable.

4.3.2.2. Feedback Following the Online Teaching Implementations

All the STs considered feedback following the online teaching implementations to be beneficial for them. Three codes emerged under this sub-category. They stated that it was especially *helpful for the STs having problems with the implementation stage*. Quotations 107 and 108 illustrate this code as well. The STs thought differently from one another on the usefulness of feedback given during the planning stage, and some were in the opinion that feedback after the implementation worked for them as they mainly had problems with their performance. They stated that feedback on their teaching implementations *raised their awareness of the weaknesses in performance*. They gave concrete examples for the ways in which feedback enhanced their teaching. The STs' assessment of the feedback will be elaborated in detail in a separate section.

> [113] The oral feedback showed my weaknesses, in fact, I focused on my weaknesses and I realize my weaknesses thanks to those oral feedbacks. First, I started to my implementation by saying 'we will have fun today', but I realize when I listened to my individual feedback, I face did not reflect my words. My energy was so low in the lesson because it was my first implementation in this year, and I was so excited and nervous. (ST4, J73)

Lastly, the STs commented that the feedback they received on their teaching was *acting as a prompt for active reflection*. They stated that they listened to the feedback repeatedly while preparing their next teaching implementations, thought about the points addressed in the feedback, and reconsidered their teaching and designs in a reflective manner. Some STs also added that they were discussing the feedback they received in their WhatsApp group so one may infer that the feedback also served as a prompt for their group discussions. Additionally, it should be noted that feedback following the teaching sessions promotes STs' autonomy and collaboration.

> [114] After every meeting and feedback, I began to understand better what Ali Hoca means as I think about them and it created a bigger pressure on me. Actually, the more I know the easier it gets does not work here but rather I felt I was like getting drowned into the details. I began to identify the missing points in every lesson plan I prepared, and that's why I made corrections again and again. (ST11, J150)

> [115] Also, feedback sessions pushed our group to discuss macro teachings in a very detailed way in our WhatsApp group. Generally, this kind of interaction does not occur among the individuals who are in the same group; however, it encouraged us to support each other. We shared ideas, articles, links and many more to improve ourselves in online teaching. (ST10, Q11)

4.3.3. Student Teachers' Views on the Feedback from Different Sources

The analyses of the data uncovered the STs' views on the feedback they received from three different sources; the UTE, SMTs, and their peers. The codes emerging for each source of feedback are presented in Table 4.9. Each sub-category is explored under a separate title.

Table 4. 9. *STs' views on different sources of feedback*

1. STs' Views on the UTE's Feedback
a. STs' views on the UTE's individual feedback
- Perceived as the primary force for STs' improvement
- Raising awareness of the strengths and weaknesses
- Encouraging
- Detailed but to-the-point
- Best when it is provided right after the teaching implementation
- Best when supported with concrete examples and suggestions
- In favor of a performance-driven unstructured assessment
- Need for interaction rather than one-way feedback
- Causing pressure
- Difficult to trace improvement due to changing variables

- Reflected into STs' personal lives as well

b. STs' views on the UTE's in-group feedback
- Seeing good models that embody the expectations and standards
- Promoting reflection and critical thinking
- Centered around STs' own performances
- Complements the individual feedback

2. STs' views on the SMTs' feedback
- Varying degrees of feedback quality based on different SMTs
- More practice-oriented
- Helpful especially because s/he knows the target setting and groups
- Holistic rather than addressing details
- Best when supported with specific references to the relevant parts
- Usually addressing the strengths
- Motivating
- Want for a smaller number of references to personal experience
- Inconsistencies between some SMTs' and the UTE's feedback

3. STs' views on their peers' feedback
- Guiding
- Easier to realize each other's weaknesses
- Useful only within the same practicum group

4.3.3.1. STs' Views on the UTE's Feedback

STs' views on the UTE's feedback are explored under two headings; UTE's individual and in-group feedback. Fifteen codes in total emerged under this sub-category. They are explored under two sub-sections below.

4.3.3.1.1. Views on UTE's Individual Feedback

Under this sub-category, STs' views on the UTE's individual feedback, eleven codes emerged. The most frequently mentioned code that was revealed in all the STs' data sources was its being *perceived as the primary force for the STs' improvement*. They all stated that the feedback provided by the UTE carries the pivotal importance in their development for many reasons. The STs argued that it was difficult for them to realize their own weaknesses or the missing points in their lesson designs, and the feedback of the UTE worked well at such points.

> [116] My best assistant and my best friends was the feedback given by my university-based instructor in the first term of last year of my university. The feedback enlighted my way of online teaching. I was an inexperienced student in terms of online teaching but the feedback given by my instructor were so helpful for me. (ST4, Q2)

> [117] I think, the most effective part of this process was receiving feedback from the university-based teacher. We have received detailed feedback after macro teachings and had meeting every week to talk about them in a general sense. (ST10, Q11)

> [118] I can say that amongst all the applied courses I took, this has been the best one yet. That is because of the quality and the quantity of the feedback I received was far more than most of other courses combined. (ST3, J142)

Another code that emerged in the data sources from all the STs in relation to the UTE's feedback was its *raising awareness of the strengths and weaknesses*. This code is the main explanation for the former one, that is, why the STs valued the UTE's feedback so much. In the beginning of the process the STs stated that they could not even assess the quality of their teaching performance because of the lacks in their theoretical knowledge and experience. Quotation 119 below illustrates how many of the STs felt or thought after their first teaching implementations.

> [119] While I was assuming that my performance was not that bad, I felt terrible for a long amount of time after I listened to the audio feedback of my instructor because I learned there was not even a single positive point. After I listened to it, I questioned if I was not doing even one thing well and got demoralized concluding that I was not good at it. Although I thought deeply while preparing my class, I realized that there were crucial mistakes in major parts of my class as I did not take the courses in which I could learn the subjects that I need to know even at a basic level. (ST6, J75)

When the sources of their self-reflection were analyzed, it was apparent that they gradually raised awareness of their strengths and weaknesses. ST6 in her final reflection wrote the following, which documents how feedback raised her awareness.

> [120] I would be lying if I said my mentor teacher's comments made me happy because it was motivating to hear good comments; however, it was your feedback which primarily contributed to me in realizing my mistakes and correcting them. I took notes on every feedback and benefited from them while preparing my macro teachings. They were the sources I used as purpose and tool. I can say that your feedback was the most useful source, from which I felt that I really learned something. Although I sometimes got demotivated upon the feedback by thinking that I did not know anything, I could not achieve it; I now realize that this was what is required. (ST6, J145)

ST2 described the effects of the feedback she received from the UTE and her experience was not different from ST6. She was also complaining her not being able to realize the weaknesses in her teaching previously, and explaining in a sincere way how the feedback functioned.

> [121] After my implementation, as it was an enjoyable class, I felt quite good; however, when I received your feedback, I got very angry with myself. I asked how you could not realize these points! Hocam, I really cannot realize! Even before the implementation, I told to myself something was missing in my design, I knew that there was a mistake but I could not find it, that is how it is in conclusion. (ST2, I17, 19.30)

Many STs also considered the UTE's feedback as *encouraging*. They asserted that they were approaching distance education with prejudice with regards to its functionality, students' capability, and their competence in the use of technology and other digital resources. For this main reason, they claimed that they were unwilling to take risks e.g. utilizing pair or group work activities that require student-student interaction, involving unprecedented digital tools with which students are not familiar etc. However, they commented that the UTE's feedback that asked the STs not to follow traditional or outdated ways forced them to take risks. Moreover, they noted that they were not well aware of different lesson designs, and felt themselves forced to follow a pre-while-post/reading-listening design, and the UTE's feedback at such points helped them explore other ways of teaching and try them in their teaching implementations. For such reasons, they defined the UTE's feedback as encouraging at various times and in various sources.

> [122] Additionally, I was encouraged to try new lesson plan designs and to integrate educational tools for online teaching into the lessons. These suggestions were very beneficial for me because I attached importance to them and overcome my fear about the technological use in my lessons. (ST7, Q10)

> [123] The feedback I have received was very influential on my preparing a high-quality teaching performance here. I can usually develop myself when I receive feedback. The feedback I took so far encouraged me. Yes, I knew technological tools and where we could use them and how but knowing them and implementing them are very different from one another. The students were new to online education and we were too. We had hesitations if we could use technology, if we could manage the classroom but the feedback I received provided me with courage, I also wrote it in my reflection paper. I implemented it in this way in my third teaching practice and I plan to use it in my fourth teaching as well, and it does not cause anxiety for me anymore. (ST10, I16, 29.05)

Another code regarding the UTE's feedback was its being *detailed but to-the-point*. The STs reported that feedback is useful for them when it is concise without any unnecessary repetitions or extra details. However, at the same time they shared their expectations for detailed feedback. As another characteristic of effective feedback,

they stated that it is *best when it is provided right after the teaching implementation*. The STs addressed the timing of the feedback while explaining why they prefer its being concise. They pointed out that detailed but to-the-point feedback given right after the teaching guided them well as their experience was still fresh and they knew what the UTE was referring to.

> [124] The style of feedback my instructor gave me was the best i had during my education. Especially the voice recording he sent us right after our implementation made us see our mistakes and the places where we could improve. The feedback being concise and immediate makes it ten times more effective. (ST3, Q7)

> [125] I can admit that it was the best feedback method I have ever seen. Oral feedbacks were to the point and they reflect my teacher's real opinions since they were immediate feedbacks. (ST13, Q4)

The STs addressed as a factor that improves the quality of feedback its being *supported with concrete examples and suggestions*. The STs stated that feedback creates solid results when it is supported with concrete examples and suggestions. Some STs claimed that at times they could understand what is meant in the feedback; however, they felt the need for seeing concrete examples to solidify it and put it into practice.

> [126] For improvement, maybe the teacher should give some examples to improve the student. For example, if the student made a mistake, the teacher will point out the mistake, and then, s/he will give him an example to make the right thing. (ST5, Q5)

> [127] I can say what has changed this teaching performance. There were no concrete examples in front of me before. If I knew, adapted this viewpoint; I would have done it in my earlier macro teachings as well. Do you remember I told you that please show me examples, I don't know how to do it, then you showed me my friend's teaching and gave a few addresses for resources, I understood much better how I could do it and I searched accordingly and implemented it. I mean if I did not see any examples, I would perpetuate my old style because I could not conceive. (ST11, I16, 19.40)

The STs favored *performance-driven unstructured assessment* as a quality that characterizes effective feedback from a UTE. They mean here that feedback is especially significant for them to improve themselves by raising their awareness but not to see how they are graded on a certain set of criteria. Some STs referred to their previous experience of receiving feedback on a rubric that consists of several items, each of which addresses a different quality of teaching, and they were graded on each item. They said that what they saw on such a rubric was an aggregate of numbers,

which does not mean much to them or some short remarks on their teaching performance. Some STs complained that not all teaching implementations may carry the characteristics specified on the rubric. Such pre-determined characteristics narrowed a UTE's assessment, they reported, and forced them to view teaching as mechanical. Thus, for all these reasons, the STs preferred feedback that is particularly tailored for a teaching performance and that involves the required details. For instance, ST7 in an interview said so: [128] "They showed us a rubric that was marked on the classes we implemented. We were left with what we understood on the rubric. There was no other individual feedback." (ST7, I17, 33.35)

As another code, some STs mentioned *the need for interaction rather than one-way feedback*. Throughout the term, the STs were sent a recorded audio feedback by the UTE following a ST's self-reflection on his/her own teaching performance. Some STs suggested that feedback should be interactive, that is, the STs should be given a chance to explain themselves for the points they are criticized or to respond to the UTE's feedback to clarify some points. Although there was no restriction for the STs, they were not asked to respond back to the UTE's audio feedback but rather they were asked to reflect on it in a written form or in the group meetings.

> [129] The reason is, sometimes some parts of the implementations need to be explained by the pre-service teacher because it might be misinterpreted by someone who does not know the actual reason behind some behaviors/decisions/hesitations. (ST8, Q12)

> [130] It could be improved by creating an opportunity for the student to explain back the points that the teacher commented on. Otherwise, it's just the comments by the teacher and that's all. If there was a point that the teacher misunderstood, the student deserves to make an explanation, I think. (ST11, Q14)

One ST defined the UTE's audio feedback as *causing pressure* on her performance. She said knowing that every aspect of her performance would be monitored very carefully caused her some pressure. She defined it as a personal problem to be overcome. She described the effect of the UTE's feedback as in Quotation 131.

> [131] Receiving very detailed feedback, which is oral, is something new for me. I guess I feel a little bit under pressure when I receive feedback about my every single step. It is really valuable and definitely will help me to improve myself, but at the same time it

> makes me realize that my every single word or attitude in the lesson matters, so I have to be careful and I have to reflect myself in the best way possible, which may be a bit stressful while I am implementing my second lesson plan, but it is just a prejudgment, it may not be the case. (ST8, J77)

One frequently mentioned issue regarding the UTE's feedback was *the difficulty with tracing the improvement due to changing variables*. The STs stated that the dynamics of the online classroom they were teaching to or the profile of the students e.g. their language proficiency level, grade level, readiness etc. significantly affected the quality of their teaching performance. They referred to the gaps between different learner groups and the need for them to change the online classroom in which they were teaching. For these reasons, the STs noted that it was difficult for them to trace their development, identify the factors that lead to improvement or weaknesses, and how their performance could be improved for the next teaching implementations, which would be set in the classrooms other than the one in which they had experience. They suggested that for tracing their improvement upon the UTE's feedback, a standardization among different learner groups should be maintained somehow though it is difficult or STs should teach to the same groups.

> [132] I was hoping to see a steady development and improvement in my teaching performances but that was definitely not the case. Maybe because of changing the classes I implemented to or maybe because I have tried different styles of teaching and new materials, I am not sure. But the improvement from my 1st to 2nd implementation was exceptional in my opinion but on the 3rd, I felt like I dropped back even lower than the 1st one. I am not sure why, but it might be my energy, or the fact that there were 2 students with microphones... (ST3, J142)

With regards to the UTE's individual audio feedback, the last emerging code was its being reported to be *reflected into STs' personal lives as well*. Some STs indicated that the feedback they received on their teaching implementations did not remain limited to this specific performance. They claimed that it was also reflected into their personal lives as improvement in similar areas. Some said that they would benefit from the feedback they received throughout their teaching careers as they drew conclusions. Thus, one might infer that when perceived positively, a UTE's feedback may create tremendous impact not only on STs' teaching performances but on their personal and professional development as a whole.

> [133] Thanks to your feedback I am now able to accurately identify my strengths and weaknesses; what I can do, with what kinds of learners, which activities, what I need to do more etc. It is even reflected into my personal life. For instance, I have time management problems in my personal life, I am someone who does not have much self-discipline, and your feedback made me think about this point in my personal life as well. (ST2, I19, 01.09.30)

4.3.3.1.2. STs' Views on the UTE's In-Group Feedback

The other sub-category was **STs' views on the UTE's in-group feedback**. Four codes emerged under this sub-category. The UTE organized a video-enhanced stimulated recall session after each teaching session for a group of 7 STs to discuss the teaching implementations in general, allow the STs to reflect on their performance and comment on each other's class, and illustrate prominent points in the STs' macro teachings or lesson designs. All the STs viewed these sessions as opportunities for *seeing good models that embody the expectations and standards*, which arouse as the first code. They stated that they saw a more proper form of the points with which they had problems, and in this way, discerned more accurate judgments.

> [134] In my opinion, this session is quite helpful for us to improve ourselves in terms of implementing online classes because we can see different types of implementations and we comment on them about how to improve them for the next time. During the meeting, my supervisor showed me an example of smooth transition and my transition, the difference between them was my transition was pretty traditional and sharp which made me realize that I have to work on my overall planning of my lesson because if the first transition is sharp, more likely the route of the lesson goes sharp because I could not set a way of transition between my activities. (ST13, J81)

In line with the previous code, the STs assessed in-group feedback as *promoting reflection and critical thinking* on the grounds that seeing other examples encouraged them to reflect on their performance and think critically for the ways of improvement. They also commented that the UTE's questions to the group members about the ways of improvement for a specific issue and giving suggestions altogether contributed to their critical thinking skills.

> [135] I think that I benefit from this question a lot. When you show our missing points, for instance, such kinds of questions work well like what can be done here as an

> alternative? Asking this question and receiving answers from our friends is so constructive and it seems so good to me. (ST2, I9, 53.35)

> [136] I had lots of feed to my implementation from my instructor until this time, but these sessions are the best among all these feedback that are given to me because we saw the problem and we understood the source of the problem by thinking critically on the lessons. (ST4, J73)

The in-group feedback was favored as some STs reported that they were *centered around STs' own performances*. The STs claimed that the agenda of each session was determined by the featured points in their performances and their personal experience. For this reason, they found the meetings motivating and quite relatable.

> [137] We have discussed our own problems in the meetings, and this was the main reason for our improvement. For example, we discussed how to boost up energy or maintain students' engagement etc. What constitutes the contents was 'we.' It is the biggest advantage of us. (ST2, I19, 15.15)

Lastly, the STs all agreed that the in-group feedback *complements the individual feedback*, that is, it enlightened them about the points criticized in the audio recordings with references to concrete examples, informed them about the theoretical justifications, and provided the UTE with a chance to identify what was not understood clearly or what needed further elaboration. For such reasons, some STs defined the in-group feedback as complementary.

4.3.3.2. STs' Views on the SMTs' Feedback

The analysis of the data gathered from the STs produced results concerning their views on the SMTs' feedback as well, which appeared as the second sub-category. Nine codes emerged under this sub-category. The first emerging code was *varying degrees of feedback quality based on different SMTs*. The STs' views on SMTs' feedback significantly varied depending on the person by whom they were mentored. While some STs expressed their satisfaction with the feedback they received from their SMT in terms of quality and quantity, some others complained that they could not even receive feedback on some of their teaching performances. It points to lack of unity among the SMTs in terms of the standards they had for feedback provision. This huge

gap between the two opposite sides also uncovers the urgent need for a common framework as revealed as a part of the requirements for an effective online practicum explored earlier.

> [138] My school-based mentor teacher did not give me any feedback other than a thumbs up emoji. It can be improved in thousands of ways but i do not think this specific mentor is fit to work with pre-service teachers as a guide for them. (ST3, Q7)

> [139] My school-based mentor teacher was a qualified teacher, and he really had an effective teaching style. After my four implementations, he gave feedback immediately after my implementations. They were also so important for me because my mentor teacher's thoughts were important for me. It was an idol for me, and I developed some of my materials thanks to his comments. (ST9, Q13)

The STs observed that SMTs' feedback was more *practice-oriented*. They commented that as SMTs are working in the field, doing the teaching practice actively; their feedback was targeting at the practice rather than the theory. Some STs admitted that they received very useful tips for their teaching practices from their SMTs. They generally defined SMTs' feedback as solution-oriented, which is guiding for them.

> [140] Our mentor teacher is more focusing on the performance-related issues. She tries to share her experience with us. For example, once she said to me that 'you are approaching students in a very naïve way without forcing them to participate, if you force a little bit, they will tend to participate more. We need to take over such a role at times.' She is sometimes giving such good suggestions. (ST7, I13, 43.40)

The STs emphasized the significance of a SMT's feedback as they found it *helpful especially because s/he knows the target setting and group/s*. As explored previously, the STs addressed the need for them to build rapport with the students and how it was challenging particularly in an online practicum. Due to the distance, the STs' chance of getting to know the students they appeal to dramatically reduced, and as a result, they got more dependent on the SMT's knowledge of the characteristics of the target groups. Thus, the STs asserted that receiving feedback from SMTs, mainly during the planning stage, was essential for an effective lesson design. They added that SMTs' feedback is distinctive from UTEs' primarily in terms of this feature, and they considered it as a must for the construction of an effective online practicum course.

> [141] Our mentor teacher is trying to find solutions. For instance, she commented 'you may do it in this way, this group of students has such a problem you need to consider' etc. I found it quite helpful. As my friend said, they focus more on the practical points about the classrooms. (ST5, I13, 44.50)

Another emerging code regarding the SMTs' feedback from the STs' perspective was its being *holistic rather than addressing the details*. Many STs stated in different sources that the feedback given by their SMTs was not addressing the details but rather including overall comments about their performance. That is why, some STs shared their opinion that it is the *best when it is supported with specific references to the relevant parts*. They recommended that they might support their explanations with the timecodes from the video recordings to allow the STs to better appreciate what is meant. Besides, some STs told that not all parts of a class are usually equal in terms of quality, hence addressing different points in a class separately would be more valuable for their professional development, they suggested.

> [142] It was not as detailed as the feedback I have received from my university-based teacher. My mentor teacher did not mention my mistakes and weaknesses as explicitly as my school-based teacher. She focused on the good parts more. Her feedbacks were also timely. Besides, I could also talk to her right after the implementation and I could have an interaction with her on my implementation. In my opinion, it could have been better if she had given more detailed explanation of my mistakes. (ST8, Q12)

> [143] They were very general indeed. She did not mention the points one by one; she preferred some kind of a checklist style in my feedback. I did not think they were beneficial because at what points she meant those I could barely understand. (ST11, Q14)

Many STs noted that SMTs' feedback was *usually addressing the strengths*. They claimed that although addressing the strengths was quite *motivating* for them, it would be better for them to get notified more on their weaknesses to improve their performance. Their expectations for the tone of the feedback will be elaborated in the relevant section; however, it could briefly be stated that many of the STs shared their expectation for realistic and didactic feedback, which foregrounds their weaknesses or areas of improvement; however, they also repeatedly told that positive remarks also encouraged them and helped them build self-confidence.

> [144] My mentor teacher's feedbacks were usually related to the good things that I had done in my implementations. She gave suggestions and highlighted the some of the deficient parts of the lesson. I took her recommendations into consideration to keep on

> doing the good things. Emphasis on strengths made me happy but the feedback did not have impact as my university-based teacher educator's feedbacks. I think mentor teachers might take notes about the weaknesses and strengths equally for providing more detailed feedbacks. (ST6, Q8)

One ST expressed his/her *want for a smaller number of references to personal experience* from the SMT. The ST elaborated that although it was good to learn more about the experience of a qualified teacher, the dose needed to be considered as important.

> [145] My mentor teacher's feedback was useful too. She always said parallel things with my university teacher, and this prevented me from having confusions. However, my mentor teacher gives feedback and gives too much tips and anecdotes from her experience. I believe giving examples from your own experience is good and all, but I think giving examples too much might limit the imagination of the students because I felt that from time to time. Sometimes, she gave so much examples that I thought "There is nothing for me to think about now". In short, it would be better if she gave more reasons and information about good/bad ways of my teaching and less examples from her experience. (ST5, Q5)

ST5 in Quotation 145 assessed the feedback from the UTE and SMT parallel to each other; however, not all the STs experienced the process in the same way. Some STs mentioned *the inconsistencies between some SMTs' and the UTE's feedback* as an element that adversely affected the effectiveness of their online practicum experience. In Quotation 146 below, a ST was describing the confusion she experienced upon the contradiction between the UTE's and SMT's feedback on her first teaching implementation. As apparent in these remarks, the coordination between a UTE and SMT is crucial for the effectiveness of the online practicum.

> [146] When my mentor teacher gave feedback the other day, I felt doomed because the only good thing she said was about my energy and how I am "bubbly" which isn't even a proper compliment. She said that yes, the students had fun, but I didn't focus on any explicit grammar structure and that I should do like how my other friends did the next time. The thing is, I didn't design the activities to have fun. I designed for them to be authentic. Authenticity was my main focus. My mentor teacher's feedback literally confused me because the points of view of my instructor and my mentor teacher totally contradicted with each other. I felt trapped in between. (ST2, J71)

4.3.3.3. STs' Views on Their Peers' Feedback

The data analyses generated some results on STs' views on their peers' feedback as the third sub-category under the category of **the source** of feedback. Three codes emerged under this sub-category. In group meetings moderated by the UTE, STs shared their opinions on their peers' teaching implementations or lesson plans. Besides, they were exposed to one another's teaching performance and possibly made some conclusions for themselves. In addition to such recorded meetings, they told in various data sources that they exchanged ideas among senior-year students. Based on all these interactions, the STs disclosed their views on peer feedback throughout the academic term. The first emerging code was its being *guiding*. Many STs reported that they got inspired from each other, received ideas or tips for their lesson designs, made conclusions based on their observations of each other's teaching implementations for themselves, and in conclusion developed altogether. In addition, some STs pointed to the warm atmosphere created in such a small group, thus one may infer that small groups work better for discussions.

> [147] It was a great idea to put the videos of our friends on display, comment on them, and make comparisons. I immediately began to take notes on the points mentioned by my instructor and by my friends. Sincerely very precious information was given and comments were made. … By the way, the environment of the meeting was quite warm, we can make much more sincere sentences than we can in a classroom environment. Under normal circumstances, if this meeting was held as a whole classroom, I am sure that there would be misunderstandings for the comments made on the scenes from our teaching implementations that are on display. Maybe there would be small groupings and undesirable arguments again. I can say that the only environment in which we did not have any tension among the people we have been together for years was this meeting. (ST11, J80)

Many STs reported that it was *easier for them to realize each other's weaknesses*, and for this reason they found the peers' feedback contributory. They criticized themselves for not being able to identify the missing points in their own designs or teaching performances; however, they also declared that they could do it well for their friends' works, thus the ones who do not favor peer feedback valued it.

> [148] ST3 : We stay together with X and Y. When I observe their macro teachings, I can confidently identify the missing points one by one just like an academic but when I turn

> to my own macro teaching, I simply don't realize. For example, in my third macro teaching, the aim of my class was completely wrong, it was not authentic at all but I could not conceive it before the implementation, I don't know why but there is something like that.
>
> R : Then, X, can we conclude that peer feedback contributes to you? Is it helpful?
>
> ST3: I generally hate peer feedback, Hocam, but in this context, yes. Especially during the planning stage, it works. (ST3, I17, 25.55)

The last code that emerged in relation to the peer feedback was its being *useful only within the same practicum group*. Some STs referred to the inconsistencies among the practicum groups at this point as explored earlier, and they stated that peer feedback works well only among the members of the same group because of the differences regarding UTEs' expectations or group dynamics. They tried to justify their arguments by explaining how some STs did not take their comments seriously if the expectations are low or how their friends' comments on their own teaching implementations are viewed from a different perspective.

> [149] Peer feedback would work but only within the same group because I have already sent my course design to my friends in other groups and they liked them, commented positively but when I received feedback from you, I realized the weak points and you were really right but none of my friends from other groups told them to me because we know your expectations and we can see the faults in each other's design but other friends cannot do it. They simply say 'it is good, perfect' but actually it is not. (ST6, I17, 27.45)

4.3.4. Student Teachers' Views on the Tone of the Feedback

The STs' views on the tone of feedback they receive from the UTE and SMTs in the online practicum were revealed in the data analyses as a category. Four codes arouse under this category and they are displayed in Table 4.10.

Table 4. 10. *STs' views on the tone of feedback*

Reported characteristics regarding the tone of the feedback
- Realistic
- Foregrounding the weaknesses
- Cordial
- Motivating

The first emerging code that was most frequently repeated by all the STs on the tone of the feedback was the need for its being *realistic*. The STs all agreed that the feedback provider should view teaching with all its dynamism, that is, s/he should be aware that it is not mechanical, all the time well-made, and patterned in one way. Some STs mentioned some high but unrealistic expectations they have experienced e.g. fitting all stages of a well-made design into a 30-minute online class that is taught to a group of students who are reluctant to participate. They, in conclusion, expected that a feedback provider should keep his/her feet on the ground i.e. having awareness of the current situation of Turkey in terms of competencies and the problems prevailing in online classes.

> [150] My school-based mentor teacher was sincere and he was thinking about the students. For example, in my first macro-teaching, I felt awful because I could not contextualize and could not make smooth transitions. However, my mentor teacher said, "It was a good lesson for me, because I can see that students learn something. However, it was not a good lesson if you obey the book (literature)." I do not think that he needs improvement in terms of giving feedback because he does the right thing, he first thinks about the children and what they need. (ST13, Q4)

In Quotation 150 above, the ST expressed his satisfaction with the SMT's feedback. He wrote that although both the ST and SMT were aware of the deficiencies of the teaching practice, the SMT ignored them and commented positively on the grounds that theory and practice may not align with each other at times and students' needs should be considered before the requirements of the theory. Then, one may infer that STs expect that the feedback provider is realistic.

Another code that emerged in the data analyses was the STs' demand from the feedback providers *to foreground the weaknesses* rather than their strengths. Many STs stated that the feedback they received from the UTE was addressing the weaknesses more than the positive aspects of their teaching. Although in the beginning of the process some STs expressed their dissatisfaction with it, towards the end, however, many of them considered such a tone to be fruitful and beneficial for their development. They noted that a different approach might lessen their awareness of their weaknesses and might not give them a chance to improve them.

In the last focus group interview of the term, when the STs were asked for their sincere opinions about the feedback they received so far, the following comments that reveal their opinions regarding the tone were made.

> [151] Hocam, I would explain it in this way. My best friend in life shouts at me like 'what you are doing, how come you can do it etc.', gets angry with me when I make a mistake, and your feedback was just like the same. In terms of online education my best friend was your feedback because you directly told me what my mistakes were; it was not like 'X, it was good, you would do it somehow.' It was not like our mentor teacher's comments. In this sense, I definitely believe that your feedback was very helpful for me. I realized my mistakes, tried to correct them in next teaching practices, and now here I am, I feel much more qualified in online education due to your feedback. (ST4, I19, 01.04.05)

> [152] I previously thought that you all concentrate on the negativities by ignoring the positive sides; however, now I changed my mind. I want to withdraw what I said earlier. I have realized that as you repeatedly focus on my weaknesses, when I am about to do it the next time, your voice is echoed in my ears but if you also praised something else in the same feedback, they may overshadow the weaknesses and I might concentrate on your praise and it would be in my ears, which may slow down my improvement. (ST3, I19, 01.14.10)

Some STs defined effective feedback in terms of its tone as *cordial*. They claimed that feedback does not need to be formal but they would prefer a cordial register. In other words, they meant that the feedback provider's sincerity with regards to his/her opinions should be reflected into the feedback. In this way, they said even though the feedback was addressing missing points, they could feel the intention behind it and felt more enthusiastic to treat the targeted problems. Lastly, the STs underlined that feedback addressing negative aspects of their teaching performance in a cordial way should be *motivating* as well. They called attention to the fine line between addressing the weaknesses and being motivating. They stated that the belief of the feedback provider in a ST to be able to treat these problems or improve his/her performance was fundamental, and it is the point that creates the difference.

4.4. STs' Needs for Online Teaching and Their Implications for the Practicum

The needs of the STs for an effective online practicum are explored in terms of a) target needs and b) learning needs (Hutchinson and Waters, 1987). While target needs refer to what a group of learners are required to master to do well in the target situation,

learning needs explain what they need to do or have in order to improve their skills or construct the knowledge base to the required end, which is defined in the target needs. The definitions regarding the requirements an effective online practicum from the perspectives of three major stakeholders (STs, SMTs, and UTEs) and the characteristics of effective feedback as reported by the STs have so far revealed what the STs need in order to experience the online practicum process as effective as possible, and as a result to be raised as English language teachers who are competent in teaching online. Thus, the STs' learning needs have already been explored under the first two sections of the Results chapter.

This part of the chapter is allocated for the results of the data analyses with regards to the target needs in the form of necessities, lacks, and wants. Necessities point to what is ultimately expected from STs to do or have so as to effectively teach English online. Lacks explain the gap between the present situation and the necessities while wants are what the STs subjectively wish to do or have for accomplishing their duties properly. Necessities and lacks are explored from the perspectives of the STs, SMTs, and UTEs while wants are from the STs' viewpoint as they constitute the subjective needs. Lacks may change in time depending on the STs' potential progress throughout the online practicum, thus they need to be explored at a certain, meaningful stage of the process to reflect a present situation. For this reason, STs' lacks in the beginning of the practicum process just after the first teaching implementation are elaborated together with the ones that manifest their present situation at end of the online practicum. These two time points were chosen mainly for two reasons; a) the assumption that STs in other ELTE programs possibly had similar lacks in the beginning of the emergency remote teaching due to the commonalities in the curricula of the ELTE programs, b) the aim to demonstrate areas of improvement in the STs' competencies as a result of the design followed in this particular context of the case. The results on the STs' needs were produced on the basis of the following data sources; STs' weekly reflective journals, weekly focus-group interviews, STs' audio reflections on their teaching implementations recorded immediately after their teaching performance, STs' open-ended questionnaires, and the researcher's voice memos and

audio feedback. The data sources for the results regarding the SMTs and UTEs were open-ended questionnaires, assessment forms for STs' teaching implementations, and semi-structured interviews.

4.4.1. Necessities of an Effective Online Teaching for Teachers of English

The necessities of an effective online teaching of English for English language teachers were explored from the perspectives of the STs, SMTs, and UTEs. The codes that emerged for each stakeholder are explored under a separate subtitle.

4.4.1.1. Student Teachers' Identification of Necessities

The STs identified the necessities of an effective online English language teaching for a teacher throughout the online practicum process in various data sources based on their observations of the SMTs' online classes, the discussions in the seminar components, their teaching implementations, their background, and any other possible factors that might contribute to their understanding of online teaching in this process. Their identifications of necessities of various components of online teaching are presented in Table 4.11.

Table 4. 11. *STs' identification of necessities*

1. *Technology-related Necessities*	- Technological resources - Digital literacy skills - Technology competence - Mastery of learning/teaching platforms
2. *Teacher Identity*	- Positive attitude towards DE* - Belief in the usefulness of online teaching - Adopting teacher role out of school community
3. *Designing Online Classes*	- Preparing a lesson plan for an online class - Designing a coherent online lesson - Knowledge of alternative lesson designs - Knowledge of online teaching methods and tech. - Courage to take risks - Creating an authentic context
4. *Instructional Skills and Strategies*	- Keeping energy at a high level - Concurrently focusing on different aspects in DE - Using intonation and body language in DE

	- Managing pair/group work activities in DE - Teaching to learners with special needs - Addressing students' multiple intelligences - Time management - Instruction check for online activities - Adjusting the language level to the target group - Properly adjusting the waiting time
5. Classroom Interaction	- Identifying target students' profile well - Maintaining students' involvement - Fostering interaction - Distributing the wealth equally among students - Balancing the talking time of students and teacher
6. Classroom Management	- Setting appropriate rules - Dealing with unexpected situations in DE - Addressing the affective domain - Managing the chaos in online classes - Managing the distractors in students' own settings
7. Assessment of Learning	- Testing and evaluation knowledge and skills - Online feedback provision techniques
8. Using Digital Resources	- A vast repertoire of digital materials - Knowledge of and skills in digital materials adaptation and evaluation - Generating original online activities
9. Extra-curricular Necessities	- Office hours to care students individually - Maintaining coordination with families - Collaboration with school counselors - Managing social solidarity campaigns

*DE: Distance education

The analyses of the results with respect to the STs' identification of the necessities of online teaching for English language teachers created nine categories, each of which relates to a different component of teaching. Each category is explored separately.

4.4.1.1.1. Technology-Related Necessities

The first category covers **technology-related necessities**. The STs, especially in the beginning of the process, attributed the quality of teaching online mainly to the four codes that emerged under this category. They naturally considered *technological resources* as a prerequisite for the rest of the necessities. They all pointed to a need for language teachers to possess the required hardware and software. Many STs shared their observations concerning the problems with the technological resources a teacher has e.g. poor internet connection, inadequacies of the tools they have etc. *Digital literacy skills* constitute another necessity mentioned in relation to technology. The

STs stated that in online teaching in the 21st century, it is a must for the teachers both to possess and to teach digital literacy skills such as critical thinking, online communication and collaboration, creativity etc. However, a group of STs reflected on their SMT's classes that they were far away from promoting such skills.

> [153] She has wonderful students who seem eager to learn and the topics they work on are interesting. She has many opportunities to use listening tracks, videos, discussion activities, group works, pair works, creative writings etc. etc. But she just doesn't. And it is a potential being wasted. (ST3, J31)

All the STs viewed *technology competence* as a must-have of effective online teaching. They all asserted that being equipped with the required skills in actively using technology, fixing problems, integrating educational technology, and adapting various technological tools to the field of ELT is an undeniable necessity of online teaching. Besides technological competence, they also included *mastery of learning/teaching platforms* into the technology-related necessities. While some STs were admirably describing how their SMTs displayed their technology competence and mastery of the platforms in their classes, some other STs criticized the SMTs they observed for not possessing this qualification.

> [154] When it comes to technology, she clearly feels challenged and overwhelmed by teaching online. I'm mentioning this not because I feel like it, but because she talked about it herself too. I definitely understand her because I have difficulties in using technology in classes as well. Honestly, I have difficulties in using technology in general. I think it's embarrassing in this era to actually speak that. It's 2020. People remotely control cars and feed their cats with one click. So how come teachers, the ones who have the most impact on children who will be our future, don't feel confident in using technology? I took a course called "Temel Bilgi Teknolojisi Kullanımı" in my sophomore year, and yet it clearly did nothing. I am amazed by my friends who know how to dominate over the technology; meanwhile, I'm still trying to learn what the F keys do (F1 F2 F3…). That's not how I want to define myself as a teacher: Irrelevant and oblivious. Definitely not happening. I'll try my best. (ST2, J30)

> [155] In order to have an effective online teaching, teachers should know how to use the technological instruments such as online meeting applications such as Zoom, Google Meeting, Perculus etc. In addition, there are smartboard applications or the instruments that you get help from Microsoft Office tools such as Word, Excel or PDF files to help you during your teaching. Our teacher fulfills the requirements of these online teaching instruments in a very good way, he knows exactly how those applications could be operated during the teaching. (SMT13, J53)

4.4.1.1.2. Teacher Identity

The second arising category in relation to the necessities of online teaching was **teacher identity**. Three codes emerged under this category. The STs emphasized the role of a teacher's values, attitudes, and beliefs in the quality of their teaching. Some STs indicated that the SMTs they were observing viewed distance education as temporary, and as a result, did not take it seriously and do their best to contribute to students' learning. For this reason, they regarded *positive attitude towards distance education* as a necessity. The STs claimed that only teachers with a positive attitude could work for a betterment in distance education practices. In addition, they referred to *belief in the usefulness of online teaching* as a necessity complementary to the former one in this category. They noted that the transition from face-to-face to online teaching was so abrupt and the emergency situations do not reflect the conditions in a normal period, thus it is not appropriate for teachers to assess the effectiveness of online teaching according to their experience in the post-COVID period. Within that scope, some STs also addressed the difficulty of *adopting the teacher role out of school community* as an additional necessity. They elaborated that many teachers were forced to get out of the well-established routines in this period, one of which was teaching in a school context, and they said based on their observations that it was challenging for the teachers to adopt the teacher role out of this context while simultaneously dealing with other tasks at their homes such as doing the chores, caring children, and so forth.

> [156] May I add something here? You know MoNE stopped face-to-face education completely for a certain amount of time and distance education became teachers' only alternative. After this decision, the difference in our mentor teacher's classes was striking. She completely gave up answering multiple choice questions and turned to lecturing. She is now using visuals, videos, and other multimedia sources within the context of the course book, of course. Now, we understood that teachers' attitude immensely affected as we discussed in our earlier meetings. Her attitude completely changed after distance education remained as the only alternative. She said that 'we only have distance education as an alternative now, so we have to use it effectively.' When she felt herself within the limitations of distance education, I can confidently say that her teaching was upgraded. (ST2, I5, 12.45)

4.4.1.1.3. Designing Online Classes

Another category of necessities was regarding **designing online classes**. Six codes emerged here. The STs all stated that designing classes for online teaching is significantly different from doing it for face-to-face settings as the dynamics of the two are remarkably different. *Preparing a lesson plan for an online class* was the first among this group of necessities. They declared that especially while deciding on the attainment targets or considering the back-up plans, teachers should build different sets of skills for online teaching. *Designing a coherent online lesson* was considered as another necessity. Maintaining smooth transitions between the activities, combining activities properly with each other, and establishing unity were reported to be some components of a coherent lesson. In addition, many STs added *knowledge of alternative lesson designs* as another necessity. They claimed that getting out of traditional, deeply-rooted designs was difficult for some SMTs they observed, and deemed to have the knowledge of alternatives as a must. *Knowledge of online teaching methods and techniques* was also counted among the necessities of an online lesson design. All the STs criticized the existing ELTE programs for not training STs for remote teaching settings, and commented based on their experience that the methods and techniques for online classes are different from the ones that were taught to them in ELTE programs.

> [157] Especially in terms of classroom management it is not easy to use the techniques we have learned for face-to-face classes. Yes, we might use some interactive and collaborative applications and sources or at least the white board on which every participant can write and be active; however, it is difficult for every student to go there, they attend the classes on their phones and they say if I turn to the other page, I cannot see you. That is why, most of the time students say and we write as the student teachers and we cannot fully utilize the facilities. So, it is not the same with the face-to-face classes. (ST8, I12, 27.25)

As a part of the planning stage, *courage to take risks* emerged as another code. The STs asserted that trying new methods, integrating group/pair work, or designing unprecedented activities in online teaching requires courage by virtue of the risks of losing classroom management due to the potential chaos, students' not being able to understand the instructions, students' not having the required technological facilities,

or teacher's inability to limit out-of-context talks. Given these, the STs identified courage to take risks as a necessity because integrating such tasks or activities into the lesson plan is viewed risky. They argued that only the teachers meeting this criterion can have the last necessity within the planning stage; *creating an authentic context*. Many of the STs perceived distance education as an opportunity for teachers to create authentic contexts due to the great number of resources available on the web and the facilities of international communication; however, to all these ends, the STs considered an authentic context to be one of the necessities.

> [158] Hocam, I think courage is an important necessity because some teachers do not include some activities as they think that they cannot. I have realized it. For instance, there is a chaotic classroom and they do not want to do group work activities. Why don't you want it? They may get adapted to it. In the first two or three classes they may struggle but they may be able to achieve it in the fourth class. They may have fun. I guess teachers have anxiety like 'if I cannot do it'. Children usually have fun in group work activates no matter how reluctant they are. (ST13, I6, 12.10)

4.4.1.1.4. Instructional Skills and Strategies

The next group of reported necessities of online teaching for English language teachers fall into the category of **instructional skills and strategies**. Ten codes arouse under this category. *Keeping energy at a high level* was among the top of the necessities mentioned here. The STs, and as the researcher I also observed while monitoring the STs' teaching implementations that students were usually reluctant to participate during the online classes, and they kept their cameras turned off in many contexts, thus it was more difficult for the teachers to stay energized. The STs defined it as a must-have necessity because they reported based on their experience that teacher's energy is a major determinant of the classroom climate. The ability of *concurrently focusing on different aspects in distance education* was another code. The STs depending on both observations and experience stated that distance education requires a teacher to concentrate on technology, pedagogy, learners, and some other dimensions concurrently. They claimed that it was one of the necessities that make online teaching distinctive from its face-to-face counterpart. *Using intonation and body language* emerged as another frequently repeated code. The STs found distance education

challenging mainly because of the difficulty with employing extralinguistic and paralinguistic elements. They commented that they better appreciated the role of body language, posture, eye-contact, mimicry etc. in communication during their experience. As extracted earlier, one ST described how she felt regarding this necessity very vividly at the outset of the online practicum process: [159] "I am a person who uses her body language a lot and I feel like distance education limits me into a square box and wants me to pull a rabbit out of a hat" (ST2, J2). *Managing pair/group work activities* was also repeatedly mentioned by all the STs as a featured necessity. They shared their observations that distance education limits teachers in terms of pair/group work activities to an important extent. They argued that even in face-to-face education they were avoided and distance education increased the level of prevailing anxiety. However, they thought that an effective class needs to include pair/group work activities to promote interaction.

> [160] My mentor teacher, of course, does not use pair or group work activities. I have been questioning how he could employ them but I cannot find a solution because infrastructure was so inadequate that students could barely communicate in an individual way with the teacher. In addition, it sometimes takes more than 20 minutes to check attendance and move on to the main session after some warm-up activities. Let's assume that there will be a pair or group work activity, teacher's giving the instructions, students' understanding them, and implementing something far exceed the allocated time. In face-to-face classrooms, of course it would not be the same because it is much easier to give an instruction like 'do this activity with the person next to you' and visiting the students immediately who have any problems. (ST11, J25)

A code that emerged as a necessity of online teaching but is ignored even in face-to-face education was *teaching to students with special needs*. Some STs brought it to the agenda of discussions and stated that students with disabilities or with differences should also be considered in online teaching. They said that teachers need to be equipped with necessary skills and knowledge in this sense. Another challenge but necessity at the same time that was mentioned by the STs was *addressing students' multiple intelligences* in online teaching. Some STs called attention to diversities among the learners in terms of learning styles or backgrounds, and accordingly they deemed integrating techniques or materials that consider multiple intelligences as a necessity. *Time management* was another necessity all the STs discussed throughout the term. The STs addressed the time constraint, that is, dealing with newly occurring

challenges in a more limited amount of time as another necessity. The STs added *instruction check for online activities* to the list of necessities under this category because they indicated depending on their observations and experience that students might remain silent even to the simplest questions.

> [161] Students never want to participate in classes. Forget about doing the activities, we are asking a very simple question, for instance, but there is no response. I once sent them a link for a website and asked them if they visited the webpage or not but they did not answer my question even by saying 'yes' or 'no'. Such an inattentiveness! (ST7, I19, 52.50)

Adjusting the language level to the target group was another emerging code. One might think that this is a necessity of face-to-face teaching as well; however, it was considered especially important in online teaching on the grounds that teachers lack many tools that are at their disposal in face-to-face classroom such as monitoring students if they get what is meant or not, getting to know the students better, using body language or realia to support the linguistic tokens etc. That is why, the STs regarded the adjustment of language as an essential necessity of online teaching. In relation to the last two codes, *properly adjusting the waiting time* was revealed as the last code under this category. Due to the aforementioned difficulties that are peculiar to online education, it was considered to be challenging for teachers to accurately estimate the proper waiting time in online education. The STs reported that depending on many variables it significantly changes, thus estimating it was thought to require skill or experience, which makes it a necessity as it is.

4.4.1.1.5. Classroom Interaction

Classroom interaction was the most frequently mentioned category of necessities among all these nine by far. The STs identified classroom interaction as the primary necessity of online teaching, especially when the nature of a foreign language is considered. The STs at many times referred to it as the major challenge, and necessity teachers are supposed to master to effectively teach online. Five codes emerged under this category. *Identifying target students' profile well* was the first code here. As elaborated in previous sections, the STs attached value to building rapport with the

students, and one of their goals there was to accurately identify the target group's profile. They declared that online education challenged them especially in terms of knowing the students; their proficiency level, interests, hobbies, personalities etc. For this very reason, they regarded it as a must to identify target students' profile to encourage them to participate.

> [162] In normal practicum I established the connection with the students. I knew them well and they knew me well too. I had a chance to implement a macro teaching and I experienced time management problem because of students' extreme eagerness to participate, so I believe it was due the intimacy we created, so the connection between student teachers and students significantly affects their engagement. (ST5, I19, 53.35)

All the STs identified *maintaining students' involvement* and *fostering interaction* as the fundamental necessities of online teaching. Throughout the online practicum process, the STs were mostly challenged by students' lack of involvement, so their experience had the pivotal role in marking it as a top necessity. The STs shared their belief that there must be some regulations to force the students to turn on their cameras and microphones to maintain their involvement. Without such a requirement, most of the students were reluctant to participate in the classes. Students were attending the classes at the comfort of their homes by getting surrounded with many distractors, which made it tough for them to focus on the classes to be fully involved. Some STs shared their observations of their SMT's successfully involving students while most of the others were not so fortunate. Even in the classes in which the STs observed interaction, they reported that the level of interaction among students themselves was quite low. However, all the STs agreed on the necessity for a teacher to find some ways of maintaining students' active engagement.

> [163] It is so important to create online classroom atmosphere because some students are still thinking that online education is not important as much as the face-to-face education and they are not taking it seriously so we should reconsider the grading system, classroom rules. We should make something which forces them to keep their cameras on and to participate actively. I mentioned the interaction between students. We know that modern education system is learner-centered so we must develop and we must integrate some activities, which facilitate, which allow the students to communicate with each other. (ST14, I6, 13.30)

Distributing the wealth among the students equally emerged as another necessity of online education because many STs both observed and experienced that some students come to forefront due to their willingness to participate, and it was perceived to be a requirement for the teachers not to depend so much on such students as the rest was acting reluctantly. One ST wrote the following about this code.

> [164] Most of the students don't want to participate because they are too shy. There are always a few specific students who participate constantly. Sometimes my mentor teacher says 'I don't want to listen to the same students during online classes', and she is right. (ST2, J16)

In close relation to the previous necessity, *balancing the talking time of students and teacher* emerged as the last code under the category of classroom interaction. All the STs called attention to this necessity since what the ST2 described in Quotation 164 above was prevalent in many of the classes they observed. It led to teachers' dominating the classroom discourse but the STs stated that the talking times of both sides should strike a balance to boost up the effectiveness.

4.4.1.1.6. Classroom Management

Following interaction, **classroom management** was the next most commonly referred category of necessities of online teaching. Five codes emerged under this category. The STs defined online classrooms as a completely new context, thus they reported that the techniques they learned for face-to-face classes do not work here. Quotation 165 below from a ST illustrates how the STs thought about classroom management.

> [165] Hocam, in classroom management, for instance, when a student distracts others or does not participate at all, first we have a look at him or raise our voice or walk alongside to attract his/her attention but now the camera of the student is off, I do not know if s/he is there. I can't implement the techniques of classroom management because I learned them for face-to-face, not for online teaching. (ST5, I11, 35.00)

Setting appropriate rules was the first emerging code as a necessity of online classroom management. The STs reported that both teachers and students need to be aware that online classrooms are the counterparts of face-to-face ones, so rules

applying there should be adapted to online settings, and a teacher should possess the ability of setting and monitoring these rules in online teaching. Another code that emerged upon the STs' observations was dealing with unexpected situations. The STs stated that teachers need to be prepared for unexpected situations and know how to tackle them effectively.

> [166] Of course, in some cases my mentor teacher could not manage the classroom. For instance, we were doing our observations when we experienced the earthquake in İzmir. As the earthquake was also felt by him and some other students, he got anxious, and reflected his anxiety to the students. We had a small meeting after the class about this issue, and he also said that he was aware of this loss of control. (ST9, J23)

As a part of classroom management, *addressing the affective domain* was reported as another necessity. In online teaching, the STs attributed importance to the affective domain as much as the cognitive one. Motivating students, dealing with stress and anxiety, creating the emotional bond, and many others were mentioned by the STs as sub-dimensions of this code. They shared their observations that especially under the pandemic conditions, it was challenging even for the teachers themselves to keep motivated and they said it was naturally impossible for unmotivated people to provide motivation for others, so they deemed it as a must-have necessity. The STs pointed to the necessity of *managing the chaos in online classes* as well. When some interactive activities were done in the classrooms, the STs reported, a chaotic environment could be observed. If interaction is marked as a necessity, then the STs said managing the chaos should be another as a natural outcome of interaction in many cases. As the last code here, some STs added the skill in *managing the distractors in students' own settings* to the list of necessities. ST8 wrote so about this code: [167] "Since online classes are parts of students' personal lives, it may not be possible for them to fully focus on the classes. A daily problem or family issues may distract students" (ST8, J22).

4.4.1.1.7. Assessment of Learning

The next arising category was **assessment of learning** in online education. *Testing and evaluation knowledge and skills* emerged as the first of the two codes. Some STs

considered this dimension as completely new, and similar to classroom management, they stated that they were not trained on online assessment techniques but they valued it as another necessity for teachers. The second code regarding assessment was *online feedback provision techniques*. The STs shared their observations that some SMTs gave very broad responses to students' questions and due to distance, they did not provide feedback on students' works. So, they stated that knowing how to provide online feedback is a necessity of online teaching.

4.4.1.1.8. Using Digital Resources

Using digital resources was another category of necessities. Four codes emerged here. The STs shared quite different observations with regards to the use of digital resources by teachers. While some expressed their satisfaction with observing their SMT utilizing a variety of resources, some others were complaining that they could not observe any variety. However, they all included some aspects of using digital resources into the necessities. *A vast repertoire of digital materials* was the first among the emerging codes. The STs reported that teachers should know diverse resources and involve them whenever required to maintain students' involvement.

> [168] Our mentor teacher is successfully maintaining diversity in his activities and materials, and includes four main language skills. Students do not get bored in the face of this diversity because in every class they see a different activity and whenever they encounter something new, they are asking 'what we will do teacher?' It was what I mentioned above. In distance education, we can keep students' curiosity and interests alive only through activities. (ST10, J28)

Knowledge of and skills in digital materials adaptation and evaluation was also targeted by many STs. They noted that the ELTE programs mainly train STs on the adaptation of hard copy materials; however, they also regarded it as a necessity of online teaching. Some STs described their SMT's merely following the digital version of the course book without any adaptations, and they found it boring. For this reason, they added this code to the list of necessities.

> [169] As I said before, she needs to diversify her activities which she is using during the lesson because she is just preparing their students for the exam, there is no other skills

like speaking, listening, reading or writing. Their only activity is solving multiple-choice questions. Because of that she could not provide proper feedback for the students because she cannot assess students' language skills. If the students give correct answers to the questions, she just says "Well done or aferin", and if their answer is false, she just picks another student for that question. I mean, there is no feedback for the students' false or correct answers. She needs to clarify the answers why it is correct or false. (ST4, J32)

The last code having emerged under this category was *generating original activities*. The STs all had the opinion that the quality of the activities has a substantial impact on the effectiveness of an online class, thus they viewed it as a compulsion for teachers to generate original activities. They observed that teachers usually use the same mechanical drills in online classes as well e.g. fill-in-the-gap, matching, multiple choice questions, or comprehension check items etc. However, they suggested that they need to get out of their routines to utilize original activities.

4.4.1.1.9. Extra-Curricular Necessities

Extra-curricular necessities constitute the last category. Four codes emerged under this category. The STs were on the opinion that extra-curricular activities were mostly ignored in online teaching; however, they considered them as an integral part of education. Having *office hours to care students individually* was the first code here. Some STs asserted that students can easily be ignored in online classes or they may act hesitantly to approach the teacher, thus specifying online office hours to care students individually was deemed to be a necessity. Another code was *maintaining coordination with families*. The STs all shared many observations regarding the role of families in students' learning in distance education, thus they identified coordination with families as a necessity. The following utterances of ST4 in Quotation 170 emphasize the importance of this necessity to raise awareness and work collaboratively with the families.

[170] I told in our very first interviews too. The common understanding in our country is if children have tablets or laptops in front of them, what they are doing is not something that is useful. They traditionally think that you need to go to school to learn. They approach distance education from this perspective. (ST4, I19, 52.05)

Collaboration with school counselors was also mentioned by some STs. They reported that during the distance education period school counselors were not actively involved in the processes at a desired level but they stated that maintaining collaboration with them is a necessity to better address the affective domain and maintain students' complete engagement. Lastly, one ST mentioned *managing solidarity campaigns* as a necessity. He commented that during the time of face-to-face education, families who were in need were considered, campaigns to help them were organized; however, he shared his observation that the COVID-19 pandemic terminated such organizations but he regarded it among the necessities of teachers teaching at a distance to promote and manage solidarity campaigns in their local network.

4.4.1.2. School-Based Mentor Teachers' Identification of Necessities

SMTs, as the second major group of stakeholders, were also consulted about the necessities of online English language teaching, and they came up with certain identifications as well. The SMTs' identifications of the necessities are displayed in Table 4.12.

Table 4. 12. *SMTs' identification of necessities*

1. *Lesson Preparation*	- Having a plan on mind prior to teaching - Setting realistic objectives - Knowing the students well
2. *Instructional Strategies*	- Using warm-up activities - Teaching in an authentic context
3. *Technology-related Necessities*	- Having the required technological facilities - Technological competence - Involving online facilities and diverse materials - Having a positive attitude towards digital tools - Having a back-up plan for technological problems
4. *Classroom Management*	- Maintaining students' commitment - Effective classroom management strategies - Setting classroom rules
5. *Classroom Interaction*	- Maintaining interaction - Involving students - T's using body language effectively

The necessities addressed by the SMTs fell into five categories, each of which is relevant to a different component of online teaching.

4.4.1.2.1. Lesson Preparation

In the first category, **lesson preparation**, the SMTs mentioned what an online teacher needs to do before s/he attends his/her class. Three codes arouse under this category. One SMT included *having a plan on mind prior to teaching* into the list of necessities. He reported that designing an online class beforehand in an overall way facilitated his teaching. Another SMT uttered *setting realistic objectives* as another necessity. She noted that it is important for the teachers to accurately estimate the true potential of the students, what can be done with the available facilities, and identification of a person's own strengths and weaknesses. She stated that deciding on the objectives based on such estimations is mandatory for an effective teaching. As the third code that might also overlap with the second one in some parts was *knowing the students well*, which emerged in the data sources of several SMTs. For instance, one SMT explained the reason for STs' progress in these words: [171] "Knowing the students and possibilities also made them more successful while planning the lessons and maintaining the classroom management" (SMT8, Q22).

4.4.1.2.2. Instructional Strategies

With regards to **instructional strategies**, two necessities were touched on in the data sources. One SMT referred to *using warm-up activities* as a necessity. He explained this necessity in the following way: [172] "I started my lessons with small games and chat. 'First you should open the way for communication then you can teach' this has been my philosophy for years" (SMT1, Q15). Two SMTs identified *teaching in an authentic context* as another necessity. One of them stated that every learning arises from a need, that is why, it is the main duty of a teacher to provide the learners with an authentic need to motivate them to learn a language. The other SMT offering this code also reported that the internet provides numerous facilities for the teacher to be

used to create an authentic context, and it is a necessity for the teachers to exploit these resources that are at their disposal now.

> [173] Most of the students are not interested in academic tasks or mechanical drills but rather they want to learn English for the movies, songs, and other stuff they enjoy. So, involving authentic activities like watching scenes from movies and commenting on them altogether may improve the quality of online teaching. (SMT10, I20, 06.05)

4.4.1.2.3. Technology-Related Necessities

The third emerging category covers **technology-related necessities** of online teaching. It includes five codes. Similar to the STs, the SMTs also pointed to the necessity of *having the required technological facilities*. They stated that it is a prerequisite for the teachers to possess the required equipment; however; they shared their observations that during the emergency remote teaching period teachers were not provided with such a support but they insisted that in a more normal period the available facilities of teachers need to be considered for the effectiveness of online teaching. All the SMTs addressed *technological competence* as a necessity. As it has been explored in several parts as well, it is deemed important by all the stakeholders for a teacher to be able to exploit technology to the fullest degree possible for an effective online teaching. *Involving online facilities and diverse materials* came out as another recurring code. SMT3, for instance, wrote that she [174] "tried to find online opportunities to make the education more interesting" (SMT3, Q17). *Having a positive attitude towards digital tools* was mentioned by one SMT as a necessity. She stated that a teacher cannot develop his/her skills or teach effectively with a negative attitude towards distance education, so it was marked as a necessity. Lastly, some SMTs included *having a back-up plan for the technological problems* as another necessity. Depending on their experience, they noted that technology might present unexpected challenges at times and teachers need to be prepared for such moments with back-up plans already created.

4.4.1.2.4. Classroom Management

Classroom management was another category, in which the SMTs identified three necessities that appear as codes. *Maintaining students' commitment* was addressed by one SMT. He made a distinction between control and commitment, and stated that particularly in online teaching it is essential for the teachers to maintain students' commitment for their active engagement.

> [175] If you view classroom management as classroom control and if you consider students as individuals who need to be kept under control throughout the teaching process, then you will fail. In this case, you would not be able to manage control in online education because there is no control here. I mean there is nothing called control in behavioral sense. The only control you may apply in online education is using the grading system or managing technical control, that is, turning on or off students' microphone or camera or chatbox etc. If you employ the second excessively, you will isolate a student from the class gradually. If you employ the first excessively, you will turn the class into a mechanical one and create an autocratic classroom environment, and turn English course or your branch into a source of torture for the students. Using both of these excessively will lead to these two outcomes. Then, as a third alternative, we need to create a sense of belonging to the classroom and make students feel pleased to attend the class and have fun. As the level of social interaction decreases, the sense of belonging to the classroom will decrease in parallel. First, we need to increase commitment, the sense of belonging. On the line between commitment and control, we need to consider what we can do to improve students' commitment in online education. (SMT1, I21, 08.30)

Effective classroom management strategies and *setting classroom rules* were the other two codes that emerged under this category. Several SMTs declared that online classes are counterparts of the face-to-face classrooms, we need to inform students well about it, and set concrete classroom rules to have an effective session. They claimed based on their experience that students, parents, and some teachers could not view online classrooms as a reflection of the real ones and could not abide by the rules or set appropriate rules to benefit from online education in the best way possible. Thus, they considered these two as the necessities for the future of online teaching.

4.4.1.2.5. Classroom Interaction

The last category produced by the data analyses was **classroom interaction**. The SMTs came up with three codes in relation to this category. It was regarded as the

primary area in which many SMTs were challenged during the emergency remote teaching process, and they defined it as a must especially in English language classes. *Maintaining interaction* and *involving students* were the two most frequently mentioned codes under this category. A group of SMTs were not optimistic in terms of maintaining interaction in online classes. For instance, one SMT wrote so: [176] "Teaching and learning process need interaction with the students and the teacher and I think the only way to provide this is face to face education" (SMT2, Q16). On the other side, a group of other SMTs were optimistic although they also thought that interaction gets more difficult in online environments. The second view is well illustrated in Quotation 177 below.

> [177] Teaching is one half of being a teacher, but the other half, which cannot be underestimated, is engaging with students. It has become more difficult to establish this real relationship with distance education. It's clear that a digital age teacher carefully trained by your university needs nothing more than volunteering to make a difference. (SMT10, Q24)

The last code that emerged in the data was *teachers' using body language effectively*. The SMTs appreciated the role of body language in communication, and also stated that they felt its support better during this process. They considered it as a necessity for a teacher to master the use of body language in online education as well.

4.4.1.3. University-Based Teacher Educators' Identification of Necessities

As the third primary stakeholders, the UTEs also identified some necessities of online teaching in the open-ended questionnaires and semi-structured interviews. The results revealed by the data analyses are presented in Table 4.13.

Table 4. 13. *UTEs' identification of necessities*

1. *Technology-related Necessities*	- Knowledge of online teaching tools - Digital literacy skills - Effective use of teaching/learning platforms - Technological competence
2. *Classroom Interaction*	- Maintaining interaction - Ensuring students' involvement

	- Involving pair/group work activities - Building rapport with the students
3. *Lesson Design*	- Designing a complementary lesson - Creating effective activities - Creating an authentic context
4. *Classroom Management*	- Dealing with misbehaving and demotivated SS
5. *Assessment*	- Using effective assessment methods

The analyses of the data provided by the UTEs produced five categories for the necessities of online language teaching.

4.4.1.3.1. Technology-related Necessities

Under the first category, the UTEs counted *knowledge of online teaching tools*, *digital literacy skills*, *effective use of teaching/learning platforms*, and *technological competence* as the necessities, each of which stands as a code. Since they were all explored so far, it would be repetitive to explain each code separately; however, all the UTEs defined online teaching as a new context and underlined the blend of technology and methodology knowledge as a significant necessity.

4.4.1.3.2. Classroom Interaction

In terms of **classroom interaction**, three of the four UTEs shared their complaints regarding the SMTs as they claimed that the STs could not observe interactive classes throughout the online practicum process, which significantly lowered its quality. Four codes emerged under this category. The UTEs addressed *maintaining interaction*, *ensuring students' involvement*, *involving pair/group work activities*, and *building rapport with the students* as the necessities within the scope of classroom interaction. The UTEs admitted that it was difficult to maintain interaction in online classes; however, they all considered it as mandatory for teachers to achieve it somehow. One of the UTEs described the role of classroom interaction and how it affected the STs' online practicum experience in the following way.

> [178] Student teachers were planning very interactive classes but they could not implement them but in normal sessions, I mean the classes of the mentor teacher, they did not participate either. The student teachers got demotivated later. It was not a problem related to the student teachers. They were asking questions, trying to encourage students to participate but they failed. This was their normal, they did not participate in their ordinary classes either. Their own teacher did not have interactive classes. If the students get accustomed to it, there is nothing for the student teachers to change it but in face-to-face classes they can change it. When you ask a question in face-to-face classes, even though a student does not normally participate, he answers it as you are looking into his/her eyes. But in online teaching there is nothing like that, you cannot see what is behind the camera, the students do not feel the urge to participate. In this respect, online practicum is more disadvantaged because if the mentor teacher is not good, student teachers are more disadvantaged. (UTE2, I25, 08.15)

4.4.1.3.3. Lesson Design

Lesson design was mentioned as another category of necessities of online teaching. Three codes were produced. One UTE referred to the necessity of *designing complementary lessons* as the first code. She meant that it was usually challenging for STs and teachers to plan a lesson, the parts of which create unity. She stated that an effective face-to-face or online class should be coherent, maintain unity between the activities. *Creating effective activities* and *creating an authentic context* emerged as the two other codes here. The UTEs emphasized the role of original activities that are not outdated or mechanical along with an authentic context in students' learning. One UTE reported that although the ELTE programs prepare STs in terms of these two skills to a significant extent, they do not train them on these two for online platforms. She wrote the following as a suggestion: [179] "More preparation, more online teaching ways. The students are using the same techniques again and again. We weren't focusing on online teaching, so we couldn't prepare them a lot for online teaching" (UTE4, Q28).

4.4.1.3.4. Classroom Management

One code emerged under the category of **classroom management**. One of the UTEs mentioned the necessity of *dealing with misbehaving and demotivated students* in online teaching. The role of motivation has also been addressed by the two other groups of stakeholders, and it has already been elaborated.

4.4.1.3.5. Assessment

Using the effective assessment methods was the last necessity mentioned by the UTEs, and it may fall into the category of **assessment**. The lack of a proper assessment system during the emergency remote teaching process was criticized by some UTEs and marked as the main reason for the students' absenteeism and reluctance to actively participate in the online class sessions. Thus, they suggested that an effective online teaching necessitates teachers to develop and implement assessment methods properly.

4.4.2. Student Teachers' Lacks for Effective Online Teaching of English

The STs' lacks regarding online teaching have undergone significant changes from the outset to the end of the online practicum process, thus the results of the data analyses are presented to reflect the changes in their lacks in time.

4.4.2.1. How Did the Student Teachers Start?

In the very beginning of the online practicum process, the STs were asked to reflect on their readiness for teaching online in a weekly journal and in a focus-group interview. At the end of the term, after 12-week observations of online classes and four teaching implementations, they were asked to think retrospectively and assess their initial readiness in the open-ended questionnaire. Except for one ST, all the other STs expressed that they did not feel ready. They used the following adjectives, for instance, to define their feelings in the open-ended questionnaire; "unconfident, insecure, prejudiced, literally scared." One ST, who felt ready at the outset, also stated that she was proved wrong: [180] "I was of the opinion that I could adapt what I know from face-to-face teaching experience into online teaching easily. I was not expecting to feel this much inexperienced" (ST8, Q12). The STs, who felt competent in the use of technology, assessed themselves capable in terms of the technology requirements; however, they also specified that they did not feel ready to teach online. The following

quotations from the first weekly reflective journals of the STs manifest the impact of perceived competence in technology on their perceived readiness for online teaching.

> [181] I am only confident in the technological aspects of this and not on the teaching side. I did not receive any form of teaching regarding distant teaching. (ST3, J3)
>
> [182] I mean, being a good teacher is not enough for distance education, and I think, I am good at using computers and using any program on a computer. If I do not know how to use an application or program on a computer, I know how to learn in a very short time, therefore I think, I can teach the students via a computer. (ST4, J4)
>
> [183] Unfortunately, I don't trust myself in teaching online. The main reason for it is my lack of confidence in using technological tools and equipment. I am afraid of not being able to deal with any problems that may occur while teaching and any interruptions of my class. (ST7, J7)
>
> [184] Frankly, I don't feel myself competent in teaching online because my knowledge of technology is not sufficient in terms of both learning and teaching. I have neither background nor interest in available software. (ST11, J11)

It is apparent in the quotations that confidence in the use of technology contributed to the STs' initial perceived readiness for online teaching. The STs all stated in the first focus-group interview of the term that they did not receive any training on how to teach online or did not have any chances of experiencing it. When the curriculum of the ELTE programs in Turkey is examined, it is realized that only basic computer skills are addressed in a single course and there are no other courses available to train STs on the use of technology specific to the methodology of English language teaching. The STs also admitted that they did not know almost anything about online teaching methodology.

> [185] As a pre-service language teacher, I think the concept of distance language education was so foreign to us that we found ourselves in a chaotic controversy on how it should be done based on the approaches that focused merely on face-to-face education that were not relevant anymore. (ST2, J2)
>
> [186] I do not feel confident at all when it comes to distance teaching since I have almost no experience with it. I do not know how to modify my activities; I do not know how to catch my students' attention; I do not know how to manage the classroom. I am not educated in teaching English through distance education. (ST5, J5)

Then, in the beginning of the term, prior to any observations and online teaching experience, the STs reported that they had lacks in terms of almost all the necessities of online language teaching. Only a few STs, who viewed themselves skilled in the use of technology due to their personal interests, felt ready only in terms of the technology requirements; however, except for one ST, all the others felt unconfident in terms of pedagogy and other relevant areas of online teaching. These a few STs, who felt competent in the use of technology in the beginning, retrospectively thought in the last focus group interview of the term, and Quotation 187 below reveals their ultimate evaluation. ST4's reflection here is illuminative for the role of training and experience in the STs' development of online teaching skills and perceptions.

> [187] In the beginning, I thought that I am good at technology, have computer skills, so online education would be easier for me but I have realized in this practicum process that it was not so. I saw that managing the classroom, the students were much more difficult for me. When I compare my first implementation with the last one, I can easily see the improvement. When I see my first implementation now, I am asking to myself 'what is this, if what I could do was this.' We did not have any resources, any experience, anything actually. We were not trained in any ways. I believe that I am much better now. Now I am asking 'if it was I who did this teaching in the beginning'. (ST4, I19, 05.50)

4.4.2.2. Student Teachers' Lacks in the First Teaching Implementations

The STs implemented their first teaching sessions following four weeks of observations of online classes. They were asked to reflect on their readiness right before the implementation. It was revealed in their reflections that many of the STs stated they felt confident before their implementations. It was the opposite of how almost all of them felt in the beginning, and they attributed their perceived readiness mainly to *their observations*, *their acquaintance with the target students' profile*, *positive opinions regarding their lesson designs*, *their background in teaching methodology*, *their preparations*, and *a SMT's giving some STs a chance to practice earlier*. The following quotations illustrate these emerging codes.

> [188] I felt ready because I was ready with all aspects and contingency plans. (ST1, J56)

> [189] I was feeling ready for the implementation because this is my final year -hopefully- at the university. (ST3, J58)

> [190] I was feeling confident before the implementation in general because I thought that my lesson plan and activities would be interesting and enjoyable. (ST5, J60)
>
> [191] I was excited and happy to have a macro teaching since I felt ready for it. (ST9, J64)
>
> [192] Actually I felt ready for my implementation because before that our mentor teacher made us teach for four classes before the real implementation, also we have observed what she does in her teaching for a long while. (ST11, J66)

A few STs who did not feel themselves ready for their first teaching session attributed their feelings mainly to *their anxiety*, *perceived missing points in their preparation*, and *lack of experience*. After the teaching implementations, the STs reflected on their performance in terms of the strengths, weaknesses, and their plans for improvement for the second teaching practice. On the contrary to the apparent convergence in the earlier reflections, the STs' self-assessments upon their first online teaching experience diverged. Eight out of fourteen STs assessed themselves in a more positive way while the remaining six STs reported that they felt either negative or hesitant. However, almost all of them used the adjective "relieved" to define their post-implementation mood. Although the STs identified the overall areas in which they thought that they had lacks, many of the STs could not support their perception with valid justifications. For instance, a ST wrote the following: [193] "I felt like it was bad but then I watched it and I saw that it wasn't that bad. Even though students had issues while understanding the lesson, I somehow managed to make them understand" (ST1, J56). One of the STs explicitly stated that she could not explain the reasons for the weaknesses in her teaching performance: [194] "Although I watched the video recording of my teaching implementation twice, I cannot confidently say 'my problems are these!'" (ST5, J60). On the self-assessment forms, the STs identified the areas in which they thought that they had lacks as presented in Table 4.14. The emerging codes are listed in the order of frequency of occurrence.

Table 4. 14. *STs' self-assessed areas of weaknesses*

- Maintaining students' participation - Keeping energy at a desired level - Time management - Classroom management

- Instruction check
- Motivating students
- Complementary lesson design
- Generating original activities
- Adjusting the language of instruction properly
- Designing activities appropriate for the target level
- Appropriately specifying the objectives
- Effective use of technology
- Assessment of learning

I, as the researcher and the UTE of the STs in the context of this case, also assessed their teaching performances and identified the prominent lacks. On the contrary to most of the STs' tendency to assess themselves positively, my assessments for the eleven out of fourteen STs were mostly negative due to the frequently observed lacks. The areas, in which I identified lacks following the first teaching implementations based on the voice memos and assessment forms, are displayed in Table 4.15. The codes are listed in the order of frequency of occurrence again.

Table 4. 15. *The researcher's identification of STs' areas of lacks*

- Adopting teacher identity
- Using effective digital resources
- Generating original activities
- Creating an authentic context
- Motivating students
- Maintaining students' involvement
- Keeping energy at a desired level
- Maintaining unity between activities
- Checking instructions
- Teaching vs testing dichotomy
- Time management
- Asking for elaboration and justification

The most frequently observed lack in the STs' first implementations was in the area of *adopting teacher identity*. The STs could not take the role of students' teachers in the real sense, that is, they were acting as if they were the implementors of the lesson plans they prepared in the time allocated for each activity. They were so much concentrating on themselves rather than the students' learning, the flow of their activities rather than how much students benefited from them, or how well they were merely implementing the prescribed rules rather than how well students were learning. For instance, as the

observer of ST4's teaching implementation, I recorded the following voice memo: [195] "When you are saying we will have fun altogether, your face does not support your verbal expressions" (UTE5, V13). ST4 was so much concentrated on the lesson plan and uttering what was previously determined in a mechanical way that it seemed he was not even aware of what he actually meant. ST4's case was so common in the first teaching implementations. One of the SMTs also pointed to the same lack depending on her own observations: [196] "I can say that they lack naturalness, creativity and real relationships, which is quite normal because they are in a fiction" (SMT10, Q24). What I observed was the same; "they lack naturalness."

Another commonly observed area in which the STs had lacks was *using effective digital resources*. Many of the STs were simply preparing a slideshow to teach, using the soft copies of the course books, and soft copies of mechanical worksheets. They did not integrate any interactive digital resources or materials. In other words, online classes seemed to be mere reflections of the face-to-face classes. Even some STs were asking students to take notes on their notebooks as if they were in a face-to-face classroom. I recorded the following voice memo on ST8's teaching: [197] "Why are they writing them on a paper? You need to encourage them to use technology but rather you encourage them to use the conventional ways of doing this activity" (UTE5, V29). It was obvious that they did not have a repertoire of digital resources or adopt the required mindset for online teaching. Some SMTs also addressed the same point as an area of lack for the STs. SMT7, for instance, wrote so: [198] "Mostly they didn't know other digital tools except PowerPoint. In the last implementation, their presentations were good" (SMT7, Q21).

Generating original activities was the next area in which many STs had lacks in their first online teaching experience. The activities many of the STs prepared were in one shape. In a voice memo I was asking a ST the following question: [199] "I can't understand why your lesson designs are so similar?" (UTE5, V9). Most of the activities were made up of mechanical drills that did not address any communicative aspects; true-false, matching, choosing the correct option, fill-in-the-gap etc. In other

words, the activities were not meaningful to a significant extent. For instance, ST14 was asking the students to read a text on a day of a character named Mary Bailey. The text was presented on the screen but at the same time in the course book of the students, so they were reading it in a hard copy. Then, the ST was asking them to put some pictures into the correct order according to the text in their own course book, decide if the statements are true or false, and write their answers again on the hard copy of the course book. The activities were not original in any ways. In addition, as revealed in the previous code, the class was simply a copy of a face-to-face lesson. The present lack led to the next one; the STs' difficulties with *creating an authentic context*. Although the STs had many facilities available on the web to provide the students with a real-life situation to use the language, many of them did not benefit from it. They rather designed their classes in the traditional ways of teaching.

STs' lacks in the areas of *motivating students* and *maintaining students' involvement* could be explained through the nature of online teaching to some extent. In many online classrooms, the students' webcams and microphones were not turned on. Even though the STs tried to interact with the students, they mostly failed for several reasons. Besides the reasons that are related to STs' own lacks that will be further explored, the SMTs' own way of teaching was also quite influential. The students taught by SMTs who do not regularly promote interaction or do outdated activities did not get accustomed to being involved in an interaction, so they did not respond even to the simplest questions of STs. ST1, for example, was asking a question in the beginning of his class to the 8th grade students; "can you hear me?" In a few seconds he was repeating the question and called two students by their names; however, his question remained unanswered again. After introducing himself, he was asking the students how they were but his question was not answered either. He was waiting approximately for a minute, and he was addressing some students by their names again but the ST's attempts similarly failed. The ST continued his class without the involvement of the students in any ways. When ST1 asked the students to read the text on the screen eight minutes after the start of the class, one student participated for the first time and said: "Hocam, hiçbir şey anlayamıyorum," which means "I can't

understand anything." The ST paraphrased the instruction in English and began to wait for the students to read but he did not know if they understood the instruction or not. It was apparent that the students were not exposed to English or did not have interactive classes with their own teacher. It significantly affected the STs' performances. Three other UTEs shared similar observations as well. Quotation 200 illustrates one of them.

> [200} The conditions did not let our student teachers experience online classroom management in a desired way. Students, I guess, from the classes of their teachers got accustomed to keeping silent, so there was not much to do by our student teachers, so they may have lacks in classroom management but it was not their fault. (UTE1, I26, 10.40)

In addition to the external factors that adversely influenced classroom interaction, the STs had some lacks as well that make it even worse. For instance, I recorded the following voice memo regarding the lack of interaction in ST1's first teaching implementation.

> [201] First of all you need to maintain interaction. So, right now you are talking to yourself. … How do you expect that they know Japanese food? So, how do you expect that they are familiar with the Japanese cuisine and then Chinese? So, you are asking them certain questions but it is impossible for them to answer your questions in this case. I can't understand actually. (UTE5, V1)

The voice memo addresses an important lack; the ST's inability to identify students' profile well e.g. proficiency level, interests, background etc. It was prevalent in many of the STs' first teaching practice. They could not design a class that attracted students' attention. Another significant lack that caused the problem was many STs' not being able to *keep their energy at a desired level*. As they could not involve the students somehow, the classes were turned into a lecture-type, and the STs gradually lost their energy and motivation to continue. The problem of losing energy in time was observed in eight out of fourteen teaching practices. A ST described his feelings concerning the problem with energy in the following way.

> [202] It was 30 minutes long and every minute felt like an hour. … After the implementation I felt like shit and all my education all this preparation this building of intensity towards this first implementation and in the end what did I get, students who are used to speaking Turkish in their English lessons. Yes, this is selfish to blame only the students and the teacher but I know that I could do better, if I could be more energetic

> which I believe is my biggest flaw, but if I could it maybe would have been better. I mainly have issues with being energetic during my implementations. I manage to start energetic but after I face some or any issues my energy goes down and I can't stop it. (ST3, J58)

Maintaining unity between activities, *checking instructions*, *teaching vs testing dichotomy*, *time management*, and *asking for elaboration and justification* were the other prominent areas in which the STs were observed to have lacks in the first teaching implementations; however, as they are not directly relevant to online teaching, they will not be elaborated in detail within the scope of this section.

To conclude the STs' lacks based on the first teaching practices, many of them did not even have an understanding of online teaching to accurately assess their performance. They primarily had problems with their posture as a teacher, adopting the role, performing the teaching by prioritizing students' learning in a natural way. Online context could challenge them further in this sense because it was more difficult for them to act like a teacher in front of a screen without a traditional school context. Secondly, it was apparent that they could not adopt the mentality of online teaching as almost all the activities they conducted were simply the ones extracted from materials prepared for face-to-face classrooms. Many of them did not utilize digital resources at all. The activities were outdated and mostly mechanical without any solid reasons for the students to use the language for an authentic purpose. All of these lacks when complemented with the impact of some SMTs' carrying out non-interactive classes led to students' lack of involvement, which demotivates the STs further and caused a remarkable drop in their energy. The first performances proved that the STs' existing knowledge and skills required a significant improvement. They could not easily adapt the methodology and practices of face-to-face teaching to online classes.

4.4.2.3. How Did the Student Teachers End Online Practicum Process?

After the STs practiced their online teaching for the fourth time in the 12-week period, they were asked to reflect on their teaching session as a routine. Thirteen out of fourteen STs reflected positively on their teaching performances. They stated both in

written and oral reflections that they made great progress, and they remained satisfied with their performance. The following quotations illustrate their individual reflections following the fourth teaching sessions.

> [203] I think it went great! This time I am really satisfied with the performance and the students, interactions, and the participation I received from them. It was amazing. (ST3, V68)

> [204] After the implementation, I felt myself like a bird hatching out. So far, I have not integrated educational technology into my classes, I thought that it would be difficult. Upon my instructor's recommendations I benefited from several technological tools and realized that they helped me a lot get rid of the monotony and monitor students' works simultaneously. I felt really happy that I could prepare an authentic class at last thanks to the feedback I received so far. (ST7, J132)

> [205] I was happy, because the lesson was fun, and I enjoyed my lesson. Also, the students enjoyed, and I saw it. They actively participated to my lesson and this made feel happy as well. (ST12, J134)

> [206] After my 4th implementation, I felt released at first. … I noticed that everyone put their great effort into this 4th and the last implementation. Everybody had integrated technology into their lessons in a way that they could not manage in their previous implementations. I was very happy for them too. (ST11, J136)

Unlike the first teaching sessions, this time, I, as the researcher and the UTE, agreed with the STs on their reflections. Their performances were significantly different from the first one. The STs were using technology in the real sense in their last teaching practices. For instance; they were using some digital tools, animations, games, and other stuff. Rather than asking the students simply to do some mechanical activities for no authentic reasons, they were asking the students to give real suggestions to a problem of their friend introduced through the screenshots of WhatsApp group conversations. Rather than expecting the students to answer some questions regarding Japanese or Chinese cuisine, they were discussing how to stay safe online, which was much more relevant in the post-COVID era. Rather than introducing characters the students do not know, they were using their own photos to attract students' attention. They were much more energized and confident throughout the whole class, which contributed a lot to their posture as a teacher. So, the STs definitely made great progress especially in integrating technology, adopting the teacher identity, and creating an authentic context to motivate and involve the students. The following voice memos illustrate some areas of improvement in the STs' teaching performance.

> [207] (*On ST1's last teaching session*) The topic is quite nice. I mean how to stay safe online. It is very relevant to today's world and it would be very useful for the students, so it raises their awareness, that's nice. (UTE5, V4)
>
> [208] (*On ST7's last teaching session*) You started in a very energetic way, that's really nice. You are so cheerful and it is very nice of you to nominate the students one by one. … Nice to get students' hobbies in the beginning. I mean in order to create a context and personalize the topic. … The transition is smooth, 'let's see what other people do, do you wonder?' (UTE5, V28)
>
> [209] (*On ST8's last teaching session*) It is very nice you personalize the images. I mean it is you just on the screen. After you adopt a role, I mean here detective, it is quite nice you establish the setting as well. It is very nice that you use some kind of reward to motivate the students to turn on their cameras. … Preparing the notes, I mean, the list of what we know for now to solve the mystery and giving a reason to prepare notes and preparing a summary of what you have done so far. Perfect! This has been what I have been looking for since the beginning of the term. (UTE5, V32)

The STs were asked to assess their progress in time -if they think that they have made any- in the open-ended questionnaire and the last weekly reflective journal of the term. The results revealed that all the STs were in the opinion that they made great progress from the beginning to the end. Table 4.16 presents the reasons the STs reported for their progress in the online practicum process.

Table 4. 16. *Reasons the STs reported for their progress in time*

- Concrete feedback
- Getting informed about the digital resources
- Gaining experience
- Seeing good examples
- Group meetings
- Getting to know the students and their needs
- Not being assigned a topic by the SMT
- Making a better sense of the UTE's expectations
- Bridging the gap between theory and practice
- Self-study
- Observations
- Peer feedback
- Learning from the mistakes

The most frequently mentioned reason for the STs' improvement was *concrete feedback*. They wrote that they benefited a lot from the UTE's and some SMTs' feedback. They also underlined that feedback was useful by virtue of concrete

references to the relevant points. The second most commonly uttered reason was *getting informed about the digital resources*. They reported that they did not know the facilities that were available to them. They could not make a good sense of what was meant by the use of technology. However, they commented that *seeing good examples* and having discussions centered around the strengths and weaknesses in *group meetings* helped them appreciate the role of digital tools and understand how they could be exploited in various ways. As the STs had a chance to try what they recently learned, they *gained experience*, which arouse as another reason for their progress. The STs also added that *getting to know the students better* helped them a lot to design proper activities, appeal to their needs and interests, and adjust the language of instruction in accordance with their profile. *Not being assigned a topic by the SMT* appeared as another reason. The STs here meant that in the first three teaching implementations they were required to follow the curriculum of MoNE in terms of the attainment targets, thus the framework of their classes was already shaped but in their last teaching implementation they were not restricted by the curriculum, which was viewed as a reason for their progress. The other reported reasons for their progress were *making a better sense of the UTE's expectations*, b*ridging the gap between theory and practice*, *self-study*, *observations*, *peer feedback*, and *learning from the mistakes*.

> [210] In the very beginning of the term, I was not successful in online teaching, and I did not know what to do. However, it has changed in time thanks to feedback session and my effort. For instance, we have learned how to integrate digital tools into activities in various ways, and we had a chance to see what our weaknesses in teaching in general sense. I think the reasons why it is a positive change is that we had lots of meetings, and we received feedback from the university-based teacher. As a result of this, we had also many discussions with our group. Many ideas were created, and we helped each other. The process went like this, and it resulted in positive way. (ST10, Q11)

> [211] I felt not ready for online teaching at the beginning of the term because I had a prejudice against the remote teaching. However, I saw how it could be managed well if a teacher wants to manage it well. Therefore, I observed so many good examples of online teachings and I overcame my prejudice against the online teaching in time. I felt myself readier about online teaching after my first implementation since I experienced it as a teacher. My thoughts changed in some areas, for example, I thought that the students would not participate the class activities but I observed that they were participating. I believe the reason is the quality of teacher and her rapport with her students which encourages the students be active learners in the lessons. Also, I was not sure if the efficiency of online teaching would be like it was in face to face teaching. I observed that the classes were effective to teach, or develop students' language skills, but I saw that it was not same for all the students. (ST12, Q6)

Despite the conspicuous improvement the STs made, they still had lacks especially in two areas; *adjusting the language of instruction according to the students' proficiency level* and *time management.* All the SMTs and three of the four UTEs also reported that the STs showed a significant progress from the first to the last teaching implementation. The following quotations represent how the SMTs and UTEs assessed the STs' development.

> [212] Yes, they made great progress. They learned how to motivate online students. They found it difficult because students' cameras were off and they didn't have experience. (SMT4, Q18)
>
> [213] The last implementations were the best ones. In time, pre-service teachers improved themselves and learnt the use of tools can make a big difference. Knowing the students and possibilities also made them more successful while planning the lessons and maintaining the classroom management. (SMT8, Q22)
>
> [214] I can confidently say that they showed impressive progress. Classroom management, teacher attitude, lesson preparation all of these attributes improved greatly. (SMT1, Q15)
>
> [215] I think they have made a great progress. For example, at first, they did not know many online tools that they could use in their implementations, yet as they searched more and watched others, they started to make use of several great tools in their lessons. (UTE3, Q27)
>
> [216] Yes, they certainly did. They learned how to manage the class, how to motivate the kids to participate actively. (UTE1, Q25)

UTE4, who stated that she did not observe any progress in the STs' lacks, attributed the situation to the individual differences, and she reported so: [216] "They weren't keen on updating themselves" (UTE4, Q28). The SMTs and UTEs reported the areas in which the STs need to display further progress at the end of the term in the open-ended questionnaire and semi-structured interviews. Table 4.17 displays the results.

Table 4. 17. *Areas in which the STs were reported to have lacks by SMTs and UTEs*

UTEs' identification of STs' lacks at the end of the term
- Designing a complementary lesson
- Designing collaborative activities
- Classroom management
- Maintaining students' involvement
- Using digital resources effectively
SMTs' identification of STs' lacks at the end of the term

- Displaying naturalness
- Designing creative activities
- Maintaining students' involvement
- Using digital resources effectively
- Arranging the waiting time
- Adjusting the language of instruction to the target profile
- Classroom management

Three areas were common between the SMTs and the UTEs; *classroom management*, *maintaining students' involvement*, and *using digital resources effectively*. These three areas of lacks are parallel to the lacks identified in the beginning of the practicum process for the STs involved in the present research study. However, the results of the data for the fourteen STs involved in the research revealed that they overcame these problems to a significant extent based on their fourth teaching practices, thus one may infer for the design of an effective online practicum that it needs to address mainly these three areas, deal with the STs' problems in these areas through effective feedback mechanisms, group discussions, analysis of good practices, and seminars on the digital resources available and the ways of their active involvement into the classes. When they are complemented with experience and STs' own self-study, an online practicum process can be estimated to succeed to an important extent.

4.3.3. Student Teachers' Wants for an Effective Online Teaching of English

Throughout the term the STs shared their wants -subjective needs- for an effective online teaching of English. The results revealed are displayed in Table 4.18.

Table 4. 18. *STs' wants for an effective online teaching*

- Having all the required facilities
- Involving all the students
- Creating authentic contexts that appeal to everyone
- Staying energized all the time
- Creating areas that promote students' growth as a whole
- Creating a materials pool
- Teaching communicative skills without the pressure of central tests
- Teaching in small groups
- Using all the digital resources
- Teaching to students in multilingual and multicultural environments
- Teaching to students whose parents are well-educated

The most frequently mentioned want of the STs was *having all the required facilities*. Depending on the problems they both observed and experienced throughout the term, they stated that they wish Turkey had a good internet infrastructure and they had the welfare to have all the required facilities. They commented that although in many areas technology has been integrated such as banking, education could not keep pace with them, so they wish that they would be teaching online in a country where education has been digitalized enough to see all the stakeholders are equipped with the required hardware and software. *Involving all the students* was another very commonly mentioned want. The biggest challenge many STs had to deal with throughout the practicum was maintaining students' involvement somehow, thus they want to teach in online settings where all the students are eager to participate. They shared their belief at almost every point that their classes would be strikingly different if the students had been accustomed to interactive classes with their own teachers. The third emerging code was *creating authentic contexts that appeal to everyone*. The STs' another area of difficulty was with the authentic contexts. Although the STs were able to create authentic contexts in their last teaching sessions, there were still many students who remained inattentive, so some STs inferred that they could not appeal to their interests and involve them somehow. Based on this inference, they wished that they could create authentic contexts that are interesting for all the students though it seems imaginary. Energy was another area in which they had lacks, especially in the beginning. They noted that as teachers are human beings as well, it is difficult for them to stay energized all the time and they were very well aware of the fact that energy is a major determinant of the quality of a teaching performance, thus they wished that they could *remain energized all the time* despite the ups and downs in their personal lives. *Creating areas in which they promote students' growth* as a whole was the next code. Some STs felt pity for some students who did not have the required opportunities to take hobbies or enjoy their time in a desired way. So, some STs wished that they could create environments in which such students grow with all the necessitated facilities and privileges. *Creating a materials pool* was another want having emerged in the data. They said that they had difficulties with finding materials. They also stated that although they prepare materials and activities for many different courses

throughout the BA program, many of them remain as assignments; however, they said creating a central online materials pool in which all the STs share the materials and contribute to others would be innovative. They said as many teachers have difficulties with designing and finding online materials, creating such a pool would be useful for many in-service teachers as well. In addition, such a pool might be a source of motivation for STs, they said, to produce materials that will be used in real classrooms. Many STs shared their want for *teaching communicative skills without the pressure of central tests*. They complained that the multiple-choice tests determine many in-service teachers' in-class practices due to the requirements. The STs attending the classes of 8th graders, who were getting prepared for a central test observed that they always dealt with mechanical drills. Based on their observations and own experience, they wished that they would teach to enable the students to communicate rather than to do well on the central tests. *Teaching in small groups* was another want. It is evident that classrooms are crowded in many parts of Turkey, which has an obvious adverse impact on the opportunities available for students to participate, thus the STs wished that they could teach in small groups to allow every single student to equally participate. Many teachers also wanted *to use all the digital resources*. They complained that many applications demand payment, so they could not reach. That is why, they wished that they would be able to integrate any applications without any concerns into their classes. With the opportunities created thanks to the arising popularity of distance education, the STs addressed the possibility of *bringing students with different first languages together in a multilingual and multicultural context* to provide them with a real reason to communicate and learn other cultures. The last code regarding the STs' wants was *teaching to students whose parents are well-educated*. The STs observed that students whose families were educated or conscious did much better than the rest in terms of attendance, in-class participation, motivation, and taking responsibility. Hence, the STs wished that they could teach to students whose parents are all well-educated and aware.

4.4. Summary of the Major Findings

The results were reported under three main sub-sections in accordance with the research sub-questions; definitions regarding the requirements of an effective online practicum, characteristics of effective feedback, and STs' needs for online language teaching along with their implications for the design of the practicum course. An overall synthesis of the results may produce the major findings that are displayed in Table 4.19. They are discussed in detail in the Discussion and Conclusion chapter in relation to the available literature to identify the characteristics of an effective online practicum in ELTE programs in Turkey, which was the primary objective of the present research study. Table 4.19 is intended for a guidance for the overall structure of the following chapter.

Research Question	*Categories*	Major Codes
1. *Requirements of Online Pt.*	Coherent Course Design	- A common framework designed for DE - Areas of specialization - Well-designed weekly tasks specific to DE
	Qualified SMTs and UTEs	- Being a model in personal and professional means - Being "there" - Being technologically competent
	Well-Regulated Teaching Practices	- Theoretical background in DE prior to teaching - Building rapport with the students prior to teaching - Clear pre-teaching and post-teaching standards
2. *Characteristics of Feedback*	Medium	- Audio rather than written feedback
	Source	- SMT: Valuable mainly in pre-teaching, more practical - UTE: Valuable mainly in post-teaching, more detailed - Peer: Valuable mainly as providing tips and inspiration
	Timing	- Depending on individual needs of STs
	Tone	- Being realistic, cordial, explicit, constructive, and honest
3. *STs' Primary Needs*	Necessities for Online Teaching	- A repertoire of digital resources - Methodology of DE - Facilitation strategies for students' involvement
	Lacks in Online Teaching	- Adopting the mentality of DE - Maintaining classroom interaction - Adopting teacher identity
	Wants for Online Teaching	- Having all the required resources - Maintaining students' involvement - Being able to appeal to all the needs

Table 4. 19. Summary of the major findings

CHAPTER 5

DISCUSSION and CONCLUSION

This chapter discusses a synthesis of the results in line with the research questions. The discussion is located into the existing body of literature to explore the similarities and/or differences in terms of the findings. The discussion is organized in six main sub-sections; reported requirements of an effective online practicum, reported characteristics of effective feedback in an online practicum course, STs' needs for online language teaching, description of a model proposed for an effective online practicum, the implications of all these to structure an effective practicum process in EFL teacher education programs in Turkey, and lastly the limitations of the current research study and directions for further research.

5.1. Requirements of an Effective Online Practicum

All three groups of stakeholders i.e. STs, SMTs, and UTEs were asked for their definitions regarding the requirements of an effective online practicum course. The analysis of the data produced significant implications not only for online practicum but also for the regular face-to-face practicum although the latter was not the focus. The characteristics of an effective online practicum were mainly explained through coherent course design, qualified SMTs and UTEs, and well-regulated teaching practices.

The shift to the online modality was all unexpected, especially for the applied courses including the practicum, and it was unprecedented, thus no framework or guidelines were available to regulate the online practicum courses in the teacher education programs. Although the CoHE set a very broad framework for all the FEDs, each FED,

and even each program within the same FED, regulated the practicum courses individually. Even though such a divergence was acceptable given the emergency situations created by the global pandemic, which was viewed as temporary, all the stakeholders underlined the need for creating a common framework for the long-term practices. They stated that the framework needs to specify the roles and responsibilities of all the relevant parties, requirements of the course, performance indicators, feedback mechanisms, and testing and evaluation processes. Similar requirements were identified in the previous research studies addressing the regular face-to-face practicum. For instance, in Azar (2003)'s study, the same three groups of stakeholders mentioned the lack of effective communication between FEDs and practice schools, ambiguous contents in the guidebook, vague criteria for the selection of SMTs and UTEs etc. These problems got even more apparent in the online practicum upon the addition of new requirements and further challenges posed by the new medium. The emergency conditions made it clearer that the STs have not been sufficiently trained for online teaching, and they have not had practice opportunities, thus it was realized that embedding online components into the regular practicum courses is not an option anymore but a must, and the primary prerequisite of this involvement is a common framework designed to regulate the new blended practicum. Referring to the need for more technologically competent teachers, many other studies similarly underlined the requirement for teacher education programs to involve technology components not only in standalone courses but also in courses that blend theory and practice at a balanced level (Kessler, 2006; OECD, 2018; Uzun, 2016; Aydın, 2013).

As another aspect of the course design, the stakeholders, especially the STs, pointed to the need for specialization in the practicum courses. It was stated that teaching English to various age groups or grade levels significantly differs, thus the requirement for training STs in accordance with specific age groups e.g. young learners vs adolescents was reported. The STs stated that in line with their future projections the practicum courses could be divided into tracks, and each track may specifically focus on training STs for a specific age group. The participants also added that the online medium made the differences between age groups more prominent. The STs reported

great differences between middle school and high school students in terms of in-class participation, attendance, and other learner characteristics. Hence, they deemed it as a must to attend a practice school that is compatible with their future plans to get prepared for their professional teaching career. As a part of the specialization, the STs also referred to the appointment of the UTEs according to their areas of specialization. Well-designed weekly tasks specific to distance education were among the most frequently uttered requirements of the course design of an effective online practicum. The weekly tasks in the regular practicum courses were specified in the guidebook prepared in 1998 as a part of the Faculty School Partnership Protocol signed upon a national project coordinated by the CoHE, MoNE, and World Bank. Both the STs and SMTs addressed several problems with these tasks. In relation to the online practicum, it was noted that none of these tasks was prepared by considering the unique nature of distance education, thus they were not suitable for a blended practicum and they are in need of a comprehensive revision. The previous studies also referred to the inadequacies of these tasks (Azar, 2003; Celen & Akcan, 2017); however, in this particular study, the participants especially criticized the incompatibility of the weekly tasks with an online context.

Qualified SMTs and UTEs were undoubtedly the most frequently mentioned requirements of an effective online practicum. All three groups of stakeholders primarily attributed the quality of the practicum course to the SMTs and UTEs providing mentorship for a specific practicum group. The participants marked the ambiguity of the selection criteria for the UTEs and SMTs and lack of an audit mechanism as the main weaknesses. Due to these two weaknesses, it was reported that the quality of STs' training was left to chance. Many other former studies similarly revealed problems regarding SMTs and UTEs (Ataş, 2018; Ekmekçi, 1992; Azar, 2003). In order to prevent the problems, all the groups of participants asked for identification of common standards for the selection, monitoring, and evaluation of SMTs and UTEs. Although many characteristics and definitions have been suggested for an ideal SMT and UTE, three criteria were in the forefront; being a role model in

terms of personal and professional means, being "there," and being technologically competent.

Palmer (1997) explained "the heart of teacher identity" through the sub-title; "we teach who we are" (p. 15). Similarly, the participants defined a qualified mentor not only through professional standing but also through personal characteristics. In other words; personality, worldview, personal outlook, enthusiasm, eagerness for self-development, and other personal qualities were considered as integral parts of a role model. Pre-service teachers in Ataş (2018)' study also pointed to the personal qualities of mentor teachers, so the results supported the previously reported implications. Another quality that is commonly sought in SMTs and UTEs was their being "there." The necessity for SMTs and UTEs to be in close coordination both with each other and with STs has already been noted (Jonson, 2008; Rowley, 1999; Johnson, 2015). However, physical distance that emerged as a natural outcome of the online spaces further challenged all the stakeholders, and maintaining online presence, establishing a supportive online environment, and encouraging collaboration gained more importance in an online practicum course. All the participants underscored the role of the SMTs and UTEs in ensuring these qualities by being "there." The same qualities were also counted among the must-haves of an effective OLTE in the earlier studies (Comas-Quinn, 2011; Canals & Granena, 2020; Ernest et al., 2013). As the last most prominent reported qualification of SMTs and UTEs, technology competence was addressed. The reported benefits of the online practicum course were frequently attributed to the technology competence of SMTs in the data corpus. While some STs were reporting the contributions of the observations of technologically competent SMTs' lessons, some others were complaining about observing a carbon copy of face-to-face classes without the required adaptations. So, one may righteously infer that the SMTs and UTEs need to be selected on the basis of their technology competence as one of the criteria to work as effective role models. The results confirmed that online teaching is significantly different from face-to-face teaching (Compton, 2009), and a teacher who is competent in face-to-face settings may not be able to function well in online spaces (Hampel & Stickler, 2005). Thus, it can be inferred that specific qualifications need to be sought in SMTs and UTEs, who provide online mentorship.

Well-regulated teaching practices emerged as another frequently mentioned component of a coherent course design. In the beginning of the online practicum process, all the participants, especially the STs, were feeling unprepared for distance education. As reported in the previous section, it was mainly because of lack of background in and theoretical knowledge of distance education. The studies investigating the practicum experience in different contexts during the emergency remote teaching process have already disclosed the participants' difficulties that include the digital divide, lack of prior experience, scarcity of resources available, and insufficient theoretical background (Kidd & Murray, 2020; Donitsa-Schmidt & Ramot, 2020; Güngör, 2022). In the present study, similarly, the participants underlined the need for providing training on distance education prior to online teaching experiences. In other words, it was noted that teacher training programs do not sufficiently address online teaching skills or other requirements of online education including materials development, testing, classroom management etc., so the STs stated that they tried to learn and teach concurrently, and they suggested that the number of courses that target technology and methodology in an embedded form needs to increase before the STs are asked to observe and teach in online settings.

In relation to the well-regulated teaching practices, the difficulties with building rapport with students before teaching was also frequently addressed. It was stated that in a regular face-to-face practicum course, the STs have the opportunity to introduce themselves to the students studying at the practice school and establish an emotional bond prior to teaching practices; however, the online medium disrupted togetherness. As a result, the STs and SMTs shared their observations that students were reluctant to participate in STs' online lessons mainly because of lack of rapport between students and STs. The previous studies also put forward that maintaining interaction in online spaces was among the top challenges teachers experienced during the emergency remote teaching (Aydın & Erol, 2021; Şener, Ertem, & Meç, 2020). This study also revealed that creating opportunities for STs and students to get to know each

other well prior to teaching practices is a must in an effective online practicum. The participants' suggestions to that end have already been reported in the previous section.

Having referred to the divergent practices even within the same institution in terms of teaching implementations, clear pre-teaching and pos-teaching standards were suggested as another characteristic of an effective online practicum. These standards were expected to regulate the contents of the lesson plans (e.g. length, flexibility tolerated, attainment targets etc.), pre-teaching guidance mechanisms, schedule of teaching practices, feedback processes for SMTs and UTEs, grading system, flow of seminar courses, and many others as already reported. The STs complained about the inconsistencies even between the SMT and UTE of the same practicum group, and shared their recommendation regarding the common standards for the future planning. Ernest et al. (2013) also mentioned the need for a careful planning of every aspect of training in an effective OLTE. So, as a part of the common framework to be produced, pre-teaching pos-teaching standards also need to be developed based on a broad needs assessment study.

5.2. Reported Characteristics of Effective Feedback in Online Practicum

Throughout the online practicum process, the STs were provided feedback both individually through audio files and in groups through video-enhanced sessions by the UTEs. The STs received feedback both from the UTEs and SMTs, and each SMT followed their own preferred way of providing feedback. The STs were consulted to explore their desired characteristics of feedback, and the analysis of the results revealed four categories; medium, source, timing, and tone.

With regards to the medium of the feedback, the STs favor audio over the written counterpart for several reasons. The STs stated that audio feedback reflects the sincere feelings of the feedback provider through the paralinguistic elements including pitch, intonation, and prosody. It was noted that such elements add further value to the feedback, made it more special to STs, and led to a deeper engagement. The previous

research also put forward that feedback receivers' engagement is critical to its potential benefits (Hattie et al., 2016). Similarly, Nicol (2013) underlined the necessity for appreciation, accurate interpretation, and transfer of feedback to practice. The STs in the present study claimed that audio helped them understand the feedback provider's intention better and appreciate what is delivered. As evidenced through the STs' improved online teaching skills to be discussed later, the audio feedback produced positive outcomes not only in STs' perceptions but also in their teaching performance. Thus, the findings consolidated the former research, which pointed to the benefits of audio (Richardson et al., 2015; Edouard, 2015). Practicality was another reported benefit of audio feedback. It was told that it is easier for the STs to interpret and digest what has been delivered through feedback. The STs claimed that they had been reading in almost all the courses, and it was much easier to listen to feedback, repeat if necessary, and understand what is conveyed. Gibbs (1992) and Edouard (2015) also addressed the convenience and ease of audio in comparison to written feedback. Besides the benefits, the findings included codes in relation to the variables that might affect the quality of audio feedback. Based on the previous experience, the STs warned about the approach of the feedback provider and type of work on which feedback is shared. It was noted that feedback provider's being constructive and not being repetitive in addition to some other variables to be discussed as a part of the tone of feedback are influential on the reported benefits of audio feedback. Moreover, the STs alerted the stakeholders to the relatively unstructured nature of audio feedback and risk of missing some points. McFarlane and Wakeman (2011) also mentioned the possible effects of the way in which audio feedback is structured on how it is processed by the receivers, so some protocols to manage the audio and video-enhanced feedback routines can be developed in the future to structure the feedback in a neater form as also suggested by Karam et al. (2020).

Source of the feedback was the second emerging category. The STs valued SMTs', UTEs', and peers' feedback for different reasons; however, what was common was feedback from all the parties was viewed to be the primary asset to their development, and much appreciated. The SMTs' feedback was reported to be more precious

especially prior to the teaching sessions as they are familiar with the students' group to be taught, the dynamics of the classroom, and other variables that might affect the quality of teaching. Thus, the STs stated that SMTs' guidance before teaching implementations helped them tailor their lesson plans and obtain more favorable learning outcomes. The STs added that SMTs helped them more with the practical aspects of their lesson planning rather than the UTEs as they have been acting within the authentic teaching contexts, and accordingly, better appreciate or assess the suitability of theory for teaching contexts. Thus, the SMTs were deemed to be more realistic. However, the STs' reflections also revealed the inconsistencies both among the SMTs themselves and with some UTEs, thus they once again pointed to the need for a common framework to maintain coordination. Unlike the SMTs', the STs valued the UTEs' feedback especially after the teaching sessions as they reported that it is more detailed and theory-oriented. The results also proved that feedback is more effective when it is supported with concrete references to the video recordings of the lessons and when it is given right after the teaching implementations and before grading (Cann, 2014). Referring to the video-supported in-group feedback of the UTEs, the STs underscored the value of viewing video to support the individual feedback for embodying the expectations, promoting reflection, and establishing an online social community. The previous research studies similarly revealed such benefits of using video in feedback provision processes (Karam et al., 2020; Tripp & Rich, 2012; Eröz-Tuğa, 2013). Lastly, the STs found peers' feedback quite useful especially within the same practicum group. They stated that it is easier for STs to realize each other's drawbacks, so receiving feedback from peers works well. In addition, it was noted that viewing each other's teaching sessions inspired STs and gave them some ideas for the forthcoming lessons. Thus, one may conclude that all groups' feedback is equally significant for STs' development, and each party should act responsibly for STs' growth.

As for the timing of the feedback, the STs reported both advantages and disadvantages of providing feedback before and after teaching implementations. It was primarily inferred that timing preference is mostly personal, and it is based on personal

characteristics of STs. However, it was commonly reported that feedback prior to online lessons restrict STs. In other words, STs stated that they felt forced to act according to the feedback provided, thus they felt under pressure to change the lesson design and act on SMTs' and UTEs' words. In this case, the STs told that the lesson taught became a product of the feedback provider rather than the STs themselves, thus it was considered to be harmful to the development of STs' critical thinking ability and teaching skills. However, STs still opted for feedback from SMTs before implementing their lesson plans. Feedback given after the online lessons was found useful especially when it is from the UTEs because the STs claimed that UTEs generally depend on the theory while commenting on the teaching performance, so it was reported that STs found a chance to embed practice into theoretical background or associate their performance with what was previously taught in the earlier courses. Irrespective of all such variables, the STs underlined that feedback provision before and after teaching implementations needs to be governed through a common protocol, and it should not be left to the initiative of either SMTs and UTEs. The STs complained about the huge differences between SMTs and UTEs in terms of the timing of the feedback, and emphasized that it was completely up to SMTs' and UTEs' individual decisions when or how detailed feedback would be, so it led to inconsistencies.

Tone of the feedback was the last category under this title. The STs characterized effective feedback in an online practicum course as realistic, cordial, explicit, constructive, and honest. The STs stated that feedback they received should be applicable, that is, the gap between theory and practice needs to be bridged. It was asserted that theory does not apply to practice in some cases, thus SMTs and UTEs were asked to consider context-sensitivity while providing feedback. In addition, the STs pointed to the realities of online classrooms in Turkey and to the challenges posed by such contexts as previously reported, so it was claimed that implementing a so-called ideal lesson is not a realistic expectation. Güler (2018) identified practicum as an opportunity to bridge the gap between theory and practice, and STs similarly asked for a fine line between theory and practice while providing feedback. Furthermore, the STs expected a cordial relationship between mentors and themselves. In other words,

instead of a purely professional tone, the STs in the bounded. context expected feedback that is both sincere and professional. In the previous literature, adding sincerity was also reported to be a contributor to the retention of feedback (Ice et al., 2007). Besides having a friendly tone, effective feedback was defined to be explicit in terms of addressing the weaknesses. The STs all opted for feedback that foregrounds the points to be improved rather than the strengths. Such feedback was reported to be more honest. However, the same STs also called attention to the need for the feedback to be constructive, that is, foregrounding the drawbacks in a way that fosters improvement rather than discouragement.

5.3. Student Teachers' Needs in Online Teaching

STs' needs were explored through the perspectives of all three groups of stakeholders as necessities, lacks, and wants. While necessities and lacks denote objective needs, wants cover the subjective needs (Nation & Macalister, 2010). While defining objective and subjective needs, all the participants underlined the conspicuous difference between face-to-face and distance education, and emphasized the need for preparing STs separately for distance education, so in parallel to Compton (2009), they expressed their belief that a teacher who is competent in face-to-face settings may not be able to demonstrate the same performance in distance education. Moreover, all the participants agreed on the fact that pre-service teacher education programs do not adequately prepare STs for distance education as also stated by Kessler (2006) and Taghizadeh & Yourdshahi (2020). The participants pointed to a common misconception that equates technology knowledge with effective online teaching, and added that online teaching requires knowledge and skills that meet at the pivot of technology, pedagogy, and content (Koehler & Mishra, 2009). The STs' learning gains that will be discussed in detail later have proved the role of experience and training in the development of online teaching skills. Hence, above the STs needs, it is certain that pre-service teacher education programs, and practicum as one of their major components, need to be redesigned as soon as possible to address online teaching

besides face-to-face teaching in their curriculum (Canals & Granena, 2020; Fisher, 2006; Compton, 2009; Foulger et al., 2017; Kay, 2006).

With regards to the necessities, all the participants initially addressed the need for a repertoire of digital resources. Some STs reported the benefits of observing SMTs who knew and actively used diverse digital resources in their online classes, and they stated that the use of such digital resources significantly improved the quality of online classes and prevented the dullness. However, the majority of the STs reported negative observations, and they told that online classes were like the carbon copies of face-to-face classes with the only difference of the medium. The SMTs similarly emphasized the role of digital resources. While some SMTs found themselves fortunate as they were already familiar with digital tools and other resources, some others admitted that online teaching was all new to them, and they were significantly challenged mainly because of their unfamiliarity with available digital resources. Bennett and Marsh (2002) similarly noted that online teaching requires knowledge of technology and digital tools much beyond the technical skills. Stickler and Hampel (2015) covered the skills in dealing with the constraints and possibilities of the medium in Level 1 in their Updated Skills Pyramid for Online Teaching. This commonly admitted necessity calls attention to the need for adaptation in pre-service teacher education programs again as it is known that the curricula of these programs include only standalone technology courses, all of which are aimed for face-to-face teaching. The courses that target at broadening STs' repertoire of teaching resources unfortunately ignore online modality as it is evident in their syllabi.

Bennett and Marsh (2002) included the need for identifying the similarities and differences between face-to-face and online teaching into the first group of competencies in online teaching. Similarly, the participants in the current study remarked the distinct nature of online teaching based on a semester-long practicum experience, and identified methodology of distance education as another major necessity. All groups of stakeholders agreed that teaching online is completely different from teaching in a regular class, and they stated that online teaching methods,

techniques, and strategies should be taught during the pre-service teacher training. The STs shared their observations that SMTs without proper online teaching methodology background had negative attitude towards online teaching, that is, they began to believe in the ineffectiveness of online teaching although it was mainly due to the lack of SMTs' methodology base not to the nature of online teaching. Thus, one may infer that teachers' attitudes towards online teaching are shaped through their prior experience, knowledge, and familiarity (Marek, Chew, & Wu, 2021). It is clear that methodology courses in pre-service teacher education programs are in need of an update to include the components that are peculiar to online teaching methodology.

As the third major necessity, the participants commonly mentioned facilitation strategies for students' involvement for a successful online teaching environment. During the practicum experience, it was observed that maintaining students' participation into online classes was much harder than it is in regular face-to-face lessons. The STs explained how demotivated they got when the students remained indifferent to the interactive activities they prepared. Similarly, the SMTs marked maintaining students' involvement as the primary challenge they faced. The UTEs also shared their observations that the STs' online lessons did not unfold as it was planned mainly because of students' lack of involvement. Thus, all the participants agreed that strategies used in regular face-to-face classes to maintain students' participation did not work in the online modality, so special training was deemed to be a must for STs to conduct interactive classes. Stickler and Hampel (2015) also underlined the difficulty of maintaining online socialization and added this competence as Level 2 to their Updated Skills Pyramid. Moreover, the previous research studies revealed that teachers in different contexts faced the same challenge (Şener, Ertem, & Meç, 2020; Taghizadeh & Ejtehadi, 2021). It should also be noted that the data for this study was collected during the emergency remote teaching period, so everyone was experiencing an unprecedented time and tested on their agility. Furthermore, other factors including students' unfamiliarity with online teaching, perceiving online teaching as temporary, getting exempted from attendance etc. might have further fueled students' lack of participation into online class sessions. However, it is certain that online facilitation

strategies must be treated separately from their face-to-face counterpart, and they must be added to the regular curricula of pre-service teacher education programs.

Lacks, the other component of STs' objective needs, underwent a significant change from the beginning to the end of the online practicum process. In the beginning, the STs most commonly used "unconfident, insecure, scared, prejudiced" to define their readiness for online teaching, and they attributed their perceived unreadiness to lack of knowledge, experience, and training as previously reported. All the STs implemented four online teaching sessions within the requirements of the practicum course, and their development was traced through the data collection tools from the perspectives of STs themselves, SMTs, and UTEs. In order to better appreciate the change in STs' lacks, learning gains they made throughout the semester were explored. Learning gain is broadly defined as "distance travelled" (McGrath et al., 2015; xi), thus an analysis of learning gains reflects the developmental process and change in STs' lacks from the outset to the end. Figure 5.1. presents STs' learning gains based on the Updated Skills Pyramid proposed by Stickler and Hampel (2015).

The STs covered a long distance throughout the practicum experience at all three levels of the Updated Skills Pyramid. At Level 1, they improved in using effective digital resources, doing meaningful activities, and managing time properly. Initially, the STs simply adapted face-to-face lessons to the online modality e.g. using PowerPoint slides to give presentations or doing mechanical drills including fill-in-the-gaps, matching etc., or merely following the soft copy of the coursebook. However, in time the STs integrated new tools, did meaningful and authentic activities, and used the class time effectively. For instance, the STs, who had asked students to take notes on their notebooks as they did in regular classrooms, used Google Jamboard instead in the last online lessons. As another example; a ST, who had asked students to complete outdated activities around the theme of Japanese cuisine in the first online lesson, involved students around the topic of staying safe online in the last online teaching session through authentic activities. So, they had initially lacks especially in the

knowledge of digital resources, designing authentic activities around the relevant themes, and managing the online class time properly.

The STs also went miles in terms of maintaining students' participation. They had lacks in skills and strategies to foster interaction within the group and with the outer world; however, they made significant gains in time. In the beginning, many STs were not aware of the facilities offered by the Internet or thought that involving students at a distance was almost impossible. However, they gradually realized the affordances and learnt the ways of online socialization. For instance, a ST fostered interaction around the famous controversy initiated by Vedat Milor, a Turkish culinary guru, and asked the students to make comments on the YouTube video to share their opinion on the question if "menemen" should be prepared with or without onion. As the video was in English, the students were encouraged to interact with the outer world in the target language by practicing the target language focus. However, many STs were not aware of such possibilities and affordances provided by the online modality in the beginning, so they heavily depended on traditional lecture.

At Level 3, the STs covered remarkable distance as well. At first, they seemed like implementors of the lesson plans they prepared. In other words, they lacked naturalness, and they simply repeated the memorized routines. All the activities were similar to each other's and many STs could not adopt the teacher identity. In time, the STs favored spontaneity over the memorized routines, creativity over conventionality, and risk over security. Furthermore, the STs, who depended on others for criticism, reported that they developed in realizing their own mistakes and drawbacks, so they developed metacognition. The results demonstrated that three-year training targeting face-to-face teaching skills do not work well for online teaching, and the STs developed as a result of situated experiential learning in a collaborative environment as also suggested by Ernest et al., 2013. The online practicum experience mainly helped STs understand the mentality of distance education, maintain classroom interaction, and adopt online teacher identity.

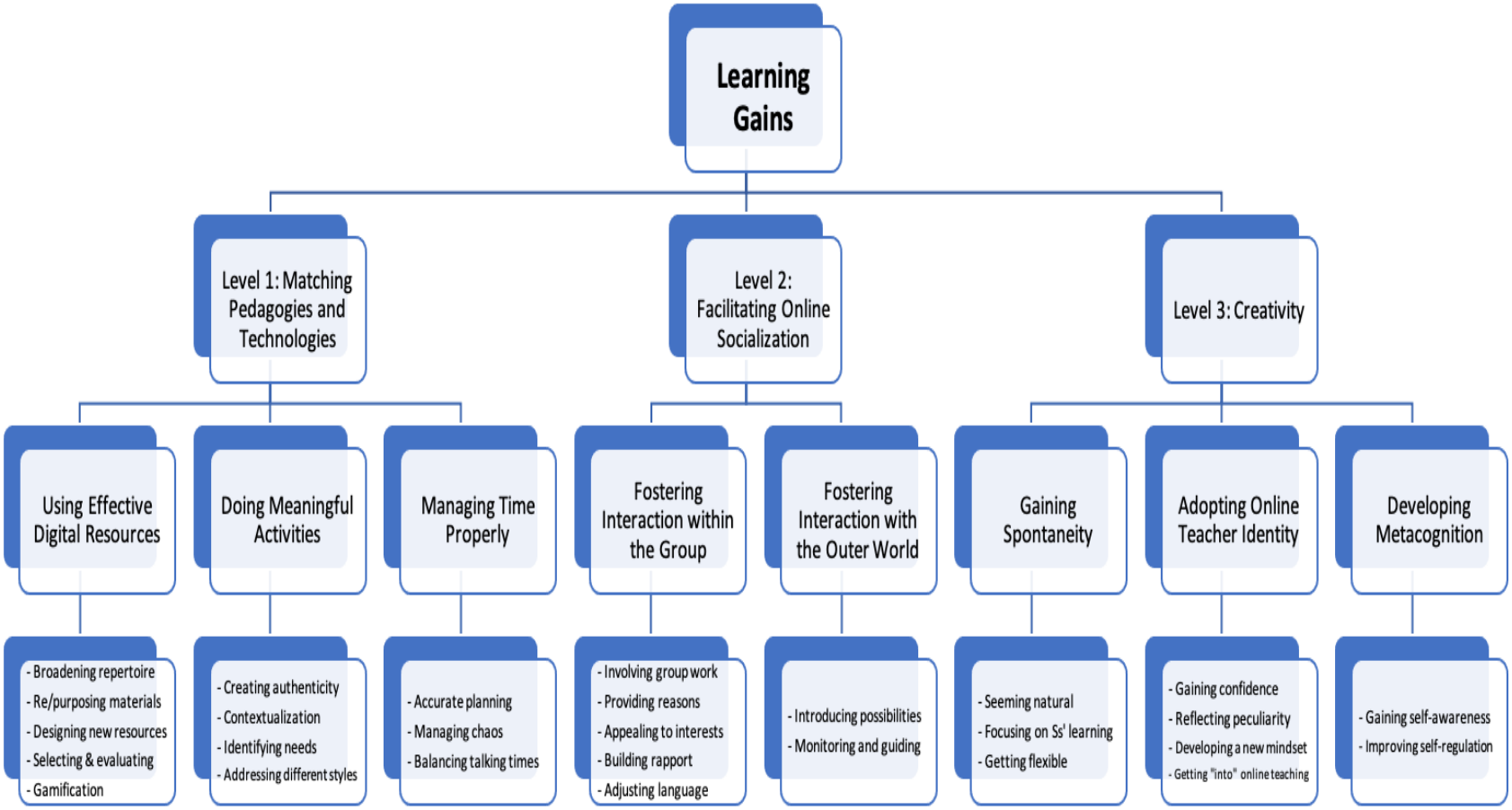

Figure 5 1. Student teachers' learning gains made throughout the online practicum process

Concerning the subjective needs i.e. wants, three major codes were in the forefront. Having all required resources was the first among them. The STs and SMTs had difficulties with getting access to high-quality paid digital resources. Especially due to the currency they could not afford such resources, and no fund was available to them, thus they were challenged because of the scarcity of the resources available. The STs were even not provided with the digital course materials of the MoNE, so they had to find ways to reach the resources that were available only to the SMTs. The students attending the online lessons had similar problems, that is, they had difficulties with access to digital resources or even to technological facilities or the Internet. The first commonly noted want once again called attention to the digital divide, which was also mentioned as a primary drawback in former research studies (Donitsa-Schmidt & Ramot, 2020; Assunçao Flores & Gago, 2020). Maintaining students' involvement was the second common want of the participants. As discussed so far, the STs were seriously challenged by students' lack of participation, especially in the earlier teaching implementations. As attendance was not a compulsion for the students owing to the emergency distance education conditions, many students did not maintain regular attendance to the online lessons, so the fewer number of students in the online sessions limited the type/s of activities the STs and SMTs could do. Moreover, as the medium was new to all the stakeholders, the students were not familiar or eager to participate. Some students did not have the required technological resources or some others were not in the required environment at home. Such and other factors fueled students' lack of sufficient participation, so all students' participation was reported as another common want. Similar problems with regards to students' interaction were reported in the literature (Babanoğlu, 2021; Sepulveda-Escobar & Morrison, 2020). Being able to appeal to all needs was the third major want. Depending on the context, age, level, available facilities, and many other factors; the students' needs significantly varied. It was almost impossible for the STs to appeal to such diverse needs, so they mentioned it as another common want. Robinson & Rusznyak (2020) pointed to the increasing relatedness of school and home contexts in their study, so it was the primary motive behind the growing diversity and difficulty in appealing to them. It might be implied that individualized or adaptive learning environments will gain further

importance. So, all the participants commonly addressed the digital divide, lack of adequate student participation, and diversifying needs as the common challenges, and shaped their wants accordingly.

5.4. A Suggested Model: Online, Practicum, *Model ETCEtra*

On the basis of the analysis of the results reported and discussed so far and in relation to Garrison, Anderson, & Archer's (2000) Community of Inquiry framework, an original model to design an effective online practicum course has been proposed: Online, Practicum, *Model ETCEtra*. It was displayed on Figure 5.2.

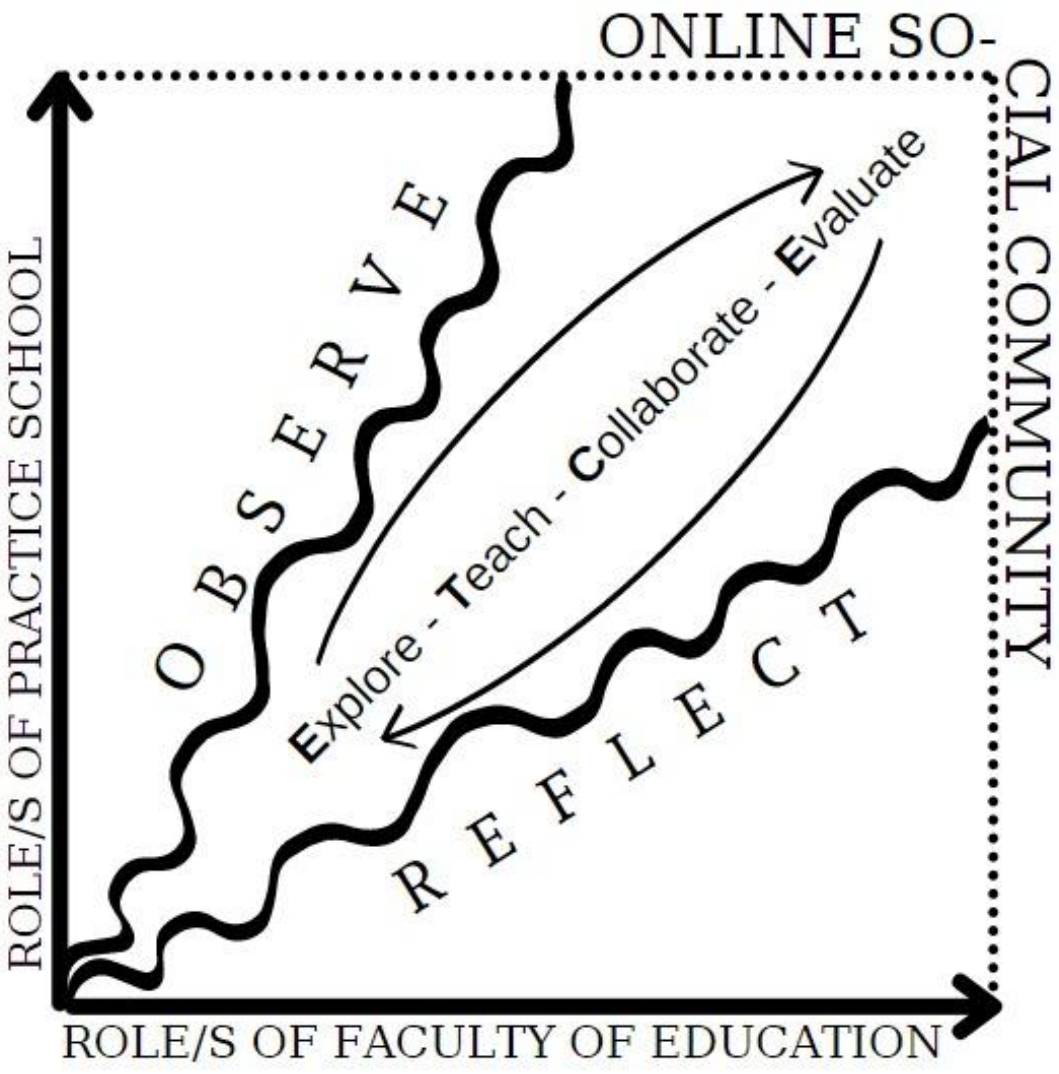

Figure 5.2. Visual representation of Online, Practicum, *Model ETCEtra*

The whole model constitutes a unity as represented through the closed square that is composed of two dotted and two solid lines. The two solid lines stand for the two primary stakeholders i.e., practice schools and faculties of education that exist in the physical world while the dotted lines represent the online social community constructed through the close collaboration between these two groups of institutions. The online practicum process is managed within the close community established by the two groups, the roles and responsibilities of which are equally shared as displayed through the equal-length horizontal and vertical axes. The STs, as the third primary group of stakeholders, start the practicum process at the pivot of the coordination between two institutions as represented through the two wavy lines within the square. The distance between the two wavy lines represents the STs' outlook, and in time it is getting widened as a result of the constant observation and reflection the STs are involved at every stage. The two lines are wavy as the STs' developmental process includes both ups and downs. In other words; the STs make mistakes, deal with difficulties, experience failures, and constantly struggle; however, all positive and negative experiences contribute to their development. The observations and reflections the STs are involved cover the observations of SMTs' online lessons, peers' micro and macro teaching sessions, video-enhanced feedback sessions, and any other moments which may foster STs' understanding of online teaching. The STs are also asked to reflect on each and every observation both in written and oral forms to help them gain a deeper insight into their experience and make the required amendments. Within the widening frame of observation and reflection, the STs experience a cycle of E.T.C.E. First, the STs EXPLORE the online modality; affordances, constraints, available digital resources, possible activities, roles and responsibilities, target student profile, and all other relevant points. Then, the STs TEACH online lessons in authentic online contexts based on the personal implications and inferences of the explorations. The STs COLLABORATE with peers, SMTs, and UTEs both in one-to-one and in-group interactions to discuss the teaching sessions and learn from the others. Lastly, the STs EVALUATE the whole teaching process i.e. before, during, and after teaching processes to discover the strengths, weaknesses, ways of improvement, and to decide on the pathways for the forthcoming online lessons. Then, the STs repeat the same

cycle with a growing awareness. The *Model ETCEtra* is an acronym for the four-stage implementation cycle. The cycle involves the four stages described here and any others that might be adapted based on the requirements of the individual contexts or the needs of individual participants. The model primarily aims to raise "reflective practitioners" (Schon, 1983).

Based on the detailed description of the structure of the proposed model, it is recommended that an online social community into which all parties are fully engaged is an absolute requirement. Due to the distance caused by the nature of online interactions, it is more important for the stakeholders to maintain active involvement. The three core elements of the Community of Inquiry (Garrison, Anderson, & Archer, 2000) define the nature of the required involvement. Moreover, the two groups of institutions -FEDs and practice schools- must closely collaborate for the aim of STs' training. They must be aware that both sides have their own unique characteristics and natures that complement each other. They altogether contribute to the development of STs, thus the STs need to feel the coordination and collaboration between the two institutions. Both sides should admit that STs' training throughout the practicum would be missing without sufficient amount of contribution provided by either of the two groups of stakeholders. For this reason, the STs begin the process at the very pivot of this close coordination.

The model views practicum as a social learning environment, in which STs learn and develop in interaction with their environment. Therefore, the STs' constant observation and reflection is a must to be aware of the intricacies of online teaching. Observation is a core component as it provides input for development, and reflection is vital as it acts as a catalyst between the new input and prior knowledge of STs. Observation provides the feeling of unease that is described in the practical inquiry model of Dewey (1933) that sets the basis for the Community of Inquiry Model. The materials gathered through observations are supposed to trigger STs' thinking, questioning, and search for meaning. On the other constant line, reflection is embedded as the data collected through observations must be digested by the STs through

reflection. Reflection governs the whole process because it is "active, persistent and careful consideration of any belief or supposed form of knowledge in the light of the grounds that support it, and further conclusions to which it leads" (Dewey, 1933, p. 118). The STs who are involved in "reflection in action" (Schon, 1983) are constantly (re)shaping the schemas regarding online teaching, which shapes the inner cycle of E.T.C.E. The domain-specific secondary knowledge and skills of STs that are in a flux due to constant observation and reflection are repeatedly tested and put into practice.

The STs repeat a cycle of E.T.C.E. within the model. They initially explore the peculiar environment of online teaching with its all dimensions and understand how one may effectively learn, and how an online teacher can reduce extraneous and germane cognitive load (Sweller, 2010) on online students through the appropriate instructional strategies. The STs will master estimating the number of interacting elements, manage the element interactivity, applying the most optimal instructional principles and strategies to reduce the cognitive load on students, and facilitate students' learning. The exploration helps the STs maintain cognitive presence in the Community of Inquiry model (Garrison, Anderson, & Archer, 2000). In the second stage, the STs are asked to apply what they have explored to test themselves. They experience the transition between being students of teaching and teachers of students (Cirocki, Madyarov, & Baecher, 2020). The second stage is connected with the teaching presence in the Community of Inquiry model as the STs take the responsibility of designing online instruction and facilitate learning together with their students. Following their practice, as the online practicum is designed as a social learning environment, the STs are required to collaborate with other members, which maintains the social presence in the Community of Inquiry model. They will benefit both from their peers' observations and from the SMTs and UTEs. SMTs and UTEs, as more experienced practitioners, need to provide effective feedback on the ways of improvement to achieve a more optimal learning environment. At this stage of the cycle, all the parties reflect themselves as "real people" with their background, emotions, experience, and unique outlook. As described by Schrage (1995) collaboration is "an act of shared creation and/or shared discovery" (p. 4). Based on

both self-reflection, feedback, and explorations, the STs evaluate their teaching, make sound conclusions, and restart the same cycle for a better performance. It must be noted that the cycle of E.T.C.E. constitutes a unity. Every stage is closely connected with each other, and a stage is effective only when the previous stage/s is/are effectively managed. At the end of the practicum, the STs are expected to get raised as teachers who have the habit of reflecting on their performance all the time, making the required changes, and becoming more efficient in providing the best possible instruction by managing the cognitive load and by considering the cognitive, social, and teaching presence concurrently.

5.5. Implications of the Study

This research study produced implications both for the improvement of the practicum courses in EFL teacher education programs in Turkey and for the (re)design of the overall curricula. The implications to be discussed below are of particular concern to the policy makers, who are involved with the decisions regarding the changes and adaptations in EFL teacher education programs. Teachers and academics, who work as mentors or trainers, must attend to the implications as well to improve the quality of mentorship practices offered within the practicum.

First of all, the study that systematically investigated an online practicum experience just after the outbreak of a global crisis revealed that EFL teacher education programs in Turkey do not adequately prepare STs for online teaching. It has been covered only in one or two standalone courses, and it has largely been neglected. It had been obvious even before the pandemic; however, the pandemic put it into the forefront, and this particular study provided empirical evidence within a small context that STs without theoretical background and training in online teaching may feel frustrated and unprepared. It was observed that it was difficult for STs to translate their knowledge of face-to-face teaching pedagogy to the online modality. Above all, it was well realized that online teaching and face-to-face teaching are two distinct modes that must be addressed separately. The STs in this particular research context significantly

improved their online teaching competence even in a twelve-week period as a result of an intense training program. Thus, EFL pre-service teacher education programs need to review their curricula and add components that are peculiar to online teaching. Moreover, rather than embedding or revising standalone courses that specifically target technology components, methodology and field-specific courses need to be adapted to include an accurate blend of technology, pedagogy, and content both for face-to-face and online contexts. Beyond dispute it also implies that it requires a change in the mindset of the academic staff members and administrative bodies.

Secondly, the inconsistencies in almost every domain of the online practicum were reported by all three groups of participants. While some STs were quite satisfied with the practicum experience, some others had serious complaints. On the other side, while some UTEs shared their contentedness with the practice school, cooperating SMTs, and other aspects, some others reported the opposite. Some SMTs were also context with the experience and assessed the process as fruitful while some others defined the overall outcomes as void. Such inconsistencies altogether imply several suggestions. Initially, a common framework needs to be generated based on a well-attended needs analysis study. The 1998-protocol prepared within a project managed by World Bank, MoNE, and CoHE still governs the current practices in the practicum courses, and it is undeniable that it must be updated to cover the recent changes in the theory and practice, and to address the online modality as well. A common framework to manage the practicum must be comprehensive enough to regulate the selection criteria for SMTs and UTEs, mentors' roles and responsibilities, weekly tasks, testing and evaluation procedures, feedback mechanisms, and other dimensions. Upon the development of such a common framework the inconsistencies could be minimized and quality in practicum could be ensured.

Ataş (2018) suggested that a professional development community for teacher trainers is a requirement, and the findings of the current research study also support this suggestion. It was observed that SMTs and UTEs follow their own routines while providing mentorship, and the coordination or communication among them was at a

minimum level. It led to not only to further inconsistencies but also to perceived alienation. The SMTs reported that online mentorship was quite new to them, and they were seriously challenged. They said that they tried to find their own ways throughout the process. The previous studies discussed earlier also shown that it was not very different in face-to-face practicum courses either, thus building a professional development community among teacher trainers might yield several benefits. First, a training program can be designed to introduce the framework and regular workshops can be organized to guarantee the continuity of high-quality mentorship practices. Second, teacher trainers might better define themselves, that is, they might be aware of the roles, responsibilities, and expectations. In the current case, SMTs and UTEs were reported to be divorced from each other to a significant extent but a local community of teacher trainers feeds communication both between UTEs and SMTs, and among SMTs and UTEs themselves.

Although it was mentioned as a part of the common framework, it must be noted separately that selection and evaluation criteria must be defined very well and regularly monitored for both SMTs and UTEs. In the current case, in-service teachers are offered a short period of training to be eligible for SMT candidate; however, it was reported by the participants that this training is not generally taken seriously and the time period is not sufficient to get fully prepared. Moreover, the present training program does not cover distance mentorship at all. So, it is recommended that observable selection criteria need to be generated for SMTs and UTEs, well-designed training programs need to be developed and implemented, and the performance of the SMTs and UTEs need to be monitored through certain mechanisms. The quality of mentorship practices should not be left to the stakeholders' incentives. Offering extra benefits to SMTs and UTEs for the mentorship practices might further motivate them. Some SMTs reported that undertaking the mentorship responsibility is perceived as burden by many in-service teachers, so offering benefits might increase teachers' motivation to work as SMTs.

As the last prominent implication, the practicum courses might be offered in accordance with STs' areas of interest. It was reported by the participants that the dynamics of different age groups or grade levels significantly vary, and attending a practice school context that is different from a ST's future projection might not prepare him/her for the future career. Thus, it was suggested that practicum could be divided into tracks. SMTs and UTEs might be associated with a certain track as well based on their areas of interest or work experience/context, and STs might be assigned to a SMT or UTE depending on the match in specialization areas. Such an adaptation might help STs get specialized in an area of interest, gain deeper expertise, and become more prepared for the intended professional career.

5.6. Limitations of the Study and Suggestions for Future Research

The study was designed as a needs assessment for an online practicum course in EFL teacher education programs in Turkey in the form of a case study that explores the online practicum experience of three groups of stakeholders in a particular context. Thus, the first and most important limitation is the number of the participants and difficulty in generalizing the finding here. Based on this limitation, a quantitative study that aims to determine the stakeholders' needs in a wider context is a remarkable need for the future studies. The current study provided an in-depth understanding of a small group of participants' needs having emerged from their experience, and it will be of great contribution to this study to conduct a nationwide research project.

Although all three groups of stakeholders are involved in the research, the STs were the focal group of participants, so SMTs' and UTEs' views were not equally represented. As a remedy for this limitation, in another study UTEs and SMTs can be consulted in a longitudinal fashion to elicit their opinions and changes in them throughout the practicum process. As another suggestion, different stakeholders e.g. administrators, graduates, recruiters can also be consulted to understand their expectations or future projections to decide on the needs. They were not involved in

this study as it aimed to explore the needs based on lived experience of the participants, and they were not acting as integral parts of the practicum process.

Another major limitation of this study was definitely its time. The data was collected during the emergency remote teaching period, so the participants were both dealing with the unexpected outcomes of an unprecedented period and trying to meet the expectations of either their studentship or professional identity. In other words, they were tested on multiple tough tasks concurrently, and their psychology, mental and physical health were severely affected. Repeating the study in a so-called normal period of time might produce more reliable results, so it is a good idea to explore the stakeholders' experience and analyze their needs during their routine times as well.

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APPENDICES

A. CURRICULUM OF SAU ELT PROGRAM

1. The curriculum implemented for the students having enrolled **before 2018** and the syllabi of all the courses with all the relevant details are available on the following website of SAU. Use the link or QR code to reach the website.

https://ebs.sakarya.edu.tr/Birim/DersPlan/31202

2. The curriculum implemented for the students having enrolled **after 2018** and the syllabi of all the courses with all the relevant details are available on the following website of SAU. Use the link or QR code to reach the website.

https://ebs.sakarya.edu.tr/Birim/DersPlan/31178

B. SAMPLE PROMPTS OF WEEKLY REFLECTIVE JOURNALS FOR STUDENT TEACHERS

Reflection Paper 4

Based on your observations of online classes for several weeks and your subjective assessments, what are the **necessities** for an effective online English language teaching? To what extent your school-based mentor teacher meets them? Please discuss in detail.

Based on these necessities, in what specific areas your mentor teacher has **lacks**? Do you think you have similar lacks? Please reflect on your own missing points in your knowledge base and competencies. Please provide specific evidence for your response.

What do you **want** to especially learn or know regarding online English language teaching based on your observations and initial reflections?

Please take another detailed look at the indicators below (Elmendorf and Song, 2015). Please assess yourself based on these indicators. For each indicator please reflect on your own **readiness** for online teaching prior to your implementations. If there is anything you deem required for an effective online teaching but not included in the list of indicators, please specify it and assess yourself based on these as well.

Elmendorf, D. C., & Song, L. (2015). Developing indicators for a classroom observation tool on pedagogy and technology integration: A Delphi study. *Computers in the Schools*, *32*(1), 1-19.

Reflection Paper 6

a) Please thoroughly reflect on each of the following after your FIRST ımplementation;

1. The feedback meeting: What do you think about the session in general? Does it help you realize your strengths and weaknesses? If yes, in what specific ways? If no, what are your suggestions for improvement? Do you learn anything concrete in this meeting? How do you think this meeting might contribute to your second implementation? Reflect on any other points that could be relevant.
2. The oral feedback: Does the oral individual feedback you received from me help you realize your strengths and weaknesses? Did you learn anything specific here? Would you prefer written or oral feedback? Why? Please reflect on any other relevant points in detail.
3. The model class: What do you think about the class you observed? Does it provide you with a good model? If yes, in what ways? If no, why do you think so? Do you think it might contribute to the improvement of your practice in any ways? If yes, how? After you watch this class, what are your opinions about the role of experience? Please reflect on any other relevant aspects in detail.
4. Literature: What do you learn about the weaknesses discussed in the feedback sessions from the literature? Do you think the strategies offered in the literature will work? Please thoroughly reflect on any relevant details.

b) Based on all of the above, please prepare an action plan to improve the quality of your teaching. What solid steps do you intend to take for your second implementation? Please give all the details of your action plan.

c) Please observe your mentor teacher's classes in the light of the action plan you have been designing throughout the week. Does s/he teach in the way you planned in your action plan? If yes, please

specify the details. If no, how would his/her classes be different if s/he implemented the improvement strategies on your mind? Please discuss in detail.

Reflection Paper 8

1. Please reflect in a very detailed way on your THIRD teaching implementation by taking the instructions below into account. **Please make sure that your reflection paper responds to all the questions below <u>comprehensively</u>.**

BEFORE THE IMPLEMENTATION

- How did you feel yourself? Why?
- How did you design your class? What ways/resources did you use?
- Did you benefit from the feedback you have received about your first implementation? If yes, in what specific ways? If no, what might improve the quality of the feedback?
- Do you think the observations you have made so far would help you plan and implement your teaching? If yes, in what specific ways? If no, why do you think so?
- Did your experience of the first and second teaching implementations have any influences on the preparation of the third teaching session? If yes, in what specific ways?
- Please describe the preparation process in detail and mention any details that could be relevant.

DURING THE IMPLEMENTATION

- Please use the performance indicators (Elmendorf and Song, 2015) to critically reflect on your performance. Please use the indicators as prompts and feel free to add any other points.
- Please add any other comments, reflections, notes that could be relevant.

AFTER THE IMPLEMENTATION

- How do you feel yourself following the third implementation?
- When you compare the third implementation with the first two, how do you assess your performance? In what specific ways is the third teaching session better or worse than the first and the second one?
- Was your implementation in the same way you planned?
- What are the overall strengths of your implementation? Please comment in a detailed way.
- What are the overall weaknesses of your implementation? Please comment in a detailed way.
- What do you think about the feedback you receive from the university-based teacher educator and school-based mentor teacher about your second implementation?
- Have you observed any effects -either positive or negative- of the feedback regarding your first and second teaching sessions on the third one? Please describe in detail.
- Please add any other relevant comments.

2. Please critically reflect on your observations of the present week. Do they raise your awareness of any needs you have for online English language teaching? Please comment reflectively and critically.

Reflection Paper 11

Please reflect in a very detailed way on your progress -if you think that you have made any- from the first to the fourth teaching implementation. Please feel free to reflect on any relevant aspect regarding your development. What have been the challenges and how have you dealt with them? What do you think about the feedback you have received from the university-based teacher educator and your school-based mentor teacher? In what specific areas you felt inadequate and if there have been any changes in these areas? If you say yes, how have they changed? If no, what would you need for a change? Please do not feel limited to these questions and add any relevant comments and reflections on the process.

C. PROTOCOLS FOR AUDIO RECORDINGS

1. Protocol for Student Teachers' Self Reflection on Their Online Lessons

    - How was the lesson? Please reflect if you are satisfied with your performance just after the implementation. Why or why not?
    - Was your performance in the way you planned or intended? In what ways it was different, if no?
    - How did you feel during the implementation and now just after its end? Why?
    - Do you believe it is better or worse than the previous one/s? Why do you think so? Please give some examples to illustrate your opinions.
    - Could you benefit from the feedback you received from SMT, UTE, and/or peers? If yes, in what ways and how? If no, what do you need to make the utmost benefit? Please illustrate your points with some examples.
    - What lacks do you realize after this teaching performance? Do you have any instant plans for improvement for the forthcoming session/s?
    - What were the strengths of your teaching implementation? What do you attribute these strengths to? Please try to give some examples.
    - Please add any other points you deem necessary as a part of your reflection.

2. Protocol for the Research to Observe STs' Online Lessons

    - Preparation: If the lesson plan is well-written, attainment targets are clear and appropriate for online teaching, materials and activities are devised according to the nature of online teaching, spontaneity is allowed or not.
    - Affective Domain: If the ST displays enthusiasm for teaching, motivate students, and establish a positive learning environment by engaging students.
    - Classroom Management: If the students are encouraged to interact, chaos or silence has been managed well, class time is effectively used etc.
    - Instructional Strategies: If the language of instruction is appropriate for the target level, students are encouraged to use L2, the topic is associated with the former learnings, prior knowledge of students is activated, transitions are smooth, effective digital tools are utilized, appropriate error correction strategies are used, online socialization is encouraged, students' communicative competence is fostered, the closure is effective, learnings are tested, and authentic activities are conducted.
    - Any other aspects of teaching based on the frameworks (Compton, 2009; Stickler and Hampel, 2015; Elmendorf and Song, 2015 etc.)

D. OPEN-ENDED QUESTIONNAIRES

1. Questionnaire for Student Teachers of English

Please use the following link or QR code to reach a PDF copy of the open-ended questionnaire delivered to STs through Google Forms.

https://drive.google.com/file/d/1Kf87Zr0RnClWGQkHqum_HDhVqZBYLdSV/view?usp=sharing

2. Questionnaire for School-Based Mentor Teachers of English

Please use the following link or QR code to reach a PDF copy of the open-ended questionnaire delivered to SMTs through Google Forms.

https://drive.google.com/file/d/1KzaJPQBL1E7tNYT-Fy1SHDPASq2Npc-z/view?usp=sharing

3. Questionnaire for University-Based Teacher Educators

Please use the following link or QR code to reach a PDF copy of the open-ended questionnaire delivered to SMTs through Google Forms.

https://drive.google.com/file/d/1zJFXslF_TVpnu-RgE34noQaaWpvYkAtN/view?usp=sharing

E. APPROVAL OF METU HUMAN SUBJECTS ETHICS COMMITTEE

UYGULAMALI ETİK ARAŞTIRMA MERKEZİ
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21 ARALIK 2020

Konu: Değerlendirme Sonucu

Gönderen: ODTÜ İnsan Araştırmaları Etik Kurulu (İAEK)

İlgi: İnsan Araştırmaları Etik Kurulu Başvurusu

Sayın Prof.Dr. Ayşegül DALOĞLU

Danışmanlığını yaptığınız Ali İLYA'nın ***"A Needs Assessment Study for a Digitally Enhanced ELT Curriculum: An Online Practicum Experience"*** başlıklı araştırmanız İnsan Araştırmaları Etik Kurulu tarafından uygun görülmüş ve **345-ODTU-2020** protokol numarası ile onaylanmıştır.

Saygılarımızla bilgilerinize sunarız.

Prof.Dr. Mine MISIRLISOY
İAEK Başkanı

F. TURKISH SUMMARY / TÜRKÇE ÖZET

Giriş ve Alanyazın Taraması

İngilizcenin küresel bir dil konumuyla tanınırlığının artmasına paralel olarak İngilizce öğretiminin kalitesi ve İngilizce öğretmen yeterlikleri daha da ön plana çıkmıştır. Lucas (1999)'ın da belirttiği gibi eğitimde ortaya çıkan sonuçlar çoğunlukla öğretmenlerin niteliği ve öğretmen eğitimiyle ilişkilendirilmiştir. Bu nedenle her arzu edilmeyen sonuçta öğretmen yetiştirme programlarının kalitesi tekrar sorgulanmış ve programların farklı boyutlarında uygun görülen düzenlemeler yapılmıştır. Öğretmen adaylarının bilgi tabanı, üniversitelerin ve K12 okullarının yetiştirilmelerindeki işlevi, hükümetin bu noktadaki sorumlulukları ve daha birçok konu etrafında toplanan soruların net ve kesin bir biçimde yanıtlanması son derece güçtür (O'Donoghue & Whitehead, 2008). Farklı ülkeler kendi özel bağlamları içerisinde bu sorulara farklı bakış açılarıyla yaklaşmıştır. Türkiye de İngilizce derslerinin müfredatta önemli bir yere sahip olması dolayısıyla (Büyükkantarcıoğlu, 2004), İngilizce öğretmen yetiştirme programlarının zaman içerisinde önemli değişiklikler yaşadığı ülkelerdendir (Demircan, 1988).

Türkiye'de İngilizce öğretmeni yetiştirme programı ilk kez 1944'de Gazi Eğitim Enstitüsü bünyesinde açılmış ve iki yıllık bir eğitim ile İngilizce öğretmeni ihtiyacını karşılamaya çalışmıştır (Demircan, 1988). İki yıllık eğitim dönemi 1962'de üç, 1978'de de dört yıla çıkarılmıştır. 1982'de eğitim fakülteleri kurulmuş ve müfredat ülke genelinde standart hale getirilmiş ve içeriğin yalnızca %20'lik kısmı ilgili eğitim fakültesinin inisiyatifine bırakılmıştır. 1982-1996 yılları arasında uygulanan bu standart müfredat, 1997'de Dünya Bankası, YÖK ve MEB ortaklığında yürütülen bir proje kapsamında yeniden düzenlenmiştir. Bu reform ile daha önce yalnızca bir ay olan okullarda öğretmenlik uygulaması süresi arttırılmış, çocuklara yabancı dil öğretimi dersi müfredata eklenmiş, yöntem derslerinin sayısı arttırılmış ve genel olarak müfredat iyileştirilmiştir (Kırkgöz, 2007). Reform içerisindeki en önemli

boyutu öğretmenlik uygulaması derslerine yönelik yenilikler oluşturmuştur, zira ilgili kılavuzun tanıtımında da vurgulandığı gibi öğretmenlik uygulaması öğretmen yetiştirme programlarının en önemli parçalarının başındadır (Seagall, 2002). Bu süreç öğretmen adaylarının "öğretmenlik programı öğrenciliğinden, öğrencilerin öğretmenliğine" geçişlerinde ana köprü konumundadır (Cirocki, Madyarov, ve Baecher, 2019). Bir diğer deyişle; öğretmenlik uygulaması öğretmen adaylarının kuram ile uygulamayı bütünleştirdiği (Edwards-Groves, 2014), sosyal bir ortam içerisinde öğrendiği, birincil deneyim kazandığı (McLoughlin, 2013), gerçek öğretim ortamlarını gözlemleme ve buradaki aktörlerden öğrenme fırsatı bulduğu (Straka, 2003; Zeichner, 2006), çevre ile diyalog içerisinde ilk öğretmen kimliğini geliştirmeye başladığı (Bakhtin, 1981) ve sonuç olarak da kendi sınıflarının sorumluluğunu üstlenmeye ilk adımları attığı önemli bir süreçtir. Bu süreçte rehber görevi üstlenen uygulama öğretmenlerinin ve öğretim elemanlarının da "öğretmenlik mesleğini yeniden yapılandıracak bir fırsat penceresinden baktıklarının farkında olmaları gerekmektedir" (Hargreaves and Fullan, 2010, s. 55). Bransford, Darling-Hammond ve LePage'in (2007) belirttiği gibi öğretmenlerin etkili yetiştirilebilmeleri için öğrenmelerini destekleyen ve örnek uygulamaları görebilecekleri bir ortamda bulunmaları gerekir. Bu sürecin işlevselliği, bu nedenle, süreçte rol alan paydaşların niteliklerine, sürecin yürütüldüğü ortamların kalitesine ve sürecin doğru tasarlanmasına bağlıdır.

Öğretmenlik uygulaması sürecinin etkililiğini belirleyen okul, paydaş ve süreçleri bir çerçeveye oturtmak amacıyla YÖK ve Dünya Bankasının Milli Eğitimi Geliştirme Projesi kapsamındaki reformun önemli bir parçası olarak "Fakülte-Okul İşbirliği Protokolü" düzenlenmiş ve akademisyenler ile hizmet içi öğretmenlerden oluşan bir çalışma grubu tarafından öğretmenlik uygulamasının işleyişine dair ayrıntılı bir kılavuz hazırlanmıştır. Ancak, alanyazındaki çalışmalar ve kılavuzun incelenmesiyle varılabilecek sonuçlar göstermektedir ki Türkiye'deki öğretmenlik uygulaması dersleri uzaktan öğretim boyutunu hiçbir şekilde kapsamamaktadır. Akcan ve Celen (2017)'in çalışmasının sonuçlarında belirtildiği gibi öğretmenlik uygulaması dersleri teknoloji boyutunu yeterince içermemektedir.

Ancak, teknolojideki ilerlemeler ile birlikte uzaktan eğitim son yıllarda daha da ön plana çıkmıştır (Comas-Quinn, 2011; Hampel ve Stickler, 2005; Güler, 2018). COVID-19 salgını uzaktan eğitimi küresel çapta daha da önemli bir noktaya taşımıştır (Yi ve Jang, 2020; Krishnapatria, 2020). Uzaktan öğretim "e-posta göndermek için hangi tuşlara basılması gerektiğini ya da hangi HTML kodunun bir internet sitesine resim yerleştirmek için gerekli olduğunu bilmenin" çok daha ötesinde bir bilgi ve beceri setine sahip olmayı gerektirmektedir (Bennett ve Marsh, 2002, s. 14). Compton (2009)'ın belirttiği gibi "çevrim içi yabancı dil öğreniminin yaygınlığında yaşanan artış, öğretmenlerin bu ortamlara yönelik yetiştirilmesinde bir artışla karşılanmamış ve bu doğrultudaki öğretmen eğitimi temel teknik ve yazılıma özgü becerilerin geliştirilmesinin ötesine geçememiştir" (s. 73-74). Avrupa Komisyonu, 2021-2027 Dijital Eğitim Eylem Planının hazırlanması için Haziran-Eylül 2020 arasında toplumun bu konudaki görüşlerini irdelemek amacıyla bir araştırma gerçekleştirmiştir. Tüm Avrupa ülkelerinden 2351 kişi araştırmada yer almıştır. Araştırmanın katılımcı grubunu öğrenciler, eğitimciler, eğitim sektörünün temsilcileri, ebeveynler ve eğitimle ilgili olabilecek diğer tüm paydaşlar oluşturmuştur. Dijital Eğitim Eylem Planı (2021-2027) için yürütülen araştırmanın sonuçları arasındaki şu noktalar dikkate değerdir:

- Katılımcıların yaklaşık %60'ı uzaktan ya da çevrim içi öğrenmeyi salgından önce deneyimlememişlerdir.
- Katılımcıların %95'i COVID-19 salgınını teknolojinin eğitim ve öğretim ortamlarında nasıl kullanıldığına ilişkin bir dönüm noktası olarak tanımlamaktadır.
- Katılımcıların %60'dan fazlası salgın süresince dijital becerilerinin geliştiğini hissettiğini ve %50'den fazlası da bu becerilerini daha da geliştirmek istediğini belirtmiştir.

Uzaktan öğretim için gerekli olan becerileri bir çerçeve ya da model halinde sunmak için bazı öneriler olmuştur (Bennett ve Marsh, 2002; Hampel ve Stickler, 2005; Stickler ve Hampel, 2015; Compton, 2009). Bu modeller her ne kadar farklı noktalara vurgu yapsalar ve farklı boyutlar içerseler de ortak olarak temel teknoloji becerilerini önkoşul olarak kabul ederek, bunların üzerine belli teknoloji ya da araçlara özgü bilgi

ve becerileri, çevrim içi etkileşimi sağlamayı ve öğretmenin kendi öğretim tarzını geliştirmesini ana basamaklar olarak sıralamıştır. Öğretmenlerin uzaktan öğretimdeki yeterliklerine dair yürütülen çalışmaların birçoğunun sonucu da maalesef öğretmenlerin bu konudaki yetkinliklerinin artırılması gerektiğine işaret etmektedir. Malezya'da yükseköğretim düzeyindeki yabancı dil öğretmenlerinin çevrim içi öğretim deneyimlerini inceleyen çok güncel bir çalışma öğretmenlerin bu yeni bağlamda görevlerini yerine getirmekte güçlük çektiği sonucunu ortaya koymuştur (Diaz, 2020). Türkiye bağlamında, İngilizce derslerini vermek üzere bir vakıf üniversitesinde görev yapan öğretim görevlileri ile yapılan bir çalışmada da katılımcıların uzaktan öğretimde etkileşimi sağlamakta büyük güçlük çektikleri ifade edilmiştir. Bu araştırmadaki katılımcılardan birisi bu durumu şöyle ifade etmiştir; "öğrenciler ile ve öğrenciler arasında etkileşimi sağlamak neredeyse imkânsız" (Şener, Ertem ve Meç, 2020; s. 351). Aydın ve Erol (2021) tarafından Türkiye'deki bir grup Türkçe öğretmeninin COVID-19 acil öğretim dönemindeki deneyimlerini incelemek üzere yürütülen bir başka çalışmada da öğrenci katılımını sağlamak ve çevrim içi ortamlarda etkileşimli bir öğretim yürütmenin en fazla öne çıkarılan zorluklar olduğu görülmüştür. Türkiye bağlamındaki bu iki çalışma birlikte değerlendirildiğinde, alanlar ve düzeyler farklı olsa da öğreticilerin problemlerinin benzer olduğu görülmekte ve katılımcıların sınıf içi etkileşimi nasıl sağlayacaklarını bilmediği anlaşılmaktadır. Bu araştırmalardan bağlam ve kapsam noktasında ayrılan bir diğer çalışmada da dünya genelinde farklı ülkelerdeki yükseköğretim kurumlarında çalışan akademik personelin uzaktan öğretim deneyimleri incelenmiştir. Araştırmaya katılan 418 kişinin yaklaşık yarısından fazlasının daha önce uzaktan öğretimi deneyimlemediği belirtilmiş ve uzaktan öğretime dair olumlu tutumların ve olumlu sonuçların en temel belirleyicilerinin önceki tecrübeler ve hizmet öncesi öğretmenlik eğitimi olduğu sonucu ortaya konmuştur (Marek ve Chew, 2021). Bunun gibi güncel araştırmaların sonuçları göstermektedir ki "yüz yüze öğretim ortamlarında yeterli olan bir öğretmenin kolaylıkla uzaktan öğretim ortamlarına aynı becerileri aktararak etkili bir öğretim sağlayabileceği yaygın kabul gören bir efsanedir" (Compton, 2009, s. 75). Bu sonuçlar ayrıca göstermektedir ki deneyim olumlu bir uzaktan öğretim sürecinin en temel belirleyicilerindendir. Ayrıca, tüm bu çalışmalar, bir "iletişim içeren ve

özellikle daha düşük yeterlik düzeylerinde konu alanının yanı sıra etkileşim gerektiren" (Hampel ve Stickler, 2005, s. 312) yabancı dilin uzaktan öğretiminin diğer alanların uzaktan öğretiminden daha farklı becerileri gerektirdiğini doğrulamıştır. "Öğretmen eğitim programının en temel amaçlarının öğretmenlerin karşılaşacağı mesleki durumlara yönelik onlara bir uzmanlık ve deneyim tabanı oluşturmak" (Shin ve Kang, 2018, s. 5) olduğu düşünüldüğünde, Türkiye'deki İngilizce öğretmenliği lisans programlarındaki öğretmenlik uygulaması derslerinin uzaktan öğretimi kapsamıyor olması önemli bir problem durumudur.

Uzaktan öğretime dair bir diğer grup çalışma da uzaktan yürütülen öğretmenlik uygulamalarını irdelemiştir, ancak bu bağlamdaki araştırmalar Karam ve ark. (2020)'nın da belirttiği gibi son derece az sayıdadır. Brooke (2014) tarafından yapılan bir çalışmada çevrim içi günce tutmanın (e-journaling) ve çevrim içi forum tartışmalarının öğretmen adaylarının yansıtıcı düşünme becerilerini desteklediği ortaya konmuştur. Daloğlu (2002) ve Valli (1993)'ün modellerinin bir entegrasyonu ile Sokratik diyaloğu içeren bir yapı üzerine kurgulanan öğretmenlik uygulaması sürecindeki öğretmen adaylarının deneyimlerini irdeleyen araştırmada asenkron ve çevrim içi ortamların işbirliğine dayanan boyutlarının doğru noktalardaki katkısıyla öğretmen adaylarının verimli bir öğretmenlik uygulaması deneyimi yaşadığı raporlanmıştır. Steed ve Vigrass (2011)'ın yürüttüğü başka bir çalışmada da Kanada'daki bir öğretmenlik uygulaması sürecinde çevrim içi toplantıların bir sosyal topluluk oluşturmadaki yeri incelenmiş ve senkron toplantıların kullanımının olumlu bir öğretmenlik uygulaması sürecine nasıl katkı sağladığı somut verilerle ortaya konmuştur. Karam ve ark. (2020) tarafından yapılan başka bir araştırmada da ABD'deki iki yükseköğretim kurumundaki öğretmenlik uygulaması derslerinde videoların hem çevrim içi toplantılar hem de yansıtıcı düşünmeyi destekleme amaçlı kullanımı incelenmiştir. Araştırmanın sonuçları videoların kullanımının öğretmen adaylarının kendi öğretim uygulamalarına yönelik yansıtmalarını önemli ölçüde desteklediğini ve olumlu deneyimler oluşmasına ciddi katkı sağladığını göstermiştir. Karam ve ark. (2020) bu sonuçlara ek olarak öğretim elemanlarına verilmesi gereken kurumsal teknik desteğin önemine ve çevrim içi öğretim uygulamalarına özel olarak

düzenlenmesi gereken gözlem formlarının gerekliliğine dikkat çekmişlerdir. Diğer ülkelerdeki gibi Türkiye'de de çevrim içi öğretmenlik uygulamasına ilişkin çalışma sayısı son derece kısıtlıdır (Ersin, Atay, Mede, 2020; Koşar, 2021; Babanoğlu, 2021; Korucu-Kış, 2021; Güngör, 2022).

Alanyazının kapsamlı bir taraması sonucunda şu boşluklar tespit edilmiş ve bu çalışma bunlardan doğan gerekçeler üzerine kurgulanmıştır:

a) Öğretmenlik uygulaması her ne kadar yüz yüze ortamlar noktasında yeterince çalışılmış olsa da çevrim içi öğretmenlik uygulamasına yönelen akademik çalışmaların sayısı son derece azdır, ancak daha fazla sayıda çalışmaya ihtiyaç olduğu açıktır.
b) COVID-19 salgını öncesinde Türkiye'de uzaktan bir öğretmenlik uygulaması deneyimi olmamıştır, ancak küresel düzeyde bu salgının bir dönüm noktası olduğu ve önümüzdeki süreçte çevrim içi boyutların her alanda olduğu gibi öğretmenlik uygulaması boyutunda da artan bir yere sahip olacağı açıktır. Bu doğrultuda, COVID-19 salgını döneminde deneyimlenen öğretmenlik uygulaması süreçlerinin sistematik bir biçimde irdelenmesi ileriye dönük veri sağlayacaktır.
c) Her ne kadar video ve ses kayıtlarının kullanımı daha önce araştırılmış olsa da, bu unsurların çevrim içi öğretmen eğitiminde kullanımına ilişkin çalışma sayısı yetersizdir ve bu çalışmaların sayısının artması video ve ses kayıtlarının bu bağlamda daha etkin kullanılmasına katkı sağlayabilecektir.
d) Daha önce uzaktan öğretim İngilizce öğretmenliği programlarında deneyimlenmediği için, öğretmen adaylarının bu boyuta dair ihtiyaçlarını somut deneyimlerine dayandırarak irdeleyebilecek bir ihtiyaç analizi çalışması yapılması mümkün olamamıştır. Bu noktada, ilgili çalışma öğretmen adaylarının uzaktan öğretime yönelik ihtiyaçlarını üç farklı grup paydaşın bakış açısıyla otantik öğretim deneyimleri ışığında irdelemesi bakımından önemlidir.
e) Öğretmenlik uygulamasını düzenleyen kılavuz daha önce belirtildiği gibi 1998 yılında hazırlanmıştır ve günümüz şartlarına uygun olarak yeniden düzenlenmesi gerektiği açıktır. Bu düzenlemenin bir parçası da uzaktan öğretim boyutunu ele

almalıdır ve bu çalışmadaki ihtiyaç analizi sonuçları böyle bir düzenlemeye somut veriler sağlayarak rehberlik edebilecektir.

Tüm bu gerekçeler ışığında, bu çalışma İngilizce öğretmenliği lisans programları içerisindeki öğretmenlik uygulaması derslerinin çevrim içi boyutlarının etkili bir biçimde kurgulanması için gerekli olan niteliklerin neler olduğunu üç farklı paydaş grubunun (öğretmen adayları, uygulama öğretmenleri ve uygulama öğretim elemanları) gerçek deneyimlerine dayalı görüşlerini irdeleyerek belirlemeyi amaçlamaktadır. Bu amaç doğrultusunda şu ana araştırma sorusuna ve alt sorulara yanıt aranmaktadır:

1. Türkiye'deki İngilizce Öğretmenliği lisans programlarında etkili bir çevrim içi öğretmenlik uygulaması dersinin nitelikleri nelerdir?
   1.1. İngilizce öğretmen adayları, uygulama öğretmenleri ve uygulama öğretim elemanları etkili bir çevrim içi öğretmenlik uygulaması dersinin gerekliliklerini nasıl tanımlamaktadır?
   1.2. İngilizce öğretmen adayları tarafından çevrim içi öğretmenlik uygulaması kapsamında etkili geri bildirimin nitelikleri nasıl tanımlanmaktadır?
   1.3. İngilizce öğretmen adayları, uygulama öğretmenleri ve uygulama öğretim elemanları, İngilizce öğretmen adaylarının uzaktan öğretime yönelik gerekliliklerini, eksikliklerini ve isteklerini nasıl tanımlamaktadır ve bu ihtiyaçlar genel olarak çevrim içi öğretmenlik uygulaması derslerinin tasarımı için ne ifade etmektedir?

Yöntem

"Fiziki mekanizmaların aksine, insan ilişkilerini irdeledikçe farklılıkların ve farklı bağlamların etkilerinin daha belirgin olmasını bekleriz" der Stake (2010, s. 26). Bu nedenle, eğitim gibi insan ilişkilerini konu edinen disiplinlerde bağlama özgü nitelikler daha ön plandadır ve bu doğrultuda nitel bir desenlemeyi gerekli kılar. Bağlamsallık, biricik olanın irdelenmesinin gerekliliği ve insanların kendine özgü varoluşu bir bütün

olarak gerçekliğin öznelliğine işaret etmektedir ve bu nedenle nitel araştırmacıların en birincil amacı "çoklu gerçeklikleri" araştırmaktır (Creswell, 2007, s. 18). Bu araştırmanın ana amacına uygun olarak, tüm bu gerekçelerle nitel bir kurgu belirlenmiş ve bir vaka çalışması tasarlanmıştır.

Çalışma iki ana çalışma ortamında yürütülmüştür. Bunlardan ilki araştırmacının ve diğer uygulama öğretim elemanlarının görev yaptığı ve uygulama öğretmen adaylarının öğrenim gördüğü Sakarya Üniversitesi, Eğitim Fakültesi, Yabancı Diller Eğitimi Bölümüdür. Diğer bir çalışma ortamı ise uygulama öğretmen adaylarının, öğretmenlik uygulaması dersi kapsamında gözlem ve uygulama faaliyetleri için katıldıkları ve sürecin üniversite ile birlikte diğer önemli birimini oluşturan uygulama okullarıdır. Bu araştırma kapsamında üç uygulama okuluyla çalışılmıştır. Bunlardan ikisi devlet okulu, birisi ise SAÜ Vakfı Özel Okullarıdır. Okullardan ikisi ortaokul, birisi ise lisedir. Ortaokula 11-14 yaş aralığındaki öğrenciler devam ederken, liseye 15-18 yaş aralığındaki öğrenciler devam etmektedir.

İngilizce öğretmen adayları SAÜ'deki lisans eğitimleri kapsamında dört yıl öğrenim görmektedir ve bu sürenin son üç yarıyılında da uygulama okullarında ilgili dersler kapsamında belirlenen faaliyetleri yürütmek ve öğretmenlik deneyimi kazanmak amacıyla bulunmaktadırlar. COVID-19 salgını öncesinde bu derslerin tamamı yüz yüze yürütülmüştür, ancak kapanma döneminde dünya çapında alınan tedbirler kapsamında okulların yüz yüze öğretime ara vermesiyle bu dersler de uzaktan öğretim ortamlarına adapte edilmiştir. Öğretmenlik uygulaması dersi haftalık iki saat teorik ve altı saat uygulamalı olmak üzere sekiz saatten oluşmaktadır. Bu çalışma kapsamında öğretmenlik uygulaması dersi gözlem, uygulama, geri bildirim ve yeniden uygulama aşamalarını takip edecek şekilde düzenlenmiştir. İlk altı haftada öğretmen adayları, uygulama okullarındaki öğretmenlerin çevrim içi derslerini gözlemlemiş ve çalışma için belirlenen görevler doğrultusunda haftalık günceler yazmışlardır. Ayrıca, haftada iki saat olmak üzere her bir grupla öğretim elemanı çevrim içi ortamda bir araya gelmiş ve uzaktan öğretime dair kuramsal bir taban, öğretmen adaylarının gözlemlerindeki deneyimlerle de harmanlanarak oluşturulmaya çalışılmıştır. Daha sonra, öğretmen

adaylarının her birisi dört tane çevrim içi ders tasarlamış ve gerçek sınıf ortamlarında bu dersleri uygulamıştır. Her bir uygulama, uygulama öğretmeni, öğretim elemanı ve en az iki farklı akran tarafından daha gözlemlenmiştir. Uygulama sonrasında, gerek bireysel gerekse de grup içi geri bildirim süreçleri izlenmiştir. Uygulama öğretmen adayının sonraki dersi için bir eylem planı hazırlaması ve ilgili uygulaması üzerine yansıtıcı düşünmesi istenmiş ve süreç bu şekilde gözleme ek altı hafta daha devam etmiştir. Süreç sonunda tüm katılımcılardan süreci değerlendirmeleri istenmiş ve etkili bir çevrim içi öğretmenlik uygulamasının niteliklerine ilişkin görüşleri irdelenmiştir.

Çalışmaya 14 İngilizce öğretmen adayı, 10 uygulama öğretmeni ve araştırmacı dahil 5 uygulama öğretim elemanı katılmıştır. Katılımcılar maksimum çeşitleme örnekleme yönetime ile belirlenmiştir. Uygulama öğretmen adaylarının belirlenmesinde akademik not ortalaması ve cinsiyet kıstaslarında maksimum çeşitlilik gözetilmiştir. Ayrıca, uygulamanın yürütüldüğü devlet ve özel okulların dağılımında da eşitlik dikkate alınmıştır. Uygulama öğretmenlerinin belirlenmesinde de son aldıkları derece (lisans/yüksek lisans), çalıştıkları kademe (ortaokul/lise), mesleki deneyim ve uygulama öğretmeni olarak deneyim kıstasları göz önüne alınmış ve maksimum çeşitlilik burada da gözetilmiştir. Uygulama öğretim elemanlarının da doktora derecesine sahip olup olmaması ve mesleki deneyimleri noktasında bir çeşitlilik vardır. Katılımcıların tamamı araştırmanın amacı ve hakları konusunda ayrıntılı olarak bilgilendirilmiş ve her birisinden çevrim içi ortamda imzalı bilgilendirilmiş onam formu alınmıştır.

Creswell (2014) "araştırmacılar çeşitli türlerde veri toplar ve veri toplanan sahada yeterince zaman geçirirler" demektedir. Creswell (2014) tarafından belirtilen dört ana veri kaynağı türü nitel gözlem, nitel mülakatlar/görüşmeler, nitel dokümanlar ve sesli ve görüntülü materyallerdir. Bu çalışma kapsamında bu dört ana kaynaktan da yararlanılmıştır. Bu kaynaklardan ilki haftalık yansıtıcı güncelerdir. Öğretmen adayları ilk hafta hariç olmak üzere geri kalan 11 hafta boyunca ana dillerinde ya da İngilzce olarak haftalık günceler tutmuş ve bunları elektronik ortamda araştırmacı ile düzenli olarak paylaşmışlardır. Her ne kadar öğretmen adayları için bir başlangıç

noktası oluşturması ve çerçevesi çizmesi bakımından belli yönlendirmeler verilmiş olsa da katılımcılar yazarken olabildiğince özgür hissetmeleri konusunda teşvik edilmiştir. İkinci araç olarak, haftalık odak grup görüşmeleri kullanılmıştır. Öğretmen adaylarının yazdıkları günceleri daha anlamlı hale getirmek, daha derinlemesine anlamak ve öğretmen adaylarının burada belirtilen konular etrafında kendi doğal ortamlarında tartışmalarını gözlemlemek amacıyla iki farklı odak grup oluşturularak araştırmacının moderatörlüğünde haftalık çevrim içi görüşmeler yapılmıştır. Bu görüşmelerin tamamı katılımcıların ana dilinde yapılmış ve rızaları dahilinde kaydedilmiştir. Özellikle araştırmanın üçüncü alt araştırma sorusuna yanıt ararken kullanılmak üzere ses kayıtlarından da üçüncü veri kaynağı olarak yararlanılmıştır. Öğretmen adaylarının her bir çevrim içi uygulamasının hemen akabinde hazırlanan protokol dahilinde uygulamaları üzerine sesli yansıtma yaparak, kayıtlarını araştırmacı ile WhatsApp üzerinden paylaşmaları istenmiştir. Ayrıca, araştırmacı da öğretmen adaylarının uygulamaları üzerine ayrı bir protokole göre yansıtma yapmış ve kayıtları aynı yolla her bir öğretmen adayıyla paylaşmıştır. Dördüncü veri toplama aracı olarak her bir grup katılımcı için ayrı ayrı hazırlanan bir açık uçlu form kullanılmıştır. Çevrim içi öğretmenlik uygulaması sürecinin sonunda katılımcımların süreç hakkındaki değerlendirmelerini ve düşüncelerini öğrenmek üzere bir çevrim içi açık uçlu form kullanılmıştır. Bu formda yazılanlar hakkında derinlemesine veri toplamak amacıyla ise yarı yapılandırılmış görüşmeler beşinci veri toplama aracı olarak kullanılmıştır. Uygulama öğretmenlerinin dördü, uygulama öğretim elemanlarının ise ikisiyle yarı yapılandırılmış bir görüşme yapılmıştır.

Toplanan nitel verilerin çözümlenmesinde Creswell (2007)'in önerdiği Veri Çözümlemesi Spirali kullanılmıştır. Bu bağlamda, veriler toplandıktan sonra anlamlı birimlere ayrılmış, gerekli kodlamalar ve tanımlamalar yapılmış ve düzenlenmiştir. Daha sonra veriler ayrıntılı olarak okunmuş, üzerine yansıtılmış, notlar alınmış ve veri ile yakınlık sağlanmıştır. Sonraki aşamada ise, gerekli sınıflandırmalar, açıklamalar ve yorumlamalar yapılmıştır. Son olarak da sonuçlar anlamlı tablolar, şekiller ve diğer öğeler ile kompak olarak sunulmuştur. Verilerin kodlanması sürecinde Saldana (2009)'nın kodlama döngülerinden yararlanılmıştır. Birincil, ikincil ve gerekiyorsa

üçüncül döngülerin sonrasında uygun olan kod türleri kullanılarak kodlar, alt kategoriler ve kategoriler oluşturulmuş ve ilgili araştırma alt sorularına göre raporlanmıştır.

Araştırmanın güvenirliğini sağlamak amacıyla birkaç farklı yöntemden yararlanılmıştır. Bunlardan ilki veri kaynaklarının çeşitlendirilmesidir. Yukarıda açıklandığı üzere, veriler aynı katılımcı grubundan farklı kaynaklar ile aralıklı olarak toplanmış, uygun olduğu durumlarda hem öznel hem de nesnel değerlendirmelere yer verilmiş ve böylece "veri üçlemesi" yönteminin gerekleri yerine getirilmeye çalışılmıştır. İkinci yöntem olarak, veri analizinin ham sonuçları katılımcı grupları içerisinden kişilerle paylaşılmış ve yorumları ile değerlendirmeleri alınmıştır. Kastettiklerinin doğru yansıtılıp yansıtılmadığı irdelenmiş ve yorumları doğrultusunda veri çözümlemesi süreci gözden geçirilmiştir. Bunlara ek olarak, ayrıntılı tanımlamalara yer verilmiş, okuyucunun aklında soru işareti kalmaması için tüm detaylara değinilmeye çalışılmıştır. Katılımcıların kendi ifadelerini alıntı olarak sıklıkla yer verilmiş ve sonuçlar bu şekilde daha da anlamlı hale getirilmiştir. Bir diğer yöntem olarak araştırmacının rolü tüm detaylarıyla açıklanmış ve art alan bilgisi ile dünya görüşünün sonuçların yorumlanmasına nasıl etki etmiş olabileceğinin anlaşılmasına yardımcı olunmaya çalışılmıştır. Son olarak, araştırmacı uzunca bir süre sahada zaman geçirmiştir. Özellikle araştırmanın temel katılımcı grubunu oluşturan öğretmen adaylarıyla gerek bireysel gerekse de grup olarak hem akademik hem.de kişisel düzlemde çok uzun zaman geçirilmiştir. Bu süre araştırmacının gelen verileri daha doğru yorumlamasına önemli katkılar sağlamıştır. Uygulama öğretmenleri ve diğer öğretim elemanlarıyla da benzer şekilde görüşmeler kendilerini yeterince anlayabilecek kadar uzun tutulmuş ve araştırmanın güvenirliğine katkı sunulmuştur. Araştırma kapsamında veriler ODTÜ İnsan Araştırmaları Etik Kurulunun izni dahilindedir. Tüm katılımcılara, toplanan verilerin gizliliği ve araştırma amacı haricinde hiçbir şekilde kullanılmayacağı ve üçüncü şahıslarla isimsiz alıntılar dışında paylaşılmayacağı taahhüt edilmiştir.

Sonuçlar ve Tartışma

Sonuçlar her bir araştırma alt sorusunu ayrı ayrı yanıtlayacak bir düzende organize edilerek sunulmuştur. Bu doğrultuda, Geniş Özet içerisinde de tartışma da dahil edilerek üç alt başlık halinde sunulacaktır.

1. Etkili Çevrim İçi Öğretmenlik Uygulamasının Gerekliliklerine Dair Tanımlamalar

Genel olarak tüm katılımcı gruplarının gerekliliklere dair tanımlamaları ders tasarımı, gözlemler, paydaşlar ve öğretim uygulamaları ana kategorileri altında toplanmıştır. Tüm katılımcılar ortak olarak uzaktan öğretimin yüz yüze öğretimden ayrıldığını vurgulamış ve acil uzaktan öğretim sürecinde yüz yüze öğretmenlik uygulamasının içeriklerinin bire bir uyarlanmış olmasını eleştirmişlerdir. Buradan hareketle, öğretmenlik uygulamasının uzaktan öğretimi de kapsayacak biçimde yeniden tasarlanması ve bu boyuta özgü ayrı içerikler geliştirilmesi gerektiği açıktır. Tüm katılımcı gruplarında ortak olarak ön plana çıkan bir diğer sonuç ise paydaşların niteliklerine ilişkindir. Katılımcılar öğretmenlik uygulaması grupları arasındaki büyük farklılıklara referans vererek, eşgüdüm içerisinde yürütülen bir süreç olmadığından bahsetmiş, ortak bir çerçeve oluşturulmasının gerekliliğine işaret etmiş ve bu noktada da uygulama öğretmeni ve öğretim elemanlarının niteliklerinin, duyuşsal özelliklerinin (uzaktan öğretime ve öğretmen yetiştirmeye karşı tutum vb.), bireysel özelliklerinin ve diğer birçok boyutun seçimde kıstas olarak değerlendirilmesi gerektiğine değinmiştir.

Uygulamada ortaya çıkan problemlerin birçoğu uygulama öğretmeni ve/ya öğretim elemanından kaynaklı olduğu değerlendirilmiş ve bu nedenle de bu iki paydaş grubunun seçimi, izlenmesi ve değerlendirilmesinde somut kıstasların geliştirilmesi ve nesnel bir biçimde sürekli olarak takip edilmesi gerektiği belirtilmiştir. Paydaşların teknolojik pedagojik alan bilgilerinin yeterliğinin öğretmen adaylarına faydalı olmak noktasında büyük öneme sahip olduğu tüm gruplar tarafından ifade edilmiş ve özellikle uygulama öğretmenini verimli bulan ve bulmayan grupların deneyimleri

arasındaki büyük farklılık bu sonucu doğrulamıştır. Buna ek olarak, çevrim içi rehberlik yapmanın da farklılığı üzerinde durulmuştur. Bu bağlamda, gerek uygulama öğretmenleri gerekse de öğretim elemanlarının çevrim içi öğretim ve öğretmen yetiştirme konularında ayrıca yetiştirilmelerinin ve akredite edilmelerinin gerekliliği belirtilmiştir. Süreçte yer alan öğretmen ve öğretim elemanlarının belirlenecek kıstaslar dahilinde düzenli olarak değerlendirilmelerinin, izlenmelerinin ve gerekli görüldüğünde süreçten çıkarılmaları ya da gerekli eğitimlere tabi tutulmalarının önemli olduğu ifade edilmiştir. Öğretmen adayları kendilerinin iki farklı grup tarafından (uygulama öğretmeni ve öğretim elemanı) değerlendirildiği gibi, diğer paydaşların da en az iki farklı grup tarafından değerlendirilmesi gerektiğine değinmiş ve bu değerlendirme sonuçlarının ciddi şekilde dikkate alınması gerektiğini vurgulamışlardır. Bunun yanı sıra, uygulama öğretmenleri de kendilerine rehberlik hizmetleri kapsamında sunulan imkanların arttırılması ve öğretmenlik uygulaması kapsamında görev almanın daha da cazip hale getirilmesi gerektiğini belirtmiştir.

Tüm katılımcı gruplarının ortak olarak değindiği bir diğer nokta da uzaktan öğretimin doğası gereği olan mekânsal farklılıkların doğurduğu zorluklarla baş etmek için atılması gereken adımlardır. Örneğin, uygulama okullarındaki öğrencilerin öğretmen adaylarını yüz yüze ortamların aksine tanıma fırsatı olmamasından ileri gelen aralarında bir yakınlık oluşmaması ve böylece öğretmen adaylarının çevrim içi derslerde katılımın düşük olmasıyla zorlanmalarına ilişkin ders dışı çevrim içi sosyal etkinliklerin düzenlenmesi gerektiği belirtilmiştir. Bu kapsamda çevrim içi film etkinlikleri ya da rehberlik seansları organize edilmesi önerilmiştir. İnternet altyapısının iyileştirilmesi, teknolojik imkanların ve desteğin gerek öğrenciler gerekse diğer paydaşlar için yaygınlaştırılması, öğrenci ve velilerin uzaktan öğretime dair farkındalıklarının arttırılması ve buna paralel olarak daha verimli bir süreç tasarımının sağlanmasının da etkili bir çevrim içi öğretmenlik uygulaması deneyimi için gerekli olduğu üzerinde hemfikir olunan sonuçlar arasındadır. Ayrıca, çevrim içi ortamların getirdiği uzaklık ile öğretmen adayları ve uygulama öğretmenleri ile öğretim elemanları arasındaki bağın zayıflaması gündeme getirilmiş, tüm gruplar arasında kurulacak etkin bir çevrim içi topluluğun önemine değinilmiştir.

2. Etkili Geri Bildirimin Niteliklerine Dair Öğretmen Adaylarının Tanımlamaları

Araştırmanın ikinci alt sorusuna yanıt olarak, çevrim içi öğretmenlik uygulaması sürecinde etkili geri bildirimin nitelikleri İngilizce öğretmen adaylarının gözünden irdelenmiştir. Sonuçların çözümlenmesi ile dönütün türü (yazılı ya da sözlü), zamanlaması (öğretim uygulaması öncesi ya da sonrası), kaynağı (uygulama öğretmeni, öğretim elemanı ve/ya akran) ve tonu (üslup ya da dönütün nasıl ifade edildiği) olmak üzere dört alt kategoride tanımlamalar yapıldığı görülmüştür.

Geri bildirimin türü ile ilgili olarak öğretmen adayları sözlü dönütleri yazılı olanlara tercih ettiklerini ifade etmişlerdir. Bunun en temel sebebi olarak da sözlü geri bildirimlerin, geri bildirimi veren kişinin duygularını ve gerçek niyetini yazılı geri bildirime çok daha iyi yansıttığını ve bu nedenle öğretmen adayları üzerinde daha kalıcı olduğunu ve daha büyük bir etki oluşturduğunu belirtmişlerdir. Ayrıca, sözlü geri bildirimin geri bildirimi veren kişinin kendi sesi ile yapılandırılmış olması dolayısıyla öğretmen adayları için daha özel olduğu belirtilmiştir. Sözlü geri bildirim ayrıca pratik olması nedeniyle de tercih edilmiştir. Bunun yanı sıra sözlü geri bildirimin doğal akışıyla kaydedilmesinden dolayı bazı noktaların gözden kaçması ihtimalini ve daha esnek yapılandırılması itibariyle de içerdiği noktalar arasında bağlantı kurulmasının daha güç olduğu dezavantajını da içerdiği belirtilmiştir. Çalışmanın sonuçları önceki araştırmalar ile önemli ölçüde paralellik göstermektedir (Richardson et al., 2015; Edouard, 2015).

Öğretmen adayları tüm paydaşlardan alınan geri bildirimi değerli bulmakla birlikte her bir kaynak için farklı boyutları ön plana çıkarmışlardır. Uygulama öğretmenlerinin geri bildirimini özellikle çevrim içi öğretim uygulamaları öncesinde yararlı bulmuşlardır. Bunun en temel sebebini uygulama öğretmenlerinin ilgili bağlamı yakından tanıyor olmaları, öğrenci özelliklerini biliyor olmaları ve bu nedenle de öğretmen adayları tarafından hazırlanan ders planlarının ilgili bağlam içerisinde ne ölçüde etkili olacağına dair doğru kestirimler yapabiliyor olacaklarını düşünmeleri ile

alçılamışlardır. Bunun yanı sıra, uygulama öğretim elemanlarından aldıkları geri bildirimi de özellikle uygulama sonrasında etkili değerlendirmişlerdir. Bu kaynaktan gelen geri bildirimin uygulama öğretmenlerinden gelene göre çok daha ayrıntılı olduğunu belirten öğretmen adayları, bu dönütlerin daha kuramsal olduğunu ve lisans programı içerisindeki edindikleri bilgileri uygulama yansıtmak konusundaki becerilerini daha iyi değerlendirmelerine yardımcı olduğunu ifade etmişlerdir. Akranlarından aldıkları geri bildirimi ise özellikle "ilham verici" değerlendiren öğretmen adayları, kendi uygulamaları içerisindeki eksiklikleri fark etmekte zorlandıklarını, ancak akranlarının uygulamalarını izlerken eksik noktalar üzerine daha doğru tespitler ve değerlendirmeler yapabildiklerini söylemişlerdir. Ayrıca, akranlarının uygulamalarını farklı etkinlikler için fikir edinmek adına yararlı bulduklarını, iyi örnekleri görmenin alınan geri bildirimleri anlamlandırmada etkili olduğunu ve akran dönütlerinin aradaki arkadaş ilişkisinin de etkisiyle daha samimi olabildiğini belirtmişlerdir. Son olarak, geri bildirimin tonuyla ilgili de öğretmen adayları gerçekçi, içten, açık, yapılandırıcı ve aynı zamanda dürüst bir üslubu yeğlediklerini ifade etmişlerdir. Yani, aldıkları geri bildirimin gerçek sınıf ortamında uygulanabilir olmasını, geri bildirimi veren kişinin gerçek duygu ve düşüncelerini yansıtmasını ama aynı zamanda da öğretmen adaylarının gelişimine katkı sağlamasını beklediklerini vurgulamışlardır.

3. Öğretmen Adaylarının Çevrim İçi Öğretim için İhtiyaçları

Öğretmen adaylarının uzaktan (çevrim içi) öğretime dönük ihtiyaçları gerek öznel gerekse de nesnel olarak öğretmen adaylarının kendilerinin, uygulama öğretmenlerinin ve öğretim elemanlarının bakış açılarıyla gereklilikler, eksiklikler ve istekler olmak üzere irdelenmiştir. Burada öncelikli olarak tüm paydaşlar tarafından uzaktan öğretimin yüz yüze öğretimden farkları vurgulanmış, uzaktan öğretime yönelik gerek kuramsal gerek se de uygulamalı olarak ayrı içeriklerin öğretmen yetiştirme programlarında bulunması gerektiği ifade edilmiş, öğretmenlerin ve öğretmen eğitimcilerinin uzaktan öğretime yönelik eğitimler ya da çalıştaylar yoluyla kendileri geliştirmelerinin gerekliliği vurgulanmış ve tüm bunların ardından ihtiyaçlar

ortaya konmuştur. Öznel ihtiyaçlar tüm paydaşların deneyimlerine dayalı çıkarımlarıyla ifade ettiği bakış açılarına dayanırken, nesnel ihtiyaçlar öğretmen adaylarının her birisinin süreç boyunca tamamladığı dört çevrim içi öğretim uygulamasının değerlendirmesine dayanmaktadır.

Uzaktan öğretime dair gereklilikler ile ilgili olarak üç paydaş da ortak olarak dijital materyaller ile ilgili bir altyapının gerekliliği üzerinde durmuştur. Sürekli ve hızla gelişen teknoloji ile birlikte değişen ve yenilenen dijital materyalleri takip etmenin güçlü vurgulanmış ve bu nedenle özellikle deneyimli öğretmenlerin halihazırdaki dijital materyaller ile ilgili kendilerini geliştirmeleri gerektiği ifade edilmiştir. Ayrıca, öğretmen adaylarına verilen lisans eğitimi içerisinde her ne kadar teknolojik araçlarla ilgili içerikler yer alsa da bunların uzaktan öğretime uyarlanmasının güç olduğu ifade edilmiş, lisans programı içerisinde uzaktan öğretimde kullanılabilecek dijital araçlarla ilgili içeriklerin de bulunmasının gerekliliğinin altı çizilmiştir. Bunun yanı sıra, uzaktan öğretim yöntem, teknik ve stratejilerinin farklılığını katılımcıların süreçte deneyimledikleri belirtilmiş ve bu nedenle uzaktan öğretime kendine özgü doğasına özel olarak öğretim yöntem ve tekniklerinin kavranması ve bunlara dönük yetkinliklerin geliştirilmesi gerektiği ifade edilmiştir. Uzaktan öğretimde kazanımlardan kullanılacak yöntemlere, yöntemlerden ölçme ve değerlendirme araçlarına, ölçme ve değerlendirme araçlarından sınıf yönetimine kadar birçok alanda bu boyuta özgü içeriklerin bulunduğunun deneyimlendiği vurgulanmış ve öğretmen adaylarının bu nedenle uzaktan öğretimin metodolojisi için yetiştirilmelerinin gerekliliği tüm paydaşlar tarafından ifade edilmiştir. Gereklilikler kategorisinde en çok öne çıkan üçüncü nokta da sınıf içi ve sınıf dışı etkileşimi desteklemeye yönelik stratejilere yönelik bilgi ve beceri tabanı olmuştur. Her grup paydaş uzaktan öğretimde etkileşimi sağlamanın çok daha güç olduğunu belirtmiş, bunun yarattığı güçlüklerle başa çıkmanın stratejilerini süreç içerisinde keşfettikçe de bunların öğretmen yetiştirme eğitimleri esnasında edinilmesinin gerekliliği vurgulanmıştır. Birçok öğretmenin uzaktan öğretimi tek yönlü aktarımdan ibaret gördüğü ve sunuları projeksiyon yerine ekran paylaşarak yansıtmanın uzaktan öğretim olarak nitelendirdiğini belirtmişler, bu nedenle de sınıf içi ve internetin sağladığı imkanlarla

sınıf dışı etkileşimin özellikle İngilizce dersleri için desteklenmesi gerektiğini belirtmişlerdir. Sürecin başında bu noktada daha karamsar olan uygulama öğretmenlerinin ve öğretmen adaylarının sürecin sonunda etkileşimi sağlama konusunda çok daha olumlu ve özgüvenli oldukları görülmüştür.

Öğretmen adaylarının eksiklikleri süreç boyunca irdelenmiş ve süreç içerisinde bu eksikliklerin büyük değişime uğradığı tüm paydaşlar tarafından ifade edilmiştir. Bir öğretmen adayının sürecin başında hazırbulunuşluğunu değerlendirirken "kendisini uzaktan öğretimin kapalı bir kutuya hapsedilmiş gibi hissettirdiğini ve kendisinden şapkadan tavşan çıkarmasını beklediğini" düşündüğünü ifade etmesi sürecin başında öğretmen adaylarının durumunu özetlemektedir. Bir öğretmen adayı haricinde tüm öğretmen adayları sürecin başında kendilerini yetersiz hissettiğini belirtmiş ve uzaktan öğretim için olumsuz bir tutuma sahip olduklarını ifade etmişlerdir. Öğretmen adayları özellikle uzaktan öğretimin doğasına kendilerini ve ders içeriklerini uyarlamakta güçlük çekmişlerdir. İlk etapta sınıf içi materyallerin taranmış kopyalarını uzaktan öğretimde kullanarak, öğrencilerden kağıt ve kalem ile not almalarını isteyerek, mekanik ve geleneksel etkinlikler ile tek yönlü bir içerik sunarken; öğretmen adayları, zaman içerisinde dijital materyalleri kullanabilen, uzaktan öğretimde beden dili ile jest ve mimiklerini kullanabilen, öğrenci katılımını çok daha üst düzeyde sağlayabilen, uzaktan öğretime dönük yöntem ve teknikleri uygulayabilen ve her şeyden öte çok daha özgüvenli bireyler halline gelmişlerdir. En çok güçlük geçtikleri alanlar ise tüm paydaşlar tarafından hemfikir olunduğu üzere uzaktan öğretimin kendisine özgü doğasını ve anlayışını öğretmen adaylarının kavraması ve uygulaması, sınıf içi etkileşimi sağlaması ve öğretmen kimliğini uzaktan öğretim için benimsemesi olmuştur. Yüz yüze öğretmenlik uygulamasında bile gerçek ortama ilk kez giren öğretmen adaylarının öğretmen kimliğini benimsemelerinin güçlüğü alanyazındaki çalışmalarda ortaya konmuşken, kendi ev ortamlarında ve öğrencilerden fiziksel olarak uzak olan öğretmen adaylarının öğretmen kimliğini benimsemekte yaşadığı güçlük anlaşılabilirdir.

Katılımcılar istekleri ile ilgili olarak da yaşadıkları deneyimlerden yola çıkarak öncelikle tüm dijital kaynaklara sınırsız erişimlerinin olabilmesini belirtmişlerdir. Özellikle döviz kurlarını gerekçe göstererek birçok kaynağın yabancı menşeili olmasıyla kendileri için erişimin güç olduğunu belirten katılımcılar, ücretsiz sunulan kaynakları ise büyük ölçüde yetersiz bulmuş ve kaynaklara erişim imkanlarının olmasını isteklerinin en başında tutmuşlardır. İkinci sırada ise katılımcılar tüm öğrencilerin katılımlarını sağlayabilmeyi istekleri arasında başta belirtmişlerdir. Özellikle küresel salgının getirdiği uzaktan öğretime ani geçiş ile yaşanan birçok problemin de etkisiyle öğrencilerin uzaktan öğretime yeterince ilgi göstermemesi, teknolojik imkanlarının sınırlı olması ya da ilgili bölümlerde ayrıntılı açıklanan nedenlerle istenilen düzeyde katılımı göstermemeleri deneyiminin ardından öğretmenler, öğretmen adayları ve dersleri gözlemleyen öğretim elemanları tüm öğrencilerinin katılımını sağlayabilmeyi istediklerini belirtmişlerdir. Katılımcıların ortak olarak dile getirdiği bir diğer istek ise tüm ihtiyaçlara cevap verebikmek olmuştur. Uzaktan öğretimde her bir katılımcı kendi bağlamlarının dinamiklerini yansıttıkları için bireysel özellikler ve gereksinimler daha da ön plana çıkmıştır. Özellikle bu noktaya değinen katılımcılar tüm öğrencilerin ihtiyaç ve beklentilerine hitap edebilmeyi istekleri arasında belirtmişlerdir.

4. Bir Çevrim İçi Öğretmenlik Uygulaması Modeli Önerisi

Görseli ilgili başlık altında paylaşılan ve "Online, Practicum, *Model ETCEtra*" olarak adlandırılan ve bu araştırmanın bulgularına dayalı etkili bir çevrim içi öğretmenlik uygulaması için özgün bir model önerilmektedir. Model en temelde iki ana paydaş grubu barındıran uygulama okulları ile öğretmen yetiştirme kurumları (Türkiye'de eğitim fakülteleri) arasında etkin bir koordinasyonu gerekmektedir. Her iki paydaş kurumun da sorumlulukları ve rolleri eşittir ve öğretmen adayları sürece bu iki kurumun denge noktasında başlamaktadır. Fiziksel olarak var olan bu iki kurum çevrim içi sosyal bir topluluk oluşturmaktadır. Bu topluluk içerisinde sürece dar bir bakış açısıyla başlayan öğretmen adayları süreç boyunca kıvrımlı çizgiler izleyerek, başarı ve başarısızlığı birlikte deneyimleyerek bakış açılarını genişletmektedir. Süreç bir tarafta "gözlem" diğer tarafta ise "yansıtma" temelinde ilerlemektedir ve bu ikisin

sürecin her aşamasının temelini oluşturmaktadır. Süreç içerisinde öğretmen adayları dört aşamalı ve tekrarlanan bir döngü içerisinde gelişmektedir. Döngünün ilk evresi "keşfetmektir." Bu evrede öğretmen adayları gerek uygulama öğretmenlerini gözlem ile gerekse çevrim içi öğretimin diğer tüm boyutlarını hem bireysel hem de topluluk içerisinde öğrenme yoluyla keşfetmektedir. Daha sonraki aşamada bu deneyimler temelinde "öğretim" gelmektedir. Çevrim içi öğretime dair farkındalık ve belirli bir düzeyde bilgi ve beceri tabanı oluşturan öğretmen adayları gerçek ortamlarda öğretim uygulamalarını gerçekleştirerek birincil deneyim kazanacaklardır. Daha sonraki evrede "işbirliği" yer alır. Bu aşamada öğretmen adayları süreç içerisinde tüm paydaşlar ile etkileşim halinde uygulamalarındaki güçlü ve zayıf yönleri anlamakta, daha iyisi için eylem planları oluşturmakta, akranlarından ilham almakta, iyi örnekleri görmekte ve tüm bunlar üzerine yansıtarak ve tüm girdileri gözlemleyerek bir sonraki uygulamayı planlamaktadır. Sürecin dördüncü evresinde "değerlendirme" bulunmaktadır. Bu evrede öğretmen adayları bireysel ve işbirliği içerisinde edindikleri tüm bilgi, bulgu ve deneyimlerle çevrim içi öğretim performanslarını ve genel süreci değerlendirmekte ve eylem planlarına son halini vererek en başa dönmekte ve yeni ders planları için araştırmaya devam etmektedir. Sürecin ana amacı yansıtıcı düşünen uygulayıcılar ve etkili bir çevrim içi öğretim yapabilen İngilizce öğretmenleri yetiştirmektir.

Temel Çıkarımlar, Kısıtlılıklar ve Sonraki Çalışmalar için Öneriler

Bu araştırma gerek politika yapıcılar gerekse öğretmenler ve öğretmen eğitimcileri için önemli çıkarımlar üretmiştir. Bunlardan ilki, çalışmada görülmüştür ki uzaktan öğretim ve yüz yüze öğretim birbirlerinden birçok noktada ayrılmaktadır. Edinilen bilgi ve deneyim öğretmen adaylarının gerek algılarını gerekse de hazırbulunuşluklarını büyük ölçüde değiştirmiştir. Bu nedenle, lisans programlarının uzaktan öğretime yönelik içeriklerinin arttırılması gerektiği açıktır. Ancak, bunu yaparken ayrı dersler eklemek ya da teknoloji içeriklerini ayrı birer bileşen olarak sunmak yerine metodoloji ve alan derslerinin içerikleri teknoloji ve özellikle de uzaktan öğretim boyutlarını da içerecek şekilde güncellenmelidir. Ayrıca, akademik

personelin ve yönetimdeki kişilerin de uzaktan öğretime dair bakış açılarının değişmesi gerektiği açıktır.

Çevrim içi öğretmenlik uygulaması sürecinde farklı gruplar arasında ve birçok diğer noktadaki tutarsızlıklar ve farklılıklar birçok katılımcı tarafından vurgulanmıştır. Bunlar göstermektedir ki öğretmenlik uygulamasını yeniden düzenlemek adına ortak bir çerçeveye ihtiyaç duyulmaktadır. Ayrıca, halihazırdaki yönerge ve kılavuzlar öğretmenlik uygulaması içerisinde uzaktan öğretim boyutunu hiçbir şekilde ele almamaktadır. Bu nedenle bu dönüşümde uzaktan öğretime ayrı bir önem verilmelidir. Bunun yanı sıra, uygulama öğretmenlerinin ve öğretim elemanlarının bireysel ve profesyonel özelliklerinin öğretmen adaylarının çevrim içi öğretmenlik uygulaması deneyimlerini ne ölçüde verimli geçirdiklerine dair etkileri somut olarak ortaya konmuştur. Bu nedenle, uygulama öğretmenlerinin ve öğretim elemanlarının seçimi, izlenmesi ve değerlendirilmesi noktasında somut adımlar atılmalıdır. Ayrıca, paydaşlar düzenli aralıklarla çalıştaylar ve diğer çeşitli etkinlikler ile mesleki olarak geliştirilmeli ve süreç dinamik olarak yürütülmelidir. Öğretmenlik uygulaması sürecinde yer alan öğretmen eğitimcileri arasında bir topluluk oluşturulmalı ve bu topluluk içerisinde etkin bilgi ve deneyim paylaşımı sağlanmalıdır. Bu şekilde hem öğretmenler ve öğretim elemanları arasındaki koordinasyon daha etkin sağlanacak hem de paydaşların birbirlerinden öğrenmeleri desteklenerek, her grubun kendisine özgü güçlü yönlerini diğer gruba aktarmasına yardımcı olunacaktır. Son olarak da, araştırma göstermiştir ki öğretmenlik uygulaması dersleri öğretmen adaylarının gelecek projeksiyonları doğrultusunda alt alanlara ayrılabilir ve öğretmen adayları ile diğer paydaşların ilgi ve art alanları örtüştürülerek alana özgü öğretmenlik uygulaması planlamaları yapılabilir. Bu şekilde öğretmen adaylarının gelecek planları ve ilgi alanları doğrultusunda uzmanlaşmalarına daha yüksek katkı sağlanacağı öğretmen adayları tarafından ifade edilmiştir.

Çalışmanın kısıtlılıklarının en başında sonuçların bir bağlama özgü olması yer almaktadır. Nitel bir vaka çalışması olması dolayısıyla küçük bir bağlamı ve sınırlı bir katılımcı grubunu ele alan bu araştırmanın sonuçlarının diğer bağlamlar için

genellemesinde temkinli yaklaşmak gerekmektedir. Bu nedenle, gelecekte nicel veriler ile daha geniş bir örneklem grubuyla araştırmanın sorularına yanıt aranması uygun olacaktır. Mevcut çalışmanın bir diğer sınırlılığı ise küresel bir salgın sürecindeki kapanma döneminde yürütülmüş olmasıdır. Herkesin zor bir dönemden geçtiği bir dönemde toplanan verilerin daha sağlıklı bir dönemin dinamiklerini yansıtmayabileceği bir gerçektir ve bu nedenle araştırma COVID sonrasındaki bir dönemde tekrarlanabilir. Son olarak, araştırma özellikle öğretmen adaylarından süreç boyunca veri toplanmasını içermektedir. Bu noktada, uygulama öğretmenlerinin ve öğretim elemanlarının bakış açılarının aynı ölçüde yansıtılmadığı açıktır. Farklı bir araştırma diğer iki paydaş grubuna odaklanarak onların bakış açılarının daha da derinlemesine irdelenmesini hedefleyebilir.

G. CURRICULUM VITAE

1. **Name and Surname** **:** Ali İlya
2. **Date of Birth** **:** September 24, 1989
3. **Title** **:** Res. Assist.
4. **Education** **:** Doctor of Philosophy

Degree	Field	University	Year
PhD	English Language Teaching	Middle East Technical University	2022
MA	American Culture and Literature	Hacettepe University	2014
BA	American Culture and Literature	Ankara University	2011
Teaching Certificate (Pedagogic Formation)	English Language Teaching	Ankara University	2010

5. Academic Titles:

02.2012 – Present	Research Assistant	Faculty of Education, Department of ELT	Sakarya University

6. Publications

6.1. Publications in International Refereed Journals

Koc, B., & Ilya, A. (2016). Exploring pre-service language teachers' perceptions and actual practices of giving feedback in micro-teaching. *Procedia-Social and Behavioral Sciences, 232*, 421-429.

Rets, I; Ilya, A. (2018). Eliciting ELT students' understanding of plagiarism in academic writing. *Euresian Journal of Applied Linguistics*, 4*(2)*, pp. 193-211.

6.2. Conference Proceedings

İlya, A., Koç, B., & Alpay, K. C. Investigating the relationship between ELT students' verbal working memory capacity, reasoning ability, and foreign language proficiency of productive skills. *12th International ELT Research Conference*. Çanakkale, 2022.

İlya, A. & Daloğlu, A post-COVID needs assessment study for an effective online practicum. *TESOL 2022 International Convention & English Language Expo: Inspiring Innovation and Empowering ELT Professionals.* Online Event, 2022.

İlya, A. & Daloğlu, A. Training pre-service English language teachers online? *46th Annual International Conference on Language Teaching and Learning & Educational Materials Exhibition: JALT2020.* Online Event, 2020

Koç, B., & İlya, A. Exploring pre-service language teachers' perceptions and actual practices of giving feedback in micro-teaching. *GlobELT: An International Conference on Teaching and Learning English as an Additional Language*. Antalya, 2016

İlya, A., & Kayıhan, Ş. N. Action Research: Turkish pre-service language teachers' perceptions of microteaching implementations, constructive feedback sessions, and possible impacts of feedback on their performance. *Interdisciplinary Approaches: Beyond the Borders of ELT Methodology*. Çanakkale, 2016

Aydın, B., İlya, A., Yiğit, G., Ahmetoğlu, N., Durceylan, B., Bora, A.N. The reasons of success and failure for Turkish students in learning English. *XVIII. International Congress of AMSE-AMCE-WAER Teaching and Training for* Tomorrow. Eskişehir, 2016.

7. Projects

2022 Developing an Innovative Practicum Model for English Language Teacher Education Programs in Turkey-Funded by the Scientific and Technological Research Council of Turkey (TÜBİTAK)-3005 Program. Project Number: 122G138 (Coordinator) (Lasting 24 months)

2012-2013 Monitoring English language education within the context of Sakarya–Funded by Sakarya University Coordinatorship of Scientific Research Projects. Project Number: 2012-06-18-001 (Researcher) (Lasted 12 months)

8. Administrative Duties

- Vice Coordinator of Erasmus Students Exchange Program, Sakarya University, Faculty of Education, 06.2012-01.2015
- Department Coordinator of Erasmus Students Exchange Program Coordinator, Sakarya University, Department of Foreign Languages Education, 06.2012-01.2014
- Quality Envoy, Sakarya University, Department of Foreign Languages Education, 03.2012-02.2016
- Department Coordinator of Mevlana and Farabi Students Exchange Programs, Sakarya University, Department of Foreign Languages Education, 03.2013-01.2015
- Deparrtment Coordinator of SABİS/EBS Information Systems, Sakarya University, Department of Foreign Languages Education, 06.2012-Continuing
- Compliance and Exemption Coordinator, Sakarya University, Department of Foreign Languages Education, 06.2012- Continuing
- Social Media Accounts Manager, Sakarya University, Department of Foreign Languages Education, 06.2012-Continuing
- Graduates Coordinator, Sakarya University, Department of Foreign Languages Education, 06.2017-Continuing.

9. Scientific Events Organized

- Organizing Committee Member, 28th National Linguistics Congress, 08-09.05.2014, SAU Culture and Congress Center
- Organizing Committee Member, SAU-REDELT (Undergraduate Students' Conference at SAU Foreign Languages Education Department), 11.12.2014 (Every year it has been organized.)

10. Editorship and Refereeing

- English Language Editor and Proofreader, Sakarya University-Journal of Faculty of Education, 06.2020-Continuing

11. Courses Offered in the Past Two Years

Academic Year	Term	Course Title	Weekly Hours		Nr. of Sts.
			Theory	Practice	
2021-2022	SPRING	ELT 202 English Literature II	2	0	60
		ELT 306 Language Teaching through Lit. II	2	0	47
		ELT 406 Practicum II (E and H)	2	6	12
		ELT 448 New Trends in ELT	4	0	42
2021-2022	FALL	ELT 201 English Literature I	2	0	78
		ELT 305 Language Teaching through Lit. I	2	0	40
		ELT 401 Practicum I (G)	2	6	6
		ELT 445 Critical Thinking into the Language Use of Teachers	4	0	44
		ELT 451 Community Service Practices (G)	1	4	5
2020-2021	SPRING	ELT 202 English Literature II	2	0	54
		ELT 306 Language Teaching through Lit. II	2	0	64
		ELT 310 School Experience (E)	1	4	5
		ELT 406 Practicum II (C and L)	2	6	8
		ELT 448 New Trends in ELT	4	0	39
2020-2021	FALL	ELT 201 English Literature I	2	0	73
		ELT 305 Language Teaching through Lit. I	2	0	71
		ELT 401 Practicum I (K and L)	2	6	7
		ELT 445 Critical Thinking into the Language Use of Teachers	4	0	45
2019-2020	SPRING	ELT 208 Language Acquisition (New Pr.)	2	0	10
		ELT 208 Language Acquisition (Previous Pr.)	5	0	46
		ELT 202 American Literature	4	0	53
		ELT 202 English Literature II	2	0	10
		ELT 406 Practicum II (I and J)	2	4	8
2019-2020	FALL	EBB 011 Critical and Analytic Thinking Skills (Daytime Edu.)	3	0	59
		EBB 011 Critical and Analytic Thinking Skills (Evening Edu.)	3	0	32
		ELT 201 English Literature (Previous Pr.)	4	0	73
		ELT 201 English Literature I (New Pr.)	2	0	11
		ELT 305 Language Teaching through Lit. (Previous Pr.)	6	0	51

H. THESIS PERMISSION FORM / TEZ İZİN FORMU

ENSTİTÜ / INSTITUTE

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Sosyal Bilimler Enstitüsü / Graduate School of Social Sciences ☒

Uygulamalı Matematik Enstitüsü / Graduate School of Applied Mathematics ☐

Enformatik Enstitüsü / Graduate School of Informatics ☐

Deniz Bilimleri Enstitüsü / Graduate School of Marine Sciences ☐

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TEZİN ADI / TITLE OF THE THESIS (**İngilizce** / English): Exploring the Characteristics of an Online Practicum Course in an English Language Teacher Education Program: A Case Study

TEZİN TÜRÜ / DEGREE: **Yüksek Lisans** / Master ☐ **Doktora** / PhD ☒

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