

Türkiye'de İngilizce Öğretmenliği Bölümü Staj Uygulamalarının Zorluklarına Genel Bakış: 2004-2019 Arası Araştırmalarda Bir Meta Sentez Çalışması

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Öz

Öğretmen olma yolculuğunda staj uygulamaları süreci büyük bir önem arz etmektedir. Staj uygulamasında, öğretmen adaylarının belirli sınıf prosedürlerini tamamlamaları ve lisans programının teorik ve pratik bileşenleri arasında bir bağlantı kurmaları gerekir. Araştırmalar, öğretmen adaylarının profesyonel olmaları için bu sürecin son derece yararlı olduğunu gösterse de bu süreç sorunsuz değildir. Bu bağlamda, yaygın olarak yaşanan sorunlar tespit edilerek, hizmet öncesi öğretmen eğitimi geliştirilebilir. Bu çalışma, Türkiye'deki İngilizce Öğretmenliği bölümlerindeki uygulama uygulamalarının ortak zorluklarını harmanlamak için yapılmıştır. Çalışma, literatürdeki 40 çalışmayı belirledikten sonra kodlama prosedürleri ile literatürde bahsedilen zorlukları analiz etmiş ve kategorilere ayırmıştır. Beş ana kategori ve 36 alt kategori belirlenmiştir. Analiz, zorlukların (1) öğretmen adayları, (2) öğretmenler, (3) uygulama öğretim elemanları, (4) öğrenciler ve (5) okul yöneticileri tarafından belirlendiğini göstermektedir. Uygulama öğretim elemanları ve öğretmenlerinden geri bildirim alınması, öğretmen adaylarının sınıf yönetimi, okullar ve Eğitim fakülteleri arasındaki iş birliği eksikliği, teori ile uygulama arasındaki boşluk ve hedef dil problemleri tekrarlayan sorunlar olarak ortaya çıkmaktadır. Lisans seviyesinde öğretmen eğitimindeki staj uygulama süreçlerinin tekrar eden sorunları araştırılmış, bu zorlukların üstesinden gelmek için öneriler ve öğretmen eğitimi uygulamalarının iyileştirilmesi için çıkarımlar literatür incelenerek belirtilmiştir.

Anahtar Kelimeler: İngilizce Dil Öğretimi, staj uygulamaları, hizmet öncesi öğretmenler, zorluklar, geri dönüt, sınıf yönetimi, meta sentez

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TÜRKÇE GENİŞLETİLMİŞ ÖZET

Giriş

Türkiye'de, dil öğretmeni programları Yüksek Öğretim Kurulu (YÖK) tarafından düzenlenmektedir ve tüm dil öğretmeni eğitim programları öğretmen adayları için bir ana program sunmakla yükümlüdür (YÖK raporları, 1998). Dil öğretmeni eğitim programları, eğitim fakültelerinde üniversite düzeyinde sunulmaktadır ve bu programlar, üniversite giriş sınavı sonuçlarına göre öğrenci kabul etmektedir. Eğitim fakültelerinde sunulan bu programlar beş yıllık öğretmen eğitimi (1 yıl yoğun İngilizce hazırlık sınıfı ve 4 yıl programda) vermekte ve bu programların temel amacı Milli Eğitim Bakanlığı (MEB) okullarına nitelikli dil öğretmeni yetiştirmektir (Seymen, 2012). Bu okullarda verilen dil dersleri ülke çapında bir müfredata sahiptir ve mezun olan tüm öğretmenler MEB okullarında çalışmaya başlamak için ülke çapında sınava (KPSS) girmelidir. YÖK raporları (2007), stajın lisans programının son yılında her dönemde genellikle 6-12 hafta sürdüğünü belirtmektedir. Son yılın ilk döneminde öğretmen adayları Okul Deneyimi dersi alırlar ve MEB okullarını ziyaret ederek hizmet içi İngilizce öğretmenlerini gözlemlerler. Son yılın ikinci yarısında, öğretmen adayları Öğretmenlik Uygulaması dersi alırlar ve uygulama okullarında hizmet içi İngilizce öğretmenlerini gözlemlmeleri ve uygulama öğretim görevlerini tamamlamaları gerekir. Öğretmenlik uygulaması sırasında öğretmen adaylarının mikro ve makro öğretilerini göstermesi gerekir. Mutlu, (2014), mikro öğretim görevinin dersin sadece bir kısmını (15-20 dakikalık öğretim görevleri), makro öğretimin ise bütün bir oturum (45 dakika) sürdüğünü belirtmektedir. Yördem ve Akyol (2014), öğretmen adaylarının dördüncü sınıfta “bir okula 28 gün günde 6 saat veya iki dönem boyunca 56 gün günde 3 saat okula devam ettiklerini” (s.143) belirtmektedir.

Staj uygulama dersleri, öğretmen adaylarının dil öğretme ve öğrenme kuramlarının gerçek sınıf ortamında uygulanmasını gözlemlemesi ve uygulaması için önemlidir. Hanushek (2002) öğretmen eğitiminin nitelikli öğretmenler ve başarılı öğrenciler için güçlü bir işaret olduğunu savunmaktadır. Çepik ve Çepik'te (2015) “bu programların bir milletin geleceğini

etkileyecek geleceğin öğretmenlerini yetiştirme sorumluluğu olduğu ve öğretmen yetiştirme programlarında okuyan öğretmen adaylarının uygulamalarında bu misyona hizmet ettiğini ifade ettikleri” vurgulanmaktadır (s.34).). Benzer şekilde Musset (2010), öğretmen eğitim programlarının öğretmen olmanın ilk adımlarını oluşturduklarını ve bu nedenle öğretmen adaylarının temel teorik ve pratik becerilerle donatılmasının önemini vurgulayarak vurgulamaktadır. Dahası, Çakıroğlu ve Çakıroğlu (2003) herhangi bir eğitim ortamında başrol oynadıkları için öğretmenlerin önemini; ve dolayısıyla nitelikli bir öğretmen eğitimi programının önemini vurgulamaktadır.

Amaç

Dil öğretmenlerinin yetiştirilmesinde önemli bir role sahip olan staj uygulamalarının, sorunsuz ve zorluksuz olmadığı göz önüne alındığında, staj uygulaması derslerinin iyileştirilmesi için, altta yatan sorunların belirlenmesi ve ardından ele alınması gerektiği aşikardır. Bu nedenle, bu çalışmanın amaçları Türkiye'deki staj derslerinde karşılaşılan temel zorlukları belirlemek ve hizmet öncesi öğretmen adaylarının staj deneyimlerini geliştirilmesine yönelik önerilerde bulunmaktır.

Yöntem

Araştırmada meta sentez yönteminden yararlanılmıştır. Literatür taranırken bu çalışmada Yüksek Öğretim Kurulu (YÖK Tez Merkezi) Tez Veri Tabanı ve EBSOhost Araştırma Veri Tabanı kullanılmıştır. Bu çalışmanın temel amacı Türkiye'deki uygulama öğretimi uygulamalarında karşılaşılan zorlukları tespit etmek olduğundan, gözden geçirilecek makalelerin seçiminde bir takım kriterler kullanılmıştır. Bunlar, çalışmalarını Türkiye’de yer alan İngilizce Öğretmen Yetiştirme Programları ile sınırlamak, çalışma zamanı programın yedinci veya sekizinci yarıyılında olmayanları elemek ve uygulama öğretiminin zorluklarını / sorunlarını keşfetmeyi amaçlayan çalışmaların seçilmesidir. İncelenen çalışmalar 2004-2019 yılları ile sınırlıdır. Çalışmalar belirlendikten sonra bir analiz yapılmıştır. Bahsedilen zorluklar kodlanmış ve ardından kategorize edilmiştir. Daha sonra ana temalar oluşturulmuş ve her kategori için

frekanslar not edilmiştir. Uygulama süreci ve problemler ile ilgili literatür incelendiğinde, çalışmaların ağırlıklı olarak stajdaki öğretmen adaylarının sorunlarına odaklandığı görülmektedir.

Bulgular

Bu çalışma, literatürdeki 40 çalışmayı belirledikten sonra kodlama prosedürleri ile literatürde bahsedilen zorlukları analiz etmiş ve kategorilere ayırmıştır. Beş ana kategori ve 36 alt kategori belirlenmiştir. Analiz, zorlukların (1) öğretmen adayları, (2) öğretmenler, (3) uygulama öğretim elemanları, (4) öğrenciler ve (5) okul yöneticileri tarafından belirlendiğini göstermektedir. Bulgulara bakıldığında, yapılan çalışmalarda en çok öğretmen adaylarının yaşadığı zorluklar ele alınmıştır. Ortaya çıkan 184 zorluktan 164'ü bu kategoride yer almaktadır. Bu sınıfta karşılaşılan başlıca problemler öğretmen kaynaklı (37), uygulama öğretim elemanı kaynaklı (7), okul kaynaklı (21), staj uygulamalarından kaynaklı (52), staj süreçlerinden kaynaklı (23), dil yeterliklerinden kaynaklı (16) ve kuram ve uygulama arasındaki farktan kaynaklı (12) olmak üzere 7 alt başlıkta incelenmiştir. Öğretmenler tarafından belirtilen zorluklara (11) bakıldığında 4 alt grup oluşmaktadır: sınıf yönetimi (4), motivasyon eksikliği yaşayan öğretmen adayları (1), öğretim yöntemi (4), ve kurallar ve düzenlemeler (2). Bunların yanı sıra uygulama öğretim elemanları (6), okuldaki öğrenciler (2), ve okul müdürleri de (1) staj sürecinde karşılaşılan sorunlara ilişkin görüş bildirmişlerdir. Öğretmen adaylarının yaşadığı sorunlara bakıldığında, hem adayların kendileri, hem öğretmenler, hem de uygulama öğretim elemanları sınıf yönetimi, öğretim yöntemleri, yönerge verme, ve İngilizce problemlerini ortak sorun olarak ifade etmişlerdir.

Tartışma, Sonuç ve Öneriler

Çalışmanın bulgularına bakıldığında, İngilizce Öğretmenliği programlarında staj derslerinin geliştirilmesi açısından çözülmesi gereken bazı hususların olduğu görülmektedir; ancak bu sorunların tüm paydaşlarla birlikte çözülmesi gerekmektedir. Bunun için, öğretmenler, uygulama öğretim elemanları, öğretmen adayları ve okul yönetimi arasındaki

iletişim ve iş birliği uygulamaları kurulmalıdır. Öğretmen adaylarının öğretmen olma yolculuklarına güvenli ve teşvik edici bir ortamda başlamaları büyük önem taşımaktadır ve bu nedenle ilgili tarafların el ele çalışması gerekmektedir.

Benzer şekilde Tüfekçi-Can ve Baştürk (2018), öğretmen adaylarının uygulamaya daha iyi hazırlanabilmesi için İngilizce öğretmeni yetiştirme programlarının müfredatlarının yenilenmesi gerektiğini savunmuştur. Eğitimin İngilizce öğretimi sisteminin ihtiyaçlarına dayalı olması önerilmiştir. Öğretmenlere gelince, çalışmalar, eğitimci olarak sorumluluklarının farkında olmaları gerektiğini öne sürmektedirler. Ayrıca Mutlu (2014), öğretmenlerin daha az ders saati verebileceğini ve bunun yerine öğretmen adaylarından sorumlu olabileceğini öne sürmüştür. Benzer şekilde Kasapoğlu (2015), sorunların çoğunun staj sürecinde yer alan kişilerle ilgili olduğunu belirterek okullar ve fakülteler arasındaki iş birliğinin önemini vurgulamaktadır. Benzer şekilde Aydın ve Ok (2019) ve Kasapoğlu (2015), staj sürecine yönelik öğretmen seçiminde belirli bir dizi kriterin kullanılması gerektiğini savunmuşlardır. Öğretmenler motive, yardımcı, iletişime açık ve adanmış olmalıdır. Kasapoğlu'nun (2015) işaret ettiği gibi, öğretmen adayları ve öğretmenler açık iletişim yoluyla uyum içinde çalışmalıdır.

Ayrıca çalışmalar, yukarıda bahsedilen sorunların üstesinden gelmek için staj süresinin daha uzun olması gerektiği öne sürmüştür (Kasapoğlu, 2015). İki dönemlik bir uygulama sınırlı olarak kabul edilmektedir (Celen, 2016; Çepik ve Çepik, 2015; Gürsoy, 2013; Köksal ve Genç, 2019; Mutlu, 2014; Rakıcıoğlu-Söylemez, 2012; Tülüce ve Çeçen, 2016). Sürenin iki değil 4 yarıyıl olması gerektiğinin altı çizilmiştir (Mutlu, 2014; Tülüce ve Çeçen, 2016). Ayrıca stajın, öğretmen adaylarının kariyer seçenekleri ile meşgul oldukları 4. sınıf yerine 2. ve 3. sınıfta olması gerektiğinden bahsedilmektedir (Mutlu, 2014). Bahsedilen diğer bir öneri, okullar ve fakülteler arasındaki işbirliğidir. Öğretmenler, uygulama öğretim elemanları ve okul yöneticileri staj öncesi bir araya gelmeli ve birbirlerinden beklentilerini net bir şekilde iletmelidir (Aydın ve Ok, 2019). Sağ (2007), üniversitelerde staj uygulamaları için ayrılmış bir bölüm olması gerektiğini öne sürmüştür. Bu bölüm öğretmenlere uygulama prosedürleri hakkında hizmet içi

eđitim sađlamalı, arařtırma alıřmaları yapmalı ve sonuları daha fazla iřbirliđi iin Milli Eđitim Bakanlıđı'na bildirmelidir.

Bu alıřmanın sonuları, Eđitim Fakltelerinde sunulan diđer đretmen yetiřtirme programları iin de geerli olabilir. Uygulama sresi, đretmen ve đretmen adaylarının geri bildirim alıřveriřleri, okulla ilgili sorunlar, sınıf ynetimi zorlukları, metodolojik ve teorik zorluklar diđer alıřma alanlarının da ortak sorunu olabilir. Nitekim Kasapođlu (2015) ve Tař ve Karabay (2016), farklı blmlerin staj srecinde karřılařılan benzer sorunların, zellikle sınıf ynetimi becerileri ve đretmenlerin geri bildirim uygulamaları iin altını izmektedir.

Overview of the challenges of Practicum Practices in English Language Teaching in Turkey: A Meta Synthesis Study on Literature between 2004 and 2019

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Abstract

During the journey of becoming teachers, practice teaching process is considered to be of great importance. Throughout the practicum, the prospective teachers are required to complete certain classroom procedures and establish a link between the theoretical and the practical component of the undergraduate program. Although the research shows that this process is immensely helpful for pre-service teachers to become professionals, it is not without problems. In this context, by identifying the commonly experienced problems, the pre-service teacher education can be improved. This study was carried out to collate the common challenges of practicum practices in ELT departments in Turkey. The study identified 40 studies in the literature and then analyzed and categorized the challenges mentioned by the literature thorough coding procedures. Five main categories and 36 sub-categories have been identified. The analysis showed that the challenges have been identified by (1) student teachers, (2) classroom teachers, (3) supervisors, (4) pupils, and (5) school administrators. The recurring problems discovered were to receive feedback from supervisors and classroom teachers, classroom management of student teachers, lack of collaboration between schools and faculties of Education, the gap between theory and practice, and target language problems. Through exploring the recurring problems of practicum processes in undergraduate teacher education, suggestions for overcoming these challenges and implications for improving teacher education practices have been stated upon analyzing the literature.

Keywords: English Language Teaching, practicum, pre-service teachers, challenges, feedback, classroom management, meta synthesis



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INTRODUCTION

In Turkey, the language teacher programs are arranged by the Council of Higher Education (CHE) and all language teacher education programs are obliged to offer a main coursework for student teachers (CHE reports, 1998). The language teacher education programs are offered at the university level in faculties of education and these programs accept students based on the national university entrance exam results. It is noted by the literature that students from other faculties can also become English language teachers via pedagogic formation certificate (Aydoğan & Çilsal, 2007; Çepik & Çepik, 2015; Tercanlıoğlu, 2004). These programs offer five years of teacher education (1 year in intensive English preparatory school and 4 years at the program) and the main aim of these programs is to train qualified language teachers for schools of Ministry of National Education (MONE) (Seymen, 2012). The language classes offered at these schools have a nationwide curriculum and all the graduating teachers are to take the nationwide examination (KPSS) to start working at MONE schools. CHE reports (2007), state that the practicum usually lasts for 6-12 weeks in each term of the senior year. During the first term of the senior year, the student teachers (STs) take School Experience course and they visit MONE schools and observe in-service English language teachers. In the second half of the senior year, pre-service teachers take Practice Teaching course, and they are required to observe in-service English language teachers and complete practice teaching tasks in their practicum schools. In practice teaching STs need to demonstrate micro and macro teachings. Mutlu, (2014), states that a micro teaching task takes only a part of the lesson (15–20-minute teaching tasks) while macro teaching lasts for a whole session (45 minutes). Yördem and Akyol (2014) indicate that the STs in their fourth year, “attend a school either 6 hours a day for 28 days or 3 hours a day for 56 days over two semesters” (p. 143).

Koç (2012) states that there are three main participants of the practicum courses are the university supervisors, the in-service teachers, and the student teachers. “The university

supervisor is a faculty member from the university who oversees and supervises the student teachers during the student teaching experience.” (p.819). The supervisor is also responsible for arranging the practicum procedure which include finding the in-service teachers, organizing the weekly schedules of student teachers, informing the student teachers about the course work, the school, introducing the student teachers to the managers of the schools. The handbook of YÖK (Higher Education Council) states some other responsibilities of supervisors as visiting the practicum schools to talk about the improvement of the student teachers with classroom teachers; to support the student teacher in planning their lessons, observation procedures and classroom management; to observe the STs for at least two full lessons during the term (YÖK, 1998, p. 9). Furthermore, in 2018, Ministry of National Education (MoNE), General Directorate of Teacher Training and Development issued a new notice about practicum instructions. According to this document, the university supervisors are responsible for (a) preparing students to practicum applications, (b) planning the activities to be completed during practicum by cooperating with the coordinator of the school and the mentor teacher, (c) following the work of the trainee teachers with the mentor teacher, (d) observing and participating the lessons at least four times a term, (e) following the guidance, counseling and absenteeism of each trainee and arranging make-up lessons by cooperating with the mentor teacher for the trainees who were absent due to health problems (f) giving detailed feedback following the observed lessons with the mentor teacher, (g) evaluating the works of each trainee at the end of practicum process, and (h) (MoNE, 2018). As can be inferred from these statements, the supervisors are expected to work with the mentor teachers during practicum process.

Classroom teachers (CT), or mentors, are the in-service English language teachers who are assigned to work with STs. YÖK handbook lists some of the responsibilities of the CT as follows: working with the supervisor to plan the STs’ schedules; introducing school environment to the STs; supporting STs with lesson planning and providing the necessary

materials; reinforcing the STs' professional growth; evaluating the ST based on their work in practice schools (1998, p. 10). Again, CTs have some responsibilities according to MoNE (2018) as well: (a) working cooperatively with supervisors and the practicum coordinators to suggest activities for practicum, (b) assessing and evaluating the practicum activities, and guiding trainees to successfully completing these activities, (c) observing and evaluating the teaching performance of the trainees at least four times a term, by cooperating with the supervisor, (d) following the absenteeism of the trainees, and (e) dealing with the problems that are within the CT's purview.

The student teacher (ST), or a trainee, is a pre-service English language teacher studying at the senior year of university. STs are required to make observations of the CT in practice schools; plan their lessons for practice teaching task; conduct a practice teaching task; and share their experiences with their supervisors and fellow STs (MoNE, 2018).

Practicum courses are important for pre-service teachers to observe and practice the implementation of language teaching and learning theories in real-classroom environment. Hanushek (2002) and Zhan (2008) argue that teacher education is a strong sign of qualified teachers and successful students. It is highlighted in Çepik and Çepik (2015) that "these programs have responsibility to educate future teachers who will influence a nation's future and they state that pre-service teachers studying in teacher education programs serves this mission in their practices" (p.34). Similarly, Musset (2010) underlines the importance of teacher education programs by indicating that they constitute the first steps of becoming a teacher and thus it is important for pre-service teachers to be equipped with essential theoretical and practical skills. Moreover, Çakıroğlu & Çakıroğlu (2003) emphasize the importance of teachers since they play the leading role in any educational setting, and thus the significance of a qualified teacher education program. Additionally, by highlighting the significance of practicum in language teacher learning (Borg, 2006; Farrell, 2008), the literature proposes that the process should be handled with effective supervision (Youngs & Bird, 2010).

Practicum practices, having a leading role in the training of language teachers, are not without problems and challenges. With the intention of improving the practicum courses, this study reports the first attempt to what the underlying problems are and then, how they can be addressed. For this reason, this study focuses on the following research questions:

- 1) What are the main challenges faced in practicum courses in Turkey?
- 2) How can the practical experience of pre-service EFL teachers be improved before graduation?

This study differs from earlier research in some significant respects. To answer the research questions; first, based on the analysis conducted within the scope of the study, the paper introduces some of the major challenges, underlined in the literature, in five identified categories. Then, the paper compares the problems discussed in different categories in order to reach the most referred problem by the literature. Lastly, some key suggestions are discussed to improve the practicum practices and solve the mentioned problems.

METHOD

While reviewing the literature, this study made use of Thesis Database of Higher Education Council (YÖK Tez Merkezi), and EBSCOhost Research Database. Since the main aim of this study is to identify the challenges faced during practice teaching applications in Turkey, certain set of criteria have been utilized for selecting the articles to be reviewed. These were: (1) limiting the studies to English Language Teacher Education Programs that are in Turkish context, (2) eliminating the ones that were not conducted during the seventh or eighth semester of the program, (3) selecting the ones that aim to discover the challenges/problems of practice teaching. The studies reviewed were also limited to 2004-2019 years. After identifying the studies, a qualitative analysis has been carried out by the researchers. The challenges mentioned in the selected studies were coded and then categorized. Afterwards, main themes were established and the frequencies for each category were noted. For intercoder reliability, the researchers coded the %10 of the data together (O'Connor & Joffe,

2020) and the percentage for agreement was found as 86% which is an acceptable rate (Creswell & Poth, 2018) Upon reviewing the literature, it is seen that the studies focused on the problems of STs in practicum. Thirty five out of 40 studies investigated the challenges of STs. Based on the problems mentioned by the literature, five main categories were identified: (1) challenges specified by STs, (2) challenges specified by CTs, (3) challenges specified by supervisors, (4) challenges specified by pupils, and (5) challenges specified by school administrators. An overview of the studies identified in this review can be seen from Table 1 below.

Table 1. An overview of the studies reviewed

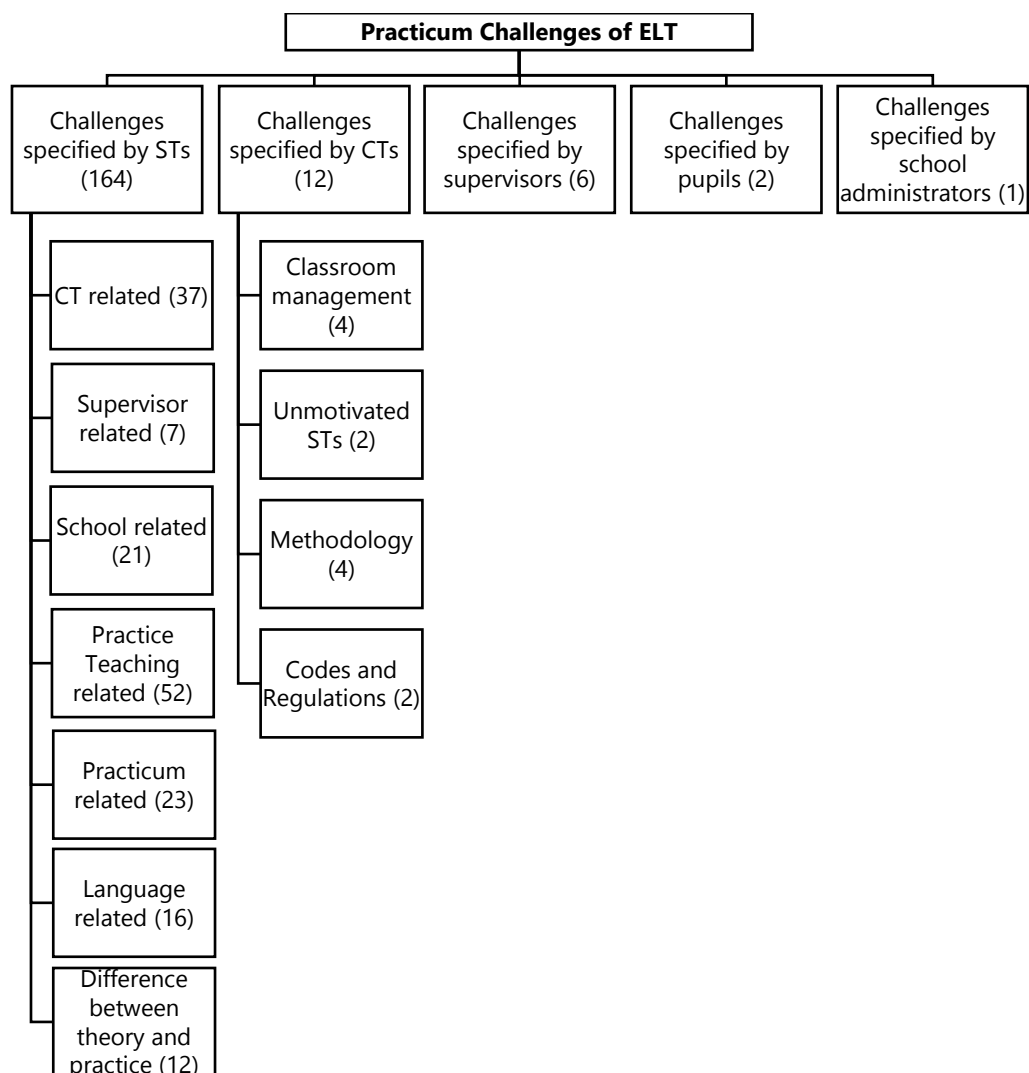
| Studies (Alphabetically ordered) | Participants |
|---|---|
| Altan and Sağlamel (2015) | 21 CTs and 114 pupils |
| Başyurt-Tüzel and Akcan (2009) | 5 STs |
| Celen (2016) | 55 STs |
| Celen and Akcan (2017) | 55 STs, 3 supervisors, 33 graduates |
| Çelik (2008) | 133 STs |
| Çepik and Çepik (2015) | 30 STs |
| Çınar (2010) | 254 STs |
| Coşkun (2013) | 68 STs, 31 CTs, 7 supervisors, 28 pupils, and 11 administrators |
| Çubukçu (2020) | 100 STs |
| Gürbüz (2006) | 30 STs, 14 CTs, and 6 supervisors |
| Gürsoy (2013) | 11 STs |
| Kevser and Yavuz (2018) | 44 STs |
| Kırmızı and Tosuncuoğlu (2019) | 4 STs |

| | |
|---|---------------------------------|
| Korkmazgil (2009) | 12 STs |
| Köksal and Genç (2019) | 8 STs |
| Mahmoudi and Özkan (2016) | 16 STs |
| Merç (2004) | 99 STs |
| Merç (2010) | 99 STs |
| Merç (2015) | 117 STs |
| Mutlu (2014) | 8 STs and 3 CTs |
| Özçelik (2012) | 181 STs |
| Pekkanlı-Egel (2009) | 67 STs |
| Rakıcıoğlu-Söylemez (2012) | 22 STs, 5 CTs, and 1 supervisor |
| Rakıcıoğlu-Söylemez and Eröz-Tuğa (2014) | 22 STs, 4 CTs |
| Sağlam (2007) | 100 CTs |
| Sarıçoban (2009) | 19 STs, 6 CTs, and 1 supervisor |
| Sarıçoban (2010) | 59 STs |
| Seferoğlu (2006) | 176 STs |
| Selçuk and Genç-Yöntem (2019) | 5 STs |
| Seymen (2012) | 6 STs |
| Tüfekci-Can and Baştürk (2018) | 37 STs |
| Tülüce and Çeçen (2016) | 13 STs |
| Tüm (2014) | 12 STs |
| Yangın-Ekşi (2013) | 25 STs |
| Yangın-Ekşi and Yılmaz-Yakışık (2016) | 52 STs |
| Yangın-Ersanlı (2015) | 10 supervisors (3 from Turkey) |
| Yavuz (2007) | 12 STs |

| | |
|--------------------------------------|------------------|
| Yavuz (2011) | 6 STs, and 1 CTs |
| Yıldız, Geçikli and Yeşilyurt (2016) | 120 STs |
| Yörдем-Akyol (2014) | 7 supervisors |

FINDINGS

The results of the study are presented in accordance with the main categories identified upon literature review. A summary of the main challenges identified, and the frequencies can be viewed from Figure 1 below. As mentioned earlier there are five main categories determined based on the literature review. These categories were identified according to different stakeholders' views about the challenges. As can be seen, most of the mentioned challenges were identified by STs which is followed by CTs. This result also reflects the number of studies focused on STs point of views about the issue.



3.1. Challenges Specified by STs

Under this category, the challenges mentioned by student teachers were analyzed.

Seven sub-categories were identified: (1) CT related challenges; (2) Supervisor related challenges; (3) School related challenges; (4) Practice teaching related challenges; (5) Practicum related challenges; (6) Language related challenges; (7) challenges stemming from the difference between theory and practice.

3.1.1 CT Related Challenges

The first item in this category is classroom teacher related challenges. The literature on practicum problems states that majority of the problems mentioned by STs are CT related.

There were 36 instances of this problem. The main challenges under this category to be

discussed are receiving feedback from CTs, attitudes of CTs towards STs, qualifications of CTs, lack of support from CTs, lack of collaboration with CTs, and unmotivated CTs.

For the issues related with receiving feedback from CTs, the studies suggested that the STs considered the feedback provided by CTs problematic, insufficient, and infrequent (Altan & Sağlamlı, 2015; Celen, 2016; Mahmoudi & Özkan, 2016; Merç, 2015; Pekkanlı-Egel, 2009; Yavuz, 2011; Rakıcıoğlu-Söylemez, 2012; Rakıcıoğlu-Söylemez & Eröz-Tuğa, 2014; Yangın-Ekşi, 2013; Yördem-Akyol, 2014). The studies underlined the importance of receiving feedback for STs and showed that the feedback given by CTs was deemed to be superficial (focusing on the colors of the materials, not providing detailed feedback on STs teaching performances). The STs suggested that the CTs did not create enough time to give feedback and guide STs in this process. Additionally, the studies indicated that the CTs provided discouraging feedback and they criticized STs in front of the whole class, which was again problematic for STs.

Another sub-category of STs' challenges related with practicum identified was the attitudes of CTs towards STs. There were eight studies which reported this problem (Çepik & Çepik, 2015; Çınar, 2010; Merç, 2010; Mutlu, 2014; Rakıcıoğlu-Söylemez, 2012; Tüfekçi-Can & Baştürk, 2018; Yangın-Ekşi & Yılmaz-Yakışık, 2016; Yavuz, 2011). The literature indicated that the CTs did not regard STs as teachers, displayed discouraging behavior, ignored their questions, were unwelcoming towards STs. The studies showed that CTs did not want STs to participate in their classes since they believed they were being watched and criticized by STs. Some studies also reported that CTs were asking STs to fulfill their errands for them, rather than providing them with teaching related tasks.

Additionally, there were five studies (Celen, 2016; Çınar, 2010; Korkmazgil, 2009; Mutlu, 2014; Tüfekçi-Can & Baştürk, 2018) reporting challenges in relation to the qualifications of CTs. It was pointed out that the STs complained about the qualifications of their CTs in practicum schools. They argued that the CTs were not qualified methodologically and their language proficiency was low. The participants further argued that they were observing what

not to do in the classroom rather than an ideal language classroom. It was demotivating for STs to observe CTs. Moreover, the CTs were methodologically unprepared and they lacked classroom management skills, as well as the subject knowledge.

The literature also identified some challenges related with lack of support from CTs. Coşkun (2013), Merç (2004), Pekkanlı-Egel (2009), Rakıcioğlu-Söylemez and Eröz-Tuğa (2014), Sarıçoban (2010), and Yavuz (2011) reported that the STs were not pleased with the support provided by CTs in terms of material selection and planning for their practice teaching tasks, and that CTs failed to provide support for STs during practicum and they also failed to provide support for the socialization of STs in school environment. The STs reported that the CTs did not introduce them to the students and to the school administrators and were reluctant to help STs in terms of implementing their lesson plans.

Lack of collaboration with CTs was another problem reported in the studies (Celen, 2016; Celen & Akcan, 2017; Çepik & Çekip, 2015; Merç, 2004; Rakıcioğlu-Söylemez & Eröz-Tuğa, 2014; Yavuz,2011). The studies found that the instructions of supervisors and CTs were contradictory and this caused STs to feel confused which reflected on their lesson planning for practice teaching in return. Similarly, the studies reported that collaboration between STs and CTs was problematic.

In addition, Korkmazgil (2009), Pekkanlı-Egel (2009) and Rakıcioğlu-Söylemez and Eröz-Tuğa (2014) found that the STs reported unmotivated CTs during their practice teaching process. They reported that the CTs were busy with other things (reading a book, browsing through their mobile phones, etc.) while they were doing their practice teaching task. In the same way, the STs reported that some CTs were coming to the class late, and they were trying to pass the time by increasing the time spent on a certain activity which they interpreted as indicators of not being motivated. Lastly, the STs stated that some CTs were viewing the teaching profession merely as a means of salary and it was demotivating for STs as well.

3.1.2. Supervisor Related Challenges

Another sub-category identified for STs' problems was supervisor related problems. Interestingly, there were not many studies on supervisors and thus the number of challenges is low (n=7) when it is compared with CTs related challenges (n=37). The main problem identified for this category was related with feedback. Like what has been found for CTs, the STs also reported issues about supervisor feedback. The issues were about the (in)directness of the feedback (Gürsoy, 2013); not receiving detailed feedback (Yangın-Ekşi, 2013); inadequacy of feedback provided (Mahmoudi & Özkan, 2016); and stressing about receiving feedback (Çelik, 2008).

Besides the feedback problems, Tüfekçi-Can and Baştürk (2018) identified some other problems, related with supervisors, stated by STs. They mentioned that the supervisors did not pay any visits to the practice schools, they were not interested in what the STs were doing and that they were intolerant. Few of the STs participated in the study also stated that the supervisors did not carry out the theoretical part of the practicum course and that they did not contribute to the STs' academic knowledge. Furthermore, in Coşkun (2013), it is stated that the STs found supervisors unsupportive.

3.1.3. School Related Challenges

There were 21 instances of school related challenges in the literature. These were about the school environment, pupils and school administration. The main problem about the school environment was the crowded classes. A number of studies (Çınar, 2010; Mahmoudi & Özkan, 2016; Merç, 2010; Sarıçoban, 2010; Tüfekçi-Can and Baştürk, 2018; Yavuz, 2011) wrote that STs were not satisfied with the number of pupils in practice teaching classes. Furthermore, Merç (2004) stated that the technological equipment of the schools was not adequate, and this hindered the teaching process.

Additionally, the literature showed some challenges related with the pupils at practice teaching schools. Sariçoban (2010) identified two problems related with pupils. The STs reported that the pupils in their practice teaching courses was uninterested with language classes. It is also stated that STs had difficulties related with the low proficiency level of the pupils (Mutlu, 2014; Sariçoban, 2010). Furthermore, Merç (2004) also underlined that the STs think that the pupils are not motivated to take language courses, they are unwilling to participate in class activities, they exhibit disruptive behavior and that they bear negative attitudes towards new teachers (STs). Similarly, Tüfekçi-Can and Baştürk (2018), and Yangın-Ekşi and Yılmaz-Yakışık (2016) found that the STs get anxious during practicum since some of the pupils misbehave. Moreover, in Mahmoudi & Özkan (2016) it is mentioned that the pupils in practice schools were not always cooperative. As also mentioned by Coşkun (2013), the students did not take the STs seriously and did not accept them as teachers in the classroom.

For the issues related with school administration, Yangın-Ekşi (2013) stated that some STs complained about the way school administrators treat STs. The prospective teachers claimed that they were being treated like problems in the school environment by the vice-manager. Similarly, Coşkun (2013) and Yavuz (2011) showed that STs were aware of the uncooperative school management. According to Rakıcıoğlu-Söylemez and Eröz-Tuğa (2014) the STs stated that the school management was not treating them as teachers. They were asked to not sit in the teachers' room during breaks and not socialize with the teachers. Along the same lines, Özçelik (2012) and Yangın-Ekşi and Yılmaz-Yakışık (2016) showed that the STs found school administrators unsupportive, distant, and hard to contact with.

3.1.4. Practice Teaching Related Challenges

“Practice teaching” is both the name of the second practicum course and used to refer to the in-class teaching tasks of STs. In this study it is used to mean the latter. This category has the highest number of instances in the literature (n=51). There are seven sub-themes in this

category: (1) classroom management; (2) methodology; (3) planning; (4) curriculum; (5) background information; and (6) being observed, and (7) other.

The literature suggests that the STs have classroom management challenges during their practicum tasks. Eleven studies reported that the STs specified classroom management related challenges. Çelik (2008), Çubukçu (2010), Köksal and Genç (2019), and Seymen (2012) found that the STs reported problems regarding their own weaknesses on classroom management. The STs stated that they could not take action towards the misbehaving students in the moment of practice teaching, and they also stated they it was too late for them to interfere when they realized the problem. Along the same lines, Mutlu (2014) stated that it was difficult for STs to discipline the students and this made them worried about their future teaching career. Likewise, Coşkun (2013), Gürbüz (2006), Mahmoudi and Özkan, (2016), Merç (2010), Rakıcioğlu-Söylemez (2012), Selçuk and Genç-Yöntem (2019), Yangın-Ekşi and Yılmaz-Yakışık (2016), and Yavuz (2007) found that STs had problems with classroom management and dealing with disruptive behavior. Merç (2004) and Tüfekçi-Can and Baştürk (2018) pointed out classroom management as one the most problematic aspects of practicum experiences. Furthermore, Keser and Yavuz (2018) investigated specifically the classroom management challenges of STs in practice teaching. The study identified four main reasons for classroom management problems of STs: (1) organization of in-class activities, (2) crowded and noisy students, (3) unmotivated students, and (4) lack of interaction between STs and pupils. The STs mentioned these as the factors hindering classroom management process.

Additionally, it is seen from the literature that STs also have problems with the language teaching methodology. Çubukçu (2010) and Seymen (2012) argue that the STs have problems with methodology: the STs stated that they try to follow the lesson plan line by line and fail to improvise and include the learners in their lesson. Çelik (2008) found that the STs found it difficult to make the lesson interesting and appealing for the pupils. Similarly, Merç (2010) stated that the STs had problems with board use, involving the students, and teaching

procedures. Likewise, Gürbüz (2006) found that the CTs were not able to use their voice effectively and they were not able to make immediate decisions during the teaching task.

Another problem reported under practice teaching was planning. The STs reported that they have problems in the lesson planning stage of practice teaching. As part of the requirements of School Experience and Practice Teaching courses, the STs prepare lesson plans for the classes they are required to conduct. Related with this issue, Çubukçu (2010) stated that the STs believe to have learnt the details of how to write a lesson plan, yet, they had difficulties in ordering and integrating the activities, linking the aims, achieving the objectives and time management. Along the same lines, Yavuz (2011) also stated that the STs had problems in time management during the preparation of their lesson for practice teaching. Time management during practice teaching task was identified to be problematic for STs by several other studies as well (Merç, 2004; Merç, 2010; Kırmızı & Tosuncuoğlu, 2019; Köksal & Genç, 2019; Selçuk & Genç-Yöntem, 2019; Tülüce & Çeçen, 2016; Yavuz, 2007). In his MA thesis, Merç (2004) also identified some self-reported problems of STs about the lesson planning. The participants of this study mentioned that it was difficult for them to select the appropriate materials for their classes. Similarly, Kırmızı and Tosuncuoğlu (2019), and Tülüce and Çeçen (2016) stated that the STs experienced self-reported problems with lesson planning, material selection and design. Moreover, Tüfekçi-Can and Baştürk, (2018) mentioned that the STs found writing lesson plans challenging. Overall, the STs mentioned that preparing and following the time limits in the lesson plans were problematic for them. They mentioned that it was difficult for them to anticipate the “actual classroom environment”.

Being observed was another challenge for the STs. Some of the studies reviewed suggested that, the observed teaching tasks performed by STs could be problematic for them. As a requirement of the practicum component, STs teach for 20 minutes for school experience course and teach for 40 minutes for practice teaching course while the university supervisors and the classroom teachers observe them. Some studies argued that those observed-teaching

tasks should be scheduled (Yangın-Ekşi and Yılmaz-Yakışık, 2016), since the STs get very anxious if the supervisors pay a surprise visit to their classes. Related with this category the studies found that the STs get anxious when they are observed (Coşkun, 2013; Merç, 2004; Yangın-Ekşi & Yılmaz-Yakışık, 2016).

Other challenges identified for practice teaching was lack of pronunciation and translation exercises in coursebook (Sarıçoban, 2010); adapting to the working environment (public/private schools, young learners/adolescents) (Seymen, 2012); establishing a balance between the practicum and their personal life (Çelik, 2008; Yıldız, Geçikli & Yelişyurt, 2016). Furthermore, the STs also mentioned the following to be problematic for them: giving instructions, giving feedback, using their voice effectively and student involvement, (Merç, 2004; Tüfekçi-Can and Baştürk, 2018; Tülüce & Çeçen, 2016; Yavuz, 2007). Köksal & Genç, (2019) observed that the STs experienced difficulties while teaching mixed ability classes, and integrating technology; while Yıldız, Geçikli, and Yelişyurt (2016) stated that the STs felt psychologically exhausted. Additionally, Sarıçoban (2010) argued that the student teachers find it difficult to follow the curriculum of schools since it was loaded with grammar teaching and there was little room for other language skills, while Seymen (2012) found that the STs were unsuccessful in terms of adapting the schools' curriculum. Related with this, studies also reported some challenges resulting from lack of background information (Coşkun, 2013; Merç, 2010; Yavuz, 2011). They stated that STs found not having background information about pupils in practice teaching schools problematic. They wanted to learn more about the pupil profile and their language proficiency.

3.1.5. Practicum Related Challenges

These challenges are resulting from the nature of the practicum courses rather than the “practice teaching task”. For this reason, they were grouped under a different category. There are 22 instances of this kind of problems in the reviewed literature. The main problems are the duration of the practicum and limited opportunities for practice teaching.

The literature suggested that the STs found the duration of practicum short to gain sound teaching skills Celen (2016), Celen and Akcan (2017), Çepik and Çepik (2015), Gürsoy (2013), Kırmızı and Tosuncuoğlu (2019), Mutlu (2014), Rakıcıoğlu-Söylemez (2012), and Selçuk and Genç-Yöntem (2019) reported that the student teachers were not happy with the duration of the practicum. The STs stated that it was difficult for them to do so much in so little time and master all the skills. They suggested that the STs could start observing “real” classes starting from sophomore or junior year to be better prepared for teaching. According to Tülüce and Çeçen (2016) the STs found the duration of practicum short and thus the practicum should be in the last four semesters of the 8-semester-program.

Like the previous theme, the studies also reported that the practicum did not offer enough chances of practice teaching tasks. Çepik & Çepik (2015), Çınar (2010), Seferoğlu (2006), and Yavuz (2011) argued that the practicum offered only limited chances of actual teaching practice. Çınar (2010) argued that the students faced limited amount of actual teaching experience and the STs thought that in that limited time the environment was not “natural”. In other words, the STs thought that they were there to carry out a task rather than being the teacher of the classroom. Similarly, in Celen (2016) and in Selçuk and Genç-Yöntem (2019) the STs emphasized that the place of practicum in undergraduate curriculum needed changing. The participants underlined that 4th year is too late to take practicum course and that it only gave them limited practice opportunities.

Additional problems were also pointed out by the literature. Gürsoy (2013) reported that group work required for the practicum tasks was problematic for the STs. Similarly, Çelik (2008) found that STs found it threatening to be observed by their peers during practicum. Seferoğlu (2006) argued that the practicum setting was limited and lacking variety. STs in Mutlu (2014) stated that the place of the practicum in the ELT curriculum was problematic. They argued that it should be moved to 2nd and 3rd year not 4th year since they are busy with job applications and they could not concentrate on practicum as much as they want to. Celen

(2016) also underlined that due to practicum the STs were not able to focus on other courses, and that they lacked the chance to experience both private and public schools. Similarly, Yangın-Ekşi and Yılmaz-Yakışık (2016) also found that the STs found it difficult to focus on KPSS exam while fulfilling the requirements of the practicum.

3.1.6. Language Related Challenges

The literature also identified that the STs have problems with the target language they are supposed to teach. There were 16 instances of this theme and the main categories are adjusting the language level, proficiency, and language anxiety. For instance, in their study, Başyurt-Tüzel and Akcan (2009) investigated the language awareness of the STs and identified that the STs found it difficult to adjust their English language to the pupils' proficiency level. Same result was also found by Celen (2016), Çubukçu (2010), Merç (2004), and Selçuk and Genç-Yöntem (2019). Since the STs were accustomed to the academic English, it was difficult for them to teach the target language by using it in real classroom context where the pupils had low level of proficiency.

In comparison, Başyurt-Tüzel and Akcan (2009) indicated that the STs had problems with grammar, using English for classroom management and explaining the unknown vocabulary items in the target language. It is observed that the STs were using the wrong connotations to explain the unknown words and they were also confused about how to give instructions in the target language. It is further argued that target language use in the classroom was one of the top areas in which the STs found themselves insufficient. Similar finding was also reported by Gürbüz (2006). It is argued that since the STs were not proficient in classroom language, they failed to give clear instructions during their practice teaching tasks. Similarly, Merç (2004) mentioned that target language proficiency was problematic for the STs. They stated that they had difficulties with finding the correct equivalent of certain words in English. Likewise, Tülüce and Çeçen (2016) also observed that the STs had problems with target language during practicum. The STs mentioned that they had difficulty in speaking

fluently, and that they made errors while teaching. Along the same lines, Mahmoudi and Özkan (2016) also noted that STs reported language related problems while teaching higher grade pupils; while Tüfekçi-Can and Baştürk (2018) reported that STs found speaking in English and using classroom discourse problematic.

For language anxiety, in his study Tüm (2014) investigated the challenges of Turkish STs. He identified that the STs were prone to feel anxious while speaking (teaching) in the target language and that led them to avoid using English. Since they were afraid of making mistakes in front of the whole class, they chose not to use the target language at all. One of the participants even stated that when s/he was going to teach in English, s/he memorized all the things s/he was going to say during her practice teaching tasks and even thought about the possible statements of the pupils so that s/he could be prepared.

3.1.7. Challenges Stemming from Difference between Theory and Practice

Since this theme was identified 12 times in the literature it was taken as a separate category. Çelik (2008) argued that one of the benefits of practicum courses was that the STs get to see real classroom practices. Although it was one of the benefits of practicum, ST thought that the gap between theory and practice was one of the problems for them. Overall, the student teachers stated that it was one thing to read about the theory and another to actually practice it. The STs were also surprised to see the “real” classroom practices as opposed to “ideal” ones that they are being taught about. The STs practice the ideal (or nearly ideal) conditions for teaching in their micro teaching demonstrations during the methodology courses they take; and then they experience what actually a real classroom is in their practice teaching. In other words, while conducting the in-class micro-teaching demonstrations, the STs are with their classmates as participants of the lesson, and their classmates can understand the complex instructions, or they already know the practiced language topic. In these demonstrations, the STs do not have to alter their language use according to the needs of the learners, they do not have to deal with classroom management problems, they do not need to

focus on unwilling and reluctant learners, and so on. Çepik and Çepik (2015), Çınar (2010), Çubukçu (2010), Gürsoy (2013), Mutlu (2014), Rakıcıoğlu-Söylemez and Eröz-Tuğa (2014), Seferoğlu (2006), Seymen (2012), Tüfekçi-Can and Baştürk (2018), Yangın-Ekşi (2013), Yangın-Ekşi and Yılmaz-Yakışık, (2016), and Yavuz (2011) all stated that it was difficult for STs to cope with the truths of “real” classrooms.

The summary of the challenges raised in this section can be viewed in Table 2 below. The numbers in parenthesis indicate the number of challenges mentioned for each category.

Table 2. Summary of the Challenges Specified by STs

| Themes | Studies |
|--------------------------------------|---|
| CT related challenges (37) | Altan & Sağlamel, 2015 (1); Celen, 2016 (3); Celen and Akcan, 2017 (1); Coşkun, 2013 (1); Çepik & Çepik, 2015 (2); Çınar, 2010 (2); Korkmazgil, 2009 (2); Mahmoudi & Özkan, 2016 (1); Merç 2004 (2); Merç, 2010 (2); Merç, 2015 (1); Mutlu, 2014 (2); Pekkanlı-Ergel, 2009 (1); Rakıcıoğlu-Söylemez, 2012 (4); Rakıcıoğlu-Söylemez & Eröz-Tuğa, 2014 (5); Sarıçoban, 2010 (1); Tüfekçi-Can & Baştürk, 2018 (2); Yangın-Ekşi & Yılmaz-Yakışık, 2016 (1); Yavuz, 2011 (3) |
| Supervisor related challenges (7) | Coşkun, 2013 (1); Çelik, 2008 (1); Gürsoy, 2013 (1); Mahmoudi & Özkan, 2016 (1); Pekkanlı-Ergel, 2009 (1); Tüfekçi-Can & Baştürk, 2018 (1); Yangın-Ekşi, 2013 (1) |
| School related challenges (21) | Coşkun, 2013 (2); Çınar, 2010 (1); Mahmoudi & Özkan, 2016 (2); Merç, 2004 (2); Merç, 2010 (1); Mutlu, 2014 (1); Rakıcıoğlu-Söylemez & Eröz-Tuğa, 2014 (1); Özçelik, 2012 (1); Sarıçoban, 2010 (3); Tüfekçi-Can & Baştürk, 2018 (2); Yangın-Ekşi, 2013 (1); Yangın-Ekşi & Yılmaz-Yakışık, 2016 (2); Yavuz, 2011 (2) |
| Practice teaching related challenges | Coşkun, 2013 (2); Çelik, 2008 (4); Çubukçu, 2010 (3); Gürbüz, 2006 (4); Kevser & Yavuz, 2018 (1); Köksal & Genç, 2019 (3); Kırmızı & |

| | |
|--|--|
| (52) | Tosuncuoğlu, 2019 (2); Mahmoudi & Özkan, 2016 (1); Merç, 2004(3); Merç, 2010 (6); Mutlu, 2014 (1); Rakıcioğlu-Söylemez, 2012 (1); Sarıçoban, 2010 (1); Selçuk & Genç-Yöntem, 2019 (2); Seymen, 2012 (4); Yavuz, 2011 (2); Tüfekçi-Can & Baştürk, 2018 (3); Tülüce & Çeçen, 2016 (2); Yangın-Ekşi & Yılmaz-Yakışık, 2016 (2); Yavuz, 2007 (2); Yıldız, Geçikli & Yelişyurt, 2016 (1) Celen, 2016 (3); Celen and Akcan, 2017 (1); Çelik, 2008 (1); Çepik & Çepik, 2015 (2); Çınar 2010 (1); Gürsoy, 2013 (2); Kırmızı & |
| Practicum related challenges (23) | Tosuncuoğlu, 2019 (1); Merç 2004 (2); Mutlu, 2014 (2); Rakıcioğlu- Söylemez, 2012 (1); Selçuk & Genç-Yöntem, 2019 (2); Seferoğlu, 2006 (2); Tülüce & Çeçen, 2016 (1); Yangın-Ekşi & Yılmaz-Yakışık, 2016 (1); Yavuz, 2011 (1) Başyurt-Tüzel & Akcan, 2009(4); Celen, 2016 (1); Çubukçu, 2010 (1); |
| Language related challenges (16) | Gürbüz, 2006 (1); Mahmoudi & Özkan, 2016 (1); Selçuk & Genç- Yöntem, 2019 (1); Tüfekçi-Can & Baştürk, 2018 (1); Tüm, 2014 (5); Tülüce & Çeçen, 2016 (1) |
| Challenges Stemming from Difference between Theory and Practice (12) | Çepik & Çepik, 2015 (1); Çınar, 2010 (1); Çubukçu, 2010 (1); Gürsoy, 2013 (1); Mutlu, 2014 (1); Rakıcioğlu-Söylemez & Eröz-Tuğa, 2014 (1); Seferoğlu, 2006 (1); Seymen, 2012 (1); Tüfekçi-Can & Baştürk, 2018 (1); Yangın-Ekşi, 2013 (1); Yangın-Ekşi & Yılmaz-Yakışık, 2016 (1); Yavuz, 2011 (1) |

3.2. Challenges Specified by CTs

Although not as many as the previous category, the literature provides some problems identified by CTs as well (n=13). There are five sub-categories for this theme: (1) classroom

management, (2) unmotivated STs, (3) methodology, (4) codes and regulations, (5) other problems.

3.2.1. Classroom Management Challenges

We have seen that the STs reported having problems with classroom management during practice teaching; CTs also report this problem. Altan and Sağlamel (2015), Coşkun (2013), Gürbüz (2006), and Sarıçoban (2009) identified that CTs find STs' classroom management problematic. They believed that they were not experienced and lacked the required level of knowledge to address classroom management problems.

3.2.2. Unmotivated STs

While the STs regarded CTs to be unmotivated, CTs also reported that STs are unmotivated. Rakıcıoğlu-Söylemez and Eröz-Tuğa (2014) found that the CTs found STs not interested in the lesson and practicum and not enthusiastic about teaching. Similarly, Coşkun (2013) also mentioned that the CTs found STs to be unmotivated and unwilling to carry out practicum procedures.

3.2.3. Methodology

Similarly, the CTs thought that the STs had problems with language teaching methodology. CTs participating in Sarıçoban (2009) reported that the STs were not making use of the available technology. They also stated that the STs were not able to link the previously learnt topics with the new one, motivate the pupils, and use their body language and voice effectively. Gürbüz (2006) found that the CTs thought the STs' instructions were unclear, and their time management was poor. Mutlu (2014) found that the feedback provided by the STs to the pupils was regarded as insufficient by the CTs. These problems were also indicated by the STs themselves. Furthermore, Coşkun (2013) indicated that the CTs regarded STs to be insufficient in terms of teaching skills. They also underlined that the STs were not aware of the level of English of the classroom and that they failed to adjust the level of lesson according to the pupils' needs.

3.2.4. Codes and Regulations

Mutlu (2014) and Sarıçoban (2009) found that the STs had problems with following the codes and regulations of the schools. The CTs participating in Mutlu's (2014) study stated that the STs were not aware of the regulations about clothing and time, and thus the CTs were warned in relation these by the school administration. This problem was not stated by the STs themselves, which may indicate that they were indeed not aware of such regulations.

3.2.5. Other Specified Challenges

Mutlu (2014) mentioned that CTs also thought that the length of the practicum is quite short, and this affected the STs way of teaching. The study also found that the lack of communication between schools and faculty/CTs and supervisors may cause problems for STs. Gürbüz (2006) reported that according to the CTs, STs' pronunciation was inaccurate and there were some challenges with their grammar. The same study also reports that STs' lack of self-confidence was another problem stated by the CTs. In addition, Coşkun (2013) suggested that the CTs were not happy with the amount of paperwork they need to complete for practicum process. The same study also mentioned that the CTs were not happy with the STs in terms of cooperation. The CTs in this study told that the STs did not inform them beforehand about the classroom procedures or when they would take a leave of absence. Another point mentioned by the CTs in this study was the observation as a stress source. The CTs felt anxious while the STs were observing them. They also stated that the financial support provided to STs was not sufficient to conduct the requirements of the practicum (for example material preparation). They argued that the STs should be allotted with some budget for practicum to design and deliver effective lessons.

The literature suggests that practicum was not only problematic for STs but also for CTs. Sağlam (2007) found that the lack of prior training on mentorship; assisting STs to establish working relationships with school administration, staff, families, and the society; assisting STs to follow the recent developments and trends in the field; guiding STs to follow

the professional codes and regulations; helping them with their lesson plans and material selection/design; sticking to the course book instead of curriculum were the challenges reported by CTs. Moreover, Altan and Sağlamel (2015) argue that CTs were to keep up with the curriculum and focus on the pupils and thus they had challenges in fulfilling mentoring responsibilities.

3.3. Challenges Specified by Supervisors

There were a very few studies mentioning the views of supervisors with regards to STs' problems in practicum. Gürbüz (2006) stated that the major problems of STs were inaccurate pronunciation and grammar, not practicing error correction, giving unclear instructions, poor time management, and lack of fluency. Again, these problems were also stated by the STs themselves. Going over the findings, it seems that there is a consensus on some of the candidate EFL teachers' problems among supervisors, CTs and STs themselves. Table 3 shows the commonly identified problems of STs in practicum.

Table 3. Common challenges of the STs identified by STs, CTs and supervisors

| STs' challenges |
|--|
| <ul style="list-style-type: none"> • Classroom management (18) • Methodology (10) • Giving Instructions (3) • Language difficulties (12) |

Furthermore, Celen (2016) found that the supervisors raised the issue of awareness of the CTs. The supervisors mentioned that the CTs are not aware of the importance of practicum experience and that they are just fulfilling their duties. Similarly, Celen and Akcan (2017) mentioned that the supervisors found the number of STs to be high. They mentioned that if there were fewer number of STs, then the supervisors would be better able to attend and provide feedback to each of the STs.

Coşkun (2013) found that the supervisors were not comfortable working with unwilling STs. They mentioned that uncooperative and unwilling STs and CTs were sources of stress for them. The supervisors also mentioned that the heavy workload they need to maintain for practicum courses along with other courses taught was another stress factor for them. One of the supervisors in this study also stated that the school administrators were reluctant to offer classroom for supervisor STs feedback sessions and it was demotivating for them.

Yördem and Akyol (2014) revealed that there were some major problems with the practicum. One of the problems stated by the supervisors was the stakeholders' lack of awareness of the importance of practice teaching. Another problem was the attitudes of CTs and school administrators towards practicum. They saw practicum as a means of additional income, and this affected their behavior. Furthermore, CTs appeared to be indifferent to the importance of practicum. They were not enthusiastic about the practicum and they were not interested in education teachers. It was difficult for supervisors to arrange the practicum procedures (classrooms, schedules, observation time, transportation etc.).

Furthermore, in a study conducted by Yangın-Ersanlı (2015) to determine the differences and similarities between English language teacher education in Turkey, Turkmenistan, Kyrgyzstan and Azerbaijan, supervisors from Turkey stated that the CTs and the school administration were unwilling to cooperate with the faculties of education. They mentioned that the schools were reluctant to assign classes for the practicum. The supervisors also mentioned that the CTs who held BAs other than ELT could not demonstrate the expected in-class behaviors and thus causing dissatisfaction for the STs.

3.4. Challenges Specified by Pupils

In one of the studies the pupils expressed their opinion about the STs (Altan and Sağlamel, 2015). Surprisingly, even the EFL pupils reported that the STs had problems in classroom management and methodology. They also pointed that the STs turn-giving was another problematic area. The pupils were frustrated when they could not get a turn in the

classroom and they thought that the lessons of STs were boring. Furthermore, in Coşkun (2013), the pupils mentioned that having STs in classroom was stressful for them since they thought that the STs humiliated them in front of their classmates while doing error correction. Again, in this study, the pupils mentioned some classroom management problems of STs. They also mentioned that it was difficult for them to follow the lesson of STs since they were using advanced language.

3.5. Challenges specified by School Administrators

Coşkun (2013) carried out a study to address the problems of practicum in ELT departments. The participants of the study were STs, CTs, supervisors, pupils, and school administrators. According to this study, the school administrators thought that the STs should be formally dressed for the practicum process. Another point determined by the administrators was the incentives given to the school managers for the practicum. They think that the amount of payment is not satisfactory considering the effort they put into paperwork for the practicum courses. Furthermore, the administrators thought that the supervisors and school managers should meet before the practicum begins to exchange information about the pupils and STs who are supposed to visit the schools for a semester. Such kind of meetings would eliminate the future challenges that may arise in the future. For example, one participant mentioned that, lack of these meetings creates a tension between supervisors and the school administrators. If they got to know each other before practicum, the school administrators believed that they could work in a more collaborative way.

DISCUSSION & CONCLUSION

Based on the literature review, it is seen that the most problematic aspects were receiving feedback from CTs and supervisors, attitudes of CTs towards STs, classroom management, the target language, the gap between theory and practice, and lack of collaboration.

It is seen that there are some issues to be solved in terms of improving the practicum courses in ELT programs; however, they need to be solved together with all the stakeholders. The communication and collaboration practices between STs, CTs, supervisors, school management and faculty should be established to start solving the challenges one by one. Practicum is an arduous process for all the parties involved and it should not be made even harder with problems which can easily be addressed. It is of immense importance for STs to begin their journey of becoming teachers in a safe and encouraging environment and thus, the parties involved should work hand in hand. The school administrators, CTs, supervisors, and STs should be aware of the requirements and the responsibilities that they need to fulfill.

Similarly, Tüfekçi-Can and Baştürk (2018) argued that the curricula of EFL teacher training programs should be revised to better prepare the STs for the practicum. They proposed that the training should be based on the needs of EFL system. The same source also suggested that the STs should be aware of the importance of practicum with the help of the supervisors who will guide them to establish the link between theory and practice. Ceylan, Uştuk and Çomoğlu (2017) suggested that reflective practice should be incorporated into practicum process to prepare the STs for the realities of actual classroom experiences. Moreover, Taş and Karabay (2016) stated that pedagogical content knowledge courses should bear more practical components than theoretical ones. In relation to this, Yangın-Ekşi & Yılmaz-Yakışık, (2016) suggested that the program should include micro and macro teaching tasks to help STs put theory into practice. Similarly, Vo, Pang and Lee (2018) and Yin (2019) indicated the link between the practical side and the theoretical side of the program should be solidly established for successful teacher education. According to Yin (2019), this link should be strengthened not just by means of including more micro teaching tasks in the courses but by creating a collaboration between schools and the universities.

As for CTs, Tüfekçi-Can and Baştürk (2018) proposed that they should be aware of their responsibilities as trainers, while Mutlu (2014) suggested that the CTs could teach lesser hours of lesson and be responsible for STs instead. If the CTs receive reduction on the number of lessons they teach, they may be more willing to work with STs. Based on the present study, the CT related challenges category is the second most frequently mentioned one. If the CTs are made aware of the requirements and the importance of their position as trainers, then the problems can be solved effectively. In addition, Cohen, Hoz, and Kaplan (2013) pointed out the problems arisen due to the conflict between the schools' and the faculties' needs and suggested that the supervisors and the CTs should work together to reach a consensus on the responsibilities of the involved stakeholders and to train the STs on future professional duties. Furthermore, Kasapoğlu (2015) also underlines the importance of cooperation between schools and faculties by mentioning the fact that most of the problems are related with persons taking part in the practicum process. If the CTs, supervisors and STs realized and understood the importance of practicum process for becoming a better teacher and if they were all willing to work collaboratively for this end, then the problems would be solved, as argued by Kasapoğlu (2015). The author underlines the fact that having mentoring skills is not enough to be good mentors. Similarly, Aydın and Ok (2019), and Kasapoğlu (2015) argued that a certain set of criteria should be utilized for CTs selection for the practicum process. The CTs should be motivated, helpful, open to communication and dedicated. As for STs, it is stated that they should be aware of the CTs feelings and thoughts for they may think that the STs are judging them. As pointed out by several studies (Cohen, et al., 2013; Kasapoğlu, 2015; Vo, et al., 2018) the STs and CTs should work in harmony through open communication.

To overcome the problems mentioned before the literature suggested that the duration for the practicum should be longer (Kasapoğlu, 2015). A two-semester practicum is regarded limited (Celen, 2016; Çepik & Çepik, 2015; Gürsoy, 2013; Köksal & Genç, 2019; Mutlu, 2014; Rakıcıoğlu-Söylemez, 2012; Tülüce & Çeçen, 2016;) It is suggested that the duration

should be 4 semesters rather than two (Mutlu, 2014; Tülüce & Çeçen, 2016). It is also mentioned that the practicum should be in 2nd and 3rd year rather than in 4th year where the student teachers are busy with pursuing career options (Mutlu, 2014). Another implication mentioned was the collaboration between schools and the faculties. The CTs, supervisors and school managers should come together before the practicum and clearly communicate their expectations from each other (Aydın & Ok, 2019). The duration, the number of STs visiting the school, the tasks they need to complete, the observed teaching tasks, the evaluation criteria to be used, lesson planning, material design, classroom management, the number of pupils, their background, and any other point related with this process should be discussed between school and the faculty beforehand. Following these meetings, the supervisors should come together with the STs to inform them about the schools they will visit, the requirements and responsibilities (Kasapoğlu, 2015). Sağ (2007) proposed that there should be a division at universities dedicated for practice teaching. This division should provide in-service training for CTs about the practicum procedures, conduct research studies and report the results to Ministry of Education for further collaboration.

For the implications related with solving classroom management problems of STs, Atay (2007) argued that the STs should receive more changes for practicing their teaching and classroom management skills along with constructive feedback provided by the supervisors. Similarly, Evertson and Weinstein (2006) and, Fowler and Şaraplı (2010) argued that classroom management was the biggest problem for most of the teachers, especially for STs. The undergraduate courses should have case study exercises for overcoming problematic behaviors in classes. The STs could also practice scenarios to be better prepared for the practicum. The STs could be asked to observe EFL classes and identify the problems related to classroom management and then work on solving those cases. On a similar note, the studies argue that teacher education programs should be able to improve the evidence-based practices in relation to classroom management so that the future teachers can integrate these

practices to their own teaching (Flower, McKenna & Haring, 2017; Mitchell, Hirn & Lewis, 2017). Additionally, Girardet (2018) concluded that for effective classroom management training, the teachers should be engaged with reflection, practice in diverse contexts and professional collaboration.

The STs should be encouraged to practice reflection in the methodology courses. They should reflect on their own practices and the related theory. As for creating the link between theory and practice, the STs and CTs should be in collaboration and the CTs also should receive training on how to give feedback to the STs. Furthermore, Atay (2007) underlines the importance of selecting the practicum schools. The schools should be chosen based on the quality of English teaching and the prospect that the school could provide. In the same vein, Yangın-Ekşi and Yılmaz-Yakışık (2016) proposed that the methodology courses in ELT departments should involve classroom management component for preventing and dealing with problematic behaviors in classes.

Another study, Väisänen, Pietarinen, Pyhältö, Toom, and Soini (2018) stated that to prevent burnout, which stems from dealing with challenges in the work environment, the STs should be trained on how to manage time and prioritize important goals. The present literature review suggested that some STs find it difficult to manage their schedule for practicum, personal life, other courses and the KPSS exam. If they are trained in time management and prioritizing, they can become more effective teachers. The same study (Väisänen et al.; 2018) also highlighted the importance of peer support. It is advised that the STs should collaborate with their peer STs during practicum to prepare themselves for collegial support of the profession. The STs could provide feedback to each other on their teaching and lesson plans, they could work on problematic cases to reach a solution, and they could share their experiences of becoming EFL teachers. The study argued that the peer support exercises should be part of undergraduate programs to provide a number of practice chances for the STs

before they graduate. Rather than merely relying on supervisor or CTs' feedback, the STs should receive support and comments from their peers. This is also stated by MoNE (2018) in the definition and responsibilities of STs. They are supposed to share their experiences with the supervisors and their peers.

The implications of this study could also be relevant for other teacher training programs offered under faculties of education. Although some of the problems identified may be limited to ELT departments, the duration of practicum, feedback exchanges of CTs and STs, school related problems, classroom management challenges, methodological and theoretical difficulties could be the frequent problem of other fields of study as well. In fact, Kasapoğlu (2015), and Taş and Karabay (2016) underline the same sort of problems encountered during the practicum process of different departments (arts and crafts education, computer education and instructional technology, German, physical education, science, elementary mathematics, pre-school, special education mental disability, elementary education, social studies, Turkish language teaching,) especially for classroom management skills and feedback practices of CTs.

In 2018, the Higher Education Council issued an update on college level teacher training programs offered at faculties of education and removed school experience course with the justification that the course was not effectively conducted (YÖK, 2018). The trainees, taking part in 2018 program, will take Practice Teaching 1 at seventh semester and Practice Teaching 2 at eighth semester. As suggested by Köksal and Genç, (2019) and Mutlu (2014) the duration practicum appears to be increased. In school experience course, the STs had limited chances of teaching, rather they observed and attended the classes. In practice teaching course, the focus is on the teaching process, which in theory, calculates to higher chances of practicing. Furthermore, the updated undergraduate program (YÖK, 2018) also includes a Classroom Management course that is a must course for every department. Although some

faculties of education offered this course in the previous teacher training program, the classroom management skills appear to be still problematic for the STs. The instructors offering this course could include some practical aspect to their classes to develop STs' management skills. The STs could attend a few hours in schools to observe and reflect on the course content. In this way, they would specifically focus on classroom management aspects of the observed classroom. Moreover, the supervisors offering Practice Teaching courses could assign tasks to STs related with classroom management to help them cope with related challenges arise during the practicum. Dalioğlu and Adıgüzel (2016) suggested that efficacy of STs related with the classroom management was not improved after the practicum process. Hence, additional effort and tasks are required for improvement.

By reviewing 40 studies related with EFL practicum challenges, this study identified several issues to be addressed by supervisors, CTs, STs, school managers and policy makers. Since the present study is limited to the 40 papers; the number of challenges determined here can be incomplete. Further research studies may investigate what the change bears and how it affects the practicum process. Other studies could also focus more on CTs', school administrators', pupils, and supervisors' views about practicum processes. Based on the present meta-analysis study, the number of such studies is limited. Moreover, the studies could also investigate CTs understanding of mentoring practices since receiving feedback from CTs was one of the most problematic aspects of practice teaching for STs. These studies could introduce different patterns of feedback practices to CTs and then analyze if there are any differences before and after the treatment. Furthermore, it would be interesting to investigate the reasons for this problem from CTs point of view. What do the CTs think about giving feedback to STs? How do they perceive their roles as mentors in practicum process? Determining the causes of this problem would yield fruitful implications for improving feedback practices of CTs. Further studies could investigate classroom management practices of STs by observing the classroom management courses offered at faculties of education. Since

classroom management is a widespread problem for different fields of study in teacher training, it may prove to be useful to focus on this aspect of the program to improve classroom management skills of the STs.

Conflict of Interest Statement

The author(s) have not declared any potential conflict of interest in the research, authorship and / or coloring pages of this article.

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ⁱ The studies marked with (*) are the ones analyzed in the present literature review.