Challenges Faced by Prospective German Language Teachers During Their Teaching Practice: A Case Study of Necmettin Erbakan University

Almanca Öğretmen Adaylarının Öğretmenlik Uygulamalarındaki Zorluklar: Necmettin Erbakan Üniversitesi Örneği

Seval Parlakgüneş Erdoğan[1]*

[1]Necmettin Erbakan University, Ahmet Keleşoğlu Faculty of Education, Konya, Türkiye

Orcid: S. Parlakgüneş-Erdoğan (0000-0001-8561-3778)

Abstract: The development, welfare and peace of a society are directly proportional to the quality of education. In a country with a good education system, the society is also in good condition. One of the essential components of effective and high-quality education is the teacher. The education programs in which teachers are trained are also crucial, as teachers have numerous responsibilities, such as fostering societal development, cultivating skilled human resources, and transferring the culture and values of society to future generations. In these educational programs, the Teaching Practice course holds particular significance. Because this course is the first step of prospective teachers to professional life. In this study, an attempt is made to uncover the potential problems encountered by 21 students who took the Teaching Practice course during the 2022-2023 academic year, as well as any solutions they proposed. This study is analysed through content analysis. The results of the study show that 38% of the 21 pre-service teachers did not experience any problem in the teaching practice, while 62% of them experienced various problems in this process. These problems are such as issues with their supervising teacher, advisor faculty member, self-caused problems and collaboration between the faculty and school. Additionally, teacher candidates offer some solutions to these problems. Notable suggestions include shifting the teaching practice to lower grades instead of the final year, reducing practice hours by 3, holding regular meetings with stakeholders, and conducting awareness-raising meetings for teacher candidates by relevant coordinatorships.

Keywords: German Language Teaching, Teacher Candidate, Teaching Practice

Özet: Bir toplumun gelişmişliği, refahı ve huzuru eğitim kalitesiyle doğru orantılıdır. İyi bir eğitim sistemine sahip bir ülkede toplum da iyi durumdadır. Etkili ve kaliteli bir eğitimin temel taşlarından biri de öğretmendir. Toplumdaki kalkınmayı sağlama, nitelikli insan gücünü yetiştirme ve toplumun kültür ve değerlerini gelecek nesillere aktarma gibi nice görevleri bulunan öğretmenlerin yetiştirildikleri eğitim programları da önemlidir. Bu eğitim programlarının içinde Öğretmenlik Uygulaması dersi şüphesiz ayrı bir öneme sahiptir. Çünkü bu ders, öğretmen adaylarının bir nevi mesleki hayata ilk adımıdır. Bu çalışmada 2022-2023 eğitim-öğretim yılında Öğretmenlik Uygulaması dersini alan 21 öğrencinin görüşlerine başvurularak yaşadıkları olası problemler ve varsa bunlara dair çözüm önerileri içerik analizi yöntemiyle ortaya çıkarılmaya çalışılmıştır. Araştırmanın sonuçlarına göz atıldığında, araştırmaya katılan 21 öğretmen adayının %38'nin öğretmenlik uygulamasında herhangi bir sorun yaşamadığı, %62'sinin ise bu süreçte çeşitli problemler yaşadığı ortaya çıkmıştır. 13 katılımcı öğretmenlik uygulaması sürecinde uygulama öğretmeni, danışman öğretim elemanı, kendilerinden kaynaklı ve fakülte-okul işbirliği gibi çeşitli problemlerle karşılaştıklarını ifade etmişlerdir. Öğretmen adayları ifade ettikleri problemlere yönelik çözüm önerileri de sunmuşlardır. Öğretmenlik uygulamasının son sınıf yerine alt sınıflara kaydırılması, uygulama saatlerinin 3'e indirilmesi, paydaşların düzenli olarak toplantı yapmaları ve ilgili koordinatörlükler tarafından öğretmen adayları için bilinçlendirme toplantılarının yapılması en dikkat çekici önerilerdendir.

Anahtar Kelimeler: Almanca Öğretmenliği, Öğretmen Adayı, Öğretmenlik Uygulaması.

1. Introduction

The level of development of societies is directly proportional to the stability and quality of their education systems. The more qualified the individuals in the society are raised, the higher is the level of development. Therefore, raising qualified individuals can be considered as one of the most important duties of a society (Orhan, 2020). The education system, which aims to nurture qualified individuals, has various components. Among these components, teacher is the most important stakeholder (Özdaş, Ekinci, & Bindak, 2014; Parlakgüneş Erdoğan, 2023). Teachers undertake the most important tasks such as fostering qualified human resources for development, ensuring societal harmony, preparing individuals for life and transmitting a society's culture and values to future generations (Özden, 2020). In order to perform these pioneering tasks in the best way, the education programs and contents in which teachers, who are one of the building blocks of the education process (Abazaoğlu, 2014; Vandenberghe, 2002), are trained, are naturally important. Teacher education programs are still being scrutinized and better solutions are being sought all over the world (cf. Yazçayır & Yıldırım, 2021). Because the teaching profession is inherently open to innovation and development depending on changing conditions (Yılmaz Özelçi, 2020).

Regulations and innovations have been made over time regarding teacher training programs in Türkiye. These training programs are implemented in the relevant faculties of universities. Currently, common curricula, developed and updated by the Council of Higher Education (YÖK) in collaboration with the Ministry of National Education (MEB), are being realised since the 2018-2019 academic year. These curricula include not only theoretical courses but also practical courses.[1] At the curriculum applied in the German Language Teaching program, there is a total of 14 hours of practice and 12 hours of this consists of *Teaching Practice 1* and *Teaching Practice 2* courses.[2] The Teaching Practice courses, conducted in collaboration between faculties of education and high schools, are mandatory courses taken by final-year students in their 7th and 8th semesters. These courses consist of 2 hours of theoretical instruction and 6 hours of practical application (Şimşek, Alkan & Erdem, 2013). Within the scope of the courses *Teaching Practice 1* and *Teaching Practice 2* teacher candidates are expected to experience activities such as observing specific teaching methods and techniques related to their field; conducting micro-teaching practices using specific teaching methods and techniques; planning a lesson independently, developing activities and materials related to the lesson; preparing teaching environments; managing the classroom; conducting assessment, evaluation, and reflection.[3]

The courses *Teaching Practice 1* and *Teaching Practice 2*

are conducted by faculty members who have completed graduate education in the relevant teaching program or who have an associate professorship recognized by the Inter-University Council (ÜAK) and who have a doctorate and/or associate professorship in the field of education sciences, according to the relevant articles of the regulation regarding the teaching practices that the internship student will carry out in educational institutions (high schools) affiliated with the Ministry of National Education, and according to the priority order. If necessary, other faculty members may also conduct these courses.[4]

According to the faculty-school co-operation guideline of the Council of Higher Education (YÖK, 1998), pre-service teachers have the opportunity to develop their skills in transferring knowledge in different schools during their internship. Thus, they gain teaching experiences where they can develop skills such as lesson planning, class management and knowledge transfer. Yücel (2018) summarizes the teaching practice, which can be considered as the first step into professional life, in terms of suitability, functionality and characteristics specifically for German Language Teaching as follows:

- Teacher candidates apply the skills and abilities they have learned during their German Language Teaching education in the teaching practice. They structure and reflect on what they have learnt themselves.

- Didactic-methodical knowledge is important for teachers of German as a foreign language in terms of teaching practice: planning, methods and approaches, ways of dealing with foreign language course books, use of technology, awareness of forms of implementation and social behaviors, etc.

- Teacher candidates think, act and plan in both Turkish and German and communicate with other students, advisors, and teachers using these languages. Thus, they develop themselves for their future teaching professions.

- Teacher candidates write a weekly traineeship report after teaching classes. Teachers also try to provide feedback on the teaching and learning process.

- Through Teaching Practice teacher candidates shape their learning processes by developing their communicative, intercultural, and language competencies.

- Teaching Practice offers teacher candidates the opportunity to further develop of critical and constructive thinking skills.

- Teacher candidates gain insight into their future teaching roles.

---

[1] https://www.yok.gov.tr/Documents/Kurumsal/egitim_ogretim_dairesi/Yeni-Ogretmen-Yetistirme-Lisans-Programlari/AA_Sunus_%20Onsoz_Uy gulama_Yonergesi.pdf.

[2] https://www.yok.gov.tr/Documents/Kurumsal/egitim_ogretim_dairesi/Yeni-Ogretmen-Yetistirme-Lisans-Programlari/Almanca_Ogretmenligi_Lisans_ Programi.pdf.

[3] https://www.yok.gov.tr/Documents/Kurumsal/egitim_ogretim_dairesi/Yeni-Ogretmen-Yetistirme-Lisans-Programlari/Almanca_Ogretmenligi_Lisans_ Programi.pdf.

[4] https://www.yok.gov.tr/Documents/Kurumsal/ egitim_ogretim_dairesi/Yeni-Ogretmen-Yetistirme-Lisans-Programlari/SSS.pdf.

Teaching Practice 1 and Teaching Practice 2 courses, conducted in the final year of undergraduate education, are extremely important in terms of introducing prospective teachers to professional life. There are various studies that analyse the Teaching Practice, which is carried out in partnership with the high schools affiliated to the Ministry of National Education (MEB) and the relevant departments of universities, from different perspectives (Güngördü, 1999; Bektaş, Horzum & Ayvaz, 2010; Çevik & Alat, 2012; Sünkür Çakmak, 2019; Ayvacı, Özbek, ve Bülbül, 2019; Yıldırım Yakar, Uzun & Tekerek, 2021; Zeybek & Karataş, 2022; Candaş & Özmen, 2023 vs.). However, when examined in terms of specific fields, it can be seen that although there have been some studies on the Teaching Practice course in German Language Teaching program (Çetintaş & Genç, 2005; Ünver, 2008; Özkılıç, Bilgin & Kartal, 2008; Özçelik, 2012; Üstünel & Karacabey, 2017; Karaman, 2018; Yücel, 2018; Şenyıldız, Barut, Keleş & Akyıldız, 2018; Orhan, 2020; Tanrıkulu & Üstün, 2020), the number of these studies is obviously lower. This situation highlights the need for further research and analysis of Teaching Practice courses.

In this study, the aim is to reveal the challenges encountered by German Language Teaching teacher candidates in Teaching Practice courses, with a focus on demonstrating the impact of recent changes. Furthermore, the suggestions brought by teacher candidates for addressing these challenges will be presented for discussion.

2. Method

The aim of this study is to uncover the difficulties encountered by pre-service teachers studying German Language Teaching in Teaching Practice and their possible suggestions for the solution of them.

This study is designed as a case study from qualitative research methods. According to Punch (2013) qualitative research is defined as "the study of the nature of phenomena, including their qualities, their emergence in different ways, the context in which they occur or the perspectives from which they can be perceived" (cited in Busetto, Wick & Gumbinger, 2020; Denzin & Lincoln, 1994). A case study is similarly an approach that provides an in-depth and multi-dimensional understanding of a real-life problem, event or situation (Ergün, 2023).

2.1. Data Collection
In order to reveal the opinions of German Language Teaching teacher candidates about teaching practice, a questionnaire is applied to German Language Teaching students in Necmettin Erbakan University who were in the 4th grade in the 2022-2023 academic year and took Teaching Practice 1 and Teaching Practice 2 courses.

The data for the study are obtained through a survey consisting of an open-ended question. In open-ended questions, also known as unstructured, non-directive or flexibly structured questions researchers aim to reveal individuals' detailed thoughts on a particular topic (Bogdan

& Biklen, 2007). In this context, the questions allow participants to reflect their emotions and thoughts in their own words (Patton, 2002).

2.2. Participians
This study is based on the opinions of the German Language Teaching students in Necmettin Erbakan University who were in the 4th grade in the 2022-2023 academic year and took Teaching Practice 1 and Teaching Practice 2 courses. A total of 21 pre-service teachers, 18 female and 3 male students, participated in the questionnaire through convenience sampling. This type of sampling provides speed and practicality to the research by selecting a situation that is close and easily accessible (Yıldırım & Şimşek, 2008).

2.3. Data Analysis
The data collected from the survey conducted within the scope of this research is analysed through content analysis. According to Bozdağ (2023), content analysis is used to reveal certain words, concepts and themes in qualitative data. A detailed and systematic analysis is made here by focusing on the collected data (Baltacı, 2019).

In a study adopting content analysis as the method of data analysis, the process involves first obtaining data in accordance with certain principles and rules. Subsequently, the data is coded and based on these codes the overall data is summarized in the form of themes (Erbaş, et al., 2022).

2.4. Ethics
In order to carry out this study, it is applied to Necmettin Erbakan University Social and Human Sciences Scientific Research Ethics Committee. The study is approved with the application number 13763 on 12.04.2023 with the decision number 2023/150.

3. Findings

The data obtained within this study will be presented under three main sections: The Problem Situation in *Teaching Practice* course, the problems faced by Teacher Candidates and the solution suggestions of Teacher Candidates. The stated problems will be presented under six categories, while the solution suggestions of teacher candidates will be categorized into five sections.

3.1. The Problem Situation in Teaching Practice
Some of the students who participated in the survey state that they did not encounter any difficulties during the Teaching Practicum process. Figure 1 shows the percentage of the problem situation experienced by pre-service teachers.

Looking at the Figure 1 it is seen that 38% of the 21 participants did not experience any difficulties in the teaching practice and 62% pre-service teachers faced various problems in this process. While 8 participants express positive opinions, 13 participants state that they had a negative process.

38% of the participants reflect their positive opinions as follows:

Figure 1. Problem Situation in Teaching Practice
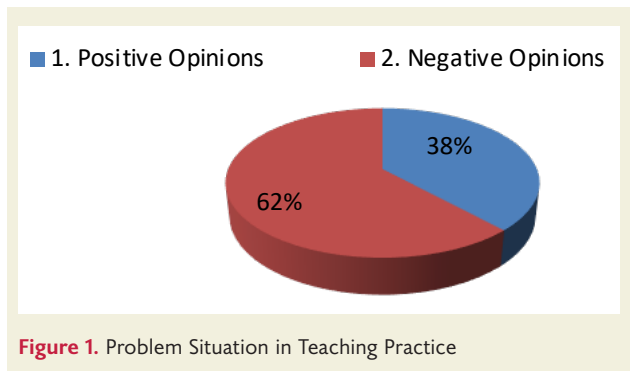
"It was a good experience. Management was a bit difficult in some classes, but my colleague and I overcame it."

"I did not have any problems."

"I did not encounter any problems."

"I did not have any problems during my internship. Every semester added a lot to me."

"I did not have any problems. I was very satisfied with my internship teacher and my school. Our teacher helped us in every subject and contributed a lot to our teaching experience. The students were more interested than I expected. There was no prejudice against German lessons. The respect they showed to the trainees was equivalent to the respect they showed to their own teachers."

"I did not encounter too many problems."

" Thanks to my internship supervising teacher and internship academic advisor at the school where I did my internship, I completed this process by gaining a lot of experience and knowledge. Thanks to them, I identified my deficiencies and tried to correct them."

"I did not have any problems."

The negative data derived from the responses of teacher candidates in the survey is evident. Out of 21 participants, 13 teacher candidates indicate that they encountered difficulties during the Teaching Practice course.

3.2. Problems experienced by Prospective Teachers

When the data obtained from the survey is analysed, the negative opinions can be grouped under the following categories and various codes:

Issues related to the supervising teacher

When examining the problems related to the supervising teacher experienced by teacher candidates during their internship, the following codes appear in the table:

Table 1. Issues related to the supervising teacher

Category	Codes	f
Issues related to the supervising teacher	inappropriate attitudes and behaviour	2
	indifference	2
	inefficiency	1
	inadequacy as a mentor	2
	not sharing the process of teaching in lessons	1
	lack of communication	2
	not supportive	1
	failure to provide observation opportunities	1
	let teacher candidates direct lecturing	1
	insufficient mastery of the subject area	1

As seen in the Table 1, the data collected from 13 teacher candidates who reported experiencing problems during the Teaching Practice process show that there is a 15.3% incidence of issues related to the attitudes and behaviours of supervising teachers. Specifically, 15.3% indicate indifference, 7.6% inefficiency, 15.3% inadequacy as mentors and 7.6% mention a lack of sharing information about the teaching process. From the responses of the teacher candidates, it is evident that 15.3% experienced communication deficiencies with their supervising teachers, 7.6% found them unsupportive, 7.6% state that observation opportunities were not provided, 7.6% mention being directly lectured without observation and 7.6% express concerns about the supervisors' insufficient mastery of their subject areas. Examples of responses evaluated in this context can be listed as follows:

"Students' attitudes towards trainee teachers... The fact that our internship teachers do not tell the students that we are teachers..."

"There were problems we encountered in our internship school. Our internship teacher was not interested in us at all. It was not productive at all."

"Our internship teacher was both indifferent and behaved as if we were sent to him/her by force. I expected him/her to mentor us about the field and teaching, but this was not the case."

"Another problem in teaching practice is the internship teacher. If the teacher at the school sees the intern teacher not as a teacher candidate but as a student, it will be a big problem. Because the intern teacher will feel pressure and feel himself/herself not as a teacher but as a student, which will be a significant problem for the teacher candidate in terms of managing the class and teaching the lesson."

"It would be very beneficial for the quality and efficiency of the lesson if the subject teacher shared with the intern teacher the process of the lesson and the objectives that need to be

achieved by the students before the lesson. Due to this lack of communication, expressing mistakes made inappropriately in the classroom with implications rather than telling them in the appropriate environment can make communication with students difficult.”

“Internship teachers did not share their experiences with us and did not support our participation in extracurricular activities.”

“We were too active in the lesson. We were started to lecture from the second week. We could have made observations first and lectured at least after we got used to the environment.”

“The teacher is not sufficiently dominant in the field.”

Issues related to academic advisor

The problem codes related to the academic counsellor can be seen in Table 2.

The data obtained from the research indicates that teacher candidates experience a communication deficiency with their academic advisors at a rate of 7.6%.

Table 2. Issues related to academic advisor

Category	Codes	f
Issues related to academic advisor	lack of communication	1

“One of the most important factors in teaching practice is the academic advisor. There was a lack of communication with him during the internship.”

Issues related to teacher candidates

When the data received from the questionnaire is analysed in terms of the problems that pre-service teachers experience about themselves, it is seen from the Table 3 that 7,6% of them have problems in terms of exams and 7,6% put the differences in subjects into words. From the Table 3, it is obvious that 7,6% of the prospective teachers do not feel themselves ready, 15,3% of them have insufficient knowledge and skills, 7,6% of them have low motivation and 15,3% of them have KPSS exam anxiety. The following answers provide these findings.

“I had problems with the exams. In addition, the topics explained in the lecture and the ones subjected to us were different.”

“I experienced difficulty in preparing myself for classes before the internship and in delivering spontaneous lessons. I believe this is based on a lack of knowledge. In this case, teacher candidates should be proficient in the curriculum topics and teaching methods and techniques of the education level they address.”

“Inadequacy of teacher candidates. Candidates are inadequate in terms of practice, knowledge, skills and motivation.”

“Since we are in the process of preparing for the exam KPSS, it takes our time and we cannot fully devote ourselves to the internship.”

Issues related to Faculty-School co-operation

Table 4 shows that there are 7 codes within the scope of this category. The data reveal that 15,3% of the participants think that the internship is not effective in terms of faculty-school cooperation, 7,6% mention that the course hours are incompatible and planning is a problem, 23% state the problem of doing the teaching practice in the last year and 23% express that the internship in the last year prevents full adaptation to the practice. The lack of the right of absenteeism in Teaching Practice course and the insufficiency of the number of practice schools and practice teachers are equally (7,6%) seen as problems. The answers evaluated under this category are:

“The Teaching Practice is crucial; it's a course designed for us to gain experience. However, this year, I didn't have the opportunity to actively teach in the classes I attended; it wasn't effective.”

“I faced difficulties with the class hours in the Teaching Practice.”

“The main problem is that we do the teach-

Table 3. Issues related to teacher candidates

Category	Codes	f
Issues related to teacher candidates	exams	1
	topic difference	1
	unreadiness	1
	lack of knowledge and skills	2
	low motivation	1
	KPSS (Public Personnel Selection Examination) anxiety	2

Table 4. Issues related to Faculty-School co-operation

Category	Codes	f
Issues related to Faculty-School co-operation	lack of effectiveness	2
	incompatibility of lesson times and scheduling	1
	doing the internship in the last year	3
	failure to fully adapt to the internship	3
	6 hours of internship	1
	no right of absence	1
	insufficiency of practice teacher and internship school numbers	1

ing practice in the last year. For example, if we had started the teaching practice in the 2nd grade, we would have spent more time at school. Therefore, we would have been able to witness and assimilate the school, students, and the teaching methods of the lessons more closely. We would have more experience."

"I do not find it appropriate for the Teaching Practice to be in the 4th grade. [...] 6 hours of practice per week is too much. We also have difficulty in planning university courses and internship hours."

"Since attendance is compulsory in teaching practice, I think it is a problem to be absent in some bad weather conditions, illness, etc. Also, since we do the teaching practice in the last year, we cannot fully focus on the profession with the stress of school, internship and KPSS."

"The number of internship schools and supervising teachers is insufficient."

Issues related to physical environment

According to table 5. it can be considered that the classrooms in the internship schools are overcrowded at a rate of 7.6% and similarly they are small in relation to the student population at the same rate.

Table 5. Issues related to physical environment

Category	Codes	f
Issues related to physical environment	classes are too crowded	1
	small classrooms	1

"The overcrowded and small classrooms make classroom management difficult."

Issues related to stakeholder engagement

The data gathered from the survey conducted in the research indicates that there are some problems experienced among stakeholders, including teacher candidates, practice teachers, and academic advisors.

Table 6. explains which problems are experienced.

Table 6. Issues related to stakeholder engagement

Category	Codes	f
Issues related to stakeholder engagement	insufficient feedback and correction	2
	lack of collaboration	2

Table 6. makes it clear that teacher candidates report 15.3% experiencing problems during the teaching practice, highlighting a lack of feedback and correction during the internship process. An equal percentage indicates inadequate collaboration among stakeholders.

"Not providing feedback and corrections before and after teaching sessions. Ineffective communication."

"There was not enough collaboration between the academic advisor and the supervising teacher."

3.3. Solution Suggestions of Prospective Teachers

The data obtained from the survey include not only the problems experienced by teacher candidates, if any, but also the suggestions they could propose as solutions to these problems. The collected data is analysed by classifying them in the following categories and the resulting codes are presented in tables.

Suggestions regarding supervising teachers

As seen in the Table 7 the pre-service teachers suggest 5 solutions related to the supervising teachers, all of which emerged at equal rates (7.6%). Suggestions such as choosing internship teachers more carefully, ensuring that they empathise with pre-service teachers, assigning them on voluntarism, supervising the teacher by the relevant authorities and selecting teachers with sufficient knowledge and experience are recommended.

Table 7. Suggestions regarding supervising teachers

Category	Codes	f
Suggestions regarding supervising teachers	careful selection of internship teachers	1
	ensuring that internship teachers establish empathy	1
	assignment based on voluntarism	1
	supervision of internship teachers	1
	selection of teachers with sufficient knowledge and experience	1

"Internship teachers should be selected more carefully."

"My suggestion for this is that the internship teacher should not forget that he/she was once a student and a prospective teacher, so the pressure and stress on the intern should be reduced."

"If the subject teacher informs the teacher candidates about the lesson before, it will increase the quality of the lesson."

"Assigning lecturers on a voluntary basis."

"Selection of supervising teachers with sufficient knowledge and experience. Supervision of them by the relevant authorities must be done"

"Teachers trained through in-service education should carry out this work."

Suggestions regarding academic advisor

From the data, it is revealed that only 1 suggestion with a rate of 7.6% is offered as a solution to the problems related to the counsellor lecturer.

Table 8. Suggestions regarding academic advisor

Category	Codes	f
Suggestions regarding academic advisor	assignment based on voluntarism	1

Table 8 indicates that teacher candidates state the suggestion of assigning teaching staff based on voluntarism at a rate of 7.6%.

> *"Assignment of counsellor lecturer based on voluntarism."*

Suggestions regarding prospective teachers

Through Table 9 it can be understood that participants mention some solution suggestions related to issues concerning themselves.

Table 9. Suggestions regarding prospective teachers

Category	Codes	f
Suggestions regarding prospective teachers	being more active	1
	incorporating practical lessons into the curriculum	2
	awareness-raising meetings	1

The codes in this category are clearly labelled in Table 9. The responses of the teacher candidates indicate that they believe their problems will be resolved when they are more active in teaching practice (7.6%), when courses related to practice are included in the curricula of faculties (15.3%) and when awareness-raising meetings are held (7.6%). This is clearly to see in the following statements.

> *"My suggestion is to make us more active in the course."*

> *"Introduction of new courses focusing on practical application in faculties."*

> *"Organization of meetings by coordinatorships where the responsibilities of teacher candidates regarding the course will be emphasized."*

> *"Classroom management courses should be practical."*

Suggestions regarding stakeholder engagement

Table 10 reveals that only one solution is proposed in this category.

As a solution to the problems related to stakeholders, 7.6% of the participants think that a solution will be produced if

Table 10. Suggestions regarding stakeholder engagement

Category	Codes	f
Suggestions regarding stakeholder engagement	holding regular meetings among stakeholders	1

the stakeholders hold regular meetings.

> *"There should be regular meetings among the teacher candidate, counsellor lecturer and internship teacher."*

Suggestions regarding Faculty-School co-operation

According to the data obtained, the participants mostly express solutions for faculty-school co-operation in relation to the problems encountered. Table 11. shows the suggestion codes in this category.

Table 11. Suggestions regarding Faculty-School co-operation

Category	Codes	f
Suggestions regarding Faculty-School co-operation	implementing teaching practice in the 2nd and/or 3rd year of education programs.	3
	reducing the duration of teaching practice to 3 hours.	1
	providing insurance coverage and payment for teacher candidates during their internship.	1
	limiting the number of teacher candidates to a maximum of 5.	2
	facilitating collaboration between institutions.	1
	supervision of teachers by internship schools or universities	2

In the context of collaboration between faculties and schools, the most suggested solution, accounting for 23%, is to shift teaching practicum from the final year to lower grades. Following this, solutions suggested with equal percentages of 7.6% include reducing the duration of practicum to 3 hours, ensuring health insurance coverage and payment for teacher candidates during their internship, facilitating collaboration between institutions. Having internship teachers supervised by schools is recommended at rate of 15,3%. Additionally, it is proposed that the number of interns be limited to a maximum of 5, accounting for 15.3% of the suggestions.

> *"Each internship student, starting from the 2nd grade, will visit the internship school to observe students, administration and teachers so he/she will draw conclusions for himself/herself. Thus, when he/she becomes teacher, he/she will be much more beneficial to his/her students without struggling, thanks to past experiences."*

> *"Organizing Teaching Practice for 3 hours each in the 2nd and 3rd grades will increase efficiency."*

> *"For the better acceptance of Teaching Practice, even among internship students, it is necessary for them to be paid and insured*

during this period."

"I believe that Teaching Practice should start from the 3rd grade."

"The maximum number of teacher candidates per supervising teacher and academic advisor should be limited to max. 5."

"Facilitation of collaboration between institutions."

"The university should supervise the teachers of the schools to which it sends students."

Among the 21 participants, 13 pre-service teachers who mention that they had problems during the teaching practice process offer various solution suggestions for the problems they encountered. The tables show that most of the suggestions are made for faculty-school cooperation (6) and for internship teachers (5). The pre-service teachers express 3 solutions for the problems they faced about themselves and 1 solution each for the counsellor lecturer and stakeholder participation.

4. Conclusion, Discussion and Recommendations

The development, prosperity and peace of a society are directly proportional to the quality of education. A nation with a strong educational system also has a stronger society. One of the cornerstones of an effective and quality education is the teacher. The education programs in which teachers are trained are also crucial, as teachers have numerous responsibilities, such as fostering societal development, cultivating skilled human resources, and transferring the culture and values of society to future generations. In these education programs, the Teaching Practice course is undoubtedly of particular importance. Because this course is the first step of prospective teachers to professional life.

In this study, it is intended to uncover potential problems experienced by 21 students who took the Teaching Practice course during the 2022-2023 academic year, as well as any solutions they proposed for these issues. Upon reviewing the results of the research, it is evident that 38% of the participants did not encounter any problems during their teaching practicum, while 62% of teacher candidates experienced various issues during this process. It is possible to analyse the problems encountered by the 62% during the teaching practice process and to evaluate the proposed solutions for these problems.

Teacher candidates express experiencing issues related to attitudes, behaviours, indifference, inefficiency of the supervising teachers and lack of communication with them. This situation may indicate that teacher candidates are unable to conduct collaborative work with their mentors during the internship period or that their expectations are not being met.

Additionally, communication issues have been highlighted concerning instructional faculty members. This situation may lead teacher candidates to feel inadequate in terms of academic guidance and support. Similar issues have been identified by Akkuş and Üredi (2021) in their studies.

The pre-service teachers state that they faced personal problems such as exams, subject differences, not being ready, lack of knowledge and skills and motivation. These problems show that pre-service teachers have difficulties with their own professional development. Bay, Şeker and Alisinanoğlu (2020) also determine that some pre-service teachers evaluate themselves as inadequate, experiencing challenges in both practice and time management in the classroom.

Various problems are identified regarding faculty-school collaboration. Factors such as doing the teaching practice in the 4th grade, the incompatibility of course hours and being the internship of 6 hours may reflect the problems experienced about cooperation. The reason for the emphasis on these problems may be the efforts of teacher candidates to prepare for both school courses and the Public Personnel Selection Examination (KPSS) in their final year of education (Parlakgüneş Erdoğan, 2023). Additionally, the implementation of a weekly 6-hour internship may pose difficulties for students in coordinating internship days and hours with their faculty courses.

Teacher candidates note that the crowded and small classrooms in the schools where they practice make classroom management difficult. This indicates that the physical conditions of the environment where teaching practice is conducted can negatively affect the performance of teacher candidates (Gürses, et al., 2005).

Problems such as the lack of regular meetings among stakeholders, feedback and correction deficiencies and insufficient collaboration can be determined. These mentioned problems will hinder the effective operation of the teacher training process. Guiding, evaluating and correcting during the teaching practice process are the responsibilities of both the supervising teachers and the advisor faculty members (Candaş, Özmen, 2023).

Looking at the solution suggestions offered by pre-service teachers, the following main headings come to the fore:

It is suggested that mentor teachers should be selected more carefully, empathy should be established, assignments should be made on the basis of volunteerism and teachers should be supervised. A more effective teaching practice process can be realised when pre-service teachers' suggestions about the mentor teacher are taken into consideration. One of the ways to achieve this may be in-service training seminars. In their study seeking answers to the question "What are the characteristics of a good German teacher?" Tanrıkulu and Üstün (2020) found similar results, as expressed by teacher candidates in this study, emphasizing that a good German teacher

should be supportive, empathetic, encouraging and possess subject mastery and professional competence.

The pre-service teachers suggest the assignment of counsellor lecturers on a voluntary basis. According to the trainees who state that they had difficulties in communication with the lecturer, it points to the idea that they will have a better process when the lecturers voluntarily carry out the teaching practice counselling duty by their own choice. An effective teaching practice process is a process that will significantly affect the future professional life, because it should not only be the first step into teaching but also an intensive experience and interaction process (Ünver, 2008).

Teacher candidates recommend being more active in their own learning process, adding practical application-oriented courses to the curriculum and organizing awareness-raising meetings. They need support in various ways to gain experience and contribute effectively (Schepens, Aelterman & Van Keer, 2007). According to Hascher and Wepf (2007), pre-service teachers acquire the skills of planning lessons, carrying out activities, maintaining discipline in the classroom, creating rules, implementation and evaluation during the teaching practice process.

It is proposed that teaching practice should be carried out in earlier grades and internship hours should be reduced. Insuring and paying the intern, limiting their number to max. of 5 and optimizing the inter-institutional cooperation are further recommendations. Another suggestion is to let internship teachers supervised by their schools or by universities. Therefore it may be useful to provide flexibility in internship days. Yücel (2018) states in her study that in addition to the responsibilities and competences of pre-service teachers, teachers and lecturers, the cooperation support between stakeholders and thus institutions constitutes an important dimension in the teaching practice process.

Regular meetings among stakeholders are proposed. It is possible to say that such meetings will make a positive contribution to the teaching practice process. Akkuş and Üredi (2021) also revealed in their study that communication issues among stakeholders must exist and they emphasize the necessity of coordination.

As a result, this study identifies the difficulties encountered by pre-service teachers, so it creates a starting point for solving these problems with various suggestions. The suggestions can be taken into consideration for the development of education programmes and for more effective training of pre-service teachers.

Research Ethics

Ethics Committee Approval: Ethical approval for this study was granted by the Necmettin Erbakan University Social and Human Sciences Ethics Committee on 12/04/2023, under decision number 150.

Author Contributions

The author(s) have (has) accepted responsibility for the entire content of this article and approved its submission.

Competing Interests

The author(s) state(s) no conflict of interest.

Research Funding

None declared.

Data Availability

Not applicable.

References

Abazaoğlu, İ. (2014). Dünyada Öğretmen Yetiştirme Programları ve Öğretmenlere Yönelik Mesleki Gelişim Uygulamaları. *Turkish Studies - International Periodical For The Languages, Literature and History of Turkish or Turkic*, *9*(5), 1-46. https://www.acarindex.com/pdf ler/acarindex-8dc19b83-08cd.pdf.

Akkuş, E. B., Üredi, L. (2021). An investigation of teacher and teacher candidates' views on the course of school experience. *International Journal of Evaluation and Research in Education (IJERE)*, (10) 1, 262-272. http://doi.org/10.11591/ijere.v10i1.20745.

Ayvacı, H. Ş., Özbek, D., & Bülbül, S. (2019). Bir Öğretmenlik Uygulaması Sürecinin Farklı Katılımcılar Tarafından Değerlendirilmesi. *Abant İzzet Baysal Üniversitesi Eğitim Fakültesi Dergisi*, *19*(1), 57-66. https://doi.org/10.17240/aibuefd.2019.19.43815-487564.

Baltacı, A. (2019). Nitel araştırma süreci: Nitel bir araştırma nasıl yapılır?. *Ahi Evran* Üniversitesi *Sosyal Bilimler Enstitüsü Dergisi*, *5*(2), 368-388. https://dergipark.org.tr/en/download/article-file/898942.

Bay, D. N., Şeker, P. T., & Alisinanoğlu, F. (2020). Öğretmenlik Uygulaması Dersine İlişkin Öğretmen Adaylarının Görüşleri. *Anadolu University Journal of Education Faculty*, *4*(1), 1-20. https://doi.org/10.34056/aujef.625497.

Bektaş, M., Horzum, M. B., & Ayvaz, A. (2010). "Öğretmenlik Uygulaması Dersi Öğretmen Adayı Akran Değerlendirme Ölçeği" Geliştirme Çalışması. *Education Sciences*, *5*(3), 1272-1280.

Bogdan, R. C. & Biklen, S. K. (2007). *Qualitative Research for Education An Introduction to Theory and Methods*, Fifth Edt. Pearson Publications.

Bozdağ, F. (2023). Nitel Araştırma Yöntemlerinde Bir Veri Analiz Tekniği Olarak "İçerik Analizi". Edt: Çetin, Adnan. *Nitel Araştırma Yöntemleri. Kuram, Uygulama ve Sınırlılıklar*. Çizgi Kitabevi.

Busetto, L., Wick, W., & Gumbinger, C. (2020). How to use and assess qualitative research methods. *Neurological Research and Practice*, *2*(1), 14.

Candaş, B., & Özmen, H. (2023). Öğretmen Adaylarının Pandemi Sürecinde Yürütülen Öğretmenlik Uygulaması Dersi Deneyimlerinin İncelenmesi. *Bayburt Eğitim Fakültesi Dergisi*, *18*(38), 351-384. https://doi.org/10.35675/befdergi.1210816.

Çetintaş, B., & Genç, A. (2005). Almanca Öğretmen Adaylarının Öğretmenlik Uygulaması Derslerine İlişkin Görüş Ve

Deneyimleri. *Hacettepe Üniversitesi Eğitim Fakültesi Dergisi*, 29 (29), 75-84.

Çevik, C., & Alat, K. (2012). Uygulama Öğretmenlerinin Öğretmenlik Uygulaması Dersine Yönelik Tutum Ölçeği Geliştirilmesi. *Uludağ Üniversitesi Eğitim Fakültesi Dergisi*, *25*(2), 359-380.

Denzin, N. K. & Lincoln, Y. S. (Eds) (1994). *Handbook of Qualitative Research*. Sage Publications.

Erbaş, S., Kılcan, B., Yel, Ü., Yaylacı Kılıç, Z., vd. (2022). Öğretmen Yetiştiren Akademisyenlerin ve Ortaokul Öğretmenlerinin Kök Değerlere İlişkin Görüşleri: Nitel Bir Çalışma. *Ahmet Keleşoğlu Eğitim Fakültesi Dergisi*, *4*(2), 360-375.

Ergün, N. (2023). Durum Çalışması. In: *Nitel Araştırma Yöntemleri. Kuram, Uygulamaa ve Sınırlılıklar* (Ed. Adnan Çetin). Çizgi Yayınevi.

Güngördü, A. (1999). Öğretmenlik Deneyimi ve Öğretmenlik Uygulaması: Fakülte-Okul İşbirliği. *Kuram Ve Uygulamada Eğitim Yönetimi*, *19*(19), 455-459. https://dergipark.org.tr/tr/download/article-file/108558.

Gürses, A., Bayrak, R., Yalçın, M., Açıkyıldız, M., & Doğar, Ç. (2005). Öğretmenlik uygulamalarında mikro öğretim yönteminin etkililiğinin incelenmesi. *Kastamonu Eğitim Dergisi*, *13*(1), 1-10.

Hascher, T. & Wepf, L. (2007). Lerntagebücher im Praktikum von Lehramtstudierenden. *Empirische Pädagogik*, 21. 101-118.

Karaman, F. (2018). Almanca Öğretmen Adaylarının Empatik Eğilim Düzeyi. *Batman Üniversitesi Yaşam Bilimleri Dergisi*, *8*(1/1), 52-57. https://dergipark.org.tr/tr/download/article-file/492029.

Orhan, A. (2020). Anadolu ve Fen Liselerinde Öğretmenlik Uygulaması Dersine İlişkin Almanca Öğretmen Adaylarının ve Lise Öğrencilerinin Deneyimleri. *Turkish Studies-Educational Sciences*, *15*(4), 2785-2800. https://dx.doi.org/10.47423/TurkishStudies.44870.

Özçelik, N. (2012). Yabancı Dil Öğretmen Adaylarının Okul Deneyimi ve Öğretmenlik Uygulaması Dersine İlişkin Görüşleri. *Gazi Üniversitesi Gazi Eğitim Fakültesi Dergisi*, *32*(2), 515-536.

Özdaş, F., Ekinci, A. ve Bindak, R. (2014). Öğretmenlerin demokrasiye ilişkin tutumlarının bazı değişkenler açısından incelenmesi. *Inonu University Journal of the Faculty of Education*, *15*(3), 65-81. DOI:10.17679/iuefd.15384557.

Özden, Y. (2020). *Eğitimde yeni değerler: eğitimde dönüşüm* (13. Baskı). Pegem Akademi Yayıncılık.

Özkılıç, R., Bilgin, A., & Kartal, H. (2008). Farklı Bölümlerdeki Öğretmen Adaylarının Öğretmenlik Uygulaması Dersi Hakkındaki Görüşleri. *Education Sciences*, *3*(4), 702-711. https://doi.org/10.12739/ 10.12739.

Parlakgüneş Erdoğan, S. (2023). Almanca Öğretmenliğinde 2018-2019 Ortak Müfredata Dair Öğrenci Görüşleri. Konya Örneğinde Bir Araştırma. Edt. Akpınar Dellal, Nevide; Yıldız, Özgür; Balkaya, Şengül. *Educatıon, Scıence And Art In The Age Of Dıgıtal Transformatıon: Indıvıdual And Socıety*. Lambert Academic Publishing.

Patton, M. Q. (2002). *Qualitative Research and Evaluation Methods* (3rd ed.). Sage Publications.

Punch, K. F. (2013). *Introduction to social research: Quantitative and qualitative approaches*. Sage.

Schepens, A., Aelterman, A. & Van Keer, H. (2007). Studying learning processes of student teachers with stimulated recall interviews through changes in interactive cognitions. *Teaching and Teacher Education*, 23, 457-472. https://www.sciencedirect.com/science/article/pii/ S0742051X06001922?via%3Dihub.

Sünkür Çakmak, M. (2019). Öğretmen Adaylarının Öğretmenlik Uygulaması Derslerine İlişkin Görüşleri. *Siirt Üniversitesi Sosyal Bilimler Enstitüsü Dergisi*, *7* (13), 207-226. https://dergipark.org.tr/tr/download/article-file/746437.

Şenyıldız, A., Barut, İ., Keleş, N. & Akyıldız, Y. (2018). Kollektive Videogestützte Reflexion eigener Lehrproben türkischer DaFStudierender im Begleitseminar zum Schulpraktikum. *Anadolu University Journal of Education Faculty*, *2*, 149-157. https://dergipark. org.tr/tr/download/articlefile/529428.

Şimşek, S., Alkan, V., & Erdem, A. R. (2013). Öğretmenlik uygulamasına ilişkin nitel bir çalışma. *Pamukkale Üniversitesi Eğitim Fakültesi Dergisi*, *34*, 63-73. https://doi.org/10.9779/PUJE624.

Tanrıkulu, L. & Üstün, B. (2020). İyi Bir Almanca Öğretmeni Özelliklerine Yönelik Almanca Öğretmen Adaylarının Görüşleri. *International Journal of Languages' Education and Teaching*, *8*(4), 296-304. https://doi.org/10.29228/ijlet.46901.

Ünver, Ş. (2008). Reflexionen Und Vorschläge Zur Steigerung Der Effektivität Des Lehramtpraktikums Für Daf In Der Türkei. *Hacettepe Üniversitesi Eğitim Fakültesi Dergisi*, *35*, 319-331. https://dergipark. org.tr/tr/download/article-file/87590.

Üstünel, E., & Karacabey, S. (2017). Anadili Almanca Olan Bir Stajyer Öğretmen Tarafından Uygulanan Almanca Konuşma Saati Etkinliği Hakkındaki Almanca Öğrencilerinin Görüşleri. *Kesit Akademi Dergisi*, *10*, 151-160. https://dergipark.org. tr/tr/download/article-file/1520631.

Vandenberghe, R. (2002). Teachers' professional development as the core of school improvement. *International Journal of Educational Reseach*, *38*(8), 653-659. https://doi.org/10.1016 /S0883-0355(03)00063-6.

Yazçayır, N. & Yıldırım, N. (2021). Öğretmen yetiştirme lisans programları ve öğretmenlik meslek bilgisi alt boyutunun karşılaştırmalı analizi "Türkiye ve Singapur". *The Journal of Turkish Educational Sciences (TEBD)*, *19*(1), 182-218. https://doi.org/10.37217/tebd.733698

Yıldırım Yakar, Z., Uzun, E., & Tekerek, B. (2021). Öğretmenlik Uygulaması Dersi Kapsamında Karşılaşılan Sorunlar ve Çözüm Önerileri. *Kahramanmaraş Sütçü İmam Üniversitesi Sosyal Bilimler Dergisi*, *18*(1), 220-245. https://doi.org/10.33 437/ksusbd.655590.

Yıldırım, A., & Simsek, H. (2008). Sosyal Bilimlerde Nitel Arastirma Yöntemleri. Seckin Yayinlari.

Yılmaz Özelçi, S. (2020). Öğretmen Yetiştirme ve Öğretmen Niteliğine İlişkin Resmi Belgelerde Eleştirel Düşünme ve Öğretiminin Yeri. *Necmettin Erbakan Üniversitesi Ereğli Eğitim Fakültesi Dergisi*, *2*(2), 124-135. https://doi.org/10.51119/ereegf.2020.1.

YÖK. (1998). Fakülte-Okul İşbirliği Kılavuzu YÖK/Dünya Bankası. https://www.yok.gov.tr/Documents/Yayinlar/Yayinlarimiz/Fakulte-Okul-Isbirligi.pdf.

Yücel, M. S. (2018). Ansichten von Lehramtskandidaten und Lehrkräften der Deutschlehrerausbildung im Hinblick auf das Schulpraktikum am Beispiel der Universität Trakya. *Diyalog Interkulturelle Zeitschrift Für Germanistik*, *6*(2), 169-182. https://dergipark.org.tr/tr/download/article-file/617327.

Zeybek, G., & Karataş, K. (2022). Öğretmenlik Deneyimine İlk Adım: Öğretmenlik Uygulaması Sürecinin İncelenmesi. *MANAS Sosyal Araştırmalar Dergisi*, *11*(3), 973-990. https://doi.org/10.33206/mjss. 995588.

Almanca Öğretmenliği Lisans Programı (YÖK). https://www.yok.gov.tr/Documents/Kurumsal/egitim_ ogretim_dairesi/Yeni-Ogretmen-Yetistirme-Lisans-Programlari/Almanca _

Ogretmenligi_Lisans_Programi.pdf. (Erişim tarihi 07.11.2023).

Yeni Öğretmen Yetiştirme Lisans Programları. Programların Güncelleme Gerekçeleri, Getirdiği Yenilikler ve Uygulama Esasları (YÖK). https://www.yok.gov.tr/Documents/Kurumsal/egitim_ ogretim_dairesi/Yeni-Ogretmen-Yetistirme-Lisans-Programlari/SSS.pdf. (Erişim tarihi 07.11.2023).