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**EXPECTATIONS AND EXPERIENCES OF ENGLISH TEACHER-
TRAINEES ON THEIR COOPERATING TEACHERS DURING THE
TEACHING PRACTICE PROCESS**

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A Master's Thesis**

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ÖĞRETMEN ADAYLARININ STAJ ÖĞRETMENLERİNDEN
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İmza

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Öğretmen Adaylarının Staj Öğretmenlerinden İngilizce Öğretmenliği Stajı Sürecinde Beklentileri ve Deneyimleri (Yüksek Lisans Tezi)

Selman KARAKUŞ

ÖZ

Staj öğretmeni ve öğretmen adaylarının ilişkisi, öğretmenlik uygulaması prosedürünün en önemli yönlerinden biridir. Ek olarak, öğretmen adaylarının staj yaptıkları öğretmenlerden beklentileri, süreç hakkında bilgi verebilir. Yükseköğretim Kurulu'na göre staj öğretmenlerin İngilizce öğretmenlik stajı sürecinde belirli resmi görev ve sorumlulukları vardır. Buna göre staj yapan öğretmenler, öğretmen adaylarının faaliyetleri hakkında önerilerde bulunmak; faaliyetleri yönlendirmek, izlemek, değerlendirmek, öğretmen adaylarının gelişimini izlemek ve bu doğrultuda onlara rehberlik etmektir. Ancak staj öğretmenin bu sorumlulukları ne ölçüde tamamladığı tartışmalıdır. Ayrıca öğretmen adaylarının stajlarında bu görevleri bekleyip beklemedikleri de sorgulanabilir. Bu çalışmada öğretmen adaylarının staj sürecinden beklentileri ve deneyimleri üzerinde çalışılmıştır. Spesifik olarak, öğretmen adaylarının genel öğretim yeterlikleri, 21. yüzyıl becerileri ve mentorluk becerileri gibi yönlerden beklentileri vurgulanır. Öğretmen adaylarının beklenti ve deneyimlerinin tüm yönlerini kapsayacak şekilde karma araştırma tasarımı kullanılarak araştırıldı. Uygulama öncesi ve sonrası çevrimiçi anketler ile öğretmen adaylarının beklenti ve deneyimleri anlaşılmıştır. Ayrıca, çevrimiçi anketlere eklenen görüşmeler ve açık uçlu sorulardan öğretmen adayları için ideal staj öğretmeni anlaşılmıştır. Toplanan nicel veriler, Google Office uygulamaları ile betimsel analizler yapılarak sadeleştirilmektedir. Öğretmen adaylarının görüşlerinin benzerliklerini ve farklılıklarını vurgulamak için nitel veriler için içerik analizi kullanılmıştır. Mevcut bulgulara göre öğretmen adaylarının geribildirime, samimiyete, öğrencilere karşı enerjik ve kibar olmaya, öğretmen adaylarına meslektaş gibi davranmaya, yansıtmaya, kariyer kararlarında rehberlik etmeye vb. ihtiyaçları vardır. Eylem ve davranışların çoğu gerçekçi olmasa da duygusal destekleyici eylemlerdir. politika belgelerinde belirtilmemiştir. Öğretmen adaylarının beklenti ve deneyimleri nicel olarak incelendiğinde, öğretmen adaylarını geleceğin meslektaşları olarak görme ve erişilebilirlik beklentilerinin karşılandığı ve okul ortamının tanıtılmasının beklenenden daha az olduğu açıktır. 21. yüzyıl becerileri, genel öğretim yetkinlikleri ve rehberlik uygulamalarını içeren staj yapan öğretmenlerin diğer görevleri, beklenenden biraz daha düşüktür. Sertifika kriterlerinin iyileştirilmesi, sertifika prosedürü ve staj yapan öğretmenlerin rolleri ve görevleri konusunda eğitilmesi gibi öneriler, öğretmen adayları ile ilişkileri geliştirmek için önerilmiştir.

Anahtar Kelimeler: İdeal Staj Öğretmeni, İngilizce Öğretmenliği Stajı, Öğretmen Adayı Beklentileri.

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**Expectations and Experiences of Teacher-trainees on Their Cooperating Teachers During
the EFL Teaching Practice Process
(Master's Thesis)**

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ABSTRACT

The cooperating teacher and teacher-trainee relationship is one of the most crucial sides of the teaching practice procedure. Additionally, expectations of teacher-trainees from their cooperating teacher may offer insightful interpretations. According to the Higher Education Council cooperating teachers have certain official duties and responsibilities in the EFL teacher practicum process. Accordingly, cooperating teachers have duties, such as making suggestions about TTs' activities; guide, monitor, evaluate activities, monitor teacher-trainees development and guide them accordingly. However, to what extent these responsibilities are facilitated by cooperating teacher is questionable. Furthermore, whether teacher-trainees expect official duties from their cooperating teachers can also be questioned. In this study, teacher-trainees expectations and experiences from the practicum process is worked upon. Specifically, teacher-trainees expectations from aspects such as general teaching competencies, 21st century skills, and mentoring skills are highlighted. Mixed research design is used to cover all aspects of teacher-trainees' expectations and experiences. Convenience sampling was used in the study and 58 teacher-trainee who studied at Burdur Mehmet Akif Ersoy university participated in the study. Through online surveys that were facilitated before and after the practicum, expectations and experiences of teacher-trainees was comprehended. Furthermore, ideal cooperating teacher for teacher-trainees was implied from interviews and open-ended questions that are added to online surveys. Collected quantitative data is analysed through descriptive analysis via Google Office Suit applications. Content analysis was used for qualitative data to highlight similarities and differences of teacher-trainees opinions. According to the findings, teacher-trainees expect feedback, sincerity, being energetic and polite to students, behaving TTs as a colleague, reflection, guidance in career decisions, etc. Although most of the acts and behaviours are not unrealistic, emotional supportive acts are not mentioned in policy documents. When expectations and experiences of teacher-trainees are analysed quantitatively it is clear that seeing TTs as future colleagues and accessibility expectations are met and introducing the school environment responsibility is less than expected. Other duties of cooperating teachers that include 21st century skills, general teaching competencies, and mentoring practices are slightly lower than expected. Suggestions like improving certificate criteria, the certification procedure, and educating cooperating teachers regarding their roles and duties have been suggested to enhance the relationship with their teacher-trainees.

Keywords: EFL Teacher Practicum, Ideal Cooperating Teacher, Teacher-trainee Expectations.

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LIST OF ABBREVIATIONS

AACTE: the American Association of Colleges for Teacher Education

ATE: Association of Teacher Educators

CSM: Clinical Supervision Model

CT: Cooperating teacher

EFL: English as a Foreign Language

HEC: Higher Education council

NCATE: National Council for Accreditation for Teacher Education

TSP: Teacher Strategy Paper

TT: Teacher-trainee

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CHAPTER I

INTRODUCTION

This introduction chapter presents the background of the study, a statement of the problem and purpose of the thesis, followed by the research questions, the significance of the study, and definitions of the relevant terms

1.1. Background to the Study

Throughout teacher education, the practicum process is always regarded as one of the most vital parts of teacher education programs. During the last decade, the link between English as a Foreign Language (EFL) teacher training and the practicum process has been at the center of much attention. The practicum stage for teachers is one of the key components of teacher training. It is also acknowledged as a core learning experience for teacher-trainees (Wright, 2010). The process has a three-tier system that consists of three major stakeholders. These members are cooperating teachers, teacher-trainees, and teacher-trainers (Burton & Greher, 2007). The related studies state that these members have some duties and every aspect of these roles is valuable for teachers' development. Additionally, according to teacher-trainees, the support they get from the cooperating teacher is significant. (Hobson, Malderez, Tracey, Giannakaki, Pell & Tomlinson, 2008)

According to Shaw (1992), cooperating teachers are experienced teachers who support and assess their less experienced colleagues with guidance, counseling, supervision, reflection, and coaching. This training is vital as future teachers will be selected from the teacher-trainees. Darling-Hammond and Berry (1998) state that well-prepared and well-educated teachers are the most crucial aspect of continuous educational reform. teacher-trainees are one of the most prominent factors in this reform process.

Brooks and Sikes (1997, p.88) suggest some competencies cooperating teachers should have.

- managing and organizing classrooms efficiently.
- enabling learners to find out in ways that are effective for them.
- changing the curricula moderately to maintain an optimal learning experience.
- maintaining discipline even with challenging learners.
- matching content and pedagogy to appeal to learners.
- knowing a number of assessment procedures for practical evaluation.
- being able to work collaboratively.

As the cooperating teacher, teacher-trainee relationship plays a vital role in maintaining EFL teacher education, special attention should be given to the issue. Additionally, this relationship is also crucial, as cooperating teachers and teacher-trainees are the main characters compared to other stakeholders such as cooperating school administration, faculty practicum organization staff, etc. Wood and Weasmer (2003) suggest that this relationship between teacher-trainees and cooperating teachers constructs the values, beliefs, and teaching skills of teacher-trainees. Fairbanks, Freedman, and Kahn (2000) explain the harmony between cooperating teacher and teacher-trainee with the 'learning to dance' analogy. They assert that mentoring a new teacher is a process of negotiation and dialogue. This harmony can be maintained only in this way. Additionally, it can be understood from Fairbanks et al. (2000) that a teacher-trainee's way of thinking as a teacher is also shaped throughout the practicum stage. The teacher-trainee can utilize a new thinking and understanding template of foreign language education during this period. The teacher-trainee, or namely teacher-to-be, can turn the theories into practices with the help of practicum (Gursoy & Damar, 2011). The cooperating teacher might act in many roles. These roles include being a model, planner of teaching experiences, observer, assessor, demonstrator, conferencer, professional peer, counselor, and friend (Gursoy & Damar, 2011). There are some competencies that teacher-trainees should improve during their practicum. These competencies are classroom teaching, learning to teach through observations from cooperating teachers and other teacher-trainees, and

reflecting on the practice. On the other hand, cooperating teachers also play an equally crucial role in EFL teacher-trainees' professional development (Hennissen, Crasborn, Brouwer, Korthagen, & Bergen, 2011). Namely, cooperating teachers help teacher-trainees to use the theoretical knowledge into real practices. There is also continuous professional interaction between cooperating teachers and teacher-trainees. This interaction helps teacher-trainees to develop further as it provides opportunities to combine theoretical knowledge with actual practices.

On the other hand, if the cooperating teacher and teacher-trainee dyad support different views on their roles, a conflict occurs. This conflict occurs as TTs and CTs do not know their responsibilities and duties. Prior studies, such as that of Eroz-Tuga and Rakicioglu-Soylemez (2014) have convincingly shown that this conflict occurs between cooperating teachers and teacher-trainees as TTs and CTs perceive the practicum process differently. Hence, the expectations of teacher-trainees from practicum are often disregarded by the cooperating teacher. Sanders et al. (2005) assert that there is a dispute between what a cooperating teacher is supposed to do in the practicum process and what they are actually doing in practice. They also state that this disagreement between literature claims and actual practices may also result in an impediment to the development of practicum practices.

In theory, there are several teacher-training models for cooperating teachers; in reality, these concepts may or may not be correlated with the beliefs that cooperating teachers hold. Kiraz and Yıldırım (2007) state that most cooperating teachers act only as evaluators of teacher-trainees throughout their practicum. Apart from the evaluator role of cooperating teacher, there are other roles that must be applied to maintain a healthy relationship between cooperating teacher and the teacher-trainee. Cooperating teachers should also provide constructive feedback, and guide and assist cooperating teachers in their practicum process. Bullough (2005), on the other hand, approaches the topic from a different perspective. The teacher-trainees are not considered a stakeholder when writing a curriculum. They act as an extensive part of the curriculum. Consequently, the identity

of teacher-trainees should be acknowledged by educational administrators. Otherwise, the process would not be as efficient as it should be.

In other parts of the globe, professional organizations like the National Council for Accreditation for Teacher Education (NCATE), the American Association of Colleges for Teacher Education (AACTE), and the Association of Teacher Educators (ATE) determine the rules and regulations. The Higher Education Council (HEC) controls the regulations of the practicum process in Türkiye. HEC prepares programs and curricula for teacher education departments. Teacher-trainees select certain courses and practice teaching at state schools according to these centralized programs and curricula. English Language Teaching (ELT) departments require a practicum before graduation. According to the Teacher Strategy Paper (TSP) (MEB, 2017) that will be applied between 2017 and 2023 the cooperating teachers, namely cooperating teachers, are required to hold a mentoring certificate. The aim of the seminar procedure follows:

- Ensuring effective coordination between institutions to improve teaching practice,
- Creating a national standard within the framework of the principles determined in planning, implementation, and evaluation,
- Improving the cooperation between the education faculty and the application school, increasing the information exchange,
- It is aimed to train qualified teachers with pre-professional experience.

(MEB, 2019)

Special attention should be given to TSP as it is an official paper that is specifically written to improve the teacher education process. In order to be more specific, the parts about cooperating teachers and teacher-trainees in practicum settings should be discussed. Between the actions that are provided to enhance the quality of education, the seventh and eighth actions are crucial for the topic. The seventh action is about a certification to accept teacher-trainees. This certificate is required for both teachers who will cooperate and administrations who will guide and assist teaching practice in schools. The qualities and qualifications of the certificate holders are decided by the Ministry of National Education. The eighth action mentions the renewal of the cooperation between faculties and schools.

Needed arrangements are made in order to select certain schools and cooperating teachers that meet the criteria that are decided by the Ministry (MEB, 2017).

There are many studies (e.g. Damar & Sali, 2013; Kiraz & Yildirim, 2007; Rakicioglu-Soylemez & Eroz-Tuga, 2014; Sag, 2008) that cover the teacher-trainee needs, desires, and expectations. Nevertheless, there are not many studies that cover the expectations and experiences of teacher-trainees. Most of the current studies cover only the expectations and experiences to compare the two. However, what is actually expected by teacher-trainees should also be asked. In this study, along with the expectations and experiences of teacher trainees regarding their cooperating teacher in the EFL teaching practice process, who is the ideal cooperating teacher for them will also be questioned. Furthermore, whether the ideal cooperating teacher for teacher-trainee correlates with the official duties of cooperating teachers will be explored. The study can be related to that of Rakicioglu-Soylemez and Eroz-Tuga (2014) from the expectations and experiences aspect, as they also used the comparison to see teacher-trainees expectations and experiences. Moreover, adding an ideal cooperating teacher for teacher trainees may deepen the implications as what is wanted and what is desired can be understood from the current research.

The aim of the study is to demonstrate the issues of the cooperating teacher-teacher-trainee relationship from the perspectives of the 4th-grade teacher trainees at Burdur Mehmet Akif Ersoy University. Additionally, the determining roles and duties of cooperating teachers and teacher-trainees by scholars and MEB will be discussed. Furthermore, suggestions based on the findings will be given for procuring ideal learning experiences for teacher-trainees.

1.2. The Statement of the Problem

It is known that EFL teacher practicum is a vital part of English teacher education in Türkiye as the process offers opportunities to apply what is learned throughout the learning process. In order to use this theoretical knowledge effectively to teach English in real classrooms, one cooperating teacher is assigned to teacher trainees in designated

schools by education faculties. These cooperating teachers are experienced teachers with a certificate to mentor teacher-trainees. Throughout the process, teacher-trainees participate in cooperating teachers' classes and observe the CT first. Then, teacher-trainees take over the teaching mission to gain experience in teaching. While TTs teach, the CT is also actively participating in teaching with reflection, feedback, criticism, detecting problems, and devising solutions. Nevertheless, the aforementioned acts are expectations and whether these expectations are met is questionable. Additionally, which personal attributes and competencies make an ideal CT for TTs are questioned in this research. Hence, what is expected by teacher-trainees can be understood as the needs and desires of teacher-trainees may change throughout the course of history. In addition, expectations may show what TTs need to feel better and what makes their teaching more feasible.

1.3. The Purpose of the Study

In the study, it is aimed to understand the expectations and experiences of teacher-trainees studying at Burdur Mehmet Akif Ersoy University regarding their cooperating teachers. Specifically, ideal cooperating teacher actions and responsibilities are asked to teacher-trainees. Then, whether the ideal cooperating teacher competencies and personal attributes for teacher-trainees are similar to the ideal cooperating teacher in the HEC (2018) policy documents will be seen. Finally, the experiences of teacher-trainees will be compared to the expectations.

In light of this purpose of the study, this research attempts to answer the following research questions:

Research Question 1: What competencies and actions: What are teacher-trainees' expectations regarding ideal cooperating teacher competencies and actions?

Research Question 1.a: Do teacher-trainees' mentoring expectations correspond with the stated official cooperating teacher duties?

Research Question 2: At the end of the practicum procedure, to what extent are teacher-

trainees' expectations met by the cooperating teachers?

1.4. The Significance of the Study

The study can infer interpretations of teacher-trainee needs from their practicum process. Namely, the needs and desires of teacher-trainees can be seen from the findings. Therefore, what is needed to make the practicum process more beneficial for teacher-trainees' professional development can be understood. Additionally, expectations and experiences of teacher trainees are collected towards needed competencies and official duties of cooperating teachers. Accordingly, whether these duties and responsibilities are facilitated and how well they are facilitated can be understood from the study. Although perceptions of teacher-trainees can show the needs of the current practicum process, the lack of literature in this body of research should be highlighted. An increase of research on the topic with differences in parameters such as geography, the success of teacher-trainees, teaching attitude, and aptitude of teacher-trainees may infer insightful implications about the needs and desires of teacher-trainees from the practicum process. Additionally, comparative studies that compare the English language teaching field and other teaching departments may infer whether certain criteria for all teaching departments are feasible for an optimal learning environment or not. Therefore, an increase in research studies can show whether stakeholders of practicum are functioning effectively. Namely, whether stakeholders are facilitating their official duties in the process can be seen. Moreover, the effectiveness of these duties can be analysed through the comments of the stakeholders. If analysed by authorities, further research can show the weaknesses and strengths of the current policies. Consequently, research such as those of Damar and Sali (2013); Rakicioglu-Soylemez and Eroz-Tuga (2014); and the current research can be seen as a benchmark of the practicum process as the implications of these studies can conclude which part of the designated roles of stakeholders are effective and which parts of the policies need polishing for a more modern approach. Furthermore, the effectiveness of stakeholders can also be inferred from the current research as comments of stakeholders that are affected by other stakeholders' actions are shared in the research. The study is

different from the literature as mixed research methodology is used and expectations and experiences of teacher-trainees are collected with novel data collection tools. New data collection tools are expected to increase the comprehensibility of teacher-trainee experiences.

1.5. Limitations

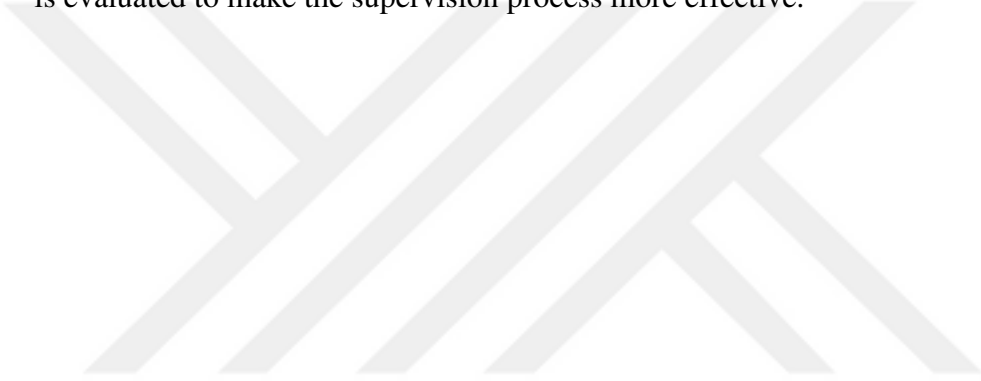
In the study 58 final year, teacher-trainees were asked what are their ideal competencies and personal attributes for their cooperating teachers and answers were collected through different data collection methods. Additionally, role expectations and experiences of cooperating teachers from a teacher-trainee perspective were collected through online questionnaires. Nevertheless, as Rakicioglu-soylemez and Eroz-tuga (2014) suggest, it is likely that teacher-trainees do not know what they should expect from their cooperating teacher. This may imply that teacher-trainees are not knowledgeable about the official roles of their cooperating teachers. This may limit the study as most of them could not expect certain roles and acts that may help them develop professionally. Some of the teacher-trainees realized that some of the duties were missing after policy documents were given. Additionally, the study covers only one ELT faculty in Türkiye. Therefore, the findings can be case-specific. Parameters, such as the success rate on university exams, ethnicity, religion, learning background, aptitude for teaching, and many other factors, can affect teacher-trainees' ideal cooperating teacher. Therefore, a study that includes more participants with different parameters may improve the generalizability of the research.

1.6. Definition of the Key Concepts

Higher Education Council (2018) explains how stakeholders related to teacher practicum should be conceived. Accordingly, definitions of stakeholders can be inferred from the aforementioned policy document. Cooperating teacher is a teacher who teaches in the field of the teacher-trainee and guides and counsels him in his practice studies at school, evaluates his work, and works in cooperation with the practice instructor. Teacher-trainer

is a university lecturer specializing in field teaching who teaches the teacher-trainee in the field and provides guidance and counseling by observing the teacher-trainee during the practice studies at school. It also refers to the higher education institution instructor who plans the teaching practices with the cooperating teacher, who actually attends and evaluates the course of the teacher-trainee, among those who have at least one of the titles of associate professor received from the Interuniversity Board in the teaching undergraduate program, educational sciences, and field education, and the title of associate professor in educational sciences and field education. Practicum is a process that consists of planned activities that introduce the teaching profession for my teacher-trainee to observe teaching practices and skills, which is the preparation stage for teaching practice. Teaching Practice is a process that includes the activities carried out in practice schools and in-class teaching practice in order to improve the teacher candidate's teaching skills. Teacher-trainee is a faculty-student who has completed the necessary conditions for teaching practice and will make school practice. Department Practicum Coordinator: the instructor who plans and carries out the management works related to the school practices of the department during the cooperation between the Faculty of Education and the School of Practice. National education directorate practicum coordinator: The director of national education, the assistant principal, or the branch manager in the province, who ensures that the teaching practices that the teacher-trainees will carry out in the practice education institutions, together with the faculties and educational institutions practice coordinators, are carried out according to the planned principles; in the district, it refers to the district director of national education or the branch manager. Cooperating school administration: In order to carry out the teaching practices in the educational institution according to the determined principles, the application refers to the director of the educational institution, the assistant principal, or the assistant principal, who provides communication and coordination between the educational institution and the relevant institutions and staff Clinical Supervision Model: The model was introduced by Cogan (1973) and improved the model and supported the idea that professional interactions between stakeholders is important. As teacher-trainees expect negative outcomes from the practicum process and TTs see practicum as a process that they will be criticized for their

weaknesses (Hopkins & Moore, 1993), TTs are added to the evaluation process in CSM. The process involves five stages. First, the Teacher-trainer organizes a meeting with TT and CT to form a plan for the next observations. Then, the teacher-trainer conducts an observation about TTs performance. After the observation, analysis of the teacher-trainer is facilitated to evaluate TT after the practicum. Next, the teacher-trainer organizes a post-practicum meeting to provide feedback for TTs' professional development. Finally, the teacher-trainer facilitates a self-evaluation in which the performance of the teacher-trainer is evaluated to make the supervision process more effective.



CHAPTER II

LITERATURE REVIEW

In this chapter, the process of English language teacher education will be explained. After the explanation, the nature of practicum and school experience will be explained through policy documents that are published by the Higher Education Council (HEC) (e.g. HEC, 2018, 2018b, 2021). Stakeholders of practicum will be highlighted through documents as the topic of the research is specifically about expectations and experiences of teacher-trainees regarding their cooperating teacher. Then, the expectations and official duties of CTs will be stated. Finally, studies related to the current topic will be reviewed. Studies will be divided into two categories: the studies conducted in Türkiye and international studies.

2.1. English Language Teacher Education in Türkiye

In Türkiye, ELT divisions are responsible for educating English language teachers who can work for both the government and private sector. After high-school students take the nationwide university test and special language test, they can choose ELT programs throughout the country. Programs for language teaching often require a prep-class or a language-competence test that shows the competency of the student. After handing over a competency document or completing the prep class, students can enroll for actual classes in the English Language Teaching department. The current ELT program was constructed by HEC in 2018. Although universities can use their own education program, the English Language Teacher Education Programme (ELTEP) offers a framework. Below, ELTEP 2018 can be seen.

Table 1.

2018 ELTEP First Term Course plan

Code	Course Name	T	U	K	ECTS
MB	Introduction to Education	2	0	2	3
MB	Educational Sociology	2	0	2	3
GK	Ataturk's Principles and History of Turkish Revolution 1	2	0	2	3
GK	Foreign Language 1	2	0	2	3
GK	Turkish Language 1	3	0	3	5
GK	Information Technologies	3	0	3	5
AE	Reading Skills 1	2	0	2	2
AE	Writing Skills 1	2	0	2	2
AE	Listening and Pronunciation 1	2	0	2	2
AE	Oral Communication Skills 1	2	0	2	2
	TOTAL	22	0	22	30

Table 2.

2018 ELTEP Second Term Course plan

Code	Course Name	T	U	K	ECTS
MB	Educational Psychology	2	0	2	3
MB	Educational Philosophy	2	0	2	3
GK	Ataturk's Principles and History of Turkish Revolution 2	2	0	2	3
GK	Foreign Language 1	2	0	2	3
GK	Turkish Language 1	3	0	3	5
AE	Reading Skills 1	2	0	2	2
AE	Writing Skills 1	2	0	2	3
AE	Listening and Pronunciation 1	2	0	2	3
AE	Oral Communication Skills 1	2	0	2	3
AE	Structure of English	2	0	2	2
	TOTAL	21	0	21	30

Table 3.

2018 ELTEP Third Term Course plan

Code	Course Name	T	U	K	ECTS
MB	Educational Technologies	2	0	2	3
MB	Principles and Methods in Teaching	2	0	22	3
MB	Optional 1	2	0	2	4
GK	Optional 1	2	0	2	3
AE	Optional 1	2	0	2	4
AE	Approaches in English Language Learning and Teaching	2	0	2	3
AE	English Literature 1	2	0	2	4
AE	Linguistics 1	2	0	2	3
AE	Critical Reading and Writing	2	0	2	3
	TOTAL	18	0	18	30

Table 4.

2018 ELTEP Fourth Term Course plan

Code	Course Name	T	U	K	ECTS
MB	Turkish Education History	2	0	2	3
MB	Educational Research Methods	2	0	2	3
MB	Optional 2	2	0	2	4
GK	Optional 2	2	0	2	3
AE	Optional 2	2	0	2	4
AE	Teaching Programs in English Teaching	2	0	2	3
AE	English Literature 2	2	0	2	4
AE	Linguistics 2	2	0	2	3
AE	Language Acquisition	2	0	2	3
	TOTAL	18	0	18	30

Table 5.

2018 ELTEP Fifth Term Course plan

Code	Course Name	T	U	K	ECTS
MB	Classroom Management	2	0	2	3
MB	Moral and Ethics in Education	2	0	2	3
MB	Optional 3	2	0	2	4
GK	Optional 3	2	0	2	3
AE	Optional 3	2	0	2	4
AE	Teaching English to Young Learners 1	2	0	2	5
AE	Teaching English Language Skills 1	2	0	2	5
AE	Teaching English and Literature 1	2	0	2	5
	Total	16	0	16	30

Table 6.

2018 ELTEP Sixth Term Course plan

Code	Course Name	T	U	K	ECTS
MB	Testing and Evaluation in Education	2	0	2	3
MB	Turkish Education System and School Management	2	0	2	3
MB	Optional 4	2	0	2	4
GK	Optional 4	2	0	2	3
AE	Optional 4	2	0	2	4
AE	Teaching English to Young Learners 2	2	0	2	5
AE	Teaching English Language Skills 2	2	0	2	5
AE	Teaching Language and Literature 2	2	0	2	3
	TOTAL	18	0	18	30

Table 7.

2018 ELTEP Seventh Term Course plan

Code	Course Name	T	U	K	ECTS
MB	Teaching Practice 1	2	6	5	10
MB	Education of Special Needed and Inclusion Teaching	2	0	2	3
MB	Optional 5	2	0	2	4
GK	Serving Society	1	2	2	3
AE	Optional 5	2	0	2	4
AE	Developing Course Content in English Teaching	3	0	3	3
AE	Translation	3	0	3	3
	TOTAL	15	8	19	30

Table 8.

2018 ELTEP Eighth Term Course plan

Code	Course Name	T	U	K	ECTS
MB	Teaching Practice 2	2	6	5	15
MB	Guidance in Schools	2	0	2	3
MB	Optional 6	2	0	2	4
AE	Optional 6	2	0	2	4
AE	Preparing Exams in English Language Teaching	3	0	3	4
	TOTAL	11	6	14	30

From the tables 1, 2, 3, 4, 5, 6, 7, and 8, it can be seen that in the undergraduate period, General Culture Courses are mainly taught in the first and second semesters. In addition, students take at least one General Culture Course each semester. General Culture courses within the scope of the undergraduate program; Turkish Written Expression, Turkish Oral Expression, Computer, Effective Communication, History of Turkish Education, Scientific Research Methods, Drama, Community Service Practices, Atatürk's Principles, and History of Revolution. Also as Teaching Profession Courses, students, Introduction to Educational Science, Educational Psychology, Teaching Principles and Methods, Special Teaching Methods, Instructional Technologies and Material Design, Classroom Management, Measurement and Evaluation, School Experience, Guidance, Special

Education, Comparative Education, Turkish Education System, and School Administration must take Teaching Practice courses. (HEC, 2018b)

In 2018, a new English Language Teacher Education Programme (ELTEP) was introduced by the HEC. Accordingly, courses in English language teaching programs are divided into three categories: Professional Knowledge(MB), General Culture (GK), and Field Knowledge (AE). Teacher-trainees enroll for classes in the tables above to graduate.

In addition to ELT programs, certain programs that highlight the English language can take a certificate called Pedagogic Formation Certificate. According to the HEC (2021), in order to meet teacher needs, education faculties can enroll in the pedagogic formation certification process. Thanks to this certificate, university graduates from some departments such as linguistics, English language, and literature can apply for KPSS (Public Personnel Selection Examination) to become appointed teachers in the Ministry of National Education. Below, the courses that the pedagogic formation training certification program offers can be seen.

Table 9.

First Semester Courses of Pedagogic Formation Training Certification Program

Code	Course Name	T	U	K	ECTS
	Introduction to Education	3	0	3	6
	Teaching Methods and Principles	3	0	3	6
	Classroom Management	2	0	2	4
	Special Teaching Methods	3	0	3	6
	Teaching Application 1	1	6	4	8
	Total	12	6	15	30

Table 10.

Second Semester Courses of Pedagogic Formation Training Certification Program

Code	Course Name	T	U	K	ECTS
	Testing and Evaluation in Education	3	0	3	6
	Education Psychology	3	0	3	6
	Special Education and Guidance	3	0	3	6
	Instructional Technologies	2	0	2	4
	Teaching Application 2	1	6	4	8
	Total	12	12	30	30

2.2. Practicum and School Experience

The purpose of the practicum is to work with cooperating teachers in schools, which will enable the teacher-trainees to be better prepared for the teaching profession, to gain the competence to use the knowledge, skills, attitudes, and behaviors related to the general culture, special field education and teaching profession in a real education-teaching environment (Wright, 2010). In the study Teaching Application courses that can be seen in both 2018 ELTEP and pedagogic formation courses are mentioned as a practicum.

Making observations about field-specific special teaching methods and techniques; making micro-teaching practices using field-specific special teaching methods and techniques; the ability to independently plan a lesson; developing course-related activities and materials; preparing teaching environments; managing the classroom, measuring, evaluating, and reflecting actions are facilitated in practicum process and these actions can drastically improve teaching abilities of teacher-trainees. (Darling et al., 1998)

Terminologies regarding the practicum process should be mentioned as they will be used to discover the nature of the practicum. All of the terminologies are explained in the policy documents that are published by Higher Education Council (2018)

2.2.1. Time and duration of teaching practices. Teaching practice courses in

undergraduate and pedagogical formation certificate education programs are 6 (six) hours per week for two semesters. In each semester, the teacher-trainee lectures at least 4 (four) times, in different weeks, under the supervision of the cooperating teacher. Considering the number of teacher-trainees per cooperating teacher depending on the Field/Branch, the teacher-trainee is allowed to plan and teach the lesson. The lesson time that the application student will actually teach; In the weekly course schedule of the relevant course, it is planned to be at least 14 (fourteen) hours in total for 1-2 hours, and not less than 24 (twenty-four) hours in total for those with 3 (three) hours or more. Teaching practices are carried out in public and private educational institutions affiliated with the Ministry of National Education in the province or district where the faculty is located. In educational institutions; classes, branches, and guide students who will participate in the application can do some of their applications in educational institutions in villages, depending on the physical condition of the educational institutions and the number of teachers. (HEC, 2018)

2.2.2. Teaching practice training certificate. It refers to the certificate given by the Ministry to the administrators and teachers who will guide the students participating in the teaching practice and contribute to their education by having pre-professional experience. Practice student evaluation system is the module in MEBBİS (Ministry of National Education Information Processing System) where the works and procedures related to the teaching practice are carried out.

2.2.3. Principles of practicum. In Türkiye, HEC (2018) presents some principles that can help CTs and TTs to efficiently complete EFL teacher practicum. Planning the teaching practice: Cooperating teachers, teacher-trainees, and teacher-trainers are matched by the faculties that will send students to the practice, taking into account the number of cooperating schools, cooperating teachers, and teacher-trainers and their branches, in cooperation and coordination with the provincial national education directorates. The list of cooperating teachers, teacher-trainees, and teacher-trainers matched by the provincial directorate of national education is submitted to the governor's

approval. Faculties are responsible for the grievances of the students they have taken into teaching practice without working in coordination with the provincial directorates of national education. Cooperation and coordination between institutions: Principles regarding teaching practices are determined jointly by the Ministry of National Education and the Higher Education Council. Implementation studies are carried out under the coordination of national education directorates and education faculties, based on the principles determined on the basis of sharing responsibilities. The Teacher Training Working Group, established within the body of the Higher Education Council, plays an active role in determining these principles. Practice in the institution environment: Teaching practices are carried out in public or private education institutions affiliated to MEB determined by the provincial/district national education directorates, at the level and fields of education where the students will be the teachers. Active participation is essential for the teacher-trainees to participate in the education and training processes. For this reason, each teacher-trainee is asked to perform the activity/activities related to teaching practices. Practice students are provided to carry out activities related to teaching practices gradually. Spreading the implementation process over a wide period of time: The teaching practices program; consists of a comprehensive set of processes such as planning, examining, researching, participating, analysing, evaluating, and developing. Each of these processes consists of preparation, implementation, evaluation, and development stages. The teacher-trainee needs much more time than the actual practice time in order to acquire the teaching behaviors at the desired level through these processes. For this reason, teaching practices are given in at least two semesters in order to give the teacher-trainee an increasing responsibility and practice competence. Joint evaluation: Since the implementation activities are planned and carried out jointly by the parties, the performance of the teacher-trainee in teaching practices is evaluated separately by the practice instructor and the cooperating teacher. The success of the teacher-trainee in teaching practices is determined as a grade by combining the evaluations made by the practice instructor and the cooperating teacher, in accordance with the provisions of the "Education-Teaching and Examination Regulations" of the university/faculty. The cooperating teacher and the practice instructor process the general and final evaluation of

the teacher-trainee into the Practice Student Evaluation System. These evaluations, which are processed into the system, are submitted to the faculty management by the application instructor. Scope and diversity: the teaching profession; covers various activities such as planning the lesson/application, teaching the lesson, guiding the students on issues related to classroom management, workshop, and laboratory management, evaluating student success, and participating in administrative affairs and educational studies. Teachers work in general-vocational, day-boarding, boarding, city and village schools with different conditions, in separate or combined classes. For this reason, teaching practices are planned and carried out in a way that covers all duties and responsibilities required by the teaching profession in various ways. Implementation process and continuity of personnel development: According to the results obtained in the teaching practice studies, the competencies of the personnel participating in the teaching practices and the implementation process are evaluated and continuously improved. Implementation in place and supervision: Providing the expected benefit from teaching practices; The activities that teacher-trainees will do within the scope of teaching practices are possible with the close monitoring, guidance, and evaluation of the practice instructors of the faculty where they are students. For this reason, teaching practices are carried out in educational institutions in the province or district where the faculty is located.

In accordance with the criteria below, cooperating teachers are determined within the framework of cooperation between the faculty practice coordinator and the school coordinator so that the cooperating teachers can better guide the prospective teachers, direct their studies and develop their professional skills related to their fields.

Criteria to be applied in the selection of the cooperating teacher:

- Willingness to contribute to teacher training and self-development in the profession.
- Having been educated in his field, having at least three years of professional experience,
- Being successful in applying teaching methods and techniques, and being an example to students with his attitude and behavior.

- Completing Cooperating Teacher Training Seminar. The faculty implementation coordinator organizes the training teacher training seminar program in cooperation with the implementation coordinator of the national education directorate and notifies the relevant schools. The practice school coordinator ensures that the cooperating teachers who will work with him attend this seminar. The seminar is organized for two or three days on the same day or on different dates for each department/department within the education faculty. The seminar is planned by the application coordinator of the faculty of education. The faculty covers the costs of the seminar.

In MAKÜ, specific criteria is also added. Accordingly, The teaching practice school and teacher selection criteria by MAKÜ English Language Teaching Department are as follows:

1. Teaching English at school on the day the department dedicates to teaching practice [generally on Thursdays/Fridays]
2. The school's physical space, material and technical equipment should be sufficient for the application student.
3. It is a priority for cooperating teachers to graduate from the English Language Teaching department.
4. The cooperating English teacher must have at least three years of experience in the profession
5. Volunteering of the cooperating teachers to train English Teachers in their classes
6. Schools in Burdur city center and in central villages with no transportation problems and at different education levels [primary school, secondary school, and high school]
7. Obtaining permissions for cooperation and implementation from the Directorate of National Education (other relevant institutions)
8. Evaluation of student feedback from previous semester applications.

9. Evaluation of the feedback of the faculty members who go to the schools to observe the school counselors

10. Guidance teachers must have received the counseling training given by the Ministry of National Education and documented with a certificate

2.3. Key Stakeholders of the Practicum Process

2.3.1. Cooperating teachers. Foreign language teachers in Türkiye take on many roles such as presenter of the language, material developer, evaluator of student performance, communicator, motivator, guide, support to the student performance, facilitator, culture presenter, etc. Nevertheless, some of the roles are not introduced in faculties. Therefore, they are learned from field experience. The importance of school experience and teaching practice courses arises from the aforementioned notion. Cooperating with teachers in schools can help teacher-trainees to understand the duties and apply them to their future teaching careers (Rao, 2019).

According to the policy documents regarding practicum (HEC, 2018), cooperating teacher is a teacher who teaches in the field of the teacher-trainee and guides and counsels him in his practice studies at school, evaluates his work, and works in cooperation with the practice instructor.

2.3.2. School administration. Cooperating school administrations are vital in the practicum process as they are also a part of common teacher life. Therefore, teacher-trainees should be able to communicate and cooperate with the administration effectively to communicate with their prospective administrations. In the Faculty-School Cooperation document; the structure, goal, and base of cooperation between faculties and cooperating schools are explained. According to the document, this cooperation is facilitated to educate teacher-trainees on needed competencies effectively for their future teaching career. Specifically, the goal of the cooperation is to build a nationwide standard regarding the principles for planning, application, and evaluation. Additionally, information

exchange and interaction between cooperating schools and faculties are aimed to be executed effectively in the policy document. The structure of the cooperation can be strengthened with the help of the school administration (HEC, 2018).

2.3.3. Faculty administration. The HEC explains the role of faculty administrations in the practicum process.

- 1) assign teacher-trainers to supervise teacher-trainees.
- 2) make necessary official correspondences with the Ministry of National Education.
- 3) facilitate courses and seminars about faculty-cooperating school cooperation.
- 4) prepare, inspect, and evaluate teacher-trainees for the practicum.

(HEC, 2018)

2.4. Duties of Stakeholders

In Türkiye, the duties of EFL teacher practicum stakeholders are determined by the HEC (2018). Accordingly, all the stakeholders have duties that make the practicum process more feasible.

2.4.1. Duties of cooperating teachers. In cooperation with the teacher-trainer and the cooperating school administration, the teacher-trainees are prepared within the scope of the practicum by cooperating teachers. Below official duties of cooperating teachers (HEC, 2018) are given.

- 1) Make suggestions about activities that TT is going to use to teach, guide, monitor, and evaluate these activities.
- 2) Ensure that the activities required by the application program are carried out.
- 3) Evaluate the teaching practice process of the teacher trainee at least four times each semester.

- 4) Evaluate the work of the application student at the end of the application.
- 5) Submit the wet-signed general and final evaluations of the teacher-trainee to the practice education institution and process them into the Practice Student Evaluation System.
- 6) Record the attendance status of the teacher-trainee in the Practice Student Evaluation System and submit it to the practice education institution coordinator to be sent to the faculties.
- 7) Evaluate the performance of the teacher-trainee in teaching practice and process it into the Teacher Trainee Evaluation System and all stages of the teaching practice activities in its field of duty.
- 8) Arrange the application program that teacher-trainees are going to facilitate with teacher-trainers of faculties.
- 9) Help teacher-trainees with their professional development by letting them observe CTs' lessons enabling students to learn and apply various teaching methods and techniques.
- 10) Provide necessary teaching materials, resources, and environment to be used during teaching practice
- 11) Help teacher-trainees in planning their daily activities and lesson
- 12) Observe and evaluate teacher-trainees' work at school
- 13) Do not leave teacher-trainees alone in the classroom for a long time
- 14) Be easily accessible when they need to leave the classroom
- 15) Keep a file containing observation and evaluation forms about the teacher-trainees
- 16) Examine the teacher-trainees' observation file with the application instructor at regular intervals
- 17) Monitor the teacher-trainees' progress and contributes to the teacher trainees' development in a positive way
- 18) Guide teacher-trainees' in out-of-class activities (ceremonies and meetings)

19) At the end of the application, the cooperating teachers evaluate the teacher-trainee together with the application instructor

(HEC, 2018)

2.4.2. Duties of teacher-trainees. Duties of teacher-trainees are mentioned in Faculty-School Cooperation Guide by the Higher Education Council (2018), as mentioned in the policy document, teacher-trainees duties and responsibilities of the student teacher are divided into four categories: responsibilities towards the faculty, cooperating school, students, and to themselves.

1) The teacher-trainee, during the time he/she is in the educational institution, must abide by all the rules of the school. Teacher-trainees must collaborate with school administration through effective communication.

2) In order to fulfill the requirements of teaching practices, the cooperating teacher and other teacher-trainees work collaboratively.

3) Teacher-trainees should consider all the feedback, reflections, and criticism to develop themselves for professional development.

4) Teacher-trainees must fulfill all the responsibilities without causing any disturbances to the CTs' schedule.

5) Teacher-trainees must attend all the extracurricular activities that cooperating teachers are responsible for.

6) Teacher-trainees must be clear and concise about the instructions in class. Also, TT is responsible for the safety of students in the class. Hence, to ensure the safety of the students under his responsibility, they should give clear and understandable instructions to students, evaluate students with objective criteria, make sure the lesson is understood. Be decisive and tolerant in classroom management, direct students to work in cooperation, To contribute to the development of efficient study habits of students, and to be able to lead students.

7) Duties and Responsibilities of the teacher-trainees towards themselves: a positive attitude towards their profession and to meet the requirements of the profession, acquire qualifications, be an example in their personal and professional life, provide support for the school administration and teachers, closely monitor the developments in the field, continuously improve their knowledge and skills, use time efficiently, and be moderate in relation with students.

(HEC, 2018)

2.4.3. Duties of teacher-trainers. According to HEC (2018) and MEB (2018), teacher-trainers are responsible for actions such as:

- a) Prepare teacher-trainees for teaching practice activities.
- b) Plan the activities of the students within the scope of the practice studies together with the practice education institution coordinator and the cooperating teacher.
- c) Regularly monitor the teacher-trainee's work together with the cooperating teacher.
- d) In each semester, make sure that each student attends the course at least four times.
- d) Provide the necessary guidance, counseling, and absenteeism follow-up of the application student at every stage of the practicum, and ensure the compensation of those who cannot attend the practicum due to legal excuses, in cooperation with the cooperating teacher.
- e) Give the teacher-trainee feedback on the practice in detail right after the practice, together with the cooperating teacher.
- f) At the end of the application, the teacher-trainer evaluates the work of the application student and logs the evaluation result into the relevant system of the university/faculty as a note. In addition, the teacher-trainee records the evaluation grade on the Application Student Evaluation System (MEBBİS).
- g) Teacher-trainer is responsible for the processing of the general and final evaluation used in determining the performance of the teacher-trainee in each semester, in the

Practice Student Evaluation System, and for the negativities within its own duties, powers, and responsibilities.

(MEB, 2018)

2.4.4. Duties of cooperating school administration. As HEC (2018) suggests, the duties of cooperating school administrations are as follows:

- 1) Ensure the fulfillment of the duties of the school in teaching practices,
- 2) Determine the schedule of the application program for the cooperating teacher and teacher trainees,
- 3) Identify cooperating teachers and classes,
- 4) Allow teacher-trainees to observe different teachers in the school,
- 5) Within the framework of the teaching practice program, organise the extracurricular activities cooperating teacher will carry out with the teacher candidates,
- 6) Inform the teacher-trainer of the problems that may arise during the application process. reports

(HEC, 2018)

2.5. Previous Studies: International Studies

There are many studies that cover the expectations and experiences of teacher-trainees from their cooperating teacher and general practicum practices abroad. Accordingly, many aspects of the aforementioned studies create a frame of what is expected from cooperating teachers and how the process can be improved. Expectations and experiences are mentioned from both CT and TT perspectives so the dyad and its attitude towards the process can be understood further.

2.5.1. Studies on teacher-trainees. In the study of Hobson et al. (2008), it is

implied that TTs' relationships with stakeholders of TT's initial teacher preparation are the main perspective when it comes to TTs' experiences. Hence, it can be implied from the study that education and practice that are facilitated during the higher education period affect the profession drastically. Therefore, positive events that TTs may be facing during their education can drastically alter TTs' perspectives toward the positive side of the profession. Furthermore, the quality of these actions can help teacher-trainees to make their teaching better.

A study conducted with Vietnamese EFL teacher-trainees by Hudson and Nguyen (2008) demonstrates that TTs expect their cooperating teachers to facilitate certain actions and have certain personal attributes to help and support them in their practicum process. Instructing TTs to have the needed skill set for the current status of education, developing personal interrelation with TTs, expressing specific pedagogical experiences, modelling EFL teaching practices, and giving feedback on TTs practices were expected from the CT. Moreover, TTs expect their CT to be enthusiastic, helpful, and knowledgeable with competent communicative competence. Especially, instructing TTs about the current educational system and introducing concepts that may help them with the system can benefit TTs as TTs will be able to teach individually following years after graduation. Instructing TTs about pedagogical knowledge, classroom management, motivating students, and dealing with critical incidents were also expected by the CT.

The study of Ambrosetti (2010) demonstrates many notions about the CT-TT relationship. One of the themes is ideal mentoring applications from the TT perspective. Accordingly, first-year TTs expect their CT to be a guide, act comfortably, provide feedback, be supportive, provide role modelling, see TT as a professional, be understanding, and be friendly. On the other hand, last year TTs expect their CT to be supportive, friendly, and open and expected them to give feedback, promote sharing of ideas and resources, and promote collegiality. It is clear that first-year TTs expect their CT to guide, support, and be comfortable; while final-year TTs need constructive feedback, collegiality, and inclusivity. Additionally, TT's opinions on mentoring aspects that are most important for them are questioned in the study. Accordingly, first-year TTs need guidance, role

modelling, constructive feedback, support, inclusivity, assessment, and demonstration of teaching techniques. On the other hand, final-year TTs ask for constructive feedback, support, guidance, inclusivity, role modelling, technique demonstration, and assessment. As seen, the most important aspects of mentoring do not change after the theoretical education that TTs get throughout their faculty time. It can also be implied that TTs acquire these beliefs from their learning life and adapt their opinions to their professional teaching life. Although percentages of the most important mentoring aspect change, the important aspect selection should be the main concern.

In the study of Ambrosetti (2010), the second theme was learning the expectations of TTs and the expected mentoring roles of CTs from the perspectives of TTs. Learning expectations of first-year TTs are teaching practices, knowledge of how to be a teacher, confidence, practical experiences, and school life. Final-year students expect to learn about confidence, professional knowledge, knowledge of how to be a teacher, professional growth, and school life. It can be concluded that an increase in confidence means teaching confidence should be learned by CTs during the mentoring process. Expected mentoring roles of first-year and final-year TTs are similar: offering support, assistance, and help, guidance, role modelling, and providing feedback. It is clear that inexperienced TTs expect their CTs to share insightful experiences about how to teach, how to integrate learned theories into the class, how to plan for a lesson, how to scaffold students' learning, etc. The final theme was TTs' roles in the relationship. Accordingly, both groups stated similar acts: accepting and applying feedback, participating actively, listening and observing, asking questions, advice, and help from the CT. Additionally, accepting and applying the given feedback was given a drastic emphasis among both groups. Three mentoring aspects were highlighted from the perspectives of first and final-year teacher-trainees in the study: relational, developmental, and contextual aspects. Accordingly, TTs expect their CTs to be supportive and comfortable with the mentoring; and they want to get feedback on their performance. TTs expect to learn from the experience rather than getting judged by it. The self-responsibility is the role TTs see themselves in. CTs should make opportunities to help TTs learn from their experiences.

In another context, the study of Le and Vásquez (2011) on TT perceptions of CT feedback is also worth mentioning as feedback is an essential CT duty and TT perceptions of CT feedback may infer some expectations about the topic. Most of the TTs felt plausible for the feedback as given feedback included praise, suggestions, and criticisms at the same time to improve the teaching of TTs. Additionally, compliments in the feedback increased TTs' confidence to some extent. CTs gave alternatives rather than directives and TTs appreciated the sense as they do not like to be pushed to facilitate the class in a certain way. Therefore, leaving the teaching options to the TT helped them feel encouraged in their teaching time. In the study, the nature of feedback sessions was also mentioned. Accordingly, CTs tried to create a caring and sympathetic zone for TTs to reflect upon their teaching. Hence, it can be said that feedback with compliments, suggestions, and criticism in caring and sympathetic feedback areas may help TTs to improve their teaching drastically.

The research of Butler and Cuenca (2012) demonstrates the role conceptualizations of cooperating teachers. According to the study, roles such as CT as an instructional coach, CT as an emotional support system, and CT as a socializing agent were highlighted by TTs. The instructional coach role helps TTs to get feedback and constructive criticisms on TTs' methods and techniques to be used during their teaching. The main duty of instructional coaches was found as assisting rather than direct TTs to certain practices. Hence, the teaching choices of TTs are evaluated and reflected upon to improve techniques TTs have been using during the practicum, and instructional growth of TTs is facilitated. Mentoring as a socializing agent was another role in the study. According to the study universities and cooperating schools have different takes on practicum and this issue arises as divergence occurs between school to school and TT to TT. According to the study, all the differences between variables may impact the experience drastically and directive suggestions by policy documents and universities can only increase the gap between schools and faculties. It is also suggested that faculties and experienced CTs should discuss the practicum to increase the coherence between faculties and schools.

Maphalala's (2013) work on cooperating teacher roles in Teaching Practice sessions is also worth mentioning as the work can show another perspective regarding the issue. Accordingly, the qualities that CTs should possess are approachability, reliability, trustworthiness, self-confidence, awareness of human diversity, ethical and moral appropriateness, respect, and competence in the area. Additionally, traits such as human relationships, problem-solving, flexibility, willingness to update himself/herself, and a sense of humor are essential skills for CTs and a special personality is needed to fulfill all the personality traits. Facilitating the socialization of teacher-trainees is also an important duty of the cooperating teacher as TTs need someone who acts as a bridge between cooperating schools and faculties. Hence, CT should arrange opportunities for observance of both CT and other teachers, introduce TTs to the school environment, help TTs comprehend activities and techniques used in the class, inform TTs about legal policies regarding teaching, show different techniques, and let TTs evaluate themselves along with formal evaluation of CTs for reflection purposes.

Hudson's (2013) work on cooperating teacher expectations of teacher-trainees may also present some critical ideas about the relationship. In the study, CTs' expectations about TTs' contributions are seen from the CT perspective. Specifically, attributes needed after TT enters the school and wanted practices by TT are focused on in the study. According to the findings, CTs expect their TT to be enthusiastic to: teach and work with people, be present for students, the profession, and job satisfaction along with engagement. Attributes expected by TTs are flexibility, commitment, lifelong learning, reflectivity, enthusiasm, responsibility, and agreeableness. Additionally, CTs' best advice that they can give to TTs was asked and CTs stated different advice such as approaching the task with an open view to learn from the experience, getting feedback as all teachers need feedback to grow, being yourself as faking a character can be seen by students, and the most stated advice was no one is perfect, find positive through negative and act on positive sides rather than staying stuck in negativity.

Izadinia's (2015) research is built upon perceptions and expectations of TTs and CTs from the mentoring relationship. Accordingly, both TTs and CTs' expectations were similar:

emotional and academic support throughout the process, direct communication, and feedback. Nevertheless, the perception of feedback differs from CT to TT as TT expects constant support from both emotional and academic perspectives, but CTs try to show the profession candidly to let TTs decide whether the profession is suitable for them or not. Moreover, TTs highlighted the importance of mentoring relationships when it comes to shaping TTs' teacher identity. CTs did not consider the relationship vital for the procedure. Moreover, some TTs feel that their teaching persona is shaped after university lectures and practicum did not affect how they feel about teaching. Open communication was emphasized by both CTs and TTs. CTs think that open communication lets them build an honest and transparent relationship in which TTs openly mention issues, problems, and feedback. Similarly, TTs stated that in a non-suitable mentoring relationship, they might stay silent, self-censor themselves, or state only what needs to be told. Components of a good mentoring relationship were another topic discussed in the study. As discussed, emotional and academic support was expected from the CT; TTs need the necessary knowledge to manage the class and facilitate the lesson without any 'spoon-feeding' along with constant emotional support from the CT. Furthermore, emotional support was seen as superior to academic support as TTs lack teaching confidence and feel they are incompetent teachers.

Similar to other studies Martinez's (2016) study is about the feedback expectations of teacher-trainees from their cooperating teacher during the practicum experience. In the study, feedback of cooperating teachers, attitudes towards TTs, CTs sharing their experiences, working on conflicts in an open manner, encouragement towards contemporary teaching techniques by CT, emotional and pedagogical support, having enough time to think about the feedback, and CTs trial to express themselves efficiently and correctly was expected from the CTs. Qualitative data also present vital resources for the issue. Accordingly, themes like the friendly and respectful relationship between CT and TT, supportive and constructive feedback, lack of detailed input or feedback, the receptive and flexible attitude of CTs, preference for working alone in classes, CTs' lack of confidence, improvement of self-awareness, experiential learning, detailed feedback, and positive reinforcement were mentioned by CTs. According to the findings, TTs were

satisfied with the mentoring of CTs. Therefore, TTs' emotions towards their cooperating teacher were quite vital for the process. TTs' open, close, and friendly relationships with their CTs were appreciated after the process. Additionally, providing constructive criticisms, being available for TTs, and continuous reinforcement by CT were found beneficial by TTs. TTs were not in consensus on whether they should be left alone in the class; some CTs were not comfortable leaving TTs alone in the class, while some CTs were eager to leave TTs alone in the class to experience teaching without any observance. Nevertheless, some notions were found to be not favorable for TTs such as little or inefficient feedback regarding the shortcomings of TTs' teaching. Additionally, some CTs in the study were found to be not approachable when necessary. Therefore, continuous high-quality feedback by CTs was expected frequently by TTs.

A recent study by Aderibigde et al. (2018) should also be mentioned. the study is about the TT-CT relationship during the mentoring process. In the study, CTs were asked to share their willingness, preparation, and disposition to support teacher-trainees, while TTs were asked to describe their mentoring experience and relationship with their CT. Accordingly, TTs' relationship with their CT was mostly good. Secondly, TTs were asked whether their expectations towards important aspects of the practicum were met. Accordingly, more than half of the TTs considered their expectations to be met. Additionally, it can be implied that TTs who reflect upon their experience as good may have CTs who are enthusiastic about mentoring, CTs may involve TTs in decision-making during their mentoring school placement, and CTs may facilitate critical constructivist procedures while mentoring TTs. On the other hand, negative feedback may derive from the lack of discussion and forcing TTs through instructed practice rather than learning experiences. Moreover, qualitative data in the study may also infer some implications on the relationship. According to the data, three themes occur mostly: collaborative relationships, different interpretations of collaborative relationships, and non-collaborative relationships. Collaborative exercises may help TTs to be satisfied with the experience; they feel welcomed with criticisms as they bear to support. Therefore, TT feels valued throughout the process. What is meant by different interpretations of collaborative relationships is that collaboration may be defined differently in different

situations. Hence, collaborative exercises can vary from perspectives such as the time and occasion. On the other hand, in non-collaborative relationships, CT and TT do not share any class time together. Rather, either CT or TT fully controls the class. Furthermore, the study suggests that relationships based on shared decision-making between CT and TT may enrich the teaching practice of the TT. Nevertheless, in semi-collaborative or non-collaborative practicum environments, TTs do not learn from experienced teachers. It should be noted that being alone in the class may improve the teaching of TT. Nonetheless, constant constructive criticism and feedback are necessary for TTs.

From these studies, it is evident that teaching practice can affect TTs' point of view towards the profession as teaching practice offers how the profession is facilitated in real life. Furthermore, as the findings of the study suggest the cooperating teacher role is one of the most vital roles in the practicum process. The CT reflects, gives feedback, criticizes, offers solutions, and detects problems with TTs' teaching. The manner of these actions can change TTs' point of view towards the profession (Hobson et al., 2008). Additionally, cooperating teachers as an emotional support system is another vital role to be acted during the practicum process as TTs often feel frustrated by the emotional load of teaching and CTs can help TTs to feel relieved with the emotional support techniques. Furthermore, TTs may feel lost as they did not discover their teaching abilities and have uncertainties about whether they should be a teacher in the future or not. CTs can help TTs to find out whether teaching professionally is a good career for them, and help them teach effectively with their abilities. As known, experiences during the practicum process may affect the beliefs and perspectives on long-term thoughts about teaching. CTs can also help TTs to socialize on school campuses with students, other teachers, and school administration. As known, being in good communication with school staff and students can drastically improve the teaching experience. Therefore, CT as a socializing agent can be quite beneficial as CTs can teach how to act and behave in class and out of class. (Butler & Cuenca, 2012). It is clear that the personality traits such as flexibility, commitment, lifelong learning, reflectivity, enthusiasm, responsibility, and agreeableness are essential traits to learning how to be more competent as a less experienced teacher. Moreover, TTs' needed practices are planning, preparation, teaching strategies, content knowledge,

behavior management, questioning skills, differentiation, evaluating teaching, knowing policies, and observation skills. The resilience trait can be quite helpful against negative incidents that they may face during their teaching. The trait corresponds to the ability to cope with negative conditions and turn them into positive ones (Hudson, 2013).

2.5.2. Studies on cooperating teachers. A study concerning CTs expectations should also be discussed as the topic is multi-faceted, it contains different stakeholders who actively participate in the study. Gysbers and Johnston (1965) conducted a study on CT expectations. According to the study, CTs should not tell TTs which techniques to use and they should be able to create their own lessons. Although the study can be considered outdated because of the time it was written, it contains insightful knowledge about the nature of practicum and how CTs behave towards TTs. In the study, TTs want strict guidance and counseling for their teaching in the beginning. Nevertheless, in the end, TTs expect CTs to be less restrictive and let them teach however they want.

Haggarty's (1995) study may contribute to the topic as it is about conversations TTs and CTs had during the practicum process. The conversations are important as highlights of conversations may infer some insightful comments about the dyad. Accordingly, it is stated that CTs try to dominate professional talks with their knowledge, ideas, and experiences. Additionally, the domination continues with the practices too. CTs try to ignore the predetermined criteria and focus on what they think is important about the teaching competencies. Moreover, even critical students were hesitant to argue the problematic areas of the mentoring process, and many of the problems remained unsolved as TTs did not criticize CTs' judgments.

In the study of Sudzina et al. (1997), it is clearly stated that CTs function as advisors rather than cooperating teachers. What is meant by advisors rather than cooperating teachers is that cooperation is lacking and mentoring is a complex activity that involves a mutually satisfying experience for both TT and CT. Additionally, the experiences of TTs vary drastically as some CTs dictate their ways and techniques of teaching. According to the study, this variation of application can be solved through proper cooperation between

stakeholders. Moreover, TT, CT, and university teacher-trainer need to be in cooperation as the success and failures of TTs mostly derive from a lack of cooperation between TT, CT, and university teacher-trainer. Therefore, providing opportunities for stakeholders to express their expectations, roles, and responsibilities is quite vital for a successful mentoring practice.

A study by Russell and Russell (2011) in the USA context about CTs' perspectives on the mentoring process may also be mentioned to see the topic from CTs' point of view. The role of the cooperating teacher, expectations from the relationship, and motivation towards the mentoring are mentioned in the study. Accordingly, CTs see themselves as resource person, guide, role model, and experienced professionals who can help TTs to experience school environments with controlled practices before they start to teach on their own. In the study, the importance of adequate mentoring was mentioned and it is clearly implied that good role modelling may impact future teaching careers negatively as they do not get the necessary care from their CT during the process. In order to develop school-faculty collaboration, policy documents that are constructed upon a reciprocal approach by area teachers and area professors should be used to improve the mentoring experience. Mentoring workshops are also suggested by CTs as they may have questions about the process, and they may need to hear their duties and needs before the procedure. It is important to know that CTs may be knowledgeable about mentoring but if they cannot use theoretical knowledge in their practices, TTs may be affected by the experience in their first few years.

A study by Jones and Straker (2006) on CT professional knowledge base may also deliver some insightful data about the subject. Accordingly, teacher-trainees highlight some areas in the mentoring process, and CTs seem to work on the areas TTs highlight. Empathy was emphasized as CTs remember how the process was when they were teacher-trainees and let TTs teach freely in the class. Additionally, CTs seem to adapt different support roles to elevate TTs teaching by helping them while they feel frustrated and emotionally low during the process. Therefore CT roles such as approachability, availability, and supportiveness were appreciated by TTs. Nevertheless, areas such as communication

skills with adults and ‘man-management’ seem to be problematic. TTs reflected upon their experiences and concluded that all TTs have different experiences with their CT. While some TTs could listen to CTs' feedback about their teaching and experiences to understand how the CT would react to the issue, some TTs could not find the opportunity as the CT was always busy.

A study conducted by Rajuan et al. (2007) about cooperating teachers' expectations of roles of cooperating teachers is also worth mentioning as the topic is a multi-faceted notion, and expectations of cooperating teachers from their point of view may indicate some implications. The expectations are grouped under five categories: academic, practical, technical, personal, and critical. The practical implication was found to be the most important of all categories according to CTs. Guidance, help, and listening to the TT should be understood from a practical aspect. Personal aspects were also found to be significant, according to the study. Being sensitive to students' problems and being present for all problems of students should be understood from a personal aspect. The academic aspect was rarely mentioned in the data; the academic aspect means exposing students to the curriculum and its objectives. The critical orientation category was hardly ever mentioned by CTs. Being a lifelong learner and helping students with life-wise information should be understood from the category. The study also mentioned expected cooperating teachers' roles from TTs' perspectives. Accordingly, practical orientation was mentioned in TTs' expectations often. The technical aspect was also a part that was mentioned in the expectations. Interestingly, the personal orientation category was found to be the most frequently mentioned category. Mentioned category means “being confident, considerate, nice, polite, patient, calm, flexible, intelligent and charming” from the perspective of TTs. Additionally, according to the study, the frequency of the category can derive from TTs' need for support from their CT.

A similar study with physical education practicum by Christenson and Barney (2011) can also be mentioned as most of the expectations derive from general mentoring practices. Although field knowledge can affect the mentoring process, most of the duties are related to general mentoring practices. Communication between universities and cooperating

schools was mentioned by a significant percentage of TTs. Other participants expressed their need for content and instructional methodology. Nevertheless, they think classroom management, communication with school staff and students, and formal areas of being a teacher should also be taught to make them familiar with what they will experience in their future teaching. Additionally, cooperative teachers in the study reflected upon the experiences by highlighting the importance of the needed commitment of teachers, as teachers will have everyday responsibilities that bear importance for both their teaching performance and formal duties.

A relatively recent study by Wright (2020) can also be discussed as CTs perspective is presented about mentoring practices. Mainly, questions regarding ideal mentoring, major challenges about mentoring, possible solutions to challenges, and what kind of support is needed from the perspective of CTs were asked. Ideal mentoring practices are defined as building the instructional capacity of TTs, being an instructional expert, taking deliberate actions, promoting positive culture, and facilitating TT and student data to make decisions and actions. Challenges, on the other hand, were gathered around several themes. CTs often criticized the lack of definition of roles and responsibilities as mentoring may include many duties and personal traits, and it can be difficult to identify important roles to facilitate during the process. Additionally, competent teachers are often seen as competent candidates for CTs. Nevertheless, teaching and mentoring are two different notions that ask for different practices. Therefore, CTs should be chosen among people who have personality traits that are needed to mentor TTs. Moreover, CTs think that non-mentoring duties are a burden for mentoring as they should be focused on mentoring rather than other duties they need to encounter during school time. Possible solutions are also asked from CTs, and they think standardization of roles and responsibilities is vital for better mentoring as they may feel frustrated when they try to find and facilitate all the needed roles by themselves. Additionally, they ask for an education program in which they can learn about mentoring and what CTs should intend to do during the process. A program may also help to build consistency across different schools and CTs. Furthermore, needed support was asked for CTs, and CTs asked for professional

development opportunities that could help their professional development. CTs also want to be valued and get the support they may need when they mentor TTs.

2.6. Studies in Türkiye

According to Higher Education Council (2018), the practicum process is a designated opportunity to experience teaching through a controlled environment. Roles and responsibilities of teacher-trainees and cooperating teachers are given to facilitate a practicum environment for teacher-trainee. Thanks to the practicum, teacher-trainees can experience how the teaching job is done in Türkiye. In Türkiye, the lack of literature in the research topic should be highlighted. As the body of research can drastically improve how the practicum is facilitated, further research should be done especially when CTs perspective towardm the practicum process is considered. As seen in the international studies section, both CTs and TTs are covered throughout different studies and the situation outside of Türkiye can be seen vividly. Additionally, an increase in research can help policy makers to change the process for a better learning environment for TTs.

2.6.1. Studies on cooperating teachers. In the study of Aslan and Ocal (2012), CT roles and personality traits during the practicum process are shown from CTs' point of view. Accordingly, CTs think they should have knowledge about the theory and practice of the subject, have experience in teaching, be observed by teacher-trainees, and believe in lifelong learning. Additionally, the roles of CTs were also mentioned in the study. Roles such as guide, facilitator, counsellor, model, feedback provider, assessor, problem solver, transmitter of institutional norms, and expert were mentioned in the study. Cooperating with the teacher as a guide or facilitator was the most chosen role by the participants. What CT should do to improve TTs teaching was also mentioned, and acts such as improving classroom management skills of the TT, expanding horizons, improving TTs communications with students, and having a sense of the flow of the lesson were stated by CTs. The most outstanding answer was classroom management improvement of the TT. Accordingly, CTs think classroom management is a skill to be learned through

experience, and practicum is the resource of this experience. Some suggestions regarding issues throughout the practicum were also mentioned by CTs. Themes like sharing the lesson plan before the practice, highlighting the assessment process in the practicum school, sharing the same class with a schedule, facilitating a seminar process to mentor TTs, and TTs' observance of other CTs rather than one CT were stated through reflections of CTs.

Paker's (2008) study shows that the quality of the reflection is not enough. Namely, CTs are reflecting upon TTs' teaching, but CTs' reflections are not more than "it is fine, not bad, it will be better the next time". The next issue regarding the mentoring process is also related to the reflection process, they think the evaluation is not valid. Hence, they think their performance assessment is like reflections, the assessment is not based on a structured ground of theories. STs stated that the CT only reflected on their teaching for a couple of minutes after STs' teaching, although STs asked for a thorough reflection.

2.6.2. Studies on teacher-trainees. In Merc's study (2004), positive and negative aspects of cooperating teacher actions from teacher-trainees' perspectives are mentioned. The study is important as the experiences of teacher-trainees are discussed in their interviews. Problems by CTs are caused by several factors, such as the lack of cooperation, absence of the cooperating teacher, cooperating teacher interference, and perception of the teacher-trainee role. In one case, although the teacher-trainee prepared a teaching plan and materials with meaningful activities, the cooperating teacher was not in the class. While the quality of reflection from cooperating teachers is discussed, this occasion seems more drastic as the cooperating teacher should be present in the class actively analysing teacher-trainees teaching from different perspectives to reflect on their teaching effectively. Another perspective teacher-trainees were concerned about was the lack of cooperation between TT and CT. This cooperation was categorized into two perspectives: contact and support of cooperating teacher to student teacher. Disruptive behavior was another case from several teacher-trainees observations. According to the teacher-trainees in the study, the cooperating teacher greets the class and chats, although the teacher-trainee

should control the class time from beginning to end. CT Interference was another topic, according to the TTs' reflections, the CT was answering some questions and the focus of students was disrupted. On the other hand, some positive aspects were also mentioned in the study. Interestingly, positive aspects are CT support and CT interference. The mentioned support is a reflection of the CT, CT reflected upon the teaching of TT from negative and positive aspects and mentioned interference helped ST to overcome a critical incident with a problematic student.

It is clear from Gokce and Demirhan's (2005) research that the expectations of teacher-trainees were not met. This undesired case is derivative of the unawareness of cooperating teachers about their roles and random mentoring implications. The mentioned shortcoming roles were collaborator, reflector, and evaluator. It can also be said that the random practices stem from the non-standard way of cooperating teachers' perception of the practicum process. Therefore, criteria for teacher-trainee practicum are needed to establish a certain way of practice among cooperating teachers.

Sag's (2008) research on expectations and experiences from CTs may infer some insightful knowledge about the topic. The expected competencies of CTs are guidance, collegueship, counseling, and leadership. Additionally, participants of the study defined their CT as 'stakeholder, model, and leader'. Moreover, the colleague role is expected the most from the CT. Hence, it can be inferred that TTs expect CTs to respect their teaching, avoid interfering with class time of TT, perceive TT as a future colleague, and aid and support them. Guidance was another aspect of TTs' reflections. TTs expect their CTs to observe their teaching and work on their preparation before the class. On the other hand, TTs' expectations from their teacher-trainer were also mentioned in the study. Accordingly, the expected themes are mediation, guidance, communication, and leadership. What is meant by mediation functioning as a bridge between cooperating schools and teacher-trainees? Hence, familiarizing them with the school, expressing school-related problems to school administration, visiting TTs, and being in contact with cooperating schools were expected from the teacher-trainer. Moreover, guidance was expected from the teacher-trainer, the mentioned guidance refers to introducing teaching

practices, sharing experiences, providing know-how teaching techniques to TTs, and informing TTs about the work to be done throughout the semester. Hence, Teacher trainees expect their cooperating teacher to be a colleague, guide, stakeholder, model, and leader. Additionally, TTs expect their teacher-trainer to be a mediator, guide, communicator, and leader.

A study on TTs' opinions about the teaching practice by Basturk (2009) can also be mentioned to understand the TT-CT relationship better. The data suggests that a considerable amount of TTs are taught for three or fewer hours. Accordingly, TTs think that the time spent on teaching is not enough and they should teach more than they taught in the semester. It can be understood that CTs are frustrated by the TT population in the class and letting all of the TTs teach is thought to be a distraction for the class by CTs. Additionally, anxiety caused during teaching is commented upon in the study, disruptive behaviors of students, were observed, and CT-related issues were highlighted. The professional talk between CT and TT was also mentioned in the study. Accordingly, most of the TTs have exchanged ideas with the CT, but the quality and quantity of the exchange were criticized by TTs as they think the information was not enough to successfully facilitate a lesson in a class. Additionally, more than half of the participants did not get sufficient information on the characteristics of students and classes, how to maintain classroom management, and how to facilitate conversation in the class.

The anxiety of TTs and reasons should also be mentioned to understand the expectations of TTs as anxiety may derive from unexpected occasions. The evaluation was the part TTs were most concerned about, TTs expressed the anxiety caused by constant assessment by CT or university teacher-trainer, or on some occasions both of them. This constant assessment causes TTs to monitor themselves excessively in order not to make any mistakes. According to the study of Paker (2011), constructive criticism may solve this problem. Classroom management concern was another issue in the study. It is acceptable to have a certain degree of stress when teaching students that TTs do not have any background. Nevertheless, exposing TTs to schools as early as possible may solve the problem. Although TTs may take courses on classroom management, some critical

incidents can only be learned through experience. Pedagogical anxiety was another problematic area. TTs reflected upon their teaching by “they feel they are ready to teach on any topic and prepare any type of materials or activity to teach thanks to the training they have had in the department.”(Paker, 2011 p.217) The reason why this study can reflect insightful notions for the study is the mentoring needed areas of TTs can be learned through anxiety areas of TTs. Hence, the aforementioned problems may lead their CT to apply some actions about the issues. Thus, support on the issues and sharing related experiences along with constructive criticism can solve the issue. (Paker, 2011).

The work of Damar and Sali (2013) is crucial for this study as the starting point of the current study derives from their study. In their study, the expectation, and experiences of teacher trainees through their CTs were evaluated and a gap between expectations and experiences was found. The gap in the study means that TTs were expecting better help but they encountered less desired experience throughout the practicum. In the study expectations of TTs are examined through 25 items. The first seven items reflect on readiness for supervision of the CT and the competencies are time and environment management, CTs knowledge of the practicum, providing information about the practicum, readiness, and willingness for supervision, organization of the teaching environment, interpersonal skills, organizing and preparing materials. According to the findings of the section, TTs had high expectations from their mentor, but in reality, all of the items were found to be less desired than expected. The second category of the study was planning and reflection. This category is also important as the nature of the classroom changes when practicum happens and planning for practicum is necessary. In this category, certain acts like educational planning and strategies, working on sample lesson plans and reflections, giving rationale for teaching decisions, preparing lesson plans, actual practices, reflection on lessons, and reasons for specific strategies were assessed from the perspective of TTs. According to the results, although TTs were expecting high-performance planning and reflection, the experiences of TTs are not as expected. One thing about this part should be highlighted, the competencies are from an official policy document released by the HEC and the document is called Faculty-School Cooperation Booklet. Therefore, it can be inferred that teachers in the study were not aware of their

duties. Finally, the rest of the items are about general mentoring. In this category competencies such as selecting appropriate strategies, critical feedback for improvement, stating performance and objectives, material selection, evaluation of the performance, constructive feedback, two-way professional talk, feedback, reflection, behaving as a colleague, and being open to new information from teacher-trainees were assessed from teacher-trainee perspective. Although in this category expectations were not met, the difference between expectations and experiences for some items was noticeably close. The evaluation was especially observably close to expectations. Additionally, the highest-rated competence in the study is feedback and reflection. On the other hand, in the interviews of the study, TTs stated that CTs were not open to updated methodology and wanted TTs to teach in conventional ways of teaching. Additionally, some CTs in the study thought EFL teacher practicum should be seen as a 'sink or swim' approach. Namely, TTs should facilitate everything about their teaching.

Sag (2014) could also demonstrate teacher-trainee expectations from their cooperating teachers. The study is about the expectations of teacher-trainees from their cooperating teachers during the practicum process, and some of the roles that are expected from CTs were: guidance, collegiality, and leadership. The Collegiate role was found to be the most important expectation of the TT. Moreover, leadership is seen as more important than guidance. What was meant by collegiality in the study was the attitudes and support that would be given by school administrations and cooperative teachers. Collegiality was especially expected as TTs find themselves in situations where they feel weak or embarrassed in front of students. Therefore, understanding the dynamics of the school and the class may help them to do their duties. On the other hand, experiences do not seem favorable for TTs. TTs reflected upon their experiences and stated that they were affected by the attitudes towards them of other in-service teachers in the school and on some occasions when they are not seen as teachers. Nevertheless, some participants in the study expressed their positive experiences because they were seen as teachers rather than students. The findings suggest that some of the roles are considered more important than others. The importance scale of the roles can imply many concepts about the expectations of TTs. TTs expect their CT to behave as if they are colleagues and attitudes towards them

affect their perception of the practicum. Nevertheless, some of the TTs felt the attitudes towards them were problematic, and their feelings were not favorable.

The study of Rakicioglu-Soylemez and Eroz-Tuga (2014) is vital for the current study as they conducted a similar study in Türkiye. Participants of the study are last-year students of a state-run university in Türkiye. In the study, data was collected through semi-structured interviews and reflective journals. The study mainly observes the role expectations and experiences of CTs from the perspective of TTs. According to TTs' instructional expectations, CTs are expected to be target language users in the class, understanding and motivated to engage students in the class. According to the experiences, CTs used their mother tongue to teach the target language. TTs were frustrated as they are focused on teaching the target language throughout their education. Nevertheless, the expected connection between students and teachers in the class seems to be as expected. Therefore, a warm and welcoming atmosphere is facilitated for students. Yet, some TTs were concerned about the way CT treated students. Moreover, mentoring expectations of TTs are providing constructive feedback and professional support and creating a welcoming context for TTs. Experiences about mentoring aspects, on the other hand, vary. Some TTs were treated as future colleagues and tried to answer all the frustrations of TTs. On the other hand, a noticeable percentage of TTs were reflected upon CTs' problematic mentoring. Giving feedback is one of the problematic areas in the study. According to the TTs CTs were inconsistent about reflection, unwilling to give feedback, and busy to give any feedback to the TTs. Additionally, some CTs did not introduce TTs to the school environment and students. TTs mostly commented on the personal attributes and instructional practices of their CTs and suggested an evaluation for stakeholders after the practicum process ends. Therefore, the status of the study seems problematic and needs to be worked upon to fix one of the most important aspects of EFL teacher education.

As mentioned in Alpan et al. (2014), ELT cooperating teachers and teacher-trainees perceive practicum as a meaningless and unproductive experience. The main reason for this perception, according to the study, is the traditional practices of cooperating teachers.

It is clear that cooperating teachers imposed their thoughts and practices into their feedback and wanted teacher-trainees to follow the ‘orthodox’ way of teaching.

As mentioned in Aydin (2016), mentoring is especially important as the practicum process forms “the everlasting ground of their own beliefs, skills, and attitudes in teaching”. The process helps teacher-trainees to practice teaching in a controlled environment before they start teaching in their own classes. In the process, cooperating teachers help teacher-trainees to implement theoretical knowledge into real-life teaching with their guidance. It was also stated that CTs are expected to link TTs to school environments by utilizing social roles and informing them about the legal sides of teaching such as filling out formal documents. In addition, TTs are expected to learn about the EFL teaching curriculum and regulations throughout the practicum by their CTs. It is also mentioned that CTs and TTs may get conflicted as they see education differently from each other because teacher education changed drastically over the past decades. It is also stated in Aydin’s (2016) study that CTs need professional help to mentor TTs better and this statement can also imply openness to the development of CTs. Furthermore, CTs also learn contemporary techniques and methods from their TTs. Hence, the situation can be defined as a mutual gain for both parties. Hence, beliefs and practices about education may be different and CTs should be able to update themselves to match today’s needs. The role modelling act of CT should also be mentioned. According to the findings, TTs perceived their CT as a role model and their practices should be repeated as they are seen as supreme when education is considered. Nevertheless, motivation and willingness to teach vary extensively from teacher to teacher. Hence, perceived role models of TTs also vary drastically and their future teaching performance is affected by mentoring practices. Namely, CTs who use violence and negative attitudes are also perceived as role models or they are perceived as the reality of the job, and TTs may feel frustrated and burned out to experience the aforementioned modelling. It is clear from the findings that most of the roles are met by CT and mentioned negative incidents are exceptions. It can also be inferred that CTs’ demotivation and frustration may derive from unclear role expectations of other practicum stakeholders, such as faculty teacher-trainers, school staff, and teacher-

trainees. It is suggested in the study that mentoring enhancement programs should be facilitated to improve and upgrade mentoring of CTs.

Another study by Alemdag and Simsek (2017) on TTs' evaluation of their CT and School Experience course can also be helpful for this study as understanding the perspective of the TTs is the main concern. It is clear that the positive and negative sides of cooperating teachers are commented upon from mentoring duties such as social support, professional support, and role modelling. Under the social support theme functions such as caring for TTs' problems, maintaining good communication with TTs, encouragement given to TTs to teach, and weak communication were mentioned. The most mentioned positive trait was the caring problems of TTs while the most highlighted negative trait was weak communication with TTs. Caring TTs often ease the frustrations of TTs and find solutions to their problems by facilitating different strategies. Conversely, by weak communication reluctant CTs are mentioned. Accordingly, some CTs do not help as they should and hesitate to give feedback and facilitate professional talks with TTs. The professional support theme is based on sharing information about the profession, suggestions, and showing the desirableness of teaching. Nevertheless, some of the participants have criticized the lack of TTs' introduction to students which may cause frustration for both TTs and students. TTs also evaluated CTs from the role modelling perspective, and teaching methods, communication with students, attention strategies, and showing interest to students were highlighted by TTs. Negative sides of role modelling were poor communication, ignoring disruptive behaviors of students, inability to attract students' attention to the topic, ineffective teaching methods, etc. Therefore, a lack of communication and weak collaboration between TTs and CTs may cause negative attitudes toward the practicum. Moreover, it can also be implied that attitudes towards the profession may derive from the practicum experiences and positive experiences may foster the willingness to the profession.

Another study on TT perspectives on their CTs by Aydin and Ok (2019) reveals that roles like 'protector' seemed to be fulfilled from the teacher-trainee perspective. Although the findings of the study vary and fulfilled and unfulfilled responsibilities are observed, a

general theme can be implied from positive and negative perceptions. Roles like guidance, support, and feedback seemed to lack quality as participants stated. Moreover, in some cases, CTs have facilitated some methods that may change TTs' perspective toward the teaching profession negatively such as yelling at students and using improper ways of teaching. As TTs may be affected by the negative occasions, they face during the practicum process, the aforementioned occasions may change their vision of the profession. The evaluator role was not perceived positively by participants. The reason for the negative perception may be the control and discipline trial of CTs towards their TTs. The study also covered other variables like gender, teacher-trainees willingness to teach after graduation, and university. Accordingly, there is no drastic difference between males and females when mentoring responsibilities are considered. On the other hand, expectations of male TTs are found to be higher than female TTs. Hence, it can be implied that male TTs expect more support from their CTs. As mentioned, experiences may affect the view toward the profession. Another variable was the willingness of teaching after the practicum procedure. It is found that positive experiences may increase the willingness to teach in their professional life, while it can also be said that negative experiences may also affect TTs' point of view towards the profession. In the study, standardized mentoring is suggested to solve divergence in experience.

A recent study by Orsdemir and Yıldırım (2020) should provide information on the up-to-date status of TT opinions and the status of ELT mentoring in Türkiye. TTs' necessity perceptions about mentoring were modelling, personal attributes, pedagogical knowledge, system requirements, and feedback. The most mentioned aspect of the perceived necessities of mentoring was modelling. It can be inferred that CTs' teaching practices, classroom management, and relationships with students and school staff are expected to be seen by TTs. It is also mentioned that legal aspects of teaching were experienced throughout the practicum, and TTs feel positive about the experience as they will need legal necessities when they become a teacher. Work needed areas were also mentioned by TTs. Accordingly, CTs need to upgrade their feedback sessions as a during-lesson interruption and lack of positive and negative comments were lacking throughout participants' experiences. Additionally, some CTs did not provide sufficient information

on how to manage the class and how to facilitate a lesson. Moreover, dominance in modelling should be analysed as mentoring practices are reduced to modelling of CT during the practicum. Nevertheless, degrading all the mentoring practices to modelling can be considered a misconception as mentoring practices include other duties that will help TTs' professional development.

2.7. Conclusions

The teaching practice of EFL teacher-trainees is a vital part of English language teaching faculties throughout Türkiye. In order to facilitate the practicum, stakeholders of the practicum work collaboratively. These stakeholders are teacher-trainees, teacher-trainers, cooperating teachers, cooperating school administrations, and faculty administration. Specifically, teacher-trainees, teacher-trainers, and cooperating teachers are actively participating in the EFL teacher practicum with different duties and responsibilities. According to Higher Education Council (2018), teacher-trainees are responsible for abiding by rules in cooperating school, collaborating with the cooperating school administration, considering feedback and reflections to make his/her teaching better, fulfill responsibilities without causing any disturbances to the CTs' schedule, attend all the extracurricular activities that CT is responsible for. On the other hand, cooperating teachers fulfill responsibilities such as making suggestions about TTs activities; guiding, monitoring, evaluate activities; ensuring that activities required to finish practicum are facilitating, assessing teacher-trainee at least four times in each semester, evaluating teacher-trainee at the end of each semester, submitting final evaluations into the Teacher-trainee Evaluation System, record attendance status, arrange practicum program, provide necessary materials to teacher-trainees, observing teacher-trainees to help their professional development, be accessible, monitor teacher-trainees development and guide them accordingly. Additionally, other stakeholders and their duties in the EFL practicum are given to avert any role misconceptions. Namely, the duties and responsibilities of each stakeholder are given to understand what are their responsibilities in the process. As mentioned, cooperating teachers have many responsibilities that directly affect teacher-

trainees progress. Therefore, teacher-trainees role expectations are questioned in much research in Türkiye and abroad. Accordingly, lack of cooperation, absence of the cooperating teacher, cooperating teacher interference, and negative perception of the teacher-trainees role were seen. (Merc, 2004)



CHAPTER III

METHODOLOGY

This chapter starts with the research design in which the research design and why the research design is suitable for the study are explained. Then, research questions are presented. After the research questions, the characteristics of the participants are shown. Data collection and analysis procedures follow the participants section. Finally, the validity and reliability of the current research are discussed at the end of the chapter.

3.1. Research Design

In order to answer research questions, qualitative and quantitative research designs are utilized as the research topic can be evaluated from different perspectives and notions about the issue can be seen in a clearer way compared to the sole use of a single research technique. The type of mixed method in the study is the Concurrent Triangulation Design. In the Concurrent Triangulation Design, qualitative and quantitative data are collected in the same period of time. Then, the collected data get analysed by the researcher separately. Finally, after qualitative and quantitative data analysis, analysed qualitative and quantitative data is used for approval or comparison of each other (Creswell et al., 2003)

The qualitative design may help to understand the individual ideas of participants as qualitative research design facilitates open-ended non-numerical data and the data is analysed against non-statistical data analysis methods (Dörnyei, 2011). On the other hand, the quantitative research design is used for data that can be transformed into numbers. Surveys and questionnaires that can be analysed via statistical software applications are used to collect data and researchers turn notions into numerical data (Dörnyei, 2011). As the current research can be observed as multifaceted; qualitative and quantitative research designs are integrated to answer research questions better. The mixed method design data

collection should also be mentioned. As noted before, quantitative and qualitative research designs have some positive and negative sides. Therefore, combining them is necessary to be able to conduct research better and amend their weaknesses with the strengths of the other. As Sandelowski (2003) states, using a mixed-method research design may help researchers to achieve a better understanding and verify the collected data. Of course, a fair distribution between qualitative and quantitative research designs is nearly impossible. Thus, one type may outweigh the other. This research is planned to give more weight to the qualitative side as the current research needs why and how to explain the problems and occasions experienced by the pre-service teachers. Nevertheless, concurrent triangulation design is used to compare or approve qualitative data.

Qualitative research methodology seeks differences when it comes to data collection. (Dörnyei, 2007) As known, the qualitative research design is mostly based on the opinions of participants. Hence, it is frowned upon as researchers can alter the data and subjective thought should not be a part of science. Accordingly, qualitative data collection methods are commonly based on participant opinions. Interviews and focus groups are used to collect qualitative data extensively. According to Dörnyei, (2007), interviews can be divided into three types: structured, semi-structured, and unstructured interviews. Structured interviews are constructed upon predetermined questions that cannot be changed and altered during the interview. Although some follow-up questions can be asked, structured interviews are commonly based on pre-planned questions. Therefore, the depth of questions is limited. Conversely, unstructured interviews are not based on any predetermined questions. Therefore, an unstructured interview can start with any question, then, follow-up questions may be asked to elaborate on the topic. In the current research, semi-structured interviews are used. Hence, it is based on predetermined questions, nevertheless, altered questions can be asked to comprehend the topic comprehensively. Therefore, the semi-structured interview is chosen for the study as semi-structured interviews can help for more efficient answers in the current research.

3.2. Research Questions

The following questions were answered through a data collection process informed by teacher-trainees opinions.

Research Question 1: What competencies and actions: What are teacher-trainees' expectations regarding ideal cooperating teacher competencies and actions?

Research Question 1.a: Do teacher-trainees' mentoring expectations correspond with the stated official cooperating teacher duties?

Research Question 2: At the end of the practicum procedure, to what extent are teacher-trainees' expectations met by the cooperating teachers?

3.3. Participants

The study was conducted in the fall semester of the 2021-2022 school year. The sampling type used in the study is convenience sampling. According to Waterfield (2018), Convenience sampling means selecting participants according to their ready availability. This availability means either geographical or interpersonal proximity (like a known contact for both parties). The study consists of 58 participants, which consist of 36 female and 22 male participants, and they were all studying in an English Language Teaching department at Burdur Mehmet Akif Ersoy University in Türkiye at the time of data collection. The ages of participants vary with the vast majority of ages 22, 23, and 24. All of the participants were final-year students who enrolled in the teaching practice course. The demographics of the ages and genders of participants are given in the table below.

Table 11.

Characteristics of Participants

According to Age	Number (n/N)	Percentage (%)
20	2	3,4
21	11	19
22	25	43,1
23	12	20,7
24	3	5,2
25	3	5,2
27	1	1,7
35	1	1,7
According to Gender	Number (n/N)	Percentage (%)
Female	36	62
Male	22	38

3.4. Data Collection Procedures

The data were collected through online questionnaires and interviews to match the nature of the mixed-method research design. Along with the mentioned data collection methods, open-ended questions were added to online questionnaires to further understand the numerical data. According to Gill et al. (2008), questionnaire surveys are aimed to infer the characteristics and thoughts of participants in a relatively short time. Questionnaires are used to measure three types of data: factual questions, which means collecting data on demographics, genders, ages, etc.; behavioral questions, which means collecting data about participants' past actions, habits, etc.; attitudinal questions, which means collecting data on thoughts and world views of participants. The questions in the questionnaires were constructed to be in a non-evaluative manner. Namely, the answers cannot be judged as true or false. In the study, items in the questionnaire are constructed according to the manner that Gill et al. (2008) state. In the research, pre-practicum and post-practicum questionnaires included the same themes with no changes except the tense of the constructed questions. Although the study of Rakicioglu-Soylemez and Eroz-Tuga (2014)

was an inspiration to the study, the themes of the questionnaire were constructed by the researcher in accordance with the latest policy documents. More explicitly, policy documents of HEC (2018) that explains the duration of the practicum, stakeholders, responsibilities of stakeholders, and goals of the practicum were used to construct some of the questions. In order to comprehend teacher-trainees' attitudes toward the teaching skills of cooperating teachers, the Teacher Strategy Paper by the Ministry of National Education (2017) was used. Hence, teaching competencies and mentoring responsibilities were used to form online questionnaires. These online questionnaires included questions that assess teacher-trainees' expectations and experiences about collaboration, school and teaching environment organization for practicum, constructive criticism, technology literacy, guidance, leadership, being up to date in the field, flexibility, professional assistance, teaching analysis for reflection, supervision, effective reflection, handling critical incidents, detecting problems, devising solutions for detected problems, ability to explain teaching choices, the help of implementing different techniques, providing necessities, introducing to school, support for lesson planning and execution, accessibility, monitoring, defining teacher-trainee as a future colleague, validity of evaluation and objectivity of evaluation.

To collect the qualitative data, two tools were used. Online interviews and open-ended questions were added to the end of the online questionnaires. Questions that were used in the interviews and open-ended questions were aimed to assess teacher-trainees' attitudes towards cooperative teachers' practices. Additionally, the notion of the ideal cooperating teacher was asked in interviews to answer the first research question. To answer the first research question, quantitative data was also used. The pre-practicum questionnaire was presented with a mean score and a figure to understand the nature of needs and desires. To answer the additional question of the first question, the collected qualitative data and policy documents were compared. For the second research question, pre-practicum and post-practicum data were compared and comments were made.

3.5. Data Analysis

As mentioned earlier, the mixed research methodology was used to comprehend and answer research questions in this research. In order to analyse quantitative data, descriptive analysis is used. According to Sheard (2018), descriptive analysis is used to describe aspects of quantitative data to make interpretations and comparisons with other numerical data. Furthermore, data can be presented via text, tabular or graphical form. The collected data were processed with Google Office Suit applications to create graphs that show the distribution of numerical data. As pre-practicum and post-practicum data comparison is needed to answer one of the research questions, graphs that show pre and post-practicum data were used. Hence, how teacher-trainees' attitudes changed or whether it is changed can be seen. Furthermore, mean scores of TT expectations about CT mentoring duties and actions are given. To compare the expectations with experiences, mean scores of expectations and experiences are given in table 14. Therefore, all of the differences can be seen.

Qualitative data was collected by means of online interviews. All the data were recorded with the permit of teacher-trainees within the premise of anonymity and confidentiality. Spoken data were then transcribed into written text to be used in the research. Peer-check and supervisor-check were employed to decrease the chance of any misunderstanding between teacher-trainees. To analyze the qualitative data, content analysis was used. The definition of content analysis is to identify the appearance of certain words, concepts, and themes (Schreirer, 2012). As teacher-trainees mentioned many ideas during their online interviews, dividing ideas into themes was necessary. Additionally, qualitative data were used to support or oppose quantitative data to understand how individuals think about certain aspects. Open-ended questions were also added to the content analysis of interviews to ascertain recorded online interviews. Therefore, certain themes could be combined together to avoid any frustrations.

Although qualitative data for quantitative questionnaire items is not collected; Namely, quantitative and qualitative data were collected for different research questions, and data from open-ended questions were analysed and used as complementary to quantitative data.

Participants are numbered and qualitative data are presented with regard to the collection tool. After each qualitative data, the initial letter of the word ‘Participant’ and the number of the participant is presented. Additionally, whether the quotation is from the interview or open-ended questions is added to brackets after the data.

3.6. Reliability and Validity of the Study

Mixed research methodology were used in the study as the research methodology as one of the negative aspects of qualitative studies is the reliability issue (Creswell, 2018). Additionally, drawing implications from the quantitative data can be misleading as the reason cannot be found through numerical data (Dörnyei, 2011). Thus, combining two methods highlighted the positive sides of both research designs. Using surveys is beneficial for research questions that cover the beliefs of participants (Neuman, 2013). Nevertheless, construct validity must be checked. In the study, all of the questions derive from policy documents (e.g. HEC, 2018) that are published by authorities that control the practicum process. Additionally, some teacher competencies are added to the questions and these competencies are taken from the Teacher Strategy Paper (HEC, 2017). Furthermore, the relativity of questions was peer and supervisor-checked. Hence, it was concluded that the questions used in the research were related to the research questions. Although the research can be seen as a complimentary of Rakicioglu-Soylemez and Eroztuga (2014), recent policy documents are analysed and surveys and interviews are built upon recent updates. All the questions in interviews and questionnaires are peer and supervisor-checked to increase the validity of questions. According to the check, no item was added or removed, incoherent items were reworded.

CHAPTER IV

FINDINGS

In this chapter, the findings of qualitative and quantitative data will be presented to answer the research questions. Results will be shared. Research questions will be answered with graphs that show pre-practicum expectations and post-practicum experiences. One collective graph is presented to indicate how expectations and experiences vary in different aspects. Qualitative data will also be used to comprehend TTs' opinions on topics better.

4.1. Expectations of Teacher-trainees from Cooperating Teachers

Below expectations of teacher-trainees can be seen. The themes of the items can be seen in Table 12 below. In figure 1 it can be seen that all of the items are expected by teacher-trainees with high competency.

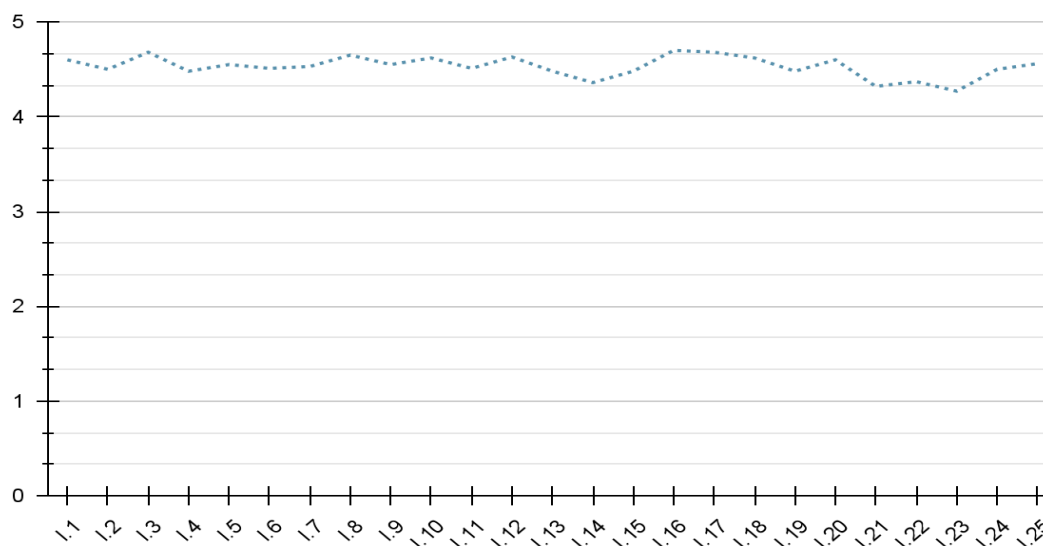


Figure 1. *Quantitative data of teacher-trainee expectations from their cooperating teachers*

In Table 12, mean scores of TT expectations can be seen and high expectancy can be observed from the quantitative data.

Table 12.

Pre-practicum Questionnaire Mean Scores

Item	Measured mentoring actions	Mean Score
1	Collaboration	4,6
2	School and teaching environment organization for practicum	4,5
3	Constructive criticism	4,68
4	Technology literacy	4,48
5	Guidance	4,55
6	Leadership	4,51
7	Being up to date in the field	4,53
8	Flexibility	4,65
9	Professional assistance	4,55
10	Teaching analysis for reflection	4,62
11	Supervision	4,51
12	Effective reflection	4,63
13	Handling critical incidents	4,48
14	Detecting problems	4,36
15	Devising solutions for detected problems	4,48
16	Ability to explain teaching choices	4,7
17	Help of implementing different techniques	4,68
18	Providing teaching necessities and materials	4,62
19	Introducing to school environment	4,48
20	Support for lesson planning and execution	4,6
21	Accessibility	4,32
22	Monitoring	4,37
23	Defining teacher-trainee as a prospective colleuage	4,27
24	Validity of evaluation	4,5
25	Objectivity of evaluation	4,56

To answer first research question, one open-ended interview question was asked, and TTs expect the following competencies and personal attributes from their CT.

Table 13.

Themes of Qualitative data about Ideal Cooperating Teacher for Teacher-trainees

Themes mentioned in collected data	Frequency
Professional Guidance	7
Affection	3
Feedback and Reflection	2
Emotional Support	2
Communication Competency	1
Self-assessment	1
Showing Realities of the Profession	1
Innovation	1

4.1.1. Views about professional guidance. Professional Guidance is a theme that can be spotted in interviews and open-ended questions. Although many comments highlighted professional guidance, and this can be considered an official mentoring duty, some of the participants asked for career guidance. Although career guidance can be seen as important and vital for teacher-trainees, it is not an official duty. Nevertheless, professional guidance that only covers practicum duties, can be considered one of the official mentoring responsibilities.

My ideal CT would help me teach effectively and show me how to engage with students how to act around students, how to stand, how to walk, etc. As we learn our field knowledge in faculties, what we need is to use this knowledge effectively to teach English in classes. (P4)

Participant 4 also expects the CT to check lesson plans and make necessary alterations to more efficient teaching.

Additionally, I like my plans organized, so, as an experienced teacher, I would like my CT to check my plans and make comments about them. (P4)

Participant 7 seems to be indecisive about the teaching career opportunities and sees CT as a guide who can help with career decisions

Plus, I am not really sure about my future career, there are many options around me, and I do not know which ones will be suitable for me, it would be nice if my cooperating teacher can help me find the best way by sharing his/her experiences and knowledge. (P7)

Participant 11 mentions the effect of the pandemic on his education and asks for professional guidance that can help him to adjust to the school atmosphere.

Covid affected us badly, I need to be guided professionally in my teaching. I do not feel comfortable around students especially after they come to school after 2-year pandemic closures. So, professional guidance can be very beneficial for me. Also, the school environment is new for us, our teacher should introduce it to students, teachers, and the administration. That way I can feel better in the school atmosphere. (P11)

Participant 10 clearly asks for a CT who can guide the way TT teaches. Additionally, she mentions the importance of practice and knowledge integration.

My CT should be able to give direction - to prevent teacher-trainees from turning into fish out of the water, they can talk about the following; In reality, teaching conditions should be able to offer solutions to classroom management difficulties. Having knowledge of what to consider when addressing the age group. Theoretical courses we take at the university may be out of date until we graduate. (P10)

Participant 2 expresses gratitude as the CT helped to use materials in courses more efficiently.

Students should be more motivated about the scores they get and They should be more instructive and guiding about students' future plans. My expectations are met in some aspects. For example, my first cooperating teacher was very useful in terms of material design. She used materials effectively in each lesson. She was helpful for me to teach a subject efficiently. (P2)

4.1.2. Views About Affection. Although affection towards students and teacher-trainees was not a part of official cooperating teacher duties, teacher-trainees in the study asked for affection for CT's students and teacher-trainees in the interview and open-ended questions. It can be said that teacher-trainees asked for affection as they do not feel that they belong to the school environment.

My ideal CT would behave to his/her students nicely, sincerely, and politely. He/she would do certain acts like being energetic in the classroom and asking about students' personal life. (P15)

Although affection can be subjective, participant 13 expresses the specific criteria to feel affection from the CT.

My ideal CT would act as if we (TTs) are his/her younger siblings. We want to see affection and attention to ourselves during the practicum. I guess it can help us feel better in school as we are not a natural part of the school environment. At least we feel like it... I want a CT that can help me feel like I am an appointed teacher rather than a person that is trying to fit in school. (P13)

Participant 8 also needs affection as she feels unfamiliar with the school environment and thinks affection may help to get over it.

....and I would be very happy if my cooperating teacher can act sincerely around us because we can feel unfamiliar in the school. So, I would like my CT to be a pathfinder and sincere. (P8)

4.1.3. Views about feedback and reflection. Some of the participants, namely Participants 4 and 7, expected feedback and reflection of cooperative teachers and it can be understood that teacher-trainees in the study are in need of reflection upon their performance. It is evident that although TTs are confident about their competence, they have frustrations about the teaching performance part. Additionally, it can be said that feedback and reflection are mentioned repeatedly in policy documents (HEC, 2018).

My ideal CT would give detailed feedback. I find feedback as the most beneficial part of the practicum because when I teach in front of the class, I can't be mindful of my posture, mimics, etc. My ideal cooperating teacher should explain all the things I do good or badly during class time so that I can be more mindful of my behaviors to change them for better teaching. (P4)

In addition to participant 4, Participant 7 also expresses the need for reflection to improve teaching and develop teaching skills.

My ideal CT can help me focus on achievable goals in my teaching by reflecting on and assessing my performance. I know theoretical knowledge about my area, but I do not know how to use this knowledge to teach the English language. (P7)

4.1.4. Views about emotional support. Emotional support action by cooperating

teacher is another action that cannot be considered an official mentoring duty. Nonetheless, it is evident that some of the teacher-trainees expected emotional support to decrease TTs' teaching anxiety.

I would like my CT to be more supportive when I teach in front of the class. As I have teaching anxiety this support may help me overcome my anxiety. (P4)

Participant 10 mentioned all of the ideal CT competencies and one of the competencies is patience, as teaching is new for TTs, patience is asked from experienced cooperating teachers.

Have patience - not all prospective teachers are the same. Everyone should answer according to their level in preparing a lesson plan (there are those who do not know aims-objectives. if the candidate does not respect the teacher and is not punctual, he may not be taken seriously. Having informed the students in advance that the practicum students will teach (it is not a personal characteristic, but he should not throw the students to new teachers, he should also consider their psychological state). (P10)

Participant 8 also expresses the need for emotional support from CT as TTs may feel frustrated and stressed in classes.

My CT should find ways to let us feel less stressed in class. Sometimes I feel frustrated in classes, my cooperating teacher should find ways to decrease my tension... (P8)

4.1.5. Views about communication competency. One of the participants specifically asked for a CT who can communicate competently. When policy documents are seen, it can be seen that it is not one of the cooperating teacher's responsibilities. Nevertheless, it should be noted that in Teacher Strategy Paper (MEB, 2017), effective communication was mentioned repeatedly. Hence, effective communication is a need for contemporary teaching.

My CT should be able to communicate enough to produce answers and solutions to the questions and problems of novice teachers during working hours. As a result, when the teacher-trainee is not at school, it is his responsibility (to plan preparation - material problems) AND can share experiences (for example, when I was talking about this subject last year, the reading piece in the book did not attract attention, let's add something to it this year - he can suggest it). (P10)

4.1.6. Views about self-assessment. Self-assessment is another desired action from cooperating teachers. When policy documents about practicum are analysed, self-assessment cannot be found as a needed skill. When the related MEBBİS evaluation page is analysed, any questions related to self-assessment cannot be found. Hence, self-assessment cannot be considered an official duty, yet still expected of CTs.

My CT should be able to self-assess. They are applying these mentoring programs to help inexperienced teachers. Nonetheless, whether they are assessing themselves to make themselves better is a question. I would like my CT to constantly judge their mentoring decisions to make them more feasible for all of us. For example, they might say: I had problems with communication this semester, maybe I should make myself clear before starting the practicum process. (P12)

4.1.7. Views about showing realities of the profession. One teacher-trainee mentioned a desire about experiencing the realities of the profession from the cooperating teacher. It can be said that practicum is a controlled practice that prepares teacher-trainees for their teaching career. Nevertheless, the control may mislead teacher-trainee from the realities of teaching. The comment can be seen below.

I only expect general teacher competencies. Expecting fancy abilities may mislead me about the realities of schools. I mean, I may use different techniques and prepare materials for practicum for the sake of practicum... but I don't know whether a normal teacher can find time to prepare materials and fun activities to teach English. (P15)

4.1.8. Views about innovation. Innovation was mentioned by one teacher-trainee. It can be said that in the Teacher Strategy Paper (MEB, 2017), innovation and technology usage are mentioned several times. Although policy documents do not regard innovation as a duty, it can be stated that innovation is asked of teachers.

My CT should be open to innovation. An older teacher may say that it is not possible to learn English by watching movies, but we have the internet at our fingertips and it should not be denied. Being able to judge objectively. (P10)

4.2. Experiences of Teacher-trainees from Cooperating Teachers

In this section, the experiences of teacher-trainees from the quantitative data can be seen. To compare and contrast the items, relevant qualitative data is also shared with the items. Additionally, figures of expectations and experiences of teacher-trainees can be seen below. Furthermore, all of the mean scores can be seen in table 14 and figure 26 below.

4.2.1. Collaboration. Collaboration is the theme of item one. Collaboration is added to the research as TTs and CTs should be able to collaborate effectively to increase the quality of professional talk and reflection sessions. Additionally, the execution of predetermined plans by both parties can be more effective thanks to collaboration. Furthermore, collaboration is a legal part of the EFL practicum. Hence, it is important to have a collaborative atmosphere throughout the practicum process.

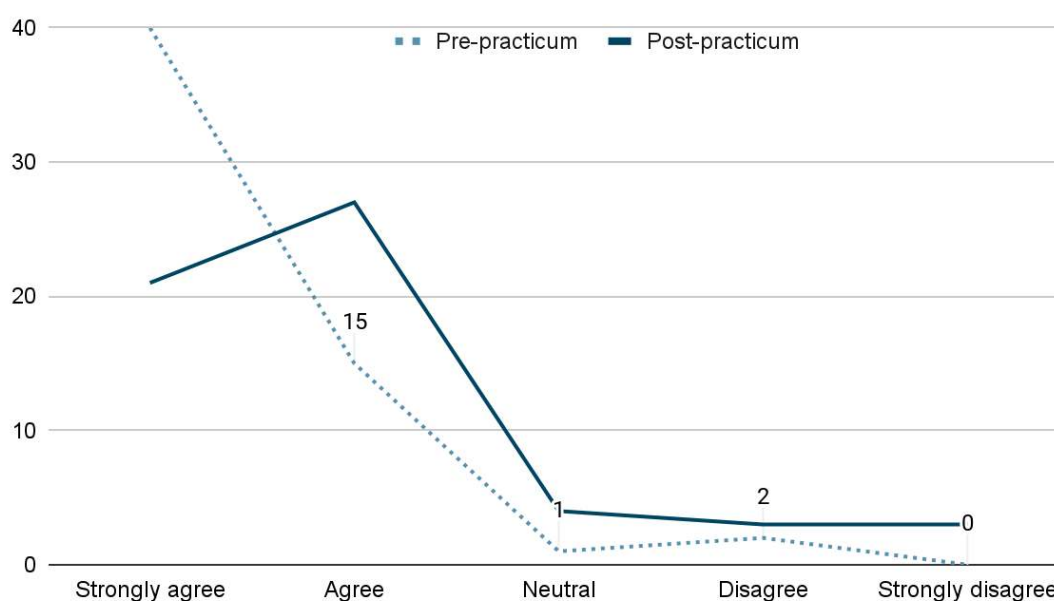


Figure 2. *Expectations and experiences of teacher-trainees about cooperating teacher's collaboration*

According to Figure 2, it can be said that nearly all of the participants expected either perfect or near-to-perfect collaboration from their cooperating teachers. It can be said that TTs expected CTs who collaborate effectively throughout the practicum process. Although post-practicum data do not suggest a drastic shift towards disagree section, a shift towards strongly agrees to agree can be seen. The increase in disagree and strongly disagree should also be noted as it is evident that some of the teacher-trainees expectations are not met.

4.2.2. Organization of the school and class environment. Organization of the school and class environment for an effective practicum was the second item. Teacher-trainees can be considered a non-natural part of the school and class environment. Hence, adjustments are needed to develop a learning, reflection, and evaluation environment for teacher trainees. These adjustments should also regard the original school environment as the existence of teacher-trainees may cause distraction and frustration among school staff, students, and teacher-trainees. In the second item, these issues are covered.

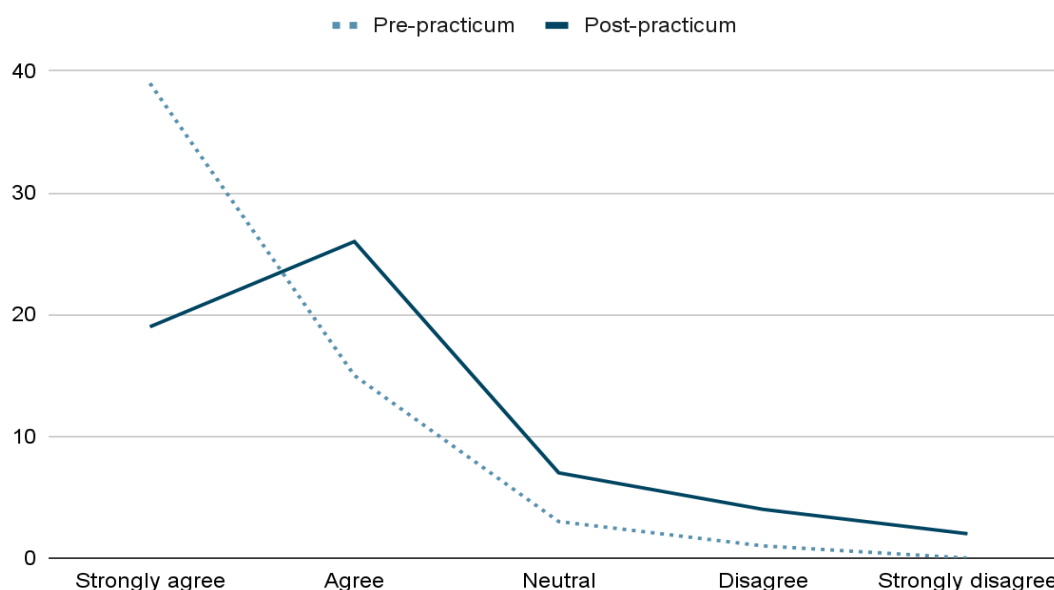


Figure 3. *Expectations and experiences of teacher-trainees about organization of the school and class environment*

As Figure 3 suggests, teacher-trainees expected an organized school environment for the practicum process that may ease adaptation of participants and feasibility of teacher-trainees' learning process. Additionally, as teacher-trainees may cause differences in the teaching environment, a certain organization is needed. It can be said that post-practicum data presents a shift towards high expectations to slightly negative experiences. The increase of negative comments also suggests that half of the teacher-trainees experienced slightly worse than they expect and in some rare cases teacher-trainees' experience is significantly negative. It can also be inferred that some of the CTs did not do any organization for practicum or made the organization poor.

4.2.3. Constructive criticism. The third item covered criticism of teaching applications in a friendly and constructive manner. Criticism can be considered a vital part of reflection and it is necessary to show problematic areas of teacher-trainees teaching. Nevertheless, the manner of criticizing is crucial as parties may adopt negative feelings with poorly articulated criticisms. Namely, the manner of the criticism should be in a constructive and friendly manner.

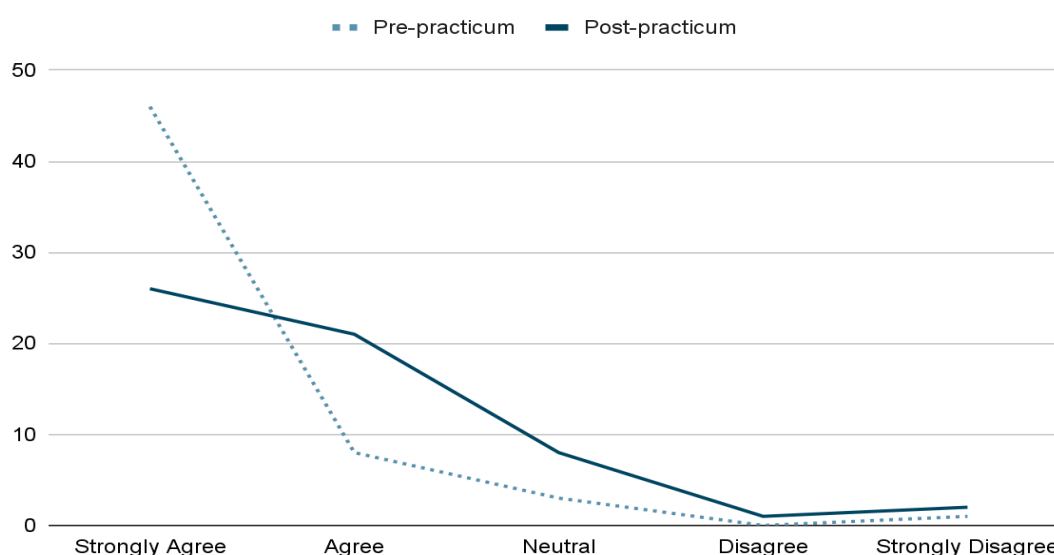


Figure 4. *Expectations and experiences of teacher-trainees about cooperative teacher's constructive criticisms*

The third item is about constructive criticism, in reflection sessions, negative aspects of teacher-trainees should be discussed. While reflecting on negative aspects, it is important to facilitate a constructive environment to decrease the anxiety or frustration of teacher-trainees. According to the findings, high expectations from almost all teacher-trainees can be seen. Nevertheless, when post-practicum experiences are observed, a drastic relocation from strongly agree to agree, and neutral can be observed.

4.2.4. Ability to use information technologies during teaching. The fourth item is another 21st-century skill to be used in teaching. The item is about making use of information technologies during teaching. Making use of information technologies is a crucial skill as traditional ways of teaching may cause a lack of motivation among students. Facilitating technology can improve teaching as teaching with technology stimulates more receptive organs which may improve comprehension.

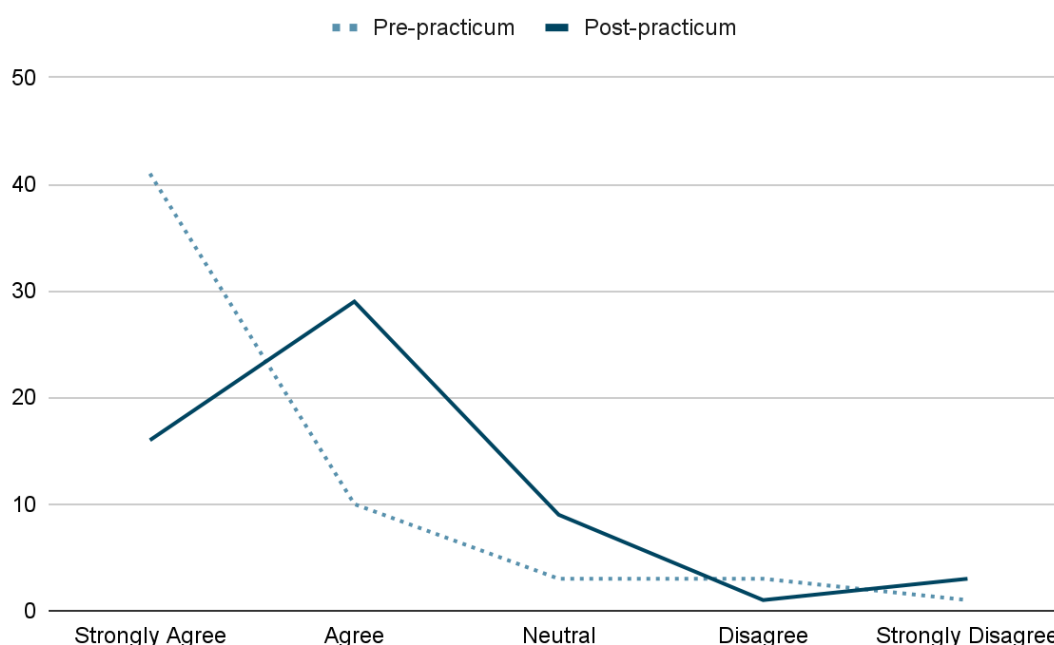


Figure 5. *Expectations and experiences of teacher-trainees about cooperating teachers' ability to use information technologies during teaching*

The Fourth item is about using technology for instructional purposes. As known, instructional technologies make teaching more feasible by presenting different receptive signals such as visual and audial. Thus, it may increase the probability of internationalization. According to the findings, a high level of technology competency was expected in the pre-practicum phase. When post-practicum data is considered, a shift from high to middle-level competency is observed. Additionally, as qualitative data suggests, some CTs use traditional methods to teach without any technological aid.

She also did not use technology in many cases, I think students were bored of the classes and so students' interest was very low. (P1)

4.2.5. Professional guidance. Professional guidance is the fifth item in the research. Mentoring facilitates a skillset to make the teacher-trainee familiar with the teaching environment. Guidance is sharing and reflecting on experience to enhance teaching of teacher-trainees with little to no experience. Professional guidance is especially crucial as the profession has many legal aspects and inexperienced teachers may feel frustrated concerning the formal duties.

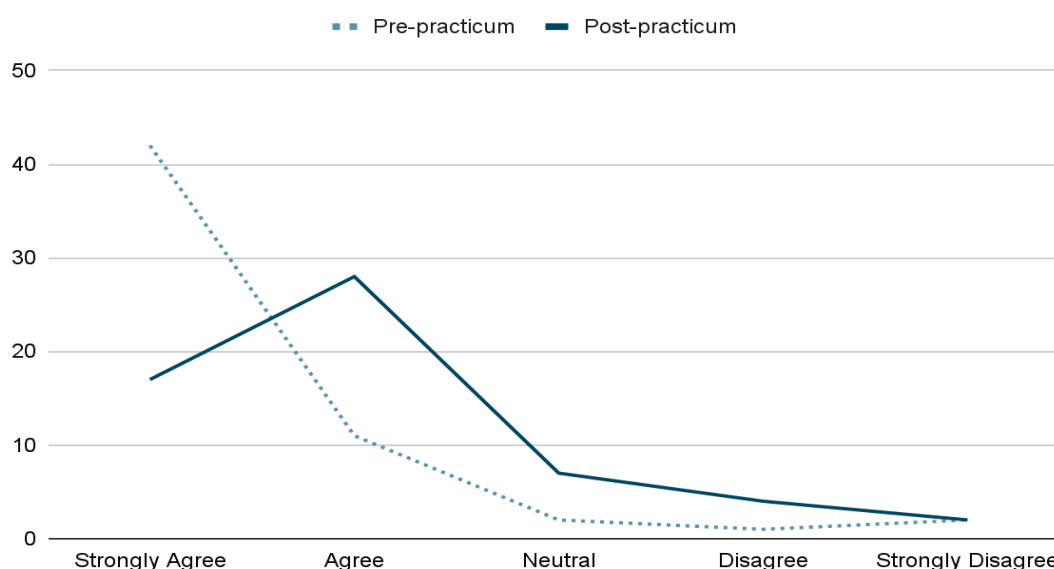


Figure 6. *Expectations and experiences of teacher-trainees about professional guidance*

As mentioned in the first research question, guidance for several purposes is asked of teacher-trainees. In the item, professional guidance that covers guiding instructional practices is mentioned. According to the findings, high expectancy follows insignificantly lower experiences. Namely, nearly all of the TTs expected high-level guidance from CTs, and at the end of the practicum, TTs were not happy with the guidance they got. Additionally, from the qualitative data that is used to answer the first research question, professional guidance is a wanted skill from CTs.

4.2.6. Leadership. The item is about leading the teacher trainee with CTs' professional competence. It is important to know that TTs learn discrete pieces of information throughout their learning life. Nevertheless, integrating the information into the practice can be challenging for TTs. Hence, experienced colleagues may help less experienced teachers to incorporate their theories into practice.

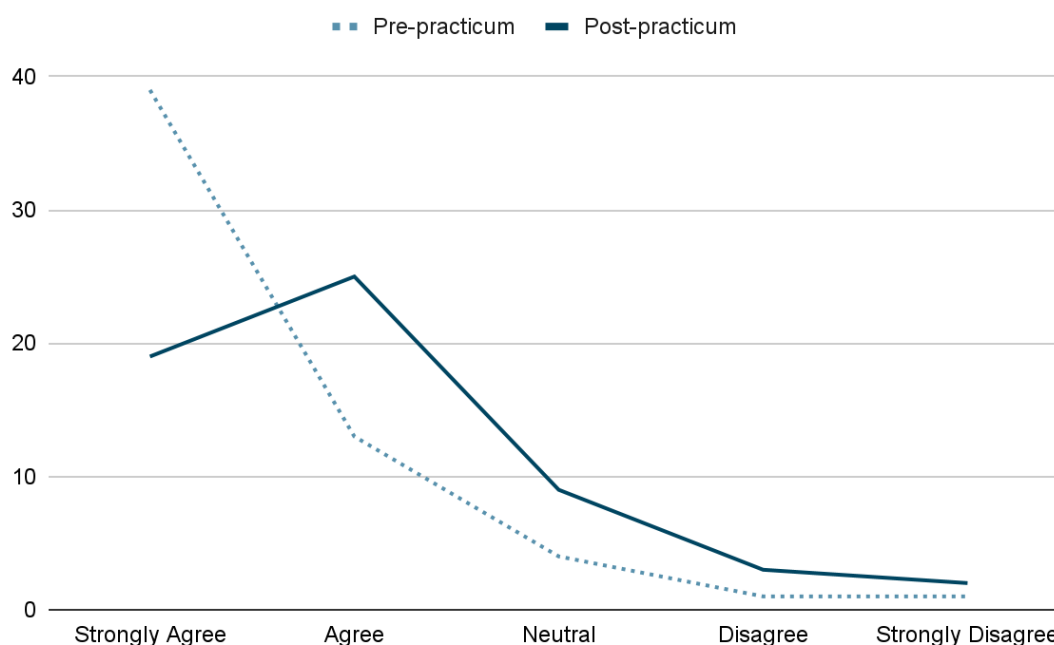


Figure 7. *Expectations and experiences of teacher-trainees about cooperative teacher's leadership*

Leadership is the sixth item; CTs are expected to lead TTs with their professional knowledge to develop them throughout the practicum. Like the aforementioned items, high expectancy follows slightly lower experiences. It can be inferred that although teacher-trainees expect high-level leadership from their CT, TTs experienced less than ideal throughout their time at schools.

4.2.7. Being up to date in the profession. The item is about updating themselves constantly to improve their professional skills. The skill is a 21st-century skill that needs to be adopted by teachers as their students will always be up to date and being obsolete before them may cause frustration of teachers. Thus, teachers and especially teachers who guide less experienced teachers should be able to update themselves constantly to meet the needed skills of the 21st century.

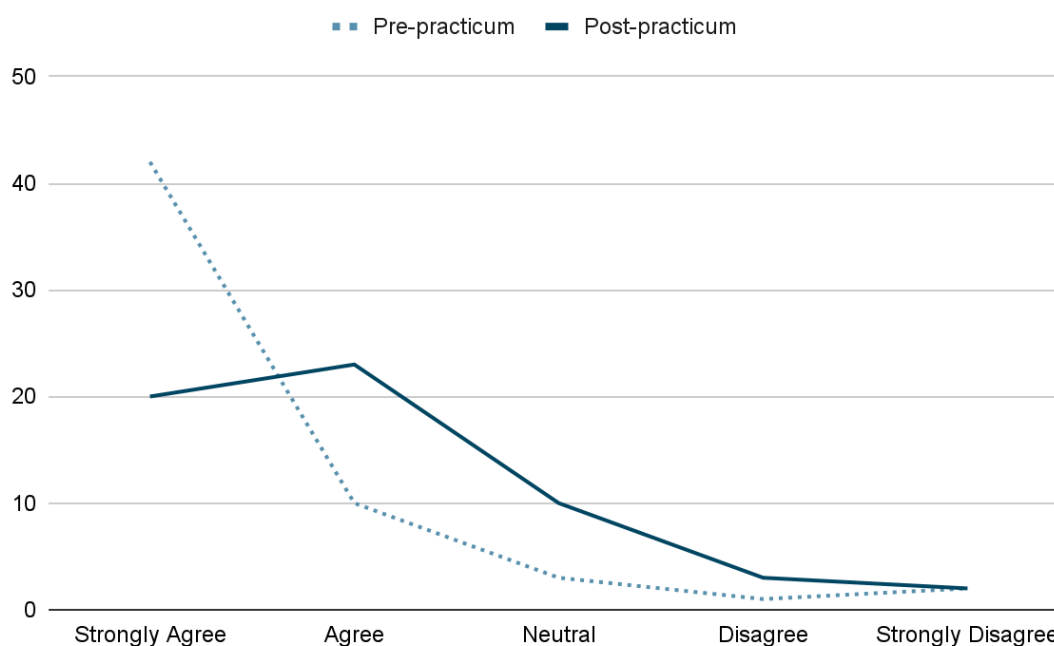


Figure 8. *Expectations and experiences of teacher-trainees about cooperating teacher's efforts to be up to date in the profession*

As known, educational trends change easily, and sometimes it is hard to keep up with the latest developments in the field, especially if teachers do not specifically search for them. Therefore, cooperating teachers should be able to follow the latest developments in the field to detect problems in TTs teaching and give suggestions with regard to the latest developments in the field. According to the findings, although high expectancy was expected, most of the results vary from agreeing to neutral.

Additionally, qualitative data where suggests that although teacher-trainees appreciate the way their CT teaches, traditional methods are used to teach English in their classes.

She is a good and sympathetic teacher that helps and motivates students to learn English. But she used a traditional model in her courses. She mostly used GTM and sometimes ALM. Don't get me wrong these methods can be used, but learners were not ready for that type of instruction. She also did not use technology in many cases, I think students were bored with the classes and so students' interest was very low. (P1)

Participant 7 expresses the expectations and gratifies the experience of practicum as all of the expectations are met.

I expected that the teacher would be experienced in teaching English. Because she was appointed to a state school, I expected that she was good at teaching and proficient in English. And she met my expectations and she is a really successful teacher in the branch of English and she knows how to teach the students English in a good way. Everything was perfect. She liked adding games to the lesson and the students were learning English by enjoying it. It was an important aspect for me because the students learned English fast and easily. I have observed and experienced teaching English owing to her. It was a good experience for me. (P7)

Participant 4 notes that although in general term practicum was fruitful, some concerns occur because of the teaching methods CT has used.

I had two cooperating teachers last term and I can say that both of them are successful in their fields. However one of them was using Grammar Translation Method (GTM) usually and it is not suitable for secondary school students I guess. The other one used Total Physical Response (TPR) all the time and the lessons were much better according to the other one. (P4)

4.2.8. Flexibility. Flexibility is the theme of the 8th item. As human interaction is based on conversation and mutual understanding, a cooperating teacher should be able to converse and understand other parties with ease. Flexibility also means sharing the class with TTs easily as they can be considered an unnatural part of the classroom atmosphere.

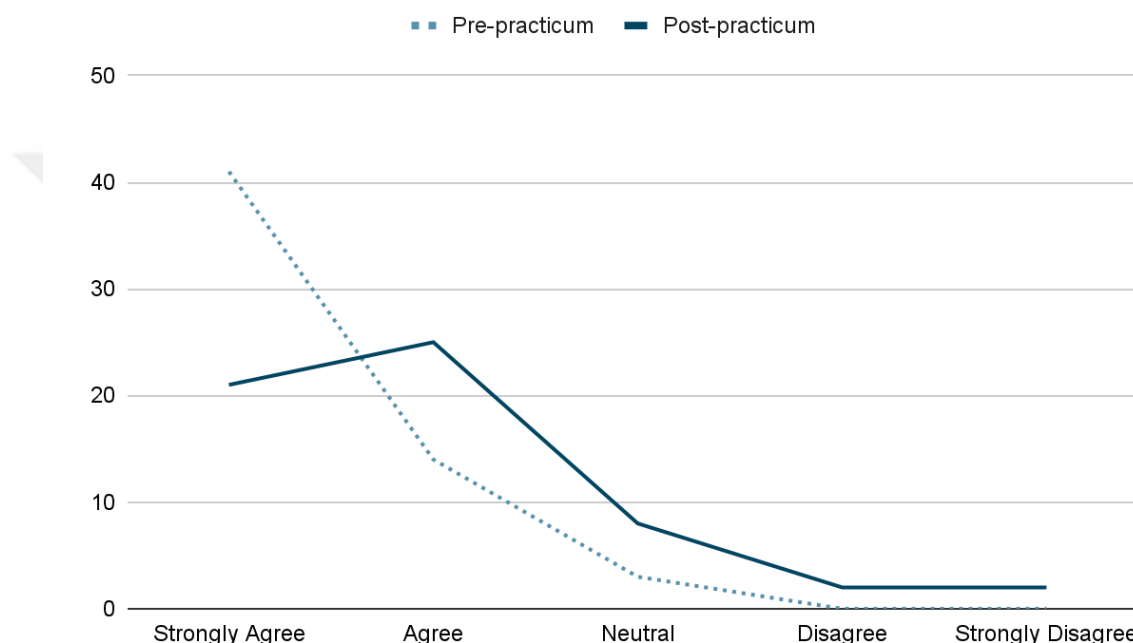


Figure 9. *Expectations and experiences of teacher-trainees about cooperating teacher's flexibility*

Along with mentoring, flexibility can improve teachers' work life as dealing with students require flexible people. According to the quantitative data, TTs expected more flexibility. Although high expectancy can be observed, a shift from strongly agree to agree and neutral proves that TTs' experiences were slightly more negative than expected. Furthermore, qualitative data suggest that flexibility was lacking in CTs mentoring practices.

My practicum experience was good despite the difficult tasks that our cooperating teacher gave us. I expected the cooperating teacher to be flexible and understanding, but I did not receive such feedback and what I remember from the internship was the reports and lesson plans that we have written more than 50. I am writing this with regret and wish success to my friends who will be working with our lovely cooperating teacher this term. (P18)

Another TT mentioned the benefits of CT flexibility. It is clear that CTs should be flexible enough to share the classroom with TTs as they need the experience to teach in class.

Students should be more motivated about the scores they get and they should be more instructive and guided about students' future plans. My expectations are met in some aspects. For example, my first cooperating teacher was very useful in terms of material design. She used materials effectively in each lesson. Showing how to use materials to teach language items was helpful for me to teach a subject efficiently. (P2)

4.2.9. Providing teaching assistance. The item is about providing necessary teaching assistance. What is meant by the item is materials, methods, techniques, and tricks to motivate students, teach effectively, and enjoy the learning process. The assistance is vital as finding the appropriate material or technique to teach the language item can be challenging for less experienced teachers. Hence, the assistance of an experienced teacher may be needed to teach effectively.

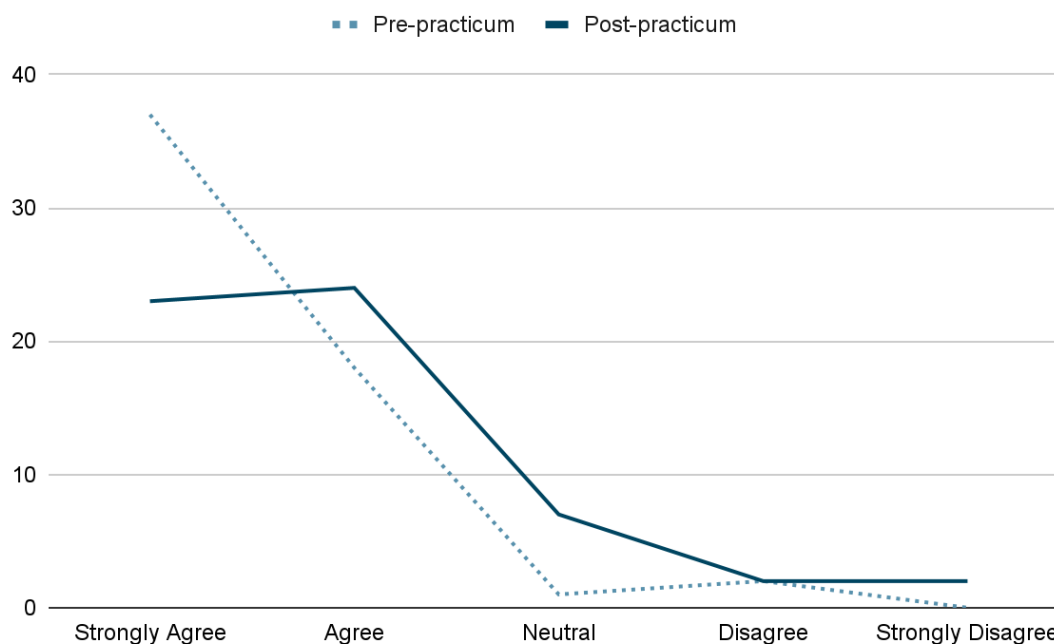


Figure 10. *Expectations and experiences of teacher-trainees about cooperating teacher's teaching assistance provision*

According to the data, high-level assistance was expected; when experiences are checked, it is clear that results are located in the strongly agree and agree sections. It can be inferred that the overall professional assistance of CTs is good, but there are some TTs who could not get sufficient feedback.

I need to be guided professionally for my teaching. I do not feel comfortable around students especially after they come to school after 2-year pandemic closures. (P2)

She gave us time whenever we needed to ask something to her, and she gave us valuable feedback during our reflection sessions that helped us to improve our teaching. (P3)

4.2.10. Analysing TTs' teaching for reflection. The item is about analysing TTs' teaching from every angle. The angles consist of different aspects such as classroom management, communication skills, time management, etc. As a teacher, it is important to manage the class and time and this skill can affect teaching in a positive way if it can be facilitated correctly. Additionally, communication skills can help teachers to get the message across effectively throughout the teaching.

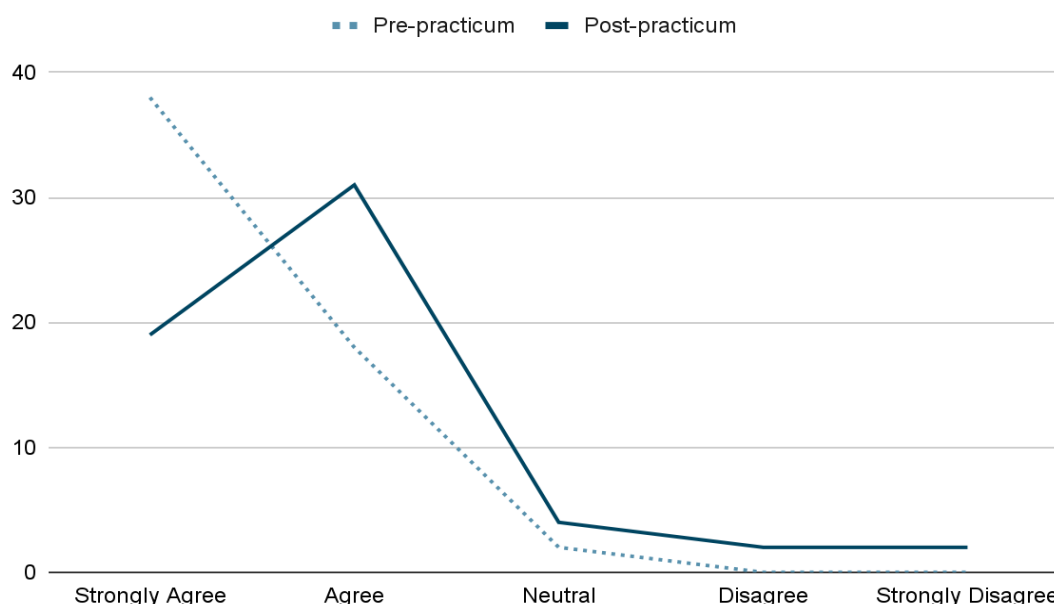


Figure 11. *Expectations and experiences of teacher-trainees about cooperating teacher's analysis of TTs' performance*

Based on the figure, it can be said that nearly all of the TTs could get a sufficient reflection in their practicum process, while several teacher-trainees could get poor or no reflection. It should be noted that reflection is a vital part of the practicum, and inconsistencies in areas such as reflection should be given attention as it may lead to incompetencies in TTs' future teaching careers.

4.2.11. Supervision. The item is about the supervision of certain issues regarding TTs' teaching. Although the term is mentoring, supervision of problematic areas is necessary to further solve issues. The term 'mentoring' is defined in the work of Manathunga (2007) as a productive form of professional development. Moreover, supervision is often seen as a subdivision of mentoring. Nevertheless, it is defined as overseeing a person's performance to ensure that the person is facilitating the performance without any error. Hence, supervision of problematic areas can be beneficial for less experienced teachers.

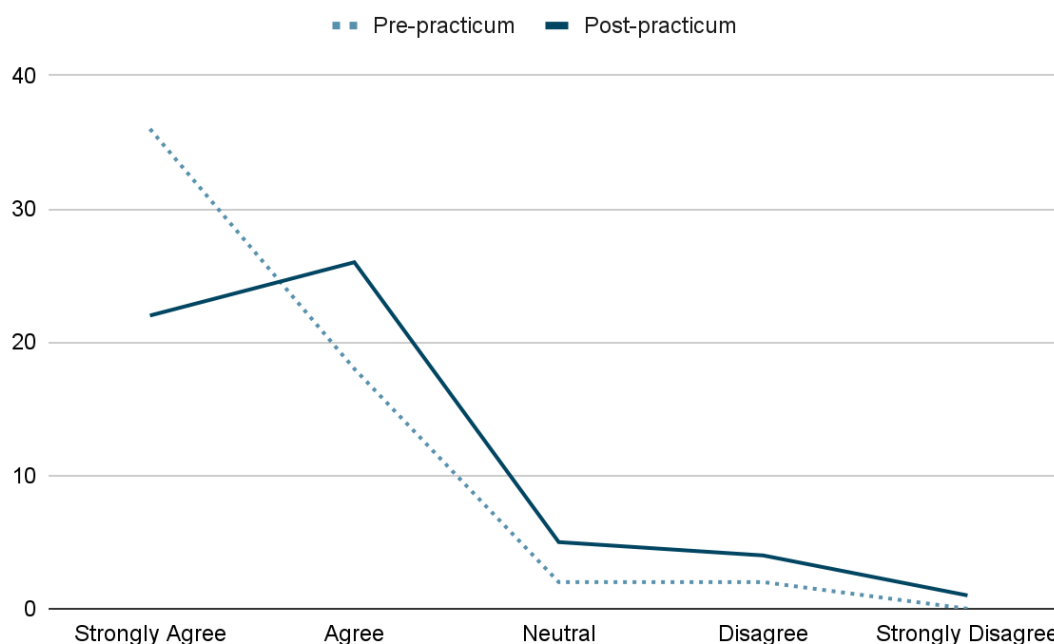


Figure 12. *Expectations and experiences of teacher-trainees about cooperating teacher's supervision*

Supervision is the eleventh item. Supervision is a subterm for mentoring, and it consists of observatory practices to ensure that TTs are teaching effectively. Supervision is vital for the process as reflective practices can only derive from detailed observations. According to the results, it can be said that pre-practicum expectations were high and high-quality supervision was expected.

4.2.12. Constructive reflection. The item is about constructive reflection that may help TTs' professional development. It can be noted that one of the most important duties of CTs is the reflection part as TTs mostly rely on CTs' comments on their teaching in class and behaviors in the school environment. Hence, reflection is a vital part of the mentoring process.

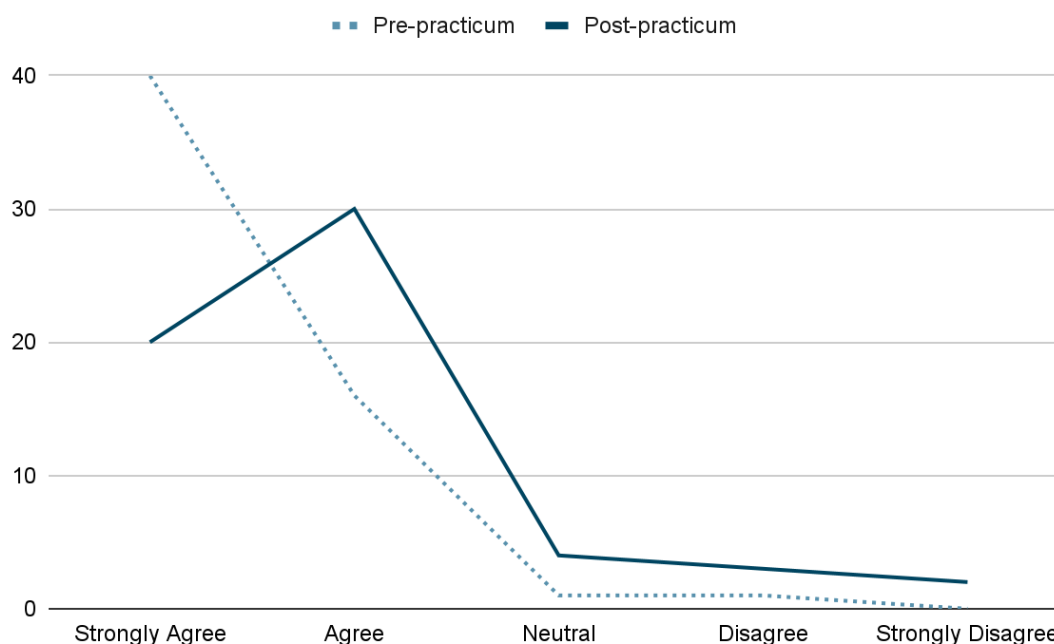


Figure 13. *Expectations and experiences of teacher-trainees about cooperating teacher's constructive reflection*

From the results, it can be said that nearly all of the teacher-trainees could get a sufficient reflection that can help with their professional development. Qualitative data also suggests that reflection sessions were successful in developing TTs' teaching competency.

Our cooperating teacher was an angel and one of the best English teachers I have ever seen. I was a little worried because I heard too many stories about cooperating teachers coming from nightmares but thankfully it wasn't the case. Thanks to her I was able to overcome my anxiety and learn to teach more effectively. She effectively used our reflection sessions. Also, her way of controlling the whole classroom was impressive and worthy of a copy. (P17)

4.2.13. Handling critical incidents. The item is about handling critical incidents, critical incidents are unplanned events (Farell, 2008) that may happen during class time. These incidents may affect the flow of the lesson drastically and reactions to these incidents can change the tone and atmosphere of the classroom. Therefore, how to act toward these incidents can be considered vital and an experienced CT should be able to handle such occasions professionally. In figure 14, the expectations and experiences of TTs according to the topic can be seen.

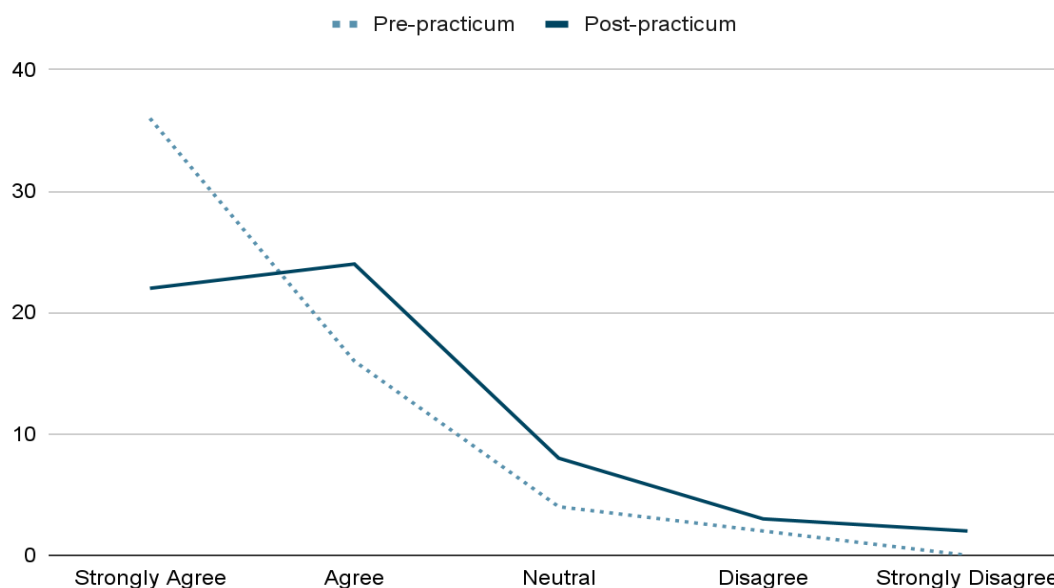


Figure 14. *Expectations and experiences of teacher-trainees about cooperating teacher's ability to handle critical incidents*

Although quantitative data suggest that critical incidents were handled, qualitative data suggest that a medical emergency happened in one TTs class while TT was teaching as a substitute for cooperating teacher, and TT could not perform anything about the issue. Hence, it is important to instruct TTs for critical incidents as these incidents can be problematic.

One time my CT was ill and I needed to cover her classes, one of the students was acting differently and I asked what was wrong, he said I feel bad and I have dizziness. I suddenly thought to give ayran to the student as he may be experiencing hypotension. But then I thought... maybe I shouldn't, students may have an intolerance to an ingredient. I reported the incident to the administration and they took care of it. Later, I asked my CT what should I do in such cases, my CT said never to give a student something if you don't know the student. I think we need to know what we should do in critical incidents like this. (P3)

(Name of the CT), she was a great teacher. She has great classroom management and she always motivates her students. I think classroom management is one topic that I need to focus on as I don't know what to do when something critical happens like disrespect or a medical emergency. (P14)

From the qualitative data, it can be seen that teacher-trainees need to be educated on how to handle critical cases in the practicum process. Additionally, it can be seen from Participant 3's comments, cooperating teacher neglects one of the responsibilities that is encouraged by the policy paper (HEC, 2018) that CT should not leave teacher-trainee alone in the class.

4.2.14. Addressing problematic areas in reflection sessions. The item is about addressing problematic areas in TTs' teaching in reflection sessions. In the reflection sessions, all aspects of TTs' performance should be evaluated. Hence, negative and positive comments about teaching should be given. While giving negative comments, it is important to address problematic areas. Therefore, CTs should be able to comprehend and comment upon problematic areas in TTs' teaching in the reflection section.

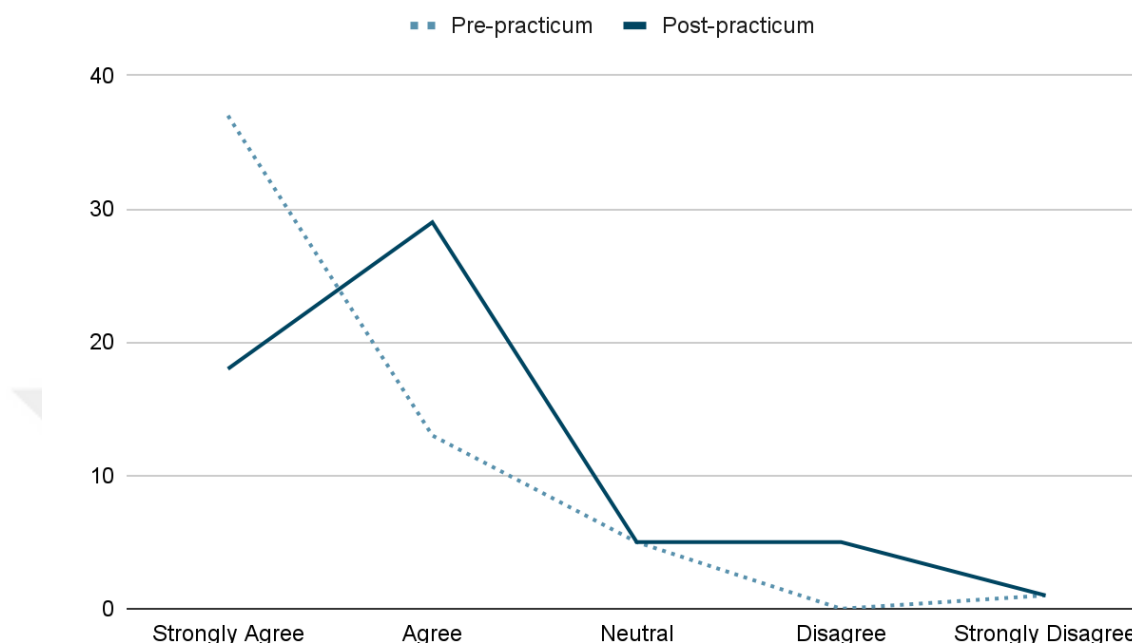


Figure 15. *Expectations and experiences of teacher-trainees about cooperating teacher's ability to address problematic areas in reflection sessions*

The fourteenth item is about detecting problematic areas in TTs teaching. Although this item can be considered similar to supervision, some items were used repeatedly as these CT duties should be understood further to make detailed comments on CTs mentoring practices. According to the quantitative data, several negative situations can be seen.

Furthermore, along with mostly positive comments, a lack of feedback in several TTs practicum processes can be observed in qualitative data. Finding solutions for detected problems is equally important as finding problems.

It was quite a beneficial experience for me. She helped me to see my weaknesses in teaching and suggested solutions throughout our reflection sessions. I have overcome my fears about being a teacher thanks to our cooperating teacher. I have learned many things from my experiences and I will use them in my future career (P5)

Below, the negative experiences of participants 2 and 17 can be seen. It is clear that poor feedback affects TTs in a negative way.

It was a good experience for me to take part in this kind of atmosphere even if It wasn't enough in terms of feedback. I could not get the essential feedback about the way I taught and my lesson plans except for 'It was very good'. I think we would have improved ourselves more if we could get more feedback on our weaknesses and strengths in teaching. I wanted to be more aware of the mimics I use in classes. I think students care about these aspects too while they listen to us. (P2)

In fact, I was generally satisfied with my practicum experience. However, I don't think we were observed very extensively by our cooperating teacher. I would like to get some more feedback. My only problem was not getting any feedback. I would be very happy if my cooperating teacher could give us details about problematic parts of our teaching. Also, I could work on these areas to make them better. (P 17)

4.2.15. Devising different techniques to fix problematic areas in TTs' teaching. After addressing problematic areas, it is important to find ways to fix issues regarding the problem. Hence, a CT should be able to find a variety of techniques to fix problematic areas in TTs' teaching.

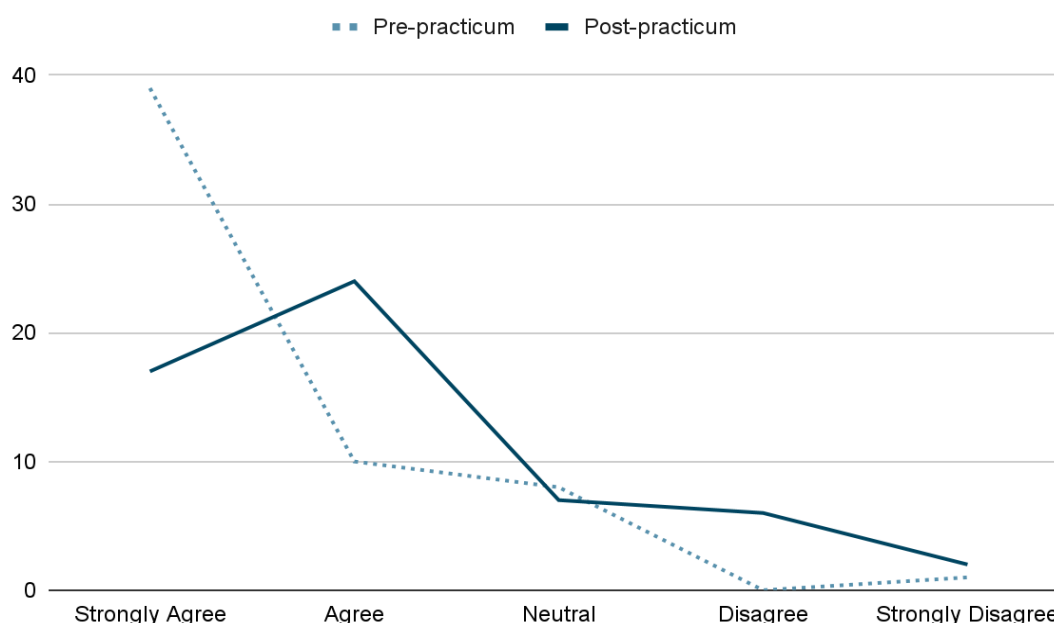


Figure 16. *Expectations and experiences of teacher-trainees about cooperating teacher's ability to devise different techniques to fix problematic areas in TTs' teaching*

Quantitative data suggests that TTs had a high expectancy for solution devising, experiences on the other hand, slightly less than expected with several negative comments. Along with mentoring practices, CT should also be a role model in classes and should be able to explain why he/she used certain techniques, methods, materials, etc., in the class.

4.2.16. Explaining the reasons why he/she teaches in a certain way in classes.

The item is about CTs' ability to give a rationale for their teaching. Hence, it is expected for them to explain why they choose certain methods and techniques for teacher-trainee development.

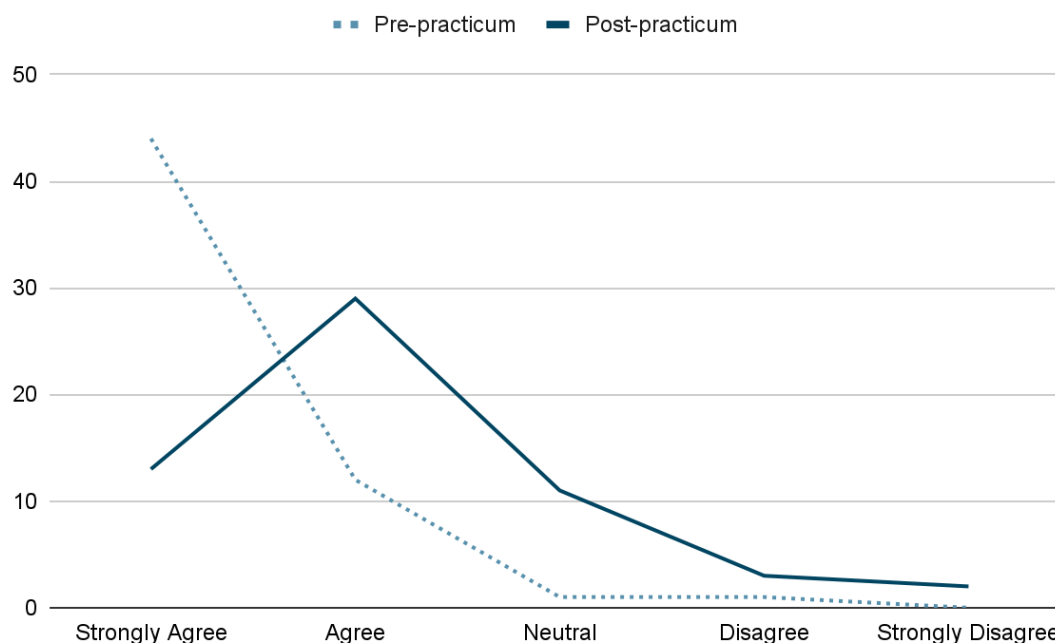


Figure 17. *Expectations and experiences of teacher-trainees about cooperating teacher's ability to give rationale to teaching choices*

As quantitative data suggests, a very high expectancy of getting a rationale for teaching choices follows a drastic relocation from strongly agree to neutral and agree. In contrast

to quantitative data, qualitative data suggest that CTs are competent in the field and successfully explain what he/she uses and why it is used.

She was very good at teaching and using methods. She is a well-known teacher in Burdur because she is good at her job. Whenever we ask why did she use a certain technique to teach this, she always explained why she used what she used. I think it is important to be able to explain your teaching ways as a cooperating teacher. (P6)

4.2.17. Helping to use different techniques in the class. The item is about helping the TT with professional development and enabling TTs to observe his/her teaching and apply different techniques in classes. The item is specifically important as practicum should serve as a ‘guinea pig’. Namely, teacher-trainees should use different methods and techniques to find which technique should be used with which group. Additionally, what works best and what should be ignored during teaching can be understood. Furthermore, teacher-trainee can be reflected upon after the usage of different techniques. Plus, teacher-trainees may feel more secure using different methods as cooperating teachers may help teacher-trainee if unprecedented occasions happen.

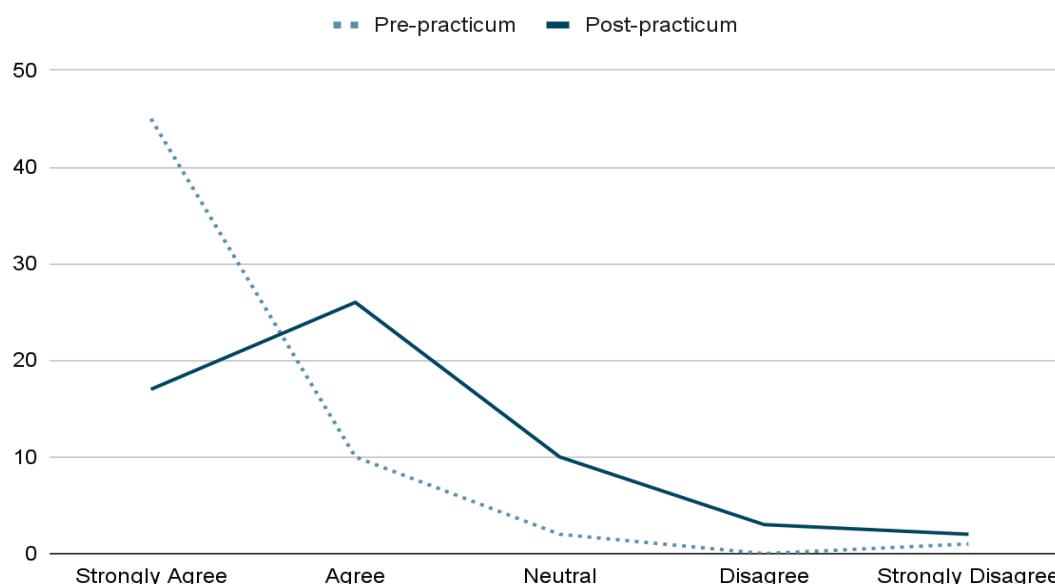


Figure 18. *Expectations and experiences of teacher-trainees about cooperating teachers' ability to help TTs experience new methods and techniques*

The ‘guinea pig’ analogy is used in the findings section to explain the process. Namely, different techniques and methods should be used throughout the practicum process. Whether CTs help TTs to use different techniques is asked and quantitative data suggests that this act was expected by nearly all of the participants. Experiences, on the other hand, suggest that help was not sufficient enough for TTs.

Additionally, qualitative data suggest that the CT wanted to teach one way of teaching but did not insist upon one single method to be used while teaching.

She was good at inductive teaching and wanted me to teach in that way too. I've learned some regarding inductive teaching. I don't think she wanted to insist upon a certain method, rather, she wanted me to use techniques that I don't use normally and experience new ways of teaching. I enjoyed experimenting with teaching English with new methods. (P9)

4.2.18. Providing materials and teaching necessities. The item is about providing necessary resources, and materials for TTs’ teaching practice. As CTs know the classes and teaching necessities, it is logical for them to share any material that can be used to teach language items. CTs make materials for certain usages and which materials are needed to visualize certain topics may be helpful as experienced teachers know which language items are challenging to understand for students. Additionally, the financial burden of making materials each week can be prevented.

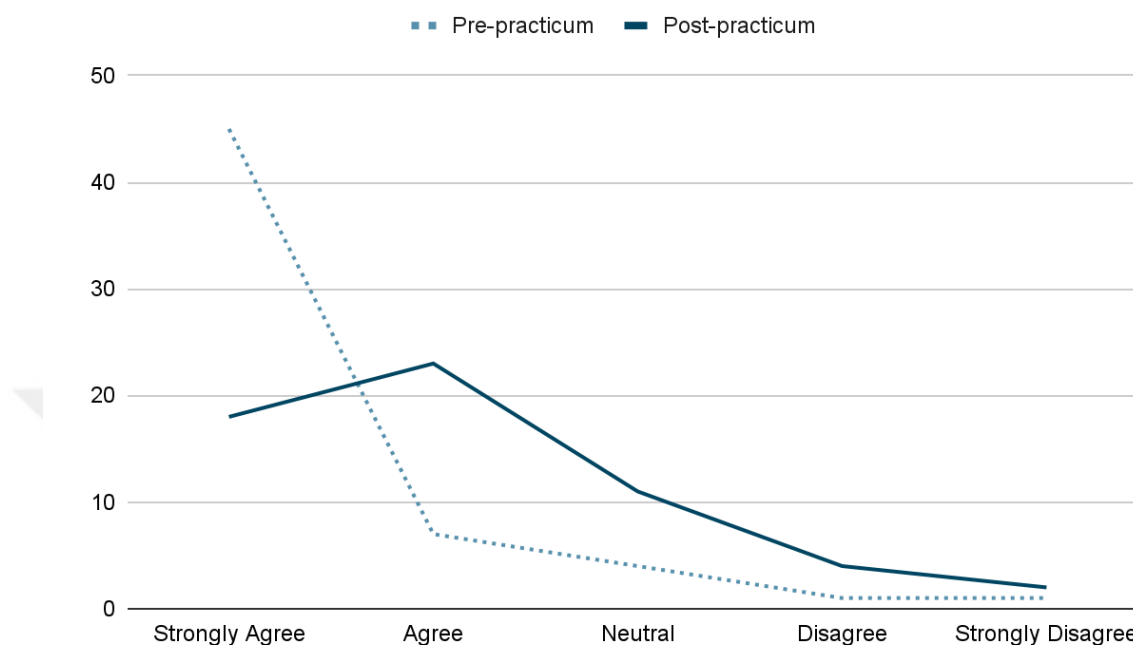


Figure 19. *Expectations and experiences of teacher-trainees about cooperating teacher's provision of materials and teaching necessities*

This item is important as CTs should share materials and other necessities with TTs according to HEC (2018). It is important as most of the CTs do not know that they should share their materials with TTs. According to the quantitative data, providing materials was expected by TTs, while experiences seem that several of them experienced what they expected.

Qualitative data also suggests that some CTs made TTs prepare materials for both TTs lessons and CTs lessons.

Our CT made us prepare materials for both our teaching and her teaching, it was really hard for us to afford material costs every week. I wish we did not have to prepare materials each week. I mean, I understand when we make materials for our teaching, but I cannot understand how materials that we are not going to use will develop our teaching (P11)

4.2.19. Introducing the school environment. The item is about introducing the

school administration and school environment to make TTs familiar with the school. This item is added as the duty is mentioned in HEC (2018). Additionally, maintaining communication with school administration and being knowledgeable about the school atmosphere may help to improve the practicum experience as teacher-trainees may feel frustrated when they enter an unknown school for the first time.

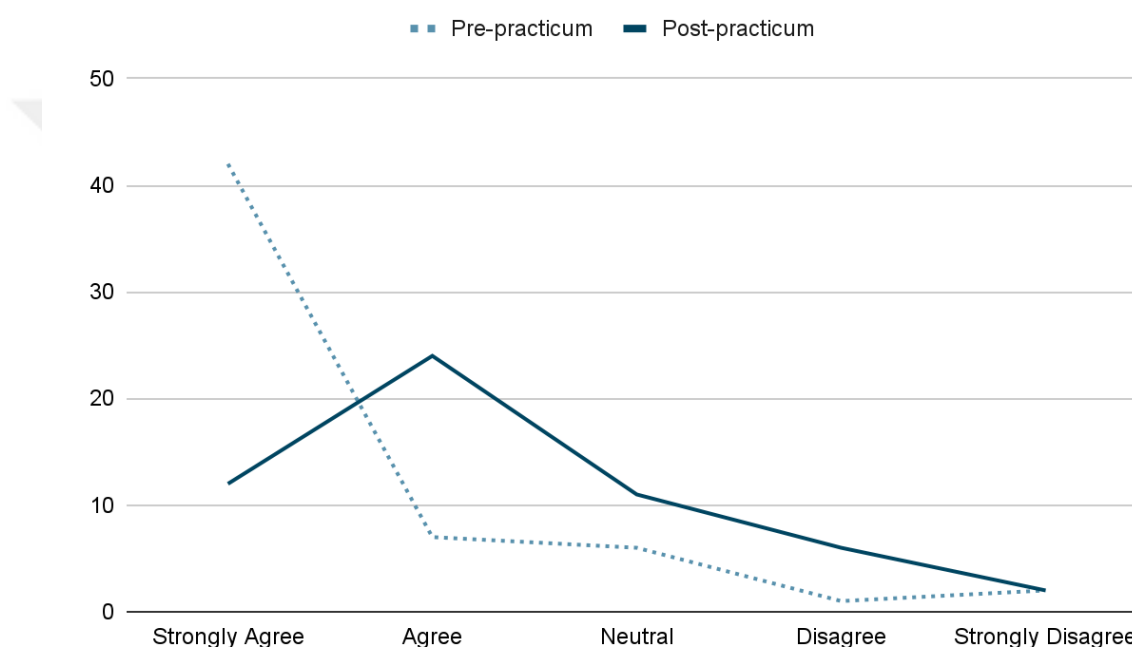


Figure 20. *Expectations and experiences of teacher-trainees about cooperating teacher's introduction to school environment*

The item was added as some teacher-trainees may feel dislocated and lost in a new school environment, and CT may help to reduce any anxiety by introducing them to the school, staff, and administration. According to the quantitative data, nearly all of the TTs expected their CT to introduce the school environment, but most of them did not seem to get any introduction, or it was poor.

Similarly, the qualitative data suggest that ideal CT responsibilities suggest introducing the school environment to the TTs. As mentioned in the expectations, teacher-trainees expect to be introduced to the school environment as they feel misplaced and frustrated.

I feel weird and misplaced in the school and I do not know if I can teach English without any stress and nervousness. This stress causes me to forget the things I know, so I feel frustrated in school and classes. It would be awesome if my cooperating teacher can make me feel secure in both classes and the general school area. Otherwise, I do not know if I can finish my practicum successfully. (P2)

4.2.20. Support for lesson planning and application. The item is about helping TTs to plan lesson plans and activities, then observe practices. This item can be considered complementary to accessibility as when accessibility increases, helps to plan lesson plans and activities increase. The item is vital as it is covered in policy papers and experienced teachers can judge whether certain lesson plans can work and what type of adjustments are needed to make the lesson plan more feasible. Without any pre-judge, teacher-trainees may feel frustrated to use certain methods, activities, and techniques. Additionally, observing the lesson plan application is vital to understanding whether the plan was successful or not.

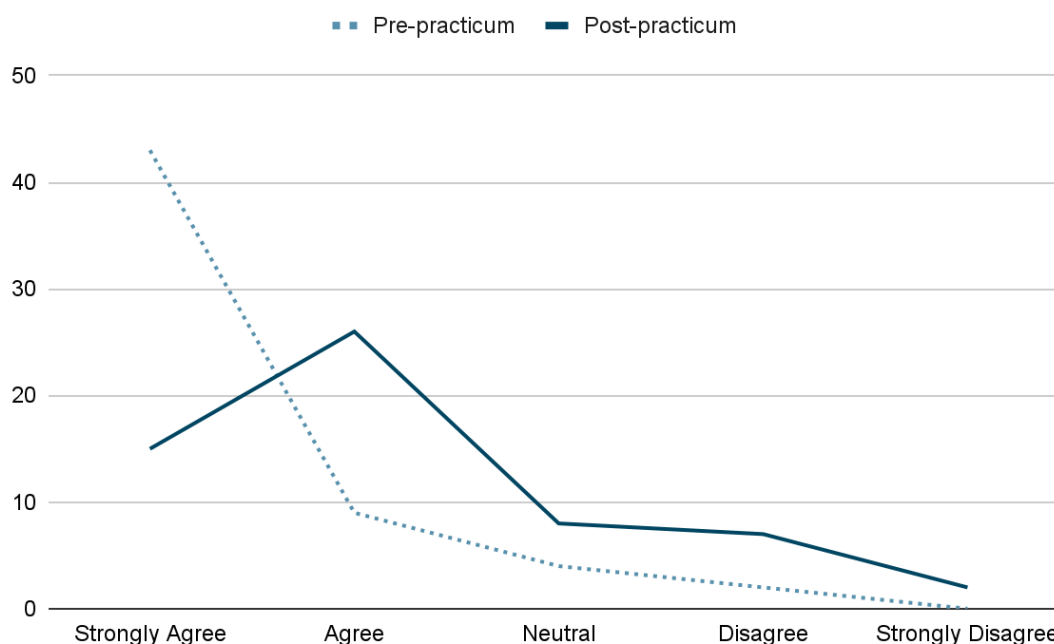


Figure 21. *Expectations and experiences of teacher-trainees about cooperating teacher's support for lesson planning and application*

Quantitative data suggests that most of the TTs in the study expect their CT to support their lesson planning and application. Nevertheless, experiences do not seem to be enough for teacher-trainees.

Contrary to quantitative data, qualitative data suggests that some of the CTs helped TTs with their professional development.

In general, my practicum experience was good, I expected collaboration from my CT, responsibility towards us, and affection towards mentoring practice and teaching. I expected certain acts like answering our questions in time and with detail and discussing our lesson plan before classes so that we can make alternations. These acts helped us to develop ourselves throughout the practicum as we can focus on constantly developing with true guidance. (P8)

Our cooperating teacher was kind to us, whenever we ask questions she always answered sincerely and she put effort to make our teaching better. When we prepare lesson plans and activities, she always analysed the activities and structure of our plan to give us feedback to improve the plan. I found that useful as she knows classes better and she should direct me to make alternations to make my teaching more feasible. These small alternations definitely increased practicality and made my teaching better. (P10)

4.2.21. Accessibility. The item is about being accessible when it is necessary. Accessibility is an important part of mentoring as teacher-trainees do not know how the school functions as it contains many formal duties. Additionally, as cooperating teachers are experienced and know classes and their characteristics, they can make decisions and judge teacher-trainees' lesson plans before TTs apply them in the class. Accessibility can also improve communication as TT and CT dyad continues outside of the cooperating school.

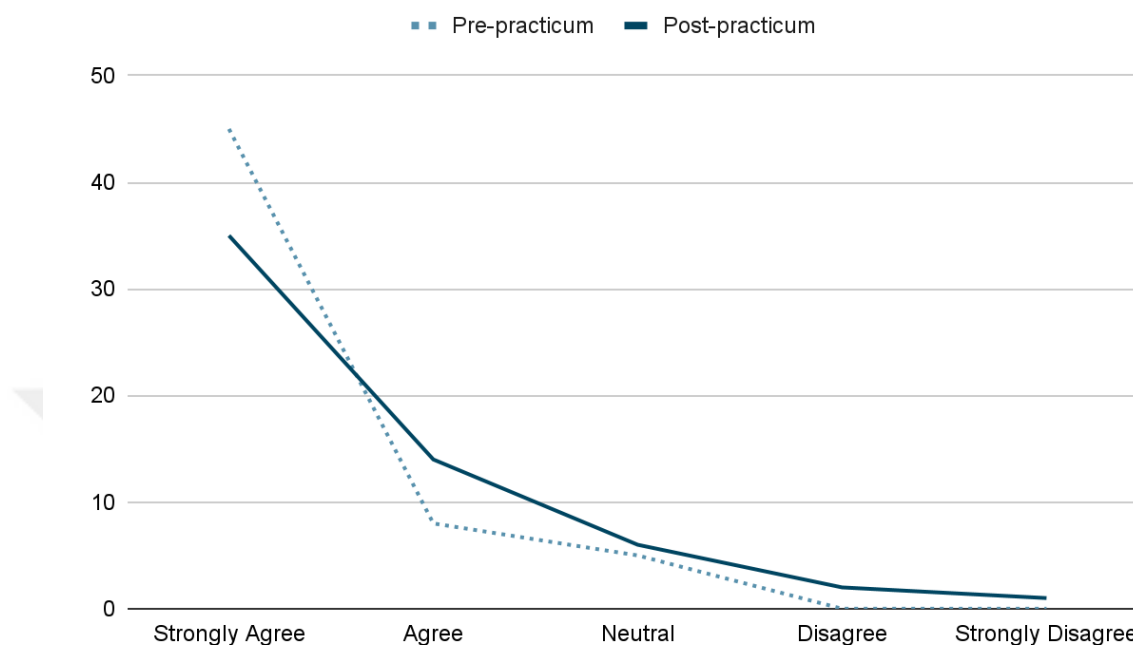


Figure 22. *Expectations and experiences of teacher-trainees about cooperating teacher's accessibility*

Accessibility is important as teacher-trainees may have certain questions and frustrations about the process or may want to be excused. Therefore, CTs' accessibility may improve communication between TT and CT. According to the quantitative data, expectations, and experiences are the same. This suggests that TTs experienced what they expected about the accessibility of cooperating teachers.

In addition, qualitative data suggest that CTs were supportive and accessible throughout the practicum process.

My cooperating teacher was the greatest, she gave us time whenever we needed to ask something, she gave us valuable feedback during our reflection sessions that helped us to improve our teaching and whenever we contacted her, she was always with us in all the ways we needed. She was available for us every time. I am so lucky to have her as my cooperating teacher. (P3)

4.2.22. Performance monitoring. The item is about the constant monitoring of CT regarding the TTs' teaching performance. Along with reflection and feedback, it is important to monitor TTs' performance to understand whether reflections, feedback, criticisms, problem detection, and solution devising are working as expected. Thanks to monitoring CT can understand whether the TT is making progress.

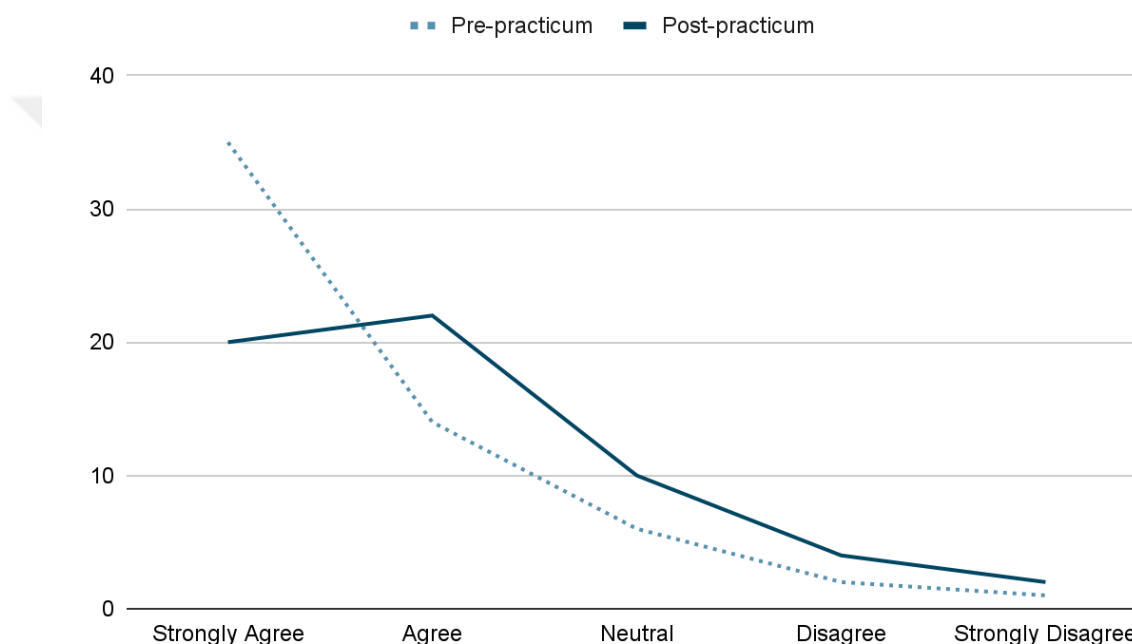


Figure 23. *Expectations and experiences of teacher-trainees about cooperating teacher's performance monitoring*

As mentioned, the practicum process includes feedback, reflection, detecting problems, and constructive criticisms. Hence, monitoring TTs performance to comprehend whether the aforementioned practices are working should be highlighted. According to the data, experiences are slightly lower than expectations. This suggests that most of the teacher-trainees could get sufficient monitoring while a small number of them did not.

4.2.23. Seeing TT as a future colleague. The item is about expectations and

experiences towards seeing TTs as future colleagues instead of a student. It is important to have the teacher's point of view to fully commit to the teaching job. This notion can be challenging as a teacher-trainee as TTs can be considered an unnatural part of the school environment. Therefore, TTs' expectations and experiences are collected.

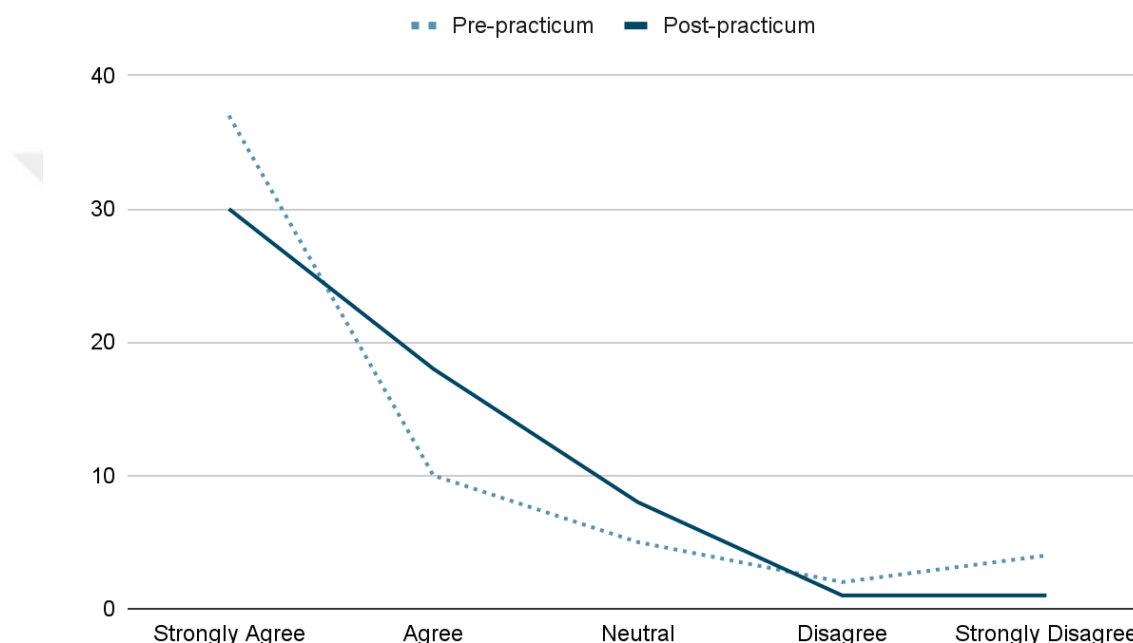


Figure 24. *Expectations and Experiences of Teacher-trainees about Cooperating Teachers' Ability to See TT as a Future Colleague*

This act is also mentioned in the ideal cooperating teacher section. Therefore, it is clear that TTs want to be seen and behaved as appointed teachers in cooperating schools. According to the quantitative data, TTs experienced what they expected throughout the semester. Hence, expectations are high and it is met.

In addition to that, qualitative data also suggests that TTs appreciate feeling like an appointed teacher in the cooperating school.

She (The name of the teacher) was nice and kind to me throughout the term. She always used a constructive manner of talking when talking about the negative sides; also, she praised the

positive sides. I learned a lot from our reflection sessions. She treated us as future colleagues rather than some university students. My practicum was very beneficial. (P7)

4.2.24. Validity of CT evaluation. The item is about analysing TTs' teaching thoroughly and evaluating the TT from every angle such as lesson planning, material development, and execution of the plans. This part is added to make sure the evaluation of the CT is only covering the necessary parts in which TT performs teaching acts and preparations.

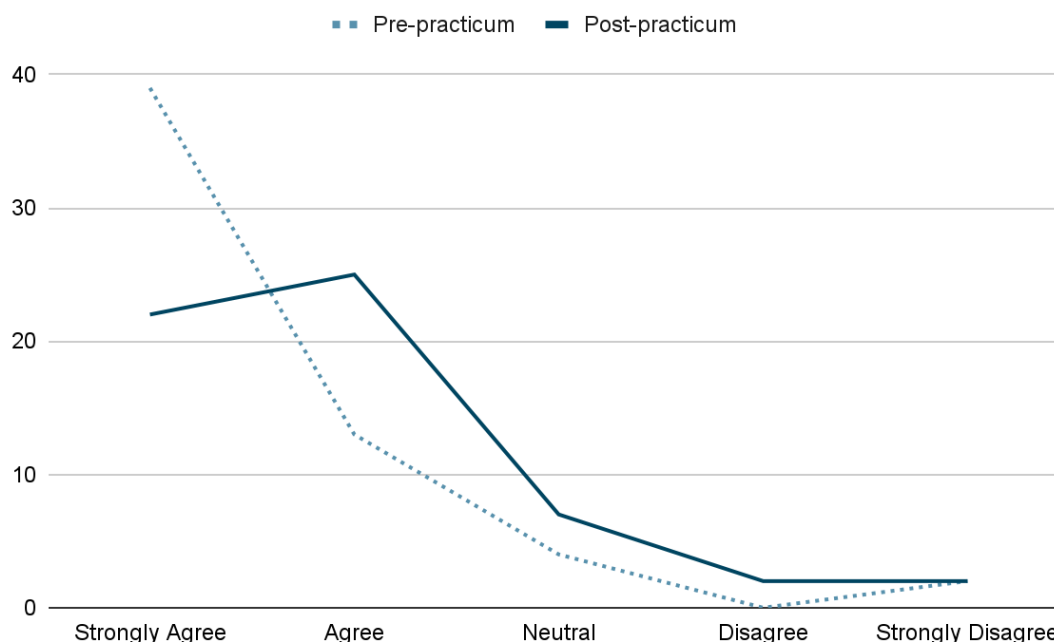


Figure 25. *Expectations and Experiences of Teacher-trainees about Cooperating Teacher's Ability to Facilitate a Valid Evaluation*

Evaluation is an official responsibility of cooperating teacher, and it must be done several times throughout the semester. Validity of the evaluation is asked of teacher-trainees, and quantitative data suggests that some of the teacher-trainees experienced something they did not expect about the evaluation. In addition to that, it is clear that TTs expect to be

evaluated only for their teaching, not anything else. When mentioning the ideal cooperating teacher, participant 10 stated:

When evaluating my performance, only the 40 minutes I teach should be considered, not out of the class. (P10)

It is said that P10 wants to be evaluated only by the performance in the class. Although CTs sometimes get affected by outside-the-class actions of TTs, irrelevant factors should be neglected during evaluation.

4.2.25. Objectivity of evaluation. The item is about objectively assessing and evaluating teacher-trainees teaching throughout the term. Assessment and evaluation are vital parts of the practicum process. Furthermore, the objectivity of this evaluation can make the practicum process more effective for teacher-trainees as the scores they get should infer their performance throughout the term. Therefore, the objectivity of the evaluation can help TTs to understand their progress.

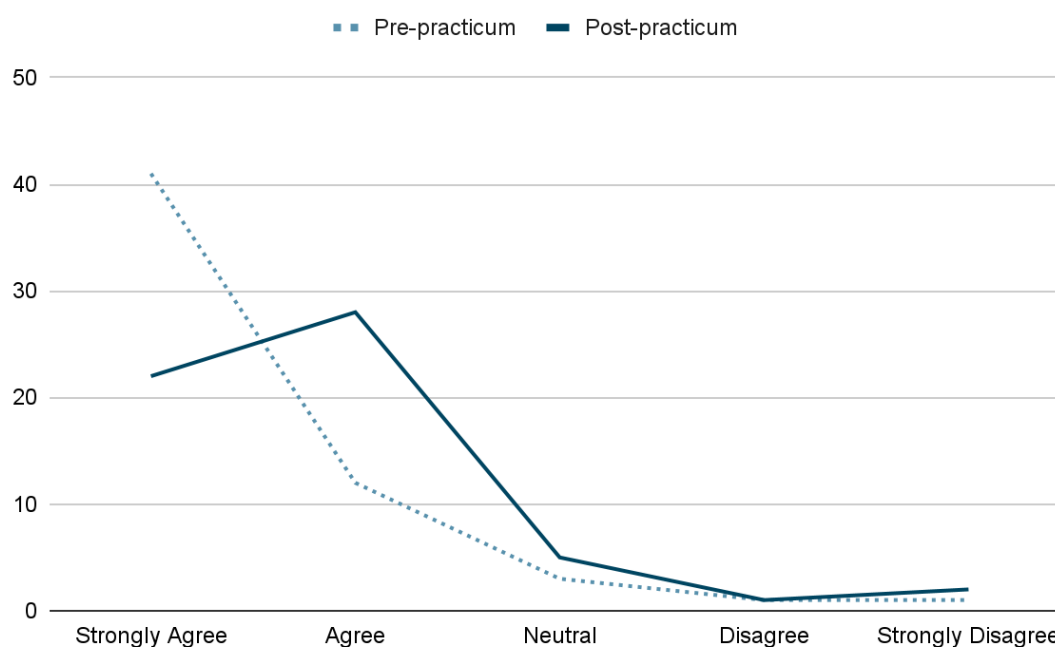


Figure 26. *Expectations and Experiences of Teacher-trainees about Cooperating Teacher's Ability to Facilitate an Objective Evaluation*

As quantitative data shows, experiences were slightly less than what is expected (mean scores). Qualitative data vary, and some of the data explain slightly less wanted experiences as a few teacher-trainees experienced occasions that may damage the objectivity of evaluation while some of the data contradict poor experiences.

The cooperating teacher helped me with many things in my teaching and I tried to change my teaching for the better throughout the entire semester. Nevertheless, one of the friends I participated in the practicum with did not do assignments and did not show any development. Yet, we got the same grade. I am frustrated with how she got the same score. (P13)

I could not come along with my cooperating teacher in many ways. She was supporting the traditional way of teaching with some attention to communicative competence, I was advocating communication-based education. I always participated in observances and applied my teaching plans with care. We debated this issue several times and I thought she was going to lessen my score for the finals. Even so, she gave me a full score and said I was a passionate teacher. (P15)

4.3. General Overview of Experiences

When the general results are considered, it can be said that in most items, such as the first to the fourteenth, the margin of experiences and expectations are similar and close. Therefore, strong divergences cannot be mentioned. Nevertheless, responsibilities such as introducing to the school environment (19th item) show a slightly higher divergence. Additionally, items such as accessibility and seeing the TT as a future colleague, seem to be as expected by teacher-trainees. General expectations and experiences from interviews can also be given to further understand TTs' points of view.

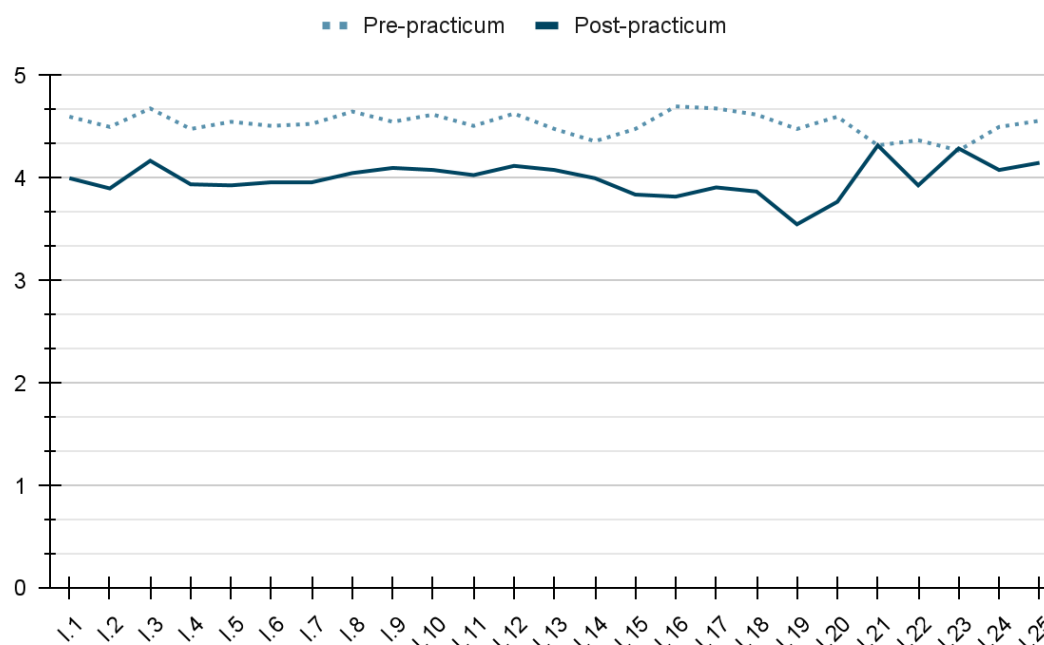


Figure 27. *Pre and Post-practicum Data of Teacher-trainees Experiences and Expectations*

In table 14, pre-practicum expectations and post-practicum experiences are presented. It is clear that teacher-trainees lowered their scores with regard to their expectations. Namely, their expectations were higher and their experiences were slightly poor.

Table 14.

Pre-practicum and Post-practicum Quantitative Data Mean Scores

Item	Measured mentoring actions	Pre-practicum	Post-practicum
1	Collaboration	4,6	4
2	School and teaching environment organization for practicum	4,5	3,9
3	Constructive criticism	4,68	4,17
4	Technology literacy	4,48	3,94
5	Guidance	4,55	3,93
6	Leadership	4,51	3,96
7	Being up to date in the field	4,53	3,96
8	Flexibility	4,65	4,05
9	Professional assistance	4,55	4,1

10	Teaching analysis for reflection	4,62	4,08
11	Supervision	4,51	4,03
12	Effective reflection	4,63	4,12
13	Handling critical incidents	4,48	4,08
14	Detecting problems	4,36	4
15	Devising solutions for detected problems	4,48	3,84
16	Ability to explain teaching choices	4,7	3,82
17	Help of implementing different techniques	4,68	3,91
18	Providing teaching necessities and materials	4,62	3,87
19	Introducing to school environment	4,48	3,55
20	Support for lesson planning and execution	4,6	3,77
21	Accessibility	4,32	4,32
22	Monitoring	4,37	3,93
23	Defining teacher-trainee as a prospective colleague	4,27	4,29
24	Validity of evaluation	4,5	4,08
25	Objectivity of evaluation	4,56	4,15

4.3.1. Teacher-trainees' positive views about their cooperating teacher. It is clear from the qualitative that most of the teacher-trainees' expectations are met in terms of professional help, detailed feedback, affection towards mentoring, etc. Hence, the quantitative data confirms that most of the teacher-trainees experienced what they expected.

4.3.1.1. TTs' Positive views about CTs' teaching method. Participant 1 reflected upon the experience and mentioned the help she get from the CT. Additionally, shared her opinions about contemporary teaching methods. It is evident that the use of traditional methods did not affect TT's opinion in a negative way.

My cooperating teacher was able to help me in every way possible, and she was a great teacher and a professional. but- as I have observed, I realized that things we learn in schools and what she has applied in classes were %80 different within the means of constant use of GTM and Inductive teaching (which I think benefits learners in these kinds of schools) which is always implied for us to avoid using. I think the source of this problem is: 1- Academicians just want us to follow the theoretical knowledge we are made to learn. 2-Our cooperating teachers and I had different curriculums in universities. (P1)

Participant 15 also shares his positive comments about the practicum process and the help that he get from the CT. It is obvious that Participant 15 felt like an appointed teacher and the way his CT teaches matched TT's expectations.

Yes, I can say that our cooperating teacher cooperated successfully in this way. For example, he hosted us in the teachers' room every week and made us feel like we were teachers. He drew us the most realistic framework in terms of how a real teacher is and what he does and gave us a simulation of how an appointed teacher lives. Additionally, our CT used technology as a tool to teach English. I can say that technology was always a significant part of my CT's teaching. I think my expectations are met in every way. (P15)

4.3.1.2. TTs' Positive views about feedback. Participant 12 mentions the feedback that CT provides and the qualities that feedback should cover. It is clear that the participant's expectations about feedback quality are met.

The most important aspect of the practicum was the detailed, effective, and supportive feedback to the student and I thought that my cooperating teacher would meet this, it was quite positive. (P12)

4.3.1.3. TTs' Positive views about positivity of CT. It is evident that participant 16 had frustrations about the practicum process and expected negative events. Nevertheless, the positivity of CT and the classroom atmosphere pleased the participant's expectations.

Before my practicum, I had concerns about whether students meet us in a good manner or not. However; the moment I entered the classroom all my concerns disappeared because there were a bunch of cuties greeting us with big smiley faces. There were not many differences from my expectations on this experience, moreover, my CT's positive energy and passion for teaching the English language made me feel blessed. I gladly chose this department with the aim of being an English language teacher for everyone willing to learn and enhance their English. Therefore I'm satisfied with the experience I had. (P16)

Although participant 10 mentions many positive aspects about her CT, general aspects include being positive and it is clear that expectations about general mentoring duties such as feedback and being a positive person in front of students are met for the participant.

I think that my expectations were met in every way. Because I had criteria such as the use of technology, communication with students, making students love English, not discouraging the student's enthusiasm for learning while giving feedback, and not behaving in a way that would create prejudice against English. My cooperating teacher met all of these criteria. (P10)

4.3.2 Teacher-trainees' negative views about their cooperating teacher.

When the qualitative data on post-practicum interviews and open-ended questions are analysed, it is clear that teacher-trainees who selected disagree and strongly disagree with the questionnaire experienced negative occasions throughout their practicum. Hence, it is clear that teacher-trainees who experienced poor conditions had problems with materials development, reluctant teachers, poor feedback, lack of flexibility, and incompetence in technology.

4.3.2.1. TTs' negative views about material preparation. Although CTs should provide necessary materials and teaching aids for the TTs (HEC, 2018), participant 13 seems to have a problem with material development and forced to prepare materials not only for classes TTs teach but also classes that CT teaches.

Our CT made us prepare materials for both our teaching and her teaching, it was really hard for us to afford material costs every week. I wish we did not have to prepare materials each week. I mean, I understand when we make materials for our teaching, but I cannot understand how materials that we are not going to use will develop our teaching. (P11)

4.3.2.2. TTs' negative views about unwillingness to cooperate. Cooperation of CT is one of the most important aspects of practicum and the policy document (HEC, 2018) mentions the need for cooperation in the practicum process. Even the teacher who is responsible for teacher-trainees is called cooperating teacher. Therefore, cooperation is drastically important for practicum. Below, the comment of participant 11 can be seen.

I encountered different situations than I expected in my school experience. I was in secondary school. The level of the students was not what I expected. To explain, the 5th graders were at the 3rd or 4th-grade levels. The 6th graders were also at the 5th or 4th-grade levels. While I was teaching, my cooperating teacher was reluctant to cooperate

with me, Which negatively affected my practicum. I think the reason for this situation is one of the negative effects of the pandemic. (P11)

4.3.2.3. TTs' negative views about poor feedback. When TTs asked for ideal cooperating teacher actions and responsibilities, feedback was always one of the most important aspects. In addition to negative and positive comments about the feedback above participants 2, 12, and 17 mention their negative experiences regarding feedback.

I could not get the essential feedback about the way I taught and my lesson plans except for 'It was very good'. (P2)

It was a good experience for me to take part in this kind of atmosphere even if It wasn't enough in terms of feedback. (P12)

I don't think we were observed very extensively by our cooperating teacher. (P17)

4.3.2.4. TTs' negative views about flexibility. Participant 18 experienced the inflexibility of cooperating teachers and the emotional frustration of TT can be seen below.

I expected the cooperating teacher to be flexible and understanding. but I did not receive such feedback and what I remember from the internship was the reports and lesson plans that we have written more than 50. I am writing this with regret and wish success to my friends who will be working with our lovely cooperating teacher this term. (P18)

4.3.2.5. TTs' negative views about incompetence in technology. Incompetency of CT was mentioned by participant 1 and a lack of student interest was observed by the TT.

She also did not use technology in many cases, I think students were bored with the classes and so students' interest was very low. (P1)

As qualitative data suggests, most of the cooperating teachers met teacher-trainees' expectations and teacher-trainees seem to be plausible with the process. Nevertheless,

some of the negative situations should also be discussed by authorities as teacher-trainees may get affected by their negative experiences in the practicum process.

4.4. Conclusion

According to the quantitative data, it can be implied that teacher-trainees in the study think nearly all of the responsibilities and acts of cooperating teachers were slightly worse than expected. Hence, it can be said that certain expectations of teacher-trainees were left unsatisfied. As qualitative data is integrated into the findings, it can be concluded that although most of the teacher-trainees could get sufficient support for their practicum, some of the teacher-trainees faced negative situations. Negative occasions can be observed through quantitative data as negative scores seem to increase in the experience part of the study. Additionally, some of the negative occasions were shared by teacher-trainees in the interview and open-ended questions. Further implications are discussed in the conclusion section.

CHAPTER V

CONCLUSION, DISCUSSION AND RECOMMENDATIONS

5.1. Conclusion and Discussion

Practicum is crucial for teacher training departments, in the process teacher-trainees get exposed to the real classroom atmosphere. Another vital part of the practicum is cooperating teachers. According to Wood and Weasmer (2003), the relationship between teacher-trainee and cooperating teacher constructs, the values, beliefs, and teaching skills of teacher-trainees. cooperating teachers have certain duties to fulfil in the EFL practicum process. These duties and roles are models, planners of teaching experiences, observers, assessors, demonstrators, conferencers, professional peers, counselors, and friends for the teacher-trainee (Gursoy & Damar, 2011). Nevertheless, not all cooperating teachers are aware of the duties they need to fulfil. According to Damar and Sali (2013), cooperating teachers tend to act as evaluators more than in other roles. This misconception of cooperating teachers may affect the nature of the EFL practicum process. Additionally, the study of Damar and Sali (2013) which is conducted on the expectations and competencies of cooperating teachers reveals the assessor role is the only role that is close to the expectations. Although assessing is an important part of language teacher education, according to the study, other left-out duties like reflections are as important as the assessment procedure. Furthermore, in the study of Rakicioglu-Soylemez and Eroz-Tuga (2014), it is revealed that cooperating teachers may misinterpret the roles of teacher-trainees. Additionally, it is stated that role misinterpretations should be covered by professionals in cooperating teacher training courses. Moreover, Gursoy et al. (2013) assert that the Clinical Supervision Model may help to enhance the reflection process. The cyclical model includes five stages: pre-conference, observation and data collection, data analysis, post-conference, and reflection. The model enhances the reflection processes and the communication between cooperating schools and teacher education faculties.

5.1.1. Discussions of the findings of the first research question: What competencies and actions: What are teacher-trainees' expectations regarding ideal cooperating teacher competencies and actions? According to the quantitative data, the most desired mentoring actions are constructive criticism, flexibility, teaching analysis for reflection, effective reflection, ability to explain teaching choices, help to implement different techniques, and provide teaching necessities and materials. From the results, it can be understood that teacher-trainees expect cooperating teachers to criticize and reflect upon teacher-trainees' performance with flexibility. Additionally, TTs expect to be helped to use different methods and techniques in the practicum. Furthermore, the most expected action was to provide explanations on why CTs use certain methods, techniques, and strategies in the class to teach effectively.

Qualitative data, on the other hand, can be more efficient when an ideal cooperating teacher from a teacher-trainee perspective is considered. Collected themes in the qualitative data are professional guidance, affection, feedback and reflection, emotional support, communication competence, self-assessment, innovation, and showing the realities of the profession. When qualitative and quantitative data are compared, it is clear that teacher-trainees expect reflection, affection, and professional guidance from CTs. Additionally, qualitative data suggest that teacher-trainees experience anxiety in the practicum process and expect their CTs to comfort them about teaching before a class. Post-practicum data also suggests that teacher-trainees who teach in a supportive environment from their CTs encountered positive outcomes from the practicum process. Furthermore, when mentioning other themes, being sensitive to TTs' emotions is implicitly mentioned by teacher-trainees.

Professional guidance was mentioned repeatedly in pre-practicum data collection procedures. Previous literature on international and local studies also suggests that guidance was expected by teacher-trainees (Ambrosetti, 2010; Butler & Cuenca, 2012; Sag, 2004, 2014). Hence, it is clear that the expectation of professional guidance is a universal need of teacher-trainees. According to the current study, teacher trainees need professional guidance as they feel misplaced in cooperating schools and they feel

uncertain about their career choices. It can be inferred that teacher-trainees see professional guidance as vital as they must choose a path and they feel uncertain, and need to talk about their choices to select what is most appropriate for them.

Being close and sincere is another ideal cooperating teacher's behavior. TTs who wanted sincerity and closeness wanted it because they feel insecure, lost, and unnatural in the school atmosphere. Hence, they ask for these behaviors to feel better psychologically. Furthermore, for some TTs, teaching in front of an actual class is a new occasion. Therefore, they feel anxious to use what they have learned throughout their teacher education.

Some of the TTs also asked for teachers who can be energetic, forgiving, polite, understanding, and affectionate towards the students and teacher-trainees. It can be understood that teacher-trainees need an emotionally supportive learning environment for their practicum. Additionally, it is obvious from the findings that rude behaviors toward students can also increase the anxiety of TTs as they also expect their CTs to be forgiving and polite to the students. This result can also find supported by the literature. According to many studies (e.g., Ambrosetti, 2010; Alemdag & Simsek, 2017; Aydin & Ok, 2019; Butler & Cuenca, 2012; Izadinia, 2015; Rakicioglu-Soylemez & Eroz-Tuga, 2014;) teacher-trainees need to be supported emotionally as they feel anxious to be in a new school with actual students who can perform any behavior. Hence, CTs' emotional support is asked to feel and act emotionally strong before students.

Throughout the interviews and open-ended questions, teacher-trainees' anxiety towards practicum is observed. Hence, it can be stated that reflection and feedback are seen to be drastically important when data is analysed. Nevertheless, it should be noted that teacher-trainees expect their cooperating teacher to be sensitive to their emotions while facilitating mentoring responsibilities, such as feedback and reflection. Thus, teacher-trainees expect to be comforted while learning how to teach. According to the literature, feedback, and reflection were asked by teacher-trainees (e.g., Ambrosetti, 2010; Butler & Cuenca, 2012; Izadinia, 2015; Gokce & Demirhan, 2005; Rakicioglu-Soylemez and Eroz-Tuga, 2014).

Hence, it can be said that teacher-trainees need an emotionally sensitive environment that can decrease any anxiety that may stem from cooperating school environment.

Innovation was another theme that was expected from cooperating teachers. In previous studies, willingness to update himself/herself was also mentioned (e.g., Maphalala, 2013). Therefore, the data confirms this need in the current context. Additionally, quantitative data also suggests that teacher-trainees have high expectations for cooperating teachers who are up to date with current teaching trends. Therefore, it is clear that teacher-trainees want to see how contemporary education techniques affect students and how classes are held.

Consequently, it can be said that teacher-trainees expect official mentoring responsibilities from their cooperating teachers competently. One of the most highlighted responsibilities was getting assistance for feedback and reflection. Qualitative data supports this outcome and deepens the need for TTs. Teacher-trainees in the current research hope to develop their teaching skills without any negative emotions that derive from poor communication.

5.1.2. Discussions of the findings of the first sub-research question-section A: Do teacher-trainees' mentoring expectations correspond with the stated official cooperating teacher duties? Before discussing participants' ideal cooperating teachers, the official duties of cooperating teachers should be clarified. The duties are determined by the Higher Education Council in 2018 as follows:

- 1) Make suggestions about activities that TT is going to use to teach, guide, monitor, and evaluate these activities.
- 2) Ensure that the activities required by the application program are carried out.
- 3) Evaluate the teaching practice process of the teacher trainee at least four times each semester.
- 4) Evaluate the work of the application student at the end of the application.
- 5) Submit the wet-signed general and final evaluations of the teacher-trainee to the

cooperating school and process them into the Teacher-trainee Evaluation System.

6) Record the attendance status of the teacher-trainee in the Teacher-trainee Evaluation System and submit it to the cooperating school administration to be sent to the faculties.

7) Evaluate the performance of the teacher-trainee in teaching practice and process it into the Teacher-trainee Evaluation System and all stages of the teaching practice activities in its field of duty.

8) Arrange the application program that teacher-trainees are going to facilitate with teacher-trainers of faculties.

9) Help teacher-trainees with their professional development by letting them observe CTs' lessons enabling students to learn and apply various teaching methods and techniques.

10) Provide necessary teaching materials, resources, and environment to be used during teaching practice

11) Help teacher-trainees in planning their daily activities and lesson

12) Observe and evaluate teacher-trainees' work at school

13) Do not leave teacher-trainees alone in the classroom for a long time

14) Be easily accessible when they need to leave the classroom

15) Keep a file containing observation and evaluation forms about the teacher-trainees

16) Examine the teacher-trainees' observation file with the application instructor at regular intervals

17) Monitor the teacher-trainees' progress and contributes to the teacher trainees' development in a positive way

18) Guide the teacher-trainees in out-of-class activities (ceremonies and meetings)

19) At the end of the application, the cooperating teachers evaluate the teacher-trainee together with the application instructor

(Higher Education Council, 2018)

Participants' ideas, on the other hand, vary extensively. Some of the participants asked for duties that needed to be done according to the official duties. Some of the participants expect different supportive acts that may help them in the profession. One of the most reiterated ideal cooperating teacher acts is receiving feedback. As mentioned, feedback is one of the formal duties that cooperating teachers should convey to TTs to successfully complete their practicum. Most of the teacher-trainees asked for feedback on the insecurities and aspects they wanted to improve in their teaching.

It can be said that being close and sincere behavior is not a part of official cooperating teacher duties. Nevertheless, according to the teacher-trainees, helping inexperienced teachers with pleasant behaviors is needed to reduce anxiety and increase belonging to the school. Furthermore, this anxiety was mentioned in numerous local and international studies (e.g., Ambrosetti, 2010; Butler & Cuenca, 2012; Rakicioglu-Soylemez & Eroz-Tuga, 2014). Accordingly, it is clear that teacher-trainees need a welcoming environment. Nevertheless, such actions cannot be considered an official duty.

According to the findings, TTs ask for teachers who can be energetic, forgiving, polite, understanding, and affectionate to students. For teacher-trainees, the aforementioned personal attributes facilitate a positive learning environment for students and positive observation practices for teacher-trainees. Along with that, there are some teacher-trainees who ask for CTs who make students love the lesson. According to the HEC, personal attributes such as being energetic, forgiving, polite, understanding, etc. are not included in mentoring criteria.

Guidance is asked of different participants in different contexts. Guidance is needed for settings such as teaching decisions, career decisions, and classroom management. Accordingly, teacher-trainees feel frustrated about their futures and most TTs do not know which option they have is best for their future. Hence, teacher-trainees need the thoughts of an experienced colleague who can give ideas about TTs' each career decisions. Additionally, guidance for classroom management and teaching decisions is asked from teacher-trainees. Teacher-trainees who did not teach before the practicum need ideas on how to control the classroom, which activities they should use, or how to act in front of

students. Generally, it can be said from the findings that teacher-trainees want every detail, tip, and tricks that they can use in the class to teach effectively without distraction from students. Although guidance for their career decisions is not an official duty of cooperating teachers, it can be said that guidance for TTs' teaching decisions and classroom management are official responsibilities of cooperating teachers. Additionally, teacher-trainees ask for guidance to help them transfer their theoretical knowledge into their teaching. Guidance can be seen in the literature (e.g. Damar & Sali, 2013; Rakicioglu-Soylomez & Eroz-Tuga, 2014) and in the policy document, (HEC, 2018) guidance is covered. Therefore, teacher-trainees guidance needs can be considered normal

It can be postulated that teacher-trainees want to be regarded as a teacher by students, cooperating teachers, other teachers, and school administration. This need for teacher-trainees may derive from their anxiety and self-consciousness. According to the participants, feeling like a teacher in the teaching practice process lets them feel like they are the actual teachers in classes rather than university students who come to participate in the teaching practice course. Additionally, according to the findings of the current study, this sense of belonging to the cooperating school further improves the teaching practice experience. In recent literature, (such as Dewhurst et al. 2020) sense of belonging to the practicum school can enhance the experience. Therefore, creating a sense of belonging to school may help TTs to function in cooperating schools better.

Another desired competence was being open to innovation. Namely, TTs need CTs who follow the latest technological developments that actively change the nature of future education. According to the participants, a CT who knows how to integrate technology into teaching can drastically improve teaching practice. The CT can comment on TTs' plans that include instructional technology, and CT can make necessary changes according to the classroom needs and possibilities.

Ease of communication is also found in the findings. The ease of communication can be considered a 21st-century skill that is required to successfully cooperate with people. Therefore, it is an essential skill to facilitate mentoring practices. According to participants, the communication skills of the CT make the practicum process more feasible

as most of the duties CTs need to perform include high-level communication. Although the communication act cannot be related to official duties, it can be said that it directly improves the quality of other CT official duties.

Self-assessment of cooperating teachers was also asked by teacher-trainees. Namely, TTs support the idea that CTs should be assessing themselves for the ability to mentor TTs. According to TTs' feedback, CTs should evaluate themselves after each term to judge the duties that they accomplished such as feedback, reflection, guidance, etc. It can be said that self-assessment is not an official duty.

Although they are not collected with designated questions, open-ended questions that are added to quantitative online questionnaires can also infer some ideal cooperating teacher qualities for teacher-trainees. Accordingly, technology familiarity is an ideal CT quality that is wanted from TTs. TTs expect their CT to actively use technology while they teach to actively engage new generation students in teaching and make teaching more feasible with more receptive signals that derive from audio, videos, etc. Although some relatively new policy documents like Teacher Strategy Paper (2017) mention technology, policy documents that directly influence mentoring practices do not include technology. Additionally, TTs ask for CTs who can show the realities of the profession. Accordingly, TTs think that the practicum process is a combination of controlled practices which do not show how the profession is actually facilitated. Furthermore, this controlled atmosphere is not considered real by TTs in the current research. Thus, the realities of the profession are asked to understand whether the profession is suitable for them before being an appointed teacher.

Consequently, along with official duties, supportive acts that can make teacher-trainees more comfortable in cooperating schools are needed as teacher-trainees tend to feel anxious in the school atmosphere. As known in the policy documents, these types of actions are not included in the official duties of cooperating teachers. Therefore, it can be said that these types of actions do not belong to official duties. Nevertheless, it is hard to draw strict boundaries when considering whether one act is an official duty or not. Professional guidance, for example, is an official act. Nevertheless, when teacher-trainees

ask for career guidance, it can be said that it does not belong to official duties. However, when teaching and classroom management guidance is considered, it can be said that they belong to the official duties of CTs. Therefore, drawing strict boundaries is challenging when a duty is judged whether it is official or not. Nevertheless, acts such as sincerity, acting as a colleague, sharing experiences, being open to innovation, ease of communication, and showing the realities of the practicum process cannot be included in the official duties of cooperating teachers.

5.1.3. Discussions of the findings of the second research question: At the end of the practicum procedure, to what extent are teacher-trainees' expectations met by the cooperating teachers? Introduction to the school environment is an official duty of the cooperating teacher and the duty is mentioned in policy documents (HEC, 2018). Hence, responsibility was added to the questionnaire. Nevertheless, it is clear from the data that it has the most divergence when experiences and expectations are considered. Therefore, it can be stated that most of the teacher-trainees expect a thorough introduction to the school, staff, and administration; while they could not get a sufficient introduction. This data approves Rakicioglu-Soylemez and Eroztuga (2014) as in their study, the school environment and students were not introduced to CT although TTs expect such a behavior.

Reflection and Feedback necessity was mentioned in the expectations of teacher-trainees many times. Nevertheless, according to the quantitative data, it is clear that the quality and duration of feedback and reflection sessions were not seen as plausible by teacher-trainees. As mentioned, lack of feedback and reflection was mentioned in local and international studies (e.g., Rakicioglu-Soylemez & Eroztuga, 2014; Butler & Cuenca, 2012). It should be noted that reflection and feedback practices are the responsibilities of cooperating teachers and pre-practicum data implies that sufficient feedback and reflection were expected by cooperating teachers. Nevertheless, it is clear from the post-practicum data that teacher-trainees expectations about feedback and reflection were not met.

In nearly all of the items, a similar pattern can be observed. In the items, high expectancy for the pre-practicum questionnaire and slightly lower experiences when compared to expectancies are observed. From the quantitative data, several conclusions can be implied. Teacher-trainees have high expectations from their CTs in all aspects. They mostly think that all of the competencies are adopted with high-level competency by their CT. Additionally, the same level of experiences and expectations in accessibility and behaving as a teacher acts supports the idea that CTs behave TTs as if TTs are CTs' colleagues. Furthermore, acts such as feedback, reflection, and devising solutions are used repeatedly to understand TTs' points of view on these responsibilities. It is clear that TTs expect these duties to be fulfilled competently. Although overall results are highlighting positive feedback from TTs, certain negative comments on the lack of these responsibilities should not be ignored. Although a drastic divergence was not observed, teacher-trainees lessened their scores in the questionnaire. The study of Damar and Sali (2013) has parallel findings to this outcome as in their study, most of the TTs' expectations remained unmet.

Critical incidents can happen in any class and at any time. Yet, students may more problematic when someone relatively young teaches. Hence, cooperating teachers should always be ready to handle any critical incidents that may happen. Additionally, inexperienced teachers may frighten off a medical emergency. Therefore, cooperating teachers should share any needed situations in the class. Teacher-trainees should not be left alone in class and HEC (2018) also states in the policy document regarding practicum that TTs always should be accompanied by cooperating teachers. It is clear that one of the teacher-trainees experienced an emergency without CT accompaniment. This event should be given attention as students' health may be jeopardized as a consequence of actions that a TT can do. Farrell (2008) also discusses critical incidents. Accordingly, critical incidents should be a part of teacher education to educate teacher-trainees for an unprecedented event.

Although only two of the competencies are completely met, it is challenging to say that there are drastic differences between the expectations and experiences of teacher-trainees. Therefore, it can be said that the expectations and experiences of teacher-trainees

regarding their cooperating teachers are familiar. Nevertheless, to make more certain comments research on this specific topic is needed. Small differences in quantitative data should also be considered further as some of the teacher-trainees experienced what they expected, but some of them experienced something negative that resulted from poor experiences. What is ideal for all teacher-trainees is getting better or near-expected from the practicum. Therefore, the ideal situation should be similar experiences in all areas rather than excellence in mentoring practice in one school and mediocre experiences in another cooperating school. It should also be noted that although negative cases are rare, teacher-trainee experiences can affect their professional teaching life permanently (Hobson et al., 2008) Hence, these rare cases should be given attention as these teachers will affect many students in their professional teaching life.

5.2. Recommendations

The current situation of the practicum is regulated by the Higher Education Council (2018) in Türkiye. Because of unobservable and general statements for criteria, the actual practices that are observed through interviews and reflections may vary substantially. This discrepancy may occur even between teacher-trainees that are in the same cooperating school but cooperated with different cooperating teachers. The lack of criteria and statements that cannot be assessed properly leads to inequity and inconsistency in mentoring applications throughout the country. Therefore, the evaluation process becomes a subjective practice. Renewal of criteria is necessary to alter this problem. This renewal should include the practices that are applied throughout the whole world. EFL professionals and other professionals from educational sciences institutes may help to build a frame of reference for the practicum. Hence, the practices in the country may approach a consistent standard across Türkiye (Rakicioglu-Soylemez & Eroztuga, 2014).

The study of Damar and Sali (2013) should be given attention as the study relates to the topic. Additionally, they provide data about the expectations and competencies with regard to EFL teacher practicum. The study compares the expectations of teacher-trainees

with what they experience in the actual practicum settings with the help of qualitative and quantitative research methods. The study reveals that no expectation of teacher-trainees is satisfied. On the other hand, the assessment and evaluation of cooperating teachers nearly meet the expectations of teacher-trainees. In order to reveal the conclusions, a pre-practicum questionnaire and a post-practicum questionnaire are compared. The questionnaire is divided into three categories which are readiness for practicum, planning, reflection, and mentoring. The findings suggest that teacher-trainees have high expectations from their cooperating teachers and the realities they experienced in the practicum process are not as they encountered.

The Teacher Strategy Paper (2017) touches on many areas that may increase the quality of education. The ideas and actions in the paper reflect the reality of education in Türkiye. When the paper is analysed, the actions suggest the current problems in education. Although the mentioned actions which are the 7th, which supports the idea of conducting practicum practices with teachers who have certificates, and the 8th action, which encourages policy makers to restructure cooperation processes between schools and faculties, are being applied today, the others need major attention too. The 7th and 8th actions started the process of collaboration between faculties and schools and certificates of mentoring. On the other hand, the criteria that the Ministry determined are open to discussion. For this reason, the selection of cooperating teachers for EFL teacher practicum may not be standard in every cooperating school throughout the country. This lack of standardization leads to poor practicum conditions for some teacher-trainees.

The study by Rakicioglu-Soylemez and Eroz-Tuga (2014) demonstrates a different issue regarding the cooperating teacher-teacher-trainee relationship. In their qualitative study, they analysed twenty-two senior students from a state-run university in Ankara, Türkiye. The expectations of teacher-trainees from cooperating teachers are to use English in classes, engage and motivate learners, and be enthusiastic about teaching. Additionally, the need for socio-professional context and constructive feedback are mentioned by teacher-trainees. When the actual practices are observed, although there is also positive feedback given by teacher-trainees, it is seen that cooperating teachers do not see

cooperating teachers as prospective teachers, in fact, one of the cooperating teacher reflections in the study indicates that teacher-trainees are seen solely as material developers. Although this is one aspect to be covered in teaching practice, seeing teacher-trainees only as material developers is a misinterpretation of mentoring practices. According to the article, role misconceptions should be adjusted by professionals, and the duties of cooperating teachers and teacher-trainee should be introduced to the stakeholders. With this in mind, the reflections given by cooperating teachers are also discussed by teacher-trainees in the study. The discussions indicate another misconception and inconsistency in the reflections given by the cooperating teacher. Teacher-trainees demonstrate inconsistency by indicating the discrepancy. One of the teacher-trainees in the study states that the cooperating teacher gives constructive feedback one day, and the other day, the feedback is superficial. Another teacher-trainee states the cooperating teacher's misconception about modeling. The mentioned cooperating teacher wants the teacher-trainee to watch and teach the same way as the cooperating teacher does. When the opinions of scholars about the modeling practices of cooperating teachers are analysed, these specific events may be seen as problematic. Cooperating teachers, on the other hand, expect teacher-trainees to share teaching ideas, provide assistance, observe attentively, listen to the cooperating teacher, and act flexibly.

Kyriacou (2007) explains the cooperating teaching practices by stating: “a teacher may know how to teach well, but that may not translate easily into the role of how best to guide and help student teachers develop their own expertise” (p.4). Consequently, teaching a language and mentoring a prospective language teacher cannot be considered the same duty. Thus, teacher-trainees have other duties that help to make teacher-trainees competent teachers. As related articles suggest, there are misconceptions with regard to the roles of cooperating teachers. Therefore, suggestions should be given to enhance the cooperating teacher-teacher-trainee relationship.

Some suggestions can be given to solve some of the problems. As Rakicioglu-Soylemez and Eroz-Tuga (2014) stated, HEC's (2018) criteria for practicum are outdated and need renewal. As the criteria offer general statements and competencies that cannot be assessed

adequately, the practicum that is supposed to occur and actual practicum practices may vary significantly. In order to alter this complication, a set of criteria that is well-considered and remarkably specific is necessary. To construct this body of criteria, professionals of ELT departments and Educational Sciences Institutes should collaborate. This collaboration may help to analyse the practicum process of other countries and make needed changes to apply in Türkiye. These criteria from other countries can be case-specific. Namely, they may be applied to a specific culture and may not work in others. After this analysis of other countries' ways of handling the practicum, an approach that is suitable to Türkiye's context can be constructed.

5.2.1. Cooperating teachers' misconceptions about their expected roles. As Kiraz and Yıldırım (2007) suggest the cooperating teachers are acting as an evaluator solely. This misconception of cooperating teachers leads them to improve the quality of assessment. On the other hand, the other issues that teacher-trainees need, like reflection, providing constructive feedback, and guiding and assisting cooperating teachers in their practicum process should be given attention.

Although the assessment procedure is also a vital part of the practicum process, the aforementioned issues need more attention when compared to them as ignored processes that are needed to enhance the learning experiences that are encountered by the teacher-trainee. Research that is conducted by Damar (2013) supports this idea. According to the findings, teacher-trainees see their cooperating teachers as an evaluator and assessors instead of cooperating teachers. When the data is analysed, the only area that nearly meets the expectations of the teacher-trainees is the evaluation process. Hence, the other areas were mostly ignored according to teacher-trainees in the study. In order to increase the attention given to feedback, reflection, guidance, and assistance, the ELT departments should prepare a meeting with the cooperating teachers. In these meetings, the importance of the mentioned procedures should be explained by ELT professionals. Consequently, the deficient part of cooperating teachers may be reduced.

5.2.2. CT-TT dyad according to curriculum. Bullough (2005) states that curriculum writers do not consider teacher-trainees and their development while writing the curriculum. Internationally, teacher-trainees are not considered a stakeholder in the teaching process. This is also experienced in Türkiye. As the teacher-trainees should be considered as prospective teachers, the curriculum should take teacher-trainees into consideration. While this paradigm shift is constructed, the relationship between teacher-trainee and cooperating teacher should be considered. Additionally, the teacher-trainees should be given identity in the school environment. According to the data of the current research, when the teacher-trainees are asked questions about the school environment, they often feel like an external part of the school. In most countries, teacher-trainees are considered a part of the school and even left alone in the class. This way is suggested as teacher-trainees can decide whether they want to be a teacher or not. When the current situation in Türkiye is considered, as teacher-trainees are seen as an extensive part of the school community, they may not understand the actual entailment of being a teacher. Additionally, as the workload is a factor affecting reflection given by cooperating teachers, necessary regulations should be made.

5.2.3. Criteria regulation used for certificate of mentoring. When the studies of scholars (e.g. Rakicioglu-Soylemez & Eroz-Tuga, 2014; Damar & Sali, 2013) are analysed, it is clear that the criteria to become a cooperating teacher are vague. In order to select competent teachers who are both good at teaching and mentoring, an improvement in criteria is necessary. Some suggestions will be listed and discussed below.

- In order to apply for a cooperating teacher's duty, a demo lesson should be asked.
- Before acceptance of the certification process, an attitude scale is necessary.
- Throughout the training process, continuous evaluation should be used.
- How to cope with critical incidents should be clarified by professionals.
- The duties of cooperating teachers should be explained with the reasons.
- Legal aspects of mentoring should be explained.
- How to reflect on teacher-trainees' performances should be explained.

- All the processes of the Clinical Supervision Model should be explained.

In the end, the same attitude scale used at the beginning should be utilized to check whether the views of cooperating teacher-to-bees changed. As mentioned, the experiences of teacher trainees in each competency vary. Therefore, standardization should be facilitated to equally prepare teacher-trainees for their professional life. As known, teacher-trainees are evaluated multiple times before and after appointments. Additionally, necessary education procedures are facilitated for newly appointed teachers. Hence, equal practices of teacher-trainees in their practicum can be improved after they are appointed. The data collected throughout the assessment procedure should determine the order of teachers who get teacher-trainees before others. The reason why demo lessons are asked from cooperating teacher candidates is to assess their teaching skills. The attitude scale is suggested to be utilized to check if the candidates are willing to cooperate with teacher-trainees. The continuous assessment procedure is necessary to check if the candidate is making progress. The assessment results can be used to determine the arrangements of teacher-trainees. Namely, the cooperating teachers are selected from high marks to low. Consequently, the cooperating teacher candidates who are more eligible for mentoring get teacher-trainees, and teachers who are not reflective, tolerant, and not eligible to develop teacher-trainees would not. Prospective teachers should also be included in the assessment procedure of cooperating teachers. Nonetheless, the percentage of teacher-trainees should be relatively low compared to educators who teach cooperating teacher candidates. Consequently, the department teacher-trainer can make decisions about the next year's teaching practice. Additionally, data can be processed by software to check the correlation between the certificate and teacher-trainee assessment. According to the definition of Farrell (2008), incidents that are vividly remembered and unplanned events happen in the class. When the classroom environment is considered, teacher-trainees can experience these events. These events can be positive or negative, therefore, cooperating teachers should be able to act properly according to the situation. It is also known that students may humiliate teacher-trainees. Consequently, it is important to educate teachers on how to react to these situations. According to Damar (2013), cooperating teachers tend to see themselves solely as an evaluator. Nevertheless, cooperating teachers have other duties

that may be considered more important than assessing to procure teacher-trainee development. Hence, the duties of cooperating teachers should be clarified by professionals to ensure that teacher-trainees are exposed to necessary input throughout their practice.

Another aspect that bears importance is the legal aspects of teaching practice. The cooperating teachers often learn these aspects from teacher-trainers. Nevertheless, the certification process should also cover the legal aspects. Hence, cooperating teachers can also explain these issues to teacher-trainees to maintain a healthy process.

One of the most important duties of the cooperating teacher is to give constructive feedback and reflect on the teacher-trainee's teaching. As giving feedback cannot be acquired naturally, professionals should give the advice to give feedback and reflect on teacher-trainees' performance. Otherwise, issues teacher-trainees encounter would not be addressed. Additionally, according to scholars, reflection on experience may help learners more than experience.

The Clinical Supervision Model is an important part that will be seen in mentoring processes. As the model encourages reflection on experiences, the model and the reason why it should be used must be explained to cooperating teacher-to-bees. Consequently, the implementation of CSM may enhance the education of teacher-trainees in teaching practice procedures. The post-testing session should be utilized after the procedure to measure if cooperating teacher candidates have changed positively with regard to mentoring processes. The measurement procedure may also indicate who has the aptitude to mentor teacher-trainees. Moreover, the results can be used to send teacher-trainees to schools with competent cooperating teachers.

5.2.4. Teacher-trainee evaluation for cooperating teachers and schools. As teacher-trainees can also be affected by the school environment and cooperating teacher attitudes; moreover, the experiences teacher-trainees encounter in their teaching practices may change their attitudes towards the profession; teacher-trainees should also be included in the evaluation process. Nevertheless, as they are not qualified to evaluate the experiences objectively, the data should only be used by the teacher-trainer. The data may uncover the issues teacher-trainees have in the process. Nonetheless, this should not mean that only schools with higher socio-economic status should be used for practicum. In fact, a variety of schools should be introduced to teacher-trainees to make them familiar with the schools they have the possibility to be assigned. Additionally, the data may be compared with the grading in mentoring certification. Consequently, the comparison might imply whether the cooperating teacher and school are a good environment for mentoring practices. Moreover, the data may be shared with ELT professionals to enhance the practicum process throughout the country.

Consequently, it can be understood from the data that expectations of teacher-trainees from their cooperating teachers were high and experiences were moderately lower than expectations for nearly all actions and competencies. It can be stated that there are some misconceptions that may decrease the quality of teaching practice processes of teacher-trainees. One of the most important steps to fix the issues is to reinforce the mentoring certification procedure. In order to fix the issue, some actions should be taken. These actions may include asking for a demo lesson before the education, filling an attitude scale to measure if the teacher is suitable for mentoring, assessing cooperating teacher-candidates continuously, providing solutions for potential critical incidents, explaining the duties of cooperating teachers, exemplifying the adequate constructive reflection, explaining legal aspects of mentoring, and describing CSM. These actions may improve the quality of the certification procedure; as a consequence, the quality of the overall teaching practicum process may improve. Furthermore, alternative assessment procedures should be utilized for the continuous evaluation of cooperating teachers. Consequently, their performance can be measured constantly, and the data can be used to determine whether a cooperating teacher is eligible for the process. Further investigation should be

done to reveal whether the role of cooperating teachers is conceptualized erroneously. Additionally, the studies may show to what extent cooperating teachers are satisfied with the practicum process.



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Türkçe Genişletilmiş Özet

Giriş

Öğretmen eğitimi boyunca, staj süreci her zaman öğretmen eğitimi programlarının en hayati parçalarından biri olarak kabul edilmiştir. Son on yılda, Yabancı Dil Olarak İngilizce (EFL) öğretmen eğitimi ile staj süreci arasındaki bağlantı büyük ilgi odağı olmuştur. Öğretmenler için staj aşaması, öğretmen eğitiminin temel bileşenlerinden biridir. Aynı zamanda, öğretmen adayları için temel bir öğrenme deneyimi olarak kabul edilmektedir (Wright, 2010). Süreç, üç ana paydaştan oluşan üç katmanlı bir sisteme sahiptir. Bu üyeler staj öğretmenleri, öğretmen adayları ve öğretmen eğitmenleridir (Burton & Greher, 2007). İlgili araştırmalar, bu üyelerin bazı görevlerinin olduğunu ve bu rollerin her yönünün öğretmenlerin gelişimi için değerli olduğunu belirtmektedir. Ayrıca öğretmen adaylarına göre işbirliği yaptıkları staj öğretmeninden aldıkları destek onlar için önemlidir (Hobson, Malderez, Tracey, Giannakaki, Pell & Tomlinson, 2008). Bu çalışmanın amacı, Burdur Mehmet Akif Ersoy Üniversitesi 4. sınıf öğretmen adaylarının bakış açısından staj öğretmeni -aday öğretmen ilişkisi konularını ortaya koymaktır. Ayrıca, öğretmen adayları için ideal öğrenme yaşantılarının sağlanmasına yönelik bulgulara dayalı önerilerde bulunulacaktır.

Problem Durumu

Öğretmenlik uygulaması fakülte süreci boyunca öğrenilenleri uygulama fırsatları sunduğundan, İngilizce öğretmenliği uygulamasının Türkiye'deki İngilizce öğretmenliği eğitiminin hayati bir parçası olduğu bilinmektedir. Bu teorik bilginin gerçek sınıflarda İngilizce öğretiminde etkin bir şekilde kullanılabilmesi için eğitim fakülteleri tarafından belirlenen okullarda öğretmen adaylarına bir staj öğretmeni atanır. Bu staj öğretmenleri, staj öğretmenliği sertifikasına sahip deneyimli öğretmenlerdir. Süreç boyunca, öğretmen adayları staj öğretmenlerinin sınıflarına katılır ve staj öğretmenlerini gözlemler. Daha sonra, öğretmen adayları öğretimde deneyim kazanmak için öğretim misyonunu üstlenirler. Öğretmen adayları ders anlatırken, staj öğretmenleri aynı zamanda yansıtma, geri bildirim, eleştiri, sorunları tespit etme ve çözümler tasarlama ile öğretime aktif olarak katılır. Bununla birlikte, yukarıda belirtilen eylemler birer beklentidir ve bu beklentilerin

karşılınıp karşılanmadığı şüphelidir. Ek olarak, bu araştırmada hangi kişisel özelliklerin ve yetkinliklerin aday öğretmenler için ideal staj öğretmeni yetkinliği olduğu sorgulanır. Bu beklentiler, TT'lerin kendilerini daha iyi hissetmek için neye ihtiyaç duyduklarını ve öğretimlerini neyin daha uygulanabilir kıldığını gösterebilir.

Problem Cümlesi ve Alt Problemler

Çalışmanın bu amacı ışığında, bu araştırma aşağıdaki araştırma sorularına cevap vermeye çalışmaktadır:

Araştırma Sorusu 1: Hangi yeterlilikler ve eylemler: Öğretmen adaylarının ideal işbirliği yapan öğretmen yeterlikleri ve eylemlerine ilişkin beklentileri nelerdir?

Araştırma Sorusu 1.a: Öğretmen adaylarının staj öğretmenlerinden beklentileri, belirtilen resmi staj öğretmeni görevleriyle örtüşüyor mu?

Araştırma Sorusu 2: Staj prosedürünün sonunda, öğretmen adaylarının beklentileri staj öğretmenleri tarafından ne ölçüde karşılanıyor?

Araştırmanın Amacı

Araştırmada, Burdur Mehmet Akif Ersoy Üniversitesi'nde öğrenim gören öğretmen adaylarının işbirliği yaptıkları öğretmenlere ilişkin beklenti ve deneyimlerinin anlaşılması amaçlanmaktadır. Spesifik olarak, öğretmen adaylarına ideal staj öğretmeni eylemleri ve sorumlulukları sorulur. Ardından, öğretmen adayları için ideal işbirliği yapan öğretmen yeterliklerinin ve kişisel niteliklerinin YÖK (2018) belgelesine göre ideal staj öğretmenine benzer olup olmadığı görülecektir. Son olarak, öğretmen adaylarının deneyimleri ile beklentiler karşılaştırılacaktır.

Araştırmanın Önemi

Öğretmen adayı ihtiyaçları staj sürecinde yapılan çeşitli değerlendirmelerle anlaşılabilir. Yani, öğretmen adaylarının ihtiyaç ve istekleri bulgulardan görülebilir. Bu nedenle, uygulama sürecini öğretmen adaylarının mesleki gelişimleri için daha faydalı hale getirmek için nelere ihtiyaç duyulduğu anlaşılmaktadır. Ayrıca, öğretmen adaylarının ihtiyaç duydukları yeterlilikler ve staj öğretmenlerinin resmi görevleri hakkında

beklentileri ve deneyimleri toplanır. Buna göre bu görev ve sorumlulukların süreci kolaylaştırılıp kolaylaştırılmadığı ve ne kadar kolaylaştırıldığı çalışmadan anlaşılmaktadır. Öğretmen adaylarının algıları, mevcut staj sürecinin ihtiyaçlarını gösterebilse de, bu araştırma alanındaki literatür eksikliğinin altı çizilmelidir. Coğrafya, öğretmen adaylarının başarısı, öğretim tutumu ve öğretmen adaylarının yetenekleri gibi parametrelerdeki farklılıklarla ilgili konudaki araştırmaların artması, uygulama sürecinden öğretmen adaylarının ihtiyaçları ve istekleri hakkında farklı çıkarımlara yol açabilir. Ek olarak, İngilizce öğretmenliği alanını ve diğer öğretmenlik bölümlerini karşılaştıran karşılaştırmalı çalışmalar, tüm öğretmenlik bölümleri için belirli kriterlerin optimal bir öğrenme ortamı için uygulanabilir olup olmadığı konusunda çıkarımlarda bulunabilir. Bu nedenle, araştırma çalışmalarının artması, stajın paydaşlarının etkin bir şekilde çalışıp çalışmadığını gösterebilir. Yani paydaşların süreçte resmi görevlerini kolaylaştırıp kolaylaştırmadığı görülmektedir. Ayrıca, bu görevlerin etkinliği paydaşların yorumları aracılığıyla da analiz edilebilir. Yetkililer tarafından analiz edilirse, daha fazla araştırma mevcut politikaların zayıflıklarını ve gücünü gösterebilir. Sonuç olarak, Damar ve Salı (2013) gibi araştırmalar; ve Rakıcıoğlu-Söylemez ve Eroz-Tuga (2014); ve mevcut araştırma, staj sürecinin bir ölçütü olarak görülebilir çünkü bu çalışmaların çıkarımları, paydaşların belirlenen rollerinin hangi kısmının etkili olduğu ve politikaların hangi kısımlarının daha modern bir yaklaşım için parlatılması gerektiği sonucuna varabilir. Ayrıca, diğer paydaşların eylemlerinden etkilenen paydaşların yorumları araştırmada paylaşıldığı için paydaşların etkinliği de mevcut araştırmadan çıkarılabilir. Çalışma, karma araştırma metodolojisinin kullanılması ve öğretmen adaylarının beklenti ve deneyimlerinin yeni veri toplama araçlarıyla toplanması nedeniyle literatürden farklıdır. Yeni veri toplama araçlarının öğretmen adayı deneyimlerinin anlaşılabilirliğini artırması beklenmektedir.

Yöntem

Mevcut araştırmalar çok yönlü olarak görülebileceğinden; Nitel ve nicel araştırma tasarımları, araştırma sorularını daha iyi yanıtlamak için entegre edilmiştir. Elbette nitel ve nicel araştırma tasarımları arasında adil bir dağılım neredeyse imkansızdır. Bu nedenle,

bir tür diğ erinden daha ağır basabilir. Mevcut araştırma, öğretmen adaylarının yaşadıkları sorun ve durumların neden ve nasıl açıklanmasına ihtiyaç duyduğundan, bu araştırmada nitel tarafa daha fazla ağırlık verilmesi planlanmıştır. Bununla birlikte, nitel verileri karşılaştırmak veya onaylamak için eşzamanlı çeşitleme tasarımı kullanılır. Nitel ver toplamak için öğretmenlik uygulaması öncesinde ve sonrasında açık uçlu sorular ve yarı yapılandırılmış görüşme uygulanmıştır. Nicel veri toplamak için ise anket uygulanmıştır.

Çalışma Grubu

Çalışma 2021-2022 eğitim-öğretim yılının güz döneminde yapılmıştır. Araştırmada kullanılan örnekleme türü kolayda örneklemedir. Waterfield'e (2018) göre Kolayda örnekleme, katılımcıları hazır bulunmalarına göre seçmek anlamına gelir. Bu uygunluk, coğrafi veya kişiler arası yakınlık anlamına gelir (her iki taraf için de bilinen bir irtibat kişisi gibi). Araştırma, verilerin toplandığı tarihte Burdur Mehmet Akif Ersoy Üniversitesi İngilizce Öğretmenliği bölümünde öğrenim gören 36 kadın ve 22 erkek olmak üzere 58 katılımcıdan oluşmaktadır. Katılımcıların yaşları değişmekle birlikte büyük çoğunluğu 22, 23 ve 24'tür. Katılımcıların tamamı öğretmenlik uygulaması dersine kayıtlı son sınıf öğrencileridir.

Veri Toplama Araçları

Veriler, karma yöntem araştırma tasarımının doğasına uyması için çevrimiçi anketler ve görüşmeler yoluyla toplandı. Bahsedilen veri toplama yöntemlerinin yanı sıra, sayısal verilerin daha iyi anlaşılması için çevrimiçi anketlere açık uçlu sorular eklenir. Araştırmada, öğretmenlik uygulaması öncesi ve sonrası anketler, oluşturulan soruların zamanları dışında herhangi bir değişiklik olmaksızın aynı temaları içermektedir. Rakıcıoğlu-Söylemez ve Eroz-Tuga'nın (2014) çalışması çalışmaya ilham kaynağı olsa da, anketin temaları araştırmacı tarafından en son politika belgelerine uygun olarak oluşturulmuştur. Daha açık bir ifadeyle, YÖK'ün (2018) stajın süresini, paydaşları, paydaşların sorumluluklarını, stajın hedeflerini açıklayan politika belgeleri bazı soruları oluşturmak için kullanılmıştır. Öğretmen adaylarının işbirliği yapan öğretmenlerin öğretim becerilerine yönelik tutumlarını anlamak için Milli Eğitim Bakanlığı'nın

Öğretmen Strateji Belgesi (2017) kullanılmıştır. Bu nedenle, öğretim yeterlilikleri ve staj öğretmeni sorumlulukları çevrimiçi bir anket oluşturmak için kullanılır. Bu çevrimiçi anketler, öğretmen adaylarının işbirliği, uygulama için okul ve öğretim ortamı organizasyonu, yapıcı eleştiri, teknoloji okuryazarlığı, rehberlik, liderlik, alanda güncel olma, esneklik, profesyonel yardım, öğretim analizi ile ilgili beklenti ve deneyimlerini değerlendiren sorular içerir. yansıtma, denetleme, etkili yansıtma, kritik olayları ele alma, sorunları belirleme, tespit edilen sorunlara çözüm bulma, öğretim seçeneklerini açıklama becerisi, farklı teknikleri uygulama yardımı, gereksinimleri sağlama, okula tanıtmaya, ders planlama ve yürütme desteği, erişilebilirlik, izleme için öğretmen adayının gelecekteki bir meslektaş olarak tanımlanması, değerlendirmenin geçerliliği ve değerlendirmenin nesnelliği.

Verilerin Analizi

Nicel verileri analiz etmek için betimsel analiz kullanılır. Sheard'a (2018) göre betimsel analiz, diğer sayısal verilerle yorumlamalar ve karşılaştırmalar yapmak için nicel verilerin yönlerini tanımlamak için kullanılır. Ayrıca, veriler metin, tablo veya grafik biçiminde sunulabilir. Toplanan veriler Google Office Suit uygulamaları ile işlenerek sayısal verilerin dağılımını gösteren grafikler oluşturulmuştur. Araştırma sorularından birinin yanıtlanması için uygulama öncesi ve uygulama sonrası verilerin karşılaştırılması gerektiğinden, uygulama öncesi ve uygulama sonrası verileri gösteren grafikler kullanılmıştır. Böylece öğretmen adaylarının tutumlarının nasıl değiştiği veya değişip değişmediği görülebilir. Ayrıca, CT mentorluk görev ve eylemlerine ilişkin TT beklentilerinin ortalama puanları verilmiştir. Beklentileri deneyimlerle karşılaştırmak için, beklenti ve deneyimlerin ortalama puanları tablo 3'te verilmiştir. Bu tabloda, tüm farklılıklar görülebilir.

Niteliksel veriler çevrimiçi görüşmeler yoluyla toplanmıştır. Tüm veriler, anonimlik ve gizlilik ilkesi çerçevesinde öğretmen adaylarının izni ile kaydedilmiştir. Sözlü veriler daha sonra araştırmada kullanılmak üzere yazılı metne dönüştürülmüştür. Akran kontrolü ve danışman kontrolü, öğretmen adaylarının herhangi bir şekilde yanlış anlaşılma olasılığını azaltmak için kullanıldı. Nitel verileri analiz etmek için içerik analizi kullanılmıştır. İçerik

analizinin tanımı, belirli kelimelerin, kavramların ve temaların görünüşlerini belirlemektir (Schreirer, 2012). Öğretmen adayları çevrimiçi görüşmeleri sırasında birçok fikirden bahsettiklerinden, fikirleri temalara ayırmak gerekliydi. Ek olarak, bireylerin belirli yönler hakkında nasıl düşündüklerini anlamak için nicel verileri desteklemek veya karşı çıkmak için nitel veriler kullanılmıştır. Kaydedilmiş çevrimiçi görüşmeleri tespit etmek için görüşmelerin içerik analizine açık uçlu sorular da eklenmiştir. Bu nedenle, herhangi bir hayal kırıklığını önlemek için belirli temalar bir araya getirilebilir.

Nicel anket maddeleri için nitel veri toplanmamasına rağmen; Yani, farklı araştırma soruları için nicel ve nitel veriler toplanmış, açık uçlu sorulardan alınan cevaplar analiz edilmiş ve nicel verileri tamamlayıcı olarak kullanılmıştır.

Bulgular

Tablo 1'de TT beklentilerinin ortalama puanları görülebilmekte ve nicel verilerden yüksek beklenti gözlemlenebilmektedir.

Tablo 1

Staj Öncesi Anket Ortalama Puanları

Madd e	Ölçülen Staj Öğretmeni Davranışları	Ortalama Değer
1	İşbirliği	4,6
2	Staj için okul ve öğretim ortamı organizasyonu	4,5
3	Yapıcı eleştiri	4,68
4	Teknoloji okuryazarlığı	4,48
5	Rehberlik	4,55
6	Liderlik	4,51
7	Alanında güncel olmak	4,53
8	Esneklik	4,65
9	Profesyonel yardım	4,55
10	Yansıma için öğretim analizi	4,62
11	Nezaret	4,51
12	etkili yansıma	4,63
13	Kritik olayların ele alınması	4,48
14	Sorunları algılama	4,36
15	Tespit edilen problemler için çözümler geliştirmek	4,48
16	Öğretim seçeneklerini açıklayabilme	4,7

17	Farklı teknikler uygulama yardımı	4,68
18	Öğretim ihtiyaçlarının ve materyallerinin sağlanması	4,62
19	Okul ortamını tanıtırma	4,48
20	Ders planlama ve yürütme desteği	4,6
21	Ulaşılabilirlik	4,32
22	İzleme	4,37
23	Öğretmen adayının meslektaş adayı olarak tanımlanması	4,27
24	Değerlendirmenin geçerliliği	4,5
25	Değerlendirmenin nesnelliği	4,56

İlk araştırma sorusunu cevaplamak için, bir açık uçlu görüşme sorusu soruldu ve öğretmen adayları, staj öğretmenlerinden Tablo 2'deki yetkinlikleri ve kişisel nitelikleri bekledikleri ortaya çıktı.

Tablo 2

Öğretmen adayları için İdeal Staj Öğretmeni ile ilgili Nitel verilerin Temaları

Toplanan verilerde belirtilen temalar	Sıklık
Profesyonel Rehberlik	7
İlgi Alaka	3
Geribildirim ve Yansıma	2
Duygusal destek	2
İletişim Yetkinliği	1
Öz değerlendirme	1
Mesleğin Gerçeklerini Göstermek	1
Yenilik	1

Tablo 3'te staj öncesi ve sonrası puan ortalamaları görülmektedir. Ulaşılabilirlik ve Öğretmen adaylarını meslektaş olarak görme davranışları dışındaki davranışlarda staj öncesi ve sonrası anketlerde düşüş gözlenebilir.

Tablo 3

Staj Öncesi ve Sonrası Anket Ortalama Puanları

Madde	Ölçülen Staj Öğretmeni Davranışları	Staj Öncesi	Staj Sonrası
1	İşbirliği	4,6	4
2	Staj için okul ve öğretim ortamı organizasyonu	4,5	3,9

3	Yapıcı eleştiri	4,68	4,17
4	Teknoloji okuryazarlığı	4,48	3,94
5	Rehberlik	4,55	3,93
6	Liderlik	4,51	3,96
7	Alanında güncel olmak	4,53	3,96
8	Esneklik	4,65	4,05
9	Profesyonel yardım	4,55	4,1
10	Yansıma için öğretim analizi	4,62	4,08
11	Nezaret	4,51	4,03
12	etkili yansıma	4,63	4,12
13	Kritik olayların ele alınması	4,48	4,08
14	Sorunları algılama	4,36	4
15	Tespit edilen problemler için çözümler geliştirmek	4,48	3,84
16	Öğretim seçeneklerini açıklayabilme	4,7	3,82
17	Farklı teknikler uygulama yardımı	4,68	3,91
18	Öğretim ihtiyaçlarının ve materyallerinin sağlanması	4,62	3,87
19	Okul ortamını tanıtmak	4,48	3,55
20	Ders planlama ve yürütme desteği	4,6	3,77
21	Ulaşılabilirlik	4,32	4,32
22	izleme	4,37	3,93
23	Öğretmen adayını meslektaş adayı olarak tanımlama	4,27	4,29
24	Değerlendirmenin geçerliliği	4,5	4,08
25	Değerlendirmenin nesnelliği	4,56	4,15

Nicel verilere göre, araştırmaya katılan öğretmen adaylarının, işbirliği yapan öğretmenin neredeyse tüm sorumluluklarını ve davranışlarını beklenenden biraz daha kötü buldukları söylenebilir. Dolayısıyla öğretmen adaylarının bazı beklentilerinin karşılanmadığı söylenebilir. Nitel veriler bulgulara entegre edildiğinde öğretmen adaylarının çoğu uygulamaları için yeterli desteği alamasa da bazı öğretmen adaylarının olumsuz durumlarla karşı karşıya kaldıkları sonucuna varılabilir. Olumsuz durumlar, nicel veriler aracılığıyla gözlemlenebilir, çünkü çalışmanın deneyim bölümünde olumsuz puanlar artıyor gibi görünmektedir. Ek olarak, olumsuz durumların bir kısmı öğretmen adayları tarafından görüşme ve açık uçlu sorularda paylaşılmıştır. Diğer çıkarımlar sonuç bölümünde tartışılmaktadır.

Sonuç, Tartışma ve Öneriler

Öğretmen adaylarının staj öğretmenlerinden resmi staj öğretmeni sorumluluklarını yüksek yetkinlikte bekledikleri söylenebilir. En çok vurgulanan sorumluluklardan biri, geri bildirim ve yansıtma için yardım almak olarak görülmüştür. Niteliksel veriler bu sonucu destekler ve öğretmen adaylarının duyduğu ihtiyacı derinleştirir. Mevcut araştırmadaki öğretmen adayları, zayıf iletişimden kaynaklanan herhangi bir olumsuz duygu olmadan öğretme becerilerini geliştirmeyi umuyorlar.

Resmi görevlerin yanı sıra, öğretmen adaylarının okul ortamında kendilerini gergin hissetme eğiliminde olduklarından, işbirliği yapılan okullarda öğretmen adaylarını daha rahat ettirebilecek destekleyici eylemlere ihtiyaç vardır. YÖK (2018) belgesinde bilindiği gibi, bu tür eylemler işbirliği yapan öğretmenlerin resmi görevleri arasında yer almamaktadır. Dolayısıyla bu tür eylemlerin resmi görevlere ait olmadığı söylenebilir. Ancak bir fiilin resmi görev olup olmadığı konusunda kesin sınırlar çizmek zordur. Örneğin profesyonel rehberlik resmi bir eylemdir. Bununla birlikte, öğretmen adayları kariyer rehberliği istediğinde bunun resmi görevlere ait olmadığı söylenebilir. Ancak öğretim ve sınıf yönetimi rehberliği düşünüldüğünde staj öğretmenlerinin resmi görevleri arasında yer aldığı söylenebilir. Bu nedenle, bir görevin resmi olup olmadığına karar verilirken katı sınırlar çizmek zordur. Ancak samimiyet, meslektaş gibi davranma, deneyimlerini paylaşma, yeniliklere açık olma, iletişim kolaylığı, staj sürecinin gerçeklerini gösterme gibi davranışlar işbirliği yapan öğretmenlerin resmi görevleri arasında yer alamaz.

Yeterliklerden sadece ikisi tam olarak karşılanırsa da, öğretmen adaylarının beklentileri ve deneyimleri arasında ciddi farklılıklar olduğunu söylemek zordur. Dolayısıyla öğretmen adaylarının staj öğretmenlerine ilişkin beklenti ve deneyimlerinin benzer olduğu söylenebilir. Bununla birlikte, daha kesin yorumlar yapmak için bu özel konu hakkında araştırma yapılması gerekmektedir. Nicel verilerdeki küçük farklılıklar da ayrıca dikkate alınmalıdır, çünkü öğretmen adaylarından bazıları beklediklerini deneyimlediler, ancak bazıları kötü deneyimlerden kaynaklanan olumsuz bir şey yaşamış olabilir. Tüm öğretmen adayları için ideal olan, stajdan daha iyi veya beklenenden daha iyi hale gelmektir. Bu

nedenle ideal durum, bir okuldaki mentorluk uygulamasındaki mükemmellik ve işbirliği yapılan başka bir okuldaki vasat deneyimler yerine tüm alanlarda benzer deneyimler olmalıdır. Olumsuz vakalar nadir olmasına rağmen, öğretmen adaylarının deneyimlerinin mesleki öğretmenlik yaşamlarını kalıcı olarak etkileyebileceğini de belirtmek gerekir (Hobson et al, 2008).

Öğretmen adayı ve staj öğretmeni arasındaki olası sıkıntıları çözmek için çeşitli öneriler yapılabilir. Öncelikle, çalışmadan staj öğretmenlerinin bazılarının görev ve sorumluluklarından habersiz olduğu anlaşılmaktadır. YÖK'ün (2018) belirlediği görev ve sorumluluklar staj öğretmenlerine tanıtılmalıdır. Öğretmen adayları ve öğretmenlik uygulaması Türkiye'nin birçok bölgesinde gerçekleşmesine rağmen Bakanlığın bu konuda yeterli entegrasyonu sağlamak için müfredat değişiklikleri önerilebilir. Staj öğretmenliği sertifikası için gerekli yetkinlikler daha geçerli değerlendirme araçlarıyla garanti altına alınmalıdır. Son olarak, öğretmen adayları süreç sonunda staj öğretmenlerini değerlendirme yoluyla sürecin nasıl geçtiği bilgisini gerekli mercilere iletebilir.



APPENDICES

Appendix-1

Pre-practicum Questionnaire

Fill the Likert scale below according to your expectations of your prospective cooperating teacher.

My cooperating teacher will be able to:

	strongly disagree	disagree	neutral	agree	strongly agree
1.collaborate with me to make my teaching more efficient.					
2. organize school and class environment for effective practicum					
3.criticize my teaching application in a friendly and constructive manner.					
4.make use of information technologies such as technological devices in his/her teaching.					
5.guide me in a professional manner.					
6.lead me in my teaching with his/her professional competence.					
7. update himself/herself constantly to improve his/her professional skills.					
8.act flexibly when necessary.					
9.provide necessary teaching assistance.					
10.analyse your teaching from every angle such as classroom management and communication skills to your					

teaching to reflect better.					
11. supervise my teaching to address certain issues about my teaching.					
12.reflect on my teaching effectively to make it better.					
13. handle critical incidents in a professional manner					
14.address problematic areas in my teaching in reflection sessions					
15. devise different techniques to fix problematic areas about my teaching					
16.explain the reasons why he/she teaches in a certain way in classes.					
17. help me with my professional development and enable me to observe his/her teaching and apply different techniques in classes					
18.provide necessary resources, materials for my teaching practice.					
19. introduce school administration and school environment to make me familiar with the school.					
20. help me plan lesson plans and activities, then observe my practices.					
21. be accessible when necessary.					

22. monitor my teaching performance constantly					
23. see me as a future colleague instead of a student.					
24. analyse my teaching thoroughly and evaluate me from every angle such as lesson planning, material development, execution of the plans.					
25. assess and evaluate your teaching objectively throughout the term.					

Appendix-2

Post-practicum Questionnaire

Fill the Likert scale below according to your experiences throughout your practicum.

My cooperating teacher was able to:

	strongly disagree	disagree	neutral	agree	strongly agree
1.collaborate with me to make my teaching more efficient.					
2. organize school and class environment for effective practicum					
3.criticize my teaching application in a friendly and constructive manner.					
4.make use of information technologies such as technological devices in his/her teaching.					
5.guide me in a professional manner.					
6.lead me in my teaching with his/her professional competence.					
7. update himself/herself constantly to improve his/her professional skills.					
8.act flexibly when necessary.					
9.provide necessary teaching assistance.					
10.analyse your teaching from every angle such as classroom management and					

communication skills to your teaching to reflect better.					
11. supervise my teaching to address certain issues about my teaching.					
12.reflect on my teaching effectively to make it better.					
13. handle critical incidents in a professional manner					
14.address problematic areas in my teaching in reflection sessions					
15. devise different techniques to fix problematic areas about my teaching					
16.explain the reasons why he/she teach in a certain way in classes.					
17. help me with my professional development and enable me to observe his/her teaching and apply different techniques in classes					
18.provide necessary resources, materials for my teaching practice.					
19. introduce school administration and school environment to make me familiar with the school.					
20. help me plan lesson plans and activities, then observe my practices.					
21. be accessible when					

necessary.					
22. monitor my teaching performance constantly					
23. see me as a future colleague instead of a student.					
24. analyse my teaching thoroughly and evaluate me from every angle such as lesson planning, material development, execution of the plans.					
25. assess and evaluate your teaching objectively throughout the term.					

Appendix-3

Post-practicum Interview Questions

1. What were some of the positive sides of your mentor?
2. What were some of the sides that needed improvement about your mentor?
3. What are the personal attributes of an ideal mentor to you?
4. Your mentor was supposed to perform certain acts like reflection, professional help, introduction to school environment and school administration, organization of the teaching environment for practicum, monitoring, guiding, and assessment; do you think your mentor could successfully cooperate with you with these acts and performances?
5. Do you think your mentor could make use of 21st century skills like critical thinking, collaboration, effective communication, use of technology and media tools etc. effectively?
6. When you consider your initial expectations, to what extent they are met? Explain with reasons.

Appendix-4

Ethical Committee Permission



ARAŞTIRMA PROJESİ DEĞERLENDİRME RAPORU

Toplantı Tarihi: 01.09.2021 Çarşamba
Toplantı No:2021/09
Karar No: GO 2021/310

Üniversitemiz Eğitim Bilimleri Enstitüsü İngiliz Dili Eğitimi Yüksek lisans öğrencisi Selman KARAKUŞ' un Doç. Dr. Ali KARAKAŞ danışmanlığında yürüteceği *"Mentilerin İngilizce Öğretmenliği Staj Sürecinde Mentorlarına İlişkin Beklentileri ve Deneyimleri"* başlıklı proje önerisi araştırmanın gerekçe, amaç, yaklaşım ve yöntemleri dikkate alınarak incelenmiş olup çalışmanın fikri, hukuki ve telif hakları bakımından sorumluluğu araştırma ekibine ait olması koşulu ile etik açıdan uygun bulunmuştur.

