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BOLU ABANT İZZET BAYSAL UNIVERSITY
INSTITUTE OF GRADUATE STUDIES
DEPARTMENT OF FOREIGN LANGUAGE EDUCATION

PRE-SERVICE EFL TEACHERS' PROFESSIONAL LEARNING EXPERIENCES AND STAKEHOLDER INTERACTIONS DURING EMERGENCY REMOTE TEACHING PRACTICUM

MASTER OF ARTS

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ACADEMIC SUPERVISOR
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BOLU, JANUARY – 2023

APPROVAL OF THE THESIS

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ETHICAL DECLARATION

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- All data, documents, assessments, and results were presented in accordance with the scientific ethical and moral rules,
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Aslı Nur YEŞİLOĞLU

ABSTRACT

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This study aimed to examine the Emergency Remote Teaching practicum experiences, challenges, expectations, and stakeholder interactions of 4th-grade pre-service English as a Foreign Language (EFL) teachers studying at a large state university located in the Northwest of Turkey. The utilized research method is a phenomenological qualitative study as it focuses on the lived experiences of pre-service EFL teachers. The participants of the study include 44 senior pre-service teachers studying at an English Language Teaching Department at a state university in the Northwest of Turkey. To examine qualitative data, semi-structured focus group interviews, open-ended surveys, and post-teaching reflection forms filled by EFL pre-service teachers after teaching at the practicum were collected and analyzed. Focus group interviews and open-ended surveys were conducted online due to the global pandemic. Data analysis was conducted with the qualitative content analysis methods and the qualitative data analysis software named MAXQDA 2020 was employed. The analyzed data were divided into main themes, generic categories, and subcategories. The data were gathered under three main themes namely, Affordances, Constraints, and Attunements. The findings of the study revealed that pre-service EFL teachers faced both positive and negative experiences during the online practicum.The findings also revealed that while some pre-service teachers had the chance to interact with practicum stakeholders and gain professional experience during the process, some faced technological and technical problems, and problems with the lack of a physical classroom, classroom management experiences, and limited interaction with stakeholders and students. In addition, participants indicated aspects that can be improved for future professional learning experiences, based on their practicum experiences. Finally, in light of the findings of the current study, implications related to the professional learning opportunities have been offered for teacher education programs and policymakers.

KEYWORDS: Practicum, Emergency Remote Teaching, Teacher Education, Professional Learning, Pre-service EFL Teachers

ÖZET

ACİL DURUM UZAKTAN ÖĞRETİM UYGULAMASI SÜRECİNDE HİZMET ÖNCESİ İNGİLİZCE ÖĞRETMEN ADAYLARININ MESLEKİ ÖĞRETİM DENEYİMLERİ VE PAYDAŞ ETKİLEŞİMLERİ
YÜKSEK LİSANS TEZİ
ASLI NUR YEŞİLOĞLU
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Bu çalışma, Türkiye'nin kuzeybatısında yer alan büyük bir devlet üniversitesinde öğrenim gören 4. sınıf İngilizce öğretmeni adaylarının Acil Uzaktan Öğretim uygulama dersi boyunca yaşadıkları deneyimleri, zorluklarını, beklentilerini ve paydaş etkileşimlerini incelemeyi amaçlamıştır. Araştırma yöntemi, İngilizce öğretmen adaylarının deneyimlerine odaklandığından fenomenolojik nitel bir çalışmadır. Araştırmanın katılımcıları, Türkiye'nin kuzeybatısındaki bir devlet üniversitesinde İngiliz Dili Eğitimi bölümünde okumakta olan 44 son sınıf öğretmen adayıdır. Nitel verilere erişmek için yarı yapılandırılmış odak grup görüşmeleri, açık uçlu anketler ve İngilizce öğretmenliği adayları tarafından stajda öğretmenlik yaptıktan sonra doldurulan öğretim sonrası yansıma formlarından yararlanılmıştır. Küresel pandemi nedeniyle odak grup görüşmeleri ve açık uçlu anketler çevrimiçi olarak yapılmıştır. Veri analizi nitel içerik analizi yöntemi ile gerçekleştirilmiş olup, veri analizi yapılırken MAXQDA 2020 adlı nitel veri analizi yazılımından yararlanılmıştır. Analiz edilen veriler ana temalara, genel kategorilere ve alt kategorilere ayrılmıştır. Analiz edilen veriler, *Olanaklılıklar*, *Kısıtlılıklar* ve *Uyumlar* olmak üzere üç ana tema altında toplanmıştır. Çalışmanın bulguları, İngilizce öğretmen adaylarının çevrimiçi uygulama sırasında hem olumlu hem de olumsuz deneyimlerle karşılaştıklarını göstermiştir. Bulgular ayrıca bazı İngilizce öğretmen adaylarının staj paydaşları ile etkileşim kurma ve Acil Uzaktan Öğretim Staj Uygulaması sırasında mesleki deneyim kazanma şansına sahipken, bazılarının teknolojik ve teknik sorunlar, fiziki bir sınıf eksikliği, sınıf yönetimi ve paydaşlar ve öğrencilerle sınırlı etkileşim gibi sorunlarla karşılaştığını ortaya koymuştur. Ayrıca, öğretmen adayları, staj deneyimlerine dayalı olarak gelecekteki çevrimiçi staj deneyimleri için geliştirilebilecek bazı önerilerde bulunmuşlardır. Son olarak, mevcut çalışmanın bulguları ışığında, öğretmen yetiştirme programları ve politika yapıcılar için staj sürecine ilişkin çıkarımlar sunulmuştur.

ANAHTAR KELİMELER: Öğretmenlik Uygulaması, Acil Uzaktan Öğretim, Öğretmen Eğitimi, Profesyonel Öğrenme, Hizmet Öncesi Öğretmen Adayları

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LIST OF ABBREVIATIONS AND SYMBOLS

CDST : Complex Dynamic Systems Theory

CHE : Council of Higher Education

COVID-19 : Coronavirus Disease of 2019

EFL : English as a Foreign Language

ELT : English Language Teaching

ELTE : English Language Teacher Education

ERT : Emergency Remote Teaching

ICT : Information and Communication Technology

MoNE : Ministry of National Education

PT : Pre-service Teacher

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1. INTRODUCTION

This study aims to explore senior pre-service English as a Foreign Language (henceforth EFL) teachers' expectations, experiences, challenges, and stakeholder relations they had during the practicum courses that were held online due to the global coronavirus pandemic. The introduction part of this study covers the background of the study, the statement of the problem, the purpose of the study with research questions, the significance of the study, the limitations of the study, and the definition of key terms.

1.1 The Background of the Study

It is undeniable that English plays a significant role in our lives nowadays. People in society want to learn English for different purposes, such as communication, getting an occupation, or keeping pace with this globalized world. In order to provide a qualified education to children, youngsters, and adults, teacher education specifically pre-service teacher (henceforth PT) education must be given sufficient importance. Similarly, Hişmanoğlu (2013) pointed out that teacher education is one of the most essential aspects of educational systems since it directly impacts academic quality. As in other departments in the faculty of education, pre-service teachers studying in the English Language Teaching (henceforth ELT) Department also start taking School Experience and Practice Teaching courses, where they have the chance to put their theoretical knowledge into practice after three years of academic education (e.g., Allen & Wright, 2014; Nonis & Tan, 2011). In the present context, during the 'School Experience' course, which generally takes place in the first semester of senior year, PTs observe different classes and try to be familiar with the school system. (Ersin et al., 2020). Moreover, PTs prepare lesson plans and perform macro-teaching sessions multiple times throughout the semester. In the 'Practice Teaching' course, which generally takes place in the second semester of the year, they are observed by their university supervisor, cooperating teacher, and peers during macro-teaching, and their teaching practices are evaluated through rubrics (Ersin et al., 2020). Therefore, EFL PTs are expected to use the knowledge they have gained in theory through their professional learning experience in an actual classroom setting. According to Mudra (2018), EFL instructors need to balance

theory and practice in ELT because they complement each other. During the practicum, PTs could take a closer look at their future profession. Therefore, it is reasonable to claim that EFL PTs have the opportunity to gain a deeper understanding of their professional learning experience during their field experience courses, namely School Experience and Practice Teaching in the present context. Besides, the practicum in pre-service teacher education programs covers the most intensive and prolonged exposure to the profession encountered by PTs (Cohen et al., 2013). In the practicum process, PTs, who are expected to complete particular observation and teaching tasks and teach under the supervision of a cooperating teacher would face the reality of the classroom environment for the first time and explore their personal teaching abilities. Therefore, the field experience courses, namely practicum, are significant in terms of serving as a bridge between preparation for teaching and entry into the teaching profession (Atay, 2007).

Many factors support the development of pre-service EFL teachers during practicum. According to some case studies related to PTs' experiences during their last years of teaching preparation, learning to teach is a complicated process shaped not only by personal attributes, such as PTs' beliefs about learning and teaching but also by situational variables, such as expectations and feedback from supervisors and cooperating teachers (e.g., Borko & Mayfield, 1995; Manuel & Hughes, 2006). During the practicum process, stakeholders (e.g., cooperating teachers, supervisors, and peers) play an important role in shaping the PTs' experiences and self-development. PTs constantly communicate with their peers, cooperating teachers, and university supervisors. In fact, this ongoing process is necessary for them to improve themselves and gain professional learning experience. As Rakıcıoğlu-Söylemez (2012) mentioned, within the practicum period, cooperating teachers and university supervisors explain and share their professional experiences; monitor pre-service EFL teachers' teaching practices; are expected to give constructive feedback; observe and evaluate PTs' teaching practices to contribute their learning experience.

On the other hand, field-based professional learning experiences could be affected by means of the existing conditions that could shape professional implementations. Namely, in the second semester of the 2019-2020 academic year, a global pandemic, "Coronavirus" occurred. The lack of a vaccine and the fact that the virus is highly contagious have forced people around the world to adapt to a new

reality that includes social distance, self-quarantine, face covering, and online education (Garaventa, 2021). In addition to health concerns, many people worldwide had to continue their work and studies from home due to global lockdowns. Like other countries, higher education institutions in Turkey were also exposed to a sudden change brought about by the closure. While practicum occupies an important place for pre-service EFL teachers, limitations have emerged in pre-service teacher education as in other fields due to the global pandemic. Under normal circumstances, PTs can have regular face-to-face contact with their university supervisors, cooperating teachers, and peers. In this process, PTs' gaining professional experience in a physical classroom environment and their interaction with their stakeholders were interrupted. With the effect of this rapid and sudden change, there was a transition to online education which Özüdoğru (2021) stated was a "quick response to the crisis instead of a planned mode" (p.116). This was not a usual distance education or online learning where conditions were normal. Hodges et al. (2020) defined this sudden shift as "Emergency Remote Teaching" (henceforth ERT).

By definition, ERT is utterly based on the use of remote teaching solutions for education that otherwise would be carried through hybrid or face-to-face education methods when the urgency of the situation decreases (Hodges et al., 2020). As Bozkurt and Sharma (2020) also stated, distance online education can be thought of as a flexible and alternative choice for learners, while ERT arose out of obligation. Therefore, the stakeholders taking an active role in the ERT applications and practices would not be expected to be experts in conducting lessons and being involved in online classrooms. No matter how unexpected the context of professional learning is within the ERT practicum experience, EFL PTs graduated in the 2020-2021 academic year. Thus, this context of ERT brought the essential role of exploring the professional learning experiences of EFL PTs throughout the ERT practicum experience.

1.2 Statement of the Problem

While Coronavirus Disease of 2019 (henceforth Covid-19) changed many areas of our lives, education has also been one of the areas that have undergone changes (Dinçer, 2021). Özüdoğru (2021) also emphasized that higher education institutions in Turkey, as in entire global education institutions, have witnessed rapid changes since universities were shuttered due to the Covid-19 pandemic in mid-

March 2020. This scenario forced educational institutions at all levels to operate remotely and implement ERT (Bozkurt & Sharma, 2020). Many educational institutions worldwide have offered various online courses to students, and online education has gained approval as a viable alternative to face-to-face education (Özkanal et al., 2020). In order for final year ELT department students to receive a diploma and graduate as an EFL teacher in Turkey, they are required to attend classes, make observations and participate in teaching practice in the numbers determined by the supervisors under normal conditions (Özkanal et al., 2020). This requirement also applied to the field experience courses: School Experience and Teaching Practice. Due to the quarantine implementation, higher education in the Turkish context has been transformed from face-to-face to ERT, so pre-service English teachers have not been able to carry out their field experiences and real classroom teaching practices in actual school settings. (Ersin et al., 2020). Therefore, practicum experiences and courses of EFL PTs have also started to be held online with the cooperation of universities and schools (Nugroho et al., 2021). From the perspective of teacher educators, the transition to ERT was particularly challenging and demanding for the field of teacher education, as it involved the integration process in core courses, the ways of interacting with resources and students, the need to focus on pedagogical decisions, and practice-based modules (e.g., Assunção-Flores & Gago, 2020). This process also brought new experiences in terms of PTs' professional learning processes and interactions with their stakeholders.

From the well-known and accepted perspective, field experience takes place in a real classroom environment, and therefore it has one of the most essential influences on teacher education in terms of making PTs feel the necessary professional excitement and development (Farrell, 2008). During the practicum courses, PTs get the chance to interact with real students and school teachers in a natural professional interaction environment. In relation, Rakıcıoğlu-Söylemez (2012) pointed out that PTs have the opportunity to observe language learning instances, confront real language classroom challenges, observe language learning and teaching processes, and encounter the differences between the undergraduate program's planned environment and real language classrooms in their teaching practice. Therefore, in the present study context, it is aimed at exploring EFL PTs' professional exchange of learning instances in an ERT practicum context.

Similarly, interactions with university supervisors, cooperating teachers and peers generate a large part of the practicum experience. Various studies in the literature reveal that stakeholders greatly influence PTs' practicum experiences. For instance, Moody (2009) conducted a study with Australian post-primary PTs to reveal the key elements of a positive practicum experience in their professional learning. The results showed that PTs perceived the cooperating teacher as the center of a positive practice professional learning experience and emphasized that the support they received was crucial to their initial learning experience. In addition, PTs stated that the detailed and constructive feedback they received from the cooperating teacher was also an element of a positive practicum experience. Another important stakeholder in the practice process is peers. Nguyen and Baldauf (2010) conducted a quasi-experimental study with senior-year pre-service EFL teachers. PTs were divided into two groups and peer mentoring was applied to one group during the practicum, while the other group was not. The results of the study showed that there were significant improvements in the instructional practice scores of PTs who received peer mentoring. According to Nguyen and Baldauf (2010), PTs could learn from and mentor one another as part of a structured peer mentoring program to help develop their teaching methods and be mentored by their school practicum mentors. On the other hand, PTs' interactions with their practicum stakeholders throughout the ERT practicum experience have also been limited by the global pandemic (Hill, 2021). As a result, pre-service EFL teachers tried to maintain their interactions with university supervisors, cooperating teachers and peers through online platforms throughout the practicum.

The resulting situation of implementing ERT is one where the global educational community needs research regarding the role and impact of ERT implementation in professional learning experiences (Stewart, 2021). In the relevant literature, researchers, editorials, and journals with calls for papers with special issues on COVID-19 and education have emerged (e.g., Bozkurt & Sharma, 2020; Journal of Curriculum, Teaching, Learning, and Leadership in Education, 2020) to report the experiences, benefits, and challenges of ERT in real-time. Additionally, global literature on the potential educational loss during the pandemic reveals the possible professional learning loss for teacher education programs (e.g., Meinck, 2022), which reveals itself as finding ways to prepare for the upcoming unpredictable

combinations of ERT and in-classroom learning (e.g., Darling-Hammond & Hyler, 2020). Therefore, with the limited experience in ERT, pre-service EFL teachers' practicum experiences also emerged as an area of research to be explored in teacher education programs.

1.3 Purpose of the Study

This study aims to examine senior-year EFL PTs' professional learning experiences and challenges they encountered during the practicum experience. Additionally, how PTs' professional interactions with stakeholders (e.g., cooperating teachers, students, university supervisors and peers) shaped EFL PTs' professional learning experiences through ERT throughout the Covid-19 pandemic process will be addressed. In line with the aim of this study, the following research questions were addressed:

1. How do pre-service EFL teachers define their expectations from Emergency Remote Teaching practicum and stakeholders?
2. How do pre-service EFL teachers reflect on their professional learning experiences in the Field Experience courses (School Experience and Practice Teaching) that they took in the 2020-2021 academic year in the Emergency Remote Teaching context?
3. How do pre-service EFL teachers evaluate their interactions with the stakeholders (e.g., cooperating teachers, university supervisors, and peers) of the Field Experience courses which they took in the 2020-2021 academic year in the Emergency Remote Teaching context in terms of professional learning experiences?

1.4 Significance of the Study

When it comes to initial teacher education, the practicum is considered as one of the most critical concerns (Assunção-Flores & Gago, 2020). This field experience component of teacher education has attracted the attention of many researchers (e.g., Koşar, 2021; Riyanti, 2020). Accordingly, in the relevant literature, many studies examined the advantages and challenges of online practicum (e.g., Gustine, 2021) and the meantime relationships of PTs with the practicum stakeholders (e.g., university supervisors, cooperating teachers, and peers) during the global pandemic period (Moyo, 2020; Özkanal et al., 2020; Sasaki et al., 2020; Sepulveda-Escobar & Morrison, 2020; Tarihoran et al., 2021; Tipton & Schmitt, 2021).

For example, Ersin et al. (2020) conducted a study with 25 senior PTs from the ELT department to investigate the readiness of PTs for the e-practicum experience. During the study, six volunteer PTs performed a 40-minute microteaching with their peers through the Zoom application. Students who completed microteaching received detailed feedback and comments from their peers. Then, university supervisors held a feedback and consultation session with them via the Zoom application. The findings of the study revealed that PTs have favorable views toward e-practicum and e-mentoring. Additionally, the PTs mentioned that they felt like they were teaching in a real classroom environment and that they were better able to overcome the problems they experienced in classroom management thanks to the feedback they received from their peers and mentors.

Similarly, Sepulveda-Escobar and Morrison (2020) conducted a case study examining the challenges and opportunities of 27 pre-service EFL teachers in their virtual teaching experience. The findings showed that factors like the lack of direct interaction with learners and a rapid change in the environment were among the most profound impacts on the participants' learning process. PTs stated that despite the difficulties, at least to some extent, this unique experience would contribute to their future careers and teacher education.

However, in the literature, the professional learning experiences and stakeholder interactions of PTs in the classroom environments they observed in the ERT context during the online practicum process have yet to be encountered and examined in depth. Although PTs experienced the effects of online practicum experience and online mentoring practices (e.g., Aydın & Ok, 2020; Kosar, 2021) and action research implementations into the online practicum during the 2020 pandemic (Güngör, 2021) have been addressed in the relevant literature, no study addresses both the professional learning experiences of pre-service EFL teachers with regards to the challenges and opportunities created and the role of professional interactions with the stakeholders in EFL PTs' professional learning experiences during ERT practicum experience. For this reason, this study aimed to contribute to the literature on this subject by exploring and examining the professional learning experiences of pre-service EFL teachers and their interactions with their stakeholders in the remote Field Experience courses. Moreover, considering the likely need to conduct further global online educational interactions in the future (e.g., Burns &

Fuster, 2020), the findings of the relevant study will shed light on future studies in terms of creating practical online professional learning contexts for the stakeholders.

Thus, this study will also inform PTs, cooperating teachers, university supervisors, curriculum developers, and decision-makers about the professional learning opportunities, processes, challenges, and interactions experienced during the remote professional learning experience. Knowing the potential situations that PTs will encounter during the remote practicum contexts will enable the stakeholders to be more attentive to probable practicum adjustments and prepared for possible remote professional learning experiences. In addition, this study will enhance curriculum implementations in the foreign language education departments about the online professional learning opportunities and performances and EFL PTs' relationships with the stakeholders. It will provide insights into an alternative approach to pre-service EFL teachers' professional learning process. Finally, this study will be a reference study for further studies, addressing the various dimensions of PTs' professional learning experiences of a remote practicum experience and the nature of EFL PTs' interactions with the necessary stakeholders.

1.5 Limitations of the Study

This study was designed as a phenomenological study aiming to examine the lived experiences and challenges of pre-service EFL teachers in the ERT Practice Teaching course and the nature of stakeholder interactions of pre-service EFL teachers with other parties. Therefore, 44 PTs studying in a large university in the northwest of the Black Sea region in Turkey were selected as participants. Thus, the results of this study reflect only PTs' lived experiences and interactions with their stakeholders and how they perceive the essence of the nature of professional learning experience in addition to the personal meanings attached to those experiences. Thus, in this case, it is not easy to generalize the findings of the study to all pre-service EFL teachers in Turkey. In addition, this study reflects the experiences, challenges, and interactions of PTs who completed their practicum in the context of ERT. Accordingly, different findings can be obtained in online practicum contexts at EFL PTs will participate in a pre-planned or hybrid way.

This study used semi-structured focus group interviews, open-ended surveys, and post-teaching reflection forms as data collection tools. However, PTs were not directly observed in the classroom environment. Thus, the data collected will reveal

the participants' perceived reality and perceptions of their professional learning experience throughout the ERT practicum experience, which could be considered limited and bound to context-dependent requirements. Lastly, in this study, only the personal opinions, experiences, and post-teaching reflection forms of 44 EFL PTs were included, examined, and analyzed. Therefore, the perspectives and experiences of other stakeholders (e.g., university supervisors and cooperating teachers) in the given context were excluded and not examined.

1.6 Definition of Key Terms

Teacher Education: Teacher education provides teachers and prospective teachers with the skills and knowledge needed to teach effectively in a classroom setting.

Practicum (Field Experience, Practice Teaching): Practicum, Field Experience, or Practice Teaching course consists of planned observations and activities that aim to introduce the teacher candidates to many tasks that make up the teaching profession; teaches the prospective teacher to school life and teaching. In addition, the Practice Teaching course aims to contribute to PTs' making observations at schools, reflecting on their observations, and gaining experience in teaching skills.

Stakeholders: The school stakeholders are administrators, teachers, students, parents, and other individuals or institutions outside the school. Stakeholders in the practicum process include other parties such as university supervisors, cooperating teachers, program coordinators, students, and other PTs.

Cooperating Teachers: According to the definition of the Practice Teaching directive (Ministry of National Education (henceforth MoNE), 2018), it is the teacher who has the "Teaching Practice Mentoring Certificate" given by the MoNE, selected among the branch and guidance teachers, and will guide the PT within the scope of the teaching practices required by the teaching profession.

University Supervisors: According to the definition of the Practice Teaching directive (MoNE) 2018, a university supervisor is a university staff member who has at least one postgraduate degree in Educational Sciences and field education who plans PTs' teaching practices with a cooperating teacher and attends and evaluates the PTs' practicum experience.

Pre-service teachers (Prospective teachers, mentees): As MoNE (2018) stated in the Practice Teaching directive, a pre-service teacher is a student who practices teaching in an educational institution environment in the field of teaching, where those who continue teaching programs and graduates of programs that serve as a source for teaching fields are trained.

Mentoring: According to Fairbanks et al. (2000), mentoring includes "complex social interactions that mentor teachers and students construct and negotiate for a variety of professional purposes and in response to the contextual factors they encounter" (p. 103).

Emergency Remote Teaching: As Hodges et al. (2020) described, Emergency Remote Teaching, contrary to planned experiences, is an alternative way of teaching delivery, either entirely remotely or semi-remotely, due to crisis conditions.

2. LITERATURE REVIEW

This section aims to cover theoretical framework of the study; how the practicum process progresses for the ELT Department in Turkey; the role of stakeholders in the practicum and their interactions with PTs; the emergence and development of the practicum process in the context of ERT, and relevant studies in the literature.

2.1 Complex Dynamic Systems Theory

Dynamic Systems Theory is a theory of change and has been used in many disciplines, from biology to physics, since the 1960s (Lowie, 2012). Thus, it is considered as transdisciplinary (Larsen-Freeman, 2015). Since the 1990s, it has also been implemented in second language acquisition contexts as well (de Bot et al., 2007). Various scholars have claimed that language may be viewed as a complex dynamic system and that language development is a chaotic, nonlinear, and individual procedure that cannot be fully characterized from a fixed point of view (e.g., Herdina & Jessner, 2002). Different researchers have used names like "complexity theory" or "dynamic systems theory" (de Bot et al., 2007) for complex dynamical systems and also pointed out that they have different origins (Larsen-Freeman, 2012). However, they refer to similar approaches and have a lot in common (Lowie, 2012).

Some main characteristics of complex dynamic systems are listed as follows by Li (2022): (1) Complex dynamic systems are open, dynamic, and functional in unstable environments; (2) Since they have several components and agents interacting with one another, complex dynamic systems are systems; (3) The central theme is change or dynamism. Systems adapt through interactions with their environment and self-organization; (4) Complex systems originate via their interactions rather than being based on any single element or agent; (5) There may be a nonlinear link between what occurs as a result of open systems and its cause. To look at it another way, anything can happen at any time; the environment is a part of a complex system; (6) Even if the components of a complex system may change, the structure remains unchanged.

The logic of the complex dynamical systems theory is that problems cannot be solved by dividing their entities into smaller researchable units, but rather that the

social world is a network of interrelationships between entities that is best understood when perceived as a whole (Kostoulas & Mercer, 2018). In other words, holistic viewpoints are favoured in the Complex Dynamics Systems Theory (henceforth CDST) since fragmentary views would sever the connections between the system's parts. These links are essential to comprehending the occurrences that interest us. According to some complexity scholars (e.g., Davis & Sumara, 2006; Mason, 2008), human activities such as learning and teaching take place at the border of chaos, where there is just enough disturbance to encourage development and learning but not enough to trigger a complete disruption in order (Strom & Viesca, 2021). Li et al. (2023) noted that a system is made up of many interconnected components, and the term dynamic in complex dynamic systems refers to the way in which these systems act and modify over time in response to shifting situations and parameters. In a similar point of view, de Bot (2008) conveyed that complex systems are dynamic because they vary over time; they are frequently sudden or discontinuous, which makes them nonlinear; they are highly susceptible to outside influences, which makes them open. Furthermore, Larsen-Freeman and Cameron (2008) mentioned heterogeneity of agents, non-linearity, dynamics, openness, and adaptation features as critical aspects of complex systems.

The CDST has become more and more prevalent in recent language and language learning research as a theoretical framework for acknowledging phenomena that cannot be meaningfully divided up or whose behavior cannot be explained by a single factor, and which behave in unpredictable but not random ways (Kostoulas & Mercer, 2018). For example, Sulis et al. (2021) examined the well-being of PTs from the theoretical framework of the CDST. Moreover, Feryok (2010) investigated language teacher cognition; Larsen-Freeman (2019) examined agency from the perspective of the CDST framework. In addition, Henry (2016) discussed PTs' teacher identity shifts from the CDST perspective. Other topics investigated by using CDST included utilizing CDST as a language description model (e.g., Beckner et al., 2009), second language acquisition (e.g., Verspoor et al., 2011), language education processes (e.g., Kostoulas, 2018; Mercer, 2016), practicum experiences of PTs (e.g., Li et al., 2023). In the current study, professional learning processes and stakeholder interactions of PTs during their practicum will be examined from the

perspective of CDST. The reasons why the practicum professional learning experience process is a complex dynamic system can be explained as follows:

- The practicum process can create a system that includes PTs' professional learning processes, stakeholder interactions, and various stakeholders because these components have a dynamic relationship with one another and these system components are interconnected. (dynamism and interconnectedness)
- The professional learning and teaching processes and stakeholder interactions of PTs do not progress linearly. (non-linearity)
- Practicum is a complex system that includes many professional processes and interpersonal interactions. (complexity)
- PTs need to develop self-organization strategies in order to adapt to the environment and conditions in their practicum experiences. (self-organization)

2.2 English Language Teacher Education in Turkey

As interactions between societies deepen and the need for communication advances, the demand for learning another language grows; therefore, knowing a language is considered a modernizing criterion (Ulum, 2015). In the globalizing world, the role of English in terms of communication cannot be overlooked. As Rao (2019) stated, with ever-increasing levels of connectivity and globalization around the world, the importance of immediate and appropriate forms of communication has risen dramatically in this modern world. So, it is clear that most people worldwide communicate with people from other geographic areas in only one internationally accepted language, English. In relation, great importance is also attached to English language education in Turkey. For instance, Hişmanoğlu (2012) stated that foreign language teaching is essential in following the scientific, artistic, political, and similar developments in different parts of the world and in informing the rest of the world about the developments in our country. Kırkgöz (2007) also highlighted why learning English is important in Turkey as follows:

> Turkey plays an important role in the international arena. The strategic and geopolitical status of the country makes the learning of English, the main language for international communication as well as the world's lingua franca of science, technology, and business, particularly important for Turkish

citizens to enable the nation to pursue its international communication and keep up with developments in many fields in which English is the most-widely used language (p. 217).

Speaking of the importance of English, effective English language teaching is possible with training teachers competent in the target language. As Arığ (2016) pointed out, since English has become a lingua franca, there is a greater demand for proficient speakers, which has resulted in a demand for better language instruction and also more competent English language teachers. Additionally, according to Hişmanoğlu (2012), there is a strong relationship between effective foreign language teaching and teacher education programs. Ulum (2015) also indicated that the education system's success is highly related to the quality of teachers. Teachers can achieve this success by planning, implementing, and evaluating instructional activities, as well as reconstructing their work in response to criticism. As a result, these features are provided to teacher candidates through the teacher education programs. Therefore, teacher education has an important place in terms of qualified teacher education. Different researchers have emphasized the importance of teacher education (e.g., Darling-Hammond, 2000; Farrell, 2016). In the relevant literature, for instance, Renzaglia et al. (1997) emphasized that although it is a known fact that teaching is a demanding and complex job, it is also a difficult process to train competent and thoughtful teachers. Besides, Safari and Rashida (2015) additionally indicated that teacher education programs are widely regarded as the most critical phases in a teacher's educational career, providing opportunities for them to obtain professional skills, competence, knowledge, and preparedness for teaching.

In the Turkish context, with the major transition in 1981, the Council of Higher Education (henceforth CHE) formed a unified system of higher education, and universities were given responsibility for teacher education in Turkey (Çakıroğlu & Çakıroğlu, 2003). In Turkey, the most major regulation implemented on Teacher Education Programs was the restructuring of the Education Faculties in 1997, after the responsibility for training, teacher education was handed to universities in 1982 (Hişmanoğlu, 2012; Köksal & Ulum, 2018). With the loan provided by the World Bank to Turkey, some arrangements were made with the cooperation of the MoNE and CHE. These arrangements included topics such as the protocol signed with the MoNE to develop and sustain the cooperation between education faculties and

practice schools. In 2006-2007, the second important regulation for teacher education programs carried out in Education Faculties was made in order to correct the failing aspects of the 1997 restructuring (Hişmanoğlu, 2012). The components of the 2006 program included field knowledge, pedagogic knowledge, general knowledge, and practice teaching (Karakaş, 2012).

Musset (2010) noted that teacher education, from initial teacher education to continuing professional learning, has received much attention as an effective way to improve teaching quality and raise student outcomes. English Language Teacher Education, along with other teacher education programs, has long been a focal point in Turkey's educational policies (Öztürk & Aydın, 2019). Although English Language Teacher Education (ELTE) was initially involved in mainstream education research, it has been seen as an independent field since the early 2000s (Öztürk & Aydın, 2019). In the 2000s, scholars came to believe that a more professional approach supported by the research agenda ought to be prevalent in teacher preparation programs (Öztürk & Aydın, 2019) as a result of the understanding that teacher education programs were ineffective in preparing teachers for the reality of classroom environments (Crandall, 2000). The CHE redesigned practicum courses in Turkish tertiary institutions as part of the teacher education reform in 1998 (Hudson et al., 2010). Besides, faculty-school collaborations were empowered to provide more school experiences for PTs. The new model focuses on more variety in mentoring practices and more robust collaboration between faculties and schools, including planning activities and identifying the roles and responsibilities of university supervisors, cooperating teachers, and PTs (Hudson et al., 2010; Savran-Gencer & Çakıroğlu, 2007).

The practicum process plays a major role in forming the professional identities of PTs. Even though it is hard to give a specific, clear and concrete definition for professional teacher identity (Beijaard et al., 2004), it is generally acknowledged that teacher identity has a multifaceted, evolving and dynamic nature (Beauchamp & Thomas, 2009). As the literature suggests, the teacher's identity may change and be recreated over time depending on the influence of different internal and external factors (e.g., emotions, life experience) (Henry, 2016; Rodgers & Scott, 2008; van Veen & Sleegers, 2006). Since hands-on learning experiences are the most difficult and personally demanding parts of a professional learning program, many

pre-service teachers view field experience courses as the part of professional education where their identities are initially constructing and the least stable (Beauchamp & Thomas, 2009). Concerning PTs' role in the professional identity development, Prabjandee (2019) conveyed that instead of merely identifying with a particular group, adopting a professional teacher identity requires PTs to actively participate in the process and to put in a great deal of time, energy, and commitment to achieve this goal of becoming a teacher. As Sachs (2005) points out, that defining the concept of professional identity is complicated and it originates through the interactions of the stakeholders, institutions, and organizations during its creation seems to be clear. Therefore, it would be reasonable to claim that interactions with cooperating teachers, university supervisors and peers and teaching experiences during practicum contribute to shaping PTs' professional identity development.

2.3 Practicum in ELT

2.3.1 The Content of the Practicum Programs in Turkey

In Turkey, as in other countries, the pre-service teacher education program is based upon two areas: faculty courses and practice school courses (Sağ, 2008). Being related to the practice part of pre-service teacher education, the practicum is an integral component of any teacher education program because it allows PTs to put their ideas into practice in a real-world context (Ulla, 2016). In Turkey, PTs also put the theoretical knowledge they have learned from the first year into practice by having practicum experience at different public schools in their 4th year. Practicum aims to equip PTs with classroom teaching abilities, as well as administration and extracurricular activities, in the field of education in which they are educated. The practicum process also includes PTs learning to teach in a planned manner and attending classes where practice activities are discussed and evaluated.

Until the 2018 program was implemented, the practicum in the ELT program in Turkey was given under "School Experience" in the first semester of the 4th year and "Practice Teaching" in the second semester. The PTs were required to attend the School Experience course four hours a week. In the School Experience course, PTs had the chance to observe how the school teacher and students spend a day, the activities used in the course, how the school principal does their duty, and the school's organizational structure. In the Practice Teaching course taken in the 2nd semester of the 4th year, PTs prepare a daily plan every week. The plan and its

implementation are evaluated by the cooperating teacher, university supervisor, and the peer at the school, corrections are made in line with the evaluations, re-application is made, and a portfolio including lesson plans, observation forms, and post-teaching evaluation forms is prepared (CHE, 2007).

In the 2018 program, some changes took place in the Practicum course. The course under "School Experience" in the first semester was changed to the "Practice Teaching 1" course. In contrast, the “Practice Teaching” course, which was given in the second semester of the 4th year in the previous program, was given under “Practice Teaching 2”. In addition, the weekly course hours of the practicum in the 2018 program were increased. With regards to the course layout and objectives, “Practice Teaching 1” and “Practice Teaching 2” courses included processes like making observations about field-specific teaching methods and techniques, making individual and group micro-teaching practices in which field-specific unique teaching methods and techniques are used; developing field-specific activities and materials; preparing teaching environments and managing the classroom (CHE, 2018).

Even though there are some changes on the basis of names in Practicum courses, six main components stated by Merç (2015) are taken into consideration for the evaluation of PTs: planning-preparation, observation/reflection reports, cooperating teacher, peer teachers, university supervisors, and general organization (See Figure 2.1). Although these components include the practicum assessment criteria of a state university in Turkey, it would not be wrong to say that almost the same criteria are included in the practicum evaluation of other universities in Turkey.

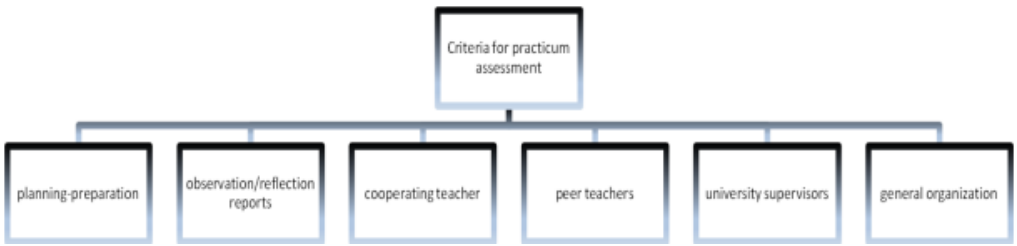

Figure 2.1 Six components of practicum assessment (Merç, 2015)

Merç (2015) explained these components as “According to this organization, planning/preparation refers to student teachers’ lesson plans prepared before

delivering a lesson. Student teachers are also supposed to submit observation reports regarding their observation of the cooperating teachers. Cooperating teachers, peer teachers, and university supervisors are the parties who are supposed to observe student teacher performance and evaluate accordingly. Finally, general organization refers to the regular and punctual attendance to teaching practicum and keeping a comprehensive and neat teaching portfolio" (p. 47)

2.4 Stakeholders of the Practicum

The organization of the Practicum course takes place with the collaboration of faculties, schools, and the MoNE. During the field experience, both universities and partner schools are in charge of the teaching practices of PTs. Different stakeholders play a role in the planning and execution of the practicum process for PTs. These stakeholders include university supervisors, cooperating teachers, program coordinators, and the implementation coordinators of the national education directorate. As Kuter and Koç (2009) revealed in their study, although various actors contribute to the practicum process at the macro level, most sharing and collaboration happens between cooperating teachers, university supervisors, and PTs (henceforth triad) at the micro-level.

For the Practicum process to be effective for all stakeholders, the stakeholders must communicate and cooperate. PTs' interactions with their students, school mentors, university supervisors, peer teachers, and school officials influence socialization outcomes during the practicum (Nguyen, 2015). Moreover, Nguyen (2016) talked about the concept of a 'Professional Learning Community', which includes collaborative, respectful, informal learning processes where common goals are set, which can significantly contribute to providing an effective practicum process. Behind the professional learning community idea, it is emphasized that effective communication between members will be ensured through mutual trust and respect, support, shared visions, and partnership.

In the interaction dimension, Karaman et al. (2019) explored the professional learning experiences and the interaction dynamics between cooperating teachers, teacher educators, and PTs during the practicum process in their study. In this study, the need to develop communication patterns between university supervisors and cooperating teachers and the necessity of developing approaches together in the Practice Teaching course are among the results that emerged.

Nguyen (2015) aimed to explore how collaborative and supportive universities and schools are in supporting pre-service teachers' learning to teach in practice in the Vietnamese context through a case study. The researcher collected the data through open-ended questions, interviews, and practicum documents. The participants included academic staff, university supervisors, and cooperating teachers and pre-service EFL teachers. The study concluded that there was a lack of communication among stakeholders on setting goals for PTs. In addition, school teachers stated that they were busy with other things instead of observing PTs during their lectures and giving them feedback. In other words, the inadequate quality of mentoring given by cooperating teachers and university supervisors is among the results of the study.

Considering the roles of this triad, studies have examined the roles of each triad member separately, rather than from a holistic and common point of view (Mpate et al., 2021). So, it has been observed that these differentiated aims and interests reduce the effectiveness of the learning process support of PTs (Young & MacPhail, 2016).

2.4.1 Cooperating Teachers' Roles in Practicum

For many years, school-university partnership programs have been a well-established component of pre-service teacher education programs all over the world. Cooperating teachers, also referred to as mentors, coaches, or lead teachers (Hoffman et al., 2015), are among the main actors who take an active role in the practicum process. As Gareis and Grant (2014) stated, cooperating teachers in a classroom should have knowledge and abilities in areas such as adult learner characteristics, phases of teacher development, professional standards of teacher competency, classroom observation techniques, mentoring strategies, and so on. In other words, a cooperating teacher should have a particular set of knowledge and skills for mentoring. PTs can see cooperating teachers as a role models because of their position and characteristics.

Moreover, their cooperating teachers strongly influence PTs' viewpoints on teaching and their perceptions of their teaching abilities (Graves, 2010). Although the primary roles of cooperating teachers are not entirely explicit (Guyton & McIntyre, 1990), their impact on the professional development of PTs cannot be underestimated. According to Graves (2010), the field experience or practicum

process is not a simple one; in fact, it may be overwhelming at times. That is why it is critical that PTs receive the support, direction, and nurturing they need to help them grow and develop professionally. As PTs go through the transition from student to teacher role, the responsibilities of cooperating teachers include mentoring, guiding, modeling, and evaluating PTs to assist in the improvement of their teaching abilities. In this case, there is a mentor-mentee relationship between PTs and cooperating teachers. Besides, as Koç (2012) indicated in their study, the roles of cooperating teachers were revealed as *self-trainer*, *networker*, *social supporter*, *academic supporter*, *and psychological supporter*. Even though it is known that such notions are among the roles of cooperating teachers, there is a lack of information about cooperating teachers apart from commonly known concepts (Wang & Odell, 2002; Zeichner, 2002). Goodfellow (2000) also pointed out that there is a lack of understanding of the additional obligations placed on cooperating teachers, the images they perceive of themselves as cooperating teachers and the nature of their work as they take upon themselves related to cooperative teaching.

Various researchers have examined mentoring roles and interactions between cooperating teachers and PTs (e.g., Chaliès et al., 2004; Goodnough et al., 2009; Hoffman et al., 2015; Karaman et al.,2019; Koç, 2012; Lawley et al., 2014; McGraw & Davis, 2017; O'Brian et al., 2007; Parks et al., 2020; Russell & Russell, 2011). For instance, by conducting a qualitative self-study, Karaman et al. (2019) aimed to investigate the professional learning processes and mentoring interactions of university supervisors, cooperating teachers, and PTs. The practicum context of four different universities was included in the study. Researchers used tools such as field notes, reflections of university supervisors, interviews with cooperating teachers, and student portfolios to collect data about the practicum views, expectations, and reflections of these stakeholders. The data were analyzed by content analysis. In the findings, results such as the need for open communication, the need for reflective conversation among stakeholders, and the need for stakeholders to be aware of their professional identity and roles have been reached.

Koç (2012) aimed to define cooperating teachers' mentoring characteristics and roles in a distance teacher education setting. 358 cooperating teachers participated in the study. Interviews, free-writing sessions, and scales developed by different researchers were used as data collection tools. One of the striking results of

the study is that cooperating teachers had the role of "self-trainer" in addition to their other roles, as they had to train themselves because of not receiving mentoring training.

Russell and Russell (2011) examined the roles of cooperating teachers as mentors and the contributions of cooperating teachers to themselves and pre-service teachers professionally from a phenomenological perspective. A demographic survey, open-ended questionnaires, and observation methods during a mentoring workshop attended by cooperative teachers were used as data collection tools. The participants were nine public school teachers. As a result of the research, it was found that cooperating teachers have features such as a guide, resource person, and role model. In addition, some of the participants stated that mentoring pre-service teachers provide cooperating teachers with the opportunity for "self-reflection". Besides, the results revealed that cooperating teachers get their motivation from sharing their knowledge, keeping themselves up to date, encouraging pre-service teachers, and collaborating.

Moreover, Lawley et al. (2014) reviewed research examining interactions between PTs and cooperating teachers. As a result of the research, it was emphasized that poor communication could negatively affect the professional learning processes of PTs and cooperating teachers. In addition, it was among the results of research that teacher training programs rarely provide communication education. Finally, the importance of collaborative planning, in which both parties participate, was emphasized to ensure effective communication.

Although cooperating teachers have an important role in preparing, guiding, and educating PTs, there is a lack of a specific training program for them (Gürsoy et al., 2013; Keller & Grossman, 1994; Sudzina et al., 1997). As Banville (2002) also pointed out, despite being key players in the field experiences, there are no standards or official criteria in place to identify individuals who are suitable to welcome and follow PTs during this crucial part of their education. According to Hoffman et al. (2015), cooperating teachers are generally unprepared for their coaching practice. They mostly receive little or no specific training for their role as a mentor. In their research, they examined 46 studies, and they found that 42 of the 46 studies demonstrated that cooperating teachers had not attended training or university programs related to coaching. Only four studies indicated that the cooperating

teachers participated in workshops for mentor certification or university mentor programs. Applegate and Lasley (1982) recommended a special training for cooperating teachers. In addition, they revealed that untrained cooperating teachers set unrealistic and unattainable goals for PTs. The researchers also noted, in contrast, that trained collaborating teachers have a more realistic set of expectations for the students assigned to them and they better understand the university's expectations and are more confident in their own abilities as mentors. In addition, in Russell and Russell's (2011) study, it was emphasized that workshops should be organized so that cooperating teachers can better mentor pre-service teachers. Maloch et al. (2015) indicated that cooperating teachers rarely make formal preparations. As the researchers also pointed out, in the absence of formal preparation, cooperating teachers tend to dominate conversations with practice and use feedback and coaching processes such as praise, criticism, and correction to support pre-service teacher development. Consequently, such an evaluative role may limit PTs' reflection on their teaching and taking an agent role.

2.4.2 University Supervisors' Roles in Practicum

The university supervisor is one of the triad members that constitute the main stakeholders in the practicum process. Within the scope of the role of a university supervisor, university instructors provide the opportunity to assist PTs in adapting the knowledge they have gained from theoretical courses during the faculty to the real classroom environment in practice schools due to their specialized knowledge, experience, and approach (Aytaç, 2010). Acheson and Meredith (1987) categorized supervisors' roles into five: *coach, mentor, counselor, inspector, and master*. University supervisors generally have commitments to other academic duties, such as thesis supervision, research, publication, and administrative duties, in addition to pre-service teacher education (Barahona, 2019) and these demanding tasks increase their workload. They also act as a mediator between cooperating teachers and PTs. In order to ensure a smooth practicum process, university supervisors should ensure that the cooperating teachers with whom they conduct their professional relations and pre-service teachers who trust them in their professional development and see them as role models are aware of their responsibilities towards each other (Karaman et al., 2019). According to the Teaching Practice directive prepared by MoNE (2018), the responsibilities of university supervisors include preparing students for practicum

activities, attending their classes at least four times each term, giving detailed feedback, monitoring the participation of PTs, and regularly following the work of the PTs together with the cooperating teacher.

Regarding that they take an active role in the practicum process, Meegan et al. (2013) described the responsibilities of university supervisors as complex and multifaceted since they seek to maintain the integrity of the teaching profession while trying to establish working relationships and links between the university and the school. Moreover, Slick (1997) stated that university supervisors have many responsibilities; their roles are shifting and not exactly explicit, as are cooperating teachers. What's more, Barahona (2019) investigated the contribution of university supervisors to the professional development of PTs and the tasks they undertake. As a result of the study, it was revealed that university supervisors are also emotional support providers and provide a professional learning experience to PTs and evaluate them. Some researchers have stated that university supervisors feel confused and insecure because of this role complexity (Feiman-Nemser, 1996; Zimpher, 1987). As Slick (1997) pointed out, few researchers in the literature have addressed the tensions experienced by identifying the role of the supervisor and the professional and social interactions between the triad, emphasizing the importance of drawing attention to the difficulties and tensions of supervisors in defining their experiences and balancing their roles.

Although they are an important member of this triad, there are limited studies examining the roles of university supervisors and the interaction between university supervisors and PTs (e.g., Allen, 2011; Barahona, 2019; Proctor, 1993). For instance, Johnson (1987) examined the effectiveness, weaknesses, and aspects of university supervisors that can be developed in the practicum process from the perspective of senior pre-service teachers. An evaluation form containing open-ended questions was used as a data collection tool. The data were analyzed by a content analysis method. Seven special education doctoral students and one assistant professor supervised the PTs. PTs reported that their supervisors were mostly helpful, available, and supportive. They also stated that their supervisors provided feedback and made suggestions to them. Some PTs highlighted the weaknesses of supervisors as not providing effective feedback to PTs, having insufficient knowledge in the field, and weak interaction with PTs. In addition, PTs also stated that their supervisors engaged

in inappropriate or insufficient involvement in the practicum process. Lastly, PTs indicated that detailed feedback offered by someone competent in teaching was the most beneficial, implying that supervisors should be experienced teachers who have received training in effective communication.

2.4.3 Pre-service Teachers' Roles in Practicum

Practicum, which is a new experience for pre-service teachers, is a process in which PTs take on many responsibilities and are exposed to different interactions. The experiences they gain during the practicum form the first steps toward shaping their future professional teaching lives. During the practicum, PTs are responsible for carrying out the activities specified in the activity plan of teaching practices and preparing a detailed study report related to each activity under the guidance and supervision of university supervisors and cooperating teachers. Besides, they have to participate in teaching practices as planned. At the end of the practicum applications, they complete the file containing the studies and reports they have carried out within the framework of the activity plan and submit it to the university supervisors (MoNE, 2018). The responsibilities of PTs also include working in collaboration with the university supervisor, cooperating teacher, school administration, and other PTs in order to comply with the rules that teachers are subject to and to fulfill the requirements of teaching practice during their time at the educational institution (MoNE, 2018). In addition to the interactions of PTs with cooperating teachers and university supervisors and the feedback they receive from them, it is also of great importance for PTs' professional development that they observe and reflect on their own teaching processes and experiences. As McAllister and Neubert (1998) also stated, PTs should reflect upon and analyze their own teaching experiences so that they are not merely passive recipients of their mentors' knowledge and skills.

Along with self-reflection, the collaboration between PTs has also been a matter of curiosity for researchers. For instance, Rakıcıoğlu-Söylemez et al. (2018) conducted a study examining the collaborative lesson-planning process of PTs studying at 3 different universities in Turkey during their practicum. During the study, PTs commented on each other's lesson plans and provided feedback via a learning management system tool called Edmodo. Among the topics that students comment on each other is the focus of the subject taught, the clarity of the objectives, and the organization of the lesson plan. At the end of the study, PTs expressed their

views on collaborative lesson planning. Since the priorities of the institutions where PTs study were different, there were differences in the lesson plans. In addition, it has been observed that there are qualitative and quantitative inequalities in giving feedback. Some PTs stated that they hesitated while giving feedback and commenting because they were afraid of being misunderstood. Among the challenges that arose in this work process, there were two main themes: timing and responsibility. On the other hand, in this process, PTs acknowledged different perspectives related to lesson planning, got to know the contexts of different learning plans, and also had the opportunity to reflect on their own lesson plans and teachings while giving feedback. After all, this process contributed to the professional development processes of PTs.

Goodnough et al. (2009) proposed a ‘triad model’ in which two pre-service teachers and a cooperating teacher match and co-teach together. Apart from giving feedback and coaching by the cooperating teacher, PTs also provided support and feedback to each other. One of the most prominent features of this model was that it encouraged collaboration, as stated by both cooperating teachers and PTs. Additionally, working in a triad helped PTs develop confidence in their teaching abilities and better prepare them to deal with the presence of other professionals in their classrooms. PTs also stated that receiving feedback from two teachers was more beneficial for their professional development than just a cooperating teacher. Although there were many aspects in which this model was successful, there were still some drawbacks brought by the triad model. These drawbacks included a competition among PTs, interdependence of PTs, decrease in individuality, and confusion in managing the classroom. In this regard, the author suggested providing a guideline to reduce these drawbacks.

As mentioned above, PTs interact with their peers as well as cooperating teachers and university supervisors during the practicum. PTs have the opportunity to watch each other's teaching and give feedback to each other as they attend school lessons in pairs during the practicum process. They also exchange ideas on subjects such as preparing lesson plans and material usage while working in collaboration. This process, in which PTs interact with their peers and help each other, brings to mind the relatively new concept of "peer coaching" or “peer mentoring”, in which teachers maintain a supportive relationship with each other (Lu, 2010). Although at

first glance the concept of mentoring conjures up an expert-novice relationship, recently mentoring has been re-conceptualized as a collaborative and reciprocal relationship (Cornu, 2005). While improving a peer-teaching model that emphasizes the importance of collaborative work and mutual learning, Bullough-Jr et al. (2003) stated that "The belief that to teach is to work in isolation, to plan lessons alone, solve problems alone, and to stand alone in front of a classroom and to talk at children is a recognized and major impediment to educational renewal" (p. 67).

Gemmell (2003) defined peer coaching as "a type of cooperative professional development that has been used not only as a supervisory process but also as a set of interactions and strategies to develop and enhance reflective teaching" (p. 3). Although it first emerged in in-service teacher education, the concept of peer coaching was also adapted to pre-service teacher education in the 1980s (Englert & Sugai, 1983). Peer coaching takes place in two ways: In the first, the more advanced teacher helps the less specialized trainee. In the other type of coaching, PTs who mentor each other are close to each other in terms of level and have similar characteristics (Ackland, 1991).

Some researchers have investigated the effect of peer mentoring on the professional development of pre-service teachers during the practicum process (e.g., Cornu, 2005; Hudson et al., 1994; Nguyen & Baldauf-Jr, 2010; Nguyen, 2013; Pierce & Peterson-Miller, 1994). The results of the studies have shown that peer mentoring applications can contribute to the professional learning processes of PTs (Nguyen & Baldauf-Jr, 2010), provide psychological support to PTs during the practicum process (Nguyen, 2013), and be as effective as traditional university supervision in increasing the desired behaviors of PTs and reducing their undesired behaviors (Pierce & Peterson-Miller, 1994).

2.5 Emergency Remote Teaching and Its Reflections on Education

A global pandemic called "COVID-19", broke out in late 2019 and caused restrictions in all areas, including education. Many countries have taken measures such as working from home and curfews to slow and stop the spread of the virus and social interaction (Bozkurt & Sharma, 2020), and Turkey was among them too. After the first case of COVID-19 was confirmed in March 2020, 25 million students were out of school in Turkey. In order to prevent the spread of the pandemic, urgent measures were taken around the country, and all educational institutions including

teacher training programs turned from face-to-face education to online education (Çamlıbel-Acar & Eveyik-Aydın, 2022). This change had to take place regardless of the infrastructure of the universities, opportunities, and students' readiness.

The new situation has brought with it mental challenges that need to be adapted as well as physical ones. Regarding this issue, Hill et al. (2020) stated that a state university in Canada decided to prioritize the well-being of the PTs and leave space for administrators and teachers to back their staff and students up without the pressure of PT assessment in the practicum process during the pandemic since PTs have their own responsibilities and challenges during this period, such as financial and family care. Hartshorne et al. (2020) stated that teacher educators and teachers had to keep up with many new things during this challenging period which involved developing content for online spaces, mastering new delivery tools, comprehending online pedagogy, engaging parents, addressing mental health issues of students, and trying with a variety of pedagogical tactics to handle both synchronous and asynchronous learning and teaching. The global pandemic affected teachers and students and other individuals working in educational institutions. As Hodges et al. (2020) indicated, the faculty staff normally provides faculty members with the necessary conditions for online education, but their assistance is limited in cases of a crisis or pandemic where the time to prepare is narrow.

Although concepts such as distance education, online teaching, e-learning, and blended learning were previously included in education and being referred to interchangeably at times, ERT corresponded to a mandatory shift of face-to-face education to the virtual context which would be held in a real environment or in a hybrid way under normal circumstances (Hodges et al., 2020). To underline the difference between e-learning and distance learning, Guri-Rosenblit (2005) stated that e-learning refers to the use of electronic media for a variety of learning goals, ranging from supplementing traditional classrooms to completely replacing face-to-face sessions with online interactions while distance education adds up the physical distance of the learner from the instructor. As mentioned earlier, ERT differs from distance education because distance education takes place on a planned basis with electronic and written materials in a context where the learner and the instructor are geographically distant (Moore et al., 2011).

The issue of how education progressed during the pandemic period has attracted the attention of many researchers (e.g., Mahyoob, 2020; Onyema et al., 2020; Toquero, 2020; Tümen-Akyıldız, 2020). Some researchers have investigated the online educational experiences, challenges, and views of EFL students during the global pandemic (e.g., Ariyanti, 2020; Farrah & al-Bakry, 2020; Nartiningrum & Nugroho, 2020; Pham et al., 2022; Rahim & Chandran, 2021; Tanjung & Utomo, 2021).

For example, Ariyanti (2020) conducted a qualitative study to examine the difficulties faced by EFL students in the Indonesian context while learning from home during the pandemic. They made in-depth interviews as a data collection tool. The students stated that they had problems such as technical and technological problems, not being able to ask questions to the teacher, not being able to access the online platform used, and health problems due to being in front of the computer and phone for a long time. However, in the study, some students stated that they were satisfied with studying at home due to the flexibility of online platforms.

Çoban and Vardar (2021) aimed to investigate the views of ELT department students and instructors from a state university on online education experienced during the pandemic period in the context of Turkey. The researcher used both quantitative and qualitative methods. A questionnaire and semi-structured interviews were used as data collection tools. The students stated that they did not have any difficulties in the theoretical lessons but in the practicum lesson. Among the positive opinions about online education are the flexibility of time and place, the possibility of repeating the lessons from the recordings, instant feedback, material variety, and learning at their own pace. On the other hand, students stated that factors such as lack of social interaction, technical problems, workload, and lack of motivation are among the negative aspects of online education.

In a study conducted by Rahman (2020), the perceptions of university-level EFL students about a completely online education during the pandemic period were investigated. A Likert-type questionnaire was used as the data collection tool. The findings were divided into three main constructs: perceived usefulness, ease of use, and instructor features. The results showed that students did not generally find online education very effective. Moreover, some of the students stated that they found online education useful in terms of not falling behind in the lessons, but they did not

find it very effective. In addition, students had difficulties in understanding online course materials and connecting to the Internet. When it came to their perceptions of the instructors, the students' responses were positive. The students stated that the instructors were helpful, motivating, and encouraging throughout the online education and provided feedback to the students.

Haryanto (2021) analyzed 15 university students' views of studying in the English language department on online education that they experienced during the pandemic by conducting a case study. Semi-structured interviews were used as a data collection tool. The results of the study revealed that the students did not find online education very efficient. Many different reasons were given for this. For example, some of the students stated that they had problems focusing on the lesson in contrast to face-to-face education in online education. In addition, some students had technical and technological problems accessing the courses (for example, power outage and insufficient internet infrastructure). The students also stated that the instructors sometimes prioritized the assignments rather than the lecture, and therefore the students had difficulties in grasping the content.

As mentioned in the studies above, although online education has been a savior in difficult times, it is clear that fully online education will bring many difficulties for students and teachers. Mostly, the results of the studies showed that students and university instructors were not fully prepared for online education. Furthermore, it is possible and common problem to encounter technical and technological problems in online education. It is important for students to have the opportunity to communicate with their instructors and peers in order not to lose their motivation. Another important issue is that university staff should have sufficient knowledge about the effective delivery of online education and the use of digital materials (Haryanto, 2021) so that students can have a good online education experience.

2.5.1 The Effects of ERT on Teacher Educators and PTs

The global pandemic has also led to different results and changes in teacher education practices. Institutions and teacher educators had to act on this forced and sudden change. It was unpredictable for teacher educator providers that there would be an indefinite period of school closure due to a pandemic, which required them to come across the challenges of accommodating the transition from face-to-face to

remote teaching (Sepulveda-Escobar & Morrison, 2020). The workload of teachers and teacher educators has increased as they try to keep students of all ages motivated and enthusiastic about the lessons and move materials and content online, as well as being proficient in the online environment (Allen et al., 2020). Though online and virtual classes assisted students in maintaining a sense of flexibility and continuity in their learning, the rapid transition from traditional to remote learning and online teaching impacted teachers unevenly, causing teaching to occur unprepared and unexpectedly (Al Abiky, 2021). Besides the instructors and teacher educators, the students were also affected by this situation. Associated with the spread of the pandemic, pressure began to show on PTs well-being and worries, and even raised some concerns about the rise in dropout rates (Donitsa-Schmidt & Ramot, 2020). The scholars also noted that the PTs had financial issues; therefore, they had to go to their families and did not turn on their cameras since they had other priorities. Correspondingly, Assunção-Flores and Gago (2020) highlighted those inequalities and exclusions became more prominent in education during the pandemic and in the post-pandemic era.

What's more, apart from the theoretical courses, the practical courses that PTs had to complete were also disrupted, so the practicum courses that were held face-to-face in the normal course of events were canceled. As Kidd and Murray (2020) stated, in Initial Teacher Education, although teaching was done with the use of technology in the past, the transition arising from this situation of necessity and urgency is a completely new situation. Sepulveda-Escobar and Morrison (2020) described the practicum process as a professional development phase of applying the theoretical knowledge that PTs gained during their studies and testing their teaching skills under the guidance of a school-based cooperating teacher and a university supervisor. The fact that being as a crucial practice, practicum could not be done face-to-face and is carried out in an unusual way brought with it some concerns. Some ways such as micro-teaching in a virtual environment or video-based assignments have been tried to compensate for the lost practicum process (Ferdig et al., 2020).

2.5.2 Studies Investigating the Effects of ERT on Teacher Education

During the pandemic period, the professional learning experiences (Hartshorne et al., 2020); alternative ways of practicum (Ersin et al., 2020; Sasaki et

al., 2020); the first reactions and well-being of PTs when they switched to online education (Hill et al., 2020); adaptations made for the ITE programs (Moorhouse, 2020; Scull et al., 2020); difficulties teacher educators and PTs encountered (Al Abiky, 2021; Kidd & Murray, 2020); perceptions of PTs about the process (Alan et al., 2020; Assunção-Flores & Gago, 2020; Shinta & Aprilia, 2020); PTs' readiness for online practicum (İlic, 2021; Koşar, 2021) and PTs' experiences with ERT (Özüdoğru, 2021; Varela & Desiderio, 2021) were among the interests investigated by researchers.

For instance, Assunção-Flores and Gago (2020) analyzed higher education institutions' responses to the closure of schools and universities due to the pandemic in the Portuguese context. Regarding the teacher education dimension of the study, the practicum process of PTs was tried to be carried out through applications such as Microsoft Teams or Google Meets. The researchers stated that PTs had problems accessing the internet and providing the necessary equipment. Mentoring practices involving cooperating teachers and university supervisors were also carried out virtually. Since the cooperating teachers had too many lessons, they could not provide much support to the PTs. In addition, since the PTs could not communicate much with the students at school, their professional development was negatively affected. The researchers discovered that the online practicum process could be effective in saving the situation but it is not a substitute for a real practicum experience. Similarly, in a qualitative study by Koşar (2021) with 25 EFL PTs, PTs indicated that online practicum cannot replace face-to-face practicum. The study aimed to explore the impacts of the online practicum process on PTs' professional learning experiences and readiness for the first year of teaching. According to the results, PTs reflected that putting pedagogical knowledge and content into practice would be effective, but the online practicum process did not assist in increasing their professional development much. Another study was conducted by Shinta and Aprilia (2020) to investigate 57 EFL PTs' perceptions of the online practicum course and its contribution to their professional development by using a questionnaire and follow-up interview. PTs stated that the process of adapting to the practicum and determining their roles, classroom management, lack of support facilities, and the internet were among the challenging situations they experienced. In other respects, they indicated that the improvement of their teaching skills, the increase in their

knowledge, the new ideas, and the increase in their interests were the positive experiences they reflected. In addition, most of the PTs highlighted that they received enough support and encouragement from their cooperating teachers and university supervisors.

Özüdoğru (2021) conducted a phenomenological study examining the learning experiences of 24 PTs during ERT in the Turkish context. PTs stated that the factors that positively affect the implementation of the online education process include the readiness of the students and instructors, taking responsibility for their own learning, and the financial and emotional support of the family. Moreover, PTs indicated that the difficult situations they experienced were overloading homework, time management, lack of practice in lessons that required practice, emotional difficulties, and insufficient technology knowledge. However, PTs still expressed that they were satisfied that they continued their education in a flexible time, received feedback from their instructors, accessed course materials, and improved their problem-solving skills despite the unusual conditions.

Kidd and Murray (2020) aimed to find out the teaching-from-home experiences and perceptions of 20 teacher educators they had during the global pandemic. An online questionnaire was used as a data collection tool, followed by interviews with some teacher educators. Teacher educators stated that among the difficulties of this sudden transition were increased workload at home, inability to adjust the private life-work balance, and difficulty implementing hands-on activities. On the other hand, they had a deeper relationship with PTs online and had the chance to give them better tutorials. They also stated that this transition was a process that provided time flexibility and supports innovative and technological skills. Finally, teacher educators stated that they increased the participation of PTs by doing offline group work and collaborative video challenges to teach large groups.

Alan et al. (2020) wanted to explore the perceptions of 699 Turkish PTs studying in different universities on online education by conducting a mixed research design. The results showed that PTs with internet access showed a more positive approach toward online education than PTs without internet access. Some of the PTs stated that the online education process allowed them to take responsibility for their own learning. In addition, some of the PTs stated that online education was more flexible and that students who could not receive face-to-face education have a chance

to receive education. Easy access to information, progress at one's own pace, and active use of technology were among the advantages. PTs stated that issues such as the lack of a natural learning environment, lack of communication and motivation, and receiving feedback were among the disadvantages of online education.

Al Abiky (2021) discovered the challenges EFL PTs encountered by implementing an online survey and semi-structured interviews. The participants of the study were teaching in private colleges for a period ranging between 1-5 months. The findings of the study demonstrated that PTs thought schools and universities should understand the nature of online teaching and remote learning and that not all students have the same technical, technological, and financial opportunities. In addition, PTs also indicated that since their time was short in the virtual environment, they had to focus on basic things while explaining the content for fear of internet interruption. As another result of the study, it was seen that PTs could not get enough support and feedback from stakeholders such as cooperating teachers, school principals, or peers because they were also busy with their own difficulties. In the quantitative dimension of the study, it was seen that themes such as "teacher competence", "self-efficacy", and "technological literacy" emerged among the factors affecting the challenges of PTs.

As can be understood clearly from the studies mentioned above, this unprecedented period has brought with it many new situations. The results showed that teacher educators and PTs were trying to keep up with this forced change, but still, conditions such as inequality of opportunity in terms of technical and technological conditions, readiness, or financial reasons were pushing the online education process (Al Abiky, 2021; Özüdoğru, 2021). In the studies mentioned above, although some instructors and PTs stated that they did not have any problems with communication and feedback (Kidd & Murray, 2020), it has been observed that some of them experienced problems such as lack of communication, not getting enough support and feedback during this difficult process (Alan et al., 2020; Assunção-Flores & Gago, 2020; Özüdoğru, 2021). Moreover, problems such as psychological difficulties, adaptation, lack of practice, and time constraints are among the problems experienced in the online education process (Özüdoğru, 2021; Shinta & Aprilia, 2020). On the other hand, in some studies, PTs and teacher educators were satisfied with online education in terms of taking responsibility for

their own learning and gaining experience in the use of technology (Alan et al., 2020; Kidd & Murray, 2020). All in all, the general opinion about online education is that although it works in difficult situations, it cannot replace a real classroom environment or field experience.

Taking all these factors into consideration, Scull et al. (2020) proposed a framework for teacher educators to help them provide engagement in online learning and teaching, including the concepts of "access, participation and engagement" to increase cooperation, interaction and participation between student-student and teacher educator-student.

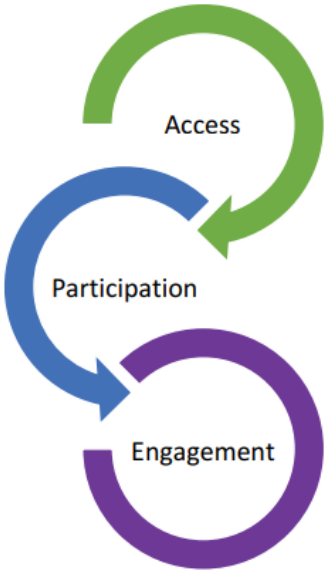

Figure 2.2 Enhancing online teaching and learning (Scull et al., 2020)

The access component includes matters such as understanding students' functional digital skills and competencies, especially in an online context; developing an understanding of the willingness of students to engage and interact; supporting students when they need assistance and being aware of their differences in terms of functional access. Besides, the participation component emphasizes issues like encouraging students to ask for assistance by increasing the pedagogical relations between staff and students and having clear expectations about online learning. The researchers highlighted two important elements that may have implications for engagement: Educators can create an interface with tips for coping with feelings of isolation in online learning environments. Finally, educators should be aware that students may not be able to learn online at the same pace as in a physical learning

and teaching environment, so they should review their expectations of students' progress and provide constructive feedback when students' pace slows (Scull et al., 2020).

To summarize, various studies in the literature mentioned the advisory roles and contribution of cooperating teachers, university supervisors, and peers to the professional development of PTs during their practicum. In addition, studies were conducted on the favorable and negative circumstances created by the education process in the context of ERT due to the pandemic for students, teachers, and teacher educators. Lastly, PTs' experiences, hardships, and interactions with stakeholders in the online education and practicum process carried out in the context of ERT due to the pandemic were also examined by different researchers, as in the present study.

3. METHODOLOGY

In this section, information about the study method and design, data collection tools and process, data analysis process, participants, and the setting of the study will be mentioned. Additionally, the trustworthiness of the study and its stages will be explained.

3.1 Research Design and Methodology

Practicum period has a very important place for 4th year EFL PTs. However, due to the restrictions and schools being shut down caused by the global Covid-19 pandemic, PTs had to attend the lessons of cooperating teachers and teach in online classrooms instead of a physical classroom environment. In addition, PTs tried to get feedback from university supervisors and cooperating teachers and to communicate with their peers on online platforms instead of face to face.

In line with the above-mentioned situation, this study was designed as a qualitative phenomenological study aiming to examine in depth the expectations, experiences, problems, and interaction processes of 4th year EFL PTs during their remote practicum at a state university in the Western Black Sea region. Based on the experiences and opinions of PTs, this study also aimed to help stakeholders increase the quality of the practicum procedure and alternative ways that can be followed in the context of an ERT that may occur in the future. The reason why this study was designed as a qualitative study is that the researcher aims to obtain, analyze, and interpret comprehensive narrative and non-numerical data to gain insight into a particular phenomenon of interest (Gay, 2012) among the intended participant group. As Creswell (2012) mentioned, some of the qualitative research characteristics consist of investigating a problem and gaining a thorough understanding of a key phenomenon; stating the objective and research questions in a wide and generic manner so that the participants' experiences are considered; obtaining data from a limited group of people based on their words in order to gain the participants' perspectives. According to Creswell and Poth (2018), “a phenomenological study describes the meaning for several individuals of their lived experiences of a concept or a phenomenon” (p. 57). From a similar perspective, Gay (2012) defined phenomenology as “a qualitative approach in which the researcher focuses on capturing the experience of an activity or concept from participants’ perspectives” (p.

629). The data collection process in phenomenological research often involves interviews with individuals who have experienced the phenomenon, but this does not always mean that only the interview will be used (Creswell, 2013). In this study, semi-structured focus group interviews, open-ended questionnaires, and post-teaching reflection forms of PTs were used to collect data. Data triangulation was used to improve the quality of the results and increase the trustworthiness of the study. Patton (1999) explained the purpose of using data triangulation as the logic of triangulation based on the assumption that a single method cannot sufficiently solve the problem of competing explanations. Therefore, the present study utilized multiple methods of data collection and analysis provides further groundwork for the research, as each method reveals different facets of empirical reality.

3.2 Research Setting

This study was carried out in the ELT department of the Faculty of Education of a state university in the Western Black Sea region of Turkey.

PTs take courses on both theoretical and practical knowledge in ELT departments. Theoretical knowledge becomes meaningful for PTs only when they are combined with practical activities, so teaching practices have an important place within the scope of pedagogical knowledge courses in pre-service teacher education. During the ELT undergraduate program, ELT PTs take Professional Teaching Knowledge, General Knowledge, and Field Education courses. In the 2018 program, the names of the field experience courses were changed to "Practice Teaching 1" and "Practice Teaching 2" (CHE, 2018). However, since the participants of this study enrolled in the ELT program before 2018, they attended the field experience courses under the names of "School Experience" and "Practice Teaching". School Experience and Practice Teaching courses are among the Professional Teaching Knowledge courses and the practice hours of these courses are more than the theoretical ones. PTs studying in this department, like other students in the faculty of education, attend secondary and high schools in the cities they are in during their senior years and take the ‘School Experience’ course in the 1st term and the “Practice Teaching” course in the 2nd term. School Experience and Practice Teaching courses include the processes in which PTs observe the cooperating teachers in a real classroom environment, interact with the students in the classroom, and apply procedures such as preparing a lesson plan, and teaching lessons. Moreover, PTs go to two different schools for the

practicum experience in two semesters of the 4th grade (e.g., one semester they attend a secondary school and in the following semester they attend a high school). Thus, they have the opportunity to observe and be acquainted with students at different levels and profiles. They also work with different cooperating teachers and university supervisors in two terms. PTs Unlike usual, due to the pandemic, PTs carried out their practicum processes in a virtual environment. Their interactions with cooperating teachers, university supervisors, and peers have been provided through online platforms. Under normal circumstances, they were expected to practice observations and teachings through the Education Informatics Network, or simply EBA, which is a socially qualified educational electronic content network established by the MoNE of the Republic of Turkey. However, PTs had some difficulties accessing the EBA platform at times. Therefore, they continued their classroom observations and lectures on both EBA and Zoom platforms.

This study examines the practicum courses as they are presented in the 2016 ELT program due to the fact that the aforementioned program was still in effect for the focus group of this study, rather than the 2018 program. In the 2018 program, the "Practice Teaching" course was changed into "Practice Teaching 2" whereas the "School Experience" course was changed to "Practice Teaching 1" course. However, the PTs participating in this study continued their practicum processes with the School Experience and Practice Teaching courses since the 2006 program was in force when their university education started.

3.3 Participants of the Research

Homogeneous sampling, which is one of the purposive sampling (or non-probability sampling) methods, was used in the research. In homogeneous sampling, participants with similar experiences and perspectives are selected (Gay et al., 2012). Since most qualitative studies examine and explore a particular group rather than widening the scope to acquire more generalizable results, it does not matter how representative they are of a larger group or population (Cohen et al., 2018). In line with this situation, the participants were selected from among the senior students who studied ELT at the education faculty of a university in the Western Black Sea region in Turkey and took the practicum course. Although the PTs who participated in the study stated that they took the School Experience course by going to schools at the beginning of the first semester, their practicum experiences were moved to online

platforms due to the pandemic. Since this study coincided with the pandemic period with shutdowns and bans, all students in the department could not be reached. As a result, the number of students participating in the research was 44. Consent forms were given to the participants through the university instructor. Participants were informed about the subject of the research, how and for what purpose the data would be collected, analyzed, and used, and confidentiality. It was also reported that the participants had the right to withdraw from the study at any time. Additionally, considering the ethical issues, the participants were given pseudonyms while presenting the open-ended survey, interview and post teaching reflection form data. In the data collection process, first of all, students were expected to fill out an open-ended questionnaire containing their experiences about the School Experience course and expectations about the Practice Teaching course at the beginning of the semester. 40 students responded to this online open-ended questionnaire prepared through Google Forms. Additionally, semi-structured interviews were held with 11 of these participants in the middle of the term via Zoom. The ages of these students who answered the open-ended questionnaire ranged from 21 to 26. Eight of the PTs who participated in the study stated that they were 21, ten of them were 22, fifteen of them were 23, six of them were 24 and lastly one of them was 26 years old.

The PTs were also asked about the levels of the schools where they completed their practicum. Of the PTs who answered open-ended questions, 55% (22) stated that they completed the Practice Teaching course at high schools and 45% (18) at secondary schools. At the end of the term, another open-ended questionnaire was conducted via Google Forms to explore PTs' post-practicum experiences and their interactions with stakeholders. This time, 44 PTs answered this survey. The age range of the students who answered the questions ranged from 21 to 26. Seven PTs stated in the survey that they were 21 years old, twelve PTs 22 years old, sixteen PTs 23, six PTs 24, one PT 25, and finally two PTs 26 years old. Finally, PTs were also asked about their school levels. 52.3% (23) of the PTs who answered the open-ended questionnaire related to post-practicum experiences stated that they had their practicum experience in a high school while 47.7% (21) of them had their practicum in a secondary school.

3.4 Data Collection Process

Since data triangulation is a recommended element in terms of providing internal validity and reliability (Creswell, 2014), three data collection tools were used in this study: open-ended questionnaires, semi-structured focus group interviews, and PTs' post-teaching reflection forms. After obtaining the necessary permissions from the ethics committee of Bolu Abant İzzet Baysal University, the following steps were pursued in the data collection process:

- 4th grade ELT PTs from a large state university in the northwest of Turkey were informed about the study (January 2021).
- PTs were sent background information and consent forms through e-mail (February 2021).
- PTs who agreed to participate in the study answered the online open-ended questions in a questionnaire (March-April 2021).
- In total, online focus group interviews were held with 13 PTs in three different sessions (May 2021).
- Another open-ended questionnaire was conducted to find out about PTs' post-practicum experiences and opinions (June 2021).
- Finally, PTs' post-teaching reflective forms were obtained (June 2021).

3.5 Data Collection Instruments

In this study, various data collection tools were used to gain a deeper perspective. Firstly, open-ended questionnaires at the beginning and end of the term, then focus group interviews in the middle of the semester were applied, and finally, post-teaching reflection forms of PTs were examined to collect data. Figure 3.1 demonstrates the data collection process by means of data collection instruments.

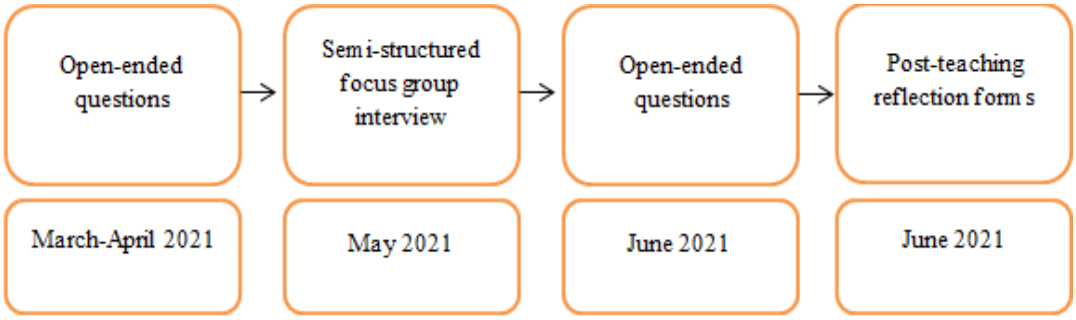

Figure 3.1 Data collection instruments

3.5.1 Open-ended Questions

Cohen et al. (2018) stated that open-ended questions are attractive for small-scale research in many ways. Among these aspects, giving participants a chance to express their ideas and personal comments freely, containing critical information that different data collection tools cannot capture, and putting the responsibility and ownership of the data at the hands of the respondents can be stated. At the beginning of the term, in March 2021, PTs were asked to answer a questionnaire that was developed by the researcher consisting of seven questions including open-ended questions about their experiences in the previous term's School Experience course and their expectations from the stakeholders and professional expectations for the Practice Teaching course. At the end of the term, PTs were asked to respond to another open-ended questionnaire that aimed to investigate the strengths of the Practice Teaching course, aspects that needed to be changed, how well PTs met their professional expectations, and how they evaluated their interactions and mentoring practices with their peers, cooperating teachers, and university supervisors. Additionally, to reach some demographic information, the age of the participants and the level of school they attended as PTs were asked in both questionnaires. The questionnaire was prepared by using Google Forms and sent via e-mail to the PTs through the university instructor.

3.5.2 Focus Group Interviews

An interview is a powerful and flexible data collection tool that allows the use of multiple sensory channels (verbal, spoken, or heard), and covers not only complete answers but also deep and complex topics. In an interview, the researcher can still maintain the order of the interview while giving the participant room for spontaneity (Cohen et al., 2018). In this study, focus group interviews in a semi-structured format were conducted to elaborate on the thoughts and experiences of PTs related to the practicum process. As Cohen et al. (2018) indicated, in a semi-structured interview, although questions and topics are given, probes and guidance can be made according to the answers of the interviewees. So, the questions to be asked were prepared in advance, but flexibility was still provided to the participants when answering the questions. In focus group interviews, the researcher asks a few general questions and tries to get responses from the interviewees. Focus group interviews can provide the best information when there are collaborations and

similarities between the interviewees (Creswell, 2015). Due to the global pandemic, the interviews were held remotely via the Zoom platform in three sessions. Five PTs participated in the first session, five in the second session, and three in the third one. Normally, the interview was planned to be held with a total of fifteen people. Focus group interviews, which usually consist of a group data collection process with between four and six people, can be used to gather shared understandings from multiple individuals (Creswell, 2015). However, some participants could not participate in the interview. Before the interviews were held, the participants were informed that the cameras and microphones would be on and that the interviews would be recorded. All three interviews were held in May 2021. The first interview lasted 1 hour and 10 minutes, the second one took 1 hour and 12 minutes, and the last one took 1 hour and 9 minutes. In addition, the researcher prepared and improved the interview questions, and the interview was conducted in the native language of the participants (Turkish). All the interviews were video-recorded and transcribed verbatim. The interviewees answered the questions in turn in order not to get the answers mixed up and to avoid difficulties in transcription. In some moments, the interviewees who asked for the right to speak expressed their thoughts even without their turn. This was due to the semi-structured nature of the interview. Lastly, the interview data were stored on the researcher's personal computer and the confidentiality of the data was preserved.

3.5.3 Post-teaching Reflection Forms

Reflective teaching based on teaching experience is regarded as an important element of English teacher education and a critical component of the English teacher training program (Astika, 2014). Related to reflective teaching, PTs fill out forms containing their course experiences every week during the Practice Teaching course. At the same time, after each teaching practice, they reflect on their ideas and experiences, such as what went well in the classroom and what could be better, on the post-teaching reflection form. Completing these forms was meant to allow PTs to do self-reflection and self-assessment. Moreover, these forms are included in the practicum file that PTs will submit at the end of the year. Regarding this, in this study, five post-teaching reflection forms of eight PTs were used as another data collection tool in order to develop and gain a deeper perspective on what kind of situations they encountered while teaching in the online environment and how their

relations with the cooperating teacher, students, and peers progressed. These forms are important in terms of showing the professional development of PTs over time.

3.6 Data Analysis Methods and Process

In the current study, a qualitative data analysis process was followed by utilizing the qualitative content analysis method. Hsieh and Shannon (2005) defined qualitative content analysis as "a research method for the subjective interpretation of the content of text data through the systematic classification process of coding and identifying themes or patterns" (p. 1278). Furthermore, as Forman and Damschroder (2007) indicated, qualitative content analysis is a generic sort of data analysis that consists of a set of non-theoretical methodologies that may be applied to any qualitative research where the data's information content is relevant. Considering qualitative data analysis procedure, it is an inductive process since the researcher develops data interpretations from themes, explanations, and understandings, rather than a pre-given framework (Cohen et al., 2018). Creswell (2015) also stated that qualitative data analysis is inductive in form which means the researcher goes from the particular data to the general themes or codes. The qualitative data analysis process includes elements like preparing and organizing the data, describing, analyzing, and interpreting it, reporting the findings, and ensuring coherence, validity, and reliability (Cohen et al., 2018). Creswell and Poth (2018) indicated that in the qualitative research process, data analysis includes preparing and organizing the data, reducing the data to themes by coding, and finally presenting the data through tables, figures, or discussion. With more detailed guidance, Creswell (2014) suggested following these steps for qualitative data analysis: (I) Organize and prepare the data for analysis; (II) Scan the data to get a general idea about it; (III) Categorize and code the data; (IV) Create a description of the categories or topics, as well as the environment or individuals, for analysis using the coding method; (V) Plan out how the description and themes will appear in the qualitative narrative; (VI) Finally, interpret qualitative research of results or findings (p. 247-249). Creswell (2015) mentioned that an eclectic approach can be followed for qualitative data analysis because although there are many guides, there is no one single approach for the qualitative data analysis process. Therefore, the researcher used different guides (e.g., Cohen et al., 2018; Creswell, 2014; Creswell & Poth, 2018; Schreier, 2012) in the data analysis of the current research but did not carry out the data analysis

process based on a certain scheme or approach. In other words, the researcher followed an eclectic approach according to the requirements of data in the data analysis process of this study (Creswell, 2015).

In the light of the above-mentioned suggestions and the characteristics of qualitative research, for analyzing the current study, firstly the field notes and open-ended questionnaire responses were organized and interfiled. Besides, the interviews were transcribed verbatim using the Word processor. Then, open-ended survey questions and transcribed texts were read and reread to get some general views and ideas about the data. Afterward, the main themes and sub-themes in the questionnaires containing open-ended questions were tabulated in Excel and Word processors. Similarly, themes and sub-themes were created using a Word processor from the transcribed interviews. Then all these data were imported into the MAXQDA 2020 software to be re-categorized and coded in a more systematic way. MAXQDA is an easy-to-use qualitative data analysis software that provides systematic separation, classification, and management of different data types by storing them in one place. Moreover, it enables researchers to create visual diagrams, maps, and charts to summarize the analyzed data. The same coding and clustering procedure was applied for post-teaching reflection forms of PTs. Finally, it was decided to represent these themes and definitions in the study as narrative. The themes with the most frequency that were coded from focus group interviews, open-ended survey questions, and post-teaching reflection forms were selected. In order to calculate the inter-reliability of the data coded, 14% of all data was sent to two instructors who worked as language instructors in different universities in the ELT department and had practicum experience as did every single participant in the study. The results were calculated according to Cohen's Kappa coefficient. When the inter-rater reliability was calculated, the Kappa result was found to be 0.88. This value corresponds to almost perfect agreement. The steps followed while performing content analysis are given in Figure 3.2 below:

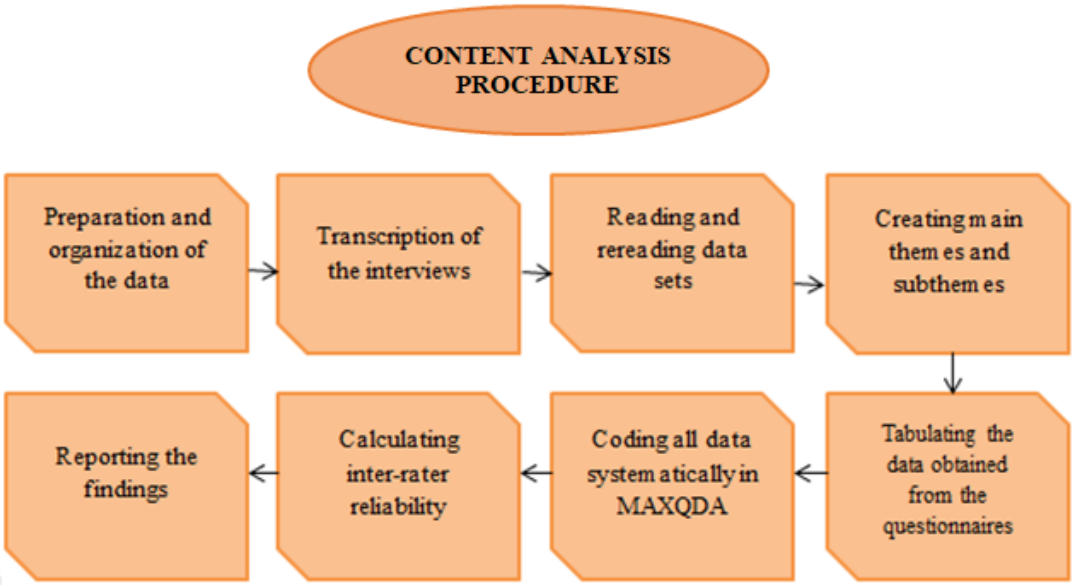

Figure 3.2 Content analysis procedure followed in the current study

3.7 Trustworthiness of the Study

The concepts of validity and reliability, which are the crucial keys of research in terms of providing trustworthiness in a study, correspond to different meanings in qualitative, quantitative, and mixed-method studies (Cohen et al., 2018). According to Patton (2002), validity and reliability are two elements that every qualitative researcher should consider while organizing a study, analyzing the results, and evaluating the study's quality. Gay (2012) mentioned that the degree to which qualitative data appropriately assesses what we are seeking to measure is referred to as validity in qualitative research. In addition, Cohen et al. (2018) listed that there are principles in terms of validity in a qualitative study such as data being descriptive, limited context, the study concerning the process rather than the results, inductive data analysis, researcher being a part of the world researched, and holism in the study. Golafshani (2003) mentioned that reliability is the criterion for evaluating the quality of the study and the researcher also highlighted that the concept of quality in a qualitative study aims to develop an understanding rather than a purpose of explanation. Moreover, Healy and Perry (2000) emphasized that the quality of each study should be evaluated according to the conditions of its own paradigm. Some researchers have chosen to use the concept “trustworthiness” for qualitative inquiries rather than validity and reliability, which has four components: Credibility, transferability, dependability, and confirmability (Guba, 1981; Shenton, 2004). Concerning this issue, Lincoln and Guba (1985) stated that validity and reliability are

essential criteria in quantitative studies, while concepts such as consistency, dependability, and credibility are prominent in qualitative studies. In addition to validity and reliability, another issue that comes to mind in research is generalizability which is related to the transferability of the study. Related to generalizability, contrary to quantitative studies, there is not much concern in generalizing the results in a qualitative study. In qualitative studies, the aim is "to understand what is happening and why" (Gay, 2012, p. 395).

In the light of the explanations mentioned above, in order to maintain the trustworthiness of the study, the requirements were met to ensure reliability and validity during the data analysis procedure. According to Lincoln and Guba (1985), one of the most crucial elements in measuring the trustworthiness of the study is credibility. So, it would not be wrong to claim that credibility has a direct effect on the trustworthiness of the study. As stated in Shenton (2004), credibility is about how well the findings match reality. Moreover, in order to increase the credibility of a study, the researcher has listed provisions such as good adoption of research methods, developing familiarity with participating organizations, triangulation in data collection, iterative questioning, detailed explanation of the case under study, and debriefing with supervisors (Shenton, 2004). From another perspective, Lincoln and Guba (1985) mentioned factors such as prolonged engagement, member checks, peer debriefing, data triangulation (using different data collection tools), audit trails, and persistent observation to increase the credibility of the study. To ensure the reliability of this study, the researcher took factors such as data triangulation, prolonged engagement, and inter-rater reliability measurement into account. To provide readers with more credible, dependable, and confirmable findings, the researcher used three different data collection tools namely open-ended questionnaires, semi-structured focus group interviews, and post-teaching reflection forms. Regarding the transferability component, Bitsch (2005) emphasized that the researcher can make it easier to provide transferability by making a thick definition and utilizing purposeful sampling. To ensure transferability criteria, the researcher was careful about making thick descriptions and applying purposeful sampling. According to Anney (2014), a thick description requires the researcher to explain every step of the research process, including data collection, the context of the study, and the creation of the final report. The researcher also noted that thick description

enables other researchers to conduct a similar study under similar circumstances in other settings or contexts (Anney, 2014). In terms of purposeful sampling, the researcher of the current study chose volunterring participants to answer the research questions. Therefore, the abovementioned strategies were involved in the present study.

3.8 The Role of the Researcher

While conducting this study, I adopted three main roles in this study as a researcher, teacher and graduate student of the ELT department where the study was conducted. I had the opportunity to grasp the context culture of the participants and to develop insights about the processes they experienced by interacting with them regularly throughout the data collection process. Besides, since I also went through the same procedures during my practicum experience while I was a PT in the same program, I had no difficulty in getting familiar with the professional learning processes and interactions of the PTs of the department and establishing trustworthy relationships with them. Also, as a teacher who taught in ERT context during the pandemic, I had the chance to empathize with pre-service EFL teachers and grasp the challenges they came across. As a graduate of the department, I already knew some of the study participants in person. This created an advantage in terms of providing confidence and frankness in the data collection process and developing a better understanding of PTs' experiences. In addition, the fact that I was a former student of the department and was familiar with the participants and the context enabled me to take the factor of prolonged engagement into consideration, which plays an important role in ensuring credibility. Lastly, as part of the ethical considerations aspect, I informed the participants about the study, stated that the participants could withdraw from the study at any time, explained what the data would be used for, and informed them about how the data would be displayed and shared.

4. FINDINGS

The current qualitative phenomenological study sought answers to the following research questions in order to examine the experiences, challenges and interactions with stakeholders of EFL PTs studying at a state university in the Western Black Sea region during their practicum process in the context of ERT:

1. How do pre-service EFL teachers define their expectations from Emergency Remote Teaching practicum and stakeholders?
2. How do pre-service EFL teachers reflect on their professional learning experiences in the Field Experience courses (School Experience and Practice Teaching) that they took in the 2020-2021 semesters Emergency Remote Teaching context?
3. How do pre-service EFL teachers evaluate their interactions with the stakeholders of the Field Experience courses (cooperating teachers, university supervisors, and peers) which they took in 2020-2021 semesters Emergency Remote Teaching context in terms of pre-service EFL teachers' professional learning experiences?

In this chapter, the findings obtained from the data analysis about the practicum experiences of senior pre-service EFL teachers in the context of ERT and their views on their interactions with the stakeholders of the practicum will be presented. As a result of the qualitative data analysis, four main themes emerged: *(1) Expectations, (2) Affordances, (3) Constraints* and *(4) Attunements*. The emerging sub-themes and codes that will be mentioned later are placed under these four main themes.

4.1 Reflections of PTs on Online School Experience Course

In the first open-ended online questionnaire conducted at the beginning of the second semester, senior pre-service EFL teachers were asked about the strengths, weaknesses and aspects need to be changed of the Online School Experience course, which they took in the first semester. The categories and codes related to the School Experience course are shown in Table 4.1:

Table 4.1 Categories, codes, and frequencies for PTs' views on online School Experience course

SCHOOL EXPERIENCE	F
AFFORDANCES	
Gaining professional learning experience	19
Online material variety	12
Flexibility of online context	7
Constructive feedback and guidance	7
CONSTRAINTS	
Communication problems	13
Lack of gaining professional learning experience	10
Technical and technological problems	9
Switching off cameras and microphones	7
Lack of student participation	3
ATTUNEMENTS	
University supervisors and cooperating teachers	9
Teaching and teaching process	9
Role of pre-service teachers in class	8
Improvement of technical and technological problems	6
Organization of the tasks	4
Interaction with students	4

As Table 4.1 demonstrates, based on the answers of the participants, the 5 codes belonging to the affordance category, in which the strengths of the School Experience course are expressed, are listed as follows: *gaining professional learning experience, online material variety, flexibility of online context,* and *constructive feedback and guidance.*

According to the answers of the participants, the most prominent code in the affordances category was '*gaining professional learning experience*.' When the participants were asked about the strengths of the School Experience course they took in the first semester, they expressed various statements indicating this code. Some of the participants' quotes about gaining professional learning experience are given below:

> **(1)** "I saw how ready we are for online education and how both teachers and students react to online education." (Ecrin, First open-ended questionnaire)
>
> **(2)** "It allowed us to see different student and class profiles. We have seen to what extent it is possible or not possible to transfer many of the things we learned in theory to practice." (Delila, First open-ended questionnaire)

(3) "We taught more lessons than other groups, which prepared us for teaching practice. Especially since it was online, it was really good to be more involved in the lecture rather than just watching and observing it." (Sırma, First open-ended questionnaire)

Another code that emerged in the affordances category as the strength of the Online School Experience course was "*online material variety*". Regarding this code, the participants emphasized that it is efficient to use Web 2.0 tools and technology in their lectures and preparing activities during the online practicum process:

(4) "The use of technology was more effective and we were able to do activities in a different way." (Özlem, First open-ended questionnaire)

(5) "Using Web 2.0 tools was more interesting for students." (Yusuf, First open-ended questionnaire)

(6) "I was able to improve myself in preparing different activities by using various computer programs and internet sites." (Furkan, First open-ended questionnaire)

Participants stated that the online practicum process created a more flexible situation in terms of managing observation-teaching hours and preparation time for the lesson:

(7) "It was easy to observe and take notes, as one lesson took 30 minutes. Since we attended classes from where we were before going to school, I did not have a problem of being late for class." (Sema, First open-ended questionnaire)

(8) "I think the strength of the Online School Experience course is the time savings. In the process spent at home, more time is left for lesson planning and preparation." (Büşra, First open-ended questionnaire)

(9) "…saving time (time spent on the road, etc.), active use and continuity of technology." (Adar, First open-ended questionnaire)

Another issue that was mentioned as strength in the Online School Experience course was that the participants were able to receive support and feedback from their university supervisors and cooperating teachers:

(10) "Despite the obstacles brought by the process, our cooperating teacher was always understanding and kind to us. Our supervisor at the university also supported us with meetings every 2 weeks and helped us a lot in completing the file. I can say that getting support in these respects and knowing that we were not left alone was the most satisfying situation in the process." (Furkan, First open-ended questionnaire)

(11) "Our mentor teacher's communication with us was also very directing, so our lectures were relatively comfortable for me." (Delila, First open-ended questionnaire)

(12) "Thanks to the feedback I received from my mentor and supervisor teacher, I was able to see what I lacked." (Ecrin, First open-ended questionnaire)

As illustrated in the table 4.1 above, the challenges faced by the participants in the Online School Experience course given under the constraints category include *communication problems, lack of gaining professional experience, technical and technological problems, switching off cameras and microphones,* and *lack of student participation*.

The theme with the highest frequency (see Table 4.1) in the Constraints category was '*communication problems.'* Considering the answers of the participants, most of them indicated that not having the opportunity to be in a physical classroom environment was a major deficiency. The participants frequently mentioned that they could not interact with the students in the classes they did their practicum because the education took place on an online platform. In addition, some participants stated that they could not interact sufficiently with university supervisors and cooperating teachers:

> **(13)** "There were problems with interacting with students. It is difficult to follow the attention and motivation of the students during the lecture. I don't know if all the students were listening or not. It felt different at first to just look at a screen and explain while practicing. There is an environment that is far more distant than the communication established in a real classroom environment." (Zeynep, First open-ended questionnaire)
>
> **(14)** "The fact that the School Experience course was in the form of online education caused restrictions in terms of classroom management and interaction with students." (Sırma, First open-ended questionnaire)
>
> **(15)** "In the School Experience course, first of all, I complain a lot about the lack of information, especially the lack of communication with the mentor teachers and the lack of explanations about the practicum reports. In addition, since we could not have a real classroom experience, it became almost impossible to create rapport, observe classroom dynamics, attract students' attention and make them focus on activities. The problem of not being able to create a channel where I can communicate with the student in the classroom and at the same time makes it difficult for me when preparing a practicum report because most of the things I can observe are limited or even non-existent." (Ecrin, First open-ended questionnaire)
>
> **(16)** "I hardly ever interacted with the students. Like other normal students, I just went to class with them. I was only an observer. For this reason, the process for me did not progress as I thought, maybe I could have interacted more if it weren't online." (Adar, First-open-ended questionnaire)

Another problem that the participants mentioned about the Online School Experience course was that they were '*lack of gaining professional learning*

experience' due to the limited teaching time and not being in a real classroom environment:

> **(17)** "Uncertainties in the lesson plan, which occurred at the beginning of the semester, increased my level of anxiety and I think I expected it to be well planned at the beginning of the semester. I can say that I find the course content inadequate. As a pre-service teacher, it was very insufficient to make a presentation for only 10 to 15 minutes in a semester. I wish I had the opportunity to do more practice." (Ömür, First open-ended questionnaire)
>
> (18) "Unfortunately, it was a far more abstract School Experience rather than a real classroom atmosphere. In-class participation of most students, the relationship between teacher and student, and classroom management were processes that we witnessed very limited in many respects." (Yusuf, First open-ended questionnaire)
>
> **(19)** "Since there is no physical classroom environment, it is very difficult to do activities, it is very difficult to manage the classroom, it is difficult to understand whether the children are listening or not, so the fact that this course is online in terms of learning the profession was a big minus for us. My teachers, whose classes I attend, also do activities based on the book, because they are not used to teaching online. So this situation was bad for us." (Sema, First open-ended questionnaire)

'The technical and technological problems' that arose during the use of technological tools and online platforms in the Online School Experience course were also emphasized by some participants. For instance, participants stated that they could not attend the class due to disconnection from the internet or technical problems:

> **(20)** "Communication with students can sometimes be lost due to technical problems." (Büşra, First open-ended questionnaire)
>
> **(21)** "My cooperating teacher did not take me to her class most of the time because of technical problems or because she forgot." (Sırma, First open-ended questionnaire)
>
> **(22)** "The online teaching of the course, the lack of sufficient technological tools, the coming and going of the internet, Zoom-related or systemic problems tired me a lot." (Delila, First open-ended questionnaire)

Another prominent category expressed by the participants in the theme of Constraints was related to the students *'switching off the cameras and microphones.'* PTs explained that students tend to turn off their cameras and microphones by taking advantage of the online course:

> **(23)** "…in general, the students did not want to turn on their cameras or microphones. This made the lesson observation very challenging." (Zeynep, First open-ended questionnaire)
>
> **(24**) "…during the lesson, many students did not turn on the camera and microphone and did not respond." (Eymen, First open-ended questionnaire)

(25) "There are problems in interacting with students. Sometimes there may be problems such as no sound, the camera not turning on. These affect the quality of the lesson. In fact, in a class last week, the teacher asked a student a question. The child was pretending to be frozen, but when someone passed behind him, we realized that he was not actually frozen, but that the child was pretending to be frozen. Such problems can occur. In general, technical glitches are the biggest problems." (Eray, First open-ended questionnaire)

Based on the answers given by the participants in the open-ended questionnaire, it was observed that the students did not attend the lesson for various reasons. The reasons such as students' preparation for the high school entrance exam and not attending the course revealed the *'lack of student participation'* category.

(26) "The student participation rate is very low. Teachers often do not receive verbal and never physical feedback from their students, and in this case, they cannot be sure whether the students understand the lesson or not. Pair work, group work activities and peer learning are almost impossible in online education." (Büşra, First open-ended questionnaire)

(27) "…the number of students attending the classes is low and they (students) do not take anyone seriously, including their own teachers. (Ecrin, First open-ended questionnaire)

(28) "The biggest challenge was that the teacher was preparing the students for the exam. They were just solving exam questions." (Özlem, First open-ended questionnaire)

Apart from the categories mentioned under the main theme of Constraints above, infrequent categories were brought together and expressed as the *'other'* category. Among these infrequently mentioned categories, there are issues such as *a decrease in the motivation of the pre-service teachers and students, getting used to the practice stage from theory, classroom management problems, and getting used to teaching online.* The participants emphasized that teaching in the online process is a situation they are not used to. Besides, it was also highlighted that students had not switch on their cameras and microphones. So, PTs could not find the chance to interact with them and this situation caused a decrease in their motivation:

(29) "Student motivation problems were a bit of a struggle." (Adar, First open-ended questionnaire)

(30) "…since we went into practice for the first time after the theoretical lessons, there was a few weeks of adaptation period for me to put what we learned into practice." (Eray, First open-ended questionnaire)

(31) "…in one of my practice lessons, I told the name of a certain student and I told him that he could use the microphone or write in the message section while giving his answer, but he did not answer. After that, my motivation decreased, so after that time, my teaching lost its effectiveness. I felt like I was talking to the wall, not to the students. (Eymen, First open-ended questionnaire)

In addition to the main themes of Affordances and Constraints, another emerging theme in data analysis is Attunements. The main theme of Attunements indicates the aspects of the School Experience course that can be improved or are expected to be more beneficial if changed. In the first open-ended questionnaire, PTs were asked what could be improved in the functioning of the School Experience course. The categories that emerged from the analysis of answers given to the first open-ended questionnaire are as follows: *University supervisors and cooperating teachers, teaching and teaching process, the role of PTs in the class, improvement of technical and technological problems, organization of tasks,* and *interaction with students***.**

Getting feedback and guidance during the practicum is one of the most significant issues for all PTs who do not have much experience in terms of developing a professional identity at the beginning of the road. Related to this, the participants focused on the need to communicate more with cooperating teachers and university supervisors, to inform university supervisors about the functioning of online education, to give feedback to the weekly reflection papers written by PTs, and to provide technological training to cooperating teachers. The codes related to all these mentioned topics are grouped in the category of '*university supervisors and cooperating teachers*':

> **(32)** "It would be very good to give feedback to reflection forms. This is what I need for now." (Yusuf, First open-ended questionnaire)
>
> **(33)** "I would like our School Experience teachers to interact with us more, so I wanted them to guide us in this process. For the most part, nothing like this happened." (Özlem, First open-ended questionnaire)
>
> **(34)** "Instructors (university supervisors) in higher education should be informed about online education practices and its operation urgently." (Ömür, First open-ended questionnaire)

It was also another suggestion that university supervisors ought to have common ideas about their expectations from PTs during the School Experience course:

> **(35)** "I think all our university supervisors should have the same expectations. For example, a group was planning activities and teaching while writing their weekly observations. However, our friends in another group only wrote their observations and did not plan activities every week. I know that with the increase in duties and responsibilities, more experience is gained, and the School Experience course becomes more productive. But in

some cases, while it is very tiring for one group, it can be an easier process for another group." (Sema, First open-ended questionnaire)

What's more, some participants mentioned that there should be some adjustments related to '*teaching and teaching processes*' in the School Experience course. The aforementioned regulation suggestions include changing the way of presenting activities online, motivating students more at the entrance to the lesson, presenting language skills in an integrated way and putting speaking skills to the forward:

(36) "I think language skills should be presented in an integrated way." (Zeynep, First open-ended questionnaire)

(37) "I think it is more effective when the activities are more visually oriented. In this regard, the use of online resources can be increased." (Eray, First open-ended questionnaire)

(38) "Language can be used for socialization and communication by giving students interactive applications instead of constantly loading information based on the traditional point of view." (Eymen, First open-ended questionnaire)

One of the participants stated that students who have the opportunity and equipment to attend the online course should be more active in the course:

(39) "I think that the students who attend the lesson (with tablet, computer, camera, etc.) should be more active in the lesson." (Nilsu, First open-ended questionnaire)

Some participants implied that PTs should take more responsibility and their roles in the classroom should come into prominence in the School Experience course. Thus, the category of *'the role of pre-service teachers in class'* has emerged. It was also stated that the skepticism of cooperating teachers towards the professional competence of PTs negatively affects the emotions of PTs:

(40) "I support the idea that PTs should take more roles, this should be done frequently, not always for grading and filling in the blanks in the file, and it seems when the cooperating teacher in the school repeats the subject after we have lectured, this situation creates a somewhat unsafe environment. I mean, I think that the explanation of the PT is not enough and the cooperating teacher's repetition changes the student's view of the PTs and it increases their professional uneasiness." (Ömür, First open-ended questionnaire)

(41) "I find the time of observation in the classroom very limited. I would like this to change." (Delila, First open-ended questionnaire)

(42) "…involving PTs in teaching more instead of just observation or 3-5 minute lectures. Practicum in online education may approach the practicum in real environment in this way." (Rüzgar, First open-ended questionnaire)

Another issue that participants think needs to be changed for the future Online School Experience course is *'the improvement of technical and technological*

problems.' Some participants mentioned the necessity of improving the infrastructure, providing access to the Education Informatics Network (EBA) for PTs, and improving technical problems:

> **(43)** "We could not log into the EBA platform. Since half of the classes were taught through Zoom, half of them were taught via EBA, there were not many teaching hours for observation and I had a hard time finding the opportunity as I had too many classes. It would be really good for me if we could get into EBA." (Eymen, First open-ended questionnaire)
>
> **(44) "**Infrastructure needs to be strengthened." (Nilsu, First open-ended questionnaire)
>
> **(45)** "…more attention could be paid to technical problems." (Sırma, First open-ended questionnaire)

Some participants, who had problems with the forms they filled out during their practicum, said that some items of the practicum forms should be changed, less forms should be written and the forms should be made more flexible in order not to repeat them. Moreover, regular checking of the completed forms by university supervisors was another highlighted issue:

> **(46)** "In the tasks, there were some items (eye contact, group work, etc.) that we could not observe in online education. We had to skip tasks like this. I think the tasks should be edited." (Yusuf, First open-ended questionnaire)
>
> **(47)** "The practice of writing reports was constantly repetitive, even though we were writing with a different focus each week. I don't think it's helpful to write the same things every week. I think that if we collect all the observations we make in a single report instead of writing a report every week, better quality works will emerge and if these reports are examined, they can contribute to our education system." (Nilsu, First open-ended questionnaire)
>
> **(48)** "In addition to the difficulties of teaching and attracting the attention of the student, I can suggest narrowing the criteria of the practicum report and making it more like a free-form." (Rüzgar, First open-ended questionnaire)

Apart from the categories mentioned above, another category mentioned was related to '*the interaction with students'*. It was stated by some participants that if the students turn on the cameras and microphones, a better communication environment will be created in the classroom:

> **(49)** "Cameras can be on to increase interaction." (Sema, First open-ended questionnaire)
>
> **(50)** "Better communication can be established if all students turn on their cameras." (Ömür, First open-ended questionnaire)

4.2 PTs' Expectations about the Practice Teaching Course

Again, in the first online open-ended questionnaire conducted at the beginning of the second semester, the participants were asked what their expectations

were regarding the Practice Teaching course they would take. The categories and codes related to the expectations of PTs about Practice Teaching course are shown in Table 4.2. The main theme of expectations is divided into four categories: *Expectations from the peers, expectations from cooperating teacher's guidance, expectations from university supervisor's guidance,* and *expectations about the Practice Teaching course*:

Table 4.2 Categories, codes, and frequencies for PTs' expectation from Practice Teaching course and stakeholders

EXPECTATIONS FROM PRACTICE TEACHING COURSE	F
EXPECTATIONS FROM THE PEERS	
Professional interaction	27
Effective communication	10
EXPECTATIONS FROM COOPERATING TEACHER'S GUIDANCE	
Constructive feedback and guidance	25
Flexibility and tolerance	8
Gaining professional learning experience	6
EXPECTATIONS FROM UNIVERSITY SUPERVISOR'S GUIDANCE	
Constructive feedback and guidance	24
Flexibility and tolerance	5
Gaining professional learning experience	1
EXPECTATIONS ABOUT PRACTICE TEACHING COURSE	
Effective communication with stakeholders	12
Gaining professional learning experience	9
Student participation	3

4.2.1 Expectations from the Peers

As illustrated in Table 4.2 above, when senior Pre-service EFL teachers were asked about their expectations from their peers in the Practice Teaching course, two categories emerged: *Professional interaction* and *effective communication*. Related to the *'professional interaction'* category, participants mostly indicated that they wanted to share their experiences, exchange ideas, and be in solidarity with their peers. They also stated that they wanted to receive feedback from and give feedback to their peers. Some of the quotes from the participants on this category are as follows:

> **(51)** "My expectation from my peers in this process is to help each other and to progress and togetherness." (Kıvanç, First open-ended questionnaire)

(52) “I think that different ideas can arise from the minds of more than one person. That's why we sometimes need to give each other ideas and show the way. It may be impossible for us to observe ourselves objectively during our lectures. Our friends, who are in the same class during the same class hours, should give us feedback and express our strengths and weaknesses in a good way.” (Rüzgar, First open-ended questionnaire)

(53) “To share this responsibility by helping in certain solidarity and to be able to make each other aware of our shortcomings and advantages as PTs.” (First open-ended questionnaire)

(54) “I hope to exchange ideas with my friends about the profiles of our students, how they participate in the lesson, what difficulties our peers encountered while teaching.” (Eray, First open-ended questionnaire)

Another expectation of the participants from their peers regarding the Practice Teaching course was *‘effective communication’*. Some participants implied that they would like to spend a more productive Practice Teaching course in terms of gaining professional experience by interacting with their peers:

(55) “I think it is important to transfer information in this process. I hope that the Practice Teaching course will be carried out more effectively with joint studies and exchange of ideas.” (Ecrin, First open-ended questionnaire)

(56) “My biggest expectation from my peers is communication. We created a WhatsApp group with my friends that I took the class together and we help each other. Our communication in this respect is also very good.” (Ömür, First open-ended questionnaire)

(57) “Unfortunately, there may be problems in communication with our peers in this course, especially with practicum partners. We may encounter many problems, such as partners who do their best not to make it possible to work synchronously, who bring the lack of communication to the highest level, and who withdraw from preparing a lesson plan by saying 'it doesn't matter to me'. I expect them to be open to communication and take on the workload.” (Zeynep, First open-ended questionnaire)

4.2.2 Expectations from Cooperating Teacher’s Mentoring Practices

One of the questions asked to the participants in the first open-ended questionnaire was what they expected from the counseling practices of the cooperating teacher in the Practice Teaching course. Three categories emerged from the analysis of the answers of the participants regarding this issue: *Constructive feedback and guidance*, *flexibility and tolerance*, and *gaining professional learning experience (from cooperating teachers)*. As seen in Table 4.2 before, the category with the highest frequency is *‘constructive feedback and guidance’*. In their answers, the participants mentioned issues such as cooperating teachers guiding them, pointing out the issues they found wrong, expressing their wishes

clearly, and giving constructive feedback. Some of the participants' statements on this topic are as follows:

> **(58)** "My expectation from my mentor is to guide us in the teaching practices we will do and to share with us the missing points after our practices in a constructive and encouraging way. (The language they use is really important.)" (Nilsu, First open-ended questionnaire)
>
> **(59)** "I hope that the practices and the guidelines for it are clearly explained. I think that feedback should be given as a result of the work done." (Büşra, First open-ended questionnaire)
>
> **(60)** "…I would love for an experienced teacher to give me feedback especially on my shortcomings. Thus, I can have an idea about how I transfer many points I learned in theory to the lessons and I can improve myself." (Rüzgar, First open-ended questionnaire)

One of the participants (Özlem) emphasized that the feedback should be given by organizing a meeting, not via WhatsApp, in order to see the facial expressions of the cooperating teacher and to be more effective:

> **(61)** "I think it would be better to have a meeting about feedback. I think the feedback I got from the WhatsApp group will not be effective. I set up the WhatsApp group to exchange information and documents. For example: I want to see the facial expression of my mentor when I receive feedback at the end of a lecture, not an emoji. In short, my biggest expectation from a school teacher is to be a light on our path, not a shadow." (Özlem, First open-ended questionnaire)

Another expectation of the participants from cooperating teachers for the Practice Teaching course was *'flexibility and tolerance'*. PTs mentioned that they wish cooperating teachers to have indulgence because they are at the beginning of the profession and they also expect them to be more understanding towards PTs due to the uncertainty brought by the pandemic. In addition, it was emphasized in the questionnaire that some PTs were working because the schools were closed, so flexibility should be provided to their lesson hours:

> **(62)** "My expectation from the cooperating teacher is that they will tolerate any setbacks that may arise due to this being my first experience." (Kıvanç, First open-ended questionnaire)
>
> **(63)** "Understanding and flexibility. We have many friends who spend their time working because the schools are closed. Therefore, I think that if we can choose which course we will attend, the process will be more stress-free and the efficiency we will get from the course will increase." (Adar, First open-ended questionnaire)
>
> **(64)** "When it's time to teach, I expect her to be helpful, understanding and meeting with us when necessary if we get stuck anywhere in the lesson." (Furkan, First open-ended questionnaire)

The last category that emerged regarding the expectations of the participants from the cooperating teachers is *'gaining professional learning experience'*:

> **(65)** "I expect her to help me with the difficulties in the environment I have just encountered in my lectures and share her experiences on the subjects that I have been stuck in during the course." (Sırma, First open-ended questionnaire)
>
> **(66)** "Correcting us where we are wrong or lacking and helping us to be effective teachers." (Umut, First open-ended questionnaire)
>
> **(67)** "It can be difficult for us to determine the readiness and levels of students, especially at the beginning of the semester. Sometimes we do not know what students need and what kind of preparations we need to make for our lessons. For this reason, I would love to get ideas from our cooperating teachers before our teaching, evaluate our activity plans and at least say whether they are feasible or not. In addition, I would like to be able to please the students with my lecture and ensure their participation in the lesson. Therefore, instead of giving feedback only after the lessons, I would like them to help beforehand and to get their thoughts, even if it is very short." (Kıvanç, First open-ended questionnaire)

4.2.3 Expectations from University Supervisor's Guidance

Three categories emerged from the analysis of the answers given by the participants about the expectations of university supervisors from counseling practices during the Practice Teaching course: *Constructive feedback and guidance, flexibility and tolerance* and *gaining professional learning experience (from university supervisors)*. Categories with less frequency were brought together and named as *'other'*. Participants expected *'constructive feedback and guidance'* on teaching processes and filling out reflection forms from university supervisors as well as cooperating teachers during the Practice Teaching course. These expectations also included clearly stating what needs to be done, giving advice, holding online meetings, and keeping in touch. In brief, during this unfamiliar process, PTs wanted to receive the necessary attention and information from their supervisors:

> **(68)** "I expect they (university supervisors) guide our experience in most correct and healthy way, without making us feel bored and without putting any pressure on us." (Eymen, First open-ended questionnaire)
>
> **(69)** "Effective guidance and communication. Many questions come to our minds during the online education process, sometimes we can have confusion about where and what we should do, and this can cause us to panic. When it comes to effective guidance and communication, these confusions can be easily resolved. Therefore, I believe these two points are very important." (Selma, First open-ended questionnaire)
>
> **(70)** "I look forward to more clarification and attention. As you know, we are about to graduate and we do not want the school to be prolonged. In this process, let me speak for

myself, it is quite stressful. Even if it is very clearly stated, there may be question marks about some issues. I cannot describe the comfort of removing them." (Kıvanç, First open-ended questionnaire)

(71) "I hope that they will give feedback after observing our lectures and that we can easily reach them when we have a problem." (Ömür, First open-ended questionnaire)

As stated by the participants, another expectation from university supervisors was to be understanding and flexible during the Practice Teaching course. Based on the quotations mentioned below, the *'flexibility and tolerance'* category was created:

(72) "Again, I think they need to be flexible and understanding, we need to support each other in this busy period." (Umut, First open-ended questionnaire)

(73) "I expect them not to complicate the already troubled online process even more and not to burden us more than necessary." (Delila, First open-ended questionnaire)

(74) "I hope to get answers to our questions and to spend a period of mutual understanding." (Rüzgar, First open-ended questionnaire)

Some participants indicated that they would like to contribute to their professional development by benefiting from the experiences and knowledge of university supervisors. By analyzing the quotations mentioned on this subject, the category of *'gaining professional learning experience'* emerged under the theme of expectations from the university supervisor:

(75) "When there is a part that I do not understand, I want them to inform me about it, to help me when there is a problem with my cooperating teacher or my school, and I also want to benefit from their experience." (Eray, First open-ended questionnaire)

(76) "As PTs, I would like to benefit from the experiences of our supervisors. Directions and recommendations regarding the process will reduce our concerns about the Practice Teaching and will make both learning and teaching easier for us in this process. This is my expectation, although we do not have any shortcomings in this direction." (Furkan, First open-ended questionnaire)

(77) "There may be points that we are not sure about during the lesson planning stage. For this reason, I expect support from our university supervisor in content production." (Zeynep, First open-ended questionnaire)

In the category expressed as *'other'*, there were statements such as PTs wanting to reach their university supervisor easily or the expectations were already met.

4.2.4 Expectations about the Practice Teaching Course

Finally, the participants were asked about their expectations from the Practice Teaching course. Based on the answers given, three categories emerged: *Effective communication with stakeholders, gaining professional learning experience*, and

student participation. Low-frequency categories were brought together, and the *'other'* category was formed. As emphasized in the previous results, in general, the participants believed that interacting with stakeholders, receiving constructive feedback, and sharing ideas would be beneficial for their professional experience and a more manageable practicum period. PTs also stated that they wanted to establish effective communication with the students in the class they attend practicum. In the light of the situations as mentioned above, the category of *'effective communication with stakeholders'* was created:

> **(78)** "I would like to receive a lot of feedback from the teachers I work with and to teach this course with the competence to manage a class by myself." (Büşra, First open-ended questionnaire)
>
> **(79)** "...and how can I interact effectively with my students online. I would like to get answers to all of these questions." (Kıvanç, First open-ended questionnaire)
>
> **(80)** "(I expect to) communicate more with students and participate actively in their learning processes." (Adar, First open-ended questionnaire)

The category with the second-highest frequency was related to the expectation of *'gaining professional learning experience'* from the Practice Teaching course. The majority of participants agreed with the idea that they wanted the Practice Teaching course to contribute to their professional skills. In addition to teaching and observing, the Practicum process also includes witnessing and experiencing the processes that teachers go through at school, such as classroom management, preparing written exam questions, creating activities, and preparing a lesson plan. In short, the participants stated that they wanted to experience other aspects of being a teacher, such as filling in the classroom notebook, rather than just teaching:

> **(81)** "In this course, we step into teaching. I think it will be beneficial to prepare lesson plans, to teach, and prepare exam questions and materials. I hope to get used to the classroom environment and gain the skills to manage the classroom." (Sema, First open-ended questionnaire)
>
> **(82)** "I consider it a good opportunity to witness closely the student-teacher relations that will give me experience efficiently." (Selma, First open-ended questionnaire)
>
> **(83)** "In fact, this course provides the opportunity to see the inside of the teaching profession. However, I think that the activities of the course we took this term are no different from the School Experience course we took last term. We've already done things like preparing activities, lecturing, etc. I wish we could get to know a little bit about our profession-related responsibilities outside the classroom, such as how to organize the classroom notebook, and

what paperwork, if any, should be done in this course." (Umut, First open-ended questionnaire)

(84) "I want to gain experience both in teaching and applying activities. I think that observing the techniques and methods used by my teacher will guide me in my future professional life. At the same time, I want to gain practice in adapting and applying the exercises, activities and reading passages in the existing textbooks according to the level of the class. In short, I want to be able to put into practice the theoretical lessons I took in undergraduate." (Ecrin, First open-ended questionnaire)

Considering that technology has a major role in education today as it does in our lives, the participants indicated that they hope to learn to integrate Web 2.0 tools into their future classes:

(85) "By using technology, I expect to teach effectively and gain experience in this regard. I expect to learn as many Web 2.0 tools as I can, to effectively teach language skills to my students by integrating my lessons with technology when I start my career." (Yusuf, First open-ended questionnaire)

Another issue mentioned by one of the participants (Umut) was the opportunity to gain professional experience in an anxiety-free atmosphere without worrying about grades. Umut also indicated that they wished to have sufficient preparation for the profession when they graduate:

(86) "(What I hope is) to be able to enter the class confidently enough to minimize the uneasiness I will experience when I enter a classroom after graduation (I am talking about teaching often), to see what I should not skip in the planning steps before, during and after the lesson, and to gain real experience without worrying about "I will be assessed from what I am teaching". I'm also waiting for the necessary atmosphere to start working in a "hands on" way." (Umut, First open-ended questionnaire)

Another category that emerged as a result of the analysis of the participants' answers is *'student participation'*. Some participants stated that they expect students to actively participate in the lesson while PTs are teaching:

(87) "Considering that we have been going through this process for about 1 year, I expect teachers and students to adapt to the situation and try to make the most of online education." (Kıvanç, First open-ended questionnaire)

(88) "At the very least, I expect students to participate voluntarily in class." (Selma, First open-ended questionnaire)

4.3 Reflections of PTs on Practice Teaching Course

The other sets of data were collected by using focus group interviews, an open-ended questionnaire and post-teaching reflection forms in order to grasp the experiences of senior PTs related to the Practice Teaching course they took in the

second semester and how well they could meet their expectations about the course. The main emerging themes about experiences are *'Affordances, Constraints, and Attunements'*. While the strengths of the Practice Teaching course were expressed under the main theme of Affordances, the weaknesses of the course were expressed under the main theme of Constraints and the features that could be improved with the main theme of Attunements. Generic categories and subcategories related to the main theme of Affordances are shown in Table 4.3:

Table 4.3 Main themes, generic categories, subcategories, and frequencies for the PTs' positive experiences regarding online Practice Teaching course

Main theme	Generic category	Subcategory	*F*
AFFORDANCES	Professional learning experience	Gaining professional learning experience	138
		Providing student engagement	39
		Opportunity for self-reflection	36
		Constructing a teacher identity	13
		Gaining awareness on learner differences	11
		Providing feedback to students	10
	Professional interaction	Providing feedback and guidance (cooperating teacher)	68
		Effective professional sharing and interaction among peers	67
		Providing feedback and guidance (university supervisors)	48
		Creating an environment for students to communicate	14
	Online materials and context	Online material variety	31
		Flexibility of online context	8
		Flexibility of time management	5

As Table 4.3 illustrates, based on the answers of the participants, three generic categories namely *'Professional learning experience', 'Professional interaction', and 'Online materials and context'* under the main theme of Affordances occurred. Under the generic category of '*Professional learning experience'*, *'Gaining professional learning experience', 'Providing student engagement', 'Opportunity for self-reflection', 'Constructing a teacher identity', 'Gaining awareness on learner differences'*, and *'Providing feedback to students'* subcategories were created.

The subcategory with the highest frequency is *'gaining professional learning experience'*. Related to this, PTs talked about the issues such as the difference between their first teaching and last teaching, gaining experience in managing moments of crisis, improving technological skills, and raising themselves as a teacher for the future practices by taking responsibility:

> **(91)** "I think there is a huge difference between my first teaching experience and my last teaching experience. Because this time I understood the style of the students, I understood what they liked and did not like." (Delila, Focus group interview 1)
>
> **(92)** "… I understood better what I should do in crisis situations, for example, when the lesson plan I prepared did not go as I had hoped. I realized that I have developed myself more technologically, maybe I would use more traditional things face-to-face, but since we are trying to teach more technology-oriented lessons in this online process, I think that I will use more technology even if it is face-to-face." (Mahir, Focus group interview 2)
>
> **(93)** "It was the practical version of the theoretical knowledge we learned. And I learned how we should behave in different conditions, and which methods can be used to explain different subjects more effectively by living and experiencing. I had a great time so I am very happy." (Duru, Final open-ended questionnaire)

Another high frequency subcategory is *'providing student engagement'*. PTs stated that they tried different ways and approaches to attract students to the lesson and make the lesson interesting:

> **(94)** "…I had prepared a Kahoot activity. The students said that you prepared few questions, we did not expect this. I said okay, see you next week, we made a contract with the kids. They said please ask more difficult questions next week. I asked questions that would force them, they said the next week, and we didn't expect that much. That's how I interact with them and it's nice." (Umut, Focus group interview 3)
>
> **(95)** "The interaction of the students with me is good. So when I say their names, they answer the question. They are willing to answer questions after a while. More precisely, they warm to you as they get to know you." (Sırma, Focus group interview 2)
>
> **(96)** "I surveyed the students at the end of the lesson. According to the survey, all of them love English lessons, and there are some who want to be a psychologist, an English teacher and an interior designer in the future. They gave my lessons five and four out of five. They found my lessons fun and useful. I did not ask for names and surnames when I was doing the survey. So I asked them to answer honestly. Although there are usually twenty people in the class, thanks to my class management, I was able to make everyone talk except for three or five people. This is thanks to the tactics I learned from Neslihan teacher :)" (Selma, Final open-ended questionnaire)

In addition, during the Practice Teaching course PTs had the opportunity to discover some professional characteristics about themselves. They realized what they

lacked professionally, what they could do well and what they could change in the future. Accordingly, the *'opportunity for self-reflection'* subcategory emerged:

> **(97)** "I realized that I need to develop myself a lot in terms of technology and I discovered many more applications in the field of technology that we can add to the education, you know, we learned them in these lessons, and we are learning them this year as well. I also had the opportunity to use them and turn them into applications. How can I say, I realized my shortcomings and what I could be good at because I wasn't very good at using technology. I think I just realized that I need to improve it a bit." (Adar, Focus group interview 2)
>
> **(98)** "My self-confidence and my teaching skills increased when I overcame the difficulties I experienced during the lesson by using the knowledge I learned at school." (Özlem, Final open-ended questionnaire)

Some PTs stated that they had the opportunity to *'construct a teacher identity'* thanks to the interactions they had with their stakeholders and the experiences they had gained in the Practice Teaching course:

> **(99)** "The cooperating teacher's addressing us as 'my teacher' gives the feeling of being a teacher very well, and I really felt that I took the step of being a teacher this semester." (Sema, Focus group interview 3)
>
> **(100)** "In the first semester, I didn't feel like a teacher since we mostly made observations, but in the second semester we mostly do (teaching) almost every week, I can say that I almost started to see myself as a teacher because we made presentations." (Melike, Focus group interview 2)

During the practicum process, PTs stated that they realized that the approaches, activities, and interventions they would apply in the classroom should be different according to the students' levels and characteristics. Another subcategory that emerged as a result of this was *'gaining awareness on learner differences'*:

> **(101)** "…I know that teaching grammar is not given explicitly to children, but I think this group really wants it like this, you know, an intuition was formed like that. This is how they get it. When I did this, we really got that much efficiency." (Ayşe, Focus group interview 2)
>
> **(102)** "… in the 1st term, I attended the 5th grade classes at the same secondary school. Now, in the 2nd term, I am teaching another 5th grade class at the same school. I can say that while 3 or 4 students were participating in the activities in the 1st term, I implemented a similar activity in this class. While it had very little participation last term, it is getting much more participation now. In other words, the atmosphere of the classrooms and the atmosphere of the same period in the same school are very different. It also helped me to observe it, frankly. (Sırma, Focus group interview 2)

Another subcategory that emerged was *'providing feedback to students'*. PTs stated that they tried to provide feedback to better guide and encourage students:

(103) “For example, when I ask a student a question, I say in response that's right thank you. Even my cooperating teacher told me that you like to give feedback all the time, he said obviously. You know, it's like a habit, so I noticed it.” (Melike, Focus group interview 2)

(104) “My positive feedbacks are one-word feedback such as "well done", "excellent", "exactly". But if I have to give a negative feedback, as my friend also mentioned, I ask my students to think again- I learned these from my mentor teacher - let's think again, don't say that, I try to make it say again by revising it like this. (Ahmet, Focus group interview 1)

One of the generic categories that emerged under the main theme of Affordances is *‘professional interaction’*. Four subcategories were created under the professional interaction generic category which are namely *‘Providing feedback and guidance (cooperating teacher)’, ‘Effective professional sharing and interaction among peers’, ‘Providing feedback and guidance (university supervisors)’*, and *‘Creating an environment for students to communicate’*.

‘Providing feedback and guidance (cooperating teacher)’ had the highest frequency among the subcategories revealed from the statements of PTs. Some PTs stated that their cooperating teachers provided them with the necessary feedback, guidance and support:

(105) “After we finish the lesson, we receive instant feedback, and these feedbacks are so detailed that she (cooperating teacher) always gives us very detailed feedback on this subject, starting with our gestures, to what extent we answered the questions of the students, or how we could have prepared our activities differently. For example, she doesn’t say something negative, she says even something goes wrong, you will get used to it with practice, for example.” (Eymen, Focus group interview 3)

(106) “… I am really happy with my mentor teacher and I can say that he is a model for me in many aspects for my future professional life. The detailed feedback I received after my lectures is very important and beneficial for me.” (Yusuf, Final open-ended questionnaire)

In addition, *'Effective professional sharing between peers'* was another frequently mentioned subcategory by PTs. PTs stated that they exchanged ideas and feedback with their peers and helped each other during the practicum:

(107) “I think that the frequency and benefit of communication with peers mostly depend on who they are with and the degree of closeness. I was very lucky in this regard. Before our lectures, we always decided which activities to prepare by exchanging ideas. The positive and negative criticisms we conveyed to each other after the lesson contributed a lot to our development. Moreover, we always supported each other even during our lectures. For example, even when there is a problem with time management, we often say, ‘don’t panic, you’ll catch up.’ ‘just speed up a little bit’, or ‘that went really well’, ''you're doing great’, ‘look, the participation is very good’. We always supported each other with words like these.

This increased my motivation a lot. As I said above, I think I am very lucky and we have left behind a wonderful and intense period together with only friendship and solidarity, without competition between us." (Sema, Final open-ended questionnaire)

(108) "My friends with whom I took the practicum course helped me a lot in every way. They were sharing and thoughtful people. Our communication was good. I cooperated with my peers on many issues." (Adar, Final open-ended questionnaire)

Another strength that emerged in the context of professional sharing of the practicum process was that university supervisors effectively guided and gave feedback to PTs. In this case, the subcategory *'providing feedback and guidance (university supervisors)'* was created:

(109) "While sharing our observations or before sharing them, our supervisor asks us if we have any questions. They are very interested in whether there is a problem, how the process is going, and if we have any questions, they try to help us. It was very good in that respect. Well, sometimes, for example, we share our observations. It was also nice to provide an environment for this, that's it." (Mahir, Focus group interview 2)

(110) "I had a very good semester, frankly, we haven't come to the end yet from the beginning, but it was so good so far. I sent the lesson plans to my supervisor before each lesson. They warned me if there was an issue or if there were things they thought would not be in the classroom. After every teaching, they gave feedback on it. You wrote this in the lesson plan, you applied it, it was nice, they said." (Taner, Focus group interview 1)

Some PTs claimed that they were able to *'create an environment for students to communicate'*:

(111) "I had a group activity done once. In the group activity, I divided the students into groups, and everyone had their color. They write this color on a piece of paper so that they don't ask during the activity. In this way, I divided the class into groups, there was an in-group activity and there was intra-group communication between the students.' (Eymen, Focus group interview 3)

(112) "I provide interaction by speaking. For example, let's say we asked a question, I'm doing an activity, at first I ask a question. Let's say I ask this to Kerim, I say, Kerim, can you ask this to your friend, I let them interact like that. But I want them to have a dialogue, I ask more questions, he answers after that, I want them to continue their conversation a little bit about why he did this." (Onur, Focus group interview 1)

The last generic category of Affordances main theme is *'Online materials and context'*. Under the generic category of *online materials and context,* there are three subcategories: *'Online material variety', 'Flexibility of online context',* and *'Flexibility of time management'*. Based on the answers of PTs, it was determined that the subcategory with the highest frequency was *'Online material variety'*. In this

regard, PTs' practicing their practicum in an online environment allowed them to prepare and use different course materials. In addition, PTs stated that by using technological and online platforms that include visuals and videos, they could prepare course content that would attract students' attention and increase engagement:

> **(113)** "I planned to talk in the target language most of the time and it went successfully. I prepared the videos and found a song about public buildings. I found some pictures from the internet about occupations and places." (Aslı, Post-teaching reflection form)
>
> **(115)** "I have benefited a lot from digital tools and websites. It was very easy to implement different activities that were very entertaining and especially interesting for middle school students." (Furkan, Final open-ended questionnaire)
>
> **(116)** "I used web tools very often, actually, from the first lessons, Wordwall, Google slide or Kahoot and much more. Preparing activities there is both fun for us and fun for students because it creates a colorful environment. (Buğra, Focus group interview 3)

Some PTs stated that the online practicum process provided them with some flexibility. Accordingly, the *'Flexibility of online context'* subcategory was emerged:

> **(117)** "...I have benefited a lot from the online materials, and it has been quite a savior. My week-long lesson plan preparation process has been reduced to one day, one or two days because I find two or three materials very quickly for myself – we teach for 30-minutes-implementing two or three activities is sufficient to prepare a lesson." (Büşra, Focus-group interview 3)
>
> **(118)** "Normally, there is the use of smart boards at school. This is not very comfortable; internet speed or other factors are faster here." (Delila, Focus group interview 1)

Another subcategory that emerged was *'flexibility of time management'*. PTs emphasized that for various reasons (e.g., working), the online practicum environment gave them flexibility in terms of time:

> **(119)** "I work at night, so it was difficult for me to get up. Therefore, it was more comfortable for me to attend the online class instead of going to school." (Onur, Focus group interview 1)

Generic categories and subcategories related to the main theme of Constraints are presented in Table 4.4:

Table 4.4 Main themes, generic categories, subcategories, and frequencies for the constraints of online Practice Teaching course

Main theme	Generic category	Subcategory	*F*
CONSTRAINTS	Limited interaction and professional sharing	Lack of interaction with students	49
		Lack of feedback and guidance (university supervisor)	25
		Lack of feedback and guidance (cooperating teacher)	9
		Lack of professional sharing and interaction between peers	8
	Limited professional learning experience environment	Lack of socio-emotional context	41
		Lack of establishing classroom management	15
		Not being able to construct a teacher identity	1
		Lack of field knowledge (university supervisor)	1
	Technical and technological problems	Technical and technological problems	30
		Students' unreadiness to new materials	5
	Pre-service teacher related problems	Decrease in pre-service teachers' motivation	3

As shown in Table 4.4, the main theme of Constraints is divided into four different generic categories: '*Limited interaction and professional sharing', 'Limited professional learning experience environment', 'Technical and technological problems',* and '*Pre-service teacher related problems'.*

Under the limited interaction and professional sharing generic category, *'Lack of interaction with students', 'Lack of feedback and guidance(university supervisor)', 'Lack of feedback and guidance(cooperating teacher)',* and finally *'Lack of professional sharing and interaction between peers'* subcategories were created. Based on the answers of PTs among these subcategories, the one with the highest frequency was *'Lack of interaction with students'*. Some PTs stated that students' participation in the lesson was low and they could not interact with them adequately:

(120) “My biggest problem with the students is that the students don't turn on the camera and sound and don't answer me.” (Onur, Focus-group interview 1)

(121) “Not every student could participate in the lesson to answer the questions. I did two activities and these subjects were different from each other. Maybe this distracted the students’ attention. (Aslı, Post-teaching reflection form)

The problem of not getting guidance and feedback from the university supervisor during Practice Teaching course was mentioned by some PTs. Depending on this problem, the *subcategory ‘Lack of guidance and feedback (university supervisor)’* was created:

(122) “I could not get feedback from my university supervisor; I am having trouble in this respect.” (Taner, Focus group interview 1)

(123) “We don't have a WhatsApp group with our university supervisor. We have an Edmodo group. And I think that's the biggest problem because it's a problem in terms of seeing the messages.” (Melike, Focus group interview 2)

Similarly, communicating effectively with the cooperating teacher throughout the Practice Teaching was also a challenge for PTs. So, *‘Lack of feedback and guidance (cooperating teacher)’* was also another subcategory:

(124) “And frankly, there is a bit of tension between us on my side, maybe it's something that stems from my hesitations and uneasiness, but the way they talk to us is very critical and I feel like they're answering everything to grade us, rather than just helping.” (Ahmet, Focus group interview 1)

(125) “She seemed to refrain from commenting a little, she almost always gave positive comments, but it was not satisfactory because we were aware that there were mistakes.” (Zeynep, Final open-ended questionnaire)

What’s more, PTs also indicated that there is a lack of interaction and professional sharing with their peers:

(126) “Frankly, I didn’t communicate much with my peers. We exchanged ideas on some subjects, but if we weren't in online education, we would have the opportunity to give each other feedback even when we went to the schools where we did our practicum, especially with my friends in my practicum group, but we could not do this in online education. It would be better if we gave each other more feedback. I think I'm lacking in this one.” (Duru, Final open-ended questionnaire)

(127) “I was open to helping them about certain topics and they were also open to cooperate. However, I cannot say the same for some issues. Both my peer and I had the same task. I said let's do it together. He said no. He later regretted it, but it was too late.” (Selma, Final open-ended questionnaire)

Another generic category of Constraints main theme, which expresses the weak aspects of online practicum experience, was *'Limited professional learning environment'*. Four subcategories of the aforementioned generic category emerged: *'Lack of socio-emotional context', 'Lack of establishing classroom management'*, *'Not being able to consctruct a teacher identity'* and *'Lack of field knowledge (university supervisor)'*. *'Lack of socio-emotional context'* is the most frequent subcategory under *'Limited professional learning environment'* generic category. PTs expressed that they could not interact sufficiently with the students due to the distance and lack of a physical classroom environment. Besides, some PTs felt that they could not get professional satisfaction since they could not be in a physical classroom environment:

> **(128)** "Of course, if there was a face-to-face education, I would get more efficiency from this course. Because it is difficult during online education to observe issues such as body language and interaction with the student." (Büşra, Final open-ended questionnaire)
>
> **(129)** "Unfortunately, we couldn't really experience that atmosphere because we couldn't enter the real classroom environment. Although we learned from a distance, we learned a lot of professional things, but I think that everything will be different in the classroom environment. I think that when we are face to face and eye to eye with the student, we will be in a different environment than the experiences we have gained in online education. Obviously, I have concerns about this as well, but I also had them in distance education, and I saw that these worries were in vain, and when I caught the energy with the students, everything worked well. I hope it will be the same in the classroom environment." (Eray, Final open-ended questionnaire)

PTs also stated that they had problems in establishing classroom management in the online classroom environment. Accordingly, *'Lack of establishing classroom management'* subcategory has emerged:

> **(130)** "I am having problems with classroom management, so something like this happened in my teaching experience." (Delila, Focus group interview 1)
>
> **(131)** "... in one of my activities, I turned off their microphones so that they could not talk to each other, then they communicated by writing on the screen, you know, chat was closed at that meeting. They were writing to each other on the screen, this is how they communicated. I was able to manage this by deleting the screen at most and asking them not to write on the screen, so unfortunately I could not play a very active role." (Buğra, Focus group interview 3)

Other subcategories related to the *'Limited professional learning environment'* generic category are *'Not being able to construct a teacher identity'* and *'Lack of field knowledge (university supervisor)'*:

> **(132)** "I couldn't feel like a teacher, I just think I've improved the method of teaching and using the book." (Sema, Final open-ended questionnaire)
>
> **(133)** "Since our university supervisor was not from our department, although our communication was quite healthy, he had difficulty in clearing the question marks in our minds. I certainly don't blame him because I think he did his best in a very candid way. However, if there are not enough lecturers in our department for all students, why not recruit? Why is this deficiency being tried to be corrected by the lecturers of other departments?" (Kıvanç, Final open-ended questionnaire)

The third generic category of the Constraints main theme is *'Technical and technological problems'*. Under this generic category, with the same title, *'Technical and technological problems'* subcategory emerged. PTs stated that they experienced lack of technological knowledge and technical problems during the online practicum process. Among these technical problems were problems such as power cuts, insufficient internet infrastructure or not having the technological tools to attend the class:

> **(134)** "...I could not apply group work, physical activities and writing activities. Maybe it could be implemented but I didn't know. Teacher candidates who do not know like me can be trained on these subjects." (Ahmet, Final open-ended questionnaire)
>
> **(135)** "Honestly, I had another problem, a technological problem. My thing is, I'm using desktop but there is no camera on the desktop. Technologically, I felt inadequate when I couldn't open my camera at first. They didn't see me, I felt that I couldn't make eye contact, but then I started to join from both the computer and the phone, that's how I got over it." (Taner, Focus group interview 1)
>
> **(136)** "Well, there is a problem in our house, I think, as soon as something is plugged in the socket, the fuse goes out and there is an internet interruption in my every lesson, a slowdown of the internet, that's why I'm so cautious in the house. I tell everyone 'I am going to make a presentation, I will teach a lesson, do not plug anything into the socket or I am bringing the modem as close to my room', etc. I have had many technological problems." (Eymen, Focus group interview 3)

Some PTs stated that they prepared different activities in their lessons, but students did not understand how they would implement these activities. This showed that students were not ready for new materials which mostly include technology:

> **(137)** "Children are so accustomed to the book of the Ministry of National Education that they take the book in front of them and when I want to apply any activity, authentic activity

etc. or how can I say, more colorful, more composite things scare children." (Onur, Focus group interview 1)

PTs stated that their motivation could decrease for different reasons during the online practicum process. Accordingly, *'decrease in pre-service teachers' motivation'* subcategory was created:

(138) "During the pandemic, our energy dropped. I had a lot of negativity on me. Normally, it was my dream to be an English teacher. When I was in the 3rd grade I took a note on my Science book about being an English teacher. Although I've come so far, I didn't want to do my job and I didn't want to do anything." (Umut, Focus group interview 3)

'Attunements' is the main theme that expresses the improvable aspects of the Practice Teaching course. PTs made some suggestions for a better Practice Teaching course experience in response to relevant questions asked in open-ended questionnaire and interviews. Three generic categories have been created under the main theme of Attunements namely *'Professional learning', 'Appliance and materials'* and *'Professional sharing'*. Generic categories and subcategories related to the main theme of Attunements are presented in Table 4.5:

Table 4.5 Main themes, generic categories, subcategories, and frequencies for the attunements of online Practice Teaching course

Main theme	Generic category	Subcategory	*F*
ATTUNEMENTS	Professional learning	Need for: • more professional learning opportunity • socio-emotional context and physical classroom • more time for professional learning • more interaction • more clear instruction	 7 4 3 2 1
	Appliance and materials	• well-organized reflection papers • better infrastructure and technological devices • new materials	2 2 1
	Professional exchange	• more guidance and feedback	4

Illustrated in Table 4.5, based on the answers of the participants, three generic categories namely *'Professional learning', 'Appliance and materials', and 'Professional sharing'* under the main theme of Attunements came out. Under the generic category of '*Professional learning'*, '*Need for more professional learning opportunity', 'Need for socio-emotional context and physical classroom', 'Need for more time for professional learning', 'Need for more interaction'* and *'Need for more clear instruction'* subcategories were constituted later on.

PTs reported that they wanted to play a more active role in the classroom by increasing the observation hours and teaching more during the practicum. In other words, they needed more professional learning opportunity:

> **(139)** "I think the more we teach, the better it is for us. If we are going to observe at least one week, we should teach the next week." (Eymen, Final open-ended questionnaire)
>
> **(140)** "A change can be made for us pre-service teachers to be more active in teaching and to give more lectures." (Furkan, Final open-ended questionnaire)

As mentioned before, it was a disadvantage that the practicum was in an online environment and that PTs could not carry out this process in a physical classroom environment. Related to this, another situation that is recommended to be developed in future applications is expressed by the *'Need for socio-emotional context and physical classroom'* subcategory:

> **(141)** "There should be no online lessons because it doesn't replace a real classroom." (Final open-ended questionnaire)

Regarding the *'Need for more time for professional learning'* subcategory, PTs believed that lesson times were insufficient and needed to be increased. Similarly, they noted the need to give PTs more time:

> **(142)** "The PTs could have been given more time. It is difficult to fully teach and get feedback from students in 1 class hour. I think that trying to teach the topics in 40 minutes both prevents the understanding of the subject and increases the anxiety of the PTs as it makes it difficult for the students to participate." (Sema, Final open-ended questionnaire)

A few of the PTs emphasized that the cooperating teacher, PT and university supervisor need to interact frequently for a better practicum experience, for example:

> **(143)** "I think that the communication between mentor teacher, university instructor and PT should be strengthened. University instructors and PTs should keep in regular contact and clearly state their expectations at the beginning of the semester. In the middle of the term, the weak and strong sides should be discussed and steps should be taken accordingly." (Adar, Final open-ended questionnaire)

One PT mentioned that practicum-related topics and requests (e.g. reflection forms) should be clearly explained:

> **(144)** "Based on my own experience, I can say that in each practicum reflection form, it was unclear exactly which report we would fill out and which I would prepare and submit to our instructor, but then we were able to clarify and prepare." (Büşra, Final open-ended questionnaire)

Parallel to this, another suggestion was that the reflection papers should be reorganized:

> **(145)** "Since we have a limited course environment, we have difficulty in writing different and new things to the reports we keep while observing our teachers in online classes. It may be better if the reports are in word-limited paragraph form." (Ömür, Final open-ended questionnaire)

Moreover, a PT emphasized the necessity of correcting the problems in the online platform used in the practicum process and providing support to students who have problems in reaching to technological tools:

> **(146)** "Infrastructure work should be done by MoNE for Zoom. There may be some technical glitches. Although it is very difficult, internet and computer/tablet facilities should be provided for students. Having students who are unable to enter is a major obstacle to their education." (Nilsu, Final open-ended questionnaire)

In addition, the need to use different educational materials instead of using only textbooks was another suggestion:

> **(147)** "I think that teachers should reduce the teaching of the book as much as possible and try some more fun sharing practices." (Onur, Final open-ended questionnaire)

Some PTs expressed that the opportunity to communicate and receive feedback should be increased during the practicum process:

> **(148)** "During the semester, I could not get feedback from my cooperating teacher in any way after my teaching practices, and I could not get feedback from my university supervisor about my reports and course records. I think communication should be made compulsory for every online teaching practice course in the online process." (Ahmet, Final open-ended questionnaire)

4.4 Summary of the Findings

Overall, these findings provide significant insights into PT's online practicum experiences and stakeholder relationships. Although PTs mentioned more often that they gained professional learning experience in the Online School Experience course they took in the first semester and that the variety of online materials is an advantage, they rarely mentioned the guidance and feedback of their stakeholders and the

flexibility of the online environment. When PTs were asked about their expectations from the Practice Teaching course they were going to take in the second term, categories including items such as professional interaction, constructive feedback, and guidance from stakeholders (peers, cooperating teacher, and university supervisor) became prominent. In a nutshell, PTs expected to be in effective communication and interaction in order to be able to share professionally with their stakeholders throughout their practicum experience. In addition, PTs expected cooperating teachers and university supervisors to provide flexibility and tolerance during this challenging and unprecedented period. Since the practicum process is a process of gaining professional experience for PTs, they desired to gain professional experience with the assistance of their cooperating teachers and university supervisors in the Practice Teaching course. Correspondingly, when asked about the positive aspects of the Practice Teaching course at the end of the semester, the PTs stated that they often had a professional learning experience, were successful in attracting students to the course, and discovered the shortcomings and good aspects about themselves. This showed that PTs were mostly able to meet the expectations of gaining professional experience. In addition, PTs emphasized that they received guidance and constructive feedback from their university supervisors, peers, and cooperating teachers many times. Thus, it is clear that they met their expectations in this direction as well. Regarding the factors of online materials and context, PTs emphasized that they benefited from the diversity of online materials in the Practice Teaching course, as in the School Experience course, and that the online practicum provided them with flexibility in terms of time and space. What's more, other issues that were seen as the affordances of the Practice Teaching course were that PTs had the opportunity to constuct a teacher identity, gain an awareness of students' differences, and give feedback to students.

On the other hand, considering the constraints experienced by the PTs in the School Experience course, communication problems, lack of professional experience and technical and technological problems came to the fore. Besides, problems such as students turning off the cameras and microphones during the lesson and not participating in the lesson have also emerged. When PTs were asked about their expectations from the Practice Teaching course, although most of them stated that they wanted to interact effectively with their stakeholders and gain professional

experience, it was still seen that there was an inadequacy in the interaction and experience dimension in the Practice Teaching course. However, the most prominent category in the main theme of constraints was the lack of interaction with students. In addition, the lack of a real physical classroom environment during the Practice Teaching course limited the possibility of establishing social and emotional bonds with students for PTs. Besides, providing classroom management in the online environment and constructing a teacher identity were also problematic for PTs. The situations such as all PTs not having the same technical and technological opportunities and the deficiencies arising from the infrastructure have caused technical and technological problems to erupt during Practice Teaching. Finally, there has been a decrease in the professional motivation of PTs when their expectations are not met due to different reasons and circumstances.

Lastly, when PTs were asked about the aspects that could be improved in future practices related to the School Experience course, they suggested that there should be changes and improvements in their relations with university supervisors and cooperating teachers, the teaching process, the role of PTs in the classroom, the development of technological and technical problems and the organization of the tasks. Similarly, for future Practice Teaching courses, PTs felt it was necessary to provide professional learning opportunities, to have a physical classroom environment where they could establish emotional bonds and social interaction with students, and to give PTs more time for professional learning environment. Moreover, PTs stated that clearer instructions, better-organized reflection papers, better infrastructure, and technological tools and new materials were required for a better Practice Teaching lesson experience. Finally, guidance and feedback were also deemed necessary by the PTs.

5. DISCUSSION

In this part of the present study, the findings will be discussed by referring the relevant literature. More specifically, it covers the discussion on EFL PTs' professional learning experiences in an ERT practicum experience in addition to the perceived nature of the stakeholder interactions.

5.1 Discussion of the Findings

The global pandemic has undoubtedly affected every sector, and initial teacher education was among them. In addition to the theoretical courses, teacher education programs in Turkey provide field experience courses in which PTs' are expected to attend schools and conduct field studies under the supervision of an instructor form the teacher education department (CHE, 2018). Therefore, during the pandemic, PTs' school visits were canceled, and they had to attend their practicum courses and observe the practices of their cooperating teachers online (Assunção-Flores & Gago, 2020). In the present context, during the 2021-2022 academic year, the transition to online education was born out of necessity rather than a choice (Bozkurt & Sharma, 2020). This situation revealed the concept of 'ERT' (Hodges et al., 2020). Therefore, senior PTs had to continue their practicum experiences at home on their computers or other devices. PTs, university instructors and cooperating teachers had to keep up with this sudden change. The practicum experience is a process that requires interaction and professional sharing with the stakeholders. So, the emergence of online education due to the pandemic has brought up the issue of not only using technology as a teaching tool, but also using strategies to adapt to a different environment and social relations (Bozkurt & Sharma, 2022). Digital transformation has accelerated because of the transition to the online environment during the pandemic period. Bozkurt and Sharma (2022) emphasized that the use of digital technologies and tools is not just a goal of using technology, but a medium to strengthen the education ecosystem. Therefore, the ERT process is about using digital technologies to maintain educational ecosystem rather than just adapting digital technologies to education.

In this process, PTs had experiences that included opportunities and limitations together. Correspondingly, the results of the current study showed that PTs were able to meet most of their professional expectations in Online School

Experience and Online Practice Teaching courses, but they still faced some drawbacks. Some scholars also conducted studies related to teacher education in global pandemic times (Alan et al., 2020; Assunção-Flores & Gago, 2020; Shinta & Aprilia, 2020). And they concluded that ERT is a challenging and immediate process for instructors and students (Al Abiky, 2021; Assunção-Flores & Gago, 2020; Kidd & Murray, 2020).

The findings of the study will be discussed under four main headings, namely, expectations, affordances, constraints, and attunements of EFL PTs' ERT practicum experience. These three main headings are shown in Figure 5.1.:

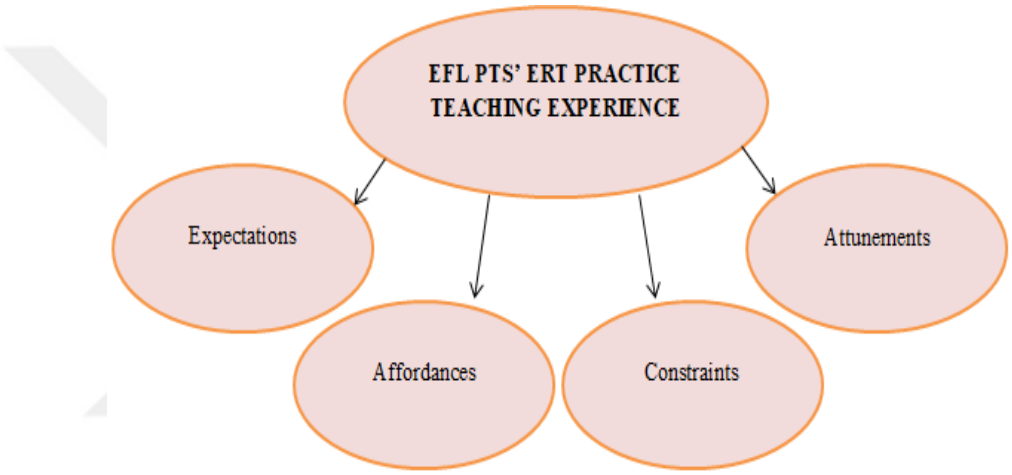

Figure 5.1 Four main themes of EFL PTs' ERT practicum experience

5.2 Expectations

In the first open-ended questionnaire administered to EFL PTs, their expectations from the Practice Teaching course were asked. Different researchers have conducted studies investigating the expectations of PTs. For example, Dinh (2020) investigated pre-service EFL teachers' perceptions of a good EFL teacher and their expectations of good EFL teachers. According to the results, EFL PTs believed that good EFL teachers should have characteristics such as being responsive to students, inspiring, fair, open-minded, and equipped with pedagogical knowledge and skills. In the current study, according to the answers given by the PTs, the main theme of expectations was classified into four subcategories as "*Expectations from the Peers*", "*Expectations from Cooperating Teacher's Guidance*", "*Expectations from University Supervisor's Guidance*" and "*Expectations about Practice Teaching*

Course". PTs stated that they expect to be in professional interaction and effective communication with their peers throughout the practicum process. Nguyen (2013) also emphasized that one way to minimize stress during the pre-service teacher practicum is to speak frankly and openly with your peers.

PTs also stated that cooperating teachers have expectations from their consulting practice throughout their Practice Teaching experience. Among these expectations were constructive feedback and guidance, flexibility and tolerance, and gaining professional learning experience. In the literature, the expectations of PTs from the cooperating teacher were examined by various scholars (e.g., Martinez-Agudo, 2016; Rakıcıoğlu-Söylemez & Eroz-Tuga, 2014). For instance, Rakıcıoğlu-Söylemez and Eroz-Tuga (2014) aimed to reveal PTs' and cooperating teachers' perceived roles and responsibilities considering counseling practice during EFL Practice Teaching. According to the findings, PTs had expectations from cooperating teachers in two categories as instructional practices and mentoring practices. Among the instructional practices, there were expectations such as the use of the target language by the cooperating teachers, the motivation and engagement of the students in the lesson, and self-motivation and energy. In addition, there are expectations such as giving written and spoken feedback to PTs under the name of mentoring practices, providing professional support to them and creating and maintaining a tolerant, professional atmosphere throughout the practicum. These findings are in parallel with the present study.

Interestingly, PTs expect the same from university supervisors as they do from cooperating teachers. In other words, PTs expected constructive feedback and guidance, flexibility and tolerance, and gaining professional learning experience from their university supervisors in the Practice Teaching course. Similarly, Sag (2014) examined the expectations of PTs from cooperating teachers and university supervisors during the Practice Teaching course under the headings of "guidance, leadership, and collegiality". The results showed that although PTs had high expectations from supervisors in terms of guidance, leadership, and collegiality, these expectations decreased over time.

Finally, PTs expressed their general expectations regarding Practice Teaching, which include effective communication with stakeholders, gaining professional learning experience, and student participation. Finally, PTs have

described their general expectations regarding Practice Teaching, which include effective communication with stakeholders, gaining professional learning experience, and student participation. Correspondingly, Ulum (2020) conducted a study aiming at exploring PTs' practicum expectations as well. The results showed that PTs had expectations such as a proper learning environment, stakeholder interaction, a peaceful teaching atmosphere and professional support from teachers.

5.3 Affordances

In EFL PTs' ERT practicum experience, affordances emerged as a theme expressing the positive aspects that PTs experienced covering the following generic categories *professional learning experience, professional interaction, online materials, and context.*

5.3.1 Professional Learning Experiences of PTs in the ERT Practicum

The Practicum course aims to put theoretical knowledge into practice, gain professional experience, and develop skills such as lesson planning (Merç, 2010). After three years of theoretical knowledge, getting into the practice phase is a big step for PTs since they try to develop a teacher identity and gain professional learning experience in a real classroom environment under the supervision of a university supervisor and cooperating teacher (Farrell, 2001). As the results indicated, when PTs were asked about the strengths of the practicum, the **gaining professional learning experience** subcategory received the highest frequency. This result shows similar results to a study conducted by Ersin et al. (2020). In the study, the researchers explored e-practicum and e-mentoring applications that were conducted during the pandemic. The results indicated that PTs found online teaching experience useful in terms of gaining professional learning experience and overcoming online teaching anxiety. Correspondingly, in the current study, PTs indicated that they gained professional experience in integrating online language teaching tools and actively used technology in their classes and teaching practices. What's more, in the study conducted by Shinta and Aprilia (2020), PTs pointed out that they had the impression of their teaching skills to be improved and their professional knowledge and understanding enhanced during the online practicum process.

The second most frequent category in the Practice Teaching course was **providing student engagement**. PTs emphasized that they tried to establish closeness with students during online practicum, use engaging activities in lessons, get to know them, and increase students' interest in the lesson. PTs stated that they were successful in making students active in the lesson and getting answers from them. These findings contrast with Abid et al.'s (2021) findings. Abid et al. (2021) aimed to investigate the lived experiences of university instructors who experience online teaching for the first time due to the global pandemic. The results showed that students' engagement decreased over time, and they did not attend the lesson efficiently. Moreover, in a study conducted by Kidd and Murray (2020), it was reported that teacher educators came across some difficulties in interacting with a larger group of students during online education. Then, they started to develop strategies such as collaborative video challenges and online/offline group work to increase student engagement and interaction.

The results of the current study demostrated that PTs had the **opportunity to reflect on themselves** during online education. In the questionnaires and interviews, PTs conveyed that they had the chance to explore their pros and cons, their decision-making processes and self-regulation skills had improved positively, and they realized that they had improved in terms of technology use. Similarly, in the study of Çamlıbel-Acar & Eveyik-Aydın (2022), some of the PTs stated that they improved their personal skills through online education. For example, they stated that they gained autonomy, their research skills, their ability to use technology, and their problem-solving skills improved. Regarding self-reflection, Alan et al. (2020) and Özüdoğru (2021) stated in their studies that PTs expressed that taking responsibility for their own learning was a positive aspect of online education. Therefore, it can be claimed that EFL PTs' ERT practicum experience revealed opportunities for prospective professionals to reflect on their professional learning through guided reflective prompts. Lastly, PTs discovered the positive and negative aspects of themselves in their online practicum experiences that emerged out of necessity. The ability of PTs to reflect on themselves, to learn from this situation under conditions arising from a compulsory situation, and the attempts to adapt the ERT practicum highlighted the feature of self-organization which is one of the features of Complex Dynamic Systems.

Constructing a teacher identity is one of the most significant issues for PTs in terms of seeing themselves as fit for the profession. The professional identity of teachers affects a teacher's teaching, professional growth, retention in the teaching profession, and other aspects of their life outside of the classroom. It also impacts their individual teaching by influencing their concrete behaviors while teaching (Korthagen, 2004). Moore and Hofman (1988) discovered that teachers with higher professional identities were more likely to overcome their discontent with challenging working conditions, while teachers with weaker professional identities tended to experience lower work satisfaction and increased work stress. In the findings of the current study, some PTs stated that they were able to monitor their professional identity and begin to **construct a teacher identity** by taking an active role in teaching in Practice Teaching. They also stated that the effective interactions they had established with stakeholders also contributed to this professional awareness of self. In relation, in a study by Zhao and Zhang (2017) that investigated the effect of Field Experience on the professional identities of PTs, the results indicated that getting support from their mentors contributed to their professional identity development. Similarly in the present study, the data revealed that when EFL PTs were able to manage effective interactions with the stakeholders of the practicum experience, they referred to their professional development of self-image in the classroom. It would be reasonable to infer that the learning and identity development processes of PTs are dynamic, and the fact that their interaction with stakeholders contributes to the professional identity development of PTs demonstrates the sincere interdependence of the components in the practicum system. In their study with two pre-service EFL teachers, Li et al. (2023) also pointed out that the practicum experiences of pre-service EFL teachers can be viewed as situational interactions within the context of complex learning systems, where learning to teach is practised not just by the PTs themselves but also by the connections between people, institutions, and community discourses.

In terms of **providing feedback to students**, some PTs stated that they had the opportunity to provide feedback to their students by using reinforcing statements or asking them to think again during their teaching practices. However, a study conducted by Nugroho et al. (2021) with EFL teachers showed that providing feedback was a little problematic in an online course. In the study of Nugroho et al.

(2021), teachers stated that they had difficulty giving feedback to students due to the choice of digital platforms or poor internet connection. By referring to the present findings, EFL PTs' perceptions of giving feedback could be different from the instructors' reflections on giving feedback which refers to the EFL PTs' inexperience in conducting student-oriented teaching practices in their classrooms.

5.3.2 EFL PTs' Professional Interactions with Practicum Stakeholders

PTs need guidance, feedback, and interactions from other stakeholders in their professional development. Regular and healthy communication of PTs with stakeholders will contribute positively to their professional learning processes and motivation throughout the practicum. This is related to the "adaptive" feature of the practicum system. Regarding the adaptiveness of complex systems, Larsen-Freeman and Cameron (2008) indicated that change in one aspect of an adaptive system causes transformation as a whole. In a study conducted by Talvitie et al. (2000), additionally, as PTs' reflective journals also indicated, cooperating teachers and university supervisors had a noticeable effect on PTs' professional learning experiences through carefully planned professional encounters. As suggested in the same study, sharing responsibilities and exchanging ideas with peers throughout the practicum contributed to the emotional and professional development of PTs. Taking the current study into account, when EFL PTs were asked about the strengths of the Practice Teaching course, the subcategories with the highest frequency were **providing feedback and guidance (cooperating teacher), effective professional sharing and interaction among peers**, and **providing feedback and guidance (university supervisor)** under the Professional Interaction generic category. In relation, the interactions of PTs with stakeholders have been a matter of curiosity for many scholars (e.g., Karaman et al., 2019; Lee, 2015; Yüksel & Başaran, 2020). In line with this finding, Karaman et al. (2019) conducted a study to investigate the professional learning processes and mentoring interactions of university supervisors, cooperating teachers, and PTs. The findings suggested that this triad should have more open communication and reflective encounters to promote professional exchange among the stakeholders. In the present study, when PTs were asked about their expectations from their peers, university supervisors, and cooperating teachers in the Practice Teaching course, the categories with the highest frequency were

related to establishing professional interaction, feedback, and communication instances throughout the practicum experience. It seems clear that EFL PTs were willing to interact, cooperate, and exchange ideas with their stakeholders during the practicum. In their study, Nguyen (2013) observed that the experimental group who received peer mentoring during the practicum received more psychological support and had professional interaction with their peers. Additionally, in the present study EFL PTs acknowledged to benefit from the professional experience of university supervisors and cooperating teachers. The findings of the surveys, interviews, and post-teaching reflection forms conducted during and at the end of the Practice Teaching course revealed that PTs received the feedback and guidance they expected from their cooperating teachers and university supervisors to a large extent. Besides, it was revealed that they had a lot of opportunities created for professional interaction with their peers. Similarly, in the relevant literature, it is possible to find similar instances related to professional learning. For example, Ersin et al. (2020) conducted a study where PTs micro-teach online and receive e-mentoring throughout to the global pandemic. In the study, PTs taught their friends online and then received feedback from their peers about their teaching. In addition, university supervisors mentored them online after each session. According to the self-reported results of the study, the support PTs received from their peers and e-mentors helped them relieve their concerns and made their classroom practices more effective. In addition, the guidance and feedback they received from their peers and mentors helped them find solutions to problems such as classroom management and infrastructure. Therefore, the effective stakeholder relationships created for EFL PTs to exchange ideas could be highly prioritized in organizing and planning opportunities for practicum-related professional exchange. Overall, professional sharing with peers and interacting with cooperating teachers and supervisors during the practicum create an effective professional learning environment.

5.3.3 Online Materials and Context

Information and Communication Technology (henceforth, ICT) is a medium for both teaching and learning which appears in various forms such as practice exercises and drills in educational networks (Bhattacharjee & Deb, 2016). During the pandemic process, PTs had the chance to integrate the digital platforms they learned before and newly learned into their lessons. To highlight the importance of

technology integration to education, Ersin et al. (2020) suggested that even though PTs attend courses related to the technology in their teacher education programs, the online education during the global pandemic has demonstrated that material preparation and technology integration for online courses ought to be a part of courses in the present program.

In the current study when EFL PTs asked about the affordances of School Experience course of the first semester in the first open-ended survey; 'Online material variety' was among the strong aspects of online practicum. Again, in the final open-ended survey **online material variety** was the most frequently mentioned subcategory of the 'Online materials and context' generic category. As the results suggest, PTs had the opportunity to benefit from different sources, such as videos, games, and images, during the online practicum process. Sepulveda-Escobar and Morrison (2020) also reported similar findings in their study. In their study, Sepulveda-Escobar and Morrison (2020) reported some PTs stated that online teaching replacement as it allowed them to get familiar with various online platforms. They also mentioned that using various online platforms to create materials assisted them in making their classes more appealing. Accordingly, in a study conducted by Çoban and Vardar (2021) with EFL PTs and instructors, having the opportunity to share several materials was found as a positive aspect of online education. Therefore, it is reasonable to infer that online platforms can be a good resource for PTs and instructors to enrich course materials and content during online classes.

Along the same line, some of the PTs thought that online practicum provides them with a more flexible environment and conditions. The second most frequent theme in the online materials and context generic category was **the flexibility of online context**. It is possible to see examples of this finding in the studies in the literature. For instance, in Çoban and Vardar's (2021) study, PTs and instructors stated that their favorite aspects of online education are the flexibility of time and space and the opportunity to repeat the course registrations at a time that suits them. Correspondingly, in Çamlıbel and Eveyik-Aydın's (2022) study, PTs mentioned they were able to re-watch the course sessions and take notes according to their availability. Besides, PTs also asserted that they saved time, money and energy during online education. What's more, in a study conducted by Özüdoğru (2021), as

an opportunity for online education PTs took in the ERT context, it was stated by some PTs that online education provided them flexibility with time and assessment. Thus, it can be concluded that integrating online components into regular face-to-face practicum implementations (e.g., mentoring, and feedback sessions) could bring certain benefits to establishing effective professional learning contexts for prospective teachers.

5.4 Constraints

5.4.1 Limited Interaction Patterns and Professional Sharing

Although the strengths of the online practicum process were discussed in the categories mentioned above, the results showed that PTs also encountered many different problems within this process. Even though it is generally highlighted by the participants that interaction with practicum stakeholders was high, in certain circumstances it was also observed that some of the PTs referred to the limited amount of interaction due to reasons such as the supervisor not being available, not organizing a meeting, not being able to interact too much with peers due to remote education. PTs often stated that they could not interact with students too. This is due to the dynamic and changing nature of the subsystems containing the practicum and its components. Due to the circumstances brought on by the global pandemic, some PTs were able to communicate effectively with practicum stakeholders or students, while others had difficulties while interacting. In a face-to-face practicum practice, interaction and communication with stakeholders were likely to be stronger and more regular. Everything is dynamic in complex dynamic systems; not only do the component parts and agents fluctuate over time, leading to shifting system states, but so do the interactions between the components (Larsen-Freeman & Cameron, 2008). Therefore, the subcategory with the highest frequency of limited interaction and professional sharing generic category was **the lack of face-to-face interaction opportunities with students to establish effective classroom management patterns**. The way to approach face-to-face communication in online education is to turn on the cameras and microphones. However, PTs elaborated that the reason for this lack of communication was that the students turned off their cameras and microphones or they did not actively participate in the lessons. Various studies revealed that PTs and in-service teachers had problems interacting with students during online education in the context of ERT (Ayumi et al., 2021; Özüdoğru, 2021;

Sepulveda-Escobar & Morrison, 2020; Sürüç-Şen & Genç, 2022) For example, in Farrel's (2021) study conducted with novice EFL teachers who had to shift to online education, one of the teachers expressed that they felt angry since some students did not follow their instructions and switched off their cameras and muted their microphones. Furthermore, Özkanal et al. (2020) conducted a study in which PTs observed the lesson taught in the EBA platform during the global pandemic and reflected upon it. Similarly, in the present study, it was confirmed by some PTs that since there were no interaction between the teacher and the students except for the question-and-answer elicitation stages. Therefore, EFL PTs had difficulties with the idea that, the students might get bored with the lesson and not be able to focus enough due to not establishing eye contact as one can do in a regular face-to-face classroom.

The university supervisor and cooperating teacher are two crucial members that constitute the main stakeholders in the practicum process. PTs contribute to their professional development by receiving guidance and feedback from university supervisors and cooperating teachers during their practicum. Many studies have examined the role of university supervisors and cooperating teachers in teacher education and contributing to the professional development of PTs (e.g., Acheson & Meredith, 1987; Aytaç, 2010; Barahona, 2019; Bonville, 2002; Koç, 2012; Russell & Russell, 2011). These studies indicated that university supervisors and cooperating teachers support PTs not only professionally but also emotionally. Covid-19 has brought with it an unprecedented period and PTs have entered a period full of unknowns and uncertainties (Güngör, 2021). PTs hoped to receive extra emotional and professional support during their online practicum. Although many PTs stated that they received constructive feedback and guidance from their cooperating teachers and university supervisors as the affordances of practicum, some PTs stated that there was a lack of feedback and guidance in the present study. Accordingly, **lack of feedback and guidance (university supervisor)** and **lack of feedback and guidance (cooperating teacher)** subcategories were formed under limited interaction and professional sharing generic category. Related to interaction, in Çamlıbel-Acar and Eveyik-Aydın's (2022) study PTs expressed that they could not interact with their instructors and peers during distance education since the online education environment does not resemble to face to face communication. Besides,

they could not find the necessary context to practice their classroom language and classroom management skills. On the other hand, in a study investigating the online mentoring practices of EFL PTs conducted by Tarihoran et al. (2021), the findings showed that the online mentoring applications from social media platforms were effective for PTs. In addition, the findings also indicated that the application of online mentoring is not as effective as face-to-face mentoring.

PTs frequently interact not only with cooperating teachers and university supervisors, but also with their peers during their practicum. During the practicum experience, PTs find the opportunity to exchange ideas about newly learned professional practices (e.g., preparing a lesson plan or a material) and refer to each other's teaching to give feedback to each other after their teaching. When PTs were asked about the expectations of their peers in data collection tools, PTs often stated that they wanted professional interaction and effective communication with their peers. Again, although some PTs claimed that they had the chance to effectively share professionally with their peers during the practicum under the main theme of affordances, some PTs also mentioned the lack of professional sharing and interaction between peers among the constraints of the practicum. This finding contrasts with the results of Donitsa-Schmidt and Ramot's (2020) study. Donitsa-Schmidt and Ramot (2020) reported in their study that PTs improved their collaborative working skills by peer-teaching and giving feedback to each other during the pandemic period. On the other hand, Mohamad-Nasri et al. (2020) informed that during the ERT process, PTs asked their lecturers not to assign them collaborative assignments. However, Mohamad-Nasri et al. (2020) stated that the reason for this situation was not because they did not want to work collaboratively with their peers, but because the students did not see themselves as competent in working collaboratively in an online environment. In other words, PTs thought that their techno-pedagogical knowledge not sufficient enough to exchange ideas with their peers and this was reported to be related to their insufficient organizational skills for professional reflection. Therefore, by examining the findings and discussion, it can be concluded that integrating techno-pedagogical skills into teacher education programs for all stakeholders emerges as a need for future teacher education practices.

5.4.2 Limited Professional Learning Environment

Language teaching is a process that requires perpetual interaction with learners (Allwright, 1984). In addition, language learning can be made more interesting and permanent by using authentic materials and appealing to students' five senses (Carter, 2015). However, teaching language in online education brings some limitations as mentioned before. In a physical classroom setting, PTs would have the opportunity to interact more and present instructions more effectively by making eye contact, speaking face-to-face and using body language with students by means of integrating classroom management skills in their classes. In addition, the activities to be applied in the physical classroom environment are more diverse and applicable because it is easier to provide classroom management. To emphasize that language teachers have different characteristics from other teachers, Borg (2006) aimed to explore the distinctive characteristics of language teachers. According to Borg (2006), language teachers are viewed as distinct in terms of the subject matter they introduce, teaching methodology they implement, and teaching content that is provided in the classroom, the relationships between teachers and students, and differences between non-native and native speakers. In the current study, PTs suggested many times that they did not get the experience they expected because they did not complete the Practicum course in a physical classroom setting and had to complete it online through a virtual professional learning/teaching context. They contended that not being in a physical classroom environment prevented them from practicing various types of activities and ways of interacting with students. Therefore, under the generic category of limited professional learning experience environment, the subcategory with the highest frequency was **the lack of socio-emotional context**. Similarly, Babanoğlu (2021) investigated the effectiveness of the online practice process for cooperating teachers, university supervisors and PTs. The results revealed that most respondents considered that online teaching practicum cannot replace face-to-face practicum. PTs emphasized that students were reluctant to attend the class and PTs could not use online teaching skills that they could use face-to-face. Likewise, many cooperating teachers and university supervisors asserted that the online practicum course was insufficient and ineffective because PTs could not interact with students face-to-face and could not be in a real classroom environment. Moreover, Özüdoğru (2021) investigated the ERT experiences of

Turkish PTs. The results of the study showed that PTs faced social and emotional problems due to the lack of face-to-face communication and the instructors' anxiety. Lastly, Shim and Lee (2020) analyzed the ERT experiences of college students in the context of South Korea. The findings indicated that some students felt dissatisfied with the absence of the school environment. Because in Shim and Lee (2020), the participants reported that it was inappropriate to attend class at home or in a cafe, to have to open a camera, and to expose their privacy.

Some PTs stated that they had problems in establishing classroom management in their online practicum experience. Accordingly, **the lack of establishing classroom management** subcategory emerged from the data analysis. PTs argued that they encountered problems such as the students interfering with the screen during the lesson and trying to communicate with each other on the camera. This finding is similar to the findings of some studies in the literature (e.g., Al Malki & Al Hattali, 2022; Ersin et al., 2020; Farrell, 2021; Shinta & Aprilia, 2020; Kızıldağ & Tuncer, 2022). For instance, in Kızıldağ and Tuncer's (2022) study, PTs mentioned classroom management as a problem in addition to other challenges of online practicum such as lack of interaction with their mentors and time constraints. Moreover, in their study with 4 EFL teachers, Farrell (2021) noted that among the problems that teachers experienced in terms of classroom management in online education, lesson interruption, inappropriate language use, lack of class participation and not being able to follow who was attending the class took place. Similarly, in the current study, PTs stated that they encountered some problems in classroom management and interacting with students in the online classes.

In the present study, **technical and technological problems** were frequently mentioned subcategories in the data. The PTs disclosed that they generally encountered problems such as internet cut-off, power outage, and infrastructure problems. In addition, some PTs stated that they had difficulties during teaching and in-class observation because they did not have the necessary equipment to continue the online practicum course. Correspondingly, Assunção-Flores and Gago (2020) also found in their research that PTs faced technical and technological problems during ERT, such as lack of internet connection and pupils' lack of necessary equipment such as a tablet or laptop. In the current study, PTs also indicated that the technical and technological problems they experienced affected their interactions

with the students and also caused anxiety in them. Moreover, the PTs also talked about problems such as the students interfering with the screen while they are teaching or the students not understanding or following the instruction to participate in the activities. Different studies have confirmed that PTs, teachers and teacher educators face technical and technological problems during ERT (e.g., Assunção-Flores & Gago, 2020; Çamlıbel-Acar & Eveyik-Aydın, 2022; Ersin et al., 2020; Sepulveda-Escobar & Morrison, 2020; Tarihoran et al., 2021). For example, Ersin et al. (2020) pointed out that PTs encountered technical problems during microteaching online, but because they faced such problems in the real classroom environment, they understood that there was nothing to be afraid of and that they could be overcome. Similarly, Çamlıbel-Acar and Eveyik-Aydın (2022) noted that PTs and teacher educators encountered problems such as technical problems and poor internet connection during remote practicum. Connection problems and the infrastructure's not being ready for online education were also observed as a problem for EFL PTs in Hijazi and AlNatour's (2021) research.

Another limitation faced by PTs in the online practicum course was that the students were not **ready for the new materials**. As Ayumi et al. (2021) also pointed out, face-to-face teaching and learning activities were adapted to the online learning environment due to remote education rather than specifically developing materials for remote education practices. Relatedly, in Assunção-Flores and Gago's (2020) study, PTs stated that students had challenges in interacting online and completing assigned tasks due to their poor digital literacy. Similarly, in the present context PTs also mentioned they sought alternative activities to use during online teaching. In this regard, a PT stated that they had difficulty in implementing more interactive and authentic activities with the students because they were accustomed to the textbooks of MoNE and a more stable teaching process. Thus, the findings of the present study reveal the need for adjusting the basic online education requirements for all stakeholders in order to implement effective teacher education practices.

5.4.3 PT Related Problems

What's more, PTs stated that there was a **decrease in professional motivation** in the remote practicum course during the pandemic process. PTs attributed their low motivation to various reasons. For example, one PT mentioned that their student used bots instead of taking the class himself and this made the PT

feel discouraged. What's more, another reason for the decrease in PT motivation was not getting answers from the students. Another PT stated that they did not want to do anything because they were busy with things like working on the Public Personnel Selection Examination during the pandemic period. This finding is in line with Ayumi et al.'s (2021) study who explored that PTs experienced lack of motivation during their online practicum. On the other hand, this finding contradicts the findings of Prastikawati's (2021) study. In Prastikawati's (2021) study, technology-based formative assessment process was applied to pre-service EFL teachers during the global pandemic period. The results showed that, in general, pre-service EFL teachers exhibit positive attitudes towards technology-based formative assessment. In addition, the technology-based formative assessment process increased the motivation to engage in professional sharing among peers. In brief, as suggested by the current study and the literature, although the remote practicum or assessment process creates a lack of motivation for some PTs due to different reasons, there are also studies revealing the technology-based assessment process creates positive perceptions by PTs. If we consider the practicum process as complex systems, the experiences of PTs during their practicum (e.g., lack of interaction with students) and the context they are in affect their motivation. In other words, external changes can pave the way for internal changes. As Larsen-Freeman and Cameron (2008) pointed out, complex systems are not context-independent, and any change in systems affects others. Additionally, the effect of a factor that occurs during the practicum on another factor is compatible with the openness principle of complex systems (Larsen-Freeman & Cameron, 2008).

5.5 Attunements

In the current study, PTs were asked what could be improved in future practicums. Applications that can be changed and developed are categorized under the main theme of attunements. First of all, the most mentioned subcategory by PTs was **the need for more professional learning opportunities** under the Professional Learning generic category. Clearly, PTs thought that they could not get enough professional experience in the ERT practicum experience, which was quite new and unexpected for them. Some studies in the literature have also confirmed the desire of PTs to gain professional experience during practicum. Babanoğlu (2021) also aimed to explore the suggestions of cooperating teachers, supervisors, and PTs about online

teaching practicum, one of the suggested topics was PTs should be given more opportunities for teaching and performing various activities. Similarly, Özüdoğru (2021) also implied in their study that senior PTs should at least be given a chance to teach online. PTs stated that they would like to be on the stage more during the practicum. The practicum is a process where PTs need to have a chance to put what they have learned in theory into practice. Naturally, as the relevant literature also suggested, PTs hoped to gain more professional experience, albeit remotely.

Secondly, in the current study, PTs emphasized **the need for the socio-emotional context and the physical classroom setting** during practicum. In a real classroom setting, PTs may be more comfortable in social interaction with students. In addition, having a physical classroom environment makes it easier for students and PTs to bond emotionally. In other studies in the literature, most PTs recommended that the practicum process be face-to-face (Babanoğlu, 2021). Correspondingly, in a study conducted by Farrell (2021), 4 novel EFL teachers conveyed that they had to re-plan and re-adapt the kinesthetic teaching activities they applied face-to-face in the physical classroom in online classes.

Thirdly, PTs stated that they could not carry out their teaching in a healthy way and their anxiety increased because the lesson times were shortened in the online practicum. Subsequently, some PTs suggested that **more teaching time** be given to PTs in their future practice. Unfortunately, there is no finding related to this subject in the relevant literature.

Additionally, it is clear that students and teachers need a properly functioning electronic device and internet infrastructure in order to have a quality online education experience. So, a need mentioned by PTs was related to the need of proper **technological devices and infrastructure**. Concerning technological and technical issues, in the study Çamlıbel-Acar and Eveyik-Aydın (2022) examined the perceptions of teacher educators and PTs about ERT during the pandemic, teacher educators and PTs suggested that the technical infrastructure should be improved for future online education applications and that technology training should be given to teacher educators and PTs.

Moreover, another development suggestion mentioned was **the use of new materials** online. One of the PTs emphasized that teachers should not stick to the textbook while teaching. Considering this, it was stated in Nugroho et al.'s (2021)

study that a specific module or book could be designed with online activities for EFL teachers. What's more, the reason why PTs or in-service teachers stick to the textbooks can be caused by the fact that PTs may not have enough knowledge about teaching and material use in the online environment on account of the lack of training about teaching online or preparing materials. Relatedly, Gustine (2021) aimed to investigate the challenges of pre-service EFL teachers during the online practicum. According to the findings, PTs ran into some challenges such as lack of pedagogical knowledge to teach in an online class and lack of online assessment knowledge. In the interviews with PTs in the study, they said that they had limited information about video conferencing applications such as Zoom and Google Meet in which they teach online. They also emphasized the need for university supervisors and teachers at the schools they attend to hold special sessions for PTs on ICT practices. As the literature also suggests, PTs need to have adequate training and preparation in order to gain the ability to teach and use various materials in an online environment.

Lastly, PTs mentioned the **need to get more feedback and guidance** from their mentors and supervisors in online practicum. The necessity of cooperating teachers and university supervisors to provide feedback to PTs is also stated in Koşar's (2021) study. During the practicum process, it is essential that PTs communicate adequately and effectively with their practicum stakeholder and receive adequate support from them.

6. CONCLUSIONS AND RECOMMENDATIONS

In this section, methodology, findings and significant conclusions of the study will be summarized. Then, in the light of the findings of this study, some implications for teacher education programs and policymakers will be mentioned for future online practicum applications and regulations. Finally, the limitations of the current study will be discussed, and potential future study topics will be referred.

6.1 Conclusions

The practicum, which is an on-the-job training experience under supervision, is regarded as a vital and significant part of teacher education (Selçuk & Yöntem, 2019). Due to the global pandemic, education at schools and universities had to continue through ERT, and teacher education was no exception. The current study aimed to examine the online practicum experiences and interactions with stakeholders of senior pre-service EFL teachers studying at a state university in the Western Black Sea region of Turkey in the context of ERT, which took place due to the pandemic. Therefore, the present study was designed as a phenomenological study. This study was designed as a phenomenological study because it aims to examine the experiences of many individuals in the same environment about a phenomenon (Creswell & Poth, 2018). As data collection tools, open-ended questionnaires, semi-structured focus group interviews and Post Teaching Reflection forms filled by PTs after their teaching were used. So, the purpose of data triangulation was achieved in this study. The data were analyzed using qualitative content analysis method. The analyzed data were divided into main themes and categories. Data separation was gathered under three main themes namely affordances, constraints and attunements. The main themes of affordances, constraints and attunements showed that PTs had both positive experiences in the practicum they took in the ERT context and had experiences that needed to be changed in future online practicum courses. Based on the data analysis, the affordances theme has more frequencies than the constraints theme.

Under the main theme of Affordances, there are professional learning experience, professional interaction and online material variety generic categories. In terms of professional learning experience, PTs mentioned that they had the opportunity to gain professional experience, they had the opportunity to self-reflect

on their professional aspects and they were able to develop a teacher identity during the practicum. As for professional interaction, they explained that they received sufficient guidance, feedback and professional interaction from their cooperating teachers, university supervisors and peers. Finally, the diversity of online materials and the flexibility of the online environment in terms of time and other issues were also seen as an affordance by most PTs.

When it comes to the main theme of Constraints, although it is often said by PTs that there is effective professional interaction with practicum stakeholders, the lack of interaction with students, not getting enough guidance and feedback from cooperating teachers and supervisors, and lack of professional interaction with peers are among the mentioned subcategories. The lack of a physical classroom environment prevented PTs from forming social and emotional bonds with students. In addition, classroom management has been touted by PTs as a difficult situation to control in the online environment. Moreover, technical and technological problems are also one of the categories often mentioned in the main theme of constraints. In addition, it was also stated that the students were not ready for online materials. Finally, PTs also stated that during this unprecedented period, they lost motivation to focus on different things including online practicum.

The main theme of Attunement includes improvement suggestions of PTs for future online practice processes. In terms of professional learning, PTs recommended that they be provided with more professional learning experience environment and time. Besides, they talked about the necessity of the practicum experience to take place in a physical classroom setting that includes the socio-emotional context. They also stated that they expect to have more communication and professional interaction with practicum stakeholders. As for the corrections on appliance and materials, PTs suggested that the reflection papers they filled during the practicum experience should be organized and better organized according to the online environment. They suggested improving the technical infrastructure and providing support for technological tools. In the professional exchange generic category, they recommended that practicum stakeholders engage more professionally.

In general, PTs have often emphasized gaining professional learning experience as a strong aspect of the field experience. Meanwhile, the limitations of the ERT Practice Teaching experience included the lack of professional learning

opportunities according to some EFL PTs. In addition, gaining more professional learning experience has a high frequency among the other aspects of professional learning related to practicum context. The frequent emphasis by PTs on gaining professional learning experience has shown that PTs perceived the practicum process as a great opportunity for their professional learning and development.

In conclusion, this unprecedented and unexpected practicum experience in the context of ERT has brought about a period in which PTs experience positive and challenging situations. Whether it is distant or urgent, the online education process requires systematic preparation and planning for all parties in teacher education. Although the concept of distance education has been in our lives for a long time, the concept of ERT is a completely new and different situation and it has shaped the experiences of all practicum stakeholders in diverse ways. It is obvious that policymakers and teacher educators should develop backup plans to smooth the transition process and not to be caught off guard for other unexpected situations that may occur in the future. In the continuation of the study, some implications are presented for policymakers, teacher educators and other practicum stakeholders, including the ERT practicum experience that may be encountered in the future and the issues to be considered in the practicum experience in general.

6.2 Implications

The findings of this study can provide some development suggestions for teacher education programs and policymakers in case of possible future ERT practicum implementations to move forward in a better and more efficient process for practicum stakeholders.

The fundamental goal of the practicum is to provide PTs with genuine hands-on experience in teaching which is required to improve their teaching skills and gain experiences to prosper their professional learning process (Ulvik & Smith, 2011). However, sometimes things don't go as planned and usual, and the Covid-19 global pandemic is proof of that. Like many other education processes, practicum also had to take place online due to the shutdowns of educational institutions. Although distance education has been in our lives for many years, ERT was all about the transition to an online environment born of necessity (Hodges et al., 2020). Teacher educators, cooperating teachers, and PTs tried as best they could to adapt to this situation, which they encountered for the first time. Considering that the global

pandemic we experienced is not the last and the potential health crises we may face in the future (World Health Organization, 2020), making some improvements for future online practicum applications will contribute to practicum stakeholders to better cope with unexpected situations and have a more productive practicum experience. Additionally, the suggestions to be mentioned can be taken into account not only for online practicums but also for face-to-face practicum applications in general.

In the present study, PTs claimed that they had the opportunity to self-reflect about themselves during the practicum. As the relevant literature suggests (Alan et al., 2020; Çamlıbel-Acar & Eveyik-Aydın, 2022; Özüdoğru, 2021), various self-reflections such as PTs taking responsibility for their own learning during the online practicum, improving their self-regulation skills, and realizing that their problem-solving skills improved were discussed as positive aspects of the online practicum process. In the light of these findings, teacher education departments can integrate guided reflective prompts into field experience courses, creating an opportunity for PTs to observe their own development more closely. Thus, PTs can hold reflective sessions on their teaching and professional learning processes with university supervisors and peers, either online if necessary or face-to-face, for future practicum applications.

Considering that teachers with professional identity awareness cope better with challenging situations they encounter (Moore & Hoffman, 1988), developing a teacher identity is quite vital for PTs to see themselves as suitable for the profession and to feel belonging. The findings of the present study indicated that taking an active role in Practice Teaching course assisted PTs to construct a teacher identity. In another perspective, Zhao and Zhang (2017) explored in their study that getting support from their mentors contributed to PTs' professional identity development. So, mentors can play a significant role in helping PTs'. Given the support of mentors and the substantial role that the Practice Teaching process plays in PTs developing a teacher identity, teacher education programs can involve PTs in decision-making about mentor and school selection.

The technological and technical problems they experienced during the practicum experience were a topic frequently mentioned by EFL PTs. Internet infrastructure can be developed in future online education applications. Moreover,

universities can provide infrastructure support for PTs to provide easy access to the Internet. In the current study, PTs stated that they did not have the proper equipment to continue the online practicum. To address this issue, universities can temporarily provide PTs with the necessary equipment they will use throughout their practicum. In the future, systematic ICT training should be given to PTs, cooperating teachers and university supervisors or ICT courses and online teaching assessment procedures can be integrated into the curricula of teacher education programs so that they can be more competent and familiar with the online education process. Parallel with this suggestion, in Çamlıbel-Acar and Eveyik-Aydın's (2022) study which aimed to explore the perceptions of PTs and teacher educators about ERT, PTs and teacher educators suggested that technical infrastructure can be developed for future online education applications and technology training should be provided with teacher educators and PTs.

Throughout the Practicum experience, university supervisors and cooperating teachers should clearly articulate their expectations from PTs and this triad should be in regular contact. Talking about a concept called the 'Professional Learning Community', Nguyen (2016) suggested that cooperating teachers, university supervisors and PTs can set common goals and communicate effectively and make the practicum process more fruitful.

In the current study, some PTs stated that they could not get enough constructive feedback and guidance from their cooperating teachers. In addition, the fact that they could not interact sufficiently with their cooperating teachers during the practicum was presented as a constraint by the PTs. As indicated in Practice Teaching directive, cooperating teachers get a training related to mentoring and given a certificate by the MoNE (MoNE, 2018). Although the content of the mentoring training given by MoNE is not fully known, cooperating teachers do not receive any special mentoring training other than the certificate given by MoNE. The lack of a specific training program for cooperating teachers in the relevant literature has also been stated by different researchers (Gürsoy et al., 2013; Keller & Grossman, 1994; Sudzina et al., 1997). Applegate and Lasley (1982) also recommended special training for cooperating teachers. In the light of the findings in the literature and the current study, cooperating teachers who will mentor PTs can be provided with a more comprehensive training on how to better guide PTs during the

practicum process. Akçamete (2010) also suggested that cooperating teachers should be included in a planned mentor training process to train PTs, and mentors should be selected from among teachers who regularly attend in-service training, renew themselves, and follow up-to-date information in their field.

In the current study, some PTs stated that they did not have the chance to gain enough professional experience during the online practicum. In future online practicum applications, PTs may be given more teaching opportunities and time. Besides, PTs also conveyed that the absence of a physical classroom setting as a disadvantage in the online practice in the current study. In future online practicum applications, a virtual classroom can be created and a more realistic experience can be obtained.

6.3 Further Studies

The findings of this study may shed light on further studies that can be conducted in the future. The current study examines EFL PTs' practicum experiences, challenges, and recommendations for future online practicum in the context of ERT. Even if not in the context of ERT, studies can be conducted in which other difficult situations or any online professional learning experiences to be carried out in the future or the practicum processes. This study is a qualitative phenomenological study. Semi-structured focus group interviews, open-ended surveys and post-teaching reflection forms filled by PTs after teaching were used as data collection tools. Data collection tools such as observation or reflective diaries can also be used in potential future studies examining the lived practicum experiences of PTs. In addition, mixed-methods or quantitative studies can be carried out to reveal numerical data and increase the generalizability of the study.

Moreover, since this study only examines the ERT practicum process, studies examining the experiences of PTs and stakeholder interactions in physical classroom settings or hybrid practicum processes can be conducted. In this study, only the challenges and experiences of PTs about online practicum were examined. In potential future practicum studies, the experiences and recommendations of other practicum stakeholders such as cooperating teachers and university supervisors can be additionally explored. Lastly, in this study, the lived experiences of 44 senior EFL PTs studying at a large state university were examined. In order to generalize the

results, further studies can be conducted with more participants in different universities could increase the generalizability of the findings as well.

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8. APPENDICES

APPENDIX 1 Participant Information Form

KATILIMCI BİLGİLENDİRME FORMU

Acil Durum Uzaktan Öğretim Uygulaması Sürecinde Hizmet Öncesi İngilizce Öğretmen Adaylarının Mesleki Öğretim Deneyimleri ve Paydaş Etkileşimleri adlı bu çalışma, Covid-19 dolayısıyla çevrimiçi olarak zorunlu uzaktan eğitim deneyimi ile Öğretmenlik Uygulaması dersi sürecindeki İngilizce öğretmen adaylarının, sınıf içinde yaşadıkları mesleki öğrenme deneyimleri ile paydaşlarla etkileşimlerinin mesleki öğrenme süreçlerine katkısını incelemeyi amaçlamıştır. Elde edilen cevaplar ve veriler sadece bilimsel amaçlı kullanılacaktır.

Araştırmaya katılma kararınız tamamen gönüllü olmanıza bağlıdır ve istediğiniz zaman vazgeçme hakkına sahipsiniz. Kişisel bilgileriniz gizli tutulacaktır ve sorulara vereceğiniz yanıtlar kimliğinizi yansıtmayacaktır. Araştırmanın amacına ulaşması için sizden açık uçlu anket sorularını içeren bir formu ve görüşme sorularını samimiyetle ve eksiksiz yanıtlandırmanız, anket soruları için 20 dakikanızı ve görüşme için yaklaşık bir saatinizi ayırmanız beklenmektedir. Herhangi bir sorunuz olursa .l.com adresine ulaşabilirsiniz.

Uygulama sırasında vereceğiniz cevaplar ve kişisel bilgiler sadece araştırma kapsamında kullanılacak ve kesinlikle gizli tutulacaktır. Sorulara vereceğiniz her bir yanıt araştırmanın tamamlanabilmesi için çok önemlidir ve bu yüzden ankette yer alan soruların tamamına içtenlikle cevap vermenizi rica ediyoruz. Soruların cevaplarında doğruluk ya da yanlışlık aranmamaktadır. Araştırma ilgili herhangi bir sıkıntı yaşamanız, sormak istediğiniz sorular olması durumunda yukarıda verilen mail adresi ile iletişime geçebilirsiniz.

Bu araştırmada açık uçlu anket sorularını doldurmak ortalama 20 dakika ve görüşmeler ortalama 1 saat sürecektir. Bu araştırmaya katılmak tamamen gönüllülük esasına bağlıdır. Araştırmaya katılmamak ya da katılımdan vazgeçmek herhangi bir olumsuz sonuç doğurmayacaktır. Uygulamanın istediğiniz anında, araştırmadan ayrılmak istediğinizi uygulayıcıya herhangi bir neden veya koşul belirtmeden ifade edebilir ve ayrılabilirsiniz. Araştırmada size verilen konular veya uygulamalar dışında herhangi bir rahatsızlık hissettiğinizde araştırmayı bırakmanız da mümkündür. Bu konuda size olumsuz dönecek herhangi bir sorumluluğunuz yoktur.

APPENDIX 1 Continued

Ayrıca, araştırmada, uygulama esnasında sizin dışınızda doğabilecek herhangi bir maddi hasardan, herhangi bir şekilde sorumlu tutulmayacaksınız.

Araştırma sonunda, araştırma sonucu ile bilgi talep etmeniz durumunda, elde edilen bilimsel bilgiler paylaşılabilecektir. Lütfen sorularınızı araştırma sonunda araştırmacıya hiç çekinmeden sorunuz.

Araştırmamızın sağlıklı bir şekilde gerçekleşebilmesi için bu bilgilendirme formunu okuyup onaylamanız gerekmektedir. Araştırmaya katılmayı kabul ettiğiniz ve katkıda bulunduğunuz için çok teşekkür ediyoruz.

Okudum ve kabul ediyorum.

İmza:
Adı / Soyadı:
Tarih:

APPENDIX 2 Consent Form

ONAM FORMU

(Araştırmacı nüshası ve Katılımcı nüshası olmak üzere iki nüsha halinde basılmalı ve imzalı araştırmacı nüshası saklanmalıdır. Gerekli olduğunda İAEK tarafından onam formları istenebilir)

Araştırmanın Adı: İngilizce Öğretmen Adaylarının Çevrimiçi Öğretmenlik Uygulaması Dersinde Mesleki Öğrenme Süreçleri ve Paydaş Etkileşimlerinin İncelenmesi

	Evet	Hayır
Bilgilendirme Formunu okudunuz mu?	☐	☐
Araştırma projesi size sözlü olarak da anlatıldı mı?	☐	☐
Size araştırmayla ilgili soru sorma, tartışma fırsatı tanındı mı?	☐	☐
Sorduğunuz tüm sorulara tatmin edici yanıtlar alabildiniz mi?	☐	☐
Araştırma hakkında yeterli bilgi aldınız mı?	☐	☐
Herhangi bir zamanda herhangi bir nedenle ya da neden göstermeksizin araştırmadan çekilme hakkına sahip olduğunuzu anladınız mı?	☐	☐
Araştırma sonuçlarının uygun bir yolla yayınlanacağına katılıyor musunuz?	☐	☐
Yukarıdaki soruların yanıtları size kim tarafından açıklandı? *Lütfen ismini yazınız…*		

İmza:

Katılımcının Adı ve Soyadı:

Tarih:

APPENDIX 3 Open-Ended Questions

Dönem başında cevaplanacak olan açık uçlu anket soruları-örnek	
1-	2020-2021 güz döneminde aldığınız Okul Deneyimi dersindeki mesleki öğrenme deneyimlerinizi nasıl tanımlarsınız? Ne gibi zorluklarla karşılaştınız (örn. okul deneyimi dersinin işleyişi, içerik, ders uygulamaları, öğrencilerle etkileşim)?
2-	2020-2021 güz döneminde aldığınız Okul Deneyimi dersinin güçlü yönleri nelerdi? Nelerin değiştirilmesi gerektiğini düşünüyorsunuz?
3-	2020-2021 Bahar döneminde gerçekleşecek olan Öğretmenlik Uygulaması dersinden genel olarak beklentileriniz nelerdir?
4-	2020-2021 Bahar döneminde alacağınız Öğretmenlik Uygulaması dersinde akranlarınızla iletişiminizden beklentileriniz nelerdir?
5-	2020-2021 Bahar döneminde alacağınız Öğretmenlik Uygulaması dersinde okul öğretmeninin danışmanlık uygulamalarından beklentileriniz nelerdir?
6-	2020-2021 Bahar döneminde alacağınız Öğretmenlik Uygulaması dersiyle ilgili üniversite danışmanınızdan beklentileriniz nelerdir?

APPENDIX 4 Focus Group Interview Questions

Dönem ortasında gerçekleşecek olan odak grup görüşme soruları-örnek
1- Öğretmenlik Uygulaması dersine çevrim içi katılmanın olası avantajları nelerdir? Açıklayınız.
2- Öğretmenlik Uygulaması dersi boyunca akranlarımızla olan etkileşiminizi nasıl tanımlarsınız?
3- Öğretmenlik Uygulaması dersi boyunca okul öğretmeniyle olan etkileşiminizi nasıl tanımlarsınız?
4- Öğretmenlik Uygulaması dersi boyunca üniversite danışmanımızla olan etkileşiminizi nasıl tanımlarsınız?
5- Öğretmenlik Uygulaması dersi boyunca sınıftaki öğrencilerle olan etkileşiminizi nasıl tanımlarsınız?
6- Öğretmenlik Uygulaması dersinde şu ana kadar yaşadığımız mesleki öğrenme sürecini nasıl tanımlarsınız?
7- Şu ana kadar yaşadığımız sorunlar neler? Bu sorunlarla başa çıkmak için nasıl bir yöntem izliyorsunuz?
8- Sınıf yönetiminde sizin rolünüz nedir? Açıklayınız.
9- Öğrenciler arasındaki sınıf içi etkileşimi sağlamada rolünüzü açıklayınız.
10- Kendinizi öğrenciler arasındaki etkileşimi sağlamada ne kadar yeterli görüyorsunuz?
11- Sınıf içinde öğrencilere ne ölçüde geri bildirim sağlıyorsunuz? Sağladığınız geri bildirimin ne kadar etkili olduğunu düşünüyorsunuz?
12- Öğretmenlik Uygulaması dersi için ders planı ve materyal hazırlama süreçlerinizi tanımlar mısınız?
a. Öğretmenlik Uygulaması dersi için çevrim içi materyallerden ve uygulamalardan yararlanıyor musunuz?
b. Staj deneyiminizde, teknolojik materyallerden yararlanmada kendinizi ne kadar yeterli görüyorsunuz?
13- Bu süreçteki öğretmenlik deneyiminizi nasıl yorumlarsınız?

APPENDIX 5 Open-Ended Questions 2

Ek 3: Açık uçlu anket soruları
Dönem sonunda cevaplanacak olan açık uçlu anket soruları-örnek

1-Bu dönem almış olduğunuz çevrim içi Öğretmenlik Uygulaması dersindeki mesleki öğrenme deneyimlerinizi nasıl değerlendiriyorsunuz? Ne gibi zorluklarla karşılaştınız (örn. okul deneyimi dersinin işleyişi, içerik, ders uygulamaları, öğrencilerle etkileşim)
2-Bu dönem almış olduğunuz çevrim içi Öğretmenlik Uygulaması dersinin güçlü yönleri nelerdir?
3-Bu dönem almış olduğunuz çevrim içi Öğretmenlik Uygulaması dersi için nelerin değiştirilmesi gerektiğini düşünüyorsunuz?
4-Öğretmenlik Uygulaması dersinin genel olarak mesleki öğrenmeye yönelik beklentilerinizi ne ölçüde karşıladığınızı düşünüyorsunuz?
5-Öğretmenlik Uygulaması dersinde akranlarınızla olan iletişiminizi nasıl değerlendirirsiniz?
6-Öğretmenlik Uygulaması dersinde okul öğretmeninin danışmanlık uygulamalarından beklentilerinizi ne ölçüde karşıladığınızı düşünüyorsunuz?
7- Öğretmenlik Uygulaması dersiyle ilgili üniversite danışmanınızın danışmanlık uygulamalarının beklentilerinizi ne ölçüde karşıladığınızı düşünüyorsunuz?

APPENDIX 6 Post-Teaching Reflection Forms

Post-teaching Reflection Form

1. What did you plan for the lesson?
2. What went well in the lesson? What were you **most happy** with (in terms of your own performance, the students' performance, the teaching materials, activities, etc.) in the lesson?
3. What went wrong in the lesson? What were you **least happy** with in the lesson?
4. If you were to teach this lesson again, what would you do differently? And how? Explain in detail by giving examples.