AN EXPLORATION ON MENTORING PROCESS IN ELT PRACTICUM: PERSPECTIVES OF STUDENT TEACHERS, COOPERATING TEACHERS, AND SUPERVISORS

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Approval of the Graduate School of Social Sciences

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ABSTRACT

AN EXPLORATION ON MENTORING PROCESS IN ELT PRACTICUM: PERSPECTIVES OF STUDENT TEACHERS, COOPERATING TEACHERS, AND SUPERVISORS

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The present study aimed to investigate mentoring practices by focusing on the fulfillment of mentoring roles-responsibilities, and problems encountered in practicum from the viewpoints of three actors, who are namely student teachers, supervisors, and mentors.

The participants of the study were 194 student teachers who were senior students from English Language Teaching departments at three state universities in Ankara, ten supervisors who actively supervised Practice Teaching course at the above-mentioned departments in Spring 2016 term, and ten cooperating teachers with whom the supervisors cooperated with at practice schools.

A sixty-item instrument developed by the researcher was utilized to collect quantitative data from student teachers after the factor and reliability analyses had been conducted. Supervisors and mentors were interviewed via semi-structured individual interview schedules also developed by the researcher. Statistical Package

for the Social Sciences was used to obtain descriptive statistics, and the interviewees responses were analyzed via content analysis.

The findings of the study indicated that the student teachers agreed on the fulfillment of their mentors' protector, facilitator-supporter, observer-feedback provider, and friend-colleague roles whereas they partially agreed on the fulfillment of trainer-informant, role model, assessor-evaluator, collaborator, and reflector roles. Moreover, the actors' perspectives on problems regarding practicum were defined under five themes: student teacher related, supervisor related, mentor related, practice school related, and practicum process related problems.

The findings of this study can make contributions to planning-implementation stages of the practicum process, and help teacher education institutions improve mentoring practices with the detected problems and proposed recommendations.

Keywords: Mentoring, student teachers/mentees, supervisors, cooperating teachers/mentors, teacher education.

ÖZ

İNGİLİZ DİLİ ÖĞRETİMİ ÖĞRETMENLİK UYGULAMASINDA REHBERLIK SÜRECİNİN ÖĞRETMEN ADAYLARININ, UYGULAMA ÖĞRETMENLERİNİN VE UYGULAMA ÖĞRETİM ELEMANLARININ BAKIŞ AÇISIYLA İNCELENMESİ

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Bu çalışma, uygulama öğretmenlerinin rol ve sorumluluklarını gerçekleştirmesi üzerine odaklanarak rehberlik faaliyetlerini ve üç aktörün; öğretmen adayları, uygulama öğretmenleri ve uygulama öğretim elemanlarının, bakış açılarından Öğretmenlik Uygulaması'nda karşılaşılan sorunları incelemeyi amaçlar.

Çalışmanın katılımcıları, Ankara'da bulunan üç devlet üniversitesinin İngiliz Dili Öğretimi bölümlerinden 194 öğretmen adayı, bu bölümlerde Bahar 2016 döneminde Öğretmenlik Uygulaması dersini yürüten olan 10 uygulama öğretim elemanı ve onların uygulama okullarında iş birliği yaptıkları 10 uygulama öğretmenidir.

Araştırmacı tarafından geliştirilen 60 maddelik bir ölçek, faktör ve güvenilirlik analizleri gerçekleştirildikten sonra öğretmen adaylarından nicel veri toplamak için kullanılmıştır. Uygulama öğretmenleri ve uygulama öğretim elemanlarıyla da yine araştırmacı tarafından geliştirilmiş yarı yapılandırılmış bireysel görüşme formları

kullanılarak görüşmeler yapılmıştır. SPSS Paket Programı betimsel istatistikleri elde etmede kullanılmış, görüşmeye katılan aktörlerin görüşleri ise içerik analiziyle çözümlenmiştir.

Çalışma sonuçlarına göre, öğretmen adayları uygulama öğretmenlerinin eğitici-bilgi verici, rol model, değerlendirici, işbirliği, ve yansıtıcı rollerini gerçekleştirdiğine kısmen katılırken koruyucu, yardımcı-destekleyici, gözlemci-geri dönüt sağlayıcı ve arkadaş-meslektaş rollerini gerçekleştirdiğine katılmıştır. Buna ek olarak, aktörlerin rehberlik sürecindeki problemlere yönelik görüşleri beş tema altında, öğretmen adayına ilişkin, uygulama öğretim elemanına ilişkin, uygulama öğretmenine ilişkin, uygulama okuluna ilişkin ve öğretmenlik uygulaması sürecine ilişkin problemler olarak tanımlanmıştır.

Bu çalışmanın bulguları, saptanan problemler ve sunulan önerilerle, öğretmenlik uygulaması sürecinin planlama-uygulama aşamalarına ve öğretmen yetiştiren kurumların uygulama öğretmenlerinin rehberlik faaliyetlerini iyileştirmesine katkıda bulunabilir.

Anahtar Kelimeler: Uygulama öğretmenliği, öğretmen adayları, uygulama öğretim elemanları, uygulama öğretmenleri, öğretmen eğitimi.

To my parents, Aysel-Ceyhan AYDIN
&
my supervisor, Prof. Dr. Ahmet OK...

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LIST OF ABBREVIATIONS

STMS	Student Teacher Mentoring Scale
SIS	Supervisors' Interview Schedule
MIS	Mentors' Interview Schedule
ST	Student Teacher(s)
CT	Cooperating Teacher(s)/Mentors
ELT	English Language Teaching

CHAPTER 1

INTRODUCTION

1.1 Background of the Study

Teachers are considerably responsible for realizing the aims of national education for the prospect of a country. Herein, teacher education dominates the core of many issues in education for each nation. It represents educating a rising generation in the long term, which will be taught by the teachers we currently educate. Teacher education process is comprised of pre-service and in-service education phases in which teachers are required to gain essential knowledge, skills, and behaviors.

Signified as one of the most prominent components of pre-service teacher education, practicum/practice teaching speaks for student teachers' key performances regarding real life teaching which embraces a much wider perspective than the ones written in methodology books. It is aimed to raise teachers who not only know their content, but also know how to teach it heartily through appropriate pedagogy. Therefore, rather than essentially reiterating theoretical aspects, which cannot guarantee effective teaching, student teachers should be trained in the actual field (Şimşek & Yıldırım, 2001). Along the same line, Doyle (1990, as cited in Seferoğlu, 2006) defines main aims and functions of teacher education and determines qualities of an ideal teacher "who can efficiently cope with the real world of schooling." In this sense, practicum "lying at the heart of teacher development process" (Mutlu, 2014, p. 1) has a crucial mission so as to prepare prospective teachers for their future profession.

The rise of practicum in pre-service teacher education dates back to the early 1900s when John Dewey pioneered learner-centered education (Kiraz, 2003). This approach raises the need for a more school-based pre-service teacher education in which cooperating teachers (mentors) will reveal the necessary connection between

theory and practice, guide student teachers in teaching practices, and evaluate their teaching performances (Duquette, 1996; Sinclair, 1997; as cited in Hudson, Skamp & Brooks, 2005). Hence, practicum is of crucial importance in that it provides required teaching opportunities for student teachers allowing them to bridge the gap between their theoretical knowledge and practice by sensing the actual atmosphere both in the classroom and the school setting. To achieve this aim, three actors are equally important in this period.

These actors are namely: student teachers as mentees, cooperating teachers as mentors, and university instructors as teaching practice supervisors. That is why, the system points out the eminence of cooperation and partnership for practice teaching schools and teacher education faculties (Şimşek & Yıldırım, 2001). In this three-tiered system, mentors play the leading role in terms of mentees' progress in practicum (Cochran-Smith, 1991; Damar & Salı, 2013; Maphalala, 2013). Nevertheless, Hudson, Uşak, and Savran-Gencer (2010) and Ekiz (2006) assert that mentoring practices fulfilled in schools are considered long on theory, but short on practice. Similarly, in their studies, Rajuan, Beijaard and Verloop (2010) point out that there is an overt problem in the clarification of mentoring roles and the framework of mentoring seen as complicated and troublesome.

Ok (2005) raises concern over conflicting role expectations, insufficient communication and collaboration among these actors. Likewise, cooperating teachers (mentors) do not have enough awareness in their mentoring roles (Duquette, 1996; Gürsoy & Damar, 2011), and they may not be in compliance with their mentees while sustaining teaching practicum (Abiddin & Hassan, 2012). Moreover, their assumed and actual contributions to practicum are not in line with each other, which uncovers a discrepancy between their claims and actions (Gürsoy & Damar, 2011; Sanders, Dowson, & Sinclair, 2005). In other words, whereas they assume to be knowledgeable and competent enough to carry on mentoring practices, this assumption may not overlap their real practices.

Based on this framework, it is notable to remark that during practicum period, student teachers are predominantly involved in a mutual interaction with their cooperating teachers in schools, most of whom are not specifically trained for being a mentor, and not much aware of their mentoring roles and responsibilities to fulfill in that period. This situation brings about an ambiguity and poses an obstacle to well-defined mentoring practices, which might also cause undesirable experiences for student teachers while they are being mentored. On the other hand, practicum, which gains a meaning through mentoring and mentors' fulfillment of their mentoring roles and responsibilities, might turn into a problematic process despite its being the most important period for student teachers to decide whether they desire to proceed a teaching career or not. Therefore, it is required to examine such a vital period for teacher education on the grounds of mentoring practices with the purpose of revealing what works and what does not in the cooperation of the whole practicum triad. In this regard, the aim of this study is to investigate current mentors' roles-responsibilities and problems encountered in mentoring process from the perspectives of student teachers (mentees), cooperating teachers (mentors), and supervisors.

1.2 Purpose of the Study

According to Alkan and Hacıoğlu (1997) teacher education in Turkey has a long history which goes 150 years back; however, the current situation is not in line with the expected mark in spite of the regulations and changes carried out in last 30 years (Yıldırım, 2011). This deadlock arose from the gap between the Ministry of National Education, which is supposed to employ teachers, and the Council of Higher Education, which is supposed to train teachers, in terms of coordination and cooperation (Aydın & Baskan, 2005).

The first big step was taken in 1982 when pre-service teacher education was completely put under the roof of universities. Afterwards, teacher education curriculum was re-arranged by the Council of Higher Education in 1998, and "teaching practice" was boosted as a neglected aspect in teacher education programs

(Yıldırım, 2011). Practical aspects of the courses in curriculum were enriched so that student teachers might have more chances to experience vividly the profession of teaching and to become professionally mature teacher candidates (Aydın & Baskan, 2005). The rules, regulations, and responsibilities regarding practicum process were also explicitly specified in School-Faculty Partnership Manual (CHE & World Bank, 1998).

The literature also underpins this progress through reporting the prominence of practicum. For instance, Tomlinson (1995) argues for the necessity of student teachers' hands-on experience and engagement in teaching practice together with both cooperating teachers and supervisors. In the same vein, student teachers perceive that "real" learning of how to teach starts when they meet students in a real classroom because teaching is an "essentially practical activity" (Furlong, 2010, p.13). Furthermore, Woods-Mays and Weasmer (2003, as cited in Ok, 2005) and Damar and Salı (2013) also declare the significance of practicum which enables opportunities for pre-service teachers in order to embody their values, beliefs, and skills related to teaching.

Although key value of the practicum process is determined in abovementioned studies, it is unfortunately impossible to declare that teacher education institutions and practice teaching schools have prevalent cooperation and coordination in practicum (Aydın & Baskan, 2005). Besides, a systematic mentoring system is not provided. These gaps lead to complexities owing to lack of communication among student teachers, cooperating teachers, and supervisors (Yeşilbursa, Söylemez, & Rakıcıoğlu-Söylemez, 2012). Therefore, practicum process is surrounded by "tension, conflicts, and contradictions" among the actors (Maynard, 2000, p. 28), which requires in-depth research to uncover these complexities owing to the above-raised ideas and issues.

The purpose of this study is to examine roles-responsibilities of mentors and problems encountered in mentoring from which participants have possibly suffered

during English language teaching practicum. The aim is to have a broader set of data, which portrays the teaching practice process with its participants, namely student teachers, cooperating teachers, and supervisors. The study also aims to find out the perspectives of these participants on mentoring process in relation to mentoring roles-responsibilities, and problems to reveal possible reasons for disparities in ELT practicum.

Regarding this purpose, the following research questions are formulated for the present study.

1. What are the perspectives of student teachers, mentors/cooperating teachers themselves, and supervisors on ELT mentors' fulfillment of their mentoring roles and responsibilities?
2. What are the perspectives of student teachers, mentors/cooperating teachers themselves, and supervisors on the problems of ELT practicum?

1.3 Significance of the Study

This study is expected to promote teacher education in the field of English language teaching as an evolving area of today's education world. Although many studies were conducted to shed light on practicum process in teacher education, they had an overall tendency to consider this process from chiefly student-teachers' point of view, pushing the other participants into the background.

Based on the literature, it can also be asserted that previous studies mostly handled drawbacks or effectiveness in practicum in general terms by approving in advance that cooperating teachers already have required skills for mentoring teaching practice, and they are already aware of their mentoring roles and responsibilities. Nevertheless, as cited by Arnold (2006), Brooks and Sikes (1997) state that "Not everyone can, or should be, a mentor. Simply being a good teacher is not enough, for mentoring is not a straightforward extension of being a school-teacher. Different perspectives, abilities, aptitudes, attitudes, and skills are necessary." (p. 66). The

same argument maintained by Feiman-Nemser, Parker and Zeichner (1990) is that mentoring is substantially disparate from classroom teaching, and it craves different skills. That is why; this study especially deals with mentoring roles and responsibilities of cooperating teachers in order to focus on a less examined area with the aim of making contributions to the future development and implementation of practicum.

The findings will also be a significant endeavor in informing researchers and practitioners of the current state of mentoring practices in ELT practicum. In this sense, this study may shed light on cooperating teachers' probable needs for an in-service training program by the determination of inconveniences in their mentoring practices. It can also be helpful to assure the aspects performed well by cooperating teachers. Therefore, it may serve as an initial point to enhance cooperative teachers' awareness and needed competence in mentoring while fostering student teachers' effective teaching practices.

Teacher education institutions, the Council of Higher Education, the Committee of National Teacher Education, and the Ministry of National Education may benefit from the findings of this study while planning implementations in practicum and offering mentor training and mentoring frameworks.

1.4 Definition of the Terms

Teaching Practice/Practicum: The crucial part of teacher education taking place mostly in the last year which includes in-class teaching activities for student teachers who aim at gaining and improving teaching skills in real school settings (CHE & World Bank, 1998; Hacıoğlu & Alkan, 1997).

Mentoring: The process of helping student teachers in translating their theoretical knowledge about teaching into practice, which is conducted by cooperating teachers in schools. Also defined by Kiraz (2003) as "the approach in which experienced teachers will take the responsibility of the professional development of inexperienced

student-teachers by guiding to bring them in vocational maturity."A component of teaching experience through which pre-service teachers (mentees) work with cooperating teachers (mentors) with the aim of learning how to teach (Ambrosetti, Knight, & Dekkers, 2014).

Cooperating Teacher/Mentor: A teacher who is supposedly experienced and equipped to guide and assess student teachers' teaching activities in schools. (CHE & World Bank, 1998) Also defined as "a teacher responsible for assisting, guiding, and providing constructive feedback on teaching practices, and most importantly be a colleague of the student teacher and demonstrate collegial behavior throughout the field experience." (Ambrosetti, Knight, & Dekkers, 2014; Malderez, 2009; Yıldırım & Kiraz, 2007) Described as "associate teacher" as well (Beck & Kosnik, 2002).

Supervisor: A faculty member at a university charged with the planning, implementation, and evaluation of a group of student teachers' practice teaching experiences in the Faculty of Education, who is also assumed to possess necessary academic and professional qualifications (CHE & World Bank, 1998; Hacıoğlu & Alkan, 1997).

Student Teacher/Mentee: Pre-service or prospective teachers who are in need of gaining real experience in teaching, and who have completed the requirements to attend Practice Teaching course as a student of teacher education program in the Faculty of Education (CHE & World Bank, 1998; Hacıoğlu & Alkan, 1997).

CHAPTER 2

LITERATURE REVIEW

2.1 Teacher Education

If an educational reform is aimed, student teachers will be the ones who will implement that reform in the future in line with what they learn at the universities and what they experience in practice schools (Hudson & Hudson, 2010). Nevertheless, learning to teach and the organization of student teachers' teaching experiences are not just simple tasks. Besides knowledge for teaching referring the "what" of teacher education, program designs and pedagogies indicate the "how" of teaching, which is harder to attain due to complications which are namely "the apprenticeship of observation, the problem of enactment, and the problem of complexity" (p. 6) for student teachers whose perspectives on teaching, thinking and acting like a teacher, and responding multifaceted aspects in a real classroom haven't shaped yet because they still depend on their previous experiences as observers. Therefore, student teachers are in need of major clinical practice opportunities to learn how to teach (Darling-Hammond, 2006).

According to Tomlinson (1995, p. 11), teaching is "a skill that can be learned". In Hudson's (2010) definition, teaching is an "interpersonal, emotional, and social profession". Therefore, there is a need for "a protected field for experimentation and socialization within the profession" (Hascher, Cocard, & Moser, 2004, p. 623) for the use of student teachers who are worried about mentors' approval, lack of success in teaching, and miscommunication with pupils while managing classroom discipline (Hascher et al., 2004). All these ideas, rooted in the dynamic and progressive nature of teaching, lay stress on teacher education through which student teachers' perspectives on their future profession and vocational development are shaped.

In this respect, Doyle (1990, as cited in Seferoğlu, 2006) specifies five major functions and purposes of teacher education as *"the good employee"* who can perform well and overcome difficulties in school setting; *"the junior professor"* equipped with required academic preparation and knowledge; *"the fully functioning person"* realizing self-efficacy and self-discovery in the profession; *"the innovator"* who is responsible for innovation and awakening in schools; *"the reflective professional"* having reflective abilities to be a more effective educator. In this context, it is expected that teachers have a high opinion of teacher education, and make contributions to professional development of prospective teachers as serving like a "teacher trainer" during practicum. Mentoring herein comes to the fore through which teachers can undertake the responsibilities of a "teacher educator" so they are supposed to utilize their theoretical and practical knowledge together with innovative and reflective skills so as to fulfill the aims of teacher education and raise student teachers having the above-mentioned qualities from an idealistic point of view.

2.2 The Importance of Mentoring in Teacher Education

As a cardinal element of raising prospective teachers who are expected to accomplish the aforementioned purposes and functions, mentoring in practicum presents a precious opportunity for the advancement of pre-service teachers in the next generation whereas it also makes cooperating teachers feel commitment and responsibility to pay back to the profession (Sanders, 2005). This practicum process in which student teachers are guided by cooperating teachers (mentors) in schools helps them form the everlasting ground of their own beliefs, skills, and attitudes in teaching and hence, it serves as a unique chance that will never be accessible again during the profession (Sanders, 2005). It also reveals that practicum occupies a great place in terms of indicating probable problems in the profession, which are instructive and pragmatic for student teachers so that they can initially redeem their shortcomings (Altıntaş & Görgen, 2014).

Although schools and universities are considered as "two largely separate worlds exist side by side" by Beck and Kosnik (2002, p. 7), inevitably student teachers, cooperating teachers, and supervisors should be in a very close relationship during practicum because mentoring practices long for a strong union (Hudson & Hudson, 2010). Thus, success of mentoring process adheres to cooperation and coordination among them (Altıntaş & Görgen, 2014). However, the link between cooperating teacher and student teacher forms the ground of this three-tiered mentoring system because of the high number of responsibilities given to cooperating teachers as mentors (Hall, Draper, Smith & Bullough, 2008; Sinclair, 1997, as cited in Hudson, Skamp, & Brooks, 2005). The same claim is also advocated by Altan and Sağlamel (2015) who dignify cooperating teachers' prominence and impact on student teachers' advancement or regression in teaching.

In a non-hierarchical relationship, mentors are considered as main sources for practical teaching knowledge and psychological backing whereas they allocate enough space for mentees (student teachers) to increase their independence level in teaching (Awaya, McEwan, Heyler, Linsky, Lum, & Wakukawa, 2003). In this system, they are expected to provide a climate for mentees in order to let them discover their beliefs and approaches related to teaching, and consequently, be independent teachers who are volunteer for continuous professional development (Kullman, 1998). Therefore, teaching practice opportunities fostered primarily by mentors (cooperating teachers) are the essence in the notion of school-based teacher education as well as in the other teacher education paradigms (Richardson-Koehler, 1988, as cited in Sudzina & Coolican, 1994).

After all, the fact strikingly remains that being an influential mentor cannot be taken for granted by being an influential teacher due to additional knowledge, skills, time and preparation for the roles and responsibilities mentoring requires (Feiman-Nemser, 2001). Basic functions of mentoring are defined by Tomlinson (1995) and they can be shown as basic roles and responsibilities on mentors' side. Mentors are supposed to guide and help student teachers with teaching strategies, involvement

and motivation in teaching practices, monitoring, employing reflective strategies for feedback, and making them aware of their personal strengths. The responsibility taken by mentors is also remarked as "a professional responsibility to assist student teachers to think open-mindedly about the many basic values involved in teaching contexts." (Tomlinson, 1995, p. 28)

Delaney (2012) and Baldauf and Nguyen (2010) indicate vitality of effective mentoring, enriched by collaboration and collegiality to promote student teachers with personal and professional support because it helps them cope with actual cases and accomplish positive experiences in teaching. Therefore, mentoring is also considered as "a collaborative process" in which active mentees and mentors are vital (Hudson, Skamp, & Brooks, 2005). Nonetheless, despite its great emphasis on collaboration and support, mentoring practices should provide challenge as well (Arnold, 2006; Smith, 2007, as cited in Ambrosetti & Dekkers, 2010; Tomlinson, 1995; Valencic & Vogrinc, 2007) so that student teachers master real teaching.

In order not to face with unpleasant experiences in teaching practice, student teachers need to acquire self-esteem, self-confidence, problem solving skills and self-reflection, which carry their professional maturity forward (Hobson, Ashby, Malderez, & Tomlinson, 2009). When it is ensured, effective mentoring enables student teachers to satisfy these requirements. In such an ideal case, student teachers utilize reflections and feedback on their teaching practices, and behave like a teacher by copying what they observe at first; however, later on, they begin to form their own practical theories and improve the quality of their teaching behaviors during practicum process (Furlong, 2010). On the other hand, poor mentoring practices conducted by ineffective mentors may bring about deficient and weak practices in teaching (Cochran-Smith, 1991) because as stated by Hascher, Cocard and Moser (2004), mentees' progress during practicum is fundamentally up to mentors' ability to organize the learning environment.

All these arguments similarly defend that teaching is nourished by mentoring in no small measure if mentoring practices are enriched by timely interactions, interventions and up-to-date instructional technologies (Hudson, 2010). That is why, mentoring process is depicted as a "journey" reinforced by mutual trust, sharing knowledge of teaching, and mentors' decisions on when to support and when to stay in the background, and it covers a strong bond between mentors and mentees all along (Awaya et al., 2003). For the prosperity of that journey, mentors may be in favor of employing main models of mentoring to shed light on their guidance in teaching practice.

2.3 Models of Mentoring

Three basic models of mentoring are presented by Maynard and Furlong (1995, as cited in Leshem, 2012) which are namely *the apprenticeship model, the competence model, and the reflective model.* According to these models, it is aimed to build a framework for mentoring practices and to make them more meaningful by the application of all successively in line with student teachers' improvement and maturity in the profession (Fisher & Andel, 2002).

The apprenticeship model is counted as the most traditional one among the three in terms of its high disposition to master-apprentice relationship. It is based on cooperating teachers' know-how and the imitation of student teachers (Kiraz & Yıldırım, 2007; Maggioli, 2014; Martin, 1994). That is why; mentors are perceived as a "skilful craftsperson" (Brooks & Sikes, 1997, as cited in Ekiz, 2006) in this model whereas student teachers are just the emulators of their teaching practices. For this reason, it is generally keynoted as a model causing "the reproduction of the existing system in teaching" (Wang & Odell, 2002) without any reform of teaching.

Secondly, *the competence model* is grounded in predetermined standards for student teachers' performance (Leshem, 2012) and so mentors act like a "trainer" who can guide mentoring practices in reference to these standards. It shows a systematic approach in which mentors check a list of competencies regarding student teachers'

practices (Martin, 1994). In response, student teachers try to reach these standards in order to achieve fundamental competence. According to Ekiz (2003b, as cited in Ekiz, 2006), the competence model is predominantly employed in Turkish teacher education context.

The reflective model stems from Dewey's idea that highlights the necessity of self-inquiry to facilitate the discovery of theories underlying practice; therefore, during mentoring process, cooperating teachers play the role of a "critical friend" assisting student teachers in their self-inquiry (Leshem, 2012). This model aims at extending mentoring practices beyond classrooms to a broader school setting, and helping students gain much more than just essential competencies along with a critical point of view (Martin, 1994).

Besides this classification, Beck and Kosnik (2000, as cited in Sanders, 2005) also presents two different models which represent the edges of mentoring practices: *practical initiation model* and *critical interventionist model*. The first model looks on practicum as an "apprenticeship" process which aims to raise student teachers with real cases encountered in classrooms so as to make them ready for teaching (Sanders, 2005). On the other hand, the second model demands more from student teachers because it implies questioning and critical thinking about teaching practices rather than just performing them. It also emphasizes significance of feedback, advice, reflectivity, support and challenge for student teachers; that is why, cooperating teachers have to possess a range of different skills to accomplish their roles and responsibilities as expected in this model (Sanders, 2005).

2.4 Mentoring Roles and Responsibilities

As the central part of teaching practice, effective mentoring is composed of five areas: *personal attributes, system requirements, pedagogical knowledge, modeling, and feedback* (Hudson, Skamp, & Brooks, 2005). These areas are representative in that they point out cooperating teachers' responsibilities which need to be fulfilled in mentoring process.

Personal attributes embrace a mentor's personal qualities such as being supportive, attentive, and comfortable while communicating with a mentee (Hudson, 2010). *System requirements* indicate the mentor's duty in terms of explaining and making the mentee aware of official aims, policies, and curricula belonging to the education system. *Pedagogical knowledge* assumes that a cooperating teacher, who is more experienced than a student teacher, can provide broader perspectives regarding teaching practice. Therefore, it is the mentor's responsibility again to assist the student teacher by satisfying their teaching needs such as how to plan lessons, use materials, and arrange timing. *Modeling* is of key importance in terms of providing the student teacher with a clear picture of how to teach. The cooperating teacher needs to model desired behaviors in teaching, and classroom language to set an example for the student teacher (Hudson, 2010). Finally, *feedback* shows another significant aspect in effective mentoring because cooperating teachers should state their expectations clearly, and give appropriate oral or written feedback in line with the student teacher's performance.

In the course of realizing these responsibilities, cooperating teachers play some roles by acting like a "*model, planner of teaching experiences, observer, evaluator, demonstrator, conferencer, professional peer, counselor, and a friend"* (Sanders, Dowson, & Sinclair, 2005). Similarly, student teachers anticipate that their cooperating teachers will behave like a colleague, a guide, a model, or a leader (Sağ, 2008).

Another classification determines mentoring roles by selecting similar wording as a *"model"* for teaching practice, an *"acculturator"* making mentees adapted to new school community, *"supporters and sponsors"* to assist mentees in their teaching experience and in providing appropriate conditions for them to learn, and *"educators*" shaping student teachers by helping them learn how to teach (Malderez & Bodoczky, 1999, as cited in Malderez, 2009).

In addition to these, roles-responsibilities of cooperating teachers are also explained in detail by Ambrosetti, Knight, and Dekkers (2014). To begin with, mentors who

serve as *"supporters"* should give necessary information and feedback to mentees; and introduce them with the other staff, policies, and rules in schools. They should provide reassurance and guidance for mentees. Mentors acting like *"colleagues*" are expected to have a professional relationship with mentees through which they can share teaching experience, knowledge, and skills. Some mentors behave as a *"friend"* by presenting fellowship and intimacy while inspiring mentees to undertake new challenges in teaching and criticism if necessary. Mentors also have a role as *"protectors"* so that they can protect mentees from undesirable occasions, and support their integrity under lousy conditions. Moreover, mentors play the role of a *"collaborator"* which calls for cooperation between mentors and mentees in planning and performing teaching tasks together. When mentors cater for an appropriate setting, time, and opportunities in order to assist mentees in their learning and professional development, they play the role of a *"facilitator".* In addition to these roles, mentors can also act like an *"assessor"* or *"evaluator".* In the first case, mentors are supposed to assess and give grades to mentees regarding their performance in teaching whereas in the second case, mentors monitor mentees' progress closely with feedback. Furthermore, mentors can treat mentees by being *"trainers"*, and try to provide them with instructions and help about teaching activities. Some mentors also take over the role of *"reflectors"* who think deeply and comment sincerely on their own teaching practices besides mentees' teaching practices. They should be open to criticism and self-improvement. Finally, mentors can serve as *"role models"* and show the best skills and behaviors in teaching before mentees' very eyes.

Abiddin and Hassan (2012) touch upon similar mentoring roles, but they attribute another role to mentors as *"advisors"* who can behave as "permissive, not authoritarian, line managers" (p. 77) who have primary responsibilities in the proceedings of practicum mentoring.

When examined closely, due to these role complexities, to mentor a student teacher effectively is not something that can be taken for granted for cooperating teachers.

This situation makes their job more challenging and complicated (Hall, et al., 2008; Jacques, 1992); therefore, they need to possess many skills to accomplish these duties, and to be an effective mentor.

Mentoring is different from the actual work of teaching owing to additional goals, roles, and responsibilities of a mentor (Valencic & Vogrinc, 2007). Therefore, although they both have a lot in common, one of the most prominent pitfalls is to ordinarily assume mentoring as an extension of teaching. The reason behind is the fact that a teacher may have impressive teaching skills, but the same teacher may have difficulties in dividing a complex whole into pieces for student teachers to make sense of teaching clearly, reflecting on his/her teaching, and thinking deeply about the principles and approaches behind his/her teaching style (Feiman-Nemser, 2003) because mentoring is not a commonly demanded practice for most of the teachers' routine (Maggioli, 2014). Hennissen, Crasborn, Brouwer, Korthagen and Bergen (2011) are against the wrong assumption supporting a classroom teacher's effectiveness in mentoring practices as s/he displays in teaching practices. Nevertheless, mentoring skills are not something that can be directly transferred from effective teaching (Ambrosetti, 2014; Feiman-Nemser, 2003; Martin, 1994; Orland, 2001).

In the same vein, mentoring is described as not being an inherent skill, but being an acquired skill advancing by means of preparation (Ambrosetti, 2014; Hennissen et al., 2011). This notion clarifies inadequate mentoring practices performed by incapable cooperating teachers who do not necessarily have mentoring skills by nature, and who do not know how to proceed with mentoring (Ambrosetti, 2012). This situation brings about insufficient confidence on the side of cooperating teachers in that it may lead to trivial and ineffective teaching practices for student teachers (Ambrosetti, 2014).

Considered beyond just a skill, mentoring in school-based teaching is affected by some criteria in the selection of cooperating teachers (mentors) which are

"experience, interest, involvement in professional matters, and recognition by colleagues as good teachers" (Moon, 1994, p. 348). Cooperating teachers of practicum are expected to be chosen according to these principles in theory; nevertheless, it is highly common to select mentors randomly or erratically in practice (Altan & Sağlamel, 2015). On the other hand, having all these skills may not be simply enough to perform effective mentoring because mentor training is also required to bring mentors in necessary skills (Brown, 2001) such as interpersonal and organizational skills, bridging theory and practice, acting as a model together with being a challenging and reflective expert (Orland-Barak & Hasin, 2010).

Observation, analysis, interpretation, and decision-making are notified as key components in mentoring (Seferoğlu, 2006); therefore, a good mentor should have some high-grade skills like analyzing the needs of mentees, negotiating with mentees and handling probable clashes, and determining attainable targets for mentees (Shaw, 1992, as cited in Abiddin & Hassan, 2012). Brooks and Sikes (1997, as cited in Arnold, 2006) also emphasize personal qualities of good mentors as openness, honesty, self-awareness, sensitivity, enthusiasm, and sense of humor. For instance, a mentor is expected to keep stress level of the mentee tolerable so that the mentee is not choked with responsibilities and classroom duties (Duquette, 1996). Furthermore, Enz (1992, as cited in Sudzina & Coolican, 1994, p. 5-6) also adds other personal attributes to effective mentors such as "thoughtfulness, integrity, an outgoing personality, pedagogical and communicative competence, and understanding of mentee needs". Mentors should also be self-confident to establish trust in mentees regarding that they have qualifications to guide mentees' prosperity in teaching (Hall, et al., 2008).

In parallel with these, mentors must have interpersonal skills including the ability to listen, to communicate in an effectual way, to criticize in a constructive way and to develop empathy (Wall & Smith, 1993, as cited in Arnold, 2006). Besides effective communication skills, mentors also need to possess evaluation skills with different methods of assessment, problem solving skills to reach quick and to-the-point

solutions, teaching skills to demonstrate effective teaching behaviors fortified by up-to-date instructional technologies (Gagen & Bowie, 2005).

Essentially cooperating teachers should be respectful to student-teachers' academic intellect, and open to professional development (Kiraz, 2003). Mentors should also be knowledgeable about mentoring process and terminology of teacher education programs which may differ in time. The reason behind is to assure common verbalizations for smooth feedback exchanges between mentors and mentees; otherwise, it will be inevitable to face with gaps in communication (Gagen & Bowie, 2005). During these meetings, mentors need to provide the rationale behind their feedback, suggestions, or ideas so as to shed light on mentees' progress by indicating concrete reasons rather than merely personal preferences (Feiman-Nemser, Parker & Zeichner, 1990).

2.5 Current Problems in Mentoring

Jacques (1992) argues that there is a variety of gaps in teacher education such as "the theory-practice gap, the school-institution gap, and the training-education gap" (p. 337), which also points at teacher education programs conducted by universities as a well-accepted reason for the lack of contentment in English teaching (Enginarlar, 1996, as cited in Coşkun, 2013). In this context, some newly graduated teachers claim that their drawbacks in teaching have been resulted from ineffective teaching practice opportunities provided by teacher education institutions (Mutlu, 2014). Therefore, a deficiency in teaching practice may cause a snowball effect bearing worse outcomes in the field. To solve these problems and enhance teacher education, student teaching practices should be improved (Asplin & Marks, 2013).

As a general review, plenty of previous studies which assert problems in teaching practice put considerable emphasis on duration and procedure. These studies declare the requirement of more time allocation for extended practicum opportunities so as to include more experiential learning balanced in between theoretical and practical components (Altıntaş & Görgen, 2014; Coşkun & Daloğlu, 2010, as cited in

Hismanoğlu, 2012; Erozan, 2005; Seferoğlu, 2006). Student teachers also demand for observing and working with different teachers and classes, even multigrade classes in Turkish context (Altıntaş & Görgen, 2014; Enginarlar, 1996, as cited in Seferoğlu, 2006).

Mentoring process is not far away from drawbacks, either (Mutlu, 2014). These drawbacks substantially originate from the gap between teacher education institutions and schools chosen for practice teaching, which makes mentors uninformed about what have been taught to mentees at the university (Feiman-Nemser et al., 1990). For this reason, they may suffer from complexities in terms of mentoring roles and responsibilities; supervisors' or mentees' needs, aims and expectations; and the absence of a well-formed mentor training (Feiman-Nemser et al., 1990). More importantly, mentors who are supposed to act as "teacher educators" are prone to underestimate their own responsibilities during practicum and just employ "sink or swim" approach by putting academic knowledge and research at the universities forward and withdrawing practical knowledge they have (Feiman-Nemser, 1998). In this way, effective mentoring as a collaboration of both universities and schools becomes a lost opportunity.

According to Feiman-Nemser (1998), teachers at schools usually work in isolation within the walls of their own classrooms and they do not have any chances to observe, reflect and talk about teaching analytically, which causes the absence of vital skills and experiences for mentoring because mentoring is a "joint work" requiring "thinking aloud" (Feiman-Nemser, 1998). However, "often at the heart of the mentees' experiences is the relationship with their mentors" (Hudson & Hudson, 2010, p. 3). Therefore, regardless of their lack of preparation or awareness, mentors form the core of mentoring relationships, which affects mentees' progress directly.

Divergent understandings of mentoring also hamper the establishment of good mentoring relationships, which need to be "ongoing and caring" between mentors and mentees (Anderson & Shannon, 1988, as cited in Abiddin & Hassan, 2012, p.

75). Nevertheless, owing to its formidable nature, a strong relationship cannot be taken for granted because of the demands for "reciprocity" from both parties: mentors and mentees (Ambrosetti, 2011). At this point, Hascher, Cocard, and Moser (2004) fundamentally confer the responsibility of assuring a positive "socio-emotional climate" to mentees during practicum. But still, probable discrepancies may directly hinder communication during practicum because mentors' beliefs and mentoring practices are inevitably shaped by different instructional contexts they work in rather than ideal conditions of mentoring, which may let them be effective teachers, but not effective mentors (Wang, 2001). In the literature, Sudzina and Coolican (1994) identify this gap with an irony by naming mentors who are in the loop of miscommunication and disagreement as "tormentors" for student teachers. Such a case, in which mentor-mentee relationship is not healthily built, brings about the feeling of being devastated and rejected as a teacher and even as a person in student teachers (Maynard, 2000).

Leading to underperformance and failure in mentoring, reasons of these problems stated by Ekiz (2006) are the absence of required knowledge, skills, and social relationship, which points out the prominence of mentor training so as to equip them with the requirements of their roles and responsibilities because they need to criticize and improve both their own teaching and student teachers' progress in teaching, and it requires specific trainings to acquire such skills (Hudson & Hudson, 2010; Jacques, 1992).

A proper structure of mentoring practices is not available (Ambrosetti, 2012). Resulting from this condition, role confusion of mentors poses an important obstacle to effective mentoring practices and to comprehend the essence of mentoring (Ambrosetti & Dekkers, 2010; Duquette, 1996; Kiraz & Yıldırım, 2007). Mentors at schools try to be both teacher of their pupils and mentor of their mentees in the same classroom, which immediately assigns a "dual identity" for them (Hall, et al., p. 330). Therefore, some mentors tend to care about their pupils much more than student teachers, and that makes them escape from mentoring roles and responsibilities

(Altan & Sağlamel, 2015). Moreover, it should also be underlined that mentors' roles are multiple just like having both a developmental and judgmental role according to Kullman (1998), which include checking student teachers' progress and assessing their teaching as well. In such a case, if a mentor cannot keep the balance between these two, and overemphasize the judgmental role, student teachers may be inclined to be frightened in revealing their real concerns and questions about teaching so as not to seem weak, be afraid of criticism, and merely focus on what they know best without taking any risks in teaching (Kullman, 1998). That is why; there should always be "the equalization of power in mentoring relationships" (p. 480) if genuine collaboration is desired in a permissive and advancing mentoring. In the light of all these, a clarification is highly required to overcome role ambiguities (Ambrosetti, Knight, & Dekkers, 2014) in order to cultivate successful mentor-mentee relationships in practicum.

Some cooperating teachers tend to consider student teachers as their assistants and expect them to work more (Şimşek, 2013). Student teachers also face with communication problems with their cooperating teachers, and they complain about being ignored and not being trusted in practice teaching schools. Moreover, they declare their discontent related to being introduced as "an elder sister" to students at schools rather than as a prospective teacher (Nayır & Çınkır, 2014).

Lack of motivation is another critical problem for mentors because main "boosters" motivating cooperating teachers should be contributing to the advance of pre-service teacher education by sharing teaching knowledge, helping student teachers transfer their theoretical information into practice, and introducing them with real teaching life (Hudson & Hudson 2010; Sinclair, Dowson & Thistleton-Martin, 2006). Nevertheless, without better standards and guidance provided by supervisors, mentors will not feel motivated to accept student teachers in practicum (Sinclair, Dowson, & Thistleton-Martin, 2006). To feel more motivated, cooperating teachers should be aware of the benefits regarding reflection opportunities on their own teaching, and mutual learning between student teachers and them; therefore, they

consider this partnership in pre-service teacher education as a means of personal and professional development, too (Duquette, 1996; Hudson & Hudson, 2010; Maggioli, 2014). However, it is not the same case with all mentors.

Although individual matching is so important in mentoring (Tomlinson, 1995), in the borders of a limited education system, mentors cannot be selected and matched with mentees regarding their common personal and professional qualities. Thus, for some mentors mentoring may not be voluntary work, or some mentees may develop resistance to their mentors (Hansman, 2003). Similarly, mentors may get through personality clashes with mentees because they generally do not have adequate information about whom they work with (Hudson & Hudson, 2010), and it can make their cooperation and motivation close to the ground. For instance, Brown (2001) reports a conflict between a student teacher and a cooperating teacher depending on their different teaching styles.

In a similar vein, "power games" (p. 55) between mentors and mentees highly destroy the development of effective mentoring relationships because there has to be collaboration between these actors instead of a race regarding who will take the lead (Awaya et al., 2003). Therefore, a reciprocal liability between them should be assured in the beginning so as to protect their equal positions in mentoring.

Student teachers and their "internalized ideas and informal theories about teaching" (Tomlinson, 1995, p. 36) should also be taken into account to achieve effective mentoring. It may not be completely fair to assume that student teachers are actual novices without any knowledge and skill; on the contrary, student teachers have previously existing theories in mind when they enter a classroom (Furlong, 2010). For this reason, their expectations and assumptions are also a potential obstacle for mentors. That is why, it is highly recommended for mentors to learn about mentees' personal characteristics and expectations as much as possible (Valencic & Vogrinc, 2007).

On the other hand, student teachers are inclined to adopt what their cooperating teachers do in class because these are "best practices" according to their view; therefore, they are not competent enough to build their own teaching style, which leads to the repetition of long-standing practices in teaching (Maggioli, 2014).

In the light of these current issues, it can be concluded that to mentor a student teacher effectively is not something that can be taken for granted for cooperating teachers. That is why; they need to be equipped with required mentoring training facilities in order to clarify teaching practice for student teachers.

2.6 Research Studies Conducted Abroad

This section of the study will review related research studies carried out abroad on mentoring roles and responsibilities, or the problems regarding the mentoring process. The section is organized through the sub-headings belonging to three major actors of practicum, namely mentors, student teachers, and supervisors. Under each of the sub-headings, main points of the relevant studies and the findings elicited from the actors will be presented.

2.6.1 Research with Cooperating Teachers/Mentors

On the basis of role confusion problem, Duquette (1994) focused on mentoring roles with the participation of 23 mentors who filled in a questionnaire including both quantitative and qualitative parts at the University of Ottawa. The researcher wanted these mentors to write down benefits and problems they had experienced in their mentoring practices. Mentors perceived their mentoring roles as demonstrating effective teaching behaviors, presenting different classroom management strategies, providing resources, opportunities, and support, explaining reasons behind what occurs in classrooms, serving as a model of professionalism, and helping student teachers to be involved in school life. Interestingly, they never used wording like "feedback" and "coaching".

Mentors appreciated the benefits in contributing to mentoring practices which were a chance for developing themselves professionally, working with new generation of teachers, and promoting pre-service teacher education with their teaching experiences. However, they also had some concerns like time limitations, students who fall behind in terms of making progress in teaching during practicum, and lack of more support and guidelines (Duquette, 1994).

The impact of a mentoring preparation course on mentors' knowledge and perceptions about mentoring roles was examined by Ambrosetti (2014) at a university in Australia. Nine volunteer teachers attended the course to learn about mentoring practices, roles and responsibilities. Mentors were expected to read research-based findings about mentoring, conduct reflective activities, and participate in professional conversations. At the end of the course, an open-ended survey was administered. When themes were analyzed, findings displayed a change regarding understandings and practices of mentoring. Mentors realized the complexity in mentoring owing to a holistic combination of "hearts and minds" (p. 36), including reflective and affective aspects. These teachers also comprehended a variety of mentoring roles which were not stable in mentoring relationships. Most of them also defined mentoring as "a learning journey" together with pre-service teachers (p. 38), which was a relationship dependent on trust and honesty.

With the same notion, Borden (2014) conducted an action research on the ways of fostering cooperating teachers' mentoring skills to fulfill pre-service teachers' needs better at Mary Lou Fulton Teachers College under the roof of Arizona State University. The rationale was the fact that mentors were frequently unqualified regarding their mentoring roles, and so student teachers could not gain enough benefit from practicum. Within the scope of this dissertation study, the college provided online training and face-to-face meetings every month for mentors throughout the semester. Thus, it was aimed to figure out the effects of mentor training on mentoring practices, and on student teachers' performance.

The data was collected from two mentor-mentee pairs and a university coordinator through observations and interviews. It was found that mentor training might have positive effects on mentoring; especially when modeling, continuous feedback, different strategies, and a positive relationship between mentors and mentees are nourished.

Payant and Murphy (2012) conducted a qualitative study on cooperating teachers' role and responsibility perceptions at a research university in the United States. They collected data through focus group and individual interviews with 11 cooperating teachers and emerging themes were revealed after transcriptions. Cooperating teachers considered themselves as communicators, facilitators, mentors, and catalysts for student teachers' identity shifts from the observer of teaching role to an active teacher. They also remarked the "dynamic, multifaceted, and evolving" nature of these roles. However, they reported inadequate communication with supervisors and ambiguous definitions of their roles and responsibilities, which cause deficient mentor-mentee relationships in practicum.

At the University of South Africa, Maphalala (2013) delved into the roles of mentors during teaching practice as well. A questionnaire and interviews were utilized for data collection in mixed methods research design so as to examine 46 mentors. It was unfolded that mentors perceived their roles as helping student teachers socialize in teaching profession, attain teaching experiences such as lesson planning and classroom management, and provide constructive feedback. It seemed that they had no difficulty in understanding their roles, and they benefited from mentoring in respect to broadening their horizon in the profession, improving their teaching practices, monitoring, leadership and reflective skills. However, they were still in need of training and feedback regarding whether student teachers had been trained according to the university's expectations or not because they were not aware of these expectations.

Mentors' role perception during practicum was investigated by Kwan and Lopez-Real (2005) at the University of Hong Kong. Eighteen mentors were interviewed after 259 mentors had completed a questionnaire including a list of mentoring roles mentioned in the literature: "observer, provider of feedback, role model, counselor, critical friend, instructor, manager, assessor, quality controller, and equal partner". The participant mentors were asked to rank three most important roles from that list according to their perception. As a result, whereas *provider of feedback* role was rated the most, *quality controller, assessor,* and *manager* roles were rated the least. Mentors who did not possess a dominant role imposing their own teaching pedagogy let student teachers develop their own teacher identity and let them realize their strengths and weaknesses. More importantly, the study revealed that mentors' role perceptions could change over time in line with their interaction and collaboration with mentees because mentor-mentee relationship, which had been one-way in the beginning, turned into a two-way relationship from which both parties profit as a professional development process.

Hastings (2004) investigated the feelings of cooperating teachers within the scope of a qualitative study by gathering data from 20 mentors through semi-structured interviews. How mentors grasp their mentoring roles and professional needs, and what they expect from mentoring process were asked to them in three phases: before, during, and after practicum. It was acknowledged that mentors might feel "guilt" when they lacked of time and experience as a teacher, and when their own classes could not make progress after the lessons covered by a mentee. Especially inexperienced mentors felt "anxiety" due to probable contradictions with university instructors in the evaluation of student teachers. According to the findings, mentors also felt "responsibility, disappointment, and stress/relief" depending on mentees' teaching practices. Some of them felt "frustration" regarding mentees' ineffective teaching skills. Nevertheless, it was revealed that mentors developed "empathy" and supportive "relationships" with students, and felt satisfied when mentees achieve their responsibilities. It was clearly emphasized that cooperating teachers should

have been promoted more so that they could get through the emotional burdens of their mentoring roles.

In her qualitative study, Izadinia (2015) investigated cooperating teachers along with student teachers so that she could unfold similarities and differences between their standpoints of a good mentoring relationship. The participants were eight student teachers and nine cooperating teachers from a university in Western Australia, and they were expected to define their mentoring relationships by using a metaphor. Thematic analysis of these interviews showed no leading disparity between these two groups' perceptions; on the contrary, they both uttered similar metaphors like "parenting, guiding, gardening, and nurturing" etc. for mentoring, and they both emphasized the same aspects: encouragement, support, feedback, and open communication in an effective mentoring relationship. However, interestingly, two mentors put stress on hierarchy and a relationship based on power by employing a metaphor like "a cup and water" which makes mentees take what is given. On the other hand, most of the mentees asserted that they were just in need of support and guidance instead of directing or "spoon-feeding" (p. 5).

2.6.2 Research with Student Teachers/Mentees

One of the leading studies on student teachers was conducted by Beck and Kosnik (2002), and randomly selected 11 student teachers contributed to the study at the University of Toronto in Canada. It was a mixed-methods research enriched by the data collected by semi-structured interviews and a questionnaire about practicum. When the gathered data was scrutinized, some themes emerged regarding the perspectives of student teachers on successful mentoring placement. Student teachers demanded emotional support from cooperating teachers to feel better during practicum; peer relationships with cooperating teachers like a professional teacher; collaboration in the preparation stages of a lesson; flexibility in terms of methods to be employed and content to be covered; quality and adequate feedback; credible approaches to teaching and learning for the sake of better portraits in teaching experiences; and not much workload.

Maynard (2000) delved into mentoring process and researched how student teachers perceive "good mentoring practice" (p. 21) via a qualitative study in which the data was collected through semi-structured interviews from 17 student teachers. The vital characteristics of good mentoring from mentees' standpoint were the feelings of being "welcomed, accepted, included, and supported" (p. 22) by mentors. What is more, mentees demanded mentors who behave like a role model for them so that they can shape their own teacher identity and teaching style rather than being imposed and confined in their mentors' identity and style. Thus, they desired "personal, physical and professional space" (p. 25). More interestingly, mentees touched upon the requirement of managing their mentors as well, especially when mentors feel diffident, susceptible or judged by mentees due to the feeling of inadequacy in their mentoring practices.

Main characteristics and skills of cooperating teachers were investigated with the participation of 469 student teachers by Woolley (1997) at Mansfield University. The data was collected via an open-ended survey, and eleven themes were identified after content analysis. Based on cooperating teachers' mentoring, student teachers highlighted "guide, feedback, expert, style, power, welcome, support, ideas, cooperating teacher choice, grades/evaluation, and the triad of student teacher-cooperating teacher-supervisor" as themes. The study suggested that except for style and power, which are stable rather than changeable, the rest of these aspects could be improved through workshops and trainings for cooperating teachers, especially guiding and giving feedback to student teachers. The negative comments and complaints from student teachers urged the researcher to make such recommendations.

2.6.3 Research with Supervisors/University Instructors

University instructors supervising practicum are considered as "role models, resource providers, learning facilitators, experts on course content, curriculum developers, supporters, and nurturers of student teachers" (Asplin & Marks, 2013, p. 2).

However, university supervisors' influence is most of the time undervalued when compared to cooperating teachers' influence on practicum due to the fact that student teachers consider their mentors in schools more competent in terms of real teaching experience than their supervisors at universities; therefore, student teachers may easily abandon what they have learned from their supervisors when they witness different approaches presented by their cooperating teachers (Marks, 2002). But still, student teachers need to combine what they have learnt at the universities with authentic settings and perform university-based teaching. Therefore, there is an urgent need to uncover supervisors' roles, and empower the attachment between supervisors and cooperating teachers during practicum.

For the sake of this aim, focusing on knowledge, mentoring, and teaching of student teachers during practicum, Sinclair (1997) proposed a training program powered by university instructors for 54 cooperating teachers. After gathering data via questionnaires and interviews, it was once more proved that communication between supervisors and cooperating teachers formed a key role which should be undertaken by supervisors so as to prevent misunderstandings among triad members of practicum period. Moreover, it was argued that supervisors could provide required training for mentors. Thus, in mentor-supervisor relationships, supervisors would serve as colleagues for mentors, who could give professional guidance and advice on student teachers' divergent needs and different mentoring approaches instead of mere supervision.

Borko and Mayfield (1995) also conducted a study on the practicum triad; however, it would be meaningful to underline the findings on supervisors herein. The researchers collected data from three university supervisors through interviews and observations so as to examine their perspectives on efficacy of the practicum triad, and failing aspects. The findings revealed that supervisors needed to take over more responsibilities rather than simply being someone responsible to assign grades for mentees despite the constraints regarding their presence at practice schools. It was found out that due to supervisors' staying behind, student teachers were mostly

affected by their cooperating teachers. Therefore, the researchers recommended that supervisors should make more efforts to enhance and guide cooperating teachers' mentoring practices by modeling the correct ways of reflection and observation so that they could help mentees more.

2.7 Research Studies Conducted in Turkey

This section of the study will review related research studies carried out in Turkish context on mentoring roles and responsibilities, or the problems regarding the mentoring process. The section is organized through the sub-headings belonging to three major actors of practicum, namely mentors, student teachers, and supervisors. Under each of the sub-headings, main points of the relevant studies and the findings elicited from the actors will be presented.

2.7.1 Research with Cooperating Teachers /Mentors

Koç (2012) carried out a study in a distance English language teacher training program by aiming at determining cooperating teachers' perceived roles and responsibilities in mentoring, and constructed an instrument called *Cooperating Teacher Role Inventory (CTRI)* to learn about perceived mentoring functions. 358 cooperating teachers participated in the study and the findings showed their perceived responsibilities as providing necessary information and help for better classroom practices, being constructive while giving feedback, assisting student

teachers in shaping their own identity, respecting their professional development, providing moral support and socialization, getting prepared for the mentoring roles, and communicating with other cooperating teachers. As for the mentoring roles, they perceived themselves as academic, psychological, social supporters; and networkers; however, they did not consider themselves as self-trainers. This finding indicated that mentors had a considerable need for preparation for their mentoring roles by obtaining more information about mentoring process as a self-trainer.

Mutlu (2014) conducted a research study at a state university in İstanbul and worked with three cooperating teachers by collecting qualitative data through semi-structured interviews. It was aimed to find out their needs as mentors and problems they faced in mentoring practices. When these open-ended interview questions were transcribed and coded, they revealed that cooperating teachers had some challenges concerning inefficient feedback both for they received from mentees, and they gave to mentees. More importantly, the necessity of guidance to work with student teachers was acknowledged for the sake of their effective mentoring as well.

Collaboration in practice teaching was examined by Ünver (2003) in a case study. The data was gathered from one administrator in faculty of education, three school managers, two supervisors, eleven mentors and 25 student teachers via a survey including open-ended questions. Half of the mentors expressed that attendance of student teachers; preparation and evaluation of lessons were the primary responsibilities on which they needed to collaborate with supervisors. Nevertheless, for each, only one mentor considered the need of collaboration with supervisors on encouraging student teachers to do research, presenting sample lessons for student teachers, providing solutions for encountered problems in practicum, and cooperation in scientific innovations, which is a striking finding implying the necessity of much awareness for mentors about their roles and responsibilities.

A case study was carried out by Yavuz (2011) with the participation of a mentor and six mentees. The qualitative data was gathered by means of semi-structured interviews and journals written by mentees. The findings obtained from the mentor and mentees differed a lot from each other because while the mentor put more emphasis on problems originated from others or distant factors such as insufficient practicum duration, the mentees highlighted problems rooted in mentors' lack of guidance and feedback during mentoring practices such as lack of being informed about student profile and their background in English, insufficient support and planning in employing appropriate teaching materials, and conflicting approaches to teaching. Mentees also underlined that mentors might consider mentoring as a

burden so they might not be eager to accept and help mentees, have a high opinion of mentoring, display positive attitudes towards mentees. Similarly, the mentor also declared that supervisors' visits to observe mentees at practice schools were a problem for him/her due to the tension of being observed. To solve these problems, mentor training programs and mentor selection criteria need to be put into practice according to the researcher's recommendations.

Coşkun (2013) investigated stress factors in English language teaching practicum with a broader perspective by picking the ideas of all the actors including school administrators and pupils in high school, too. As one of the leading actors, ten mentors participated in the interviews, and content analysis was used to analyze qualitative data. After the analysis, it was specified that cooperating teachers felt stressful because they did not like the feeling of being observed, and they had difficulties in collaborating and establishing an effective communication link between student teachers and their supervisors. This finding was also proven by school administrators who had stress owing to the high-tension between cooperating teachers and student teachers.

A research study was performed by Ekiz (2006) at Karadeniz Technical University five mentors contributed to the study. The data was collected through semi-structured interviews, and coded to create themes in the analysis. It was brought to light that mentors could not share a common understanding related to mentoring practices with their mentees. For example, although mentors and mentees both agreed on the importance of observation of mentees in classes, sometimes mentors were prone to leave them alone during their teaching.

2.7.2 Research with Student Teachers/Mentees

Tok and Yılmaz (2011) revealed problems regarding cooperating teachers' mentoring practices from student teachers' standpoint. They conducted a qualitative study with 100 student teachers from Mustafa Kemal University and asked them four open-ended questions about their mentors and mentoring experiences. Student

teachers reported many problems such as intolerant, prejudiced and indifferent mentors who force them to perform their personal daily tasks, do not treat them as colleagues, and do not provide them with constructive feedback and preferences about their teaching topics. Moreover, these mentees also complained about mentors who could not be role models for them because some of them even resorted to violence in classes (Tok & Yılmaz, 2011). Therefore, the researchers determine the urgent need for mentor training for the ones who wholeheartedly want to be a mentor through courses and seminars.

In her thesis study, Demirkol (2004) explored the role expectations of cooperating teachers, student teachers, and supervisors in relation to cooperating teachers' and supervisors' roles and responsibilities at four different English Language Teaching departments in Turkey and their practice teaching schools. Questionnaires were used to gather data from 116 cooperating teachers, 17 supervisors, and 238 student teachers. It was revealed that their role expectations from one another lacked any persuasive clarity. Especially the role definitions for cooperating teachers were far away from a sound agreement in mentoring relationships, and it points out cooperating teachers' being unaware and uninformed about their roles and responsibilities in this period.

At the Department of Foreign Language Education at Middle East Technical University, Rakıcıoğlu-Söylemez (2012) employed the Turkish adaptation of Hudson's scale based on pedagogical knowledge, personal attributes, system requirements, modeling, and feedback aspects of mentoring practices, and administered it to 22 student teachers within the scope of her mixed method case study. The student teachers' evaluation of mentoring practices indicated that mentors assistance for the implementation of teaching strategies, problem-solving skills, new teaching ideas, and national English curriculum were not up to the mark.

Similarly, Ekiz (2006) also worked on 55 student teachers together with the cooperating teachers, and in addition to the interviews conducted; these mentees also

completed a questionnaire including two open-ended questions. Their results were in line with the mentors' results which proved that mentees also had different perspectives from their mentors related to mentoring practices. As a result of this study, it was verified that some mentees could not receive enough support from their mentors. In the same vein, mentors experienced the lack of professional support and training because they learned a lot from their mentees instead.

Mutlu (2014) performed focus-group interviews with student teachers. When the data was analyzed, the results indicated that student teachers had some challenges regarding cooperating teachers' incompetent ways of teaching and negative attitudes towards them. In Coşkun's study (2013), there were also findings regarding student teachers' stress factors during practicum. 68 student teachers declared that there was a lack of enough support and feedback received from their cooperating teachers, and they were affected badly by the absence of cooperation between their supervisors and cooperating teachers.

In an attempt to grasp student teachers' expectations and opinions about their cooperating teachers, university supervisors, and practice teaching schools, Sağ (2008) executed a phenomenological research study at Mehmet Akif Ersoy University in Burdur, Turkey. The expectations of 106 student teachers from their cooperating teachers, supervisors and practice schools were asked in interviews. Group discussions were also held and written data was gathered through open-ended questions. It was uncovered that student teachers expected their mentors to provide camaraderie and guidance, to serve as a role model, leader, and stakeholder in an effective communication context. Furthermore, student teachers expected from their supervisors to guide and control their experiences in teaching, to develop rapport and vivid communication with them. Crucially, student teachers also expected their practice schools to treat them as colleagues, ensure a pleasant teaching and learning atmosphere, and to be briefed on rules and routines of the school.

2.7.3 Research with Supervisors/University Instructors

Yördem and Akyol (2014) carried out a study on university supervisors by aiming to gather their viewpoints on problems in the mentoring process during practicum, and they collected qualitative data via semi-structured interview schedules from seven supervisors working at ELT departments of four different universities. The study indicated that nearly all problems reported were making similar points without much variation. The supervisors complained about mentors' insufficient awareness in mentoring and mentoring role-responsibilities, valuing additional payment more than mentoring, lack of being instructed or trained, and randomized mentoring practices. Therefore, mentor training opportunities and well-developed mentor selection criteria were seen as the requirements for a better practicum.

To provide a general overview, supervisors roles were examined by Yaman (2013) through a qualitative study conducted with both student teachers and supervisors in English language teaching practicum at Mersin University. A semi-structured written interview based on supervision and supervisors' roles was utilized to collect data before content analysis. The results indicated that there was a consensus between student teachers and supervisors on "leader, guide, and collaborator" roles. However, supervisors did not consider themselves as "motivators, counselors, and informants" whereas student teachers expected them to have these roles as well. It revealed that student teachers need much more affective support from supervisors rather than just cognitive support (Yaman, 2013).

In his comprehensive research study, Coşkun (2013) also investigated supervisors and their stress factors in English language teaching practicum. Seven supervisors contributed to the study and it was revealed that they had stress because of the conflict in mentor-mentee relationships, and reluctance of mentors when cooperation was needed. When all the stress factors mentioned in Coşkun's study are taken into account from all the actors' viewpoints, it unveils the need of urgent briefing and training of mentors who stay in the center.

Ünver (2003) also investigated supervisors' perspectives regarding collaboration with mentors at schools and supervisors made some remarkable recommendations to foster their collaboration to prevent communication gaps such as establishing a committee including mentors and supervisors at each school so that they could work on effective studies to improve practicum. Moreover, supervisors suggested holding at least two meetings in a year with mentors to share experiences, and inviting mentors to Practice Teaching courses to guide them in lesson planning, and also to inform these mentors about the studies at the university. All these suggestions aim to create a healthier environment for practicum that is placed in collaboration.

Within the scope of a qualitative study conducted at Çukurova University, supervisors' understandings and problems of an effective practicum process were scrutinized by İlin (2003). Participants of the study were six supervisors whose feedback sessions were recorded. The findings showed that student teacher characteristics mattered to a great degree especially when they were demotivated for practicum. Besides this, the supervisors reported discrepancies between their wishes and mentors' expectations from student teachers due to lack of supervisor-mentor collaboration and communication. That is why; supervisors' limited time allocated for practicum and heavy course load posed obstacles to an effective practicum and indirectly a mentoring process. As solutions, decreases in supervisors' course load and the number of student teachers supervised are needed so as to repeat unsatisfactory observations of mentees.

2.8 Summary of the Literature Review

When investigated closely, the literature obviously signifies that there were a good number of studies dealt with practicum, which may be considered as the most vital period of teacher education. However, previous studies mainly inquired into more general issues such as effectiveness of practicum, problems behind ineffective practice teaching experiences, prospective teachers' expectations from practicum, and cooperating teachers' or student teachers' role perceptions. Contextually, the

present study examines practicum by putting mentoring and mentoring roles and responsibilities of cooperating teachers in the center.

Within the scope of these studies, practicum period was predominantly investigated from the standpoints of student teachers although it is a three-tiered system in which all three actors have equally significant roles. Therefore, cooperating teachers were ranked almost as the second in these studies whereas supervisors and their opinions were hardly ever included. This situation evokes that cooperating teachers and particularly supervisors have been pushed aside despite their invaluable experiences, understanding, and reflection on practicum. That is why; this study aims to put forth a whole picture of practicum without leaving any actor in the background.

The literature demonstrated that most of the previous studies utilized quantitative methods, mainly student surveys for data collection. Moreover, some studies collected qualitative data through interviews with cooperating teachers. In that vein, the current study plans to gather both quantitative and qualitative data by means of a student teacher questionnaire and two semi-structured individual interview schedules for cooperating teachers and supervisors.

For data analysis, previous studies employed descriptive statistics of questionnaires, and content analysis to reveal emerging themes in interviews. The same data analysis processes are aimed to be followed in this study as well.

CHAPTER 3

METHOD

This chapter starts with the overall design, whose aim is to clarify the design of the study, and the rationale behind it. After the research questions are reminded, the next part proceeds with the participants, their selection and related information. Then, data collection instruments are introduced together with their properties. This part is followed by piloting of the instrument and the results of the pilot study. Afterwards, the data collection procedure describes the schedule and process in which the data collection instruments are administered. The part for data analysis propounds the statistical procedures and techniques employed during the analysis. The limitations of the study are included as the final part of the chapter.

3.1 Overall Design of the Study

This study aimed to investigate roles-responsibilities of mentors/cooperating teachers from the perspectives of student teachers/mentees, supervisors and mentors themselves in English language teaching practicum. Next, the study aimed to determine current problems of mentoring from the perspectives of the above mentioned actors as well. To accomplish these aims, the study employed a mixed methods design where both qualitative and quantitative methods are used together (Leech & Onwuegbuzie, 2009).

The current study employed a descriptive survey design which provided an opportunity to systematically gather data from a great number of student teachers (Fraenkel & Wallen, 2006). Survey design has quite prominent features like being versatile, efficient, and generalizable; therefore, it is constantly preferred by researchers (Check & Shutt, 2012). Survey design also offers a feasible data

collection process in terms of its low-cost and quick administration. Based on a pre-planned and structured design, this research study was descriptive in terms of its purpose to define actors' views without any manipulation.

As the qualitative base of this mixed methods design study, in addition to the survey, semi-structured interviews were carried out with supervisors and cooperating teachers/mentors so as to reveal underlying perspectives on mentoring processes. In this way, an opportunity was taken to find out a convergence across two different methods, which ensures a better understanding of research questions via data coming from various sources along with diverse and multifaceted nature (Creswell, 2003; Yıldırım, 2013). Furthermore, a more extensive image of mentoring was put forth to represent mentoring process better from different aspects (Check & Shutt, 2012).

Based on these grounds, a six-point scale was developed to address student teachers' perspectives on cooperating teachers' mentoring roles and responsibilities. The scale named as "Student Teacher Mentoring Scale" was administered to 4th year student teachers studying at ELT departments of three state universities located in Ankara, namely Middle East Technical University, Hacettepe University, and Gazi University. Mentoring practices, cooperating teachers' changing roles, and expected responsibilities in practicum were evaluated from student teachers' viewpoints. In addition, two different semi-structured individual interview schedules, named as "Mentors' Interview Schedule" and "Supervisors' Interview Schedule", were developed for cooperating teachers and supervisors separately, depending on broad literature review covering problems, unfulfilled roles and responsibilities in practicum mentoring. These individual interview schedules were conducted with supervisors at the aforementioned three state universities, and cooperating teachers they worked with at practice schools.

3.2 Research Questions

In order to achieve the above-mentioned aims, two research questions are formulated as the following:

1. What are the perspectives of student teachers, mentors/cooperating teachers themselves, and supervisors on ELT mentors' fulfillment of their mentoring roles and responsibilities?
2. What are the perspectives of student teachers, mentors/cooperating teachers themselves, and supervisors on the problems of ELT practicum?

3.3 Participants of the Study

This research aspired to present a comprehensive portrait of cooperating teachers' fulfillment of their roles-responsibilities and the emergent problems in mentoring process of practicum by centering upon cooperating teachers' practices, and the fulfillment of their roles and responsibilities. Hence, student teachers, supervisors, and mentors participated in the study as leading actors of practicum in Ankara, which is home to three state universities: Middle East Technical University, Gazi University, and Hacettepe University.

The rationale behind including state universities only was the idea that students of the foundation universities would probably have different entry characteristics, and might have received lower points from the nationwide University Entrance Exam when compared to students of the state universities. Therefore, foundation universities were excluded from the sampling scope. As for piloting the data collection instruments of the study, ELT departments at Uludağ University in Bursa and Anadolu University in Eskişehir were chosen with the assumption of having similar student teacher characteristics to the ones at the above-mentioned universities in Ankara.

With similar intentions, only state schools with which the universities cooperated in Ankara were selected as the target practice schools so as to provide resembling mentor profiles because being an English teacher at a private school might require different qualifications. Due to mentors' and supervisors' being few in number at the selected departments and practice schools, they were selected via purposive convenience sampling because the researcher needed to have accessible participants cooperating with each other as the actors of practicum triad during Practice Teaching course. Moreover, the participants were selected through that sampling technique with the aim of gathering richer interview data nourished by their knowledge and experience of practicum, and collaboration in mentoring practices. After the researcher's interview request, the volunteer ones responded to participate. Thus, the participants of the study were student teachers, supervisors, and mentors whose details are presented in the following sub-titles.

3.3.1 Student Teachers/Mentees

As sample clusters, the 4th year (senior) students of English Language Teaching (ELT) Departments at these universities (*N*=194), who were registered for Practice Teaching course in 2015-2016 Spring semester, constituted the student teacher participants.

The student teacher participants' ages varied from 20 to 29. Of the 194 participants, 91.8 % (*n*=178) were between 20 and 23 years of age; however, 8.2 % of them (*n*=16) were between 24 and 29. As for their gender, 77.3 % of the participants (*n*=150) were female whereas 22.7 % of them (*n*=44) were male. Considering the distribution of the student teachers according to the universities, 29.9 % of them (*n*=58) were from Hacettepe University, 39.9 % (*n*=77) were from Gazi University, and finally 30.4 % (*n*=59) were from Middle East Technical University.

86.1 % of the participants (*n*=167) were in their 8th semester; however, there were also some participants whose semesters were extended. 11.3 % of them (*n*=22) were in their 10th semester while 2.1 % of them (*n*=4) were in their 12th semester. Only

one of them reported the extended semester as 14th. When the participants were asked whether they were willing to teach after graduation or not, 85.6 % of them (*n*=166) were disposed to teach whereas 14.4 % of them (*n*=28) were not disposed.

During practicum, 43.3 % of the participants (*n*=84) attended more than one practice school, but 56.7 % of them (*n*=110) attended only one school in practicum. Furthermore, 60.8 % of the participants (*n*=118) cooperated with more than one mentor while 39.2 % of them (*n*=76) did not have such an opportunity. On the other hand, 92.8 % of them (*n*=180) had a chance to work with more than one section in the same grade level *(7A, 7B etc.)* whereas 79.9 % of them (*n*=155) had a chance to work with even more than one grade level *(7A, 8B etc.).*

There were some disparities among the student teachers' teaching hours at practice schools. Firstly, three participants reported that they did not teach at all during practicum. 72 % of the participants (*n*=140) taught lessons between 1 and 10 hours whereas 16 % of them (*n*=31) taught lessons between 11 and 20 hours. Finally, 10.2 % of them (*n*=20) reported their teaching hours above 21.

3.3.2 Supervisors

The student teachers' supervisors who were in charge of supervising Practice Teaching course in 2015-2016 Spring semester at the above-mentioned universities also took part in the present study. The number of supervisors who participated in the individual interviews was ten. Of these ten supervisors, three were faculty members at Middle East Technical University, three were at Hacettepe University, and four were at Gazi University.

Five of these supervisors were male whereas five of them were female. As for their academic background, nine of them received a Bachelor's degree in English Language Teaching (ELT) while one of them had a Bachelor's degree in English Philology. In addition, four of them were assistant professors; three of them were associate professors at their departments while two had a Doctor of Philosophy

degree and one was an instructor. Being an academician, one of them had 9 years, four had 10-14 years, two had 15-19 years, and three had 25-35 years of experience. In respect of their experience as a supervisor, five reported that they had 5-9 years, four reported 10-19 years, and finally one reported 22 years of experience in supervising practicum.

Supervisors' weekly course load was also asked, and their answers ranged from 10 to 25 hours per week. Besides, the number of student teachers registered for Practice Teaching course was also inquired. The supervisors reported that they worked with 8 to 50 student teachers in one term.

3.3.3 Mentors/Cooperating Teachers

Mentors with whom both the aforementioned student teachers and supervisors cooperated at practice schools formed the last group of participants. Ten mentors voluntarily contributed to the study by presenting their viewpoints during individual interviews. They all worked at state schools as English teachers in 2015-2016 Spring semester.

Of these 10 mentors, eight of them were female, and two of them were male. Regarding their educational background, seven of them were Faculty of Education graduates with a Bachelor's degree in ELT; however, three of them graduated from different departments: American Culture and Literature, Sociology, and Economics. Additionally, only one of the mentors had a Master of Arts degree in English Language Teaching.

All of these mentors were selected from different practice schools in different districts of Ankara. One mentor was from a primary school, six mentors from middle schools, and three mentors from high schools. While one mentor had six years of teaching experience as an English teacher, four mentors reported their teaching experience as 25 years and above. The rest had teaching experience between 11 and 24 years. As for their mentoring experience, three of the mentors just finished their

first year in mentoring. Four had 3 to 7 years, and the other three had 10 to 15 years of mentoring experience.

The course load of these mentors changed from 5 to 29 class hours per week. The number of student teachers working with these mentors varied between 1 and 10. More importantly, mentors were also asked about whether they had any in-service training on practicum mentoring or not, and none of them attended such a training before because they mentioned the lack of such an opportunity provided by MONE. Six of them strongly stated the necessity of mentor training whereas one said there was no need at all.

3.4 Data Collection Instruments

In this study, three data collection instruments were used: Student Teacher Mentoring Scale (Appendix A), Mentors' Interview Schedule (Appendix E), and Supervisors' Interview Schedule (Appendix C). Student Teacher Mentoring Scale (STMS) was employed to collect quantitative data from student teachers. Two separate semi-structured interview schedules were utilized to gather in-depth qualitative data from supervisors and mentors. The processes of developing these data collection instruments are explained in the parts below.

3.4.1 Student Teacher Mentoring Scale (STMS)

Student Teacher Mentoring Scale consisted of 60 items to be rated by student teachers on a six-point scale ranging from *1=Strongly disagree, 2=Disagree, 3=Partially disagree, 4=Partially agree, 5=Agree, 6=Strongly agree*. The scale was developed in several successive steps as demonstrated in Figure 3.1 below.

Firstly, the researcher conducted an extensive literature review on mentoring in teacher education, roles and responsibilities of mentors in practicum, mentoring skills, current problems in mentoring practices, and mentor training. Owing to the fact that mentoring roles and responsibilities are the corner stone of mentoring

process, different aspects from various pieces of scholarly writing (Abiddin & Hassan, 2012; Ambrosetti, Knight, & Dekkers, 2014; Hudson, 2010; Hudson, Skamp, & Brooks, 2005; Malderez, 2009; Sağ, 2008; Sanders, Dowson, & Sinclair, 2005), handouts and guidebooks for mentoring (School-Faculty Partnership Manual, 1998; Michigan Technological University, 2012; Temple University, College of Education, 2013) were specifically delved into on this issue. The comprehensive review of literature on similar scales, mentoring roles and responsibilities revealed that the most current and comprehensive classification of mentoring roles and responsibilities belongs to Ambrosetti, Knight, and Dekkers (2014); therefore, this classification was considered as the main framework for the development of the STMS.

Secondly, in the light of what the literature had steered, informal interviews were carried out with ten newly-graduate English teachers via face-to-face conversations and one-to-one online correspondences. Their experiences in practice teaching were still fresh; therefore, some open-ended questions such as "How was your experience of being mentored by a cooperating teacher/working together with a mentor/cooperating teacher in practicum?" and "What were the strengths and weaknesses of your cooperating teacher?" were asked to them so as to obtain an overview of the current state of mentoring based on true stories in Turkish context. In this way, their comments about cooperating teachers' mentoring directed the development of some novel propositions/statements in the scale, and this also provided a crosschecking opportunity for the other items to be included in the scale.

Thirdly, the instruments previously used for similar purposes in the literature were searched and examined to derive or adapt probable items from the existing scales (Demirkol, 2004; Flanagan, 2006; Kiraz, 2003; Koç, 2011; Rakıcıoğlu-Söylemez, 2012). As a result of the first stage completed in three steps, a broad item pool was formed including 109 raw propositions together with related sources and references (See Table 3.1 for some samples of the item pool).

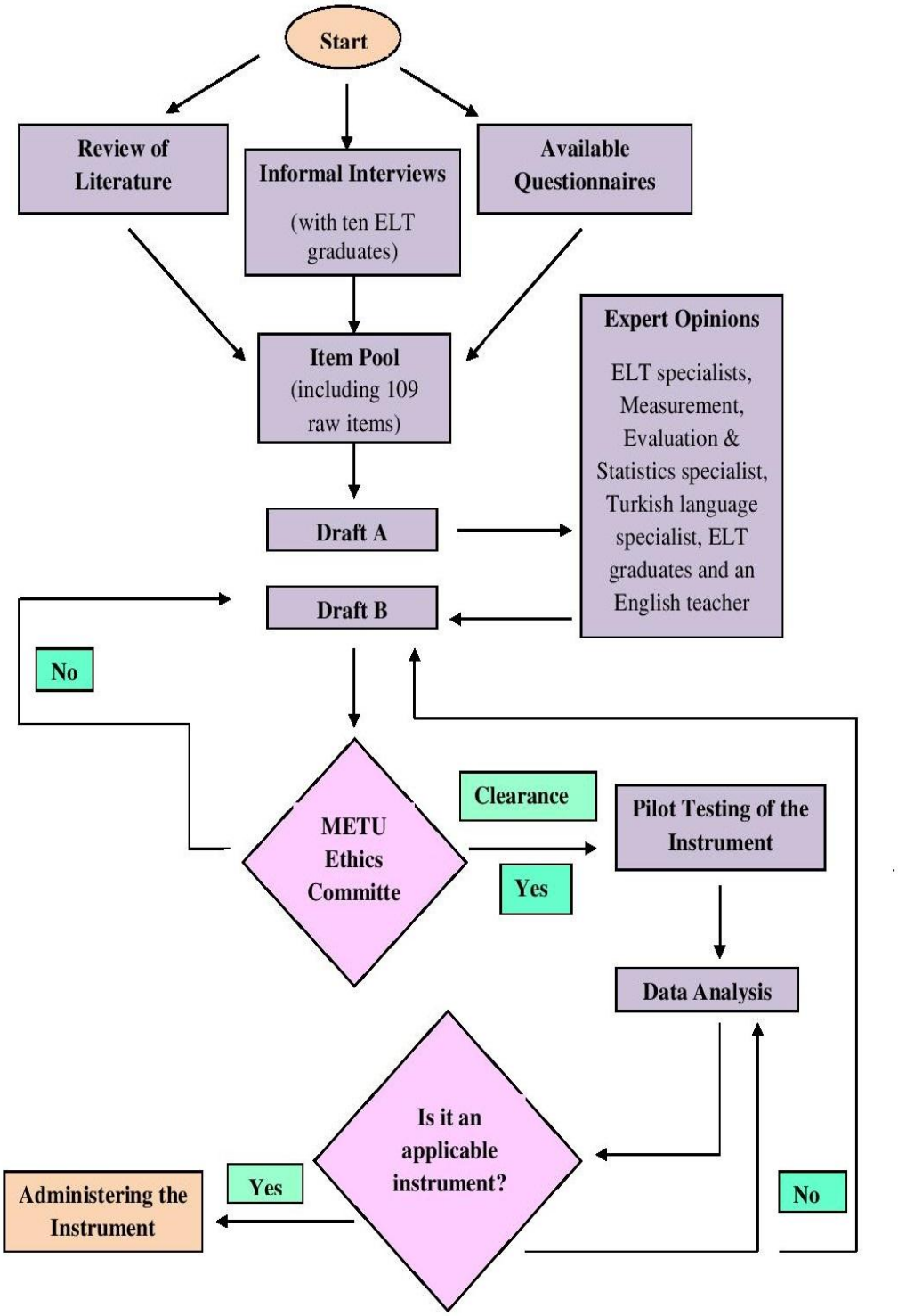

Figure 3.1 The flowchart demonstrating the development of STMS.

Table 3. 1

Sample Propositions from the Item Pool

Reference	Statement or Idea	New Statement
Flanagan, 2006	What are some specific teaching skills that you feel have improved as a result of being assigned to a mentor teacher?	**My CT helped me improve my teaching skills.*
Kiraz, 2003	Cooperating teachers should be respectful to student-teachers' academic intellect, and open to professional development.	**My CT respected my academic standing.* **My CT was open and willing to professional development.*
Rakıcıoğlu-Söylemez, 2012	My mentor gave me new viewpoints on teaching English to students. My mentor made me feel more confident as a teacher of English.	**My CT broadened my horizon in ELT with new perspectives.* **My CT accepted me as a colleague rather than as a student.*
Brooks and Sikes (1997, in Arnold, 2006)	Some personal qualities of a mentor as 'honesty, openness, sensitivity, enthusiasm, sense of humor, organization, self-awareness and reflectiveness'	**My CT was sensitive to my needs/feelings in teaching.* **My CT used sense of humor to lighten the atmosphere when needed.*

Note: CT = Cooperating teacher/mentor, ELT = English Language Teaching.

When first draft of the scale was finalized, four different experts from the Faculty of Education who were specialized in English language teaching; measurement, evaluation and statistics revised the items in the instrument for content and face validity. In addition to these experts, a Turkish language teacher checked the accuracy of Turkish expressions. Moreover, an experienced English teacher at a high school who worked as a mentor also read and controlled whether the statements were clear and understandable enough. Four recent ELT graduates also reviewed the scale and gave feedback on clarity, understandability, and readability. According to all these contributors' precious views, some changes and improvements were made on the instrument.

An ELT specialist and two ELT graduates mentioned the possibility of confusion between "mentor" and "supervisor" terms in practicum. Therefore, explanatory information in Turkish for both terms was added at the beginning of the instrument

so as to eliminate participants' likely hesitations. After receiving expert opinions, some double-barreled propositions were revised such as "My mentor observes my teaching without interruption, and takes notes." It seemed to measure both activities, observing and taking notes separately, in one statement, so it was turned into "My mentor takes notes while observing my teaching without interruption. Another improvement was made in the demographic information part regarding the question: "Did you work with different classes during practicum?", which seemed not clear enough. "At the same school" and "more than one class" phrases were added there instead of the vague wording in "different classes" phrase.

Furthermore, one question was omitted from this part, which was related to student-teachers' demand for further communication with their mentors, due to the absence of a direct relevance to the research questions. Most importantly, to provide an instrument presenting a more sensitive range for responses, the scale was turned into a six-point scale from a four-point scale in the light of expert opinions.

Student Teacher Mentoring Scale consisted of two parts starting with demographic information about student teachers such as their gender, age, university, decisions on following a teaching career, and the grades, classes, and mentors they worked with during practicum. The second part included cooperating teachers' responsibilities expected to be fulfilled during practicum in parallel to their mentoring roles in the literature. After all suggestions and revisions, there remained 66 items in the scale to be rated by student teachers other than demographics before piloting process.

In the next phase, pilot testing was conducted to assure further construct validity and reliability of the instrument. For that purpose, the scale was administered to the 4th year student teachers of English Language Teaching Departments at Uludağ University and Anadolu University.

3.4.2 Individual Interview Schedules

For this study, two different individual semi-structured interview schedules were developed: one for cooperating teachers/mentors named "Mentors' Interview Schedule (MIS)", and one for supervisors named "Supervisors' Interview Schedule (SIS)". The development process proceeded in three vertical and three horizontal steps as demonstrated in Figure 3.2.

Figure 3. 2 The development process of the interview schedules.

In the pre-preparation stage, in line with the research questions, the literature was reviewed for available interview schedules (Hamilton, 2010; Flanagan, 2006; Rakicioğlu-Söylemez, 2012; Sağlam, 2007). Next, in the preparation stage, two different interview schedules were prepared according to the framework of problems in mentoring, mentoring skills, mentoring roles and responsibilities. After receiving opinions from experts at the Faculty of Education who were specialized in English language teaching; measurement, evaluation, statistics, and teacher education, necessary revisions were made on the interview questions as well. For instance, in Mentors' Interview Schedule, the probe of *Question 3*, which was "In your opinion

which problems do you think that student teachers encounter in practicum?" was transformed into "What are the problems that student teachers consult you?" in order to collect first hand data rather than assumptions. Furthermore, an additional probe was added into *Question 1* in Supervisors' Interview Schedule, which was "What do you expect from your student teachers to gain in practicum?" in order to be able to compare supervisors' expectations and experiences regarding CTs' mentoring.

Mentors' semi-structured individual interview schedule includes two parts: demographic characteristics such as the school where mentors worked, their experience both as a teacher and as a mentor, course load per week, the number of student teachers they worked with, and the information about whether they participated in any in-service training on mentoring or not. The second part consists of nine open-ended interview questions for cooperating teachers, which includes cooperating teachers' expectations from student teachers, problems faced during mentoring, views on their own mentoring skills, and realization of their mentoring roles and responsibilities.

Following a similar procedure, Supervisors' Interview Schedule was created by the researcher. It was composed of demographic information about supervisors such as the university where they worked, their academic title, experience both as an academician and as a supervisor, course load per week, and the number of student teachers they supervised. Ten interview questions were formulated for supervisors' interview, and they basically included their expectations from cooperating teachers, problems in cooperation, cooperating teachers' level of fulfilling their roles and responsibilities, reasons behind unfulfilled responsibilities, and suggestions to improve mentoring in practicum.

3.5 Piloting of Student Teacher Mentoring Scale

To conduct the pilot study, first of all, the official permissions were received from both ELT departments at Uludağ University and Anadolu University. After the

required correspondences, when student teachers spent nearly two months with their mentors at practice schools, the scales were sent to these departments towards the end of March 2016 with directives informing them about the purpose of the study and how to administer the scale. Three weeks later, the scales were collected back by the researcher in person. In the meantime, the researcher constantly kept in touch with the implementers of the instrument in case of their possible questions and problems. Nevertheless, there was no reported issue.

After the completion of consent forms, 208 student teachers responded to the scale in the pilot study, and rated 66 statements in the scale in approximately 25 minutes according to their experience regarding cooperating teachers' mentoring. Later on, the raw data were entered into Statistical Package for the Social Sciences (SPSS Version 21.0) by the researcher.

The construct validity of the scale was investigated through exploratory factor analysis. The purpose was to reveal the underlying clusters as factors which measured the same construct among a wide range of variables (Cohen, Manion, & Morrison, 2007). Cronbach's Alpha values were also computed so as to assure internal consistency of the whole instrument and the reliability of each factor in the scale.

When the raw data was loaded on SPSS, missing values were replaced by series mean of each statement after their random distribution was confirmed. Then, univariate normality was checked as one of the assumptions of exploratory factor analysis. As a result, skewness and kurtosis values were in between +2.0 and -2.0, which did not prevent the data from a normal distribution (George & Mallery, 2010). Q-Q plots of the items also reassured the absence of any serious violation for normality. As for the next step, multivariate normality was tested through Mardia's test. Unlike the desired assumption ($p > .05$), the test was significant ($p = .00$). Therefore, Principal Axis Factoring (PAF) was chosen as the extraction method

besides Oblimin with Kaiser Normalization as the rotation method due to the assumption of a correlation between factors.

Sample size of the pilot study met 3:1 ratio; it was three times more than the number of statements exceeding the lower limit 2:1 as stated in Büyüköztürk (2002). The sample size was also enough according to Kline (1994) who argues for the sufficiency of a sample size including 200 subjects in order to reach reliable factors. Herein, the number of the participants (N= 208) was enough to analyze a 66-item scale. Moreover, the results of Kaiser-Meyer-Olkin Measure of Sampling Adequacy indicated that sampling adequacy was ideal (KMO > .96), which was much higher than the lower limit, KMO > .60. Besides, Bartlett's Test of Sphericity had a statistically significant value, p = .00 as desired. It means the instrument provided satisfying results for factorability by proposing remarkable correlations among the statements. The correlation matrix also showed correlations above .30 and below .90, which were acceptable values for factorability.

Principal Axis Factoring ascertained nine factors whose eigenvalues went beyond 1, and that was a result complying with the previous assumption about the scale including nine mentoring roles according to the relevant literature.

The analysis revealed that the scale had six problematic statements (S8, S17, S19, S29, S33, and S60), which did not fit in with the expected dimensions or loaded on different factors. This situation led to a mismatch between mentoring roles and responsibilities unlike the relevant literature. In order to remove this complication, the problematic statements were examined once more. It was found out that Statement 29 and 19 failed to load on any factor. Therefore, firstly these two statements were discarded, and the analysis was repeated. Nevertheless, there was no improvement regarding the factor loadings of the other four items. Statement 8 still appeared on two different factors whose factor loadings were so close to each other.

As for the next step, S8 was eliminated from the analysis. Despite many probable variations, S17, S33, and S60 did not still load on the right factor so they were excluded from the analysis, too.

Table 3. 2

Summary of Items and Factor Loadings for Oblimin Rotation for STMS

Item No	Factor 1	Factor 2	Factor 3	Factor 4	Factor 5
S22	.78				
S24	.71				
S21	.70				
S23	.69				
S20	.59				
S25	.58				
S19	.56				
S18	.46				
S17	.38				
S16	.35				
S51		-.82			
S52		-.81			
S50		-.78			
S48		-.77			
S45		-.74			
S46		-.73			
S54		-.71			
S47		-.71			
S49		-.69			
S53		-.68			
S41		-.59			
S42		-.59			
S44		-.52			
S43		-.49			
S39			.59		
S38			.59		
S40			.52		
S37			.46		
S36			.32		
S30				1.06	
S29				.87	
S31				.73	
S2					.80
S1					.72
S4					.68
S3					.61
S6					.59
S5					.56
S8					.40
S7					.38

Table 3.2 (continued).

Item No	Factor 6	Factor 7	Factor 8	Factor 9
S58	.78			
S59	.71			
S57	.71			
S56	.61			
S55	.57			
S60	.51			
S28		.46		
S26		.41		
S27		.37		
S34			-.53	
S35			-.48	
S33			-.46	
S32			-.44	
S11				.73
S12				.71
S15				.67
S9				.60
S13				.57
S10				.56
S14				.52

Note. S = Statement/Item in the Student Teacher Mentoring Scale (STMS).

With the omission of these unsettled statements, the instrument was finalized with 60 statements under nine factors. These factors explained 75.96 % of the total variance, which was also a better percentage than the first exploratory factor analysis. When examined in detail, Factor 1 contributed with 50.77 %, Factor 2 with 5.50 %, Factor 3 with 4.46 %, Factor 4 with 3.61 %, Factor 5 with 3.03 %, Factor 6 with 2.71 %, Factor 7 with 2.29 %, Factor 8 with 1.90 %, and Factor 9 with 1.69 % to the explanation of the total variance. Factors, initial eigenvalues, and their cumulative percentages are summarized in Table 3.3 below. The summary of the statements and factor loadings of Student Teacher Mentoring Scale are displayed in Table 3.2 above.

Table 3. 3

Eigenvalues, Percentages of Variance, and Cumulative Percentages for Factors of STMS

Factor	*Eigenvalue*	*% of Variance*	*Cumulative %*
1	30.46	50.77	50.77
2	3.30	5.50	56.28
3	2.68	4.46	60.73
4	2.16	3.61	64.34
5	1.82	3.03	67.37
6	1.63	2.71	70.08
7	1.38	2.29	72.38
8	1.14	1.90	74.27
9	1.01	1.69	75.96

The overall reliability of the instrument was assessed via Cronbach's Alpha, and it was proved to be considerably reliable, $\alpha = .98$ for the whole scale with 60 remanining statements. As for the reliability of each factor, the researcher also checked Cronbach's Alpha values, which were very high, and ranged from $\alpha = .84$ to $\alpha = .98$. These results proved that not only the instrument, but also each factor had a high internal consistency.

Table 3. 4

Reliability Statistics of Factors, Number of Loaded Items, and Mentoring Roles

Factor-Mentoring Role	Cronbach's Alpha	N of Items
1.Trainer-Informant	.95	10
2.Role Model	.98	14
3.Protector	.84	5
4.Assesor-Evaluator	.91	3
5.Facilitator-Supporter	.92	8
6.Collaborator	.90	6
7.Observer-Feedback Provider	.90	3
8.Reflector	.93	4
9.Friend-Colleague	.92	7

Moreover, as a result of the pilot study, each one of these nine factors separately represented one mentoring role. The target mentoring roles were named and matched with the emergent factors mostly in parallel to the classification of Ambrosetti, Knight and Dekkers (2014). Reliability statistics of each factor, number of loaded items for each, and mentoring roles assigned for them are presented in Table 3.4 above.

3.6 Data Collection Procedure

Data collection process was carried out in three phases: interviews with supervisors, administering the scale to student teachers, and interviews with mentors. As the first step, the necessary clearance was officially received from Ethics Committee at METU, target teacher education institutions, and their practice schools through correspondences with the target universities and Ministry of National Education. Afterwards, the administrators of the selected departments and practice schools were informed about the purpose of the study and details of data collection via personal contact, phone calls, and e-mails. The official documents for approvals were presented as well, and the researcher assured confidentiality at all events.

As for a start, the researcher got in contact with supervisors for interviews at the selected departments in Ankara through phone calls and e-mails to inform them about the study and get an appointment if they were willing to contribute. After the supervisors' invitation, the researcher consecutively conducted the interviews starting in December 2015 through January 2016 period thanks to supervisors' practicum experience and their familiarity with mentors. After the supervisors had signed the consent form, their permission for audio-recording was also asked at the beginning of the interview. None of them rejected so all the interviews were tape-recorded to enable a more credible analysis of the qualitative data, and to avoid any data loss. In addition, the supervisors were also informed about the possibility that they could discontinue the interview whenever they wanted, listen to the audio-recordings, and read the transcripts. Whereas nine of the interviews were conducted

in supervisors' personal offices, one of them was conducted in a meeting room. In all cases, minimum distraction was assured. The duration of the interviews was between 25 minutes and one hour.

Nevertheless, after the researcher had conducted all supervisor interviews, one supervisor's course schedule for the Spring term changed unexpectedly, and the researcher had to exclude this interview from the data set. Instead, another supervisor from the same department became volunteer to participate. The new interview was conducted at the end of April because the supervisor had not supervised Practice Teaching course for years, and she needed to renew her practicum experience as a supervisor.

The quantitative data was gathered from student teachers in between April 2016 and May 2016 because they needed to gain their own vivid experiences on mentoring process as a part of Practice Teaching course. The process started in the last week of April in one of the universities because the semester had started earlier there, and their student teachers had enough time to experience practicum and cooperate with their mentors. At the beginning of the process, course instructors were informed about the study, and with their approval, the researcher met seniors in their must courses to reach them in groups. After the researcher's briefing, student teachers completed the consent form and the scale in approximately 20 minutes. Under some conditions in which the researcher was not able to supervise the data collection process in person, a directive including a set of guidelines was provided to the implementers of the scale in order to standardize the administering process of the data collection instrument. In relation to that, there was nothing reported as a problem.

During the interviews with supervisors, the researcher had a chance to learn about the practice schools and the mentors with whom these supervisors would work. The interview process with mentors was initiated in the last week of April 2016, and it lasted until the first week of June 2016. First of all, some mentors' contact

information was gathered through supervisors' help. In some other cases, the researcher called the practice schools, left notes, and reached volunteer mentors who cooperated with the supervisors mentioned above. When the mentors were briefed on the study, they invited the researcher to the practice schools. In the researcher's visits on agreed dates, the mentors primarily filled in consent forms and allowed audio-recordings to prevent data loss. Similar to the supervisors' procedure, the researcher also reassured that mentors could interrupt the interview, listen to the audio-recordings, and read the transcripts if considered necessary. Five of these interviews were conducted in teachers' rooms, and two of them were conducted in an empty classroom. The other three were conducted in different places: a library, a counseling room, and a personal office. Thus, the researcher ensured minimum distraction during the interviews. As for their duration, all mentor interviews lasted between 25 and 45 minutes.

3.7 Trustworthiness

Unlike quantitative ones, qualitative studies employ different terms so as to refer to validity and reliability which are indispensable to each research study. Guba (1981) identifies a set of criteria to assess trustworthiness of qualitative studies which are credibility, transferability, dependability, and confirmability; some of which were also used to assure the trustworthiness of the present mix-method study.

With the purpose of achieving the credibility goal, different triangulation methods were utilized throughout the study. First of all, different participants who were student teachers, mentors, and supervisors, engaged in the study as data sources. Moreover, both qualitative and quantitative data were gathered from the participants thanks to mixed-methods design. The present study also included diverse data collection tools which were Student Teacher Mentoring Scale and two different semi-structured interview schedules for the other actors: Supervisors' Individual Interview Schedule and Mentors' Individual Interview Schedule.

To foster transferability, mentors and supervisors who formed the qualitative data sources of the study were chosen via purposive convenience sampling as a result of a match between supervisors and mentors they cooperated with in Spring 2016 term at the target universities. It was assumed that these supervisor-mentor pairs would provide rich qualitative data for an in-depth analysis. Furthermore, the researcher's supervisor also contributed to dependability of the study with his competence in teacher education and qualitative research. Throughout the processes of developing data collection instruments, collecting and analyzing data, the researcher's supervisor guided the study with his precious feedback.

The researcher transcribed all the interviews by herself and read them several times during the elicitation of themes and codes in the content analysis. In this way, the researcher became much more familiar with the data in hand. Furthermore, one sample from each individual interview schedule was also coded by different researchers who were experienced in qualitative studies to check intercoder congruence. The first interview conducted with supervisors was coded by four other researchers as well, and all the themes and codes corresponded to each other by more than 70 %. Additionally, the first interview conducted with mentors was also coded by two researchers, and the percentage of consistency between the researcher's and the first inter-coder's codes and themes was 88 % whereas it was 78 % with the second intercoder.

3.8 Data Analyses

After the collection of qualitative data gathered from the supervisors through Supervisors' Interview Schedule, the data was transcribed verbatim for the analysis. During the transcription process, the researcher's familiarity with the data increased. The codes and themes were elicited after content analysis.

As for the second step, Student Teacher Mentoring Scale was analyzed via quantitative techniques presented by SPSS (Statistical Package for Social Sciences).

The researcher benefited mainly from descriptive statistics; frequencies, means, percentages, and standard deviations.

Similar to the interviews with supervisors, the qualitative data gathered from mentors via Mentors' Interview Schedule was also analyzed following the transcription phases. As a result of content analysis, codes and common themes were identified. In this way, the researcher had an opportunity to harmonize the themes obtained from two actors. The results of the two interviews were integrated and used to enrich and strengthen quantitative findings.

3.9 Limitations of the Study

The present study was limited to mentoring practices in the field of English Language Teaching. That is why; the obtained results cannot be generalized to other teaching areas.

Owing to the stable location of the researcher and the mixed-methods nature of the study requiring an active interviewer for the realization of the qualitative aspect, the sample ELT departments had to be selected from the universities in Ankara, excluding foundation universities. Within this context, the researcher chose state universities only so as to keep student entry characteristics similar and stable.

The researcher had to wait nearly until the end of practicum so that the student teachers, who engaged in the quantitative phase of the study, could gain their own experiences at practice schools in time. When the data collection process started, participation rate was not as high as expected due to the fact that these 4th year student teachers were on the brink of graduation and KPSS. Therefore, the number of student teachers who responded to the scale was limited to the students who attended the classes on the time of data collection.

CHAPTER 4

RESULTS

This section presents the results of the study by combining the quantitative findings with the qualitative ones in light of the two research questions. The findings obtained from student teachers (*N*=194) through the descriptive analysis of the data gathered via Student Teacher Mentoring Scale, and enriched with the findings elicited from both supervisors and mentors through interviews in order to display their perspectives on the fulfillment of cooperating teachers' mentoring roles-responsibilities, and the problems encountered during teaching practice in ELT. Findings regarding these two research questions are presented respectively as mentioned in the above lines.

4.1 Perspectives of the Actors on Mentoring Roles-Responsibilities

Three actors' perspectives on the fulfillment of mentoring roles and responsibilities were reported in line with the dimensions of the scale: (1) Trainer-Informant, (2) Role Model, (3) Protector, (4) Assessor-Evaluator, (5) Facilitator-Supporter, (6) Collaborator, (7) Observer-Feedback Provider, (8) Reflector, and (9) Friend-Colleague.

While reporting the findings for each factor/dimension, firstly the mean score of the factor was stated, then the percentages of each item's ranking (1-6) in the factor was expressed by combining "agree and strongly agree" as agree, "disagree and strongly disagree" as disagree. Partially agree and partially disagree were presented as they were.

4.1.1 Trainer-Informant

According to the classification of Ambrosetti, Knight, and Dekkers (2014), after Exploratory Factor Analysis (EFA) conducted with the pilot study, the first dimension of Student Teacher Mentoring Scale (STMS) was named "trainer-informant." The student teachers' perspectives on the fulfillment of their cooperating teachers' mentoring responsibilities as a trainer-informant were assessed via the STMS (see Table 4.1). The mean score of the mentoring responsibilities under trainer-informant role was *M*=4.25 (*SD*=1.21) out of 6 indicating that student teachers partially agreed on their mentors' fulfillment of the trainer-informant role.

When the factor items were examined in detail for the trainer-informant role, 45.4 % of student teachers (*n*=88) agreed on their *mentors' explanations of how they could make use of observation and evaluation forms* whereas 17.5 % of them (*n*=34) did not agree on the fulfillment of this responsibility. On the other hand, 21.6 % of the student teachers (*n*=42) partially agreed, and 15.5 % (*n*=30) partially disagreed. In terms of *informing mentees about English language curriculum*, 53.1 % of the student teachers (*n*=103) agreed while 14.4 % of them (*n*=28) disagreed on the responsibility. Data analysis also revealed that 22.2 % (*n*=43) partially agreed while 10.3 % of the student teachers (*n*=20) partially disagreed that their mentors informed them on English language curriculum (Table 4.1).

As for *informing mentees about relating aims, methods, and materials for effective instruction*, 52.1 % of the student teachers (*n*=101) agreed on their mentors' realization of this responsibility, but 13.4 % of them (*n*=26) of them did not agree. Moreover, 23.7 % of these student teachers (*n*=46) partially agreed on the item, and 10.8 % of them (*n*=21) partially disagreed on relating aims, methods, and materials. Furthermore, half of the student teachers (*n*=97) agreed on their *mentor's briefing on the lesson and its flow beforehand* whereas 10.8 % (*n*=21) disagreed on the realization of this responsibility. While 26.3 % of them (*n*=51) partially agreed on the same item, 12.9 % of them (*n*=25) partially disagreed. *Providing challenge together*

with support to extend student teachers' teaching skills was another responsibility under trainer-informant role, and 55.7 % of the student teachers (*n*=108) agreed that their mentors could achieve it. However, 11.9 % (*n*=23) disagreed. Whereas 26.3 % (*n*=51) partially agreed, 6.2 % (*n*=12) of the student teachers partially disagreed on mentors' providing challenge together with support to extend their teaching skills.

Furthermore, 59.8 % of the participants (*n*=116) agreed that their mentors *gave hints them to manage the classroom by themselves* while 10.3 % of them (*n*=20) disagreed. 20.1 % (*n*=39) partially agreed; 9.8 % (*n*=19) partially disagreed. Of all 194 participants, 59.8 % (*n*=116) agreed that their mentors *made suggestions for their time management skills during teaching* while 12.9 % (*n*=25) disagreed on the realization of this responsibility. However, 17.5 % of the participants (*n*=34) partially agreed, and 9.8 % (*n*=19) partially disagreed. As a trainer-informant, mentors should have also *demonstrated how to ask effective questions to pupils during lessons*. 43.8 % of the student teachers (*n*=85) agreed that their mentors could fulfill this responsibility whereas 17 % (*n*=33) disagreed. On the other hand, 25.8 % of the participants (*n*=50) partially agreed while 13.4 % (*n*=26) partially disagreed.

Descriptive data analysis showed that 44.9 % of the student teachers (*n*=87) agreed that their mentors *guided them in developing their own problem-solving and decision-making skills*, but 17.5 % (*n*=34) disagreed that their mentors fulfilled this responsibility. While 24.2 % of them (*n*=47) partially agreed, 13.4 % (*n*=26) partially disagreed. As for the last responsibility under trainer-informant role, the student teachers ranked their *mentors' providing opinions on how to assess pupils' progress*. 41.8 % of them (*n*=81) agreed on the fulfillment of this responsibility; however, 20.6 % (*n*=40) disagreed. 24.2 % partially agreed (*n*=47) whereas 13.4 % partially disagreed (*n*=26).

Table 4.1

Percentages of the Items Related to Trainer-Informant Role-Responsibilities

Item No	Item	SD		D		PD		PA		A		SA	
		%	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*%*	*n*
16	explains how I can make use of observation and evaluation forms.	7.2%	14	10.3%	20	15.5%	30	21.6%	42	28.9%	56	16.5%	32
17	informs me about English language curriculum.	6.2%	12	8.2%	16	10.3%	20	22.2%	43	29.4%	57	23.7%	46
18	informs me about relating aims, methods, and materials for effective instruction.	5.2%	10	8.2%	16	10.8%	21	23.7%	46	36.6%	71	15.5%	30
19	briefs me on the lesson and its flow beforehand.	3.6%	7	7.2%	14	12.9%	25	26.3%	51	28.4%	55	21.6%	42
20	provides challenge together with support to extend my teaching skills.	3.6%	7	8.2%	16	6.2%	12	26.3%	51	28.4%	55	27.3%	53
21	gives hints to help me manage the classroom by myself.	4.1%	8	6.2%	12	9.8%	19	20.1%	39	36.1%	70	23.7%	46
22	makes suggestions for my time management skills during teaching.	6.2%	12	6.7%	13	9.8%	19	17.5%	34	35.1%	68	24.7%	48
23	demonstrates how to ask effective questions to students during his/her lessons.	6.2%	12	10.8%	21	13.4%	26	25.8%	50	26.3%	51	17.5%	34
24	guides me in developing my own problem-solving and decision-making skills.	5.2%	10	12.4%	24	13.4%	26	24.2%	47	29.4%	57	15.5%	30
25	provides opinions on how to assess students' progress.	7.2%	14	13.4%	26	13.4%	26	24.2%	47	26.3%	51	15.5%	30

Note. SD=Strongly Disagree, D=Disagree, PD=Partially Disagree, PA=Partially Agree, A=Agree, SA=Strongly Agree

Analysis of interview data obtained from the interviews with cooperating teachers revealed that concerning the trainer-informant role, mentoring was underlined by the

mentors themselves as a process of transmitting teaching experience to student teachers. All interviewed mentors believed that they needed to let mentees benefit from their teaching experience by informing them about arranging classrooms, getting prepared for teaching, lesson planning, addressing pupils, attracting pupils' attention, managing pupils' with special needs or multiple intelligences. They also underlined the importance of informing mentees/student teachers on how to use their tone of voice and body language, and manage time during lessons.

Therefore, training mentees for the management of hard-to-direct procedures such as lessons and exams was seen as a mentoring responsibility. As a result, mentors mostly put themselves in the practice circle rather than the theory circle during practicum. For example, one of the mentors who was not an ELT graduate, did not take any responsibility to inform mentees academically, and said:

> *My duty, I think, is not academic. I mean it is not doing something with knowledge. I think I must teach mentees how to communicate with pupils. As I said before, I am not so experienced on this topic. I have come to these days by generating and applying theses by myself. (HM1-27th April, 2016)*

From a more extensive perspective, some mentors also touched upon the need for informing mentees about how to manage administrators, parents, and pupils together, and teaching them how to establish good relationships with the whole school community. One mentor specifically pointed out informing mentees about the way of existence as a teacher in class and at school.

> *Once we try to show mentees the role of a teacher in class: the relationships established between the teacher and the students, the teacher and the school, our attitudes towards the profession, relationships with the outsiders…Because student teachers firstly observe mentors, we have a very serious responsibility. (OM1-27th April, 2016)*

Mentors also mentioned the significance of teaching mentees how to interact with pupils, especially by letting mentees know about pupils' individual differences or personal problems to behave accordingly in classrooms. In order to have strong

relationships, teaching mentees how to love the profession, how to love pupils, and how to make pupils love English were also put forward by some mentors. One of them particularly emphasized the need for demonstrating the realities of teaching, and actual problems together with solutions as the main responsibility of a good trainer.

> *It is necessary to love pupils, and be patient. This is so important. I want to convey this message to them [mentees] – I mean the love of profession. I think it is necessary to show the reality, it is not all lavender and roses. For instance, the system in which we work, there are definitely some shortcomings. We should show them. Everything is not perfect, so you [mentees] may encounter problems, you may cope with them in these ways… (GM3-29th April, 2016)*

> *I think that sometimes I need to propose pupils' possible problems for the agenda before they occur because I have learnt them by experiencing. … Because mentees have a limited time, they need to get prepared for the other situations in the profession beyond the ones they [mentees] could experience in 10-week time. (HM3-31th May, 2016)*

Similarly, most mentors took over responsibilities to train mentees in how to teach in a real classroom and how to manage a classroom by setting classroom discipline. At this point, some mentors pointed out mentees' anxiety and fear at the beginning of the practicum, and the way through which the mentees passed to overcome this fear.

> *Some mentees did not want to enter through the classroom door, and they asked me "How could you manage the classroom?"(HM2-3th June, 2016)*

> *Student teachers learnt to be calm and relaxed in class. For example, in the beginning they were getting excited so much and even shaking while teaching. They were looking into my eyes to guess what I was going to say because they did not know me, either. However, now they know how they will behave in a class. (GM3-29th April, 2016)*

As one of the mentors particularly remarked, for the fulfillment of trainer-informant role, mentors were supposed to love sharing and helping so as to make them involved

in the practicum processes. Otherwise, they might keep knowledge and experience to themselves instead of transmitting them to mentees as one mentor stated:

> *There was such a bulk of teachers in schools: "We [mentors] have been working here for years, we are very experienced. You [mentees] are newcomers, and you have a lot to learn". I have never behaved like that. Student teachers must always be embraced and trained. Mentors must be willing to transmit their experience. There are some conceited ones… (OM2-6th May, 2016)*

The third data source for the present study was the interviews conducted with supervisors. In the interviews, the supervisors raised concern over mentors' trainer-informant role for the introduction of teaching profession. They regarded mentors as a bridge between mentees and practice schools, who were supposed to share their teaching experience with student teachers. During practicum, supervisors expected from mentors to train mentees on how to form their teacher identity and discipline at practice schools. Because they were still students at universities, they were passing through a transition period from being a student to being a teacher. That is why; their teacher identity was not settled yet, and the supervisors expected mentors to inform student teachers about this issue as well.

> *I want mentors to inform mentees about teacher discipline. For instance, there were such problems: mentees went to practice schools as students coming from a university atmosphere, and so they did not gain teacher discipline yet. Some attended classes with pastries and tea there! I expect mentors to warn them at that point. (GS2-18th January, 2016)*

As a trainer-informant, supervisors also touched upon mentors' responsibility to inform mentees about English language curriculum, rules and regulations of MONE, and administrative procedures at schools. For example, mentors should inform mentees about how they spent a day at school, what they did, and what their duties were outside of the classroom as well as teacher meetings and official procedures of MONE so as not to let mentees suffer from inexperience when they start to work. In addition, one of them also mentioned the necessity of informing mentees in how to address parents as a mentoring responsibility.

Apart from the above-mentioned trainer-informant responsibilities, supervisors also had an expectation that mentors needed to employ up-to-date methods and techniques as supervisors did, and teach them to mentees as well. However, one supervisor stated that generally mentors used obsolete ones during their lessons, and so mentees felt disappointed seeing that they could not see what they had imagined.

> *We are assertive in terms of raising our student teachers in terms of ELT methods so mentees see "what not to do" instead of "what to do" at practice schools. ... They sometimes encounter with mentors who teach with obsolete methods. Mentees know what I teach them and what I expect from them; therefore, they run into a contradiction regarding which one to practice, and may feel unhappy. (GS3-20th January, 2016)*

Another problem concerning mentors' educational background was insufficient education to become a mentor in practicum, especially the lack of mentors' knowledge in ELT methods and approaches. Consequently, a gap emerged between what mentees had learnt at universities and what they observed at practice schools. When mentees and mentors did not share similar beliefs in teaching, these contradictory ideas might lead to conflicts between these actors during mentoring. Older mentors might cause more of such problems as reported by some supervisors:

> *Sometimes we cannot reach a compromise with mentors in terms of ELT approaches. We can come across mentors who use very old methods like Grammar Translation Method. However, our student teachers prepare more communicative activities including visuals and audios. They seem like toys or games for the mentors. Mentors need to change their teaching philosophies. Especially the older ones… (GS2-18th January, 2016)*

On the other hand, some supervisors remarked they expected guidance from mentors by anticipating that mentors would serve just like teacher trainers who could give mentees future career-related clues and ideas for professional development. Nevertheless, one of them highlighted the lack of mentor training to achieve this responsibility by saying:

> *We call them as mentors, but actually they are not teacher trainers because they are not trained for it. (OS3-25th April, 2016)*

To put in a nutshell, it was found out that the student teachers overall partially agreed on the fulfillment of the mentoring responsibilities under the trainer-informant role. About 50 % to 59 % rated the fulfillment of responsibilities like informing about English language curriculum and how to assess pupils' progress, relating aims, methods, and techniques, briefing about the lesson beforehand, giving hints for time and classroom management as agree. Mentors believed that they were required to inform mentees especially about classroom and time management, using tone of voice and body language, lesson planning and preparation, invigilation, pupils' individual differences and problems. Dealing with realities of teaching and getting along well with the whole school community were also underlined by mentors who were the leading actors undertaking practice more than theory. Supervisors regarded mentors as a link connecting them to practice schools, and hereby replacing them like teacher trainers. They expected mentors' guidance for the training of mentees concerning English language curriculum, administrative work, rules and regulations of MONE, and forming teacher identity and discipline. Nevertheless, interviewed supervisors complained about mentors' obsolete methods and techniques, insufficient educational background, and conflicting beliefs in teaching.

4.1.2 Role Model

The second dimension of Student Teacher Mentoring Scale (STMS) revealed another mentoring role named "role model" including 14 mentoring responsibilities below (Table 4.2). On a six-point scale, the mean score of the role model responsibilities showed that student teachers partially agreed on their mentors' acting like a role model (M=4.15, SD=1.27).

Of all, 55.1 % of the student teachers (n=107) considered their mentors *as a role model for them with their commitment and devotion to teaching*; however, 19.6 % of them (n=38) did not agree. On the other hand, 13.4 % of them (n=26) partially agreed; 11.9 % (n=23) partially disagreed on their mentors' commitment and devotion to teaching as a role model.

Table 4. 2

Percentages of the Items Related to Role Model-Responsibilities

Item		SD		D		PD		PA		A		SA	
No	Item	*%*	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*%*	*n*
41	is a role model for me with his/her commitment and devotion to teaching.	9.8%	19	9.8%	19	11.9%	23	13.4%	26	27.8%	54	27.3%	53
42	is willing and open to professional development.	7.2%	14	5.2%	10	7.7%	15	14.4%	28	31.4%	61	34%	66
43	motivates me to teach with his/her enthusiasm in practicum as a respected professional.	6.7%	13	7.2%	14	11.9%	23	17.5%	34	27.8%	54	28.9%	56
44	broadens my horizon in teaching English by presenting various perspectives.	7.7%	15	14.9%	29	9.8%	19	24.2%	47	28.4%	55	14.9%	29
45	is a role model for me in effective classroom management strategies.	7.7%	15	11.9%	23	11.9%	23	23.7%	46	27.8%	54	17%	33
46	provides me with variety in ELT methods, techniques, activities, and materials.	8.8%	17	13.4%	26	16%	31	19.6%	38	27.8%	54	14.4%	28
47	is a role model for me in the assessment and evaluation techniques he/she uses.	11.3%	22	15.5%	30	12.4%	24	24.7%	48	25.8%	50	10.3%	20
48	is a role model for me with creative examples he/she uses in his/her lessons.	9.8%	19	13.9%	27	12.9%	25	18%	35	30.9%	60	14.4%	28
49	demonstrates how to create a contemporary learning environment with the instructional technologies he/she uses.	8.8%	17	11.3%	22	9.3%	18	26.3%	51	27.3%	53	17%	33
50	is a role model for me in the presentation of course content according to students' level by considering individual differences.	7.7%	15	10.3%	20	13.4%	26	25.3%	49	30.4%	59	12.9%	25

Table 4. 2 (continued).

Item No	Item	SD		D		PD		PA		A		SA	
		%	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*%*	*n*
51	guides me in motivating students for lessons.	7.2%	14	8.2%	16	11.3%	22	20.1%	39	34%	66	19.1%	37
52	is a role model for me in using rewards and punishment.	6.2%	12	9.8%	19	13.9%	27	23.2%	45	28.9%	56	18%	35
53	is a role model for me in using tone of voice and body language during lessons.	2.6%	5	5.2%	10	10.8%	21	15.5%	30	37.6%	73	28.4%	55
54	is a role model for me with his/her positive attitudes towards his/her students.	5.2%	10	5.7%	11	12.4%	24	20.1%	39	34.5%	67	22.2%	43

Note. SD=Strongly Disagree, D=Disagree, PD=Partially Disagree, PA=Partially Agree, A=Agree, SA=Strongly Agree

As for another mentoring responsibility under this role, 65.4 % of the student teachers (*n*=127) agreed that their mentors were *willing and open to professional development* while 12.4 % of them (*n*=24) disagreed. In addition, 14.4 % of them (*n*=28) partially agreed, and 7.7 % of them (*n*=15) partially disagreed. In terms of *motivating mentees to teach with his/her enthusiasm in practicum as a respected professional*, 56.7 % of student teachers (*n*=110) agreed whereas 13.9 % (*n*=27) disagreed on the fulfillment of this role model responsibility. While 17.5 % (*n*=34) partially agreed; 11.9 % of the student teachers (*n*=23) partially disagreed.

Broadening mentees' horizon in teaching English by presenting various perspectives was another role model responsibility. 43.3% of the student teachers (*n*=84) agreed on the fulfillment of this responsibility whereas 22.6 % of them (*n*=44) disagreed. Besides, 24.2 % (*n*=47) partially agreed; 9.8 % of them (*n*=19) partially disagreed. As for *being a role model for mentees in effective classroom management strategies,* 44.8 % of the student teachers (*n*=87) agreed that their mentors fulfilled this responsibility; however, 19.6 % of them (*n*=38) disagreed. 23.7 % (*n*=46) partially agreed, and 11.9 % (*n*=23) partially disagreed. Mentors' *providing mentees with variety in ELT methods, techniques, activities, and materials* was ranked by 42.2 % of the student teachers (*n*=82) as agree while 22.2 % of them (*n*=43) disagreed on the fulfillment of this responsibility. 19.6 % of them (*n*=38) partially agreed; 16 % (*n*=31) partially disagreed.

Mentors' *being a role model for mentees in the assessment and evaluation techniques they use* was also included in the scale, and 36.1 % of the student teachers (*n*=70) agreed although 26.8 % (*n*=52) disagreed on the fulfillment of this responsibility. 24.7 % of the participants (*n*=48) partially agreed, and 12.4 % (*n*=24) partially disagreed. With regard to *being a role model for mentees with creative examples they use in their lessons,* 45.3 % of the participants (*n*=88) agreed on the fulfillment of this responsibility whereas 23.7 % (*n*=46) disagreed. Moreover, 18 % of them (*n*=35) partially agreed on the item, but 12.9 % of them (*n*=25) partially disagreed.

As another mentoring responsibility under this role, mentors' *demonstrating how to create a contemporary learning environment with the instructional technologies they use* was ranked by 44.3 % of the student teachers (*n*=86) as agree while 20.1 % (*n*=39) disagreed. Additionally, 26.3 % of them (*n*=51) partially agreed, but 9.3 % (*n*=18) partially disagreed on the fulfillment of this role model responsibility.

Being a role model for mentees in the presentation of course content according to students' level by considering individual differences was also assessed as a role model responsibility. 43.3 % of the participants (*n*=84) agreed on the above-mentioned responsibility although 18 % of them (*n*=35) disagreed. Also, 25.3 % of the student teachers (*n*=49) partially agreed; 13.4 % of them (*n*=26) partially disagreed on the fulfillment of this responsibility. Furthermore, 53.1 % of the participants (*n*=103) agreed that their mentors *guided them in motivating students for lessons*; nevertheless, 15.5 % of them (*n*=30) disagreed. However, 20.1 % (*n*=39) partially agreed while 11.3 % (*n*=22) partially disagreed. As for *being a role model for mentees in using rewards and punishment*, 46.9 % of the student teachers (*n*=91) agreed whereas 16 % (*n*=31) disagreed. The remaining 23.2 % of them (*n*=45) partially agreed, and 13.9% (*n*=27) partially disagreed on the fulfillment of this responsibility.

Mentors' another responsibility ranked by the student teachers in the STMS was *being a role model for mentees in using tone of voice and body language during lessons*. 66 % of the student teachers (*n*=128) agreed on the fulfillment of this responsibility; however, 7.7 % of them (*n*=15) disagreed. Whereas 15.5 % of them (*n*=30) partially agreed; 10.8 % (*n*=21) partially disagreed. As for the last related item, *being a role model for mentees with their positive attitudes towards their students* was also ranked by 56.7 % the student teachers(*n*=110) as agree despite the fact that only 10.8 % (*n*=21) disagreed. Besides, 20.1 % (*n*=39) partially agreed; 12.4 % (*n*=24) partially disagreed on role modeling this responsibility.

The content analysis of the interviews conducted with mentors indicated that most of the mentors were aware of their responsibilities under this role. First of all, mentors themselves took over the responsibility for making mentees come to practice schools willingly, and setting good examples of teaching for them as their role model. At this point, three of them remarked the key importance of their roles with these words:

> *If I do something to make them disinclined from teaching profession, this will influence their whole life because I am preparing them for their future profession now. (GM3-29th April, 2016)*

> *Now, I am their [mentees'] role model in teaching, which they want to be in the future. I have heard this from them. In terms of classroom management and knowledge of teaching… (GM1-25th May, 2016)*

> *Student teachers firstly see mentors in class, and mentors' relationships with students, in other words, their [mentors] way of existence forms a role model in mentees' mind: being like their mentors. (OM1-27th May, 2016)*

They also emphasized the significance of loving the profession and being enthusiastic about teaching to be a good role model for mentees because as one of them stated, mentors' attitudes towards the profession directly affect mentees' attitudes in practicum. Nevertheless, one mentor especially underlined some mentors' problem of demotivation with these words:

> *There is a huge group in MONE, who comprised of teachers that spent years in teaching, but still were demotivated and half-dead with the idea of teaching and leaving then. We have difficulties in keeping them alive so I think it gives the same feeling to student teachers as well. (OM2-6th May, 2016)*

In a similar vein, idealism was also put forward by two of the mentors as critical to be a good role model for student teachers in practicum. However, they also reported that it was decreasing year by year in teachers, so mentors might present some undesired ways of teaching English rather than the ideal ones during practicum. For this purpose, they might even intervene with mentees' teaching as quoted below:

> *We graduate as idealists, and then we lose it. Not idealism in teaching, but idealism in speaking English or teaching in English disappears. After some time we notice that something has switched to Turkish. I mean it is a complete lie, I do not believe in speaking English only. Sometimes when mentees teach in English, I translate into Turkish. They [mentees] do not want me to do so. I say "No, in the future you are going to do the same thing. You have to do so." (GM2-13th May, 2016)*

The same mentor also distinguished between "good and bad" teachers who were supposed to mentor in practicum, but who did not perform mentoring seriously:

> *I mean the student teacher may not come across a very good teacher [mentor]. Not all the teachers are good. To whom student teachers work with also matters because some (mentees) express that they have problems. … In fact, we [mentors] need to take this seriously, but we do not. (GM2-13th May, 2016)*

As another different and critical perspective, one of the interviewees also mentioned her/his hesitation about realizing her/his responsibilities in practicum as a role model for student teachers. Her/his aim was showing mentees how to teach in a class, but s/he questioned herself:

> *What I am required to do here is to demonstrate how to perform teaching exactly in the classroom environment, and to be a good role model for mentees, but of course, I might not fulfill my mentoring responsibilities one hundred percent all the time. (OM3-4th May, 2016)*

The same mentor also underscored language competencies of mentors and their quality use of English to be a good role model for mentees. S/He expressed complaints about some mentors who lost their competence in English with this comment:

> *Some MONE teachers have forgotten English as a matter of fact. Unfortunately, there are some teachers who got 60 or 70 from YDS. There are some teachers whose speaking practices and pronunciation skills are not good. … In Turkey, our biggest problem is students' inability to speak English. However, English teachers cannot speak English in fact. I feel ashamed that we are colleagues. (OM3-4th May, 2016)*

While some mentors said that good mentors should first be good and experienced teachers, some others stated that no mentor could be perfect as a role model in the way that no teacher could be perfect. These mentors frankly admitted that they had monotonous classes because they had to rush the program from time to time. More importantly, some of them expressed they became rusty in teaching the same things for years, even in speaking English.

> *Sometimes I think that I am burned out. You know a lot in English, but you teach only one unit of it. You do it for 16 years, and you feel that you have become rusty. I had a private American tutor two years ago because I thought that I forget to speak English. (HM1-27th April, 2016)*

Some also complained about other heavy responsibilities at schools such as exams, grading, documents to submit, and duties to carry out as obstacles to be a better role model. Therefore, they stated inadequacy of time to teach in English unlike the desired case in ELT. For instance, as one reported, the pressure of English language curriculum and TEOG were the main reasons for the lack of integrating four language skills into their classes to show good examples for mentees:

> *I cannot perform all those language skills here, speaking for myself. Student teachers always came on the same day for the same class hour. We always studied for TEOG in those class hours. It means we could not have writing, listening, and reading classes. This is my biggest drawback. I could not be sufficient for mentees in these areas. (GM1-25th May, 2016)*

Two of the mentors who did not graduate from Faculty of Education talked about their drawbacks in teaching to be a role model regarding some methods and techniques in ELT. One of them even explained that s/he did not receive any teaching formation in ELT, and raised the issue of having an ELT certificate rather than classroom teacher certificate. That is why; the same mentor accepted mentees as superior to herself.

> *I could not receive any teaching formation because there was no Faculty of Education at my university in those times. We went to other universities, and I received a classroom teacher certificate. Can you*

> *believe that? We were appointed as English teachers with formation in classroom teaching! (HM1-27th April, 2016)*
>
> *I am sure that all of them [mentees] are academically more equipped than me. They all come from Faculty of Education with recent information. We were never taught games, songs etc. … They [mentees] already have a greater advantage. They can only learn something related to communication from me. (HM1-27th April, 2016)*

On the other hand, mentors put some mentoring responsibilities into a list in order to be a good role model for mentees such as responding to feedback appropriately, planning their own teaching to set good examples for mentees, providing them with various methods and techniques in ELT, teaching English as a medium of communication, presenting teacher authority, having interactive and communicative lessons, and having student centered classes in which pupils were attentive. Especially one mentor wanted to emphasize the need for demonstrating mentees how to make pupils participate, have fun, and make mistakes in classes without any fear as a role model:

> *My mentee says "Your class is so different from the others." because at the beginning of the term, the first thing I said was "You [pupils] will never laugh at each other. Everyone will make mistakes, you have to make mistakes. You will participate. This is my teaching philosophy." Therefore, I want to pass on this philosophy to student teachers because it is not only giving grades and leaving when the bell rings. (OM2-6th May, 2016)*

Under this role, mentors' standing as a teacher together with formal clothing was also one of the mentoring responsibilities stated by mentors. Besides, one mentor particularly underlined the importance of being honest to both mentees and pupils as a good role model.

Being open to professional development and mutual learning were also declared by some mentors during the interviews to be good role models for mentees. Mentors' need for staying up-to-date by doing research and reading in the field were also emphasized with the purpose of renovating themselves in time. Within this context,

one mentor voiced some of her/his colleagues in MONE needed retirement to pave the way for new English teachers.

> *The problems are snowballing. There are so many teachers who have been teaching more than 30 years at this school. Retire them from teaching! My mentees ask me "Why will you get retired?" I say "Unless I get retired, new teachers like you will be unemployed." Enough is enough! (GM1-25th May, 2016)*

The analysis of the interviews with supervisors clarified that supervisors preferably requested to cooperate with mentors who were ELT graduates because content knowledge was not enough alone; pedagogical content knowledge was also of value to be a good role model. Moreover, as highlighted by some supervisors, mentees learnt from mentors through observation; therefore, it was like a master-apprenticeship relationship in which mentors first demonstrated teaching practice to mentees, expected them to fulfill, and then gave feedback. Mentors' adequate proficiency in English was another concern raised by supervisors under this role. Otherwise, supervisors might encounter some difficulties in cooperation.

> *The thing I pay attention in mentors is their being a competent teacher fully equipped with field knowledge. I try to prefer ELT graduates mostly. We see some problems in mentors who graduated from different fields regarding mentoring skills and competencies. (HS2-7th January, 2016)*

> *Language proficiency and using the target language well… Maybe not like a native-speaker … but if a mentor speaks Turkish even in a pre-intermediate or intermediate class because of lack of self-confidence, there is a problem there. (OS2-24th December, 2015)*

Nevertheless, supervisors believed most mentors failed as a role model in practicum due to the fact that mentees generally saw "what not to do" instead of "what to do". More precisely, supervisors remarked that some mentors were not able to use English as the medium of instruction, and went on teaching in Turkish unlike the desired case. That is why; not essentially good role models, but bad ones taught mentees a lot as declared by supervisors.

> *We educate our student teachers as ideal teachers, but they cannot transfer anything from the university to the practice school. The difficulties begin here. Student teachers say "Mentors still use Turkish in classes, and they only teach grammar but nothing else. What will we do?" They [mentees] do not have an area to demonstrate their background information. (HS2-7th January, 2016)*

> *It is desired and foreseen that mentors should be good role models for mentees, but there is no such thing as a bad role model. How do I get at this point? There are a great number of student teachers who learnt a lot by seeing bad role models because they [mentees] could see what was not working in class while observing as the third eye. (HS1-6th January, 2016)*

Unlike the reported examples above, for the ideal case, the supervisors firstly expected from mentors to be good teachers who could provide mentees with unforgettable teaching experiences with the love of teaching. Therefore, the interviewed supervisors emphasized mentors' being good role models in teaching with the following words:

> *I want my student teachers to take their mentors as an example. When I was a student teacher, my mentor in practicum became my role model because I experienced how to teach a real lesson with him.… Therefore, I want them to be role models for my student teachers so that my student teachers can remember them for years. (HS2-7th January, 2016)*

> *To be a teacher trainer or mentor, the first condition is the proper fulfillment of teaching. I do not believe that someone who is not a good teacher can become a good teacher trainer. (OS2-24th December, 2015)*

Demonstrating mentees how to integrate technology into classes, select and develop teaching materials, transmit the culture of English to pupils, get prepared for classroom dynamics, give effective instructions, use tone of voice, and make the most of instructional time rather than just checking pupils' homework were the responsibilities expected from mentors by supervisors. As role models, supervisors also believed that mentors should be experienced and competent in classroom management and establishing good rapport with pupils. However, one supervisor stated there were some undesired role models who could not set good examples for mentees with regard to classroom management:

> *Sometimes a mentor could be good in terms of establishing good relationships with mentees, but that mentor could not be a good role model for mentees in respect of classroom management. We have experienced it this year. My student teachers complained that their mentor insulted and beat pupils. Seriously this is something I could never anticipate. I am thinking of changing that mentor. (GS2-18th January, 2016)*

Some supervisors thought that mentors' fulfillment of these responsibilities as role models directly influenced mentees' attitudes and decision whether they should take their mentors seriously or not. One of the supervisors drew attention to mentees' disapprovals of mentors as their role model when they saw incorrect practices in mentors' teaching. In this regard, mentees might show displeasure at mentors' being role models because of mentors' lack of awareness in ELT. To be more specific, one supervisor gave such an example that when mentees noticed some pronunciation mistakes or wrong methods and techniques in mentor's teaching; they started to be overcritical.

> *A mentee accepts feedback wholeheartedly if his/her mentor is successful in something in which the mentee is unsuccessful. They [mentees] place such reliance that they [mentors] stay there as role models. They [mentors] know so they guide mentees. If a mentee considers that a mentor is bad at something, s/he does not accept feedback, does not want it. S/He starts to question the mentor and why s/he has made such an evaluation. (OS2-24th December, 2015)*

Under these conditions, some supervisors expressed that contradictory teaching philosophies might arise between mentees and mentors, and this might raise a dilemma in mentees' "knowledge" at the university, and "practice" at the school. This dilemma might also keep mentees away from accepting mentors as their role models.

> *Indeed the necessity is that we [supervisors] should select the best mentors as role model for mentees; however, this is not possible under the conditions of Turkey. They [mentors] cannot always meet the expectations of mentees. Most of the mentors employ traditional methods in teaching, and this surely becomes a conflict point for mentees who have a teaching pedagogy based on more modern methods such as task-*

> *based language learning and communicative language learning. (HS1-6th January, 2016)*
>
> *If my student teacher cannot respect a mentor who makes mistakes in English, cannot manage the classroom, only checks pupils' homework, comes to classes 10 min. late, wastes 20 min. by taking the roll, and watches for every opportunity to get angry with pupils, I cannot blame my student teacher for this. (OS2-24th December, 2015)*

Moreover, some supervisors stated there were some older mentors who considered up-to-date techniques as a waste of time, and so continued with traditional methods and techniques. Some were not open to innovations, and not open-minded enough as most supervisors mentioned. This understanding was hard to be demolished by supervisors or mentees, and it led to failures in mentors' fulfillment of being a role model.

To sum up, the student teachers partially agreed that their mentors acted as a role model. About 53 % to 66 % of them rated mentors' commitment to teaching, being open to professional development, motivating mentees for the profession with enthusiasm, modeling how to use body language and tone of voice in teaching, and motivating their pupils with positive attitudes as agree. Mentors thought themselves in charge of presenting effective teaching practices for mentees as good teachers with their idealism, enthusiasm and love for teaching. Moreover, demonstrating diverse methods and techniques in ELT, being open to professional development, having interactive and student-centered classes were the other responsibilities underlined by mentors. Nevertheless, some mentors criticized their decreasing idealism for teaching in English, insufficient English competencies, monotonous classes, lack of integrating four language skills, and so hesitation regarding the fulfillment of role model responsibilities. Similarly, supervisors touched upon mentors' failure as a role model due to their old-fashioned teaching philosophies, being conservative in terms of professional development and innovations, and false teaching practices rather than showing mentees how to utilize instructional time at most, develop a good rapport with pupils, manage the classroom effectively, and deal with classroom dynamics.

However, aging, conflicts in teaching philosophies, and mentors' need for pedagogical and pedagogical content knowledge were reported as the obstacles against the fulfillment of mentors' role model responsibilities.

4.1.3 Protector

Student Teacher Mentoring Scale included the dimension representing a set of responsibilities named protector. The mentoring responsibilities belonging to this role (Table 4.3) pointed out that student teachers agreed on their mentors' fulfillment of responsibilities as a protector (*M*=4.75, *SD*=.96).

Table 4. 3

Percentages of the Items Related to Protector Role-Responsibilities

Item		SD		D		PD		PA		A		SA	
No	Item	*%*	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*%*	*n*
36	does not refrain from defending my rights.	4.1%	8	3.6%	7	5.2%	10	23.7%	46	34.5%	67	28.9%	56
37	does not leave me alone in class for a long time.	6.7%	13	9.8%	19	9.8%	19	21.1%	41	30.4%	59	22.2%	43
38	is accessible if a problem arises in the class after s/he leaves.	4.1%	8	4.1%	8	8.2%	16	19.1%	37	41.2%	80	23.2%	45
39	avoids having an unfavorable conversation with me in front of the class.	3.6%	7	2.1%	4	3.1%	6	8.8%	17	32%	62	50.5%	98
40	avoids creating a professional power struggle with me.	3.6%	7	2.1%	4	3.1%	6	11.3%	22	34%	66	45.9%	89

Note. SD=Strongly Disagree, D=Disagree, PD=Partially Disagree, PA=Partially Agree, A=Agree, SA=Strongly Agree

Firstly, mentors' *not refraining from defending mentees' rights* was ranked by student teachers, and 63.4 % (*n*=123) agreed on the responsibility while only 7.7 % (*n*=15) disagreed. 23.7 % (*n*=46) partially agreed; 5.2 % (*n*=10) partially disagreed on the fulfillment of mentors' defending their rights. Mentors' *not leaving mentees in*

class alone for a long time was another mentoring responsibility as a protector. While 52.6 % of the student teachers (*n*=102) agreed on the fulfillment, only 16.5 % of them (*n*=32) disagreed. 21.1 % (*n*=41) partially agreed, and 9.8% (*n*=19) partially disagreed. The student teachers also assessed their mentors' *being accessible if a problem arises in the class after they leave.* 64.4 % (*n*=125) agreed; however, only 8.2 % (*n*=16) disagreed. Additionally, 19.1 % of them (*n*=37) partially agreed, and 8.2 % (*n*=16) partially disagreed.

As a protector, mentors were also supposed to *avoid having an unfavorable conversation with mentees in front of the class*. When this responsibility was ranked by student teachers, 82.5 % (*n*=160) agreed; but only 5.7 % (*n*=11) disagreed. Whereas 8.8 % of them (*n*=17) partially agreed, 3.1 % (*n*=6) partially disagreed. *Avoiding creating a professional power struggle with mentees* was another responsibility for the protector role. 79.9 % of the student teachers (*n*=155) agreed on the fulfillment of this responsibility although only 5.7 % (*n*=11) disagreed. While 11.3 % of them (*n*=22) partially agreed, 3.1 % (*n*=6) partially disagreed.

The findings of the interviews conducted with mentors revealed that two of them had a tendency to use mentees as substitute teachers unlike the nature of their role as a protector. This situation was gladly reported because both were unaware of the fact that mentees were not supposed to proceed in the absence of mentors with all the teacher responsibilities.

> *One of the teachers did not come to the school. I had a colleague who had three student teachers. I sent one of them to that empty class. (OM2-5th May, 2016)*

> *We [mentors] were in trouble and requested substitution from mentees. They [mentees] came so willingly to the school, and substituted us for two extra days. (HM1-27th April, 2016)*

Regarding mentors' being a protector to mentees, the findings obtained from the interviews with supervisors were also in line with the above-mentioned point.

Supervisors similarly touched upon requirements for mentors, which were caring about mentees and protecting their authority and teacher identity in class without abusing their presence at practice schools. However, it was also noted by supervisors that some mentors left mentees alone in class for their own comfort.

> *Mentors started to leave mentees alone in class, started not to attend their own classes because they tried to evade their responsibilities. While most mentors smoke or drink tea in teachers' room, our student teachers sweat in front of the class. (HS2-7th January, 2016)*

At this point, they objected to the use of mentees as substitute teachers, private tutors, or assistants at practice schools. The supervisors especially mentioned the complaints of mentees about drudgery that was imposed on them such as preparing exams and grading all exam papers. One supervisor thought that mentors perceived mentees as slaves who were supposed to do everything as much as they could with these words:

> *Let me tell you how they [mentors] exploit mentees. They [mentors] use them [mentees] as substitutes, and they knit or chat to their friends in teachers' room. I came across with one mentor who made the mentee tutor in English for her child. There were some mentors who made mentees read all the exam papers. Some [mentors] thought about how to abuse mentees more rather than promoting them [mentees]. (GS2-18th January, 2016)*

> *Some mentors might consider mentees as office-boys or assistants. We experienced it in the past, but we did not go on with those schools [mentors]. (HS3-14th January, 2016)*

Furthermore, some supervisors indicated that mentors might be ignorant of saving mentees' integrity at practice schools. That is why; they might insult mentees from time to time by scolding them, yelling at them or behaving them harshly. One supervisor asserted "My mentees said that their mentor had scolded them." *(HS2-7th January, 2016).* In some other cases, it was reported by supervisors that some mentors might be unfair to mentees instead of protecting their rights. Moreover, as declared by supervisors, some mentors tried to oppress mentees rather than being a protector because they were not appointed teachers yet.

To summarize the main points concerning mentors' protector role, the student teachers agreed at the rate of 52 % to 82 % that mentors fulfilled mentoring responsibilities such as being accessible, defending mentees' rights, refraining from creating power struggle, and having unfavorable conversations with mentees. In the interviews, mentors indicated the use of mentees as substitute teachers when necessary. On the other hand, supervisors specified some mentoring responsibilities for mentors' protector role which were protecting mentees' teacher authority and integrity by taking a good care of mentees instead of abusing their existence at schools, and using them substitute teachers or private tutors. However, leaving mentees alone in class, assigning them a lot of work, using them as assistants, insulting, and behaving them firmly were the reported problems/complaints by supervisors regarding mentors' fulfillment of the protector role.

4.1.4 Assessor-Evaluator

Student Teacher Mentoring Scale had another dimension including some responsibilities for the assessor-evaluator role of mentors. Table 4.4 demonstrated the responsibilities under assessor-evaluator role. The mean score of the items was *M*=3.95 (*SD*=1.51), which indicated student teachers partially agreed on the fulfillment of this role.

The first responsibility of mentors as an assessor-evaluator was *preparing a document file on observation and evaluation during mentees' practicum*; 42.3 % of the student teachers (*n*=82) agreed on it while 29.4 % (*n*=57) disagreed. In addition, 18.6 % (*n*=36) partially agreed, and 9.8 % (*n*=19) partially disagreed. As for *assessing mentees' file at the end of the practicum process*, 43.8 % (*n*=85) agreed whereas 22.7 % (*n*=44) disagreed on the fulfillment. 24.2 % of the other participants (*n*=47) partially agreed while 9.3 % (*n*=18) partially disagreed. The third responsibility under this role, which was *appreciating mentees' progress by taking their professional development into consideration,* was also ranked by 50.5 % of the student teachers (*n*=98) as agreed although 22.7 % (*n*=44) disagreed. 17.5 % of the

other participants (*n*=34) partially agreed; and 9.3 % (*n*=18) partially disagreed on their mentors' fulfillment of this responsibility.

Table 4. 4

Percentages of the Items Related to Assessor-Evaluator Role-Responsibilities

Item		SD		D		PD		PA		A		SA	
No	Item	*%*	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*%*	*n*
29	prepares a document file on observation and evaluation during my practicum.	11.9 %	23	17.5 %	34	9.8 %	19	18.6 %	36	25.8 %	50	16.5 %	32
30	assesses my file at the end of the practicum process.	8.8 %	17	13.9 %	27	9.3 %	18	24.2 %	47	23.2 %	45	20.6 %	40
31	appreciates my progress by taking my professional development into consideration.	10.8 %	21	11.9 %	23	9.3 %	18	17.5 %	34	27.8 %	54	22.7 %	44

Note. SD=Strongly Disagree, D=Disagree, PD=Partially Disagree, PA=Partially Agree, A=Agree, SA=Strongly Agree

Concerning assessor-evaluator role, mentors' perspectives were also gathered through the interviews. As one mentor highlighted, mentees felt stressful and unwilling to teach in practicum due to the stress of being evaluated by mentors. For this reason, assessor-evaluator role and the way in which it was fulfilled might matter more than expected.

> *The important thing here is active participation of student teachers. … Even independently from grading because student teachers feel tense owing to the worries of grading, and they do not want to teach. (OM3-4th May, 2016)*

To begin with, in the interviews one of the mentors underscored the requirement of having good evaluation skills when they needed to evaluate mentees' teaching. On the other hand, another mentor also referred the same point by criticizing herself/himself about evaluation because that mentor confessed that s/he might not be fair all the time in grading mentees.

> *Examination and evaluation… No skill or information can be considered to be taught without these two. When you examine, you can see yourself, what you did, and so you can evaluate. These are not only the skills of a good mentor, but also the skills of a good teacher. (HM3-31th May, 2016)*

> *The mentees in whom I saw the gleam of teaching tried to manage, but others put more emphasis on receiving my signature and leaving. This is reality. Were all the grades I gave fair? Not at all, but I gave them. (HM2-3th June, 2016)*

At this point regarding the evaluation of mentees, one mentor demanded cooperation from supervisors because s/he felt alone along the way without much guidance in practicum. The mentor explained the situation by saying:

> *If supervisors had given us a written document or a list for the things that we needed to pay attention in the beginning, we would have paid more attention to these things. While mentees come and say "Hello, I am your mentee, and I will attend classes with you." I do not know what to pay attention more. … I wish supervisors could say "I want you to pay attention to these things." before practicum starts. Then, I wish we could have evaluation meetings for mentees with supervisors for the things we fulfilled or we did not fulfill. (GM4-17th May, 2016)*

On the same issue, the supervisors asserted in the interviews that mentors were expected to assess mentees with a grade, utilize evaluation forms based on mentees' teaching tasks, and include comments, explanations, and reasons behind their grading into these forms. However, one supervisor commented that such mentors who completely filled in these evaluation forms were very rare owing to the fact that they only preferred to use numerical parts in the forms rather than open-ended commentary parts. Under these circumstances, supervisors' and mentors' evaluation lacked compromise in terms of mentees' evaluation because supervisors could not understand the reasons for grading clearly when mentors had not allocated enough time to explicitly write their justifications.

> *Some mentors truly never wrote their comments while completing these forms due to lack of time, I guess. Only numerical parts were completed. This could not give us feedback that was clear enough. As a supervisor, sometimes I felt that I could not completely perceive mentors' viewpoints because I did not have an opportunity to talk to mentors face-to-face. (OS1-17th December, 2015)*

> *When I go to the classroom and observe mentees, I see lots of differences between my evaluation as a supervisor and the mentor's evaluation. Therefore, at that point I do not want to work with that mentor again. (HS2-7th January, 2016)*

Apart from unsatisfactory completion of evaluation forms, mentors' late submissions of these evaluation forms also posed obstacles to supervisors' post-conferences because when they could not take a glance at mentors' evaluation forms on time, they could not form an opinion about mentors' point of views. Therefore, supervisors could not discuss mentees' teaching performances in sessions at the university.

> *We gave forms to mentors, but their submission might be very late. For instance, I tried to have post-conferences with my student teachers in two weeks, but this might not be possible. Because the evaluation forms reflecting mentors' own viewpoints arrived late, I could not discuss them with mentees. Therefore, post-conferences might not embrace different viewpoints coming from different sources. (OS1-17th December, 2015)*

Another supervisor also added one more aspect on the same issue, and made a comment on mentors' lack of competence in using evaluation forms, and awareness of the terms included in them. S/he complained by asserting that:

> *There is an evaluation form; some mentors do not have a grasp of the terms in the form. They do not know their meanings. I mean they will assess mentees, but they do not know the term in the assessment criteria. (GS2-18th January, 2016)*

Furthermore, supervisors also complained about lack of standardization among mentors in terms of grading, and mentors' heavy emphasis on performance assessment instead of encouraging mentees to progress in teaching. That is why; such mentors only completed evaluation forms to assign scores to mentees, not to assess them.

> *Mentors have tremendous responsibilities as a guide; however, I have such a perception that they [mentors] bring the role of performance evaluation into the forefront. Most mentors attach much importance to this. Yes, it is an important element, but they [mentors] did not provide mentees with enough guidance in preparing teaching tasks. (OS1-17th December, 2015)*

In one of the interviews, one supervisor raised her concern over the necessary qualifications of mentors to evaluate mentees because some mentors might not be competent enough in both English language teaching and mentoring.

> *I worked with such practice schools that their teachers did not graduate as English teachers; they received education on other branches. Then, they have become English teachers, and continued teaching profession without receiving any in-service training. I have difficulties in deciding whether they [these mentors] have awareness of teaching skills that mentees have learnt here [at the university] or not. For example, I sometimes asked "Is the mentor able to evaluate my student teacher?" (OS2-24th December, 2015)*

To summarize the findings on mentors' assessor-evaluator role, firstly, the student teachers partially agreed on the fulfillment of this mentoring role. None of the responsibilities under this role were rated by more than 50 % of the student teachers as agree. On the other side, mentors themselves mentioned the significance of having evaluation skills, and receiving guidance from supervisors to effectively accomplish these responsibilities. One mentor accepted that she was not always fair in grading. When it comes to supervisors, they were primarily dissatisfied with their mentors' inefficient completion and late submission of evaluation forms, lack of awareness regarding the terms, and lack of standardization in grading among mentors. For these reasons, some supervisors had trouble in comprehending the reasons behind mentors' evaluation, and these two actors might be far away from compromise. Assessment and evaluation skills were another question raised by supervisors.

4.1.5 Facilitator-Supporter

The fifth dimension of the STMS included the mentoring responsibilities for facilitator-supporter role as summarized in Table 4.5. Descriptive analysis of student teachers' responses overall showed that they agreed on their mentors' fulfillment of this role (M=4.56, SD=1.04).

Table 4. 5

Percentages of the Items Related to Facilitator-Supporter Role-Responsibilities

Item No	Item	SD		D		PD		PA		A		SA	
		%	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*%*	*n*
1	paves the way for my adaptation to teaching profession.	3.1%	6	3.6%	7	4.6%	9	14.4%	28	47.9%	93	26.3%	51
2	helps me reinforce my teaching skills.	3.6%	7	3.1%	6	6.7%	13	20.1%	39	43.8%	85	22.7%	44
3	helps me develop positive attitudes towards teaching.	3.1%	6	6.2%	12	8.8%	17	21.1%	41	38.7%	75	22.2%	43
4	helps me in the selection and application of appropriate ELT strategies with his/her knowledge and experience.	5.7%	11	7.2%	14	11.9%	23	24.7%	48	34%	66	16.5%	32
5	assists me in reaching the sources I need.	5.2%	10	6.2%	12	9.8%	19	24.2%	47	36.6%	71	18%	35
6	informs me about practicum and his/her own roles and responsibilities in this process.	2.1%	4	5.7%	11	10.3%	20	19.6%	38	39.7%	77	22.7%	44
7	informs me about my responsibilities, school, and class rules.	2.1%	4	4.1%	8	7.2%	14	19.6%	38	41.8%	81	25.3%	49
8	encourage me to share my concerns about teaching with him/her.	4.1%	8	4.6%	9	6.2%	12	18%	35	38.1%	74	28.9%	56

Note. SD=Strongly Disagree, D=Disagree, PD=Partially Disagree, PA=Partially Agree, A=Agree, SA=Strongly Agree

Paving the way for mentees' adaptation to teaching profession was the first mentoring responsibility under facilitator-supporter role. 74.2 % of the student teachers (*n*=144) agreed that their mentors fulfilled this responsibility although only 6.7 % of them (*n*=13) disagreed. While 14.4 % (*n*=28) partially agreed, 4.6 % (*n*=9) partially disagreed. Secondly, mentors' *helping mentees reinforce their teaching skills* was ranked by student teachers, and 66.5 % (*n*=129) agreed whereas only 6.7

% (*n*=13) disagreed. Among the other participants, 20.1 % of them (*n*=39) partially agreed, but 6.7 % (*n*=13) partially disagreed. 60.9 % of the student teachers (*n*=118) agreed that their mentors *helped them develop positive attitudes towards teaching;* however, 9.3 % (*n*=18) disagreed. Besides, 21.1 % of them (*n*=41) partially agreed, and 8.8 % (*n*=17) partially disagreed.

Descriptive analysis also revealed that 50.5 % of the student teachers (*n*=98) agreed on the item, *helping mentees in the selection and application of appropriate ELT strategies with their knowledge and experience*, while 12.9 % (*n*=25) disagreed. Moreover, 24.7 % of them (*n*=48) partially agreed, but 11.9 % (*n*=23) partially disagreed on the responsibility. The student teachers also assessed their mentors' *assistance in reaching the sources they need*. 54.6 % of them (*n*=106) agreed whereas 11.3 % (*n*=22) disagreed. 24.2 % of the other participants (*n*=47) partially agreed; 9.8 % of them (*n*=19) partially disagreed on mentors' assistance in reaching resources.

Mentors' *informing mentees about practicum and their own roles and responsibilities in this process* was another responsibility under facilitator-supporter role. 62.4 % of the student teachers (*n*=121) agreed; nevertheless, 7.7 % of them (*n*=15) disagreed. In addition, 19.6 % (*n*=38) partially agreed; 10.3 % (*n*=20) partially disagreed. Student teachers also rated their mentors in terms of *informing mentees about their responsibilities, school and class rules* as another mentoring responsibility. 67.1 % of them (*n*=130) agreed on the fulfillment; however, only 6.2 % (*n*=12) disagreed. Furthermore, 19.6 % (*n*=38) partially agreed, but 7.2 % (*n*=14) partially disagreed. As for *encouraging mentees to share their concerns about teaching,* 67 % of the student teachers (*n*=130) agreed that their mentors fulfilled this responsibility while 8.8 % (*n*=17) disagreed. Besides these, 18 % of them (*n*=35) partially agreed; 6.2 % (*n*=12) partially disagreed on mentors' motivating mentees to share their concerns about teaching.

The content analysis of the interviews with mentors indicated that mentors had a critical responsibility to facilitate mentees in terms of controlling their excitement and feeling free in class especially right after mentors and mentees got to know each other.

During the interviews, mentors also expressed that mentees struggled a lot to manage classrooms, ensure silence, and set their teacher authority because pupils knew that they were young and inexperienced and so they tried to manipulate mentees. At this juncture, while the pupils were in need of time to adopt mentees as their teachers, mentors considered themselves responsible for supporting mentees' teaching practices in class.

> *If pupils make noise or stand up while mentees are teaching, they [mentees] can warn them [pupils]. They [mentees] have endless authorization because the lesson is theirs. ... but sometimes I intervene like "Sit down, what are you doing?" because they [pupils] are so young. (GM2-13th May, 2016)*

> *One mentee came to me in the break and said "I cannot set my authority in the class." I said "Okay, I will help you."... I went to the class,...I said "Guys, now your teacher will take care of you, she has ultimate authority. ... Do not upset her!" I mean our support is so important here because they [mentees] are uptight about what they are going to do. (OM2-6th May, 2016)*

Apart from the points mentioned above, mentees also needed for support so as to observe other teachers and get involved in other classes to see some variety in practicum according to the interviews with mentors. However, it was specified by mentors that some mentors did not allow mentees to come into their classes to teach. These mentors' rationale behind this reluctance was the problem of re-teaching after mentees because pupils did not think that they were learning in mentees' teaching. As another problem stated, some mentors might not present enough teaching opportunities for mentees such as giving no place for reading and writing skills at primary schools, or some of them might force mentees to teach. In such cases,

mentees might feel stressed and reluctant during practicum, which required the prominence of mentors' facilitator-supporter role.

> *In middle school, 8th grade teachers do not want to let mentees attend their classes because of TEOG. There are some things like "I will not give you my lessons" because you [mentors] have to re-teach after mentees because pupils are accustomed to you. I mean they [pupils] stand like they are not learning; … mentees' teaching seems like games, they teach with activities more. (GM2-13th May, 2016)*

> *Sometimes mentees could not find their supervisors' wants here [at a primary school]. It became a problem for them [mentees]. For instance, here we do not have writing and reading classes. … We do some small simple activities for them [mentees]. (GM2-13th May, 2016)*

As for mentoring skills related to facilitator-supporter role, mentors thought that they needed to develop empathy with mentees, motivate and praise them to foster their self-confidence. When mentees had problems or questions, one mentor told that s/he made an effort to be as much helpful as possible to support her mentees, and not to disincline them from teaching profession. Therefore, with the aim of supporting mentees professionally, the interviewees touched upon presenting mentees with lesson plans, annual plans, and teachers' books as references, and sharing useful ELT websites with them.

> *I make samples of an annual plan, a daily plan, a teachers' book ready for mentees on the very first day because they [mentees] have seen them for the first time. "Here you are, they are at your disposal." … because they have never seen such things before. I share them with ELT websites to which I am affiliated. (GM1-25th May, 2016)*

The interviewees declared that to achieve these responsibilities, they first needed to work with willing mentees who were open to learn in practicum. Otherwise, as two mentors mentioned, they might feel disturbed when they saw mentees' desire to escape from practice schools, and therefore, they became unwilling to mentor. As another critical perspective, one mentor added that some mentors saw mentoring as a burden unlike the desired condition.

> *If you are a mentor, you should do research on the Internet before mentees appear. You should ask mentees whether they use any method or not. You should stay up-to-date. If the mentee loves the profession, I will make him/her love it. However, there are some mentors who see mentoring as a burden. (GM1-25th May, 2016)*

On the other hand, one mentor stated that s/he tried to do her/his best when mentees were enthusiastic so mentors' motivation increased in direct proportion to mentees' motivation:

> *If I see that the mentee has low motivation, I cannot assign many duties. I mean if you ask me whether I will accept mentees next year or not, after seeing this bulk of mentees, my heart is not in it. (OM2-6th May, 2016)*

Analysis of the interviews with supervisors proved that helping mentees before, during, and after lessons, and presenting mentees with opportunities to teach were some mentoring responsibilities that came to the fore. Especially giving mentees chances to teach in class was of primary importance because as one supervisor expressed; some mentors had a tendency to teach themselves, or make mentees' teaching shorter than required so as not to fall behind the program. Similarly, other mentors might not let mentees teach because they felt that mentees' teaching would break their program flow. Therefore, these mentors might provide insufficient number of teaching tasks for mentees as a result.

> *Our mentors have to manage their programs. When they [mentors] feel under pressure against parents, administrators or others, they think as if our mentees' teaching would break their flow, they feel like this. Sometimes such things happen: "Guys, please just stand by for this week, let me teach. Because we have an exam, I need to cover this…" This is the reason of our common problem. (HS3-14th January, 2016)*

In a similar vein, some supervisors mentioned timing problems in teaching tasks because of TEOG because some mentors might feel under pressure due to administrators and parents. That is why; when administrators limited mentors, they limited mentees. As exemplified by one supervisor, mentors first assigned a teaching task, and cancelled it later on, which hindered mentees' teaching experiences in practicum rather than facilitating.

> *If there are unfulfilled responsibilities, it may arise from the relationships with administration. If administrators limit mentors, they [mentors] have to behave in this way. This might reflect on our mentees. (GS3-20th January, 2016)*

> *Sometimes mentors wanted to play a more active role and asked our mentees about whether they [mentees] could teach by turns, or whether they could teach one hour instead of three. (HS3-14th January, 2016)*

One supervisor also complained about late assignments of teaching tasks which prevented mentees from getting completely prepared. Except for this issue, that supervisor also criticized mentors who did not provide mentees with professional autonomy and creativity, and not let mentees practice all language skills and grammar.

> *These teaching assignments might be given so late. I mean the mentor assigned teaching tasks just two days in advance so the mentee could not find enough time to get prepared. (OS1-17th December, 2015)*

> *A mentor should be able to create teaching environments in which mentees can teach in their own style. For example, a mentee should cover the topic in the course book. … However, I think that it is important for a mentee to experience a lesson for which s/he produces his/her own resources materials personally. I have observed that this opportunity is not given to mentees at many practice schools. (OS1-17th December, 2015)*

> *We [supervisors] aim that mentees should experience teaching all language skills in practicum. This is our other expectation. Especially listening, speaking, reading, writing and we include grammar as well… They [mentees] need to teach these at least once under supervision with evaluation. (OS1-17th December, 2015)*

As another responsibility under facilitator-supporter role, supervisors talked about providing moral support and empathy for mentees owing to mentees' fragility in practicum period. Therefore, one supervisor wanted mentors to understand mentees' psychology together with their feelings and opinions, support them when they lose their motivation or have a weakness.

> *Mentees can easily be offended. … Problems stay as problems; they [mentees] cannot pass to solutions. (GS3-20th January, 2016)*

> *Mentors should encourage mentees a little if their motivation is low, or they can perceive mentees' weaknesses quickly and guiding them in this direction. (OS3-25th April, 2016)*

One supervisor expected that mentors needed to make the class ready for mentees, especially when mentees were supposed to teach. With the aim of facilitating mentees' teaching and supporting them professionally, mentors were also expected to revise the details about the class to let mentees establish good relationships with pupils, and help them apply teaching materials.

> *My mentees are there to fulfill some tasks. To fill in these tasks easily and healthily, the classroom environment should be ready. If my mentee sees a classroom with breakdowns when s/he goes there, filling in that task may not be meaningful enough. Mentors have a responsibility at that point. (OS2-24th December, 2015)*

> *We [supervisors] demand support from mentors with regard to applying materials, sharing experiences, examining the information about the class in a way that mentees will not wish for us while we [supervisors] are absent at practice schools. (HS3-14th January, 2016)*

As one supervisor suggested, mentors were also supposed to use teachers' books as a reference to guide mentees and themselves indeed. However, they were very few in number.

> *The biggest drawback I observed was that mentors did not use teachers' book unfortunately. … Teachers' book is really a wonderful guide for mentees. (GS1-18th January, 2016)*

With respect to the facilitator-supporter role, descriptive analysis of the STMS pointed out that student teachers agreed at the rate of 50% to 72% on their mentors' fulfillment of the responsibilities of facilitator-supporter role. They agreed that their mentor facilitated their adaptation to profession, selected appropriate ELT teaching strategies, found resources, supported them related to practice school rules-regulations-routines, and shared mentees' concerns on teaching practice. The content analysis of the interviews with mentors revealed that mentors needed to facilitate mentees' teaching practices by supporting them with relevant guidance and sources; and soothing them with moral support so that they could manage the classroom and

set their teacher authority. However, some mentors might sometimes be reluctant to provide enough teaching opportunities for mentees because of time constraints, the nature of practice schools, and lack of mentoring vision. As supervisors declared, some mentors assigned teaching tasks late, and tried to allocate shorter times for mentees' teaching due to administrators' poor support or indifferent perception, and so they gave no place for mentees' autonomy and creativity.

4.1.6 Collaborator

Mentors' playing the role of a collaborator for mentees and supervisors during practicum was another dimension of Student Teacher Mentoring Scale, which is represented by the responsibilities in Table 4.6 below. The student teachers responded to these mentoring responsibilities, and their responses were much closer to partially agree in the six-point scale (*M*=3.86, *SD*=1.36).

Cooperating with mentees in lesson planning and preparation was the first responsibility assigned to the collaborator role. 35.6 % of the student teachers (*n*=69) agreed while 32.5 % (*n*=63) disagreed. 19.1 % of the others (*n*=37) partially agreed, but 12.9 % (*n*=25) partially disagreed on the fulfillment of this mentoring responsibility. Regarding *reviewing mentees' lesson plans with them before their teaching*, 37.1 % of the student teachers (*n*=71) agreed whereas 33 % (*n*=64) disagreed. 17.5 % of them (*n*=34) partially agreed; however, 12.4 % (*n*=24) partially disagreed on reviewing mentees' lesson plans. 37.7 % of the student teachers (*n*=73) agreed that their mentors *included them in the process of exam preparation and grading* while 34 % of them (*n*=66) disagreed, which was so closer to the first proportion. Besides, 14.9 % (*n*=29) partially agreed, and 13.4 % (*n*=26) partially disagreed.

Table 4. 6

Percentages of the Items Related to Collaborator Role-Responsibilities

Item No	Item	SD		D		PD		PA		A		SA	
		%	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*%*	*n*
55	cooperates with me in lesson planning and preparation.	13.4%	26	19.1%	37	12.9%	25	19.1%	37	18.6%	36	17%	33
56	reviews my lesson plans with me before my teaching.	16%	31	17%	33	12.4%	24	17.5%	34	19.1%	37	18%	35
57	includes me in the process of exam preparation and grading.	17%	33	17%	33	13.4%	26	14.9%	29	18.6%	36	19.1%	37
58	cooperates with me when I link my theoretical knowledge with my practice at the school.	11.9%	23	11.3%	22	13.9%	27	17.5%	34	26.3%	51	19.1%	37
59	constantly cooperates and interacts with my supervisor.	9.3%	18	9.3%	18	7.7%	15	22.2%	43	31.4%	61	20.1%	39
60	gradually gives me more responsibilities to support my autonomy in the classroom.	7.7%	15	8.8%	17	11.3%	22	18.6%	36	23.7%	46	29.9%	58

Note. SD=Strongly Disagree, D=Disagree, PD=Partially Disagree, PA=Partially Agree, A=Agree, SA=Strongly Agree

Cooperating with mentees when they link their theoretical knowledge with their practice at the school was another mentoring responsibility under this role. Whereas 45.4 % of the student teachers (*n*=88) agreed on the fulfillment of the responsibility, 23.2 % (*n*=45) disagreed. 17.5 % of them (*n*=34) partially agreed, but 13.9 % (*n*=27) partially disagreed. Furthermore, 51.5 % of the student teachers (*n*=100) also agreed that their *mentors constantly cooperated and interacted with their supervisors* while 18.6 % (*n*=36) disagreed on the same responsibility. 22.2 % of the other participants (*n*=43) partially agreed; however, 7.7 % (*n*=15) partially disagreed. As for *gradually giving mentees more responsibilities to support their autonomy in the classroom*, 53.6 % of the student teachers (*n*=104) agreed; nevertheless, 16.5 % of them (*n*=32)

disagreed. 18.6 % (*n*=36) partially agreed whereas 11.3 % (*n*=22) partially disagreed on mentors' supporting mentees' autonomy in class.

In the interviews, mentors firstly emphasized the significance of harmonious cooperation with mentees so as to achieve effectiveness in practicum, and not to let mentees be influenced badly in their first years of teaching. For instance, one mentor complained about her/his own ineffective practicum and told that s/he worked in cooperation with mentees.

> *When we went to the school, we could not even be the object of our mentors. They did not help us as required. Honestly, I cannot say we [my mentor and I] collaborated enough. ... Today, we [my mentees and I] called each other at least one week before for the things they needed to prepare. ... They definitely learn what we will cover in class. (GM3-29th April, 2016)*

It was specifically reported by one mentor that s/he was not much aware of their mentoring responsibilities; s/he might ignore mentees' absenteeism, and s/he did not even revise mentees' lesson plans with them before teaching. Instead, s/he put much work on supervisors' shoulders. In such a case, collaboration might stay distant contrary to the supervisors' expectations.

> *My other colleague [mentor] takes attendance issue much more seriously. I am not as much rigid as her/him. ... It is so important for me what the mentee gave to, and got from the class. Because the mentee replaces me, it is my bother. I mean, no matter what the mentee did on that day, wrote a good lesson plan that was three pages long etc. This is not my concern indeed. This is supervisors' concern. ... I do not know whether it should be my concern or not. Maybe my drawback is here. As a mentor, should I revise mentees' lesson plans? (GM2-13th May, 2016)*

Similarly, cooperating with supervisors was also equally critical for mentors during practicum. Herein there were two distinctive ways of collaboration depicted by mentors. One of the mentors underscored that she was even able to learn everything from them.

> *I did not know how to mentor in the beginning. I can say that I could learn everything from them [supervisors]. They always helped. You have*

> *to work in collaboration with them at any moment because you can encounter something so new that you do not know. (HM2-31th May, 2016)*

There were also such examples that supervisors and their mentors could communicate frequently, evaluate mentees' final teaching, attend conferences, and organize seminars at universities together as these two mentors commented:

> *My supervisor gave me a great schedule at the beginning of the term. … We observed mentees together; my supervisor took notes, and I did the same. Then, we called the mentees. He told mentees about their shortcomings, I completed him. In this way, we had a beautiful synergy among three of us. (GM1-25th May, 2016)*

> *Our relationship with my supervisor has a continuous communication from the beginning till the end in a way that we could help mentees continuously, and remedy their deficiencies. … Later on, we [mentors] have a collaborative evaluation with supervisors at the end of the term. … Sometimes we as mentors and supervisors gather and work together like non-official in-service trainings. (OM1-27th April, 2016)*

On the other hand, as a mentor put forth, some supervisors might be really indifferent during practicum; they left mentees at practice schools and went away. One mentor exemplified that generally supervisors informed mentors about the number of mentees and arranged their presentations. After that, supervisor-mentor communication and interaction were cut except for mentees' final teaching tasks conducted in supervisors' visits. That is why; not having chances for continuous cooperation and communication was reported by mentors as an obstacle with the following words:

> *I have never been demanded for collaboration. If collaboration is requested, I will do it. … We [mentors] see supervisors when they bring mentees to schools, and arrange the programs. We cannot see them any longer. Apart from these, they [supervisors] take mentors' schedules from here, and later on they generally do not appear again. (OM2-6th May, 2016)*

> *The supervisor is also busy. Collaboration is arranging the schedules, giving the number of mentees, arranging presentations… Apart from these, I do not know indeed what s/he or we should have done. In terms of*

> *communication, we do not have such a connection. Perhaps later on s/he may come to the school and broadly ask us "How were they [mentees]?" (HM1-27th April, 2016)*

When supervisors' interviews were analyzed through content analysis, the first point that one of them put emphasis on was mentors' need for staying in touch with the academy for collaboration during practicum. In the same vein, it was also expected by supervisors that mentors needed to be willing to care about and cooperate with mentees in practicum, invite mentees to more classes, and share their observations with supervisors as a good collaborator.

> *I want them [mentors] to care about my mentees. For example, when they [mentees] arrive, I do not want them to say that "Ok, my work is done now. I am relaxed. You should go to the class, take this course book. This is your unit, get prepared for the next week." I want them to sit and plan the things with mentees together, and discuss on them… (HS2-7th January, 2016)*

> *Normally, four or six hours in a week are enough for mentees, but some mentors are so good at communication. They say to mentees "You can attend more; you can attend this class of mine as well." (OS2-24th December, 2015)*

However, some of the mentors did not prefer too much involvement of supervisors as one supervisor put forth:

> *Mentors are generally cooperative. I mean, they try to do what we say, but I know that as supervisors, our coming into play much is not something they desire, at least not all the time, not in all the practice schools. (HS1-6th January, 2016)*

As another obstacle to collaboration, some mentors were prone to ignore the fulfillment of their mentoring responsibilities as supervisors suggested. For instance, mentors might provide insufficient guidance for mentees in preparing teaching tasks unlike the desired situation in which mentors and mentees plan and discuss lesson plans together. Mentors and supervisors might also have a lack of communication which prevented them from keeping in touch.

> *Mentors should be in continuous communication with supervisors, and they should share not only mentees' problems, but also their progress and experiences with us during the process. Here we have a problem with communication because of mentors' and our heavy course load. (HS2-7th January, 2016)*

Sometimes mentees did not take practicum seriously, and misled mentors for taking permission not to attend classes. Supervisors solemnly demanded more collaboration and communication from mentors in the guidance of mentees at practice schools due to the fact that it was so hard to keep track of mentees there. Especially keeping a good record of mentees' attendance and not letting them go without supervisors' consent were two crucial aspects related to mentors' collaborator role.

> *I do not want mentors to shut their eyes to mentees' absenteeism because they have some practicum requirements to fulfill to get a teaching diploma. I want to be sure that they [mentees] fulfill these requirements, and mentors pursue them in a well-disciplined way. Sometimes they agree with each other, I do not like such things much. (OS3-25th April, 2016)*

> *The mentee might agree with the mentor on that day, observe one or two classes, pretend to teach one lesson, and then, let practicum go hang. I had difficulty in pursuing it a lot. (GS1-18th January, 2016)*

Moreover, mentors also felt tense because of being observed by mentees; therefore, they considered mentees as threats or strangers, not as someone to collaborate in their classes. Owing to that feeling, these mentors might feel the lack of self-confidence more because some might know their own shortcomings needed to be improved. As a result, one supervisor stated that, they might feel withdrawn with the idea that mentees were spying on them in the class rather than acting collaboratively, and these mentors might reflect this feeling to mentees as well, which might obstruct their role as a collaborator.

> *Not every mentor at the practice schools tend to collaborate: 4 out of 10. In the simplest expression, having a stranger in the class might unsettle the mentor, decrease his/her fruitfulness. The feeling of being observed is already a different issue. Therefore, collaboration is so important. (HS3-14th January, 2016)*

> *They [mentors] do not trust themselves. Because of this fact, they are not for being observed by mentees. … While we [supervisors] inform mentees about theory, they [mentors] have their hands in practice. Actually we need to complete each other, but if you ask me "How much can you manage this?" I think we cannot. Because mentors think that mentees attend their classes, and spy on them, they [mentors] do not like this. (GS4-30th January, 2016)*

When the overall picture examined, the student teachers partially agreed that their mentors could fulfill their mentoring responsibilities as a collaborator. Only two responsibilities out of six were ranked as agree at the rate of 51 % and 53 %, which were having continuous cooperation and communication with supervisors, and providing more responsibilities for mentees to foster autonomy. Despite some mentors highlighting the importance of cooperation with both mentees and supervisors, some might not even monitor mentees' absenteeism, collaborate with them in lesson planning stages, and take mentoring seriously. On the other hand, some mentors complained about the indifference of supervisors who did not care for their mentees at practice schools. Nevertheless, some supervisors and mentors could effectively collaborate in mentees' evaluation and organization of seminars although frequent communication and collaboration was quite difficult to achieve for the others. As some supervisors voiced, the reason behind mentors' reluctance to collaborate might be their view seeing mentees as strangers and threats in their classrooms, workload, and some supervisors' indifferent attitudes towards teaching practice.

4.1.7 Observer-Feedback Provider

One of the other mentoring roles identified as a dimension under Student Teacher Mentoring Scale was observer-feedback provider. The responsibilities in Table 4.7 were used to assess the student teachers' views on their mentors' fulfillment of the above-mentioned role. The overall mean score was *M*=4.46 (*SD*=1.29), which indicated that the student teachers mostly agreed on their mentors' fulfillment of observer-feedback provider role.

As an observer-feedback provider, mentors were expected to *detect mentees' weaknesses together with their strengths during the observations*. When this responsibility was ranked by the student teachers; 60.4 % (*n*=117) agreed; however, 10.8 % (*n*=21) disagreed. Additionally, 18.6 % of them (*n*=36) partially agreed whereas 10.3 % (*n*=20) partially disagreed on their mentors' fulfillment of detecting their strengths and weaknesses together. 51.5 % of the student teachers (*n*=100) agreed that their mentors *gave regular feedback on their teaching skills after the observations* while 15.5 % of them (*n*=30) disagreed. Besides, 21.6 % (*n*=42) partially agreed, but 11.3 % (*n*=22) partially disagreed on their mentors' giving regular feedback on their teaching skills. Mentors were also evaluated in terms of *sharing their ideas with mentees after mentees' teaching,* and 66 % of the student teachers (*n*=128) agreed on the fulfillment of this responsibility while 9.8 % of them (*n*=19) disagreed. Among the rest, 17 % (*n*=33) partially agreed; 7.2 % (*n*=14) partially disagreed.

Table 4. 7

Percentages of the Items Related to Observer-Feedback Provider Role-Responsibilities

Item		SD		D		PD		PA		A		SA	
No	Item	*%*	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*%*	*n*
26	detects my weaknesses together with my strengths during his/her observations.	5.2%	10	5.7%	11	10.3%	20	18.6%	36	32%	62	28.4%	55
27	gives regular feedback on my teaching skills after his/her observations.	7.2%	14	8.2%	16	11.3%	22	21.6%	42	30.4%	59	21.1%	41
28	shares his/her ideas with me after my teaching.	4.6%	9	5.2%	10	7.2%	14	17%	33	37.6%	73	28.4%	55

Note. SD=Strongly Disagree, D=Disagree, PD=Partially Disagree, PA=Partially Agree, A=Agree, SA=Strongly Agree

After the content analysis of the interviews with mentors, it was found that leaving mentees free in the class and observing them without intervening in their teaching or

interrupting them had an important place to be a good observer because as nearly all mentors underlined, practicing their teaching skills in a real classroom atmosphere was a significant opportunity for mentees, which was obtained only once in four years.

> *When they [mentees] come here and enter the classroom, I completely set them free. I never interfere; intervene in. I mean, it is not like "Do this, do that!" they are totally free. That classroom atmosphere, managing the students… These are the things that are learned by experience. (GM3-29th April, 2016)*

Apart from the importance of observing mentees without intervention, in the practicum process, mentors admitted that they had heavy responsibilities as a feedback provider who needed to criticize mentees with the aim of fostering their professional development. Herein, one mentor also emphasized providing mentees with constructive feedback during practicum. The reason behind was not to offend mentees on the stages for progress as declared:

> *You [mentors] should say to mentees: "Yes, you made that mistake, but now you have such a capacity to make that mistake. Next year you will overcome this." Our criticism should be constructive, not destructive. (GM1-25th May, 2016)*

However, despite their high opinion of feedback, most of the mentors complained about not allocating enough time to provide feedback for mentees depending on scant communication. Therefore, mentors demanded to have less duties and responsibilities as teachers when they accepted mentees in their classes so as to spend more time with mentees.

> *Mentees attend classes consecutively; and they leave. Sitting somewhere and having a conversation together… Either I need to attend my other lessons, or they leave the school. If they had a chance to stay in the afternoon, it might happen, it might be different in terms of communicating more. Of course we have so many responsibilities, but it seems like we are not enough. (GM2-13th May, 2016)*

One of the mentors particularly pointed out that she felt the lack of detecting mentees' shortcomings while observing, and so she did not correct mentees'

mistakes. The rationale behind was her opinion ascribing this responsibility to supervisors by underestimating her own role in practicum.

> *My supervisor is going to come to observe one mentees' teaching for the third time because he did not think the previous ones were sufficient. … This is a great thing; I think this should happen because I cannot tell mentees about their drawbacks as much as their supervisors do. … The thing I check is what the mentee did to class, and what the mentee gave? The supervisor examines lesson plans, pronunciation etc. … It does not matter for me. It becomes his/her problem. I do not correct the mentee there. (GM2-13th May, 2016)*

The findings of the interviews conducted with supervisors revealed the noteworthiness of observation and feedback the absence of supervisors at practice schools. Most supervisors reported that mentors needed to be good observers first so as to give feedback to mentees just like supervisors did. They expected feedback from mentors concerning the subjects such as mentees' language skills, teaching skills and time management skills. For instance, one supervisor talked about mentors as feedback providers in the matter of SWOT analysis of mentees because they had a chance to learn mentees' strengths and weaknesses from mentors, and to deal with mentees' possible problems in advance by taking necessary precautions.

> *A good mentor should give effective feedback on mentees' language use, activity and time management, etc. This has to be their reason for being there. Giving effective feedback, being a good observer, being a good coach… (HS1-6th January, 2016)*

> *If we think more specifically, we want mentors to help us in the SWOT analysis of mentees because we tried to learn their strengths and weaknesses in four years, but the contribution of someone from the field which our mentees got education and aimed to work in will be more meaningful. There, I think some pieces of advice are at a premium such as "These are so good, go on with these. However, you need to improve yourself in this issue."(HS3-14th January, 2016)*

Some concerns were also raised by the supervisors referring to a prerequisite for mentors not to leave mentees alone in the class when they teach because two of the supervisors mentioned the fact that some mentors tended to evade their mentoring

responsibilities as an observer-feedback provider. As a consequence, these mentors might sit in teachers' room and deal with other things instead of observing mentees' teaching and providing necessary feedback afterwards.

> *I want mentors to attend classes with mentees, watch mentees' lesson, and give real feedback, but unfortunately I have seen these in some mentors, not in the others. (HS2-7th January, 2016)*

> *When I went to the practice school, my mentor was sitting in the teachers' room and knitting. I said "Where is our mentee? What is s/he doing?" The mentor said "The mentee is teaching in the classroom."... I said "You need to observe the mentee; s/he has not started the profession yet. You did not fulfill your responsibility." (GS2-18th January, 2016)*

The interviewees also urged upon the need for regular and systematic feedback given by mentors after real observations. Most of them reproached mentors for not providing constructive feedback. As one supervisor emphasized, giving only negative feedback might easily damage mentees' fragile teacher identity that was in the process of emergence, and cause disappointment in them related to teaching and teaching profession.

> *I have some worries about how much constructive feedback they [mentors] give because they are not trained in it. ... They do not have proper guidelines at hand. (OS3-25th April, 2016)*

> *Because the mentees are more fragile, they are highly influenced by some oral expressions if someone makes them feel they are not teachers yet. (GS3-20th January, 2016)*

> *The mentors who focus on only negative feedback cause great disappointment in mentees because their teacher ego has newly started to be formed. (OS1-17th December, 2015)*

On the other hand, mentors' providing only positive feedback was not something desired by supervisors because in such a case, mentees faced some questions like "What should I improve then?" One supervisor was similarly concerned about mentors' excessive optimism while giving feedback. Therefore, mentors needed to achieve the balance between harsh but useful, and naïve but useless feedback so that mentees would not have the fear of being criticized.

> *Mentors show the greatest tolerance towards mentees. … They hold mentees in high esteem, and honor them. They say "How well you do it!" however, the mentee is doing something nonsense; making it up. … It seems to me that they [mentors] have excessive optimism. (GS1-18th January, 2016)*

Likewise, one supervisor also demanded consistent feedback from mentors after seeing that some of them criticized a point in one of the mentees, and omitted the same thing in another mentee; or criticizing the same point only sometimes, not always.

> *Sometimes inconsistency might be seen in mentors; they may overlook a point that they have criticized before. … This is somewhat because of the shortness of feedback time because it is on the run. (OS1-17th December, 2015)*

According to one supervisor's comment, mentors had such an understanding that feedback would be supervisors' work, not theirs. Therefore, most of the supervisors were also worried that mentors could not allocate enough time for feedback because they did not spend enough time with mentees at schools. As a result, supervisors were worried about mentees who received unsatisfying feedback and guidance from their mentors.

> *Despite the fact that we told mentors… both mentees' strengths and aspects to be improved… one mentor can comment like "My duty here is to give global feedback; giving more detailed feedback is supervisors' duty."(OS1-17th December, 2015)*

> *Apart from me, in fact they [mentors] see mentees more often than me; they should be able to guide them more. … I think that they cannot provide enough feedback as an expert for mentees during their expert-novice relationship. (HS1-6th January, 2016)*

In brief, the student teachers mostly agreed on their mentors' fulfillment of the observer-feedback provider role at the rates of 51 % to 66 % regarding detecting mentees' strengths and weaknesses, giving regular feedback, and sharing their ideas with them. During the interviews, mentors touched upon giving enough freedom for mentees rather than interfering in their teaching as the first step of being a good observer. Both mentors and supervisors defended the effectiveness of constructive

feedback, which was neither too negative, nor too positive, so as not to hurt mentees' fragile teacher identity. Supervisors also demanded regular, consistent, and balanced feedback from mentors regarding mainly teaching skills, which could guide supervisors in mentees' SWOT analysis. Although some mentors expected mentees to stay longer at practice schools for feedback, they were not satisfied with feedback time they could allocate for mentees as well as their own abilities to detect mentees' mistakes in teaching. Moreover, supervisors were also dissatisfied with mentors who did not bother to observe mentees and give feedback to them because they ascribed this responsibility to supervisors.

4.1.8 Reflector

In the Student Teacher Mentoring Scale, the eighth dimension was named as reflector which represented another mentoring role. The items in Table 4.8 were the related mentoring responsibilities regarding the reflector role, and the overall mean score was *M*=3.96 (*SD*=1.45), which indicated that student teachers partially agreed on their mentors' fulfillment of this role.

The first mentoring responsibility under the reflector role was to *provide mentees with self-reflection opportunities to let them think deeply and critically on their teaching*. 51 % of the student teachers (*n*=99) agreed whereas 16.5 % (*n*=32) disagreed on their mentors' providing self-reflection opportunities. Of all the others, 20.1 % (*n*=39) partially agreed, but 12.4 % (*n*=24) partially disagreed. On the subject of mentors' *raising mentees' awareness of reflection with their own reflections after lessons*, 53.1 % of the participants (*n*=103) agreed that their mentors fulfilled this responsibility while 17.5 % (*n*=34) disagreed. Besides, 18.6 % of the student teachers (*n*=36) partially agreed; 10.8 % of them (*n*=21) partially disagreed (Table 4.8).

Explaining the rationales and theoretical bases behind the methods and strategies mentors use in teaching was another mentoring responsibility under this role. 40.2 % of the student teachers (*n*=78) agreed on the fulfillment of this responsibility; however, 26.8 % (*n*=52) disagreed. Moreover, 20.1 % of them (*n*=39) partially

agreed while 12.9 % (*n*=25) partially disagreed. When it comes to the final responsibility referring to this role, 38.6 % of the student teachers (*n*=75) agreed that their mentors *revealed the pros and cons of the methods and techniques they use with the alternatives*; nevertheless, 28.9 % of them (*n*=56) disagreed. 19.6 % of the other participants (*n*=38) partially agreed on the item while 12.9 % (*n*=25) partially disagreed.

Table 4. 8

Percentages of the Items Related to Reflector Role-Responsibilities

Item		SD		D		PD		PA		A		SA	
No	Item	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*
32	provides me with self-reflection opportunities to let me think deeply and critically on my teaching.	8.2%	16	8.2%	16	12.4%	24	20.1%	39	30.4%	59	20.6%	40
33	raises my awareness of reflection with his/her own reflections after lessons.	8.8%	17	8.8%	17	10.8%	21	18.6%	36	29.9%	58	23.2%	45
34	explains the rationales and theoretical bases behind the methods and strategies s/he uses in teaching.	11.9%	23	14.9%	29	12.9%	25	20.1%	39	26.3%	51	13.9%	27
35	reveals the pros and cons of the methods and techniques s/he uses with their alternatives.	14.4%	28	14.4%	28	12.9%	25	19.6%	38	24.7%	48	13.9%	27

Note. SD=Strongly Disagree, D=Disagree, PD=Partially Disagree, PA=Partially Agree, A=Agree, SA=Strongly Agree

The content analysis of the interviews with mentors indicated only one mentor underscored that she questioned herself and her mentoring a lot due to heavy responsibilities of mentors in practicum. She also added that she was good at self-reflection.

> *I think mentoring responsibility is too heavy. In fact, I question myself all the time while putting my signature. Of course I know that something lacks; however, I do not want to put anything as an obstacle in front of the mentee. … I mean I look in a mirror a lot; I would love to face myself there. Mirror is the place of trust; you are alone there. Sometimes when I went out of the class, I asked myself "What did I do in that lesson? What could I give?" I want to get what I deserve. (HM2-3th June, 2016)*

One supervisor similarly attached much importance to mentors' having reflective skills. In parallel to this comment, mentors needed to be open to criticism so as to overcome their shortcomings as another supervisor suggested with the following words:

> *Above all, a mentor should be open to criticism. When you sit together and have a conversation, the mentor should be someone who is ready to receive, and tries to overcome her/his shortcomings after noticing instead of continuously feeling herself/himself justified. (HS2-7th January, 2016)*

> *I expect them [mentors] to be a little reflective because I put reflection in the center of practicum. (HS1-6th January, 2016)*

In summary, the student teachers partially agreed that their mentors acted as a reflector during practicum. The content analysis of the interviews conducted with mentors indicated that among ten mentors, only one questioned herself/himself and her/his mentoring practices by being aware of heavy responsibilities as a mentor during practicum. In a similar vein, two supervisors put reflective skills and being open to criticism forward as the required mentoring responsibilities under the above-mentioned role.

4.1.9 Friend-Colleague

The ninth and last dimension of Student Teacher Mentoring Scale was friend-colleague, and this mentoring role was comprised of the items written in Table 4.9. Based on the overall mean score, *M*=4.79 (*SD*=1.07) of the dimension, the student teachers mostly agreed on the fulfillment of the mentoring responsibilities defined for the friend-colleague role.

Table 4. 9

Percentages of the Items Related to Friend-Colleague Role-Responsibilities

Item No	Item	SD		D		PD		PA		A		SA	
		%	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*%*	*n*
9	has an approachable attitude when I have questions or problems.	4.6%	9	2.6%	5	5.2%	10	17.5%	34	40.7%	79	29.4%	57
10	establishes an open communication by actively listening to me during our sessions.	3.1%	6	2.6%	5	5.7%	11	13.4%	26	42.3%	82	33%	64
11	uses sense of humor to lighten the atmosphere when needed.	4.1%	8	3.6%	7	6.2%	12	18%	35	36.6%	71	31.4%	61
12	accepts me as a colleague rather than a student teacher.	5.2%	10	3.1%	6	2.1%	4	13.9%	27	35.1%	68	40.7%	79
13	introduces me to his/her students as a prospective teacher.	4.1%	8	2.1%	4	2.1%	4	6.2%	12	42.8%	83	42.8%	83
14	assists me in developing my teacher identity.	4.1%	8	6.7%	13	8.2%	16	23.7%	46	29.4%	57	27.8%	54
15	prevents me from feeling lonely at the practice school.	3.6%	7	6.7%	13	5.2%	10	21.1%	41	33.5%	65	29.9%	58

Note. SD=Strongly Disagree, D=Disagree, PD=Partially Disagree, PA=Partially Agree, A=Agree, SA=Strongly Agree

Having an approachable attitude when mentees have questions or problems was the first mentoring responsibility for the friend-colleague role. 70.1 % of the student teachers (*n*=136) agreed; 7.2 % (*n*=14) disagreed. Moreover, 17.5 % of them (*n*=34) partially agreed on the fulfillment of the related responsibility, but 5.2 % (*n*=10) partially disagreed. Of all the participants, 75.3 % (*n*=146) agreed that their mentors *established an open communication by actively listening to them during their sessions* whereas 5.7 % (*n*=11) disagreed on the fulfillment of this mentoring responsibility. Besides, 13.4 % of the other participants (*n*=26) partially agreed; however, 5.7 % (*n*=11) partially disagreed. In addition, 68 % of the student teachers

(*n*=132) agreed that their mentors *used sense of humor to lighten the atmosphere when needed*; nevertheless, only 7.7 of them (*n*=15) disagreed. Concerning the same responsibility, 18 % (*n*=35) partially agreed while 6.2 % (*n*=12) partially disagreed (Table 4.9).

Accepting mentees as a colleague rather than a student teacher was also ranked by the student teachers as another mentoring responsibility under this role. 75.8 % (*n*=147) agreed whereas 8.2 % (*n*=16) disagreed on their mentors' accepting them as a colleague. 13.9 % (*n*=27) partially agreed, but only 2.1 % (*n*=4) partially disagreed. Furthermore, 85.6 % of the student teachers (*n*=166) agreed that their mentors *introduced them to students as a prospective teacher*; however, 6.2 % (*n*=12) disagreed on the same item. Similarly, 6.2 % of the other participants (*n*=12) partially agreed while 2.1 % of them (*n*=4) partially disagreed regarding this responsibility.

The student teachers also ranked their mentors in terms of *assisting them in developing their teacher identity*; 57.2 % (*n*=111) agreed on the fulfillment of this responsibility; however, 10.8 % (*n*=21) disagreed. 23.7 % of the other participants (*n*=46) partially agreed, but 8.2 % (*n*=16) partially disagreed on the same responsibility. As for *preventing mentees from feeling lonely at practice schools*, 63.4 % of the student teachers (*n*=123) agreed that their mentors fulfilled this responsibility whereas 10.3 % of them (*n*=20) disagreed. Additionally, 21.1 % (*n*=41) partially agreed; 5.2 % (*n*=10) partially disagreed.

As a result of the content analysis of the interviews with mentors, some mentors remarked certain responsibilities belonging to the friend-colleague role. To begin with, one mentor talked about mentees' feelings when they first came to practice schools, and the problem of forgetting the atmosphere of schools after their own graduation. They were also stressful due to their supervisors' observations and the courses at the university. Therefore, mentees had a need for feeling more relaxed at practice schools with the help of mentors as one mentor described in this way:

> *They feel as if they were like small fish thrown into the ocean from an aquarium. They feel frightened. Seeing what has changed here since their graduation terrifies them. (HM2-3th June, 2016)*

However, the interview data revealed that some mentors made mentees feel alienated owing to their inexperience and the "new-old teachers" perception. In addition, another mentor complained about mentees' positions in practicum because they were not the fundamental components at practice schools. That's why; mentees were like outsiders in classrooms, which led to mentees' feeling themselves worthless.

> *There are some conceited ones [mentors] who thought that they have been teaching for years. These are the pressures on mentees because at schools there are two bulks of teachers who were new vs. old. (OM2-6th May, 2016)*

> *Now, the teacher who has been teaching in that class since the beginning has a place in his/her own classroom experience and dynamics; however, the mentee is an external person there. Pupils, the mentor, the mentee himself/herself… They all are aware of this. (OM1-27th April, 2016)*

Communicating well with mentees was seen as a requirement from the viewpoint of mentors to satisfy mentees' need for feeling better at schools. One mentor underlined herein that mentees should be loved and respected by their mentors. Mentors also needed to behave mentees as their colleagues, and be careful about how to address them. In this way, mentees could feel precious in consequence of being treated as "teachers".

> *We [mentors] should not behave mentees in the way that we behave our pupils; we should behave them as our colleagues. In my opinion, this is one of the most important mistakes. Mentees come here; they sit in front of the doors. It should not be. How do they [mentees] feel in such a case? We need to make them feel precious. … One day, we were drinking tea in teachers' room. They [mentees] said "We entered a teachers' room for the first time." This event influenced me a lot. (GM1-25th May, 2016)*

On the side of mentors, the friend-colleague role also required to have communication skills such as being serious but friendly and climbing down from time to time. Moreover, not hurting mentees' feelings and not being oppressive were

also underscored by mentors. As declared by some interviewees, a good mentor in this role needed to have a smiling face, patience, trustworthiness, and sense of humor. In the light of these points, three mentors thought that they were really good at communication with mentees and human relations.

> *Communicative language is so crucial. "I did not mean that! Actually, I did not want to do that to you!" I cannot accept such things. We must give this trust. How to address pupils/mentees? … because my first aim is not to offend anyone; offense is unforgettable. (HM2-3th June, 2016)*

> *Number one is patience, a smiling face, and understanding. This is of course related to the age as well. For instance, at my age, these might decrease a little. (HM3-31th May, 2016)*

When this mentoring role achieved its aim, it was reported by many mentors that they also learnt a lot from mentees as well so it brought about mutual learning during practicum because while mentees had up-to-date information in the field, most mentors talked about the problem of their staying away from what was new in ELT.

> *Just like they [mentees] have the things to learn from me, I also have the things to learn from them. I graduated 16-17 years ago. The system in the past and the current one are so different from each other. … I already said to them [mentees] when they first came: "Teach me something." (GM3-29th April, 2016)*

During the interviews, supervisors firstly noted that mentees especially needed an adaptation to teacher role by taking responsibilities, witnessing challenges of teaching, and increasing their self-confidence in the profession. Adaptation to professional discourse community by interacting with pupils, teachers, administrators, and all school staff was also required according to interviewees. To this end, it was seen as a requirement that mentors needed to communicate well with mentees, and consider them as colleagues without seeing themselves superior, which could make mentees more withdrawn. In a similar vein, some supervisors mentioned mentees complaints about feeling themselves bad at practice schools.

> *We [supervisors] think that mentees are our students, but at the same time they are our colleagues. … The mentors should approach our mentees in the same way. Some were so helpful in this issue, but some led to more withdrawn mentees because they looked down on mentees. (HS3-14th January, 2016)*

> *We [supervisors] think that the interaction between "new-comer" mentees and "experienced" mentors is of high value in order to help them [mentees] learn about school culture and have a professional notion. Unfortunately, at some schools, we experienced that mentees were seen as threats to their professional discourse community because they [mentees] were not a part of it yet. … so they [mentors] did not let mentees in teachers' room. (OS1-17th December, 2015)*

On the other hand, some supervisors reported problems regarding the fulfillment of friend-colleague role. For instance, one of them talked about the presence of some mentors who had negative effects on mentees due to the fact that they addressed mentees as if they had been high school students rather than behaving them as adults and colleagues. Such a case might make mentees disinclined from teaching profession as one mentor underlined with the following words:

> *Some mentors do not treat our mentees as adults; as if they [mentees] were kids, they [mentors] behave them harshly. Their addressing sounds like they were addressing high school students. They [mentors] do not remind that mentees are teacher candidates. … "Do not sit there; do not stand here; do not enter the teachers' room…" What will that mentee do? You [mentors] make mentees disinclined from the profession just in the beginning. (GM2-18th January, 2016)*

To fulfill this mentoring role, supervisors touched upon some personal characteristics mentors needed to possess such as being humble, warm-hearted, positive and kind. That is why; under appropriate conditions, it was reported by one supervisor that mentors also had a chance to learn from mentees, which put mentees into a "change agent" position.

> *It is so interesting that the mentors at practice schools say: "We learn a lot from your mentees." Of course, this is a very positive aspect of practicum. (GS2-18th January, 2016)*

To bring the findings belonging to the friend-colleague role all together, the student teachers mostly agreed with the rates ranging from 57 % to 85 % that their mentors fulfilled the determined mentoring responsibilities such as being approachable, establishing open communication, demonstrating humor to decrease tension, accepting mentees as colleagues, developing mentees teaching identity, preventing mentees from feeling lonely, introducing them as prospective teachers to their pupils. Mentors emphasized mentees' anxiety at the beginning of practicum, so their need of relaxation rather than the feeling of alienation at practice schools. To accomplish this aim, mentors needed to respect mentees and behave them as colleagues from whom they could also learn something. However, supervisors reported some problems resulting from mentors' false addressing of mentees as if they were students. Good communication skills, patience, trustworthiness, and sense of humor were seen as key characteristics by both supervisors and mentors to fulfill this role.

4.2 Problems in Practicum

The second research question of this study aimed to find out problems regarding mentoring as perceived by student teachers, supervisors, and mentors themselves. For this purpose, the data obtained from STMS, mentors' and supervisors' individual interview schedules were separately analyzed. Then, they were integrated and grouped together under five themes/headings: (a) student teacher related problems, (b) supervisor related problems, (c) mentor related problems, (d) practice school related problems, and (e) practicum related problems. The reason behind such an organization was to collect the problems originated from the same source or actor under the same theme to facilitate the flow of comprehension.

4.2.1 Student Teacher Related Problems

Both mentors and supervisors who primarily cooperated with student teachers during practicum specified some problems concerning their cooperation as revealed in the interviews. First of all, it was reported by most mentors that their mentees had some motivational problems making them too passive and indifferent in practicum on the

ground that they had not decided to work as a teacher yet, and so they found practice teaching boring and unnecessary as one mentor stated. As a result of this reluctance, another mentor declared that these mentees, whose priorities were not practicum-related, just came to practice schools to sign the attendance, fill in their weekly tasks, and then leave. In some worse cases, mentees did not regularly attend classes at the practice school, which prevented them from getting in contact with the class.

On the other hand, two mentors and one supervisor touched upon a different aspect, which was mentees' professional inadequacies as prospective teachers in terms of teaching skills, teaching practice regarding time and classroom management, and educational psychology. For instance, mentors complained about their mentees' being perfectionists in preparing utopic lesson plans which all four language skills were integrated in regardless of whether they would have enough time to cover all of them or not. Some of the unsatisfied mentors also commented on mentees' negligent understanding of the teaching profession. Although mentors expected more motivation and participation in school work, mentees ignored the gist of teaching that required dedication, compassion, and diligence. Consequently, as supervisors also pointed out, such mentees had a viewpoint of seeing extra work given by their mentors like grading exam papers or keeping watches as drudgery rather than opportunities to experience more about the profession.

> *There are things limiting mentors who want to do more and transmit their experiences in detail. Mentees say "We cannot do it; we came only to observe.", or when we [mentors] said "Let's do it together", they [mentees] answered "This is not our duty". (OM2-6th May, 2016).*

Mentees were demotivated for practicum as both mentors and supervisors realized during the process. It was reported by mentors and supervisors that mentees valued KPSS greatly over practicum, and they were highly influenced by its pressure during this period. Because of this reason, mentees had a tendency to underestimate the teaching tasks during practicum period. Therefore, they were sometimes late for classes, and in such cases some did not let their mentors know that they would be

late. Additionally, one supervisor highlighted other possible reasons behind demotivation such as mentees' worries about the future and graduate studies; roles and responsibilities of being an adult anymore. Hence, mentees might not get prepared as much as desired for teaching tasks and easily get tired of practicum owing to their busy exam and course schedules.

> *I could not encounter enthusiastic mentees. They [mentees] were in a mood of saying "We have KPSS and other courses. Do not make us so tired!" They are not aware of the fact that here [the practice school] is the essential course. (OM2-6th May, 2016)*

Moreover, mentees had problems in forming their teacher identity and went through role confusion as some supervisors remarked. As also reported by one mentor, mentees experienced some difficulties in adaptation to teacher role depending on the norms at schools such as not behaving and dressing like a teacher.

> *Because mentees cannot adapt themselves to teaching role, they see classes as fiduciary; they cannot feel themselves attached to the classes. This poses a great obstacle to mentees' work and forming teacher identity. (OM1-17th December, 2015)*

> *I [the mentor] was teaching; the mentee was texting in the back row. I said "I would send you out of the class in such a case." ... and there are some student teachers who come to the school with very inappropriate clothes. (OM2-6th May, 2016)*

4.2.2 Supervisor Related Problems

Supervisors' fulfillment of their own responsibilities firstly was considered as a prerequisite by themselves. Some supervisors emphasized required responsibilities which were keeping the track of mentees at practice schools, observing and evaluating them in person, and checking mentees' progress after providing correctives and feedback. For example, one supervisor complained about his colleagues who were indifferent to be closely interested in their mentees with these words:

> *The prerequisite is the fulfillment of supervisors' own responsibilities; they [supervisors] must take care of their mentees. Mostly supervisors just send their mentees to practice schools, and then follow no more. They [supervisors] even do not go there in person, only by phone… (HS2-7th January, 2016)*

The effect of supervisors on mentees' attitudes and teaching practice was also indicated by two mentors as an important factor influencing cooperation between mentees and mentors during practicum process. The reason behind was mentees' feeling accountable to their supervisors when they came back to the universities. Therefore, when supervisors tended to take practicum seriously, and take a close interest in mentees; mentors felt the positive effects of such an approach in their cooperation with mentees.

> *My mentees feel themselves responsible to their supervisor as well. He approached to them [mentees] so kindly and nicely that the mentees did things so as not to be ashamed in front of him. (HM1-27th April, 2016)*

> *We [mentors] could observe something here; mentees who are supervised well by their supervisors and whose universities can manage the process well have better practicum experiences. (OM1-27th April, 2016)*

Regarding cooperation, two supervisors with a different perception of practicum expressed that they just wanted mentors to go on with their own teaching styles without changing anything for mentees so as not to put an extra burden on mentors. One of the supervisors also stated that their aim was to train mentees; not mentors, and added his doubts about seeming like an "inspector" by saying:

> *Mentors can continue with their teaching however they like. I do not want them to do anything different for my mentees. There is no need because the aim here is to help mentees get ready for the school environment; not to train mentors or guide them. … I have never tried to seem like someone who inspects mentors. If I do so, the things will change. (GS1-18th January, 2016)*

Familiarity was described as another prominent factor that might have an impact on supervisors' and mentees' harmonious cooperation. It was because of one mentor's

remark concerning when these actors knew each other for some time, both sides would know each other's expectations as a facilitator for their cooperation.

> *Now, it is our 4th year with one of the practice schools I have worked. We have been cooperating in the same way; I want it to proceed like this for many years. That school knows me; I know them [mentors]. I even know how they [mentors] warn jokingly their pupils. ... How can I be dissatisfied? (OS2-24th December, 2015)*

However, it might not be taken for granted because another mentor exemplified a case quite the opposite in which some supervisors did not clearly explain their expectations; and this ambiguity might cause a serious problem hindering cooperation during practicum.

> *I met the supervisor once. It was at the end of the term. ... We [mentors] do not know exactly what we need to do; I mean it is not like "We [supervisors] want you [mentors] to pay attention to these things, or you should put much emphasis on this etc.", so it is a little random. ... The thing I want to say is that we [mentors] walk in the pathway without a guide. She asked "Was there any problem?" We did not have any, but I do not know whether we would have had any if we had paid attention to something specifically? (GM4-17th May, 2016)*

Work load and busy schedules were also the complaints of both mentors and supervisors, which made practicum a demanding period for them. As it was evident in the supervisors' demographics, they taught 10 to 25 course hours in a week excluding supervision, and they had eight to 50 mentees to cooperate within the scope of Practice Teaching course. That is why; these actors could not allocate enough time for meetings, and could not communicate sufficiently with each other during the process.

> *We [mentors and supervisors] hardly ever meet. We did not communicate one-to-one; the supervisors are too busy as well. We do not have such an opportunity to meet. (HM2-3th June, 2016)*

Both mentors and supervisors criticized each other's some practices generating problems in cooperation. For instance, one mentor criticized the way in which

supervisors grouped mentees without taking their personal characteristics into consideration, and stated this approach as an obstacle to his/her mentoring.

> *It is not right to intervene in supervisors' work, but in grouping mentees, when shy and dominant ones come together in pairs or in groups of three, one becomes very dominant; proceeds the whole practicum process while the other(s) becomes shyer, and mostly does not want to do anything. … They [shy mentees] become more introverted, and deliver all the responsibilities to dominant ones. (OM1-27th April, 2016)*

Furthermore, another mentor expressed her disapproval of supervisors who focused more on mentees' lesson plans rather than concentrating on how to implement them.

> *As far as I understood, it is attached more importance to the planning part of teaching. I mean how the lesson plan will be… I think mentees focus on such things and so overlook the gist of teaching. In my opinion, if supervisors put more emphasis on mentees' practice instead of planning, it will be better. (OM3-4th May, 2016)*

4.2.3 Mentor Related Problems

The content analysis of the interviews indicated that most mentors did not have high expectations from mentees with the idea that mentees were at practice schools to learn from mentors. Some might even lower their expectations after seeing demotivated and reluctant mentees for practicum; such motivational problems might even alienate them from cooperating with mentees again, and affect their mentoring in a negative manner.

> *If mentees have a desire to escape … that glance makes me feel too uncomfortable. At that moment, I finish everything that I can give to them [mentees]…. I mean this is a kind of loop. The things I could give are equal to the things they [mentees] could take. (HM2-3th June, 2016)*

Mentors tend to regard mentoring as moral and material burden so their unwillingness to accept mentees was also mentioned by supervisors. This reluctance resulted in having higher mentor-mentee ratio during practicum. As a consequence of this problem, communication and collaboration issue between mentors and supervisors emerged from mentors' course load and extra duties at practice schools,

too. Mentor demographics indicated that their weekly course load ranged from five to 29, and the number of mentees they mentored ranged from one to 10. Therefore, sometimes they even became unwilling to use technology such as e-mails. One supervisor remarked mentors became voluntary more easily to cooperate by means of monetary concerns merely.

> *Not every mentor at the practice schools tend to cooperate. … For example, when we have to cooperate with 4 mentors instead of six, each of these mentors have more mentees instead of seven or eight because the other teachers do not want to accept mentees. (HS3-14th January, 2016)*

> *Mentoring was done without any payment in the past. Now, mentors are being paid. … In the past, we [supervisors] had to beg for mentoring like "Please let us bring our mentees." However, it has not been occurring for ten years because mentors have been paid by the state. (GS3-20th January, 2016)*

The findings derived from the analysis of the data obtained via Student Teacher Mentoring Scale also revealed some problems regarding mentors' collaborator role. Herein three mentoring responsibilities whose agreement and disagreement percentages were so close to each other indicated that there was also a great number of mentees who were not satisfied with their mentors' cooperation. To clarify precisely, while 35.6 % of the mentees (n=69) agreed on their mentors' cooperating with them in lesson planning and preparation, 32.5 % of them (n=63) disagreed. As for reviewing mentees' lesson plans together before their teaching, 37.1 % of the mentees (n=71) agreed, and 33 % (n=64) disagreed on the above-mentioned responsibility. Moreover, 37.7 % of the mentees (n=73) agreed that their mentors included them in the process of exam preparation and grading whereas 34 % of them (n=66) disagreed.

Because there were differences between teaching and mentoring, one supervisor suggested that mentors might prefer not to share this "teaching vs. mentoring" dilemma with supervisors to demand help. Thus, especially inexperienced teachers who might not be ready to accept mentees had more difficulties and got more confused while mentoring. Another issue defined by mentors was their own false

beliefs about being competent enough as a mentor depending on the fact that mentors lacked information and guidance about what to do as a mentor.

> *There is a big difference between being a mentor and being a teacher, but some mentors do not feel confident about this difference. They [mentors] run mentoring somewhat randomly so there are many different perceptions making our work harder. Mentors prefer not to share this dilemma with us [supervisors]. (OS1-17th December, 2015)*

> *We thought that we are sufficient as a mentor, but we are not much because we do not know exactly what to do. … We try to transmit our experiences to mentees, but I think more should be done; in fact, this is something beyond us. (GM4-17th May, 2016)*

These randomized mentoring practices were seen by both mentors and supervisors as an impediment to effective practicum processes. At that point, especially supervisors asserted lack of awareness in mentors and the absence of well-organized in-service trainings, mentor briefings, and mentoring guidelines in order to settle these problems and provide a minimum standardization in mentoring. Mentors also shared the same idea because mentor demographics showed that only one said no need for mentor training. Ultimately, most mentors and supervisors agreed on the great need for mentor training as well as all supervisors.

> *There should definitely be mentor training. As a mentor who has been dealing with mentoring for a long time, I can explicitly say that there are mentees who cooperate with the same mentors at the same practice schools, and they gain very different experiences from each other.*

> *According to the mentors that mentees have cooperated, their [mentees'] experiences, perceptions, and future thoughts change. (OM1-27th April, 2016)*

Nevertheless, not all the mentors were willing to attend in-service mentor trainings. One of them who had been teaching more than 30 years developed resistance to such trainings by defending the idea that regardless of mentors' actions and the quality of mentoring, mentees would experience and learn teaching on their own. Moreover, these experienced teachers might have a desire to continue teaching and mentoring with their ex-methods and techniques owing to lack of mentoring vision.

> *There is no need for mentor training. Mentees observe us; we [mentors] are what we are. Even if they provide us with mentor training, I can never say "MONE says so, let me do it", especially after all those years. I always express that nobody can be experienced without entering the class. … Whatever they [mentees] experience with me, it will finish somewhere. (GM3-13th May, 2016)*

Similarly, one supervisor attracted attention to teacher burnout syndrome as a worthy of notice point while selecting mentors for cooperation. Such mentors might have lost their motivation for professional development so they might not be open to self-improvement and innovations in teaching.

> *Teacher burnout syndrome is a great factor in our primary or elementary schools. Therefore, I prefer not to cooperate with mentors who are influenced by this syndrome. (HS2-7th January, 2016)*

In addition to these, lack of mentoring vision in mentors caused other problems during mentoring. For instance, one supervisor witnessed one mentor's intervention and correction of the mentee in front of the class without thinking of the mentee's teacher ego.

> *I have witnessed to such things: the mentee said something in class; the mentor immediately corrects the mentee on-the-spot. This is something that sets the mentee's authority to zero. (OM1-17th December, 2015)*

One of the mentors referred to the rules and regulations of MONE, and criticized that there were no determined definitions of cooperation with supervisors. Some mentors believed that they had fewer roles and responsibilities contrary to the supervisors' during practicum. Because of such gaps in understanding, cooperation might not be a working system between mentors and supervisors. In the simplest example, one supervisor expressed that her practicum-related wants were not truly comprehended by mentors during practicum with the following words:

> *Sometimes you [supervisor] arrange the program, but it changes again. … Then, you have to request such things like "Can we change the schedule of that lesson?" It may be perceived as a personal favor. However, there is no such thing; mentors are paid for practicum, not us so I cannot have personal demands. (GS3-20th January, 2016)*

4.2.4 Practice School Related Problems

In the course of the conducted interviews, the findings of the content analysis revealed that practice school profiles affected cooperation during practicum, and this problem was put forth by both mentors and supervisors.

To begin with, nearly all supervisors mentioned the difficulty of finding good cooperating schools employing good mentors and administrative staff. Most of them favored using the advantage of familiarity so they did not prefer to change schools if they could have cooperated well in the past. Nevertheless, if the school was problematic, supervisors would have to find more facilitating and compatible schools providing a more fruitful atmosphere for mentees' practicum. Afterwards, supervisors and mentors would need some time to overcome the stress of being new to each other, and to get to know each other's expectations.

One supervisor described another case showing the difference between mentees' having practicum at state schools or private schools. She explained that when mentees cooperated with state schools, mentors working there had low expectations from mentees unlike the ones working in private schools.

> *The English levels at state schools and private schools are not the same. Our mentees who go to state schools can do a lot without much preparation because they encounter classes in which there is no need to*
>
> *use English that much. … However, when mentees go to private schools, they may even learn something from that lesson just like a student. (OS2-24th December, 2015)*

Mentors pointed out that practice schools equipped with a good infrastructure could provide good opportunities for mentees such as materials, equipment, and facilities. One mentor exemplified the lack of Internet connection in classrooms at her school so her mentees had trouble in drawing pupils' attention, and employing extra materials such as videos, visuals, songs and games; this situation gave rise to more boring English classes for mentees' teaching practices.

Physical conditions at practice schools were of capital importance according to mentors' and supervisors' views. It was reported by some supervisors that mentees could not even find a place to wait for lessons or sit during lessons at practice schools. Mentors complained about not having a private room to gather with mentees after classes by saying:

> *If the university sends us [mentors] a group of 30 mentees, the school infrastructure should be appropriate for it. We should have a room to gather so that we could discuss what we did in classes. (GM1-25th May, 2016)*

One of the mentors added that it would have been much better if she had taught in less crowded classes. However, the same mentor was undecided about demonstrating mentees real or ideal conditions at practice schools; this argument created a dilemma of showing them what they would really encounter in the future or what should be the ideal case in teaching.

> *Let's think that our mentees have experienced ideal conditions here at the practice school. When they start teaching in a village school for instance, under which "ideal" conditions can they teach? Therefore, I have some question marks in my mind regarding the requirement of providing an ideal teaching environment for mentees. (HM3-31th May, 2016)*

In particular, student profiles at these schools might directly influence mentees' practicum experiences because when a practice school had pupils who were open to learn, and aware of the significance of learning English together with their parents, this condition influenced pupils' motivation in mentees' teaching tasks and classroom management as well.

> *This [practice] school is a good one. If our mentees had attended other schools such as the ones in rural areas, they would have encountered many different problems because 80-90 % of the pupils come to school to learn here. (GM4-17th May, 2016)*

As voiced by some mentors, mentees needed to deal with certain problems in having practicum at primary schools because of pupils' insufficient background knowledge in English and teaching young learners.

> *Mentees have learned a lot here because they have seen how difficult teaching is at primary schools. It is not like middle or high schools. Pupils start over from scratch here and their fantasy world is quite different. They say quite unusual things to name a "rabbit" for instance. (GM2-13th May, 2016)*

4.2.5 Practicum Process Related Problems

After the content analysis of the interviews, practicum proved its prominence in the eyes of mentors and supervisors, and it was valued as a process in which mentees formed their decisions on proceeding a teaching career, and asked themselves "Do I belong here?" as one supervisor voiced. In line with the words of supervisors, mentees also learned how to teach by getting their hands dirty and progressed in their teaching skills. However, the duration of practice teaching and number of teaching tasks were found insufficient by both supervisors and mentors. Therefore, according to mentors, extending practicum by starting it earlier; and presenting more flexible teaching practice opportunities for mentees were the requirements to foster practicum process so that mentees could defeat the fear of teaching on a real stage.

> *These student teachers had a four-year education, but they did not teach four times with real students in total. Just micro-teachings at universities… This is a very important problem for them. They came to a real class, and got excited so much. (GM1-25th April, 2016)*

In their interviews, some mentors criticized the core of practicum seen just restricted to classroom walls. However, most mentors and supervisors defended the idea that mentees needed to do what mentors did at practice schools to experience the profession more. In a similar vein, mentors also suggested that practicum process needed to let mentees see different types of practice schools such as primary, elementary, and high schools so as to enrich their horizons in teaching. Nevertheless, student teachers' demographics in the STMS showed that 56. 7 % of them (n=110) attended only one practice school.

> *The presence of mentees at a practice school is not a situation confined to classrooms only. I think it has to be extended in such a way that mentees*

> *will get some small payments, and have watches and other teacher duties. I mean they [mentees] need to be included in all the processes that mentors actively do at schools. (OM1-27th April, 2016)*

> *Mentees should go to different schools; this is so important. Now, the mentee has come to our school, and seen a middle school. What will that mentee do if s/he is appointed to a high school next year? (GM1-25th May, 2016)*

Another problem emerging from the boundaries of practicum was arranging course schedules and supervisors' observations, which had to be restricted to only specific days and times throughout practicum. Herein, incompatible opening and closing dates of universities managed by Higher Education Council and practice schools managed by Ministry of National Education made these arrangements more challenging for both actors. As a result, practicum finishes earlier than planned so some mentees fall behind the program. This finding is also supported by means of student teachers' demographics in the STMS because some reported that they did not teach at all whereas the others' teaching practice hours ranged from one to 21 and above.

Moreover, mentees had a restricted instructional time to utilize at practice schools because of their own courses at the university. Therefore, when something unexpected happened at the school such as holidays and events, mentors had to find a way to compensate missing practicum hours for the sake of mentees, which might be a problematic endeavor. In addition, some mentors specified that such limitations resulted in providing no opportunities for mentees to gain experience in other classes or grades at practice schools. In this way, mentees would have a chance to work with different mentors whose teaching styles were unique. However, demographics of the student teachers revealed that about 40 % did not join any other mentor's classes throughout practicum.

> *I have always likened teaching to cooking through all my life. Your mother can cook, you can cook, and your aunt can do so. All the tastes are different. … I want my mentees to cooperate with other mentors as well because they only see my teaching style. (GM1-25th May, 2016)*

Concerning the planning stages of the practicum process, most supervisors underlined the need for course reduction for mentors during practicum because of mentors' complaints stemming from lack of time to allocate for mentees. Another leading problem asserted by one supervisor was the drawback of giving no place for mentees' interests and skills while matching them with mentors and practice schools.

> *I had a mentee this term and said "I would like to have my practicum at a primary school." However, I had already sent her to a high school. ... I also need to choose mentors according to mentees' interests and skills. I need to get to know mentees and mentors well to match them appropriately. (HS2-7th January, 2016)*

That is why; mentees had to cooperate with mentors who might have a different personality or background at practice schools whose types and grade levels were chosen by supervisors without taking mentees' wishes into account.

To put in a nutshell, the problems encountered in ELT practicum were presented under five themes based on their origins. First of all, mentee related problems were explained by both supervisors and mentors as demotivation, inadequacies in teaching skills, utopic lesson plans valuing implementation less, seeing extra work as drudgery, and underestimation of practicum owing to KPSS or other future concerns. Secondly, supervisor related problems were determined by mentors, which were indifference to mentees and practicum, being unfamiliar with mentors and practice schools diminishing cooperation and communication during practicum, busy schedules, not grouping mentees accordingly by taking their personal characteristics into consideration, and focusing more on lesson plans rather than the implementation phases. Thirdly, mentor related problems were determined by student teachers and supervisors as lack of collaboration, demotivation to accept mentees, teaching vs. mentoring dilemma, inexperience in mentoring, teacher burnout, lack of guidance and trainings, resistance to change. More importantly, the interviewed actors attracted attention to lack of awareness in mentoring and randomly conducted mentoring practices. As for the next step, practice school related problems were asserted by the actors that were finding good and voluntary cooperating schools,

different expectations from mentees at private or state schools, inadequate infrastructure, student profiles, school type, and lack of physical conditions. Finally, the problems related to the practicum process were examined. Insufficient duration and teaching tasks, incompatible opening and closing dates of schools and universities, not presenting enough opportunities for mentees to experience practicum in different classes, grades, and practice schools with a mentor not selected randomly, and lack of course reduction for mentors were determined as the leading problems by the supervisors and mentors.

CHAPTER 5

DISCUSSION AND IMPLICATIONS

This chapter firstly aims to discuss the findings of the present study by organizing them under two main headings which are mentoring roles-responsibilities, and actors' perspectives on problems in practicum. Afterwards, implications for practice and further research are presented consecutively.

5.1 Discussion of the Findings

In this part, the findings of the present study are discussed in the light of the relevant literature under two main headings. First of all, mentors' roles and responsibilities are discussed in terms of the three actors' perspectives on fulfillment of these roles and responsibilities organized under nine different mentoring roles. Next, problems that had an impact on mentoring practices are examined within the framework of five themes indicating the roots of the problems.

5.1.1 Mentoring Roles and Responsibilities

The following sections cover the discussion of results concerning nine roles-responsibilities of mentors derived from the findings of student teachers, mentors, and supervisors. First, findings of the three actors are integrated and summarized, and later they are interwoven with the relevant literature focusing on especially diverse ones**.**

5.1.1.1 Actors' Perspectives on Mentors' Trainer-Informant Role

Student teachers partially agreed on the fulfillment of mentoring responsibilities under the trainer-informant role while mentors themselves touched upon their trainer-informant responsibilities as training and informing mentees about lesson planning, invigilation, classroom management, adapting to school community, pupils' with special needs, use of body language and tone of voice during teaching. Moreover, supervisors thought that mentors were responsible for linking mentees with practice schools by informing them about ELT curriculum, rules and regulations of MONE, administrative policies and contemporary teaching methods and techniques. At this point, Rakıcıoğlu-Söylemez (2012) revealed with her study that most mentors in Turkey were not competent enough in mentoring to inform mentees about English language curriculum of MONE and train them with problem-solving skills and new teaching ideas. These results, although student teachers partially agreed, are congruent with what was extracted from the data of all the three actors.

On the other hand, it should be noticed that some supervisors reported conflicting teaching styles of mentees and mentors hindering their shaky relationship, which might also arise from mentors' inadequate educational background and out-of-date methods and techniques. In the literature, researchers (Beck and Kosnik, 2002; Brown, 2001; Hudson & Hudson, 2010; Sudzina & Coolican, 1994) raise concern over by naming the above-mentioned point conflicts of teaching philosophies between mentors and mentees because mentees also have their own ideas and previous knowledge ready to explore in practicum while they are cooperating with mentors (Furlong, 2010). In addition to the findings of this study, the preceding research studies also suggest the undeniable influence of such a conflict on the effectiveness of mentor-mentee relationships; however, it is also ascertained that poor matches of mentor-mentee pairs might be originated from supervisors' lack of background information about mentors because when they do not know mentors well, regardless of how much they know about their student teachers, they cannot

create harmonious mentor-mentee pairs for practicum (Duquette, 1994; Sudzina & Coolican; 1994; Tomlinson, 1995). However, despite the awareness of the ideal case, as the results of the supervisors revealed, it was rarely possible to select mentors considering the conditions in the context of the study, namely in Ankara.

5.1.1.2 Actors' Perspectives on Mentors' Being a Role Model

The findings obtained from the Student Teacher Mentoring Scale (STMS) pointed out that student teachers partially agreed on their mentors' being a role model. However, the interview results of both supervisors and mentors revealed the actors' divergent viewpoints primarily related to mentors' commitment and devotion to teaching, being willing and open to professional development, positive attitudes towards pupils, broadening mentees' horizon in various ELT perspectives, and creating a contemporary learning environment. While student teachers mostly agreed on the fulfillment of these mentoring responsibilities under role model, some points were elicited from mentors' and supervisors' interview results as noted below.

It was found that mentees first saw their mentors as models in a real teaching atmosphere; therefore, they tend to reproduce teaching practices adopted by their mentors because they want to qualify them as role models employing "the best practices", which was asserted as the reconciliation of mentors' teaching style in the studies of Maggioli, 2014, Maynard, 2000, Rajuan, Beijaard, and Verloop, 2010. Interviewees ascertained that mentors should first have the love of teaching to be good role models. Despite the paramount importance of mentors' own enthusiasm about the teaching profession, some demotivated mentors were reported by mentors and supervisors which are in line with the findings of Sinclair, Dowson, and Thistleton-Martin (2006) and Ok (2005). While mentors criticized such colleagues for accepting mentees, the supervisors clarified demotivation as a reason for not preferring such teachers as mentors in the first place. A similar finding was obtained in Nayır and Çınkır's (2014) study presenting a mentors' view on the favor of not allowing teachers with burnout to become mentors.

Most mentors were resistant to change and make efforts to improve professionally in the eyes of supervisors; nevertheless, nearly all of the mentors defended their urgent needs for trainings and more guidance for practicum to guide student teachers better, which could prove their willingness and readiness for professional development. Most of them also argued for mutual learning during practicum by humbly admitting that they learnt a lot from mentees while mentoring similar to the findings of Duquette (1996), Hudson and Hudson (2010), and Maggioli, (2014). Because some mentors had not graduated from English language teaching departments, they admitted that while mentoring, they learnt many different methods and techniques from their mentees whose theoretical knowledge in the field was richer than mentors. Some ELT graduates also emphasized that they stayed away from the field after years so they were not aware of the recent ways of teaching English. That is why; it can be concluded that mentoring enriched through mentor-mentee interactions can enable precious sharing for these two actors as a win-win process.

Supervisors also claimed that some mentors adhered to traditional methods and techniques so much that they might develop resistance to integrate technology into classes by exemplifying a mentor who insisted on writing a vocabulary list on the board rather than using the features of the smart board. Furthermore, some supervisors reported cases in which mentors insulted and even beat pupils in the presence of student teachers. These findings were in congruence with Tok and Yılmaz's (2011) study reporting student teachers who were dissatisfied with their mentors' being role models due to their prejudices, indifference, and use of violence in their classrooms. As a more serious issue, mentors' using physical violence towards their own pupils in classrooms must be resulted from a general understanding in Turkish context, which justifies teachers' violent acts as a way to ensure classroom discipline and manage pupils when they misbehave because they are supposed to have full authority in classes (Lozano & Kızılaslan, 2013; Pişkin, Atik, Çınkır, Öğülmüş, Babadoğan, & Çokluk, 2014). Therefore, mentors might feel that pupils challenge their authority in front of mentees, and they might desire to re-

establish it through violent behaviors, which keep them far away from being a real role model for mentees.

5.1.1.3 Actors' Perspectives on Mentors' Protector Role

When the findings considering mentors' reflector role were scrutinized, student teachers generally agreed that these responsibilities were fulfilled by their mentors. Nevertheless, it was found that both mentors and supervisors touched upon some undesirable mentoring experiences under the protector role. To begin with, mentors were expected not to leave student teachers alone in classes during practicum; however, the findings obtained from supervisors' interviews ascertained that there were some mentors who sat in teachers' room in the course of mentees' teaching and left mentees alone and vulnerable to the unexpected events that might happen in classrooms. These findings are consistent with Ekiz's (2006) study that uncovers similar results.

The supervisors also underlined mentees' complaints about drudgery urged by their mentors. More importantly, as declared by both supervisors and mentors themselves, instead of protecting mentees, using them as substitute teachers abusing their presence was one of the most common issues that came to the surface in the interviews. The reason behind might be mentors' lack of mentoring awareness and vision because mentors' such demands were also reported in the literature by Tok and Yılmaz (2011) and Şimşek (2013).

5.1.1.4 Actors' Perspectives on Mentors' Assessor-Evaluator Role

Student teachers participated in the current study indicated that they partially agreed on their mentors' fulfillment of the assessor-evaluator role. When it comes to the other actors in practicum, mentors claimed more cooperation from supervisors while evaluating mentees because they felt the lack of guidance regarding what and how to evaluate despite provided evaluation forms. Therefore, one mentor was self-critical of her/his own evaluation skills, and admitted that s/he might not be fair in grading

all the time so as not to put obstacles in front of the mentees. Supervisors were also hesitant about whether mentors' educational background was adequate to evaluate student teachers or not. Furthermore, supervisors complained about mentors' insufficient competence regarding the terms in the evaluation criteria, unsatisfactory completion of evaluation forms, lack of standardization in grading, and late submissions of the forms as a barrier to post-conferences at the university. All these reported issues evoke the urgent need for mentor training and briefing nourished by guidance and expectations of supervisors for the successful accomplishment of mentoring because these points were significantly in parallel to Coşkun's (2013) findings which identified stress factors for mentors as lack of communication and collaboration with supervisors, and correspondingly lack of guidance in how to find the correct path to cooperate with mentees. Therefore, trainings and briefings might diminish mentors' nervousness and hesitations in mentoring as proposed by the literature as well (Delaney, 2012; Feiman-Nemser, 2003; Koç, 2012; Leshem, 2012; Maphalala, 2013; Sinclair, 1997).

Besides these findings, mentors' emphasizing performance evaluation more than guiding mentees to progress in the profession was another prominent result under this role. The literature reports congruent findings with the present study. It was argued that mentors had a tendency to regard themselves as assessors-evaluators who were assigning grades only rather than being a real mentor (Damar & Salı, 2013; Kiraz & Yıldırım, 2007). However, contrary to this finding, Kwan and Lopez-Real (2005)'s study pointed out a rating list for mentoring roles that ranked mentors' assessor role undermost whereas feedback provider was ranked uppermost. Such different perspectives regarding assessor-evaluator role might reach a common ground through mentor training.

5.1.1.5 Actors' Perspectives on Mentors' Facilitator-Supporter Role

Results of the STMS specified student teachers' contentment regarding their mentors' acting as a facilitator-supporter during practicum. Both mentors and

supervisors declared similar mentoring responsibilities assigned for this role, which were providing moral support to enhance mentees' motivation, and presenting them with necessary materials and references, making the class ready for mentees, helping them be calm in class, and manage the classroom. Here it is worth to mention that student teachers agreed on fulfillment of responsibilities; however, the two actors hold somewhat similar perspectives as their expectations for the facilitator-supporter role of mentors. These findings are specifically noteworthy together with the other studies depicting mentees' need for more support provided by their mentors regarding especially classroom management due to pupils' misbehaviors and manipulative attitudes towards student teachers in the course of their teaching tasks, and their insufficient teaching experience to overcome all (Altan & Sağlamel, 2015; Altıntaş & Görgen, 2014).

In addition to the promising results above, obstacles were also reported against the realization of mentors' facilitator-supporter role such as unsteady motivation of mentors affected directly by mentees' motivation/demotivation, mentors' unwillingness to facilitate practicum, scheduling problems related to mentees' teaching tasks, and more importantly not providing enough teaching opportunities for mentees. It was found that some mentors tended to teach on their own because of the feeling of a need to re-teach by overlooking mentees' vital necessities for teaching practice because they thought that mentees' teaching would lead to falling behind the timetable/program. This finding was also raised by Hastings (2004) who found out mentors' suffering from a sense of guilt and thus re-teaching because of pupils' assumed poor understanding of the target topic following mentees' teaching. Herein, some mentors might also be influenced by the pressure of administrators, parents, or TEOG and so they might prefer teaching themselves instead of allowing mentees to teach. Altan and Sağlamel (2015) also had parallel findings in their study, which pointed out mentors placing their pupils before their mentees and ignoring the fulfillment of some mentoring responsibilities for similar reasons. Most probably, such mentors might not give any room for mentees' professional autonomy and creativity. Furthermore, as Rakıcıoğlu-Söylemez (2012) also stated in her study,

mentors' helping mentees with the employment of different teaching strategies was not enough, either.

5.1.1.6 Actors' Perspectives on Mentors' Collaborator Role

Concerning mentors' collaborator role, agreement and disagreement percentages of the mentoring responsibilities ranked by student teachers in the STMS were very close to each other. The most striking examples of these responsibilities balanced on a knife-edge were mentors' cooperating with mentees in lesson planning and preparation stages, reviewing mentees' lesson plans before teaching, and including mentees in exam preparation and grading. Contrary to student teachers' discontent over these responsibilities, supervisors predominantly asserted that continuous interaction and collaboration between the actors, and role clarifications based on the actors' expectations were actual prerequisites increasing the awareness of mentoring throughout the practicum process. The same necessities were also put forth as crucial factors influencing quality mentoring in the studies of Damar and Salı (2013), Delaney (2012), Demirkol (2004), Duquette (1994), Ekiz (2006), Leshem (2012), Maggioli (2014) and Martin (1994).

However, in spite of heavy emphasis on communication, collaboration and role clarifications, mentors themselves reported that they felt lonesome and unguided during practicum, which caused hesitation and anxiety in their mentoring. Some mentors were also aware of the fact that they could not allocate enough time for student teachers and cooperate with them as much as desired whereas some did not even take over any responsibility to collaborate with student teachers in the afore-mentioned mentoring responsibilities. Similar to these findings, supervisors also felt the lack of mentors' enough collaboration with both themselves and their student teachers. Despite the reported complaints of mentors and supervisors, most student teachers interestingly agreed on the responsibility stating their mentors' constant communication and interaction with their supervisors while most supervisors and mentors remarked frequent communication and ongoing cooperation as a hard-to-

reach objective owing to their busy schedules and other school duties. Nayır and Çınkır's (2014) study came up with identical findings by inferring that these communication and collaboration problems between supervisors and mentors constituted main reasons behind mentees' obstacles in practicum because under these conditions, mentors might turn into "tormentors" for mentees due to drawbacks in communication and understanding (Sudzina & Coolican, 1994). Confirming the findings above, there were other studies pointing shortcoming in collaboration among the actors, and the findings of this study were consistent with the studies of Coşkun (2013), Ok (2005), and Ünver (2003).

Another obstacle to collaboration noted by supervisors was mentors' feeling tense due to being observed by mentees because they saw mentees as threats in their classrooms unlike the nature of the collaborator role. At this point, it would be quite to-the-point to mention the findings of Coşkun (2013) who defines being observed as one of the leading stress factors for mentors in practicum. As some supervisors suggested in the interviews that mentors' uneasiness and insecurity due to mentees' presence might arise from their low self-confidence as Bullough (2005) and Maynard (2000) also highlighted in their studies.

5.1.1.7 Actors' Perspectives on Mentors' Observer-Feedback Provider Role

Student teachers, mentors, and supervisors had different perspectives on mentoring responsibilities related to the observer-feedback provider role. Most student teachers agreed that their mentors could give them regular feedback and detect their weaknesses and strengths while most mentors bemoaned inadequate time for providing feedback. Moreover, supervisors had complaints about mentors who had not provided enough feedback for mentees. The same finding revealing lack of feedback provided by mentors was also evident in the studies of Altan and Sağlamel (2015), and Yavuz (2011).

In addition, one mentor specifically criticized herself/himself for not being able to detect student teachers' weaknesses as much as supervisors, and for this reason, the same mentor put the responsibility of providing elaborate feedback on supervisors' shoulders. Unlike this understanding, all supervisors declared their most vital demand from mentors was feedback about mentees' teaching because supervisors were not present at practice schools, and mentors would replace them there. Parallel findings were also obtained from Borko and Mayfield (1995) and Gürsoy and Damar (2011) arguing that mentors had more impact and control over mentees than supervisors at practice schools. This argument might also be compelling because it assigns more responsibilities to mentors than they have ever expected during practicum.

As a result, these conflicting views on feedback created an ambiguity in supervisor-mentor relationships. It might also be inferred from these findings that these two actors need to know each other more, and make their role descriptions and expectations clear. The related literature herein embraces many studies supporting the findings of the current study such as Ambrosetti (2012), Ambrosetti and Dekkers (2010), and Kiraz (2003) who put forward mentors' hardships in terms of fulfilling mentoring responsibilities owing to inadequate or false information about mentoring roles or a requirement for role clarifications.

The nature of feedback and the way in which it must be given were also evident among the findings of mentors and supervisors. They compromised on regular, consistent, and constructive feedback which must be given after mentors' genuine observations without intervention and leaving mentees alone in classes. These actors focused on manner that was required to be neither positive nor negative all the time with the aim of protecting mentees' fragility, meanwhile fostering their professional progress. As Koç (2012), and Tomlinson, Hobson, and Malderez (2010) also asserted feedback should be given as a booster for mentees' improvement in teaching under a constructive and non-judgmental roof which should stay far away from a threatening

atmosphere. Due to hard-to-manage nature of this role requiring a great balance among these variables, mentors' lack of training on observation and feedback giving skills could be an answer to this issue as also put forth by Delaney (2012).

5.1.1.8 Actors' Perspectives on Mentors' Reflector Role

Quantitative findings of the study revealed that student teachers agreed on the reflection opportunities provided by their mentors. Nevertheless, among the other mentoring roles, mentors' reflector role was emphasized the least as it was seen in the interview findings of both supervisors and mentors themselves. Although reflection and reflective skills are of paramount significance in practicum, only one mentor touched upon facing with the effectiveness of her/his mentoring by utilizing reflective skills. In the same direction, only one supervisor overtly admitted that s/he always valued reflection, and primarily demanded it from mentors in the practicum process. Except for these two interviewees among twenty, it can be inferred that reflection stayed as a missing aspect which could not gain its thoroughly deserved place.

Reflection has been valued much in the literature despite its slight mentions in the qualitative component of the present study. For instance, while Yıldırım (2011) underlined it as one of the vital components in teacher education for student teachers along with questioning, research and problem-solving skills, Fisher and Andel (2002) specifically highlighted mentors' reflective thinking and communication skills that help them serve as a critical friend for mentees. However, depending on mentors' insufficient awareness in mentoring, they might not have a high opinion of reflection, or due to the absence of mentor trainings, they might not know how to be reflective.

5.1.1.9 Actors' Perspectives on Mentors' Friend-Colleague Role

As a critical threshold for the formation of student teachers' teacher identity, the present study pointed out student teachers' agreement on their mentors' acting as a friend-colleague at practice schools. Both mentors and supervisors confirmed that

student teachers were in need of feeling welcomed and being accepted as a colleague, included in the school community, and guided by their mentors to form their own teacher identity with enough personal, physical, and professional opportunities to explore teaching at practice schools as Maynard (2000), Beck and Kosnik (2002), and Sağ (2008) also propounds in their studies. However, supervisors' interviews revealed that some mentors assumed themselves superior to mentees, just like the mentors rejecting everything offered by mentees due to a wish for shaping mentees with their own authoritarian way as Maynard (2000)'s findings also indicate. That is why; the negative effects of such a hierarchical relationship nourished by "power games" between mentors and mentees were also underlined by Awaya et al. (2003) and Kullman (1998) which could serve as a reason behind withdrawn student teachers of practicum reported in the interview findings of mentors and supervisors. Moreover, the findings obtained from the supervisors' interviews also indicated mentees' suffering as a student teacher at practice schools because some of them could not even be invited into teachers' rooms by their mentors so they were seen as a stranger who was not a part of their community. The same finding was also evident in Nayır and Çınkır's (2014) study revealing mentees' feelings of being neglected and distrusted by mentors in practicum.

Regarding fulfillment of the friend-colleague role, mentees' problems emerging from the interview findings were also congruent with Şimşek's (2013) findings, which were mentees' false introduction to pupils, e.g. as an elder sister/brother, and extra work personally demanded by their mentors (Tok & Yılmaz, 2011). When this role remains unfulfilled, student teachers might have difficulties in feeling free as prospective teachers and establishing authority in classes owing to pupils' manipulations, which could hinder the development of their teacher identity that needs to be promoted my mentors (Koç, 2012).

5.1.2 Problems in Practicum

The following sections cover the discussion of results concerning five problem areas in practicum derived from the findings of student teachers, mentors, and supervisors. First, findings of the three actors are integrated and summarized. Afterwards, they are combined with the relevant literature and discussed.

5.1.2.1 Student Teacher Related Problems

Most mentors voiced their complaints about student teachers who were demotivated for the practicum process. That is why; it was reported that they did not want to push their limits, so when they had completed the assigned tasks, they were prone to walk away from practice schools without any desire to work and experience more. Mentors also declared that demotivation might make mentees consider every piece of extra work as drudgery, and due to the same reason, they might have trouble in obeying the norms at practice schools such as behaving and dressing like a teacher. Student teachers' difficulties in complying with school rules and teacher-like dressing were similarly found out in Ok's (2005) study while Beck and Kosnik (2002) revealed that student teachers had not expected to have much workload at schools.

As it was evident in the results obtained from the interviews with mentors and supervisors, some student teachers tended to undervalue things regarding practicum such as teaching tasks, attendance, and teacher behaviors due to their future concerns and particularly the pressure of KPSS which has still been evaluated by Yıldırım (2011) as "open-to-debate" in terms of assessing student teachers' teaching skills and qualifications, and its considerable impact on teacher education. The same problem related to KPSS was also put forward by other studies as worrisome and thought-provoking owing to its influence on raising the importance of one exam score over four-year teacher education in the eyes of student teachers (Altıntaş & Görgen, 2014; Eret-Orhan & Ok, 2014; Nayır & Çınkır, 2014).

Moreover, some mentees' being too perfectionist and correspondingly preparing utopic lesson plans were other problems encountered. When mentees could not think of implementation stages much, teaching might be much more challenging for them owing to their inadequate teaching experience that was evolving in time. Herein, mentors' facilitator-supporter role should come to the forefront stronger. On the other hand, as mentors underlined, such a perfectionist approach in student teachers must be the outcome of supervisors' perspectives on practicum because student teachers might feel accountable to their supervisors, and they might have a desire to please them with the things they have done during practicum.

5.1.2.2 Supervisor Related Problems

Mentors' and supervisors' perspectives on the positive effects of familiarity among practice schools, mentors, and supervisors were not dissimilar to each other because both actors compromised with the idea defending the increase in cooperation if there is an increase in familiarity. This finding might also be proven with some reported issues that arose when supervisors and mentors were not aware of each other's responsibilities and mutual expectations. To exemplify, some supervisors underlined mentors' uneasiness due to their presence or intervention in mentoring, and so they abstained from seeming like an "inspector" in mentors' eyes despite the fact that their purpose was to train mentees, not mentors. Yavuz (2011) also reached similar findings uncovering mentors' unwillingness for class observations and supervisors' visits. Such a false understanding of mentors might be the result of insufficient communication and collaboration with supervisors. On the other hand, supervisors might stay away from practice schools so as not to cause discomfort in mentors, which led to a vicious cycle of insufficient communication and collaboration between the actors.

The interview findings revealed mentors' complaints about supervisors' apathetic behaviors to keep track of their student teachers during practicum. In the same direction, the literature emphasizes supervisors' ignorance of their student teachers

and the practicum process without much control and feedback (Göktaş & Şad, 2014). Most probably, such indifference might originate from their busy schedules and work load as identified by interviewees and İlin (2003).

Consequently, when supervisors could not find enough time and opportunities to take care of their mentees, this might have a reflection on mentees' perspectives to practicum. Therefore, it can be concluded that such frivolous behaviors of supervisors might even be the reason behind mentees' underestimation of practicum because Asplin and Marks (2013) indicated that student teachers appreciate their supervisors' knowledge and advice more than their mentors' knowledge and advice. Therefore, it might be concluded from these parallel findings that supervisors have a greater influence on student teachers in that they have a tendency to care what their supervisors care related to practicum. This finding also proves the need for an increased seriousness for practicum and mentoring on the side of supervisors.

Although it is arguable, mentors criticized supervisors' way of forming mentee pairs or groups by virtue of different characteristics of mentees which might not be compatible to work with. Such a condition might be the cause behind some mentees' being more dominant and taking more responsibilities while others were shier and rejecting responsibilities to fulfill. On the other hand, lesson planning procedure and the emphasis laid on the formalities rather than its implementation in a real classroom setting was seen by mentors as another problem attached to supervisors.

5.1.2.3 Mentor Related Problems

In parallel to demotivated mentees, demotivation was found out as a significant problem influencing mentors seriously, which was also put forth by Ok (2005). According to the findings obtained from supervisors, such mentors' primary concern was a fringe benefit. There are some studies in the literature confirming this finding in a way that additional course fees paid to mentors were boosters in mentoring (Altan & Sağlamel, 2015; Göktaş & Şad, 2014; Yördem & Akyol, 2014), and different mentors were even selected each time with the aim of being fair and letting

every teacher/mentor have a chance to get that fee regardless of their experience in mentoring. In this way, mentors' unwillingness to cooperate and communicate with mentees and supervisors might diminish. This approach to practice teaching may decrease the importance of school based practice and even lessen the importance of teaching practice in the eye of student teachers. However, such a materialistic approach might not always be valid for all mentors.

On the other hand, when mentors were unwilling to accept mentees after all, supervisors might have to cooperate with fewer mentors by assigning more mentees to them during practicum as reported in the interviews. Defined in the literature as serious problems impeding practicum, mentors' unclear role definitions, inadequate awareness of mentoring, complicated and emerging aspects of mentoring roles (Ambrosetti, 2014; Martin, 1994; Payant & Murphy, 2012) may be inferred as the reasons behind mentors' anxiety and reluctance to accept student teachers. That is why; it was also voiced by both supervisors and mentors in the interviews that mentors had been in need of much more guidance to mentor better just like teacher trainers (Hudson, 2010; Koç, 2012; Moon, 1994; Mutlu, 2014; Wang, 2001).

Moreover, some mentors might undergo a dilemma regarding the discrepancies between teaching and mentoring, which had two different states of affairs demanding different skills and competencies from mentors. Especially inexperienced teachers selected as mentors might get confused in realizing their responsibilities due to lack of enough guidance and briefings. However, it is also remarkable to point out experienced teachers' resistance to change and make extra efforts for mentoring owing to professional burnout or overconfidence according to the interview findings. Sanders (2005) also points out the same problem based on experienced teachers' assertive assumptions about futility of more support and training. Another study investigating the effect of mentors' experience in teaching on the efficacy of their mentoring proved that unlike the assumption mentioned above, when teachers had teaching experience over 20 years, they displayed lower competency in mentoring

(Kiraz & Yıldırım, 2007). It was an interesting point to make in terms of its standing as a contradiction regarding mentor selection criteria.

Under these circumstances, it might be inevitably impossible to provide student teachers with standardized and uniformed mentoring procedures clearly defined by supervisors and unhesitantly applied by mentors. The same argument was also put forth by other studies in the literature (Ambrosetti, 2012; Fisher & Andel, 2002; Hudson, 2010; Martin, 1994; Mutlu, 2014; Ok, 2005). As a consequence of such drawbacks, mentees might suffer from insufficient communication, collaboration and guidance (Payant & Murphy, 2012), which was also supported by the findings of the current study. The solution might stem from mentor training programs aiming to enhance mentors' awareness of what to do and how to do by lessening their frustration on mentoring roles and responsibilities during practicum. For this purpose, the literature is also full of many studies suggesting a crucial need for mentor trainings in order to present mentors with some ways of coping with dynamic mentoring roles and responsibilities (Ambrosetti & Dekkers, 2010; Ambrosetti, 2014; Delaney, 2012; Feiman-Nemser, 1990; Gürsoy & Damar, 2011; Hudson, 2010; Ok, 2005; Sudzina & Coolican, 1994). In this way, role clarifications for mentors might have been possible with the termination of ambiguities (Ambrosetti, 2012; Borden, 2014; Gürsoy & Damar, 2011).

5.1.2.4 Practice School Related Problems

Some problems based on the features of practice schools were elicited from the interviews. Whereas supervisors primarily focused on distinguishing good cooperative schools including effective mentors, the problem of unfamiliarity after changing the schools, and the discrepancies between mentors' expectations at private vs. state schools, mentors particularly expressed their complaints about inadequate infrastructure at schools, lack of physical conditions such as a specific room for mentors and mentees to gather and exchange feedback. Şimşek (2013) also had akin findings to the present study regarding the absence of appropriate places for mentors

to give feedback and have conversations with mentees. Similar to the above-mentioned problem, insufficient facilities at practice schools such as limited instructional materials and technology, and limited space for mentees in teachers' room or cafeteria were also pointed out in the literature (Göktaş & Şad, 2014; Nayır & Çınkır, 2014; Ok, 2005).

Practice school level (e.g. primary, middle, high etc.) and their student profiles also mattered a lot from mentors' point of view because when pupils do not have enough background knowledge in English, or enough motivation to learn, mentees might have much trouble with them during practicum. The reason behind this problem might be having no English language teaching program specific to different school level, e.g. primary or middle English education, which may enrich student teachers in a much more detailed and specialized way so that they could be prepared for pupils' background and profiles, and facilitate these pupils' learning with the most appropriate methods and techniques.

5.1.2.5 Practicum Process Related Problems

Concerning the practicum process, both mentors and supervisors agreed on the same viewpoints arguing for an extended duration of practicum, and an increase in the number of teaching tasks because they were found insufficient for mentees to overcome their teaching stage anxiety. As proposed by the actors, starting practicum late and presenting inflexible days for mentees to attend practice schools would be worth considering due to incompatible opening and closing dates of schools managed by MONE and universities managed by HEC. As a factor hampering practicum process, the same mismatch between these institutions was also noted by Aydın and Baskan (2005).

During practicum, mentees wishes and interests regarding teaching were rarely taken into account while matching them with schools, grades, and classes, or with mentors at practice schools as the current findings indicated. It can be inferred that such a random assignment might be the reason behind many clashes such as personality or

teaching philosophy clashes among the two actors throughout practicum. In addition to these inconveniences, providing no course reduction for mentors at practice schools was also stated by mentors and supervisors as another reason for not allocating enough time for mentees and their progress (Ok, 2005; Sudzina & Coolican, 1994).

These findings are remarkably supported by the literature, and a longer and more improved practicum period in terms of student teachers' teaching opportunities was also emphasized in many research studies (Altıntaş & Görgen, 2014; Asplin & Marks, 2013; Beck & Kosnik, 2000; Hismanoğlu, 2012; Nayır & Çınkır, 2014; Ok, 2005; Seferoğlu, 2006).

5.2 Implications for Practice

Practicum stands at the heart of teacher education with all of its three actors: student teachers, supervisors, and mentors. Because these actors' perspectives are obtained through real experiences of practicum and mentoring such a triad is always worth consulting, and their suggestions for progress are always worthy of consideration. Therefore, the current study hereby aims to present implications for practice by combining these actors' suggestions with the things needed to be done in the light of the reported results regarding teaching practice.

Supervisors had difficulties in finding good practice schools employing good mentors. To solve this problem and motivate mentors and cooperating schools, there should be some additional incentives provided by MONE such as rewarding practice schools hosting most universities in a year under appropriate conditions for practicum, or offering a lower limit to host at least one university in a year during practicum. Furthermore, course reduction for mentors might also be a good encouragement to mentoring because mentors complained about their work load limiting their time to allocate for student teachers during teaching practice.

The process of practicum mentoring actually starts with the interaction and relationship between supervisors and mentors during the planning of cooperation when student teachers are not present yet at practice schools. That is why; these two actors should first be aware of each other's expectations so as to cooperate in harmony. At this point, having mentor selection criteria is of vital importance, and it is highly required for supervisors because the findings of the current study indicated that some supervisors were not content with mentors' educational background, motivation, use of English, or the way in which they taught English. After the utilization of such criteria rather than a random selection, supervisors and mentors may have a stronger relationship fostering mentees more in line with their common teaching philosophies, and shared objectives to be achieved on mentees. Herein, considering student teachers' characteristics and opinions will reduce probable contentions during mentoring.

Apart from the requirement for mentor selection, mentors' need for continuous professional development opportunities considerably stands out after some findings describing outdated approaches of mentors. To renovate and activate them, collaborative teaching and learning opportunities should be provided, through which they will get used to work in pairs/teams, observe and be observed, and receive from and give feedback to their colleagues just like they will do in practicum mentoring. In this way, mentors may get chances to learn and practice reflective skills. Moreover, mentors can even actively participate in research and development in teacher education by conducting action research in their classes so that they can have an insight into being a teacher trainer serving as a mentor in practice teaching.

To function as a mentor better, it is required for mentors to have well-developed and to-the-point trainings specifically prepared to demonstrate them how to mentor in more standardized ways because as reported before, mentors felt alone in mentoring by randomly exploring it themselves without much guidance and training. Therefore, the current study hereby reveals supervisors and mentors urgent demands for mentor training programs which are enriched with practical aspects rather than theoretical

ones such as videos, debates, exchanging ideas and solutions on possible problems in mentoring. Feedback giving skills, innovations in ELT, and communication skills to establish good relationships with both supervisors and mentees should be the main issues to be elaborated in such trainings. In addition to all these, in-service training programs should be planned according to mentors' needs, held at flexible dates. More importantly, these trainings should turn into continuous activities for mentors' professional progress terminating especially experienced ones' resistance to change because all mentors should gain a mentoring vision by valuing mentoring no lesser than teaching. In other words, mentoring should not be taken for granted by teachers, and it should reach its deserved place in the eyes' of mentors. To achieve this understanding, mentoring during practicum should also be underlined as a mutual learning opportunity for mentors because as reported in the present and other studies, mentors learned a lot from mentees as well.

The above-mentioned mentor training opportunities should also embrace intertwined and complicated mentoring roles and responsibilities in a detailed manner because the findings indicated that mentors had role ambiguities while mentoring in practicum. Through mentor trainings and briefings carried out by teacher educators or supervisors, role clarifications should be ensured so that mentors' teaching vs. mentoring dilemma resolves, and they realize mentoring roles responsibilities needs to be fulfilled in practicum. Especially for learning how to be reflective, mentors can have a "mentoring journal" to write reflections on their own mentoring and evaluate themselves critically. Besides these, a more comprehensive handbook can be prepared in addition to the existing rules and routines put forth by MONE with the aim of assisting all the actors, and clarifying their mutual responsibilities, target procedures, forms to be filled by mentors, and timetables for the whole process.

Relevant to the fulfillment of mentoring roles and responsibilities, continuous communication and collaboration between supervisors and mentors are crucial requirements in order not to interrupt mentees' teaching practices with misunderstanding or misdirection. However, these aspects were also remarked as

unattainable goals owing to their busy schedules by the actors participated in the current study. Moreover, mentors and supervisors may have some presumptions for one another that may not reflect reality, and this could be related to rare face to face contact in practicum. Therefore, mentors and supervisors should definitely find a way to communicate and cooperate frequently and regularly. For instance, online platforms and networks should be established for mentors' use when they are in need of resources or supervisors' guidance. Furthermore, it will also be worthy of note that the level of cooperation and communication between supervisors and mentors increases in no small measure if they have a chance to cooperate with each other for a long time as pointed out in the two actors' interview findings. Precisely, familiarity between these two actors should be cultivated through lasting partnerships when possible.

On the other hand, supervisors' responsibility is not limited to finding mentors and briefing them because as the faculty members, they should also establish fruitful relationships with student teachers and monitor them closely throughout the practicum process. The study noted some mentors' complaints about supervisors' indifference and not taking practicum seriously, which also affects student teachers' attitudes towards practicum negatively. In order to solve such problems, firstly supervisors should explain why teaching practice is so significant and essential to their student teachers, and emphasize that it is much more than going to practice schools and signing the attendance. When supervisors are determined to ingrain objectives to be achieved in student teachers, they will suffer less from demotivation, and not underestimate the practicum process because of their future concerns. Furthermore, post-conferences at universities should be used as the complementary sessions of mentoring at practice schools, in which supervisors may make up for drawbacks in cooperating teachers' mentoring. Additionally, the findings of the study proposed that student teachers' teaching tasks should be planned as early as possible, and mentors should be provided with clear and comprehensive student teacher evaluation forms by supervisors.

As for the practicum process itself, it should be underlined over again that the duration of practicum needs to be extended with the purpose of granting more real teaching opportunities to student teachers, which they cannot encounter in artificial settings of micro-teachings at universities. In this way, student teachers will need to perform an increased number of teaching tasks to put more of their teaching skills into practice and improve themselves professionally through cooperation with mentors and supervisors. Nevertheless, not only the duration, but also the inflexible days for practicum and incompatible opening and closing dates of schools and universities determined by MONE and HEC matter to a great degree as the reported obstacles against effective mentoring. These timing problems need to be dealt with in the beginning as the core step of practicum planning. Otherwise, practicum might not present equal teaching opportunities for all student teachers unlike the desired case.

Besides these, a mechanism needs to be built so that student teachers should have a right of choice regarding their practice school types and grades because their professional desires and aims might be quite different from each other, and a random assignment might give rise to demotivation for practicum in them, which makes things harder for mentors as well. Moreover, observing and practicing teaching in more than one class are highly required for student teachers as also underscored by the actors of the study in that they could witness different teaching styles and collaborate with different mentors.

With the aim of enhancing practicum mentoring, the cooperating schools selected for practicum should be fully equipped with appropriate infrastructure related to educational technologies, necessary materials and rooms allocated for mentees' use. The present study herein emphasized lack of enough rooms to wait and gather, discuss and share opinions with mentors at practice schools, hindering mentors' fulfillment of their roles and responsibilities and damaging mentees' emerging teacher identity. Therefore, practice schools should be designed in a way that they could accommodate mentees and mentors well enough without creating more challenges for them.

5.3 Implications for Further Research

The current study puts forth some recommendations and implications for further research studies in the light of its results. First of all, the current study was conducted with student teachers who were the 4th year English language teaching students at three state universities in Ankara. The reason behind was to keep student teacher characteristics uniformed. That is why; a further study can be conducted with the 4th year ELT students at private or foundation universities so as to learn their perspectives and problems on the fulfillment of mentoring roles and responsibilities.

With a similar assumption, all the mentors participated in this study were English teachers working at state schools. The researcher had to exclude private and foundation schools which also served as practice schools with the aim of providing closer mentor profiles because such institutions might demand different qualifications to employ teachers. Therefore, similar to the implication stated above, the same study can be conducted with mentors working at private or foundation schools in order to display a portrait of their mentoring practices.

A further comparative study investigating the results obtained from private or state universities/schools can also be carried out so as to check whether mentors' fulfillment of their roles and responsibilities differ according to school types or not.

A further study can also be conducted on supervisors' and student teachers' roles and responsibilities in practicum that might influence the fulfillment of mentors' roles and responsibilities while mentoring. Because these actors form a triad for practicum mentoring, the problems in one might have an inevitable impact on the others.

In addition, causality can be an interesting and helpful study in order to reveal whether problems in practicum lead to failures in the fulfillment of mentoring roles-responsibilities, or vice versa.

It is also significant to note that this descriptive study included interviews conducted with only supervisors and mentors. The reason behind was to make qualitative data

more manageable; and prevent inconvenience in data analysis process. However, it might have been beneficial to learn about student teachers' in-depth opinions and feelings behind mentoring practices through interviews.

The methods of research can also be enriched for a further study, and observations and video recordings might be integrated to collect data from the actors. The researcher might observe both mentees and mentors in the class, record audios/videos during the classes or feedback sessions in order to analyze them later on together with mentors, mentees, and supervisors.

Moreover, the present study was conducted with the participation of student teachers, supervisors, and mentors in Ankara. With the help of the quantitative aspect of the present study, further regional or nation-wide research studies can include different university-partner schools partnerships in other settings. Thus, it will be possible to investigate mentoring practices based on mentoring roles and responsibilities together with problems on a nationwide perspective which may help to develop a trend and a policy on practice teaching.

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APPENDICES

APPENDIX A

UYGULAMA ÖĞRETMENİ REHBERLİK FAALİYETLERİ DEĞERLENDİRME ÖLÇEĞİ

Değerli Öğretmen Adayları,

Ekte göreceğiniz ölçek, öğretmenlik uygulaması süresince okullardaki uygulama öğretmenlerinin yürüttüğü rehberlik faaliyetlerinde karşılaşılan sorunları ve uygulama öğretmenlerinin rol ve sorumluluklarını gerçekleştirme düzeyini araştırmak amacıyla tasarlanmıştır. Ortaya çıkacak sonuçların, öğretmenlik uygulaması süreçlerinin iyileştirilmesine katkı sağlayacağı düşünülmektedir.

Ölçek iki bölümden oluşmaktadır. Birinci bölümde katılımcıların kişisel bilgileri, ikinci bölümde uygulama öğretmenlerinin rol ve sorumluluklarını kapsayan ifadeler yer almaktadır.

Kimlik bilgileriniz ve verdiğiniz yanıtlar kesinlikle gizli tutulacak, veriler yalnızca bu araştırma kapsamında kullanılacaktır. Ölçeğin tüm maddelerini özenle okumanız ve sorulara samimi ve eksiksiz yanıtlar vermeniz araştırmanın sağlıklı tamamlanması için son derece önemlidir.

Katılımınız ve ayırdığınız değerli zamanınız için teşekkür ederim.

Özge Aydın
ODTÜ Eğitim Fakültesi
Eğitim Programları ve Öğretim ABD
Yüksek Lisans Öğrencisi
İletişim: e166744@metu.edu.tr

1. Bölüm: Kişisel Bilgiler

1. Cinsiyet: ○ Kadın ○ Erkek
2. Yaşınız: _____
3. Öğrencisi olduğunuz üniversitenin adı? _____
4. Üniversitede kaçıncı döneminiz? _____
5. Öğretmenlik uygulaması sürecinde kaç saat ders anlattınız? _____
6. Mezun olduğunuzda öğretmenlik yapmak istiyor musunuz?

○ Evet ○ Hayır

7. Öğretmenlik uygulaması süresince birden fazla öğretmenin dersinde **bulundunuz** mu?

○ Evet ○ Hayır

8. Öğretmenlik uygulaması süresince birden fazla okulda **bulundunuz** mu?

○ Evet ○ Hayır

9. Öğretmenlik uygulaması süresince aynı okulda birden fazla şubede *(7-A,7-B, vb.)* **bulundunuz** mu?

○ Evet ○ Hayır

10. Öğretmenlik uygulaması süresince birden fazla yaş grubuyla *(8., 9. Sınıflar vb.)* **çalıştınız** mı?

○ Evet ○ Hayır

2. Bölüm: Uygulama Öğretmenlerinin Rol ve Sorumlulukları

Aşağıda yer alan önermeler öğretmenlik uygulaması sürecinde, uygulama öğretmenlerinden beklenen rol ve sorumlulukları kapsamaktadır. Sizden istenen her bir önermeyi dikkatle okuyup altı seçenekten görüşünüze en uygun olanı işaretlemenizdir. Eğer bu süreçte birden fazla öğretmeni izlediyseniz önermeleri **"kendi uygulama öğretmeninizi"** düşünerek cevaplamanız beklenmektedir.

> ***Uygulama öğretmeni:*** *Öğretmen adaylarının uygulama okullarındaki öğretmenlik uygulaması faaliyetlerine rehberlik eden öğretmendir.*
> ***Uygulama öğretim elemanı:*** *Öğretmenlik uygulaması sürecinin planlanması, uygulanması ve değerlendirilmesi ile görevlendirilen üniversite öğretim üyesidir.*

Öğretmenlik uygulaması sürecinde uygulama öğretmenim;	**Hiç Katılmıyorum**	**Katılmıyorum**	**Kısmen Katılmıyorum**	**Kısmen Katılıyorum**	**Katılıyorum**	**Tamamen Katılıyorum**
1. Öğretmenlik mesleğine uyum sağlamamı kolaylaştırır.	**1**	**2**	**3**	**4**	**5**	**6**
2. Öğretmenlik becerilerimi pekiştirmemde yardımcı olur.	**1**	**2**	**3**	**4**	**5**	**6**
3. Öğretmenliğe karşı olumlu tutumlar geliştirmeme destek olur.	**1**	**2**	**3**	**4**	**5**	**6**
4. Bilgisi ve deneyimiyle, uygun İngilizce öğretim stratejilerini seçip uygulamamda bana yardımcı olur.	**1**	**2**	**3**	**4**	**5**	**6**
5. İhtiyaç duyduğum kaynaklara (ders hazırlama, kuram, vb.) ulaşmamda yardımcı olur.	**1**	**2**	**3**	**4**	**5**	**6**
6. Öğretmenlik uygulaması süreci ve bu süreçteki kendi rol ve sorumlulukları hakkında bilgi verir.	**1**	**2**	**3**	**4**	**5**	**6**
7. Sorumluluklarımdan, okul ve sınıf kurallarından beni haberdar eder.	**1**	**2**	**3**	**4**	**5**	**6**
8. Ders anlatımıyla ilgili kaygılarımı paylaşmam konusunda beni cesaretlendirir.	**1**	**2**	**3**	**4**	**5**	**6**

Öğretmenlik uygulaması sürecinde uygulama öğretmenim;	**Hiç Katılmıyorum**	**Katılmıyorum**	**Kısmen Katılmıyorum**	**Kısmen Katılıyorum**	**Katılıyorum**	**Tamamen Katılıyorum**
9. Sorularım veya sorunlarım olduğunda ona güvenle yaklaşabileceğim bir tavır sergiler.	**1**	**2**	**3**	**4**	**5**	**6**
10. Paylaşımlarımız sırasında beni dikkatle dinleyerek açık bir iletişim kurar.	**1**	**2**	**3**	**4**	**5**	**6**
11. Gerektiğinde ortamı yumuşatmak için mizah ve espriler yapar.	**1**	**2**	**3**	**4**	**5**	**6**
12. Beni öğrenciden çok, gelecekteki bir meslektaşı olarak görür.	**1**	**2**	**3**	**4**	**5**	**6**
13. Beni öğrencilerine öğretmen adayı olarak tanıtır.	**1**	**2**	**3**	**4**	**5**	**6**
14. Kendi öğretmen kimliğimi yaratmamda rehberlik eder.	**1**	**2**	**3**	**4**	**5**	**6**
15. Uygulama okulunda yalnızlık hissetmemi önler.	**1**	**2**	**3**	**4**	**5**	**6**
16. Gözlem ve değerlendirme formlarından nasıl yararlanabileceğimi açıklar.	**1**	**2**	**3**	**4**	**5**	**6**
17. İngilizce öğretim programı konusunda beni bilgilendirir.	**1**	**2**	**3**	**4**	**5**	**6**
18. Etkili bir ders için; hedef, yöntem ve materyallerin ilişkilendirilmesi konusunda beni bilgilendirir.	**1**	**2**	**3**	**4**	**5**	**6**
19. Derslerinden önce beni ders ve işlenişi konusunda bilgilendirir.	**1**	**2**	**3**	**4**	**5**	**6**
20. Bir yandan destek olurken, diğer yandan beni mesleki olarak zorlayabilecek durumları da göstererek öğretmenlik becerilerimi geliştirmemi sağlar.	**1**	**2**	**3**	**4**	**5**	**6**
21. Sınıf yönetimini kendi başıma sağlayabilmem için ipuçları verir.	**1**	**2**	**3**	**4**	**5**	**6**
22. Ders anlatımı esnasında zaman yönetimi sağlayabilmem için önerilerde bulunur.	**1**	**2**	**3**	**4**	**5**	**6**
23. Derste öğrencilere nasıl etkili soru sorulabileceğini gösterir.	**1**	**2**	**3**	**4**	**5**	**6**
24. Problem çözme ve karar verme stratejilerimi geliştirmeme rehberlik eder.	**1**	**2**	**3**	**4**	**5**	**6**
25.Öğrencilerdeki gelişimi nasıl değerlendireceğim konusunda fikirler sunar.	**1**	**2**	**3**	**4**	**5**	**6**
26. Gözlemleri süresince güçlü yanlarımla birlikte, eksiklerimi de saptar.	**1**	**2**	**3**	**4**	**5**	**6**
27. Gözlemleri sonucunda bana öğretmenlik becerilerimle ilgili düzenli dönütler verir.	**1**	**2**	**3**	**4**	**5**	**6**

Öğretmenlik uygulaması sürecinde uygulama öğretmenim;	Hiç Katılmıyorum	Katılmıyorum	Kısmen Katılmıyorum	Kısmen Katılıyorum	Katılıyorum	Tamamen Katılıyorum
28. Anlattığım ders(ler) ile ilgili benimle görüşlerini paylaşır.	**1**	**2**	**3**	**4**	**5**	**6**
29. Uygulama dönemi boyunca bana ait gözlem ve değerlendirme belgelerini içeren bir dosya hazırlar.	**1**	**2**	**3**	**4**	**5**	**6**
30. Dosyamı uygulama dönemi sonunda puanlar.	**1**	**2**	**3**	**4**	**5**	**6**
31. Dosyamı değerlendirirken mesleki anlamda sergilediğim gelişimi dikkate alarak kaydettiğim ilerlemeyi takdir eder.	**1**	**2**	**3**	**4**	**5**	**6**
32. Ders anlatımım üzerine derin ve eleştirel düşünebilmem için yorum-yansıtma fırsatları sağlar.	**1**	**2**	**3**	**4**	**5**	**6**
33. Kendi anlattığı derslerden sonra yaptığı yansıtmalarla bende farkındalık oluşturur.	**1**	**2**	**3**	**4**	**5**	**6**
34. Kullandığı yöntem ve tekniklerin gerekçelerini ve kuramsal temellerini açıklar.	**1**	**2**	**3**	**4**	**5**	**6**
35. Kullandığı yöntem ve tekniklerin güçlü ve zayıf yönlerini alternatifleriyle birlikte açıklar.	**1**	**2**	**3**	**4**	**5**	**6**
36. Gerektiğinde haklarımı savunmaktan kaçınmaz.	**1**	**2**	**3**	**4**	**5**	**6**
37. Beni sınıfta uzun süre kendi başıma bırakmaz.	**1**	**2**	**3**	**4**	**5**	**6**
38. Sınıftan ayrılması gerektiğinde, bir sorun çıkarsa kolayca ulaşılabileceğim mesafede olur.	**1**	**2**	**3**	**4**	**5**	**6**
39. Sınıfın önünde benimle olumsuz konuşmaktan kaçınır.	**1**	**2**	**3**	**4**	**5**	**6**
40. Mesleki anlamda benimle güç çekişmesi yaratmaktan kaçınır.	**1**	**2**	**3**	**4**	**5**	**6**
41.Öğretmenliğe adanmışlığı ile benim için örnektir.	**1**	**2**	**3**	**4**	**5**	**6**
42. Mesleki gelişime açık ve gönüllüdür.	**1**	**2**	**3**	**4**	**5**	**6**
43. Öğretmenlik uygulamasındaki gayreti ve saygı duyulan profesyonel kimliğiyle beni öğretmenliğe motive eder.	**1**	**2**	**3**	**4**	**5**	**6**
44. Farklı perspektifler sunarak İngilizce öğretimi alanında ufkumu genişletir.	**1**	**2**	**3**	**4**	**5**	**6**
45. Kullandığı sınıf yönetimi stratejileriyle bana model olur.	**1**	**2**	**3**	**4**	**5**	**6**
46. Kullandığı İngilizce öğretim yöntem ve teknikleri, aktiviteler ve materyallerle bana çeşitlilik sunar.	**1**	**2**	**3**	**4**	**5**	**6**
47. Kullandığı farklı ölçme ve değerlendirme teknikleriyle bana model olur.	**1**	**2**	**3**	**4**	**5**	**6**
48. Derslerinde kullandığı yaratıcı örneklerle bana model olur.	**1**	**2**	**3**	**4**	**5**	**6**

Öğretmenlik uygulaması sürecinde uygulama öğretmenim;	**Hiç Katılmıyorum**	**Katılmıyorum**	**Kısmen Katılmıyorum**	**Kısmen Katılıyorum**	**Katılıyorum**	**Tamamen Katılıyorum**
49. Kullandığı öğretim teknolojileriyle nasıl çağdaş bir ders ortamı oluşturulabileceğini gösterir.	**1**	**2**	**3**	**4**	**5**	**6**
50. Bireysel farklılıkları göz önünde bulundurarak konuyu öğrencilerin düzeyine göre sunmasıyla bana model olur.	**1**	**2**	**3**	**4**	**5**	**6**
51. Öğrencilerini derse motive etmek için yaptıklarıyla bana rehber olur.	**1**	**2**	**3**	**4**	**5**	**6**
52. Ders anlatımı esnasında ödül ve yaptırımları kullanma şekliyle bana model olur.	**1**	**2**	**3**	**4**	**5**	**6**
53. Ders anlatımı esnasında ses tonunu ve beden dilini kullanışıyla bana model olur.	**1**	**2**	**3**	**4**	**5**	**6**
54. Kendi öğrencilerine yönelik olumlu yaklaşım ve tutumlarıyla bana model olur.	**1**	**2**	**3**	**4**	**5**	**6**
55. Ders hazırlığı ve planlaması süreçlerinde benimle beraber çalışır.	**1**	**2**	**3**	**4**	**5**	**6**
56. Ders anlatımından önce ders planımı benimle birlikte gözden geçirir.	**1**	**2**	**3**	**4**	**5**	**6**
57. Sınav hazırlama ve puanlama süreçlerine beni de dahil eder.	**1**	**2**	**3**	**4**	**5**	**6**
58. Kuramsal bilgimle ve uygulama okulunda öğrendiklerimi ilişkilendirirken benimle iş birliği yapar.	**1**	**2**	**3**	**4**	**5**	**6**
59. Uygulama öğretim elemanımla sürekli etkileşim ve iş birliği içindedir.	**1**	**2**	**3**	**4**	**5**	**6**
60. Bana zamanla daha çok sorumluluk vererek özerk bir öğretmen olmamda pay sahibi olur.	**1**	**2**	**3**	**4**	**5**	**6**

Teşekkür ederim.

APPENDIX B

STUDENT TEACHER MENTORING SCALE

Dear prospective teacher,

The scale below aims to investigate mentoring practices in English Language Teaching practicum regarding the fulfillment of mentors' roles and responsibilities. Findings of the present study are expected to make contributions to the improvement of practicum and mentoring processes.

The scale includes two parts. The first part is for demographic information. In the second part, cooperating teachers' mentoring roles and responsibilities are required to be rated on a six-point scale.

Your identity and responses will definitely be confidential, and the data will only be utilized within the scope of the present study. It is so significant for successful completion of the study that you need to read carefully all the statements in the scale, and respond sincerely to all of them.

Thank you for your contribution and precious time.

Özge Aydın
METU Faculty of Education
Department of Curriculum and Instruction
e-mail: e166744@metu.edu.tr

Part 1: Personal Information

1. Gender: ○ Female ○ Male
2. Age: _____
3. The name of your university: _____
4. The number semesters spent at the university: _____
5. How many hours did you teach during practicum? _____
6. Would you like to proceed a teaching career after graduation?
○ Yes ○ No
7. Did you experience working with more than one mentor during practicum?
○ Yes ○ No
8. Did you experience working with more than one practice school during practicum?
○ Yes ○ No
9. Did you experience working with more than one class *(7-A,7-B, etc.)* during practicum?
○ Yes ○ No
10. Did you experience working with more than one grade *(7^{th}, 8^{th}, 9^{th} graders etc.)* during practicum?
○ Yes ○ No

Part 2: Mentoring Roles and Responsibilities

The statements below cover mentoring roles and responsibilities expected to be fulfilled by cooperating teachers/mentors during practicum. You are supposed to read each statement carefully and rate it on a six-point scale according to your view. If you have cooperated with more than one mentor in the practicum process, you are expected to rate the scale considering your **"own"** mentor.

> ***Cooperating Teacher/Mentor:*** *The English teacher who is responsible to guide you at practice schools during practicum.*
> ***Supervisor:*** *The faculty member who is responsible to supervise Practice Teaching course at the university.*

During practice teaching, my mentor…	**Strongly Disagree**	**Disagree**	**Partially Disagree**	**Partially Agree**	**Agree**	**Strongly Agree**
1. paves the way for my adaptation to teaching profession.	**1**	**2**	**3**	**4**	**5**	**6**
2. helps me reinforce my teaching skills.	**1**	**2**	**3**	**4**	**5**	**6**
3. helps me develop positive attitudes towards teaching.	**1**	**2**	**3**	**4**	**5**	**6**
4. helps me in the selection and application of appropriate ELT strategies with his/her knowledge and experience.	**1**	**2**	**3**	**4**	**5**	**6**
5. assists me in reaching the resources I need.	**1**	**2**	**3**	**4**	**5**	**6**
6. informs me about practicum and his/her own roles and responsibilities in this process.	**1**	**2**	**3**	**4**	**5**	**6**
7. informs me about my responsibilities, school and class rules.	**1**	**2**	**3**	**4**	**5**	**6**
8. encourages me to share my concerns about teaching with him/her.	**1**	**2**	**3**	**4**	**5**	**6**
9. has an approachable attitude when I have questions or problems.	**1**	**2**	**3**	**4**	**5**	**6**
10. establishes an open communication by actively listening to me during our sessions.	**1**	**2**	**3**	**4**	**5**	**6**
11. uses sense of humor to lighten the atmosphere when needed.	**1**	**2**	**3**	**4**	**5**	**6**
12. accepts me as a colleague rather than a student teacher.	**1**	**2**	**3**	**4**	**5**	**6**
13. introduces me to his/her students as a prospective teacher.	**1**	**2**	**3**	**4**	**5**	**6**
14. assists me in developing my teacher identity.	**1**	**2**	**3**	**4**	**5**	**6**
15. prevents me from feeling lonely at the practice school.	**1**	**2**	**3**	**4**	**5**	**6**
16. explains how I can make use of observation and evaluation forms.	**1**	**2**	**3**	**4**	**5**	**6**

During practice teaching, my mentor…	**Strongly Disagree**	**Disagree**	**Partially Disagree**	**Partially Agree**	**Agree**	**Strongly Agree**
17. informs me about English language curriculum**.**	**1**	**2**	**3**	**4**	**5**	**6**
18. informs me about relating aims, methods, and materials for effective instruction.	**1**	**2**	**3**	**4**	**5**	**6**
19. briefs me on the lesson and its flow beforehand.	**1**	**2**	**3**	**4**	**5**	**6**
20. provides challenge together with support to extend my teaching skills.	**1**	**2**	**3**	**4**	**5**	**6**
21. gives hints to help me manage the classroom by myself.	**1**	**2**	**3**	**4**	**5**	**6**
22. makes suggestions for my time management skills during teaching.	**1**	**2**	**3**	**4**	**5**	**6**
23. demonstrates how to ask effective questions to students during his/her lessons.	**1**	**2**	**3**	**4**	**5**	**6**
24. guides me in developing my own problem-solving and decision-making skills.	**1**	**2**	**3**	**4**	**5**	**6**
25. provides opinions on how to assess students' progress.	**1**	**2**	**3**	**4**	**5**	**6**
26. detects my weaknesses together with my strengths during his/her observations.	**1**	**2**	**3**	**4**	**5**	**6**
27. gives regular feedback on my teaching skills after his/her observations.	**1**	**2**	**3**	**4**	**5**	**6**
28. shares his/her ideas with me after my teaching.	**1**	**2**	**3**	**4**	**5**	**6**
29. prepares a document file on observation and evaluation during my practicum.	**1**	**2**	**3**	**4**	**5**	**6**
30. assesses my file at the end of the practicum process.	**1**	**2**	**3**	**4**	**5**	**6**
31. appreciates my progress by taking my professional development into consideration.	**1**	**2**	**3**	**4**	**5**	**6**
32. provides me with self-reflection opportunities to let me think deeply and critically on my teaching.	**1**	**2**	**3**	**4**	**5**	**6**
33. raises my awareness of reflection with his/her own reflections after lessons**.**	**1**	**2**	**3**	**4**	**5**	**6**
34. explains the rationales and theoretical bases behind the methods and strategies she/he uses in teaching.	**1**	**2**	**3**	**4**	**5**	**6**
35. reveals the pros and cons of the methods and techniques he/she uses with their alternatives.	**1**	**2**	**3**	**4**	**5**	**6**
36. does not refrain from defending my rights.	**1**	**2**	**3**	**4**	**5**	**6**

During practice teaching, my mentor…	**Strongly Disagree**	**Disagree**	**Partially Disagree**	**Partially Agree**	**Agree**	**Strongly Agree**
37. does not leave me alone in class for a long time.	**1**	**2**	**3**	**4**	**5**	**6**
38. is accessible if a problem arises in the class after he/she leaves.	**1**	**2**	**3**	**4**	**5**	**6**
39. avoids having an unfavorable conversation with me in front of the class.	**1**	**2**	**3**	**4**	**5**	**6**
40. avoids creating a professional power struggle with me.	**1**	**2**	**3**	**4**	**5**	**6**
41. is a role model for me with his/her commitment and devotion to teaching.	**1**	**2**	**3**	**4**	**5**	**6**
42. is willing and open to professional development.	**1**	**2**	**3**	**4**	**5**	**6**
43. motivates me to teach with his/her enthusiasm in practicum as a respected professional.	**1**	**2**	**3**	**4**	**5**	**6**
44. broadens my horizon in teaching English by presenting various perspectives.	**1**	**2**	**3**	**4**	**5**	**6**
45. is a role model for me in effective classroom management strategies.	**1**	**2**	**3**	**4**	**5**	**6**
46. provides me with variety in ELT methods, techniques, activities, and materials.	**1**	**2**	**3**	**4**	**5**	**6**
47. is a role model for me in the assessment and evaluation techniques he/she uses.	**1**	**2**	**3**	**4**	**5**	**6**
48. is a role model for me with creative examples he/she uses in his/her lessons.	**1**	**2**	**3**	**4**	**5**	**6**
49. demonstrates how to create a contemporary learning environment with the instructional technologies he/she uses.	**1**	**2**	**3**	**4**	**5**	**6**
50. is a role model for me in the presentation of course content according to students' level by considering individual differences.	**1**	**2**	**3**	**4**	**5**	**6**
51. guides me in motivating students for lessons.	**1**	**2**	**3**	**4**	**5**	**6**
52. is a role model for me in using rewards and punishment.	**1**	**2**	**3**	**4**	**5**	**6**
53. is a role model for me in using tone of voice and body language during lessons.	**1**	**2**	**3**	**4**	**5**	**6**
54. is a role model for me with his/her positive attitudes towards his/her students.	**1**	**2**	**3**	**4**	**5**	**6**

During practice teaching, my mentor…	**Strongly Disagree**	**Disagree**	**Partially Disagree**	**Partially Agree**	**Agree**	**Strongly Agree**
55. cooperates with me in lesson planning and preparation.	**1**	**2**	**3**	**4**	**5**	**6**
56. reviews my lesson plans with me before my teaching.	**1**	**2**	**3**	**4**	**5**	**6**
57. includes me in the process of exam preparation and grading.	**1**	**2**	**3**	**4**	**5**	**6**
58. cooperates with me when I link my theoretical knowledge with my practice at the school.	**1**	**2**	**3**	**4**	**5**	**6**
59. constantly cooperates and interacts with my supervisor.	**1**	**2**	**3**	**4**	**5**	**6**
60.gradually gives me more responsibilities to support my autonomy in the classroom.	**1**	**2**	**3**	**4**	**5**	**6**

Thank you!

APPENDIX C

UYGULAMA ÖĞRETİM ELEMANI GÖRÜŞME FORMU

Görüşme No.su:____ Tarih: _____ /2015 Saat (Başlangıç-Bitiş): _____
Rumuz: _____*(UÖE1 vb.)*

Sayın/Değerli Hocam,

Merhaba, ben Özge Aydın. Orta Doğu Teknik Üniversitesi Eğitim Programları ve Öğretim Ana Bilim Dalında yüksek lisans öğrencisiyim ve aynı zamanda Türk Hava Kurumu Üniversitesinde İngilizce okutmanı olarak görev yapmaktayım. Tezim kapsamında öğretmen adaylarının, okullardaki uygulama öğretmenlerinin ve üniversitelerdeki uygulama öğretim elemanlarının gözünden öğretmenlik uygulaması sürecindeki rehberlik faaliyetlerini; **"sorunlar, rol ve sorumluluklar"** çerçevesinde araştırmak amacındayım. Ortaya çıkacak sonuçların, öğretmenlik uygulaması süreçlerinin iyileştirilmesine tüm taraf için katkıda bulunacağına inanıyorum. Bu noktada sizin değerli görüşlerinizin aydınlatıcı olacağını düşünüyor ve katkılarınız için şimdiden teşekkür ediyorum.

Sorulara geçmeden önce, görüşme sürecinde paylaştıklarınızın gizli tutulacağını ve araştırmacılar dışında kimsenin bu bilgilere erişemeyeceğini özellikle belirtmek isterim. Ayrıca kimliğiniz ile ilgili bilgiler araştırmam içinde kesinlikle yer almayacaktır.

Veri kaybını önlemek ve analizi kolaylaştırmak için izninizle görüşmeyi kaydetmek istiyorum.
Görüşmemiz yaklaşık 30 dakika sürecektir. Başlamadan önce sormak veya söylemek istediğiniz herhangi bir şey var mı?

İzin verirseniz görüşmeyi başlatmak istiyorum.

Özge Aydın
ODTÜ Eğitim Fakültesi
Eğitim Programları ve Öğretim ABD
Yüksek Lisans Öğrencisi
İletişim: e166744@metu.edu.tr

Bölüm 1: Demografik Bilgiler

Mezun olduğunuz bölümün adı?
Görev yaptığınız üniversitenin adı?
Göreviniz/Akademik unvanınız nedir?
Kaç yıldır akademisyenlik yapmaktasınız?
Kaç yıldır uygulama öğretim elemanlığı yapmaktasınız?
Haftalık toplam ders yükünüz nedir?
Bir yarıyılda beraber çalıştığınız öğretmen adayı sayısı nedir?

Bölüm 2: Uygulama Öğretim Elemanı Görüşme Soruları

1. Öğretmenlik uygulaması dersini, öğretmen adaylarını, öğretmenliğe ve mesleğe hazırlaması bakımından nasıl değerlendiriyorsunuz?
    - Öğretmen adayı öğrencilerinizin, öğretmenlik uygulaması sürecinden ne gibi kazanımlarla döndüğünü düşünüyorsunuz?
    - Siz bu süreçte öğrencilerinizin ne kazanmasını amaçlıyorsunuz?
2. Öğretmenlik uygulaması sürecinde uygulama öğretmenlerinden beklentileriniz nelerdir?
3. Uygulama öğretmenleri, öğretmenlik uygulaması sürecinde ne gibi rolleri ve sorumlulukları yerine getirmelidir?
4. Uygulama öğretmenleriyle iş birliği yaparken karşılaştığınız zorluklar nelerdir?
5. Uygulama öğretmenlerinin rehberlik faaliyetlerini değerlendirmeniz gerekirse, onların hangi oranda rol ve sorumluluklarını gerçekleştirdiğini düşünüyorsunuz?
6. Yerine getirilemeyen/Gerçekleştirilemeyen rol ve sorumluluklar sizce nelerdir? Bunların arkasındaki nedenler sizce ne olabilir?
7. İyi bir **uygulama öğretmeninin** sahip olması gereken beceri ve yeterlilikler nelerdir?
    - Uygulama öğretmenlerinin bu beceri ve yeterliliklere ne oranda sahip olduklarını düşünüyorsunuz?
8. Öğretmen adayı öğrencilerinizin, öğretmenlik uygulaması sürecinde karşılaştığı zorluklar nelerdir?
    - Sizce öğrencilerinizin yaşadığı zorlukların kaynağı neler olabilir?
    - Sizce uygulama öğretmenleri, öğretmen adayı öğrencilerinizin beklentilerini ne ölçüde karşılıyor?
9. Uygulama öğretmenlerinin, öğretmenlik uygulaması sürecindeki bilgi ve becerilerini artırmak için neler önerirdiniz?
10. Öğretmenlik uygulaması sürecini daha etkili ve verimli kılmak için sizce neler yapılabilir?

APPENDIX D

SUPERVISORS' INDIVIDUAL INTERVIEW SCHEDULE

Interview No.:____ Date: _____ /2015 Start Time-End Time: _____

Pseudonym: _____

Dear Supervisor,

I am Özge Aydın, a Master of Science student at the department of Curriculum and Instruction at Middle East Technical University. I am currently working as an English instructor at the University of Turkish Aeronautical Association. Within the scope of my thesis study, I aim to investigate mentoring practices in English language teaching (ELT) practicum from the perspectives of student teachers/mentees, supervisors, and cooperating teachers/mentors in the frame of "problems, and mentoring roles-responsibilities". I expect that the findings of the present study will contribute to the improvement of the practicum process for all the actors mentioned above. I hereby appreciate your perspectives, and I would like to thank you for your precious contributions in advance.

Before going on with the interview questions, I particularly would like to inform you that your responses will definitely be kept confidential and inaccessible to third parties except the researchers. Moreover, your name and personal information will never be disclosed throughout my study.

I would like to have audio-recordings with your permission so as to prevent data loss and facilitate the analysis later on.

The interview is expected to last approximately 30 minutes. Would you like to ask or say anything before starting?

If I am allowed, I would like to initiate the interview right now.

Özge Aydın
METU Faculty of Education
Department of Curriculum and Instruction
e-mail: e166744@metu.edu.tr

Part 1: Personal Information

1. What department/university did you graduate from?
2. What is the name of the university you are currently working?
3. What is your academic title?
4. How many years of experience do you have as an academician?
5. How many years of experience do you have as a supervisor?
6. What is your weekly course load?
7. How many student teachers do you cooperate with?

Part 2: Interview Questions and Probes

1. How do you evaluate practice teaching course in terms of preparing student teachers for teaching and profession?
    - ✓ **Probe 1:** What do you think about the gains of your student teachers from practice teaching?
    - ✓ **Probe 2:** What is/are your aim(s) regarding your student teachers' gains during the practicum process?
2. What are your expectations from cooperating teachers in the practicum process?
3. What should be the roles and responsibilities of cooperating teachers to be fulfilled in practicum?
4. What are the challenges you encounter while cooperating with mentors?
5. If you were required to evaluate cooperating teachers' mentoring practices, to what extent do you think cooperating teachers fulfill their roles and responsibilities?
6. What are the probable reasons behind the unfulfilled roles and responsibilities in your opinion?
7. What are the skills and qualifications that a successful cooperating teacher needs to possess?
    - ✓ **Probe 3:** To what extent do you think that cooperating teachers possess these skills and qualifications for mentoring?
8. What are the challenges your student teachers encounter during practicum?
    - ✓ **Probe 4:** What can be the probable causes of the challenges your student teachers encounter?
    - ✓ **Probe 5:** In your opinion, to what extent do cooperating teachers meet your student teachers' expectations?
9. What would you suggest to enrich cooperating teachers' knowledge and skills for mentoring?
10. What can be done to provide a more effective and fruitful practicum process?

APPENDIX E

UYGULAMA ÖĞRETMENİ GÖRÜŞME FORMU

Görüşme No.su:____ Tarih: _____ /2015 Saat (Başlangıç-Bitiş): _____
Rumuz: _____*(UÖ1 vb.)*

Sayın/Değerli Öğretmenim,

Merhaba, ben Özge Aydın. Orta Doğu Teknik Üniversitesi Eğitim Programları ve Öğretim Ana Bilim Dalında yüksek lisans öğrencisiyim, aynı zamanda Türk Hava Kurumu Üniversitesinde İngilizce okutmanı olarak görev yapmaktayım. Tezim kapsamında öğretmen adaylarının, okullardaki uygulama öğretmenlerinin ve üniversitelerdeki uygulama öğretim elemanlarının gözünden öğretmenlik uygulaması sürecindeki faaliyetleri; "**sorunlar, rol ve sorumluluklar**" çerçevesinde araştırmak amacındayım. Ortaya çıkacak sonuçların, öğretmenlik uygulaması süreçlerinin iyileştirilmesine tüm taraflar için katkıda bulunacağına inanıyorum. Bu noktada sizin değerli görüşlerinizin aydınlatıcı olacağını düşünüyor ve katkılarınız için şimdiden teşekkür ediyorum.

Görüşme sürecinde paylaştıklarınızın gizli tutulacağını ve araştırmacılar dışında kimsenin bu bilgilere erişemeyeceğini özellikle belirtmek isterim. Ayrıca kimliğiniz ile ilgili bilgiler araştırmam içinde kesinlikle yer almayacaktır.

Veri kaybını önlemek ve analizi kolaylaştırmak için izninizle görüşmeyi kaydetmek istiyorum.

Görüşmemiz yaklaşık 30 dakika sürecektir. Başlamadan önce sormak veya söylemek istediğiniz herhangi bir şey var mı?

İzin verirseniz görüşmeyi başlatmak istiyorum.

Özge Aydın
ODTÜ Eğitim Fakültesi
Eğitim Programları ve Öğretim ABD
Yüksek Lisans Öğrencisi
İletişim: e166744@metu.edu.tr

Bölüm 1: Demografik Bilgiler

Mezun olduğunuz bölümün adı?
Görev yaptığınız okulun adı?
Kaç yıldır öğretmenlik yapıyorsunuz?
Uygulama öğretmeni olarak kaç yıldır görev yapıyorsunuz?
Haftalık toplam ders saat yükünüz nedir?
Bir yarıyılda beraber çalıştığınız **öğretmen adayı** sayısı nedir?
Uygulama öğretmenliğine yönelik herhangi bir eğitim (seminer, hizmet-içi vb.) aldınız mı?

Bölüm 2: Uygulama Öğretmeni Görüşme Soruları

1. Uygulama öğretmeni olarak öğretmenlik uygulamaları dersini adayları öğretmenliğe ve mesleğe hazırlamak bakımından nasıl değerlendiriyorsunuz?
    - Öğretmen adaylarının öğretmenlik becerileri ve mesleki gelişim açısından neler kazandıklarını düşünüyorsunuz?
2. Öğretmenlik uygulamaları sürecinde öğretmen adaylarından beklentileriniz nelerdir?
    - Beklentilerinizin ne ölçüde karşılandığını düşünüyorsunuz?
3. Öğretmen adaylarıyla çalışırken ne tür problemlerle karşılaşıyorsunuz?
    - Adaylar size ne tür sorunlarla gelmektedir?
4. Bir uygulama öğretmeni olarak rolünüzü ve sorumluluklarınızı nasıl tanımlarsınız?
5. Bir öz-değerlendirme yapmanız gerekirse, rol ve sorumluluklarınızı ne ölçüde gerçekleştirdiğinizi düşünüyorsunuz?
6. Öğretmenlik uygulamaları sürecinde, iyi bir uygulama öğretmeninin sahip olması gereken beceri ve yeterlilikler neler olmalıdır?
    - Siz bu beceri ve yeterliliklere ne ölçüde sahip olduğunuzu düşünüyorsunuz?
7. Öğretmenlik uygulaması sürecinde uygulama öğretmeni olarak en çok karşılaştığınız zorluklar nelerdir?
8. Öğretmenlik uygulaması sürecinde, **uygulama öğretim elemanlarıyla** ne ölçüde iş birliği yapabildiğinizi düşünüyorsunuz?
    - Hangi konularda iş birliği yapmaktasınız?
9. Öğretmenlik uygulaması sürecinin iyileştirilmesi için ne gibi önerilerde bulunursunuz?

Bu konuda eklemek istediğiniz başka görüş veya önerileriniz var mı?
Bana değerli zamanınızı ayırdığınız ve görüşlerinizi paylaştığınız için çok teşekkür ederim.

Görüşmemiz Tamamlanmıştır.

APPENDIX F

MENTORS' INDIVIDUAL INTERVIEW SCHEDULE

Interview No.:____ Date: _____ /2015 Start Time-End Time: _____

Pseudonym: _____

Dear Mentor,

I am Özge Aydın, a Master of Science student at the department of Curriculum and Instruction at Middle East Technical University. I am currently working as an English instructor at the University of Turkish Aeronautical Association. Within the scope of my thesis study, I aim to investigate mentoring practices in English language teaching (ELT) practicum from the perspectives of student teachers/mentees, supervisors, and cooperating teachers/mentors in the frame of "problems, and mentoring roles-responsibilities". I expect that the findings of the present study will contribute to the improvement of the practicum process for all the actors mentioned above. I hereby appreciate your perspectives, and I would like to thank you for your precious contributions in advance.

Before going on with the interview questions, I particularly would like to inform you that your responses will definitely be kept confidential and inaccessible to third parties except the researchers. Moreover, your name and personal information will never be disclosed throughout my study.

I would like to have audio-recordings with your permission so as to prevent data loss and facilitate the analysis later on.

The interview is expected to last approximately 30 minutes. Would you like to ask or say anything before starting?

If I am allowed, I would like to initiate the interview right now.

Özge Aydın
METU Faculty of Education
Department of Curriculum and Instruction
e-mail: e166744@metu.edu.tr

Part 1: Personal Information

1. What department/university did you graduate from?
2. What is the name of the school you are currently working?
3. How many years of teaching experience do you have?
4. How many years of mentoring experience do you have?
5. What is your weekly course load?
6. How many student teachers do you cooperate with/mentor?
7. Have you ever received any in-service training on mentoring?

Part 2: Interview Questions and Probes

1. As a cooperating teacher, how do you evaluate practice teaching course in terms of preparing student teachers for teaching and profession?
    - ✓ **Probe 1:** What do you think about the gains of student teachers regarding teaching profession?
2. What are your expectations from student teachers in the mentoring process?
    - ✓ **Probe 2:** To what extent do you think that your expectations are met by student teachers?
3. What are the problems you experience while cooperating with student teachers?
    - ✓ **Probe 3:** What kind of problems do student teachers consult you about?
4. How do you define your roles and responsibilities as a cooperating teacher?
5. If you were required to do self-evaluation, to what extent would you fulfill your aforementioned roles and responsibilities?
6. In the mentoring process, what are the skills and qualifications that a successful cooperating teacher/mentor needs to possess?
    - ✓ **Probe 4:** To what extent do you think that you possesses these skills and qualifications?
7. In the mentoring process, what are the common challenges that you experience mostly?
8. To what extent do you think that you cooperate with *supervisors* in practicum mentoring?
    - ✓ **Probe 5:** On which topics/issues do you cooperate?
9. What would you like to suggest in order to foster the practicum process?

Is there anything you would like to add or susggest on this topic?

I am really grateful for your precious time and opinions.

End of the Interview

APPENDIX G

INFORMED CONSENT FORM FOR STUDENT TEACHERS

Gönüllü Katılım Formu

Bu araştırma, ODTÜ Eğitim Bilimleri, Eğitim Programları ve Öğretim Ana Bilim Dalı'nda Yüksek Lisans öğrencisi olan Özge Aydın tarafından, Prof. Dr. Ahmet Ok danışmanlığındaki yüksek lisans tezi kapsamında yürütülmektedir. Bu form sizi araştırma hakkında bilgilendirmek amacıyla hazırlanmıştır.

Çalışmanın amacı, öğretmen adaylarının, uygulama öğretmenlerinin ve uygulama öğretim elemanlarının görüşlerine göre, okullarda yürütülen öğretmenlik uygulaması faaliyetleriyle ilgili sorunları ve uygulama öğretmenlerinin rol ve sorumluluklarını yerine getirme durumunu incelemektir. Çalışmaya katılım tamamen gönüllülük esasına dayalıdır. Ölçekte, sizden kimlik belirleyici hiçbir bilgi istenmemektedir. Sağlayacağınız bilgiler gizli tutulacak ve sadece araştırmacılar tarafından toplu halde değerlendirilip bilimsel yayınlarda kullanılacaktır.

Ölçek, genel olarak kişisel rahatsızlık verecek sorular içermemektedir. Ancak katılım esnasında sorulardan ya da başka bir nedenden ötürü rahatsızlık hissederseniz, cevaplamayı yarıda bırakıp çıkabilirsiniz. Böyle bir durumda ölçeği uygulayan kişiye ölçeği tamamlamadığınızı belirtmeniz yeterlidir. Ölçeğin sonunda çalışmayla ilgili sorularınız cevaplanacaktır. Bu çalışmaya katıldığınız için şimdiden teşekkür ederiz. Çalışma hakkında daha fazla bilgi almak isterseniz çalışmayı yürüten Yüksek Lisans öğrencisi Özge Aydın (E-posta: e166744@metu.edu.tr) ya da tez danışmanı Prof. Dr. Ahmet Ok (E-posta: as@metu.edu.tr) ile iletişim kurabilirsiniz.

Yukarıdaki bilgileri okudum ve bu çalışmaya tamamen gönüllü olarak katılıyorum.

(Formu doldurup imzaladıktan sonra uygulayıcıya geri veriniz.)

Ad-Soyad	Tarih	İmza
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APPENDIX H

INFORMED CONSENT FORM FOR SUPERVISORS AND MENTORS

Gönüllü Katılım Formu

Bu araştırma, ODTÜ Eğitim Bilimleri, Eğitim Programları ve Öğretim Ana Bilim Dalı'nda Yüksek Lisans öğrencisi olan Özge Aydın tarafından, Prof. Dr. Ahmet Ok danışmanlığındaki yüksek lisans tezi kapsamında yürütülmektedir. Bu form sizi araştırma hakkında bilgilendirmek adına hazırlanmıştır.

Çalışmanın amacı, öğretmen adaylarının, uygulama öğretmenlerinin ve uygulama öğretim elemanlarının görüşlerine göre, okullarda yürütülen öğretmenlik uygulaması faaliyetleriyle ilgili sorunları ve uygulama öğretmenlerinin rol ve sorumluluklarını yerine getirme durumunu incelemektir. Çalışmaya katılım tamamen gönüllülük esasına dayalıdır. Görüşmede, sizden kimlik belirleyici hiçbir bilgi istenmemektedir. Sağlayacağınız bilgiler gizli tutulacak ve sadece araştırmacılar tarafından toplu halde değerlendirilip bilimsel yayınlarda kullanılacaktır.

Görüşme genel olarak kişisel rahatsızlık verecek sorular içermemektedir. Ancak katılım esnasında sorulardan ya da başka bir nedenden ötürü rahatsızlık hissederseniz, cevaplamayı yarıda bırakabilirsiniz. Görüşme sonunda çalışmayla ilgili sorularınız cevaplanacaktır. Bu çalışmaya katıldığınız için şimdiden teşekkür ederiz. Çalışma hakkında daha fazla bilgi almak isterseniz çalışmayı yürüten Yüksek Lisans öğrencisi Özge Aydın (E-posta: e166744@metu.edu.tr) ya da tez danışmanı Prof. Dr. Ahmet Ok (E-posta: as@metu.edu.tr) ile iletişim kurabilirsiniz.

Yukarıdaki bilgileri okudum ve bu çalışmaya tamamen gönüllü olarak katılıyorum.

(Formu doldurup imzaladıktan sonra uygulayıcıya geri veriniz.)

Ad-Soyad	Tarih	İmza
	---/---/----	

APPENDIX I

TABLES FOR DESCRIPTIVE STATISTICS OF NINE DIMENSIONS IN STMS

Table 1

Descriptive Statistics for the Trainer-Informant Role-Responsibilities

Item No	Item	SD		D		PD		PA		A		SA			
		%	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*M*	*SD*
16	explains how I can make use of observation and evaluation forms.	7.2%	14	10.3%	20	15.5%	30	21.6%	42	28.9%	56	16.5%	32	4.04	1.47
17	informs me about English language curriculum.	6.2%	12	8.2%	16	10.3%	20	22.2%	43	29.4%	57	23.7%	46	4.31	1.46
18	informs me about relating aims, methods, and materials for effective instruction.	5.2%	10	8.2%	16	10.8%	21	23.7%	46	36.6%	71	15.5%	30	4.24	1.36
19	briefs me on the lesson and its flow beforehand.	3.6%	7	7.2%	14	12.9%	25	26.3%	51	28.4%	55	21.6%	42	4.33	1.33
20	provides challenge together with support to extend my teaching skills.	3.6%	7	8.2%	16	6.2%	12	26.3%	51	28.4%	55	27.3%	53	4.50	1.36
21	gives hints to help me manage the classroom by myself.	4.1%	8	6.2%	12	9.8%	19	20.1%	39	36.1%	70	23.7%	46	4.49	1.34
22	makes suggestions for my time management skills during teaching.	6.2%	12	6.7%	13	9.8%	19	17.5%	34	35.1%	68	24.7%	48	4.43	1.44
23	demonstrates how to ask effective questions to students during his/her lessons.	6.2%	12	10.8%	21	13.4%	26	25.8%	50	26.3%	51	17.5%	34	4.07	1.44
24	guides me in developing my own problem-solving and decision-making skills.	5.2%	10	12.4%	24	13.4%	26	24.2%	47	29.4%	57	15.5%	30	4.06	1.41

Table 1 (continued).

Item No	Item	SD		D		PD		PA		A		SA			
		%	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*M*	*SD*
25	provides opinions on how to assess students' progress.	7.2%	14	13.4%	26	13.4%	26	24.2%	47	26.3%	51	15.5%	30	3.95	1.48

Note. SD = Strongly Disagree, D = Disagree, PD = Partially Disagree, PA = Partially Agree, A = Agree, SA = Strongly Agree, *M* = Mean, *SD* = Standard Deviation

Table 2

Descriptive Statistics for the Role Model-Responsibilities

Item No	Item	SD		D		PD		PA		A		SA			
		%	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*M*	*SD*
41	is a role model for me with his/her commitment and devotion to teaching.	9.8%	19	9.8%	19	11.9%	23	13.4%	26	27.8%	54	27.3%	53	4.22	1.65
42	is willing and open to professional development.	7.2%	14	5.2%	10	7.7%	15	14.4%	28	31.4%	61	34%	66	4.60	1.50
43	motivates me to teach with his/her enthusiasm in practicum as a respected professional.	6.7%	13	7.2%	14	11.9%	23	17.5%	34	27.8%	54	28.9%	56	4.39	1.51
44	broadens my horizon in teaching English by presenting various perspectives.	7.7%	15	14.9%	29	9.8%	19	24.2%	47	28.4%	55	14.9%	29	3.95	1.51
45	is a role model for me in effective classroom management strategies.	7.7%	15	11.9%	23	11.9%	23	23.7%	46	27.8%	54	17%	33	4.03	1.50
46	provides me with variety in ELT methods, techniques, activities, and materials.	8.8%	17	13.4%	26	16%	31	19.6%	38	27.8%	54	14.4%	28	3.87	1.52

Table 2 (continued).

Item No	Item	SD %	*n*	D %	*n*	PD %	*n*	PA %	*n*	A %	*n*	SA %	*n*	*M*	*SD*
47	is a role model for me in the assessment and evaluation techniques he/she uses.	11.3%	22	15.5%	30	12.4%	24	24.7%	48	25.8%	50	10.3%	20	3.69	1.53
48	is a role model for me with creative examples he/she uses in his/her lessons.	9.8%	19	13.9%	27	12.9%	25	18%	35	30.9%	60	14.4%	28	3.90	1.56
49	demonstrates how to create a contemporary learning environment with the instructional technologies he/she uses.	8.8%	17	11.3%	22	9.3%	18	26.3%	51	27.3%	53	17%	33	4.03	1.51
50	is a role model for me in the presentation of course content according to students' level by considering individual differences.	7.7%	15	10.3%	20	13.4%	26	25.3%	49	30.4%	59	12.9%	25	3.99	1.44
51	guides me in motivating students for lessons.	7.2%	14	8.2%	16	11.3%	22	20.1%	39	34%	66	19.1%	37	4.23	1.46
52	is a role model for me in using rewards and punishment.	6.2%	12	9.8%	19	13.9%	27	23.2%	45	28.9%	56	18%	35	4.13	1.44
53	is a role model for me in using tone of voice and body language during lessons.	2.6%	5	5.2%	10	10.8%	21	15.5%	30	37.6%	73	28.4%	55	4.66	1.27
54	is a role model for me with his/her positive attitudes towards his/her students.	5.2%	10	5.7%	11	12.4%	24	20.1%	39	34.5%	67	22.2%	43	4.40	1.37

Note. SD = Strongly Disagree, D = Disagree, PD = Partially Disagree, PA = Partially Agree, A = Agree, SA = Strongly Agree, *M* = Mean, *SD* = Standard Deviation

Table 3

Descriptive Statistics for the Protector Role-Responsibilities

Item No	Item	SD		D		PD		PA		A		SA			
		%	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*M*	*SD*
36	does not refrain from defending my rights.	4.1%	8	3.6%	7	5.2%	10	23.7%	46	34.5%	67	28.9%	56	4.67	1.27
37	does not leave me alone in class for a long time.	6.7%	13	9.8%	19	9.8%	19	21.1%	41	30.4%	59	22.2%	43	4.25	1.49
38	is accessible if a problem arises in the class after s/he leaves.	4.1%	8	4.1%	8	8.2%	16	19.1%	37	41.2%	80	23.2%	45	4.59	1.27
39	avoids having an unfavorable conversation with me in front of the class.	3.6%	7	2.1%	4	3.1%	6	8.8%	17	32%	62	50.5%	98	5.15	1.21
40	avoids creating a professional power struggle with me.	3.6%	7	2.1%	4	3.1%	6	11.3%	22	34%	66	45.9%	89	5.07	1.20

Note. SD = Strongly Disagree, D = Disagree, PD = Partially Disagree, PA = Partially Agree, A = Agree, SA = Strongly Agree, *M* = Mean, *SD* = Standard Deviation

Table 4

Descriptive Statistics for the Assessor/Evaluator Role-Responsibilities

Item No	Item	SD		D		PD		PA		A		SA			
		%	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*M*	*SD*
29	prepares a document file on observation and evaluation during my practicum.	11.9%	23	17.5%	34	9.8%	19	18.6%	36	25.8%	50	16.5%	32	3.78	1.66
30	assesses my file at the end of the practicum process.	8.8%	17	13.9%	27	9.3%	18	24.2%	47	23.2%	45	20.6%	40	4.01	1.58
31	appreciates my progress by taking my professional development into consideration.	10.8%	21	11.9%	23	9.3%	18	17.5%	34	27.8%	54	22.7%	44	4.07	1.65

Note. SD = Strongly Disagree, D = Disagree, PD = Partially Disagree, PA = Partially Agree, A = Agree, SA = Strongly Agree
M = Mean, *SD* = Standard Deviation

Table 5

Descriptive Statistics for the Facilitator/Supporter Role-Responsibilities

Item No	Item	SD		D		PD		PA		A		SA			
		%	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*M*	*SD*
1	paves the way for my adaptation to teaching profession.	3.1%	6	3.6%	7	4.6%	9	14.4%	28	47.9%	93	26.3%	51	4.79	1.17
2	helps me reinforce my teaching skills.	3.6%	7	3.1%	6	6.7%	13	20.1%	39	43.8%	85	22.7%	44	4.66	1.20
3	helps me develop positive attitudes towards teaching.	3.1%	6	6.2%	12	8.8%	17	21.1%	41	38.7%	75	22.2%	43	4.53	1.27
4	helps me in the selection and application of appropriate ELT strategies with his/her knowledge and experience.	5.7%	11	7.2%	14	11.9%	23	24.7%	48	34%	66	16.5%	32	4.23	1.36
5	assists me in reaching the sources I need.	5.2%	10	6.2%	12	9.8%	19	24.2%	47	36.6%	71	18%	35	4.35	1.33
6	informs me about practicum and his/her own roles and responsibilities in this process.	2.1%	4	5.7%	11	10.3%	20	19.6%	38	39.7%	77	22.7%	44	4.57	1.22
7	informs me about my responsibilities, school, and class rules.	2.1%	4	4.1%	8	7.2%	14	19.6%	38	41.8%	81	25.3%	49	4.70	1.17
8	encourage me to share my concerns about teaching with him/her.	4.1%	8	4.6%	9	6.2%	12	18%	35	38.1%	74	28.9%	56	4.68	1.30

Note. SD = Strongly Disagree, D = Disagree, PD = Partially Disagree, PA = Partially Agree, A = Agree, SA = Strongly Agree, *M* = Mean, *SD* = Standard Deviation

Table 6

Descriptive Statistics for the Collaborator Role-Responsibilities

Item		SD		D		PD		PA		A		SA			
No	Item	*%*	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*M*	*SD*
55	cooperates with me in lesson planning and preparation.	13.4%	26	19.1%	37	12.9%	25	19.1%	37	18.6%	36	17%	33	3.61	1.69
56	reviews my lesson plans with me before my teaching.	16%	31	17%	33	12.4%	24	17.5%	34	19.1%	37	18%	35	3.60	1.74
57	includes me in the process of exam preparation and grading.	17%	33	17%	33	13.4%	26	14.9%	29	18.6%	36	19.1%	37	3.58	1.77
58	cooperates with me when I link my theoretical knowledge with my practice at the school.	11.9%	23	11.3%	22	13.9%	27	17.5%	34	26.3%	51	19.1%	37	3.92	1.64
59	constantly cooperates and interacts with my supervisor.	9.3%	18	9.3%	18	7.7%	15	22.2%	43	31.4%	61	20.1%	39	4.17	1.54
60	gradually gives me more responsibilities to support my autonomy in the classroom.	7.7%	15	8.8%	17	11.3%	22	18.6%	36	23.7%	46	29.9%	58	4.31	1.58

Note. SD = Strongly Disagree, D = Disagree, PD = Partially Disagree, PA = Partially Agree, A = Agree, SA = Strongly Agree, *M* = Mean, *SD* = Standard Deviation

Table 7

Descriptive Statistics for the Observer-Feedback Provider Role-Responsibilities

Item No	Item	SD		D		PD		PA		A		SA			
		%	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*M*	*SD*
26	detects my weaknesses together with my strengths during his/her observations.	5.2%	10	5.7%	11	10.3%	20	18.6%	36	32%	62	28.4%	55	4.52	1.41
27	gives regular feedback on my teaching skills after his/her observations.	7.2%	14	8.2%	16	11.3%	22	21.6%	42	30.4%	59	21.1%	41	4.23	1.48
28	shares his/her ideas with me after my teaching.	4.6%	9	5.2%	10	7.2%	14	17%	33	37.6%	73	28.4%	55	4.63	1.34

Note. SD = Strongly Disagree, D = Disagree, PD = Partially Disagree, PA = Partially Agree, A = Agree, SA = Strongly Agree, *M* = Mean, *SD* = Standard Deviation

Table 8

Descriptive Statistics for the Reflector Role-Responsibilities

Item No	Item	SD		D		PD		PA		A		SA			
		%	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*M*	*SD*
32	provides me with self-reflection opportunities to let me think deeply and critically on my teaching.	8.2%	16	8.2%	16	12.4%	24	20.1%	39	30.4%	59	20.6%	40	4.18	1.51
33	raises my awareness of reflection with his/her own reflections after lessons.	8.8%	17	8.8%	17	10.8%	21	18.6%	36	29.9%	58	23.2%	45	4.22	1.56
34	explains the rationales and theoretical bases behind the methods and strategies s/he uses in teaching.	11.9%	23	14.9%	29	12.9%	25	20.1%	39	26.3%	51	13.9%	27	3.76	1.60
35	reveals the pros and cons of the methods and techniques s/he uses with their alternatives.	14.4%	28	14.4%	28	12.9%	25	19.6%	38	24.7%	48	13.9%	27	3.67	1.65

Note. SD = Strongly Disagree, D = Disagree, PD = Partially Disagree, PA = Partially Agree, A = Agree, SA = Strongly Agree, *M* = Mean, *SD* = Standard Deviation

Table 9

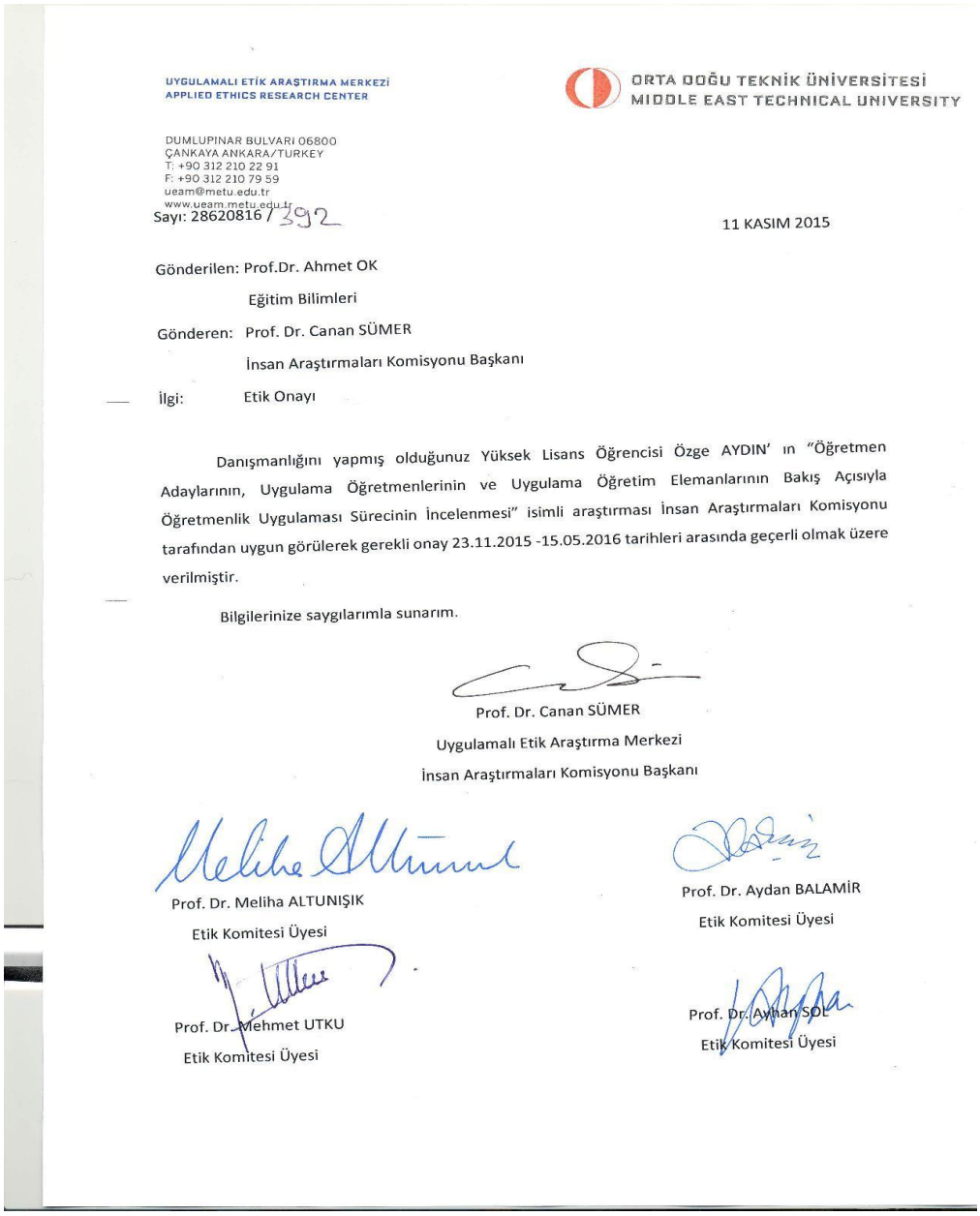
Descriptive Statistics for the Friend-Colleague Role-Responsibilities

Item No	Item	SD		D		PD		PA		A		SA			
		%	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*M*	*SD*
9	has an approachable attitude when I have questions or problems.	4.6%	9	2.6%	5	5.2%	10	17.5%	34	40.7%	79	29.4%	57	4.75	1.26
10	establishes an open communication by actively listening to me during our sessions.	3.1%	6	2.6%	5	5.7%	11	13.4%	26	42.3%	82	33%	64	4.88	1.19
11	uses sense of humor to lighten the atmosphere when needed.	4.1%	8	3.6%	7	6.2%	12	18%	35	36.6%	71	31.4%	61	4.73	1.29
12	accepts me as a colleague rather than a student teacher.	5.2%	10	3.1%	6	2.1%	4	13.9%	27	35.1%	68	40.7%	79	4.93	1.32
13	introduces me to his/her students as a prospective teacher.	4.1%	8	2.1%	4	2.1%	4	6.2%	12	42.8%	83	42.8%	83	5.10	1.18
14	assists me in developing my teacher identity.	4.1%	8	6.7%	13	8.2%	16	23.7%	46	29.4%	57	27.8%	54	4.51	1.37
15	prevents me from feeling lonely at the practice school.	3.6%	7	6.7%	13	5.2%	10	21.1%	41	33.5%	65	29.9%	58	4.63	1.33

Note. SD = Strongly Disagree, D = Disagree, PD = Partially Disagree, PA = Partially Agree, A = Agree, SA = Strongly Agree, *M* = Mean, *SD* = Standard Deviation

APPENDIX J

METU ETHICS COMMITTEE APPROVAL



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11 KASIM 2015

Gönderilen: Prof.Dr. Ahmet OK
Eğitim Bilimleri

Gönderen: Prof. Dr. Canan SÜMER
İnsan Araştırmaları Komisyonu Başkanı

İlgi: Etik Onayı

Danışmanlığını yapmış olduğunuz Yüksek Lisans Öğrencisi Özge AYDIN' ın "Öğretmen Adaylarının, Uygulama Öğretmenlerinin ve Uygulama Öğretim Elemanlarının Bakış Açısıyla Öğretmenlik Uygulaması Sürecinin İncelenmesi" isimli araştırması İnsan Araştırmaları Komisyonu tarafından uygun görülerek gerekli onay 23.11.2015 -15.05.2016 tarihleri arasında geçerli olmak üzere verilmiştir.

Bilgilerinize saygılarımla sunarım.

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APPENDIX K

TURKISH SUMMARY

TÜRKÇE ÖZET

İNGİLİZ DİLİ ÖĞRETİMİ ÖĞRETMENLİK UYGULAMASINDA REHBERLIK SÜRECİNİN ÖĞRETMEN ADAYLARININ, UYGULAMA ÖĞRETMENLERİNİN VE UYGULAMA ÖĞRETİM ELEMANLARININ BAKIŞ AÇISIYLA İNCELENMESİ

Giriş

Öğretmenlik uygulaması, öğretmen adaylarını mesleğe hazırlamak bakımından öğretmen eğitiminde önemli bir yere sahiptir. Bu süreçte, öğretmen adaylarının, uygulama öğretim elemanlarının ve uygulama öğretmenlerinin yoğun bir iş birliği içinde olması beklenir. Bu iş birliğinin kilit noktasını ise kuramdan uygulamaya geçişte öğretmen adaylarına köprü görevi gören uygulama öğretmenleri üstlenir. Ancak uygulama öğretmenliği, pek çok farklı rol ve sorumluluğu da beraberinde getirmekte, hali hazırda var olan öğretmen sorumluluklarına yenilerini eklemektedir. Bununla birlikte öğretmenlerin birçoğu doğrudan uygulama öğretmenliği (rehberlik) için eğitilmemiş, uygulama öğretmeni olmanın gerektirdiği rol ve sorumluluklarının farkına istenen düzeyde varamamıştır. Bu belirsizlik, etkili ve iyi tanımlanmış öğretmenlik uygulaması faaliyetlerine engel teşkil edebilmektedir.

Tüm bunlara ek olarak, uygulama öğretmenliğinin süreçteki kilit önemine rağmen, alanyazında yapılan çalışmalar, sıklıkla öğretmen adayları üzerine yoğunlaşmış ve sürecin diğer aktörleri çoğu kez arka planda bırakılmıştır. Ayrıca yapılan çalışmaların birçoğu, öğretmenlik uygulaması sürecindeki problemleri incelerken

uygulama öğretmenlerinin kendi rol ve sorumluluklarını yerine getirdikleri varsayımında peşinen bulunarak uygulama öğretmenlerine ve onların süreçte yerine getirip getiremedikleri rol ve sorumluluklarına yeterince odaklanmamıştır. Oysaki uygulama öğretmenliği, sanılanın aksine öğretmenliğin basit bir uzantısı olarak görülmemeli, uygulama öğretmeni olmanın gerektirdiği beceri ve yeterlilikler ayrıca ele alınmalıdır. Bu temelde şekillenen çalışmanın, elde edeceği bulgularla uygulama öğretmenlerinin muhtemel hizmet-içi eğitim ihtiyaçlarını belirlemeye ve rehberlik faaliyetlerinin geliştirilmesine katkıda bulunması beklenmektedir.

Bu çalışmanın amacı, öğretmen adaylarının, okullardaki uygulama öğretmenlerinin ve üniversitelerdeki uygulama öğretim elemanlarının görüşlerine göre, uygulama öğretmenlerinin rol ve sorumluluklarını yerine getirme durumunu ve okullarda yürütülen öğretmenlik uygulaması faaliyetleriyle ilgili sorunları incelemektir. Çalışma, uygulama öğretmenleri rehberliğindeki Öğretmenlik Uygulaması sürecinde, uygulama öğretim elemanlarının ve öğretmen adaylarının, uygulama öğretmenleriyle beraber çalışırken karşılaştıkları sorunların neler olduğunu ve bu iki aktörün uygulama öğretmenlerinin rol ve sorumluluklarını hangi oranda gerçekleştirdiği yönündeki bakış açılarını değerlendirmektedir. İngilizce öğretmenliği öğretmenlik uygulamasını kapsayan bu araştırma, uygulama öğretmenlerinin kendi öz değerlendirmelerine de başvurarak Öğretmenlik Uygulaması'nda öne çıkan üç aktör olan öğretmen adayları, uygulama öğretmenleri ve uygulama öğretim elemanlarının bakış açılarıyla, hiçbir aktörü arka planda bırakmadan yansıtılmış bütün bir portre sunmayı hedeflemiştir. Bu amaçla çalışma, aşağıda belirtilen araştırma soruları doğrultusunda aktörlerin bakış açılarını toplamayı hedeflemiştir.

1. Öğretmen adaylarının, uygulama öğretim elemanlarının ve uygulama öğretmenlerinin kendilerinin İngiliz Dili Öğretimi Öğretmenlik Uygulaması'ndaki uygulama öğretmenliği rol ve sorumluluklarının gerçekleştirilmesi konusundaki bakış açıları nelerdir?

2. Öğretmen adaylarının, uygulama öğretim elemanlarının ve uygulama öğretmenlerinin kendilerinin İngiliz Dili Öğretimi Öğretmenlik Uygulaması'ndaki problemlere yönelik bakış açıları nelerdir?

Yöntem

Bu çalışma, nicel ve nitel araştırma yöntemlerini bir arada kullanarak karma deseni benimsemiş, Öğretmenlik Uygulamasının ve uygulama öğretmenliğinin mevcut durumunu betimlemeyi amaçlamıştır. Bu nedenle, çok sayıda öğretmen adayından kısa sürede nicel veri toplayabilmek için geliştirilen ölçek kullanışlı bulunmuş, sayıca daha az olan uygulama öğretim elemanları ve uygulama öğretmenlerinden de derinlemesine nitel veriler toplayabilmek için yarı yapılandırılmış bireysel görüşme formları kullanılmıştır. Geliştirilen bu üç veri toplama aracıyla elde edilen nicel ve nitel veriler gerekli durumlarda birleştirilerek aktörlerin bakış açıları detaylı bir biçimde sunulmaya çalışılmıştır.

Çalışmaya Ankara'da bulunan üç devlet üniversitesinin İngiliz Dili Öğretimi bölümlerinde Öğretmenlik Uygulaması dersine kayıtlı son sınıf öğrencisi 194 öğretmen adayı, bu bölümlerde Bahar 2016 döneminde Öğretmenlik Uygulaması dersini yürüten olan 10 uygulama öğretim elemanı ve onların uygulama okullarında iş birliği yaptıkları 10 uygulama öğretmeni katılmıştır. Veri toplanmadan önce tüm katılımcılar çalışma hakkında bilgilendirilmiş ve katılım gönüllülük esasına dayanarak gerçekleştirilmiştir. Veri toplanacak üniversitelerden ve okullardan resmi yazışmalar yoluyla ilgili izinler alınmış, böylelikle kurumlar çalışma hakkında önceden bilgilendirilmiştir.

Araştırmacı tarafından kapsamlı bir alanyazın taraması sonrasında geliştirilen ve "Uygulama Öğretmeni Rehberlik Faaliyetleri Değerlendirme Ölçeği" olarak isimlendirilen ölçek, açımlayıcı faktör analizi sonucunda 66 maddeden 60 maddeye indirilmiş ve uygulama öğretmenlerinin rehberlik faaliyetlerindeki rol ve sorumluluklarını kapsayan dokuz boyut içerdiği sonucuna ulaşılmıştır. Ölçek, faktör analizinden sonra güvenilirlik analizlerine de tabi tutulmuş, ölçeğin geriye kalan 60

madde üzerinden genel Cronbach Alpha değeri α = .98 olarak bulunmuştur. Buna ek olarak; birinci faktör için α = .95, ikinci faktör için α = .98, üçüncü faktör için α = .84, dördüncü faktör için α = .91, beşinci ve dokuzuncu faktörler için α = .92, altıncı ve yedinci faktörler için α = .90, sekizinci faktör için α = .93 olarak bulunan Cronbach Alpha değerleriyle, ölçeğin faktörler bazında da oldukça yüksek bir iç tutarlılığa sahip olduğu görülmüştür. Ölçek, öğretmen adaylarından nicel veri toplamak için kullanılmıştır. Öğretmen adaylarının uygulama öğretmenlerinin rehberlik faaliyetlerini daha sağlıklı değerlendirebilmeleri için süreci tecrübe etmeleri beklenmiştir. Bu sebeple uygulama okullarında yeterince zaman geçirmelerine olanak tanınmış, Nisan 2016'nın son haftasında döneme erken giren üniversitede başlayan veri toplama süreci Mayıs 2016 sonunda tamamlanmıştır. Araştırmacının şahsen bulunup veriyi toplayamadığı durumlar için bir yönerge hazırlanmış ve ölçek uygulamasında standardizasyon sağlanmaya çalışılmıştır. Öğretmen adaylarından toplanan verinin betimsel istatistik analizlerinde SPSS 21.0 Paket Programı kullanılmıştır.

Araştırmacı alanyazın taramasının ardından, uygulama öğretmenleri ve uygulama öğretim elemanlarından nitel veri toplamak amacıyla yarı yapılandırılmış bireysel görüşme formları geliştirmiştir. Her iki görüşme formu kapsam, açıklık ve anlaşılabirlik bakımından incelenmek üzere farklı uzmanlara gönderilmiş ve görüşleri alınmıştır. Uygulama öğretim elemanlarının görüşmeleri, süreçle ilgileri, bilgileri ve deneyimleri göz önüne alınarak Aralık 2015'in sonlarından Ocak 2016'ya kadar sürmüş; uygulama öğretmenlerinin görüşmeleri ise süreci ilk kez deneyimleyecek uygulama öğretmenleri hesaba katılarak Nisan 2016'nın son haftasında başlatılmış, Haziran ayının ilk haftasında tamamlanmıştır. Görüşmeler esnasında katılımcıların izni ve bilgisi dâhilinde ses kayıtları yapılmış ve görüşmeler içerik analizi yoluyla kodlar ve temalar çıkartılarak çözümlenmiştir. Her iki grup için seçilen dikte edilmiş birer görüşme nitel veri analizinde deneyimli araştırmacılar tarafından da kodlanmış, bu şekilde kodlayıcılar arası uyum kontrol edilmiş ve % 70 düzeyinde uyum olduğu hesaplanmıştır.

Bulgular

Çalışma bulguları, öğretmen adaylarının, Öğretmenlik Uygulaması sürecinde beraber çalıştıkları uygulama öğretmenlerinin eğitici-bilgi verici, rol model, değerlendirici, iş birliği, ve yansıtıcı rollerini gerçekleştirdiğine kısmen katıldığını göstermiştir. Diğer yandan öğretmen adayları koruyucu, yardımcı-destekleyici, gözlemci-geri dönüt sağlayıcı ve arkadaş-meslektaş rollerinin uygulama öğretmenleri tarafından "katılıyorum" düzeyinde gerçekleştirildiğini belirtmişlerdir.

Elde edilen bulgular daha derinlemesine incelendiğinde *eğitici-bilgi verici* rol kapsamında uygulama öğretmenleri, öğretmen adaylarını sınıf ve zaman yönetimi, ses tonu ve beden dili kullanımı, ders planlaması ve hazırlığı, sınav gözetmenliği, ve öğrencilerin bireysel farklılıkları konularında bilgilendirmeleri-eğitmeleri gerektiğine inanmaktadırlar. Uygulama öğretim elemanları ise uygulama öğretmenlerinden bu rol kapsamında öğretmen adaylarını İngilizce eğitim programı, okuldaki idari işler ve görevler, Milli Eğitim'in kanun ve yönetmelikleri ve kendi öğretmen kimliklerini oluşturma konularında bilgilendirmelerini beklemektedirler. Ancak görüşmelere katılan uygulama öğretim elemanları, uygulama öğretmenlerinin yetersiz eğitim geçmişinden, geleneksel öğretme yöntem ve tekniklerinden ve bu sebeple karşılaşılan öğretim felsefesi temelli farklılıklardan yakınmışlardır.

Diğer yandan uygulama öğretmenlerinin kendilerini doğru ve etkili öğretmenlik uygulamaları, idealizm ve öğretmenlik mesleğini sevme konularında *rol model* olarak gördükleri anlaşılmıştır. Ayrıca iyi birer örnek olarak, çeşitli İngilizce öğretim yöntem ve tekniklerini sergileme, etkileşimli ve öğrenci merkezli dersler yapma ve mesleki gelişime açık olma konularında kendilerini sorumlu görmektedirler. Buna karşılık bazı uygulama öğretmenleri yıllar içerisinde törpülenen İngilizce ders işleme idealizminden bahsetmiş, zamanla monotonlaşan, dört dil becerisinin birleşiminden yoksun olarak Türkçe işlenen derslerden şikayet etmişlerdir. Bununla birlikte uygulama öğretim elemanları da uygulama öğretmenlerinin klasik öğretim

felsefelerinden, öğretimde yeniliklere ve mesleki gelişime kapalı oluşlarından yakınmış, bunları bahsi geçen rolün gerçekleştirilmesinde engel olarak görmüşlerdir.

Uygulama öğretmenlerinin *koruyucu* rolü kapsamında dikkat çeken bulgu, uygulama öğretmenlerinin öğretmen adaylarını yedek öğretmen olarak boş dersleri doldurmakta kullanmalarıdır. Öte yandan uygulama öğretim elemanları, bu rolün gerçekleşmesi adına uygulama öğretmenlerinden, öğretmen adaylarının otoritesini ve saygınlığını korumalarını beklemektedirler. Ancak öğretmen adaylarını asistan gibi görme, onları sınıfta yalnız bırakma, pek çok ilave görev verme ve sözlü olarak onur kırıcı davranışlarda bulunma olayları da uygulama öğretim elemanları tarafından dile getirilmiştir.

Görüşmelerde uygulama öğretmenlerinin *değerlendirici* rolüyle ilgili bulgular, uygulama öğretmenlerinin bu konuda gerekli ölçme ve değerlendirme becerilerine sahip olmaları gerektiğini göstermiştir. Bu doğrultuda uygulama öğretim elemanlarının öğretmen adaylarının değerlendirilmesi konusunda uygulama öğretmenlerine daha çok destek vermesi talebinde bulunmuşlardır. Uygulama öğretim elemanları ise uygulama öğretmenlerinin değerlendirme formlarını eksik doldurmalarını, geç teslim etmelerini, formadaki terimlere yeterince hakim olmamalarını ve uygulama öğretmenlerinin notları arasındaki derin farkları bu role bağlı problemler olarak belirtmişlerdir.

Süreçteki *yardımcı-destekleyici* rol, uygulama öğretmenleri tarafından, temelde öğretmen adaylarının mesleğe uyum sağlamasına ve öğretmen otoritesini kurmasına yardımcı olma olarak değerlendirilmiştir. Bunlara ek olarak uygulama öğretmenleri, öğretmen adaylarına kaynaklar sunup rehberlik ederek öğretmenlik uygulamalarında yardımcı olmaktan ve ihtiyaç duyduklarında onların moral ve motivasyonunu artırarak öğretmen adaylarının sınıf yönetimini sağlamasını kolaylaştırmaktan kendilerini sorumlu görmektedirler. Ancak bazı uygulama öğretmenlerinin zaman kısıtlamaları, uygulama okulu kaynaklı sıkıntılar ve yanlış rehberlik vizyonu nedeniyle öğretmen adaylarına yeterince öğretmenlik uygulaması yapma imkanı

sunmadığı görüşmelerde ortaya çıkmıştır. Bazı uygulama öğretim elemanları da benzer değerlendirmeler yaparak kimi uygulama öğretmenlerinin öğretmen adayları için daha az ders anlatma zamanı ayırmak istediklerinden ve öğretmen adayının mesleki özerkliğine ve yaratıcılığına yeterince yer vermediklerinden bahsetmişlerdir.

İş birliği rolü kapsamında ise uygulama öğretmenleri, uygulama öğretim elemanları ve öğretmen adaylarından farklı yönde bulgular elde edilmiştir. Öğretmen adayları bu rol için belirlenen sorumlulukları ölçek üzerinden değerlendirmiş ve önermeler üzerinde yapılan analizde neredeyse katılanlar ile katılmayanlar benzer yüzdeliklerde saptanmıştır. Diğer yandan bazı uygulama öğretmenleri, süreçte hem öğretmen adayları hem de uygulama öğretim elemanlarıyla iş birliği yapmalarının öneminden bahsederken, bazıları da öğretmen adaylarının devamsızlığını sıkı takip etmediklerinden, ya da onlarla birlikte ders planlarının üzerinden geçmediklerinden bahsetmişlerdir. Ayrıca uygulama öğretmenleri, uygulama öğretim elemanlarının öğretmen adaylarını okula getirdikten sonra yeterince ilgi göstermediğinden de bahsetmişlerdir. Buna karşılık olarak uygulama öğretim elemanları görüşmeler esnasında uygulama öğretmenlerinin iş birliği konusundaki isteksizliğinin gerekçelerini; öğretmen adaylarının yabancı bir tehdit unsuru olarak görülmesi, iş yükü ve zaman yetersizliği olarak belirtmişlerdir. Bu tablonun aksine, düzenli etkileşim ve iletişim halinde olan, birlikte seminerler düzenleyen, öğretmen adaylarını birlikte değerlendiren uygulama öğretmeni-uygulama öğretim elemanı örnekleri de yapılan görüşme analizlerinde saptanmıştır.

Görüşme bulgularına göre uygulama öğretmenleri, öncelikle öğretmen adaylarına müdahale etmeden onların öğretmenlik uygulamalarını izlemeyi *gözlemci-geri dönüt sağlayıcı* rolün ilk adımı olarak görmektedir. Bu noktada hem uygulama öğretmenleri hem de uygulama öğretim elemanları yapıcı eleştirinin önemine vurgu yapmış, öğretmen adaylarının kırılgan öğretmen kimliklerini dönüt sağlarken incitmemek gerektiğinin altını çizmiştir. Uygulama öğretim elemanları ayrıca uygulama öğretmenlerinden düzenli, tutarlı ve dengeli dönüt beklentisi içindedir.

Buna karşılık uygulama öğretmenleri dönüt vermek için yeterli zamanın olmayışından şikayet etmekte ve öğretmen adaylarının ders sonrasında da okulda kalmalarını önermektedirler. Bu rol kapsamında öne çıkan bir diğer nokta da uygulama öğretmenlerinin kendilerini öğretmen adaylarının eksiklerini ve yanlışlarını saptamada zaman zaman yetersiz hissetmeleridir. Ayrıca bazı uygulama öğretim elemanlarının belirttiği gibi bazı uygulama öğretmenleri dönüt sağlamayı uygulama öğretim elemanının görevi olarak görmekte ve bu noktada yeterince sorumluluk almamaktadır.

Uygulama öğretmenlerinin bir diğer rolü, *yansıtıcı* olma, görüşmeler esnasında alanyazındaki önemine rağmen en az veri sağlanan rol olmuştur. Görüşülen 10 uygulama öğretmeninden yalnızca biri kendini ve rehberlik faaliyetlerini rolü gereği sorguladığından bahsetmiştir. Benzer şekilde yalnızca iki uygulama öğretim elemanı yansıtıcı becerilerin ve eleştiriye açık olmanın rehberlik faaliyetlerindeki önemini vurgulamıştır.

Arkadaş-meslektaş rolü için ise görüşülen uygulama öğretmenleri, öğretmen adaylarının Öğretmenlik Uygulaması sürecindeki endişe ve korkularından söz etmiş ve bu noktada kendilerinin rahatlatıcı bir rol oynayarak onların uygulama okullarında yalnız ve yabancı hissetmelerini önlemeleri gerektiği ortaya çıkmıştır. Uygulama öğretmenleri, öğretmen adaylarına bir meslektaş olarak saygı göstermeleri gerektiğinden bahsederek onlardan da öğrenecekleri şeyler olabileceğini vurgulamaktadır. Bununla birlikte, uygulama öğretim elemanları, öğretmen adaylarına öğrenci gibi davranan pek çok uygulama öğretmeni bulunduğunu belirtmiştir. Uygulama öğretmenlerinin bu rolü gerçekleştirebilmek için sabır, dürüstlük, güvenilirlik, mizah yeteneği ve iletişim becerilerine sahip olması gerektiği konusunda uygulama öğretmenlerinin ve uygulama öğretim elemanlarının ortak görüşte oldukları belirlenmiştir.

Çalışma kapsamındaki bir diğer araştırma sorusu, yukarıda bahsi geçen aktörlerin rehberlik sürecindeki problemlere yönelik görüşlerini belirlemek olmuştur.

Problemlere dair bulgular problemlerin temel kaynaklarından yola çıkılarak; öğretmen adayına ilişkin, uygulama öğretim elemanına ilişkin, uygulama öğretmenine ilişkin, uygulama okuluna ilişkin ve öğretmenlik uygulaması sürecine ilişkin sorunlar olarak beş başlık altında toplanmıştır.

Öğretmen adayına ilişkin problemler uygulama öğretmenleri ve uygulama öğretim elemanları ile yapılan görüşmelerin analizlerinden ortaya çıkmıştır. Öğretmen adaylarının Öğretmenlik Uygulaması sürecindeki isteksizliği ve motivasyon eksikliği uygulama öğretmenleri ve uygulama öğretim elemanları tarafından belli başlı problemlerden biri olarak görünmüştür. Ayrıca öğretmen adaylarının yetersiz ve gelişime ihtiyaç duyan öğretmenlik becerilerinin sınıf yönetimi ve ders anlatımı esnasında onların önünde bir engel olduğu fikri ortaya çıkmış, bu deneyimsizliğin ideal dersler ve ders planları hazırlamak isteyen öğretmen adayları önünde daha büyük bir sorun haline geldiği görülmüştür. Çünkü, uygulama öğretmenleri, kimi öğretmen adaylarının dersi tasarlarken uygulama aşamalarını dikkate almaktan çok, uygulanması pek de mümkün olmayan "ütopik" ders planları yazmaya yöneldiğini belirtmişlerdir. Bunlara ek olarak öğretmen adaylarının, okullarda uygulama öğretmenleri tarafından verilen ilave görevleri, mesleği daha fazla deneyimlemek için sağlanan olanaklar olarak görmek yerine angarya işler olarak değerlendirdikleri, bu sebeple de verilen koridor nöbeti, kâğıt okuma vb. görevleri yerine getirmekte direnç gösterdikleri belirlenmiştir. Öğretmen adaylarından kaynaklı bir diğer problem ise yaklaşan KPSS ve gelecek kaygılarıdır. Uygulama öğretmenleri ve uygulama öğretim elemanları, öğretmen adaylarının özellikle KPSS'ye hazırlık amacıyla uygulama okullarında fazla vakit geçirmek istemediklerinden ve sınavın yaklaştığı dönemde büyük bir stres yaşadıklarını belirtmişlerdir.

Uygulama öğretim elemanına ilişkin problemler, uygulama öğretmenleriyle gerçekleştirilen görüşmelerden elde edilmiştir. Bu tema altında ortaya çıkan problemlerden ilki, uygulama öğretim elemanlarının beraber çalıştıkları-çalışacakları uygulama okullarına ve uygulama öğretmenlerine yabancı olma durumlarıdır. Böyle

bir sorunun, uygulama öğretmeni-uygulama öğretim elemanı arasında kurulması ve sürdürmesi zor görünen iletişimi ve iş birliğini daha da zorlaştıracağından söz edilmiş, ideal koşullarda tercih edilmesi gerekenin, hali hazırda birbirini tanıyan, birbirlerinin istek ve beklentilerin farkında olan uygulama öğretmeni-uygulama öğretim elemanı ikilisinin süreci yürütmesi olduğuna inanılmaktadır. Uygulama öğretmenleri, yukarıda sözü edilen iletişim ve iş birliğini, uygulama öğretim elemanlarının yoğun çalışma programları ve ders yükleri nedeniyle kurmakta ve sürdürmekte sıkıntı yaşamaktadırlar. Bu bağlamda, bazı uygulama öğretmenleri uygulama öğretim elemanlarıyla sürecin yalnızca başında ve sonunda görüşüldüğünü, geriye kalan zamanlarda uygulama öğretmenliğini destek ve iş birliğinden yoksun biçimde rastgele bir anlayışla sürdürdüklerini belirtmişlerdir. Tüm bunlara ilaveten, uygulama öğretim elemanlarının, öğretmen adaylarını uygulama süreci için gruplandırırken-eşleştirirken onların kişisel özelliklerini dikkate almadıkları ve böyle bir anlayışın süreç boyunca uygulama öğretmenlerine zorluklar yaratabileceğini belirlenmiştir. Çünkü; uygulama öğretmenleri, içe dönük/çekingen-dışa dönük/baskın karakterli öğretmen adaylarının beraber çalıştıklarında Öğretmenlik Uygulaması dersinden eşit oranda yararlanamadıklarını, böyle eşleşmelerde baskın olanların öne çıkarak daha çok sorumluluk aldıklarını ve buna karşılık çekingen karakterli öğretmen adaylarının süreçte daha pasif kaldıklarını düşünmektedirler. Uygulama öğretmenlerinin problem olarak işaret ettiği bir diğer nokta ise uygulama öğretim elemanlarının kimi öğretmen adayları gibi ders planı yazma aşamasına, dersi anlatmaktan daha fazla önem vermeleri ile ilgilidir.

Bir diğer tema olan *uygulama öğretmenine ilişkin problemler* altında öğretmen adaylarından ölçek yoluyla, uygulama öğretim elemanlarından ise görüşmeler esnasında toplanan veriler incelenmiştir. Öğretmen adayları, uygulama öğretmenlerinin kendileriyle ve uygulama öğretim elemanlarıyla iş birliğini ölçen maddeler üzerinde birbirine çok yakın katılım ve uyuşmazlık oranları sergilemiştir. Başka bir deyişle, neredeyse uygulama öğretmenlerinin iş birliği konusunda yeterli olduğunu düşünen öğretmen adayı sayısı kadar bu değerlendirmeye katılmayan

öğretmen adayları da mevcuttur. Diğer yandan, uygulama öğretmeni kaynaklı başlıca sorunlar, öğretmen adaylarını kabul ederek uygulama öğretmeni olmada isteksizlik, öğretmenlik ve uygulama öğretmenliği arasında düştükleri ikilemler ve öğretmen adaylarına rehberlik etmede deneyimsizlik olarak uygulama öğretim elemanları tarafından vurgulanmıştır. Bu noktada bazı uygulama öğretim elemanları, uygulama öğretmenlerinin yaşadıkları kararsızlık ve ikilemlerde kendilerinden yardım talebinde bulunmadıklarını, zihinlerini kurcalayan soruları onlara sormadıklarını ifade etmişlerdir. Ayrıca uygulama öğretmenleri için yetersiz destek ve hizmet-içi eğitim olanaklarının, onların uygulama öğretmeni olarak sergiledikleri rehberlik faaliyetlerinde daha çok sorun yaşamalarının bir diğer sebebi olarak belirtilmiştir. Çünkü pek çok uygulama öğretmeninin belli bir ölçütler takımı gözetilmeksizin öğretmen adaylarına rehberlik ettiğinin ve yeterli rehberlik vizyonuna ve farkındalığına bu anlamda sahip olmadıkları belirlenmiştir. Son olarak mesleki yorgunluk ve tükenme belirtisi gösteren öğretmenlerin, uygulama öğretmeni olarak seçilmesinin yanlışlığı ve bu tarz bir durumda doğacak motivasyon kaybının öğretmen adaylarını da doğrudan etkileyebileceği saptanmıştır.

Uygulama okulları; öğretmen adayları, uygulama öğretmenleri ve uygulama öğretim elemanlarına göre Öğretmenlik Uygulaması sürecindeki problemlerin temelinde yer alan konulardan biridir. Öncelikle hem uygulama öğretmenleri hem de uygulama öğretim elemanları iyi öğretmenlere ve donanıma sahip uygulama okulları bulmanın zor olduğu belirtilmektedir. Aynı doğrultuda uygulama öğretim elemanları, dönem başında bu tarz okullarla iş birliği yapabilme arayışına girmiş, uygulama öğretmenleri de böyle okullarda Öğretmenlik Uygulaması dersini tamamlayan öğrencileri şanslı görmektedirler. İlk gerçek öğretmenlik deneyimlerinin başka okullarda daha sorunlu geçebileceğinden söz etmişlerdir. Bu noktada uygulama okullarının yeterli donanıma (internet bağlantısı vb.) sahip olmayışının ve okullarda öğrenme bilincine sahip iyi bir öğrenci profili bulunmayışının öğretmen adaylarını zorlayabileceğinden bahsedilmiştir. Ayrıca uygulama öğretim elemanları durumu uygulama öğretmenlerinin beklentileri açısından da değerlendirmiş, özel okullarda ve

devlet okullarında çalışan farklı uygulama öğretmeni profillerinin, öğretmen adaylarından farklı beklentiler içine girdiği kanısını oluşturmuştur. Örnek vermek gerekirse, özel okullarda çalışan uygulama öğretmenleri, gelen öğretmen adaylarından ders hazırlığı ve anlatımı açısından daha yüksek beklentiler içine girildiği, bu beklenti düzeyinin devlet okullarında daha alt seviyede tutulduğu görülmüştür. Uygulama öğretmenleri ise okullardaki fiziksel koşulların yetersizliğinden ve öğretmen adaylarıyla bir araya gelecek uygun bir yerin/odanın olmayışından onlarla kurdukları diyalogların kalitesinin ve sıklığının etkilediğini belirtmişlerdir. Bunlara ilaveten uygulama okullarının ilkokul, ortaokul veya lise oluşunun da öğretmen adayları üzerinde önemli bir yansıması olduğu uygulama öğretmenleri tarafından dile getirilmiştir. Özellikle ilkokullarda öğrencilerin İngilizce'deki yetersiz bilgileri ve dikkat toplamada yaşadıkları zorluklar sebebiyle öğretmen adaylarının ders anlatımında oldukça zorlanabildiklerinin üzerinde durulmuştur. Bu nedenle görüşmeye katılan bazı uygulama öğretmenleri ilkokulun Öğretmenlik Uygulaması dersi için bir seçenek olmaktan çıkarılması gerektiği fikrini öne sürülmüştür.

Öğretmenlik uygulaması sürecine ilişkin sorunlar uygulama öğretim elemanları ve uygulama öğretmenleriyle yapılan görüşmelerin içerik analizlerinden ortaya çıkarılmıştır. Her iki grup ilk olarak dört yıllık öğretmen eğitimi kapsamında Öğretmenlik Uygulaması sürecinin geç başlamasından, ayrılan sürenin ve öğretmen adaylarına verilen öğretmenlik uygulaması görevlerinin azlığını belirtmişlerdir. Bu durumun öğretmen adaylarının süreçteki çekingenliğinden ve endişelerinden kaynaklanmış olabileceği vurgulanmıştır. Bunlara ek olarak, üniversitelerin ve uygulama okullarının birbirleriyle örtüşmeyen açılış ve kapanış tarihlerinin Öğretmenlik Uygulaması süreci için ciddi bir problem teşkil ettiği ortaya çıkmıştır. Zaman planlamasındaki muhtemel gecikme ve aksaklıklar sebebiyle ertelenen veya geciken uygulamaların kimi zaman telafisi olmamakta, bu sebeple de her bir öğretmen adayına eşit uygulama imkanı sağlanamamaktadır. Ayrıca süreçteki bu sıkıntılar öğretmen adaylarına farklı yaş gruplarında ve sınıflarda deneyim kazanma

ve farklı uygulama öğretmenleriyle iş birliği yapma fırsatını engellemektedir. Bir başka problem ise öğretmen adaylarına, uygulama okullarını ilgi ve istekleri doğrultusunda seçme imkanı verilememesi olarak ortaya çıkmıştır. Öğretmenlik uygulaması süreci yapısından kaynaklandığı düşünülen bu sorunların aday öğretmenlere ileride çalışmak isteyebilecekleri sınıf veya okul düzeylerinde deneyim kazanma imkanını sınırladığından mesleğe atandıklarında zorluklar ve bocalamalar yaşamalarına neden olabildiği görülmüştür. Bununla beraber yine benzer sebeplerle uygulama öğretim elemanları, uygulama öğretmenlerini öğretmen adaylarının kişilik özelliklerine göre seçememekte, böylesi bir durumun da kimi öğretmen adayı-uygulama öğretmeni eşleşmelerinde kişilik çatışmalarına veya güç çekişmelerine yol açabilmekte olduğu ortaya çıkmıştır. Son olarak, Öğretmenlik Uygulaması sürecinin planlanma aşamasında uygulama öğretim elemanlarının ve uygulama öğretmenlerinin zaman çizelgelerinde uyum sağlanması gereği ön plana çıkarılmıştır.

Tartışma

Çalışmanın bulguları alanyazındaki bulgularla karşılaştırıldığında, eğitici-bilgi verici rol kapsamında uygulama öğretmenlerinin, Milli Eğitim Bakanlığı'nın İngilizce programı konusunda öğretmen adaylarını bilgilendirmesi, problem çözme, yeni öğretim fikir ve yöntemleri konularında eğitmesi Rakıcıoğlu-Söylemez (2012)'in çalışmasında da sorunlu bulunmuştur. Buna ek olarak, uygulama öğretmenleri ve öğretmen adaylarının birbiriyle çelişen öğretim felsefeleri da alanyazındaki diğer çalışmaların bulgularıyla paraleldir (Beck and Kosnik, 2002; Brown, 2001; Hudson & Hudson, 2010; Sudzina & Coolican, 1994). Bahsi geçen bu sorunların kaynağı olarak özellikle alan dışından mezun olmuş uygulama öğretmenlerinin yetersiz eğitim geçmişleri gösterilebilir.

Uygulama öğretmenlerinin rol model oluşuyla ilgili olarak, çalışmanın bulgularına benzer şekilde yeterince motive olmamış uygulama öğretmenleri daha önceki çalışmalarda da rapor edilmiştir (Ok, 2005; Sinclair, Dowson, & Thistleton-Martin, 2006). Mesleki tükenmişlik ya da yıpranma yaşayan öğretmenlerin uygulama

öğretmeni olarak seçilmesi bu problemin arkasındaki neden olabilir (Nayır and Çınkır, 2014). Ayrıca alanyazındaki diğer çalışmalarda öğretmen adaylarından mesleki anlamda pek çok şey öğrendiklerini söyleyen uygulama öğretmenleri de rapor edilmiştir (Duquette, 1996; Hudson & Hudson, 2010; Maggioli, 2014).

Çalışmada uygulama öğretmenlerinin koruyucu rolüyle ilgili olarak rapor edilen problemlerin başında öğretmen adaylarının sınıfta yalnız başına bırakılması (Ekiz, 2006) ve uygulama öğretmenleri tarafından öğretmen adaylarına ekstra işler verilerek onların okuldaki varlığının suistimal edilmesi (Şimşek, 2013; Tok & Yılmaz, 2011) gelmektedir. Bu problemler uygulama öğretmenlerinin, uygulama öğretmenliği konusunda yeterince farkındalık ve vizyon geliştirmemiş olmasından kaynaklanabilir.

Alanyazın, değerlendirici rol için incelendiğinde uygulama öğretmenlerinin bu rolü diğerlerinin önünde tuttukları özellikle Türkiye'de yapılan çalışmalarda bu çalışmanın bulgularına oldukça benzer olarak rapor edilmiştir (Damar & Salı, 2013; Kiraz & Yıldırım, 2007). Buna karşılık Kwan ve Lopez-Real (2005)'in çalışmasında uygulama öğretmenleri değerlendirici rolünü oluşturdukları listenin en altına koyarken dönüt sağlamayı listenin başına almışlardır.

Çalışmanın bulguları, uygulama öğretmenlerinin, yardımcı-destekleyici rol kapsamında öğretmen adayları için yeterince öğretmenlik uygulaması yapma fırsatı ve zamanı tanımadığını göstermiştir. Bunun arkasında uygulama öğretmenlerinin, öğretmen adaylarının anlattığı derslerden sonra öğrencilerin yeterince iyi öğrenemediği varsayımıyla aynı konuyu yeniden anlatma eğilimi (Hastings, 2004) ve öğretmenliği, uygulama öğretmenliğinin önünde tutması (Altan & Sağlamel, 2015) olabilir.

Alanyazındaki ilgili çalışmalar, uygulama öğretmenlerinin işbirliği rolünde de birtakım sıkıntılar görmüş, aktörler arasındaki yetersiz işbirliği olduğunu saptamışlardır (Coşkun, 2013; Ok, 2005; Ünver, 2003). Bulgular, bu çalışmanın bulgularına paraleldir ve bahsi geçen problem, uygulama öğretmenlerinin kendine

yeterince güvenmeyişi ve bu yüzden gözlemleniyor olmanın getirdiği kaygıdan kaynaklanabilir (Bullough, 2005; Coşkun, 2013; Maynard, 2000).

Bu çalışmada, gözlemci-dönüt sağlayıcı rol kapsamında uygulama öğretmenlerinin yeterince dönüt sağlayamadığından şikayet eden katılımcılar tespit edilmiştir. Bu bulgu da alanyazında daha önce saptanan sorunlarla örtüşmektedir (Altan & Sağlamel, 2015; Yavuz, 2011). Uygulama öğretmenlerinin dönüt sağlamayı uygulama öğretim elemanlarının görevi olarak görmesi, zaman yetersizliği ve iş yükü bu sorunun arkasındaki nedenlerden olabilir.

Uygulama öğretmenlerinin yansıtıcı rolü, alanyazındaki büyük önemine rağmen bu çalışmada aktörler tarafından en az değinilen rol olmuştur. Bu da özellikle uygulama öğretmenlerinin yansıtma ve yansıtmanın önemi konusunda mesleki eğitime ve farkındalığa ihtiyaç duyuyor olmalarından kaynaklanabilir.

Arkadaş-meslektaş rolüyle ilgili çalışmanın saptadığı sorunlar da yine alanyazında uygulama öğretmeni kaynaklı sorunlarla eşleşmektedir. Bunların başında öğretmen adaylarının öğrencilere bir "öğretmen" olarak değil de "abla/ağabey" olarak tanıtılması, varlıklarının okullarda yeterince önemsenmemesi ve onlara yeterince güvenilmemesidir (Nayır & Çınkır, 2014; Şimşek, 2013; Tok & Yılmaz, 2011). Öğretmen adaylarının profesyonel çevreye kabul edilmeyişi uygulama öğretmenlerinin güç çekişmesi (Awaya et. al., 2003; Kullman, 1998) veya uygulama öğretmenliği için gerekli vizyona sahip olmamalarından kaynaklanabilir.

Sonuç ve Öneriler

Bu çalışmanın bulgularının, saptanan problemler ve sunulan önerilerle, öğretmenlik uygulaması sürecinin planlama-uygulama aşamalarına ve öğretmen yetiştiren kurumların uygulama öğretmenlerinin rehberlik faaliyetlerini iyileştirmesine katkıda bulunacağı düşünülmektedir.

Öncelikle uygulama okullarının ve uygulama öğretmenlerinin bu sürece daha aktif ve gönüllü katılımları ve katkı vermeleri adına daha farklı motivasyon kaynakları

bulunmalıdır. Uygulama okulları için Milli Eğitim Bakanlığı tarafından düzenlenmek üzere, her yıl en az bir üniversiteden gelen belirli sayıda öğretmen adayının Öğretmenlik Uygulaması sürecine ev sahipliği yapma şartı ya da bir yıl içerisinde süreç için uygun koşulları ve olanakları sağlayarak en çok üniversiteyi/öğretmen adayını konuk eden uygulama okullarının ödüllendirilmesi fikri bu anlamda faydalı olabilir. Ayrıca uygulama öğretmenlerinin süreçle ilgili zaman çizelgelerini esnetmek ve öğretmen adaylarına daha çok zaman ayırabilmelerine olanak sağlamak adına ders yüklerinde azaltmaya gidilebilir.

Uygulama öğretmenleri de uygulama öğretim elemanları da aralarındaki iş birliği ve iletişim eksikliklerinden yakınmış, bu durum birbirlerinin öğretmen adayları üzerine beklenti ve amaçlarından haberdar olmamalarına yol açmıştır. Bu sebeple bu ikili arasında sürekli iş birliği ve iletişim kurabilmek büyük önem taşımaktadır. Zaman yetersizliği ve iş yoğunluğu göz önüne alınırsa sık sık yüz yüze görüşmelerin yapılamayacağı açıktır, ancak çevrimiçi platformlar veya web siteleri üzerinden bu aktörlerin birbirlerini desteklemesine ve gerektiğinde iletişim kurabilmelerine olanak tanınmalıdır. Böylelikle "uygulama öğretmenliği" ve "uygulama öğretim elemanlığı" grupları da kurularak zengin bir paylaşım ağı oluşturulabilir.

Süreç içerisinde uygulama öğretmeni temelli sıkıntıları giderebilmek için uygulama öğretmeni seçimine yönelik kriterler oluşturulmasına ihtiyaç duyulmaktadır. Böylelikle hem seçim yapılırken birtakım ön şartlar sağlanarak uygulama öğretmenlerinde belirli standartlar yakalanabilir, hem uygulama öğretmenleriyle onları bilinçli olarak seçen uygulama öğretim elemanları arasında sürecin başında beklentiler, hedefler ve öğretim felsefeleri konusunda fikir birliğine varılabilir.

Bunlara ek olarak uygulama öğretmenlerinin, mesleki gelişimin sürekli olması gerektiği anlayışını kazanmaları ve sunulan yeni öğrenme/hizmet-içi eğitim imkanlarıyla eğitimde yeniliklere, değişime, eleştiriye ve sorgulamaya açık öğretmenler olarak mesleği sürdürmeleri sağlanmalıdır. Benzer şekilde, öğretmenler, bir uygulama öğretmeni olarak da eğitilerek Öğretmenlik Uygulaması sürecindeki

rehberlik faaliyetleri ve kendilerinden beklenen rol ve sorumluluklar kapsamında önce farkındalık kazanmalarına, daha sonra da öğretmen yetiştirebilen bir eğitimci olarak öğretmen adaylarına nasıl faydalı olabileceklerine yönelik desteklenmelidirler. Bahsi geçen hizmet-içi eğitim programları, kuramdan çok pratiğe yönelik olmalıdır.

Bu nedenle uygulama öğretmenlerinin aktif katılımlarını ve süreçte yaşadıkları gerçek problemleri nasıl çözeceklerine yönelik tartışmalar, fikir alışverişleri, örnek olaylar, ses ve video kayıtları hizmet içi eğitim kapsamına dahil edilebilir. Böylelikle uygulama öğretmenliği için bir vizyon geliştirerek uygulama öğretmenliği, öğretmenliğin gerisinde bırakılmamalı, uygulama öğretmenlerinin kendi öğrencilerini gelen öğretmen adaylarından daha çok önemseyerek öğretmenlik ve uygulama öğretmenliği arasında dengesizlikler yaratması engellenmelidir. Ayrıca bahsi geçen hizmet-içi eğitimlerde uygulama öğretmenliği süresince uygulama öğretmenlerinin de gelen öğretmen adaylarından çok fazla yeni bilgi ve yöntem öğrendikleri vurgulanmalıdır.

1998 yılında hazırlanan Fakülte-Okul İş birliği kitapçığına benzer ve ek olarak, ilgili materyalleriyle birlikte daha kapsamlı ve detaylı bir öğretmenlik uygulaması kitapçığı, tüm tarafların yararlanabileceği ortak bir kaynak olarak hazırlanabilir.

Ayrıca daha erken başlatılan ve öğretmen adayları için daha fazla uygulama olanağı sağlayan bir Öğretmenlik Uygulaması süreci planlanmalıdır. Bu noktada Milli Eğitim Bakanlığı ve Yükseköğretim Kurulu'nun ortaklaşa bir çalışma yaparak okullar ve üniversiteler arasında programların başlama ve bitiş tarihleri hususunda bir uyum gözetmeleri ihtiyacı doğmuştur. Bu kurumlar, Öğretmenlik Uygulaması süreci için öğretmen adaylarının daha çok söz sahibi olduğu ve uygulama okulları konusunda tercih yapabilecekleri bir sistem geliştirmeli, öğretmen adaylarının hem farklı düzeydeki uygulama okullarında, hem farklı yaş gruplarında, hem de farklı sınıf ve uygulama öğretmenleriyle bu deneyimi yaşamalarına olanak sağlayan bir yapı oluşturulmalıdır.

APPENDIX L

TEZ FOTOKOPİSİ İZİN FORMU

ENSTİTÜ

Fen Bilimleri Enstitüsü	[ ]
Sosyal Bilimler Enstitüsü	[X]
Uygulamalı Matematik Enstitüsü	[ ]
Enformatik Enstitüsü	[ ]
Deniz Bilimleri Enstitüsü	[ ]

YAZARIN

Soyadı : Aydın
Adı : Özge
Bölümü : Eğitim Programları ve Öğretim

TEZİN ADI (İngilizce) : An Exploration on Mentoring Process in ELT Practicum: Perspectives of Student Teachers, Cooperating Teachers, and Supervisors

TEZİN TÜRÜ : Yüksek Lisans [X] Doktora [ ]

1. Tezimin tamamından kaynak gösterilmek şartıyla fotokopi alınabilir. [ ]
2. Tezimin içindekiler sayfası, özet, indeks sayfalarından ve/veya bir bölümünden kaynak gösterilmek şartıyla fotokopi alınabilir. [ ]
3. Tezimden bir bir (1) yıl süreyle fotokopi alınamaz. [X]

TEZİN KÜTÜPHANEYE TESLİM TARİHİ: