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**REFLECTIONS OF PRE-SERVICE EFL TEACHERS
THROUGHOUT THEIR TEACHING PRACTICUM:
WHAT HAS BEEN GOOD? WHAT HAS GONE
WRONG? WHAT HAS CHANGED?**

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(Yüksek Lisans Tezi)
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REFLECTIONS OF PRE-SERVICE EFL TEACHERS THROUGHOUT THEIR
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YÜKSEK LİSANS TEZ ÖZÜ

HİZMET ÖNCESİ İNGİLİZCE ÖĞRETMENLERİNİN ÖĞRETMENLİK UYGULAMASI SÜRECİNDEKİ YANSITMALARI: NE İYİYDİ? NE KÖTÜYDÜ? NE DEĞİŞTİ?

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Hizmet öncesi öğretmen eğitimi üzerine yapılan çalışmalar öğretmen yetiştirme programlarında öğretmenlik uygulaması ve öğrenci-öğretmenlik deneyiminin önemini vurgulamaktadır. Öğretmen yetiştirmede uzman pek çok araştırmacı ve eğitmen hizmet öncesi eğitimin öğretmen adaylarını öğretmenlik yaşamlarına daha iyi hazırlayabilmek ve eğitebilmek için öğretmenlik uygulaması boyutunu içermesi gerektiği konusunda ortak görüştedirler. Bu nedenle öğretmen eğitimi programları “Uygulama” dersine ve sürecine önem vermekte ve bu konuda bilimsel araştırmalar yapmaktadır. “Uygulama” dersinin farklı boyutları ile ilgili olarak sürdürülen çalışmaların öğretmen yetiştirme programlarının geliştirilmesine olumlu katkıda bulunacağı kuşkusuzdur. Bu çerçevede öğrenci-öğretmenlerin öğretmenlik uygulaması sürecinde yaşadıkları problemler ve olumlu noktalar hakkında ne düşündüklerinin incelenmesi bu derslerin uygulanmasına öğrenci-öğretmen açısından farklı bir boyut kazandıracaktır.

Bu çalışma öğrenci-öğretmenlerin öğretmenlik uygulaması sürecinde yaşadıkları olumlu ve olumsuz noktaların kendi ifadeleriyle belirlenmesini amaçlamaktadır. Ayrıca yansıtma yöntemiyle öğrenci-öğretmenlerden toplanan bu verilerin uygulama sürecinde herhangi bir değişiklik gösterip göstermediği de bu araştırmanın bir başka amacıdır.

Bu çalışmanın denekleri 99 İngilizce öğrenci-öğretmeni olarak saptanmıştır. Denekler Anadolu Üniversitesi İngilizce Öğretmenliği Programında öğretmenlik uygulamasına katılan son sınıf öğrencilerinden oluşmaktadır. Veri toplama amacıyla öğrenci-öğretmenlerden Hole & McEntee (1999) tarafından önerilen “Yönlendirilmiş Yansıtma Protokolü” temel alınarak her bir öğretmenlik deneyimlerini yansıtan yansıtma yazmaları istenmiştir.

Öğrenci-öğretmenlerden edinilen bu veriler yansıtma raporlarının iletişim birimlerine bölünmesi yoluyla analiz edilmiştir. Her bir iletişim birimi problem yada olumlu noktalara göre isimlendirilmiş ve etiketlenilmiştir. İletişim birimlerini sınıflandırmak için “Constant Comparison Method” kullanılmıştır. Bu yöntemle oluşturulan kategoriler aynı zamanda iletişim birimlerinin belirlenme zamanlarına göre zaman aralıklarına bölünmüştür.

Verilerin analizi öğrenci-öğretmenlerin problemlerinin kaynağı olarak 5 temel kategori ortaya koymuştur: öğrenci-öğretmen kaynaklı problemler, öğrenci kaynaklı problemler, rehber öğretmen kaynaklı problemler, eğitim ortamı/sistem kaynaklı problemler ve rehber öğretim elemanı kaynaklı problemler. Öğrenci-öğretmenlerin deneyimlerindeki olumlu noktalara ilişkin iletişim birimleri ise öğrenci-öğretmen kaynaklı olumlu noktalar, öğrenci kaynaklı olumlu noktalar ve rehber öğretmen kaynaklı noktalar olmak üzere üç temel kategoriye ayrılmıştır. Yapılan karşılaştırmalar ve analiz hizmet öncesi öğretmenlerin problemlerinin genel anlamda öğretmenlik uygulaması sürecinin sonunda azaldığını, buna karşılık olumlu buldukları noktaların da artış gösterdiğini ortaya koymuştur. Bununla birlikte, problem veya olumlu olarak belirtilen bazı kategori ve alt kategorilerin genel eğilimin aksine süreç içinde bir artış veya azalma göstermediği gibi bazılarının da genel eğilimin aksi yönde değişim

gösterdiği saptanmıştır. Çalışma sonuçlarının hizmet öncesi öğretmen eğitimine nasıl yansıyabileceği, bu programlarda nasıl iyileştirmelere yer verilebileceği yada değişikliklere gidilirken nelerin göz önünde bulundurulması gerektiği konuları son bölümde irdelenmiş ve bulgular doğrultusunda önerilerde bulunulmuştur.

ABSTRACT

The emphasis and the importance of teaching practicum and student teaching in teacher education programs are unquestionable. Teacher education programs are keen on the idea that student teachers be given the best opportunities to practice teach in order to prepare for future teaching. Even though there has been numerous research done on different aspect of teaching practicum, what student teachers face and feel throughout their practicum experience has not been thoroughly examined by researchers in the teacher education.

What student teachers express as their problems or as their positive attributes in their student teaching experiences are important in the analysis of the process of teaching practicum.

This study was designed to determine the self-reported problems and positive aspects of student teachers' teaching throughout their practicum. The study also aims to find out, through the self reported data, if there has been any change in these problems or positive attributes in quantity or in category.

The participants of this study were 99 Turkish student EFL teachers. They were senior students all completing their teaching practicum component at Anadolu University English Language Teacher Training Program.

For the data collection purposes, student teachers were told to write their reflections on each of their teaching experience using the "Guided Reflection Protocol" (Hole & McEntee :1999) as their guideline.

Data was analyzed by dividing the reflections in the student teachers' reports into communication units. Each communication unit was labeled as expressing a problem or a positive aspect in student teachers' teaching experiences. Constant

Comparison Method was used to categorize the communication units. Categories were also grouped into three different time periods taking reporting time of the communication unit into consideration as stated by student teachers.

The analysis of the data revealed five main categories as the sources of problems student teachers experience: student teacher-based problems, student-based problems, cooperating teacher-based problems, educational context/system-based problems, and supervisor-based problems. Communication units related to positive aspects of student teachers' teaching, on the other hand, were drawn into three main categories: student teacher-based positive aspects, student based positive aspects, and cooperating teacher-based positive aspects. The analysis of the data suggested that the problems of pre-service teachers decrease in frequency whereas positive aspects increase towards the end of the practicum. Nevertheless, there are problem and positive aspect categories and sub-categories in student teachers' teaching that show no change, or show a reverse change to the general trend. The final chapter of the thesis posits and discusses a number of pedagogical implications and possible improvements for the teaching practicum courses in particular and curriculum in general for pre-service teacher education programs.

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TABLE OF CONTENTS

	<u>Page</u>
YÜKSEK LİSANS TEZ ÖZÜ	ii
ABSTRACT	v
JÜRİ VE ENSTİTÜ ONAYI	vii
ACKNOWLEDGEMENTS	viii
TABLE OF CONTENTS	ix
ÖZGEÇMİŞ	xiii
LIST OF TABLES	xiv
LIST OF FIGURES	xvi
 CHAPTER 1. INTRODUCTION	 1
1.1. Introduction	1
1.2. Teacher Education	2
1.3. Practice Teaching Opportunities for Student Teachers	5
1.4. Factors Affecting Student Teaching	7
1.5. Significance of the Study	10
1.6. Statement of Research Questions	11
1.7. Limitations of the Study	13
1.8. Terminology	14
 CHAPTER 2. REVIEW OF LITERATURE	 15
2.1. Teaching Practicum as a Part of Learning Teaching	15
2.1.1. Teaching Practicum in AUELT	16
2.2. Reflective Practices in Teaching Practicum	16
2.3. Problems of Preservice Teachers during Their Practicum Experience	19
2.3.1. An Overview of the Problems in Preservice Teaching Experience	 19
2.3.2. Studies on the Problems of Pre-Service Teachers	19
2.4. Change in Problems throughout the Practicum	29
2.5. Reflection as a Means of Data Collection	33

2.6. Summary	37
CHAPTER 3. METHODOLOGY	39
3.1. Participants	39
3.1.1. Background of the Participants	39
3.1.2. The Teacher Training Component	40
3.2. Instruments	42
3.3. Data Collection	42
3.4. Procedure	44
3.5. Data Analysis Procedure	46
CHAPTER 4. RESULTS	49
4.1. Overview of the Study	49
4.2. Categorization of Student Teachers' Problems	50
4.2.1. Student Teacher-Based Problems	52
4.2.1.1. The Pre-Active Stage	53
4.2.1.2. The Active Stage	61
4.2.1.3. Individual Problems of Student Teachers	77
4.2.2. Student-Based Problems	79
4.2.3. Cooperating Teacher-Based Problems	88
4.2.4. Educational Context/System-Based Problems	92
4.2.5. Supervisor-Based Problems	97
4.3. What Has Been Good in the Practicum?	98
4.3.1. Student Teacher-Based Positive Aspects	100
4.3.1.1. Positive Aspects in the Pre-Active Stage	100
4.3.1.2. Positive Aspects in the Active Stage	103
4.3.2. Student-Based Positive Aspects	111
4.3.3. Cooperating Teacher-Based Positive Aspects	113
4.4. Change in the Problems of Student Teachers throughout the Practicum	115
4.4.1. Change in the Student Teacher-Based Problems	117
4.4.1.1. Change in the Student Teacher-Based Problems	

in the Pre-Active Stage	118
4.4.1.2. Change in the Student Teacher-Based Problems	
in the Active Stage	121
4.4.1.3. Change in the Individual Problems of Student	
Teachers	127
4.4.2. Change in the Student-Based Problems	129
4.4.3. Change in the Cooperating Teacher-Based Problems	134
4.4.4. Change in the Educational Context/System-Based Problems	136
4.4.5. Change in the Supervisor-Based Problems	139
4.5. Change in the Positive Aspects of Student Teachers' Teaching	
throughout the Practicum	140
4.5.1. Change in the Student Teacher-Based Positive Aspects	141
4.5.1.1. Change in the Student Teacher-Based Positive	
Aspects in the Pre-Active Stage	142
4.5.1.2. Change in the Student Teacher-Based Positive	
Aspects in the Active Stage	144
4.5.2. Change in the Student-Based Positive Aspects	150
4.5.3. Change in the Cooperating Teacher-Based Positive Aspects	152
4.5.4. Change in the 'Everything Good' Category	153
CHAPTER 5. DISCUSSION AND CONCLUSION	154
5.1. Summary of the Study	154
5.2. Problems of Student Teachers in General	155
5.3. Positive Aspects of Student Teachers' Teaching in General	162
5.4. Change in the Problems of Student Teachers throughout the	
Practicum	165
5.4.1. Problems at the Beginning of the Practicum	165
5.4.2. Problems That Do Not Change throughout the Practicum	167
5.4.3. Problems at the End of the Practicum	171
5.4.4. Problems Lessened at the End of the Practicum	173
5.5. Implications for Pre-Service Teacher Education	175
5.6. Implications for Further Research	182

REFERENCES	184
APPENDICES	193
Appendix A:	
Guided Reflection Protocol by Hole & McEntee (1999)	194
Appendix B:	
Samples of Student Teachers' Reflection Reports	195
Appendix C:	
Communication Units for Problems of Student Teachers	209
Appendix D:	
Categories and Communication Units for the Positive Aspects	213
Appendix E	
Overall Categories and Communication Units for Problems and Positive	
Aspects of Student Teachers	215
Appendix F	
Frequency of Communication Units According to Three Time Periods	
for the Problems and Positive Aspects of Student Teachers	228
Appendix G	
Cooperating Teacher Observation Form	242
Appendix H	
Critical Incidents Protocol by Hole & McEntee (1999)	244

LIST OF TABLES

<u>Table</u>	<u>Page</u>
1. The 24 Most Frequently Perceived Problems of Beginning Teachers from Veenman (1984: 154-55)	19
2. Changes in Teaching Behavior of Student Teachers (from Gebhard 1990:122).....	30
3. Categorization of the Communication Units.....	50
4. Distribution of the Problems According to Main Categories	51
5. Distribution of Student Teacher-Based Problems According to Categories	52
6. Distribution of Student Teacher-Based Problems in the Pre-Active Stage According to Sub-Categories	53
7. Distribution of Student Teacher-Based Problems in the Active Stage According to Sub-Categories	62
8. Distribution of the Individual Problems of Student Teachers According to Sub-Categories	78
9. Distribution of Student-Based Problems According to Sub-Categories	79
10. Distribution of Cooperating Teacher-Based Problems According to Sub-Categories	89
11. Distribution of Educational Context/System-Based Problems According to Sub-Categories	92
12. Distribution of Positive Aspects According to Main Categories	99
13. Distribution of Student Teacher-Based Positive Aspects According to	

Categories 100

14. Distribution of Student Teacher-Based Positive Aspects in the
Pre-Active Stage According to Sub-Categories 101

15. Distribution of Student Teacher-Based Positive Aspects in the
Active Stage According to Sub-Categories 103

16. Distribution of Student-Based Positive Aspects According to Categories .. 111

17. Distribution of Cooperating Teacher-Based Positive Aspects
According to Categories 114

LIST OF FIGURES

<u>Figure</u>	<u>Page</u>
1. Distribution of the Problems According to Three Time Periods	116
2. Distribution of Student Teacher-Based Problems According to Three Time Periods	118
3. Distribution of Student Teacher-Based Problems in the Pre-Active Stage According to Three Time Periods	119
4a. Distribution of Student Teacher-Based Problems in the Active Stage According to Three Time Periods	122
4b. Distribution of Student Teacher-Based Problems in the Pre-Active Stage According to Three Time Periods (Cont'd)	122
5. Distribution of the Individual Problems of Student Teachers According to Three Time Periods	128
6. Distribution of Student-Based Problems According to Three Time Periods	130
7. Distribution of Cooperating Teacher-Based Problems According to Three Time Periods	134
8. Distribution of Educational Context/System-Based Problems According to Three Time Periods	137
9. Distribution of Supervisor-Based Problems According to Three Time Periods	140
10. Distribution of the Positive Aspects According to Three Time Periods	141

**11. Distribution of Student Teacher-Based Positive Aspects According to
Three Time Periods142**

**12. Distribution of Student Teacher-Based Positive Aspects in the
Pre-Active Stage According to Three Time Periods143**

**13a. Distribution of Student Teacher-Based Positive Aspects in the
Active Stage According to Three Time Periods145**

**13b. Distribution of Student Teacher-Based Positive Aspects in the
Active Stage According to Three Time Periods (Cont'd)145**

**14. Distribution of Student-Based Positive Aspects in the According to Three
Time Periods150**

**15. Distribution of Cooperating Teacher-Based Positive Aspects According to
Three Time Periods152**

**16. Distribution of 'Everything Good' Category According to Three Time
Periods153**

CHAPTER 1

INTRODUCTION

1.1 Introduction

I felt that my lessons were becoming very mechanical because I seemed to have found a way.... We were shown a way here of going through a lesson of presenting and practicing language which I found was quite successful and it was very easy to stick to that method, but I did feel that it was a bit mechanical in the end.... I don't know whether it'd stop me from looking at other things and from, I don't know, developing other ideas, examining other ideas, I mean I am frightened of the sheer bulk of the timetables and, you know the exhaustion that it would drain me and I wouldn't have time or energy to consider other possibilities. I'd like to, but I don't know.

(Almarza, 1996, p. 70)

The students finished quicker than I thought they would, so I kind of filled in a little at the end. That's why I went back and had them do some sentences at the end. Because I originally planned that when they had done the game on the board and then copied it on paper, that would be the end of it. So it all went in sequence and I just had to add some extra at the end. I think sometimes you can prepare a lesson plan but you don't know often how fast or slow it will go in the classroom. Perhaps with time or maybe when you are into a course or a term you will be able to predict more accurately either how much or how fast they will catch on. So what I'm saying is if you are not sure where their academic level is, you can come into a lesson and you can determine that it's gonna take x number of minutes, but if the students are very confident at that level, instead of something that would probably take 15 or 20 minutes it will take 10. So you can plan a lesson plan for x number of minutes, but if their academic background is such that they are already comfortable and confident in it, you may not know that necessarily and so you have to come in and all of a sudden your 20 minutes time slot slips down into 10, so then you have to compensate a lot.

(Richards, 1998, pp. 114-15)

"Rosita, Please sit down!" I heard myself screaming for the first time since my student teaching began.

"Rosita is bothering me!" David said.

"She doesn't listen!" Joshua complained.

"Mrs. Alston, may I sharpen my pencil?" This was Rosita's repeated question of the day, made after walking all over the classroom and sharpening her pencil three times previously. In this third-grade classroom in which I am student teaching, the students sharpen their pencils at various times during the day; it is understandable. Almost everyone in the class understands that students cannot just get up and walk to the pencil sharpener, especially during a lesson, because it is disruptive to everyone else. Almost everyone understands, that is, except for Rosita....

(Rand & Shelton-Colangelo, 1999, p. 119)

These three extracts from three different student-teachers reflect some of the views of student teachers completing their first full-time teaching experiences in real classroom environments related to their teaching experiences. The first extract is from a British student teacher learning to teach Spanish as a foreign language, who complains about the straight-forwardness of her lessons. The second extract is from a student teacher teaching English to Hong Kong students. The student teacher reports experiencing difficulty with completing her classroom activities in the time she has planned. The third extract is from a student teacher teaching in an urban school in New Jersey, who is face to face with the disruptive behavior of a student in her class. All these are not far from student teachers completing their teaching practicum. However, we really know little about the process of student teaching and the obstacles student teachers experience in the ^{not to} real world. What skills must teachers of future have in order to survive in the requirements of the real teaching? How can teacher educators provide the necessary help to the student teachers to prepare them for their future teaching? The teachers of future must be given the opportunities to meet the requirements of the 21st century. Preservice teacher education, therefore, is regarded as the key aspect of a teacher education program (Beck & Kosnik, 2002; Zeichner, 1990).

1.2. Teacher Education

Teacher education programs in TESOL consist of two components: theoretical and practical knowledge. The former is based on linguistics and language learning and teaching theories, and the latter language teaching methodology and practice teaching opportunities (Richards, 1987).

Richards (1987) identifies four different types of learning experience to provide the teacher candidates for completing their education for learning how to teach (p. 222):

1. Practice teaching – participating in a variety of practice teaching experiences which are closely supervised by a skilled teacher
2. Observation – observing experienced teachers in a focused way and then exploring with the teacher, in a follow-up session, why things happened as they did and attempting to determine the kinds of conscious or unconscious decision making which guided the teacher
3. Self –and peer observation – reflecting on self- and peer performance in actual teaching situations, through audio or video recordings, in order to gain a deeper awareness of the processes and principles being employed
4. Seminars and discussion activities – reflecting on the degree to which one's own experience as a student teacher relates to theory and to the findings of relevant research.

Teaching is viewed as an art, as a craft, as a technology, or as a science (Richards & Crookes 1988, Freeman & Richards 1993). In either sense, the roles of the student teacher and teacher educator are assumed differently (Richards & Crookes, 1988). Based on this characterization, three different views in teaching and teacher education can be identified: noncompatibility, eclecticism, and development (Freeman & Richards 1993). Moreover, Freeman & Richards (1993) argue that teacher education programs lack a 'developmental view', which conceptualize teaching that gives teacher trainees the chance to see the classroom experience in depth and that makes them individuals who are encouraged to consider the underlying reasons of different kinds of experiences in their teaching. In this view, Freeman & Richards (1993: 212-13) state:

We argue that the noncompatibility and eclecticism positions probably encompass the majority of teacher education programs. In view of the cognitive analysis of teaching and the myths which it exposes, presented here, it seems that a rigorous examination of the conceptual bases of teacher education is necessary and productive. Programs organized around a developmental view, which are a minority, depend on the third myth that there may be a sequential relationship among the conceptions of teaching. Of the three, this view is perhaps the most intriguing because it places the issue of conceptions of teaching within the framework of a professional life-span. However, there is clearly a role for substantial research to examine how teachers' conceptions of their work unfold throughout their careers.

Most problems related to teaching and teacher education comes from the general misunderstanding of teaching and teacher education (Bernhardt & Hammadou, 1987). In this context, Holmes Group (1986; cited in Bernhardt & Hammadou, 1987, p.289) states certain major ideas as obstacles to a correct understanding of teaching and teacher education in the United States:

- only the best and the brightest should be permitted to teach
- any modestly educated person with average abilities can do it
- institutions unfit for teacher professionals
- problems in undergraduate liberal education
- professional education tends to be restricted to a few university courses and a brief period of supervised practice in the schools
- lack of demonstration sites

Moreover, teaching on its own terms should be examined and understood by language teachers themselves (Freeman & Richards, 1993). However, as Richards & Nunan (1990) argue, there is little evidence to examine the teacher education programs to see whether they work or don't work. They explain the need for reevaluating the existing teacher education programs:

As we move from a period of "teacher training", characterized by approaches that view teacher preparation as familiarizing student teachers with techniques and skills to apply in the classroom, to "teacher education", characterized by approaches that involve teachers in developing theories of teaching, understanding the nature of teacher decision making, and strategies for critical self-awareness and self evaluation, teacher educators need to reassess their current positions and practices and examine afresh the assumptions underlying their own programs and practices (p. xi).

Furthermore, many teacher education programs lack philosophies that take learning from a behaviorist view to a more constructivist view (Freeman & Johnson 1998). This means that educating preservice language teachers is not about giving them only the necessary knowledge about language, language learning and language teaching; but also teaching them several language teaching methodologies, and providing them with a teaching practice opportunity where they try and struggle to put what they have learnt theoretically into practice (Freeman & Johnson 1998).

1.3. Practice Teaching Opportunities for Student Teachers

The practicum component of teacher education programs are composed of mainly five aspects: a) student teachers as the active participants of the practicum, b) university supervisors as the experts to help student teachers before and after they practice teaching, c) cooperating teachers as the experts helping student teachers in their practicum schools, d) students as the receivers of knowledge that student teachers present during their practice teaching, and e) educational context and system that student teachers are required to complete their student teaching requirements in.

“Practice does not necessarily make perfect: What is needed is good practice (Richards & Crookes 1988: 13). However, it is not so easy to understand and realize a good practicum component in teacher education programs. First of all, a deeper understanding of the mission, of the requirements, and of the roles of the components of the practice teaching is needed. To begin with, Chapman (1999: 14) states the mission of the practicum as:

It encourages the learners to think critically and to constantly redefine the content and process of the learning experience. The practicum also is expected to heighten individual awareness of community issues, motivate learners to create opportunities, embrace new ideas and give direction to positive change.

In a similar point of view, student teachers are supposed to put theory into practice by means of understanding and living the practical realities of the classroom and the school (Richards & Crookes, 1988). Teacher education programs aim, first, to give the necessary theoretical knowledge to their teacher trainees, and second, to give them the opportunity to practice what they learned in theory.

Richards & Crookes (1988) identify certain skills that can be developed through actual classroom teaching: handling the results of the classroom, developing student-teacher rapport, and classroom management strategies. Practice teaching opportunities

provide student teachers with the chance of getting feedback from peers or supervisors, and operating the advice taken into the classroom as well as helping them develop their attitudes toward different perspectives on teaching and make the necessary adjustments through their experience (Pennington 1990).

The teaching practice is located at the highest level of the university-school cooperation of the teacher education programs (Tang 2002). Therefore, another essential concept in teaching practicum component is the placement of student teachers for their teaching experiences. Schick & Nelson (2001) argue that teacher educators, or whoever responsible for this job must be careful about placing student teachers into schools where cooperating and mentor teachers are the successful ideals of the target language and language teaching methodology at each level. This view is also supported in the way that schools are the places where teacher-learner interaction takes place, and schools and schooling are the indispensable parts of language teacher education due to the fact that student teachers gain the necessary school values from the places they complete their student teaching practicum (Freeman & Johnson 1998).

Cooperating teachers, or mentors, are the individuals who are responsible for observing and evaluating the process of student teaching. Therefore, the supervising component of the teaching practicum is also one of the most noticeable factors in student teaching. Chapman (1999; p. 16) lists the characteristics of an effective mentor as:

To be as effective as possible, the mentors:

- act as advocates
- assist with problem solving
- provide immediate feedback on request
- become motivators
- assist with the location of resources
- write reports on observations of practice
- evaluate the adult learner's overall performance

The problem here is associated with the question, “To what extent are the expert teachers sufficient to fulfill the requirements above?” In fact, most teacher education programs lack the supervision component to the student teachers to help them in the process of student teaching and to prepare them for future teaching. However, what student teachers need in supervision is as what Clark (2002: 78) claims: “More support for the student teacher themselves, many of whom are experiencing the most stressful, responsible, challenging time of their lives during student teaching. Failure is a real, painful possibility for these students. Disillusionment is a daily experience”.

It is also reported by some preservice teachers that they are not adequately prepared by the teacher education programs to meet the requirements of teaching in a real classroom environment (Stuart & Thurlow, 2000). They report that they are not able to cope with the problems they face during teaching practice. Not being able to practice the teaching skills student teachers have learned throughout their education in their teacher education programs cause them to experience discouragement and disappointment (Stuart & Thurlow, 2000). All in all it is possible to assume that the mostly theoretical education the students receive in their university programs may give them some of the know how they need but not all when they become practicing teachers.

1.4. Factors affecting student teaching

While student teachers are completing their teaching practicum, they are supposed to meet the requirements of their teacher education programs. This set up obviously requires coordination between the institution that is educating the future teachers and the institution that provides the teaching practice opportunity. Logically

viewed, there should not be differences of opinion or of looking at educational philosophies between these institutions. Nevertheless, in reality the Faculties of Education and the Ministry may not be in agreement on some of the basic principles, like teaching techniques, selection of materials, etc. These differences naturally find reflection in practicing teachers at Ministry school and this in turn effect some if not all stages of teaching practicum.

It is to be argued that the expectations of teacher trainers and mentor teachers may or may not match. As Clark (2002) discusses, what student teachers and teacher educators expect from student teaching experience and the teaching practicum is ‘doing a good job’.

Although the ideal sight may not be visualized in the experiences of student teachers, what is probable is that student teachers try to have the maximum benefit from their experience. In this respect, the optimistic view of student teaching is also characterized by Clark (2002: 77) as: “It is a wonder that anything “good” gets done. Yet the reports in this theme issue are radically encouraging. Good learning from field experiences is clearly possible, even under imperfect conditions. Such good learning is clearly not easy to support nor automatic. But it is possible”.

As one of the different considerations of the teaching practicum and student teaching, Clark (2002) uses the metaphor “the hero’s journey”. Clark states:

In the hero’s journey, the main character, full of youthful optimism and a bit of magic, sets out on a quest to locate and bring home a precious and powerful object – a holy grail, a magic sword or ring, a book of secrets.... the optimistic plans made back home do not work out as envisioned. Dragons bar the way. The object of the quest becomes much more complex, dangerous, and difficult to deal with as the heroes and heroines close in on it. And these on the quest are themselves transformed by the journey, sometimes in painful and surprising ways (pp. 77-78)

Considering this metaphoric understanding of the student teaching placement, teacher educators are supposed to be aware of their expectations from student teachers, and of the dragons that bar the way of the student teachers. Therefore, what teacher educators ask for their students is not forcing them to do everything perfectly; rather the most important expectation must turn to a more realistic concept hidden in the answer of such a question: “How can we help our students as teachers to acquire the maximum benefit of the experience they have in their teaching?” In response to the dragons on the way of student teaching, Clark (2002: 77) identifies the roles of teacher educators as: “a powerful and thoughtful band of teacher educators set out to the east, to the north, and to the west to discover, describe, and tame the good student teaching placement, and bring it back to the castle keep, for all teacher educators to appreciate”.

Another important and highly ignored point about student teaching is what student teachers bring into classrooms with themselves in their minds as both teachers and learners. Educational backgrounds of student teachers, in this aspect, also affect their classroom teaching experiences. According to Tang (2002: 52):

Student teachers do not enter the teacher education program as empty vessels to be filled in with new theories and principles of teaching. Years of experience with teaching as a school pupil constitute pre-training influences which provide part of the backdrop for teachers’ professional learning to take place.

Similarly, student teachers are the ones who are in students’ desks of a classroom to learn some part of the day, and in teacher’s desk to teach other part of the day. Thus, most of their actions and decisions in the classroom as teachers are characterized by their experiences as senior students in classrooms (Koerner et al, 2002). Moreover, student teachers, when they are in real classroom environment, have already been filled up with certain skills and strategies about language learning and

teaching without concerning whether these are favorable by the already existing and/or acceptable methodologies or not (Schick & Nelson, 2001).

All those factors influencing student teaching and the teaching practicum as an important component of teacher education may cause certain problems encountered by student teachers. Also, the effectiveness and success of the teacher education programs can be measured by examining the level of extent that they provide their teacher trainees with the ideal placement and teaching opportunities. Several studies have shown that instructional problems of preservice teachers are worth investigating as well as they are the key tools to understand and conceptualize the process of student teacher involvement in teaching education programs (Chapter 2).

According to Clarke et al (as cited in Dufficy, 1993), preservice teachers are seen as the consumers of knowledge rather than the producers in the view of teaching as a recipe of tested formulas. Additionally, the role of student teachers are limited to getting advice and assistance from outside the classroom or school (Clarke & Silberstein, 1988). On the contrary, taking student teaching as a reflection exercise increases the chance of rescuing student teaching concept from a managerial perspective in which student teachers are far away from seeing the realities in classrooms –parting pedagogy from teacher education process (Dufficy, 1993). Therefore, with a reflective perspective, student teachers are aware of themselves –what, why, and how they take certain actions in the classroom.

1.5. Significance of the Study

Research on pre-service teacher education, empirical studies on student teachers' experiences in their teaching practicum, and the importance of hearing the voices of

student teachers about their student teaching prompted this study to examine the reflections of student teachers on their classroom experiences. Furthermore, the researcher has played the role of working as a university supervisor to student EFL teachers for two years; and the role of being a student teacher three years ago in the teaching practicum component of Anadolu University, English Language Teaching Department (AUELT). As a university supervisor to student teachers, a number of obstacles related to student teaching as well as the positive aspects of student teaching were observed. Also, as a student teacher, the researcher had experienced a number of positive and negative classroom events related to the components of teaching practicum.

Considering the fact that problems can only be solved and the positive aspects can only be reinforced by thoroughly examining what student teachers experience, this study aims to have a clearer look at the student teaching experience of Turkish student EFL teachers. Moreover, not only the university supervisors did observe the teaching experience of student teachers, but also the cooperating teachers, students of the practicum schools, and the student teachers themselves report to be experiencing several types of problems and positive aspects related to student teachers' teaching experiences. Therefore, this study also aims to turn observations and informal reflections into facts by conducting a systematic and scientific research.

1.6. Statement of Research Questions

This study attempts to answer the following research questions based on the previous research conducted on teaching practicum, pre-service teacher education, problems of student teachers in teaching practicum, and the reflection as a means of describing classroom events:

- 1) What are the self-reported problems of the student teachers during their classroom teaching experiences in the teaching practicum?
- 2) What are the self-reported positive aspects of student teachers' teaching during their classroom teaching experiences in the teaching practicum?
- 3) Do the self-reported problems of the student teachers during their classroom teaching experience change throughout the teaching practicum?

What student teachers experience, how they approach teaching, and why they act in the way they do are among the most important considerations to identify the present situation of the teacher education program and teaching practicum as a component of the program. By identifying the problems of student teachers, finding out the positive aspects of their teaching, and presenting the possible changes in their problems related to their perceived problems, this study hopes to present some insights about the teaching practicum from the trainees' points of view. Having this kind of information may help teacher education programs to reevaluate and make necessary adjustments in their already existing programs. Also, the practicum component of teacher education program in AU-ELT can be redesigned on the basis of the student teachers' needs and expectations. Namely, this study expects to gain insights into the affective and cognitive wellbeing of the student teachers that would help improve and develop a better practicum organization for the future student teachers, mentors, and the university supervisors in our own program in particular and other teacher education programs in general.

1.7. Limitations of the Study

This study is limited to a Turkish teacher education context. It takes student teachers from AUELT as the participants of this study, therefore the findings of the study is limited to the problems, positive aspects, and the development of teacher trainees in AUELT.

This study attempts only to identify the self-reported problems and positive aspects in student teachers' teaching as well as the possible changes in the problems and positive aspects throughout the practicum in a descriptive manner.

The literature suggests a number of data collection methods for classroom research (see Section 2.5). This study is limited to daily reflection reports of student teachers throughout their teaching practicum. Other data collection methods such as observation, questionnaires, interviews, etc. are not used for this study. Student teachers themselves are the only sources of the data collected.

This study uses only the qualitative techniques to analyze the data for the answers of the research questions. Quantitative presentation of the data is limited to the frequencies and percentages.

In conclusion, it is difficult to generalize the findings of this study for all student teachers in teacher education programs in Turkey and in other countries. However, the presentation and discussion of the findings as well as the pedagogical implications for teacher education programs can be beneficial for other teacher education programs, too.

1.8. Terminology

Teacher education research uses different lexical items to refer to the same term. In order not to confuse the readers' minds and to be consistent with the literature, the following terms will be used interchangeably throughout this study:

- Terms like preservice teacher, student teacher, and teacher candidate all refer to the students of teacher education programs who are completing their teaching practicum by teaching in different practicum schools. The term 'teacher trainee' refers to the students of teacher education programs, who are completing the theoretical and practical courses before their practicum experience.
- Teaching practicum, teaching practice, and practice teaching refer to the placements of student teachers in certain schools as a component of the teacher education programs to complete their requirement for teaching under supervision of expert teachers.
- Cooperating teachers, mentor teachers, associate teachers, or mentors all refer to the teachers of the practicum schools assigned for mentoring the student teachers during their teaching experience.

In this study, the following terms will be used: **student teachers** for the students of teacher education programs who are completing their teaching practicum by teaching in different practicum schools; **teaching practicum** for the placements of student teachers in certain schools as a component of the teacher education programs to complete their requirement for teaching under supervision of expert teachers; **cooperating teachers** for the teachers of the practicum schools assigned for mentoring the student teachers during their teaching experience.

CHAPTER 2

REVIEW OF LITERATURE

2. 1. Teaching Practicum as a Part of Learning Teaching

The practicum component in teacher training institutions all over the world is given great emphasis and the same is valid for the teacher training institutions in Turkey. The theory behind teaching practicum and the expected outcomes of the practicum process are quite similar in all teacher training institutions in the world and Turkey. Nevertheless, the way of putting the practicum process into operation differs from one institution to another. However, the content and the student and teacher characteristics lead the practicum to be conducted differently in different situations (Wu & Lee 1999, Zeichner 1990, Burant & Kirby 2002, Hastings & Squires 2002).

The primary purpose of teaching practicum is to give the to-be teachers a chance to prepare themselves as future teachers. Pre-service teachers see teaching practicum as the most important constituent of their teaching experience and as a vital component of their teacher education (Zeichner 1990). Furthermore, the student teaching in the practicum stage is the 'culminating experience' in teacher education (Koerner et al 2002) which unites the teaching and non-teaching experiences to set a beneficial experience environment for student teachers to show them the integration of 'the knowledge about teaching' and 'the art of teaching' (Stoynoff 1999). By the same token, Chapman (1999: 14) states the mission of the practicum as follows:

It encourages the learners to think critically and to constantly redefine the content and process of the learning experience. The practicum also is expected to heighten individual awareness of community issues, motivate learners to create opportunities, embrace new ideas and give direction to positive change.

2.1.1. Teaching Practicum in AUEL

AUEL also has its own practicum component that provides its students with an opportunity to practice what they have learnt during their theoretical Language Teaching Methodology courses. The content of the 'Teaching Practice' course in AUEL is defined as:

Application of Teaching Techniques to a Real Language Classroom; Developing Lesson Materials; Preparing Lesson Plans for Different Levels and Different Skills; Evaluation of Classroom Procedures; Reflection on Classroom Application (Catalogue 2002-2003).

This definition of the practicum course in AUEL does not contradict with its counterparts in TEFL teacher training programs elsewhere. According to Richards & Crookes (1988: 9), "the practice teaching course, or practicum, is the major opportunity for the student teacher to acquire the practical skills and knowledge needed to function as an effective language teacher".

2.2. Reflective Practices in Teaching Practicum

Reflective practices in teaching practicum have also gained importance in recent years. Farrell (1999a) conducted a study to examine the reflective practice of three EFL teachers in Korea. The study aims to identify the topics that emerge in weekly meetings of the teachers, to find out the level of reflection, whether critical or descriptive, and to see whether the level of reflection develop when the time pass. The three teachers in the study had more than 5 years of experience in teaching English, one of them was a native speaker of English, and the two were the native-like speakers of English. Data was collected through researcher's field notes during the meetings, records of group meetings, individual meetings and observations, participants' written reflection journals, and written artifacts. The results showed that teachers talked about mainly two things:

personal theories and problems in teaching. Moreover, six topic categories that teachers talk about in group meetings emerged: 'theories of teaching' with theory and application sub-categories (n=23); 'approaches and methods' with sub-categories such as approaches and methods, content, teacher's knowledge, learners, school content (n=43); 'evaluating teaching' with evaluating, problems, and solutions sub-categories (n=23); 'self awareness' with sub-categories including perception of self as a teacher, personal growth, and personal goals (n=11); 'questions about teaching' with asking for reasons and asking for advice sub-categories (n=6); and comments on the group (n=59). Also, teachers were found to be discussing their own teaching problems when they were supposed to evaluate their teaching. Moreover, all three teachers were reflective to a certain extent, and they did not seem to have changed a lot in terms of the level of reflectivity over the 16-week meetings. In conclusion, Farrell (1999a) provides five suggestions for teachers in group discussions (p. 167):

- 1) join a group of ESL/EFL teachers;
- 2) build in some ground rules;
- 3) make provisions for three different kinds of time;
- 4) provide external input; and
- 5) provide for a low affective state.

Liou (2001) examined the reflective practice of 20 preservice Taiwanese English teachers following Farrell's (1999a) method. The study aimed to identify the main topics that preservice teachers talk about in their reflections, the level of reflection (whether critical or descriptive), and the change in the type of reflection over the six-week time. Data was collected through 20 observation reports and 20 practice teaching reflection reports. 652 incidents appeared after the analyses of the data, and seven major categories of concern were identified: theories of teaching (n=102), approaches and methods (n=149), evaluating teaching (n=292), questions about teaching (n=13), self awareness (n=61), classroom management (n=32), and evaluation of lesson plan (n=3).

Furthermore, the student teachers were found to be concerned about classroom teaching approaches and methods (149 of 452 incidents) in their teaching practice reports. The study also suggests that student teachers mostly talk about the classroom teaching itself. In addition, the student teachers' reflections showed that they were more able to reflect through teaching experiences, and they were able to evaluate their own teaching both positively and negatively. Also, the level of critical reflection significantly developed throughout the six-week practicum experience. Liou also discusses in his study that student teachers need lower affective state, reflective training, and teacher development group meetings in order to help them change positively and to foster the reflectivity in teaching.

Diary studies in teaching practicum studies in teacher education programs have been popular among teacher educators in recent years (Barksdale-Ladd et al 2001, Zeyrek 2001, Maloney & Campbell-Evans 2002, Bain et al 2002).

In one diary study, Zeyrek (2001) tried to investigate the Turkish student English teachers' professional growth and any necessary modifications that might be involved in the teaching practicum. 13 highly reflective student teachers wrote diary entries on the following issues: their ideas about the classroom teacher's techniques, the use of technology in the classroom, their feelings about the present situation of EFL teaching in Turkey, and the role of collaboration among teachers. The diary entries of the student teachers tell that traditional textbook-based approaches and/or all-knowing teacher concept must be left, and keeping up with new developments in language teaching and interaction and collaboration with other teachers are the important issues as the needs of the learners in this information age. Moreover, the diaries suggest that teachers had better learn the changing needs of the learners, and they need instructional technologies

in their classrooms, such as audio-visual aids, computers, etc. for their professional development

2. 3. Problems of Preservice Teachers during Their Practicum Experience

2. 3. 1. An Overview of the Problems in Preservice Teaching Experience

Although the purpose and the function of the practicum component in teacher education are clear and meaningful, several problems appear in the implementation stage of this process. For example, teaching practices are stress-creating experiences due to the factors such as lack of role clarification, the evaluation procedure, not knowing the expectations of the cooperating teacher and the supervisor, and lack of time to talk with the cooperating teacher (Murray-Harvey et al 2000, MacDonald 1992). Moreover, several researchers have tried to identify the problems in student teaching during teaching practicum and have specified a wide range of problematic areas such as classroom management, individual learner differences, dealing with unmotivated learners, managing time, inappropriate lesson planning etc. (Hertzog 2002, Stevens et al 2002, Tang 2002, Aydın & Bahçe 2001, LaMaster 2001, Liou 2001, Zeyrek 2001, Murray-Harvey et al 2000, Valdez et al 2000, Farrell 1999a, Mau 1997, Kwo 1996, Veenman 1984).

2. 3. 2. Studies on the Problems of Preservice Teachers

Veenman (1984) reviews 83 different studies from different geographical locations, different school levels, and with different research methods. The common aim of the studies is to investigate the perceived problems of beginning teachers. Most studies selected for the review tended to use questionnaires to beginning teachers to

identify their perceived problems. Interview studies were also taken into consideration to generalize the findings. However, studies with reflections of beginning teachers, the ones with notes from diaries, and the ones with anecdotal descriptions are excluded by the researcher to in order to base the study on an empirical research only. Based on the findings of 83 studies in the field, the perceived problems are categorized and ranked from the most frequently identified ones to less frequently identified ones. The most frequently stated ones are also seen as the most 'serious' ones by the researcher. The results offer that 'classroom discipline is by far the most serious problem type experienced by beginning teachers. Table 1 shows the 24 most frequently perceived problems of beginning teachers.

Table 1. The 24 Most Frequently Perceived Problems of Beginning Teachers from Veenman (1984: 154-55)

Rank Order	Problems	Frequency
1	Classroom discipline	77
2	Motivating students	48
3	Dealing with individual differences	43
4.5	Assessing students' work	31
4.5	Relations with parents	31
6.7	Organization of class work	27
6.7	Insufficient materials and supplies	27
8	Dealing with problems of individual students	26
9	Heavy teaching load resulting in insufficient prep. time	25
10	Relations with colleagues	24
11	Planning of lessons and school days	22
12	Effective use of different teaching methods	20
13	Awareness of school policies and rules	19
14	Determining learning level of students	16
16	Knowledge of subject matter	15
16	Burden of clerical work	15
16	Relations with principals/administrators	15
18	Inadequate school equipment	14
19	Dealing with slow learners	13
20	Dealing with students of different cultures and deprived backgrounds	12
21	Effective use of textbooks and curriculum guides	11
22	Lack of spare time	10
23	Inadequate guidance & support	9
24	Large class size	8

Although certain types of problems encountered by beginning teachers are classified through a wide range of research reports, Veenman (1984) defends that problems vary according to the context and culture where certain studies are conducted. He states, “whether this diversity was caused by difference in educational systems and social contexts of the schools in the various countries could not be deduced from these data” (p. 153). Moreover, Veenman sees the problems of beginning teachers as a complex issue and a changeable concept in terms of differences in educational backgrounds of the studies:

The reviewed studies varied with regard to national and regional school systems, teacher preparation programmes, and the working environments of the beginning teachers. Despite these differences the problems of beginning teachers in general were alike. This suggests that these problems cannot be attributed solely to personal characteristics of the beginning teachers, to situational characteristics of the work place, and to deficiencies in teacher training. Of course, these factors must be acknowledged, but the results also point to factors beyond those of the individual person, school, teacher training programme, and work place. Factors inherently connected with the task of teaching a group of students, with teaching as a profession and with the influence of that profession upon the person of the teacher, must be considered too, if one looks for solutions to these problems (pp. 166-67)

In an earlier study, Kwo (1996) identified two major concerns of student teachers: pacing in relation to time constraints and unexpected learning difficulties. His three student teachers suggested in their reflections that they had problems related to learners' own culture, challenging students to higher levels of learning, and responding to unexpected student questions throughout the teaching practicum.

Similarly, Mau (1997) conducted a study to identify the teaching problems of 48 pre-service teachers from different disciplines of teaching in Singapore. She used a 'Teaching Concern Inventory (Arends 1994, cited in Mau 1997)' and focus-group interviews and drew three main categories of problems. As the first category, personal-survival concerns, consists of problems including maintaining appropriate class control, doing well when the supervisor is present, feeling more adequate as a teacher, getting a

favorable teaching evaluation, being accepted/respected by professionals, and feeling under pressure too much of the time. The second category, pupil concerns, consists of problems including guiding students toward intellectual and emotional growth, meeting the needs of different kinds of students, challenging unmotivated students, and diagnosing student learning problems. The third category of concern is related to teaching situation. The problems in this group are lack of instructional materials, routine/inflexibility of teaching situation, and working with too many students a day.

Among the three categories of concern, the most highly indicated problem areas are, in turn, as follow: maintaining appropriate class control, challenging unmotivated students, and meeting the needs of different kinds of students. After all, Mau states that it is necessary for student teachers to experience the real classroom teaching as much as possible in order to manage the classrooms better and to deal with individual students more effectively.

Another recent study was conducted by Valdez et al (2000) to identify the problematic classroom situations pre-service teachers are likely to experience. The study also aimed to see the manner of the student teachers towards their practice according to personal and formal theories, and to see to what extent the student teachers seem to have changed throughout their practicum. Their data consist of the well remembered events of 57 elementary student teachers. The student teachers' stories put forward the following most influential problem categories: classroom management (30%), instruction and learning (48%), individual differences (12%), and other rare items (12%).

The student teachers of the study also state that the experience of writing well-remembered events about their teaching was definitely a helpful process for their development in teaching. One of the student teachers reports:

It made me just decide something happening in a day it really made me reflect upon what I could do differently or how I could improve my teaching skills, you know, exactly. I went through in my mind, step by step, what I had done and what maybe I could have done and by writing it out, I think it's great that I can reflect on me someday (Valdez et al 2000; p. 54).

Valdez et al conclude that writing about the classroom events they experienced, student teachers are highly encouraged to be reflective practitioners, and they are able to increase their classroom knowledge.

LaMaster (2001) investigated the field experiences of the preservice teachers based on a research project. The relevant data was collected from 26 preservice teachers through short answer questions, open-ended questions, and reflection papers written by the preservice teachers during their field experience. The purpose of the study was twofold: to identify preservice teachers' teaching goals and to find out their teaching challenges. The qualitative analysis of the data revealed six categories for the teaching goals of the preservice teachers: becoming better teachers (28 %), having fun (26 %), increasing student involvement (14 %), dual purpose statements (12 %), influencing student attitudes (10 %), student development (8 %), and miscellaneous (2 %). In addition, six categories emerged for the preservice teachers' teaching challenges. These categories are ranged as follow: student involvement and interest (29 %), student behavior and attitude (26 %), teaching preparation (19 %), motivation of students (12 %), communication with students (7 %), student skill level (4 %), and miscellaneous (3 %). As the two most frequently reported teaching challenges, first, student involvement and interest includes issues such as encouraging students to participate, keeping

students interested and active. Second, student behavior and attitude covers issues like discipline problems, disrespect, and lack of cooperation.

Similarly, Chan & Leung (1998) conducted a study to investigate the teaching concerns of the Hong Kong preservice teachers. 106 preservice teachers were given an open-ended questionnaire that asks for the type of concerns that they face during their teaching experience. The results provided three types of concerns about teaching that are self concerns, task concerns, and impact concerns. Among the three types, self concerns were found to be the most frequently reported kind of concern which are thought to be about how to survive in classroom teaching (77,4 %). On the contrary, task concerns and impact concerns were little concern to preservice teachers (20,8 % and 1,9 % respectively). The most serious concerns of the student teachers were identified as class discipline (22,6 %), acceptance or to be liked by students (18,9 %), teachers' mastery of subject (17 %), students' mastery of knowledge (13,2 %), and teachers' mastery of pedagogical content knowledge/teaching skills (9,4 %). Furthermore, Chan & Leung also found that preservice teachers were unrealistically confident and optimistic about teaching just before they start teaching. Likewise, after the teaching practice, student teachers were still found to be confident, optimistic, and motivated about their future teaching. The researchers conclude that teacher educators should be aware of both the concerns of preservice teachers and their self-reported levels of confidence and motivation before and after the real teaching experience.

In addition to studies from a wide range of cultural and educational contexts, Aydın & Bahçe (2001) conducted a study with 67 Turkish EFL student teachers who were teaching English in two different schools in the context of their 4th year teaching practice courses. The study aimed to identify the difficulties student teachers had

experienced during their teaching experiences. The study analyzed the data collected from student teachers in the forms of 'student teacher cases' in which the student teachers were asked to describe a classroom event they had experienced in their teaching experience. Each case was divided into communication units (see section 3.5) and the categories were drawn from the communication units provided. The results of the study offer six main categories of problems experienced by student teachers in 235 problem units. These categories were classroom management (43%), teaching process (15%), relationship with the students (9%), problems caused by student teachers' status (8%), and miscellaneous (17%). The highest number of problems stated by the student teachers was classroom management which consisted of issues that include dealing with the noise (n=37), motivating the students (n=34), managing the time (n=13), dealing with the problematic students (n=12), and nominating the students (n=5). Second, the problems related to the teaching process identified in communication units were using a different teaching style (n=12), insufficient preparation (n=10), board usage (n=9), and flexibility (n=4). Third, communication units such as students' perception of pre-service teachers (n=11) and being unfamiliar with the students (n=11) constituted the category – student teachers' relationship with students. Fourth, the problems of student teachers about their relationship with cooperating teachers were as follow: negative attitudes toward student teachers (n= 11), evaluating performance without observing (n=3), forcing student teachers to teach without preparation (n=2), and their perception of pre-service teachers' role (n=2). Lastly, being observed (n=14) and lack of knowledge of rights (n=4) were they were found as the problems related to pre-service teachers' status at schools. The study also identified problems that do not fall into any of the categories

such as first teaching anxiety (n=30), personality trait (n=7), pronunciation difficulties (n=2), and practical difficulties (n=2).

Similarly, Korukcu (1996) looked for the problems of Turkish beginning EFL teachers. 67 preservice and 28 beginning teachers participated in the study by answering a questionnaire. For the aim of the study, beginning teachers reflected on their problems they experience, and the preservice teachers indicated the possible problems that they will be likely to encounter when they become beginning teachers. Results show that both beginning and preservice teachers reported the following aspects of teaching as problematic: teaching methods, classroom management, lesson planning, and motivation of students.

Korukcu's (1996) study suggests that beginning teachers need and desire an induction program on problematic classroom events such as different teaching methods, classroom management, lesson planning, and motivation of students to provide them with some guidance and to make them more competent on these issues.

In addition to problems of student teachers related to their classroom experiences from a wide range of educational contexts, affective factors were also examined as the factors influencing the success of student teachers in their teaching. Teaching practicum is considered as both the most valuable and the most stressful component of the teacher education programs (MacDonald 1992, Murray-Harvey et al 2000). Bearing this fact in mind, affective factors in student teaching were also examined. MacDonald (1992) tried to investigate the reasons for student teachers' finding teaching practicum a stressful experience. The pertinent data was collected from eleven seminar groups through focus-group interviews, observational visits, and student teachers' keeping and sharing a personal journal addressing the research concerns. Student teachers reflection journals

and group interviews indicate that teaching practicum is quite a valuable experience, but still a stressful one. A number of factors that cause stress during practicum are identified: role clarification, conformity versus freedom, expectations, evaluation, and time. For example, certain student teachers report that they were not in good relationship with the cooperating teachers; therefore they experienced stress in their practicum. Also, some student teachers claim that they did not agree with the teaching methods of the cooperating teachers. Moreover, a number of student teachers felt stressed since they did not exactly know what their cooperating teachers expected from them in terms of lesson plans, classroom routines, and teaching load. As one of the important factors, student teachers were under stress because they were being evaluated for their performance. The evaluation forms filled by cooperating teachers were also of concern to the student teachers. Lastly, student teachers were stressful due to time limitation for discussing their problems with cooperating teachers. In conclusion, MacDonald (1992) suggests that those concerns stated by student teachers be taken into consideration for a better and meaningful practicum component in teacher education programs.

In another study considering the affective factors in student teaching, Murray-Harvey et al (2000) examined the concerns of Australian student teachers during their two teaching practicum courses. 254 practicum students (147 female and 107 male) participated in the study by answering a 'Perception of Teaching Questionnaire', and by being observed by their supervisors who were supposed to rate the student teachers on a 5-point scale on the following teaching concepts: professional qualities, curriculum knowledge, planning for learning, teaching strategies, assessment of student learning, management of the learning environment, and self-evaluation of teaching performance.

The statistical analyses of the data suggested seven items of the most concern and seven of the least concern to the student teachers. The issues of the least concern are listed as “relating to principal/vice-principal, relation to teachers in the school, relating to the co-operating teacher(s), establishing rapport with pupils, relating to the supervisor, marking pupils’ written work, managing the individual seatwork”. On the other hand, issues of most concern are identified by the student teachers as “having high expectations of the teaching performance, coping with the overall teaching workload, being evaluated by supervisors, striking a balance between the practicum and personal commitments (e.g. family), being observed by supervisors, managing time, managing the class and enforcing discipline”. The study also puts forward that gender has no effect on the concerns of student teachers; however, older age group reported higher levels of stress during their practicum experience than the younger age group on ‘teaching and preparation’ issues. Moreover, the first practicum was significantly found to be more stress-creating than the second one.

In summary, problems of student teachers during their student teaching experiences are from a wide range of classroom events. Veenman’s (1984) analysis related to problems of beginning teachers (Table 1) is able to present the distribution of the problems in general. Other studies on identifying the classroom experiences of student teachers suggested problem areas similar to Veenman’s review. Classroom management issues, dealing with students, application of teaching techniques, and student teachers’ content knowledge are among the most frequently reported problem areas. In addition to the problems provided, certain researchers attempted to explore the affective dimension of teaching practicum for student teachers (MacDonald 1992, Murray-Harvey et al 2000). Moreover, since student teaching is based on the

supervision and mentorship of some expert teachers, a number of problems were identified related to cooperating teachers and supervisors, too (Aydın & Bahçe 2001, Murray-Harvey et al 2000). As a result, according to Veenman (1984), student teachers' problems were mostly based on the educational context they were studying as teacher trainees and the schools they were completing their teaching practicum.

2. 4. Change in Problems throughout the Practicum

Although several researchers have tried to identify the instructional problems of pre-service teachers, few have tended to investigate whether there is a significant change in the problem areas of student teaching throughout the teaching practice process. However, as Valdez et al (2000) states, "the issue of change is critical to the growth process of the preservice teachers (p. 44)".

Spezzini & Oxford (1998) claim that methodology courses before actual teaching experiences might change the views and perspectives of pre-service teachers towards teaching and several teaching problems.

In addition, the student teachers may not provide solutions to various problematic situations they face earlier in their teaching experiences but their concerns may change throughout the practicum. Lee & Loughran (2000) designed a study to investigate the concerns of student teachers throughout a nine-week school-based teaching practicum. Data was collected from six student teachers by means of an interview-video-interview cycle method. This method includes interviewing the student teachers before teaching and after teaching and while-viewing interviews just after they deliver a lesson. The analysis of the data revealed out eight themes for the sources of concerns of student teachers: 1) teachers, 2) students, 3) content, 4) context, 5)

pedagogy, 6) classroom management, 7) supervising teachers, 8) assessment. Among these themes, concerns related to students, pedagogy of the student teachers and classroom management are found to be the most frequently stated problem areas. Moreover, what Lee & Loughran found out was that there was a change in the types of concerns in different stages of the practicum. Lee & Loughran discusses the reasons of change in problems:

We believe that this demonstrates the importance (for teacher educators) of recognizing and responding appropriately -both through pedagogy and curriculum- to student teachers' concerns. Through the school-based context we assert that the student teachers may come to better see and understand the 'surprises', 'puzzles', and dilemmas of teaching as the time available to them allows a recognition and response to those varying issues over an extended period of time (p. 78).

Another study that investigates the change in the perceptions of 20 novice ESL teachers through dialogue journal writing at three intervals during the teaching practicum was conducted by Brinton & Holten (1989). The main themes that student teachers talk about in their journal entries were high student population, instructional setting, curriculum and methodology, methods and activities, technique, material, role of the teacher, lesson organization, and awareness of self. The results of the study indicate that novice teachers are able to develop themselves along the practicum in certain aspects such as correction techniques, modeling, and classroom control. Moreover, they were gradually developing their positive attitudes towards teaching and being a teacher together with gaining a higher self awareness by reflecting on their own teaching experiences.

In another study, Gebhard (1990) investigated the change in the teaching behavior of student ESL teachers in a sixteen-week practicum. The researcher collected the data through observing student teachers' interactions on their teaching behaviors. The practicum was divided into two parts and teaching behaviors of the student teachers

were analyzed to show the differences in two halves of the practicum. Results indicate that teachers tended to change their teaching behaviors in four teaching areas: setting up and carrying out lesson, use of classroom space, and selection of content, treatment of students' language errors (see Table 2 for a detailed explanation). Gebhard also discusses that interaction component in teaching practicum can be designed to allow student teachers to change their teaching behavior. This might also let student teachers see different teaching techniques and classroom applications.

Table 2. Changes in teaching behavior of student teachers (from Gebhard 1990: 122)

<i>Teaching area</i>	<i>Behavior at start of practicum</i>	<i>Behavior during second half of practicum</i>
Setting up and carrying out lesson	Primarily teacher-centered lecture or teacher questioning (teacher solicit, student response, teacher react).	Whole-class discussion (mostly teacher-directed); small-group discussions (without teacher); pair work (interviewing, functions of language practice); individual seat work (silent reading, writing tasks); teacher-centered lecture less (more student solicits and reactions).
Use of classroom space	Students sit in rows; teacher stands in front; some arrangement of chairs into groups.	Reorganization of chairs (back-to-back, circles); use of tables; students stand at blackboard and walk around room; teacher moves around room; use of space outside classroom (hallway, kitchen).
Selection of content	Primarily a focus on the study of language itself (e.g., vocabulary, grammar, pronunciation); some focus on functions (agreeing, introductions, asking for information, etc.)	Some study of language continues; "real-life" content (e.g., talking about family based on photos students bring in) and the "study of other things" (e.g., putting together a jigsaw puzzle, writing a "Dear Abby" letter, sharing recipes, watching a film).
Treatment of students' language errors	No treatment or treatment limited to two basic strategies: (1) repeat sentence with correction using emphatic stress at point of correction; (2) write correction on board and lecture.	Some adaptation to original error treatment strategies; additional strategies used: stopping student at point of error and doing mini drill; telling student to write down error and correction; having students work in groups to correct list of sentences with errors; having students take home their own sentences with errors and finding out the corrections.

Likewise, Pennington's (1995) study with eight bilingual English teachers showed that the concerns of the teachers were rather procedural such as timing in classroom activities, keeping students on task, and managing pair and group work in their very first units. However, when time passed, the concerns of the teachers turned to

more interpersonal ones like their own and students' feelings, roles, and responsibilities. She also states that "the means by which teachers' awareness and practice change involves the interplay of two processes: innovation and critical reflection" (p. 706).

In a similar study, Chepyator-Thomson & Rose (2003) found out with the reflections of 40 preservice teachers that preservice teachers developed in classroom management and techniques of discipline concepts during their sixteen-week practicum. The issues of classroom management and discipline include keeping control of the class, managing time effectively, using various ways to group students in many different activities and drills, and utilizing effective transitional skills. They also discuss that most preservice teachers spend their first half of the practicum for managing the class and establishing class rules.

Recent literature on preservice teachers has also tried to investigate the effect of a teaching practicum placement on the professional development of teacher candidates. Reeves Kazelskis & King (1994) tried to identify the differences in concerns of preservice teachers in two groups. Preservice teachers were divided into two groups to use two different teaching approaches: traditional approach which includes lectures and demonstrations by the professors, and field experience approach which include lectures by professors followed by practicum assignments in schools. Results of the study reveal that preservice teachers from both groups identified similar concerns: classroom management, disciplining students, being a good teacher, and having sufficient subject-matter knowledge. Nevertheless, the two groups differed in terms of concerns by the end of the school semester. Field experience approach group's concerns about discipline and concerns about being a good teacher considerably decreased in frequency when compared to traditional approach group. Researchers suggest that field experience, as a

'teaching practice' is quite vital for teacher candidates, can see and evaluate the actual classroom more clearly and realistically.

Moreover, Eroz (1997) conducted a research to identify how Turkish preservice EFL teachers change through reflection. A 'think aloud protocol' was used to get reflections of 5 newly-hired teachers. The qualitative analysis of the data suggests that preservice teacher change can be observed through reflection. In addition, demonstration of a lesson, lesson planning, instructions, vocabulary, and written homework components of the syllabus change can be observed.

To sum up, limited research on the 'change' issue in teaching practice suggested that a certain degree of change in the teaching behavior of student teachers could be observed throughout their teaching practice experiences. However, the literature also suggests that studies visualizing and discussing the teaching practicum process from the beginning to the end would be useful to better understand the effectiveness of the practicum in different settings and to what extent pre-services are able to put the theory they have had into practice in real teaching environments.

2. 5. Reflection as a Means of Data Collection

A number of data collection methods are suggested in the literature when conducting a study regarding actual classroom events and procedures and the views and concerns of the classroom teachers, either pre-service or novice or experienced. Richards & Lockhart (1996; p. 6) offer six different procedures for gathering data to investigate classroom teaching experiences of student teachers:

1. Teaching journals. Written or recorded accounts of teaching experiences.
2. Lesson reports. Written accounts of lessons which describe the main features of the lesson.

3. Surveys and questionnaires. Activities such as administering a questionnaire or completing a survey, designed to collect information on a particular aspect of teaching or learning.
4. Audio and video recordings. Recordings of a lesson, or part of a lesson.
5. Observation. Tasks completed by a student teacher observing a cooperating teacher's class, or peer observation (i.e., tasks completed by a teacher visiting a colleague's class).
6. Action research. Implementation of an action plan designed to bring about change in some aspects of the teacher's class with subsequent monitoring of the effects of the innovation.

Much of the classroom-oriented research data is provided by the classroom teachers themselves as they are the real sources and actors of specific classroom situations and some of the issues related to certain classroom interactions, decisions, and instructional problems are not observable and/or solvable by someone else who is not the real classroom teacher (Wallace 1991).

Besides, providing data for the teachers themselves, reflection has become important as self observation and self-monitoring which are given an important role in teacher development in recent years as well as a data source in classroom research. Richards (1990) states:

1. It provides feedback which is very important for a teacher's self growth as a professional.
2. It gives the teachers the opportunity to reflect on their teaching.
3. It helps teachers to close the gap between their imagined view of teaching and their real teaching.
4. It helps teachers to see whether the classroom applications they encounter in their classrooms work or fail.

Furthermore, as an inevitable component of self monitoring, reflection has gained great importance in teacher education programs in recent years and different forms of reflection have been put into operation as a component of teaching practice (Scrivener 1994). Although several definitions are provided for the term 'reflection', in

its broadest term, reflection can be defined as "a cycle of paying deliberate, analytical attention to one's own actions in relation to intentions -as if from an external observer's perspective- for the purpose of expanding one's options and making decisions about improved ways of acting in the future, or in the midst of the action itself (Kottkamp 1990; p. 182)".

The overall function of reflection in pre-service teacher education is seen as overcoming some of the problems based on the gap between theoretical training on teaching and pedagogical teacher training (Korthagen 1993, Posteguillo & Palmer 2000). Additionally, reflection is a concept that helps teachers evaluate their professional development and different expectations. Wallace (1991; p. 13) states,

It is (or should be) normal for professionals to reflect on their professional performance, particularly when it goes especially well or especially bad. They will probably ask themselves what went wrong or why it went so well. They will probably want to think about what to avoid in the future, what to repeat and so on.

As a concept in teacher education, reflection has a number of limitations. Hatton & Smith (1995) put forward the following problems about the implementation of reflection in student teaching (pp. 38-41):

- reflection is not associated with working as a teacher,
- time and opportunity for development is needed to foster reflection,
- likely reactions to demands for reflection require some attention, and
- a reflective approach demands an ideology of teacher education different from that traditionally employed workplace.

Nevertheless, the advantages and benefits of reflection outweigh the problems and limitations it has.

Yost et al (2000) sees reflection as a vehicle to develop future teachers' intellectual, moral, and critical thinking abilities in order for them to meet the requirements of the schools in the 21st century. They also state that "written reflections

in the form of journal writing and portfolios provide a venue for developing critical reflection skills among novice teachers (p. 45)".

Furthermore, certain studies have shown that reflection has positive effects on student teachers' learning process while they are practicing teaching. According to Hyatt & Beigy (1999), reflection affects the beliefs of student teachers about teaching and being a teacher positively. They also claim that reflection is a tool for student teachers to increase their level of self-awareness.

Bailey (1997) states that reflection is a valuable source for student teachers to solve potential teaching problems they face. Moreover, it enables teachers to see and understand the various sources of influence that bring not only opportunities but also several limitations to teaching and learning environments (Gallego 2001).

According to Lally & Veleba (2000), reflection can be used as a tool for self assessment since it enables teachers to reevaluate what they did in their teaching and get feedback about their own teaching.

Reflective journal writing, or reflection through written reports, has been one of the popular ways of providing feedback and evaluating one's own teaching in teacher education programs since it can be a valuable tool to promote teacher development and enhance learning (Farrell 1999b, Bain et al 2002). Richards & Ho (1998: 168) state,

Journal writing is beneficial in providing a convenient way of bringing informal classroom data that the teachers themselves have collected to the campus program; it provides a form of dialogue between the instructor, the teacher, and other participants in the program; and it provides an opportunity for them to link the content of the campus program with their classroom experience.

In addition, Maloey & Campbell-Evans (2002) discuss the importance and value of their journal writing experience with their student teachers and list the following advantages of journal writing:

- 1) ...all students agreed that the process had been beneficial some form or other and that it had provided a forum for discussing that would not have otherwise existed... The journal provided

a safe place for students to record the emotions experienced during the course of the day of the week...

- 2) The journal was a place for student teachers to 'tell' someone what was bothering them: to raise issues, to voice their concerns, their doubts about students' behaviour or learning or about their own developing teaching skill.
- 3) The journals acted as a tool for analysis. Writing helped the student teachers clarify their thinking.
- 4) The students reported that their journals were a form of documentation of classroom events and of their oral professional growth (pp. 41-42).

As a result, we can say that reflection is a valuable tool for investigating the teaching experiences of student teachers. Although several data collection techniques are proposed for examining the classrooms from the viewpoints of student teachers, writing reflection reports is also considered a good tool for reflection.

2.6. Summary

The ideas of reshaping the practicum components of teacher education programs and identifying the experiences of student teachers, especially the obstacles they face in their student teaching, have become the research interest of teacher education researchers. A number of factors influencing the process of student teaching were suggested by some researchers. Several studies were conducted to identify the self-reported problems of student teachers and their development lines throughout the practicum. While some problem areas were applicable to many contexts, some of them seemed to be context-specific. Most researchers identified that student teachers showed a certain degree of change related to their skills and strategies in teaching throughout their teaching practice experiences. Attempts to investigate different aspects of student teaching with different data collection methods were also made. Reflection, as a trendy concept in teacher education research, is found quite a helpful and valuable technique to investigate the classroom experiences of student teachers. Diary writing is also a

popular method for the exploration of the classroom experiences of student teachers together with its advantages and widely acceptance.

The aim of this study is to look at the problems of student teachers from their own viewpoints without inserting an outsider to their classrooms to identify their experiences. In contrast to other studies, this study addresses not only the problems but also the positive aspects of student teachers' teaching from their own reflections. Moreover, the change issue is aimed to be examined for both problems and positive aspects in student teachers' teaching.

CHAPTER 3

METHODOLOGY

3. 1. Participants

The participants of this study are 99 (17 male and 82 female) student teachers. All participants were 4th year students at Anadolu University, Faculty of Education, English Language Teaching Department (AUELT). The participants were enrolled in the “Teaching Practicum” course as part of their graduation requirement in 2001-2002 Spring Term.

3. 1. 1. Background of the Participants

The student teachers have taken the same theoretical and applied courses to meet the graduation requirement of the program. Therefore, it is safe to assume that they share similar backgrounds going into the Teaching Practicum.

As a part of the teacher training program in the department, all participants have taken “Approaches in ELT”, “ELT Methodology I”, “ELT Methodology II”, “Teaching English to Young Learners” courses as well as general education courses such as “Classroom Management”, “Testing and Evaluation”, and “Materials Development”, “Evaluation of Subject Area Course Books”. As to the applied courses they have all participated in “School Experience I” and “School Experience II” courses where they were required to observe various aspects of classrooms both in public and private schools.

In “School Experience I” course, the participants were expected to observe one aspect of classroom teaching (e.g. using the board, classroom management strategies,

specific student behavior, etc.) for a week for a period of 12 weeks, and they were required to submit a detailed written report to the university supervisors. During this period, the teacher trainees had the chance to feel the classroom atmosphere and prepare themselves for their future teaching.

In “School Experience II” course, the student teachers were given the chance to practice teaching. During a 14-week program, the student teachers were not only able to observe classroom teaching but also had the chance to conduct micro-teaching activities with assigned cooperating teachers in public and private schools for four classroom hours per week. The first two weeks were the ‘observation weeks’ for the student teachers so as to familiarize themselves with their cooperating teachers and the classrooms they would be teaching. Throughout the term, each student teacher taught one part of a lesson (e.g. presentation of a new grammar point, conducting during-reading activities, conducting post-listening activities, etc.) each week. Furthermore, the student teachers were told to write reflection reports in which they were supposed to reflect on their teaching experiences after each teaching experience. The student teachers wrote their reflections following the guidelines suggested by Hole & McEntee (1999) (see Appendix A) and submitted them to their university supervisors. This micro-teaching process, as Benton-Kupper (2001) suggests, helped student teachers to be familiar with both teaching and reflecting on the teaching experience.

3. 1. 2. The Teacher Training Component

After completing the ‘School Experience I’ and ‘School Experience II’ courses, which require observation and micro-teaching activities, the teacher trainees are required to practice teaching for a full class hour in their “Teaching Practicum”. In

2001-2002 Spring Term, the teacher trainees were assigned to a public and/or private schools for 6 class hours a week in two different week days. They were also assigned a cooperating teacher and a university supervisor. The trainees worked in groups of three and with their assigned cooperating teacher for twelve weeks. The first two weeks of the practicum were observation. During these two weeks, the trainees observed their cooperating teachers in classroom teaching and submitted observation reports to their university supervisors. Moreover, this period provided them the chance to be familiar with the students, the cooperating teachers, the rules of the school, and the classroom atmosphere they were going to be teaching in. Following the two observation weeks, each student teacher taught 10 teaching hours throughout the teaching practicum.

During the teaching practicum, the student teachers were given feedback on their self-prepared lesson plans a day before each teaching experience by their university supervisors. Their cooperating teachers also provided feedback on their teaching right after the experience. In addition to the feedback sessions, the student teachers were required to reflect on their teaching and submit a reflection report to the university supervisors. Moreover, the student teachers were observed by the cooperating teachers each time they delivered a lesson and by the university supervisors at least two times during the practicum to evaluate their performance.

For the implementation of the 'teaching practice' in 2001-2002 Spring Term, 7 teacher trainers from AUELT served as university supervisors and 30 English teachers from the public and private primary or high schools participated as the cooperating teachers.

3. 2. Instruments

The reflection reports of the student teachers are used to form the data base of this study. As mentioned in section 3.1.1, the student teachers wrote their reflections on their teaching experiences following the “Guided Reflection Protocol for Individual Reflection” by Hole & McEntee (1999) (see Appendix A). This protocol has recently been proposed and is found to be helpful and practical guide for individual teacher reflection (Block, 2001). Also, Hole & McEntee point out the importance of guidance in reflecting on the experience as follows: “A protocol, or guide, enables teachers to refine the process of reflection, alone or with colleagues” (p. 34).

The protocol offers four steps each of which asks a different question to be answered in order to reflect on a specific classroom incident:

Step 1: What happened?

Step 2: Why did it happen?

Step 3: What might it mean?

Step 4: What are the implications for my practice?

3. 3. Data Collection

The relevant data was collected from the student teachers for a Teacher Training Project conducted by Anadolu University Foreign Languages Research Center. The project is designed to refine the existing English Language Teacher Training Program in AUELT in terms of both 'content' and 'process' by examining the training in process English Language Teacher Training Program. The research project aims to answer the two questions in terms of 'content' of teaching practicum

- 1) To what extent the English language teacher trainees are able to use what they have learnt throughout their teacher education in real classroom practices?
- 2) Are the teacher trainees able to apply what they have learnt throughout their teacher education in a classroom environment?

The project also aims to answer the following questions in terms of 'process':

- 1) What are the processes that the teacher candidates go through during teaching practices?
- 2) Are the teacher candidates able to operate their decision making mechanisms in classroom teaching?
- 3) How do the student teachers' beliefs about learning affect their teaching?
- 4) What is the contribution of the supervision provided to the student teachers before and after this practice teaching to their learning process?

Within the objectives of the Teacher Training Project, in 2001-2002 Spring Term, the following set of data was collected from the student teachers using different data collection techniques:

- Teacher trainees' beliefs about learning and teaching English through a questionnaire,
- Cooperating teachers' beliefs about learning and teaching English through a questionnaire,
- Teacher trainees' views on the effectiveness of the methodology courses on their teaching performance through interviews,
- Student teacher cases both in the middle and at the end of the teaching practicum,

- Audio-records of the feedback sessions between the student teachers and the university supervisors before delivering a lesson,
- Video-records of the student teachers while teaching,
- Audio-records of the feedback sessions between the student teachers and the university supervisors after delivering a lesson, and
- Written reflection reports of the student teachers submitted after each classroom teaching experience.

Since the aim of this study is to explore the self-reported problems of the student teachers during teaching practicum, only the written reflections of the student teachers are used.

3. 4. Procedure

In the first week of the 12-weeks teaching practicum –before the student teachers started to teach- the participants were introduced to the “Guided Reflection Protocol for Individual Reflection” by Hole & McEntee (1999) by the university supervisors. Each step of the protocol was clearly defined and exemplified and the questions of the student teachers related to the implementation of the reflection component of the practicum were answered. In the following weeks, they were asked to write their reflections on the day of each classroom teaching experience (see some sample reflection reports in Appendix B) to be returned to their university supervisors.

The student teachers were also told that the reflections they submit would not be used for evaluation of their teaching performance, but rather for providing them and the future trainees a better practicum process. They were also set free to write their

reflections in English or Turkish in order to prevent the language barrier which might have hindered them express their feelings and ideas openly and clearly.

Throughout the practicum, each student teacher submitted his/her reflection to the university supervisors no later than two days after each classroom teaching. The submitted papers were collected and read by the supervisors. The supervisors provided feedback to the student teachers when necessary. However, these papers were not used as a means of evaluating the performance of the student teachers as they were told at the beginning.

Throughout the teaching practicum, each student teacher submitted 8 to 11 written reflections to their supervisors. Although it was a requirement for the student teachers to complete 10 classroom teaching hours, some of them were not able to meet the requirement due to the unexpected delays or cancellations from the practicum schools they were assigned to attend (e.g. preparations for the national festivals, preparations for the end-of-year activities). In the scope of this study, reflections of the student teachers who practice taught at least eight times were taken into consideration. Furthermore, for those who had more than eight teaching experience, the reflections of the first eight classes were analyzed in order to form a unified data base. However, only the first two, middle two, and final two reflection journals of the delivered lessons were used for the analyses. This time allows the researcher to answer the research questions appropriately in order especially to discuss the 'change' issue of the student teachers throughout the teaching practicum.

3. 5. Data Analysis Procedure

The data collected for this study was analyzed both qualitatively and quantitatively. Constant Comparative Method (Glasser & Strauss, 1967, cited in Dooley & Murphrey, 2000; Dye et al, 2000; Barksdale-Ladd et al 2001; Lockhart & Ng, 1995; Zepeda & Mayers, 2002) was conducted to analyze the weekly reflection reports of the student teachers. This data analysis method offers the chance of drawing categories from the relevant data of the specific study instead of using a set categorization. The Constant Comparative Method includes the following steps:

1. comparing incidents applicable to each category,
2. integrating categories and their properties,
3. delimiting the theory, and
4. writing the theory (cited in Dye et al, 2000).

However, since this study does not hold any theories to delimit or/and write, only the first two stages of this method were processed.

Data analysis procedure started with dividing the reflection journals of the student teachers into communication units. A communication unit is defined as “a unit being a separate expression about a thought or behaviour” (Langer & Applebee, cited in Mangelsdorf, 1992: 276). The communication units were either in forms of a phrase, or a full sentence or a paragraph, or in forms of a set of paragraphs. For example:

.../I should have prepared extra examples not to repeat the same things when the students don't understand and need another context to get the meaning./ /Also, I should have been careful about arranging the time; I couldn't complete the lesson in the right time./...

In this study, communication units were identified separately as either good or problematic. The task of dividing the data into communication units was conducted by two raters individually. One rater is the researcher, and the co-rater is an experienced

teacher trainer and a researcher in the field. First, 10 % of the whole data was analyzed by the two raters individually in order to come to an agreement and establish consistency on the wording of the communication units. Having reached the consistency on wording, 20 % of the whole data was analyzed again by the two raters individually. Then, the two raters conducted a meeting to compare the individual analyses. Here, the two raters discussed and decided on the existence and wording of the communication units identified. The rest of the data, then, was identified by the researcher based on the agreements on the previously analyzed data.

Inter-rater reliability was calculated by using “point by point method” with a formula of the number of agreements divided by the number of agreements plus disagreements multiplied by 100 (Tawney & Gast 1984). 30 % of the whole data was used to calculate the inter-rater reliability since the data itself consist of a large amount of written document. Inter-rater reliability was found as 90 %. Having reached the inter-rater reliability, the rest of the data was analyzed by the researcher.

Once the whole data was divided into communication units by the researcher, the two raters came together and conducted revision session in which the newly aroused communication units and their wordings were revised and decided. As the next step, each unit was labeled according to a) the participant, and b) reported time of the practicum.

After the units appeared in labeled forms, the two raters conducted another meeting to categorize the communication units. Here, the similar units were collected under the same categories. Each communication unit was compared and contrasted with each other, and the ones that show similar characteristics were brought under certain categories and sub-categories as Constant Comparative Method offers. After that, each

category and sub-category was named given the general characteristics of each set based on the teacher education and language teaching literature.

Finally, the researcher and the co-rater consulted and conducted revision and discussion sessions to reach a final agreement on the categories drawn from student teacher reflections by comparing and contrasting each point. Here the categories drawn were collected under main headings that represent the source of the problems encountered by the student teachers and the items that student teachers report to be good.

When the sub-categories, categories, and the main headings were identified, the number of communication units per category and heading was found. Frequency of the problems and positive classroom events were identified and presented in numbers and percentages.

CHAPTER 4

RESULTS

4.1. Overview of the Study

The aim of this study is to examine the process of teaching practicum from the points of view of the student teachers. Positive and negative issues related to teaching practice experiences of student teachers are analyzed as well as the analysis of the change issue which enables teacher education programs to see the practicum as a developing process. To reach this aim, the following research questions were addressed for the data analysis:

- 1) What are the self-reported problems of the student teachers during their classroom teaching experiences in the teaching practicum?
- 2) What are the self-reported positive aspects of student teachers' teaching during their classroom teaching experiences in the teaching practicum?
- 3) Do the self-reported problems of the student teachers during their classroom teaching experience change throughout the teaching practicum?

In order to answer the research questions above, reflection reports of the student teachers that belong to the first two, middle two, and the last two teaching experiences were collected. Constant Comparative Method was used to analyze the data in a qualitative manner (see Section 3.5).

The whole data was divided into communication units to determine the problems and positive aspects in student teachers' teaching. The analysis revealed 1204 communication units in total. 980 of the communication units were related to 'problems', and 224 to 'positive aspects'. Table 3 presents the categorization of the

Table 3. Categorization of the Communication Units

Categories		Number*	%
PROBLEMS	Student teacher-based	629	52,2
	Students-based	238	19,8
	Cooperating teacher-based	54	4,5
	System/educational context-based	53	4,4
	Supervisor-based	6	0,5
	Total (problems)	980	81,4
GOODS	Student teacher-based	182	15,1
	Students-based	37	3,1
	Cooperating teacher-based	5	0,4
	Total (goods)	224	18,6
All communication units		1204	100

* Number of the Communication Units

communication units according to two main categories and sub-categories.

The following sections will discuss the categories and sub-categories related to student teachers’ problems and positive aspects of their teaching based on the communication units identified. The categories and sub-categories are presented with examples from students teachers’ reflection reports. However, sub-categories that are less than five communication units in number are not represented with examples.

4.2. Categorization of Student Teachers’ Problems

To answer the first research question, data was divided into communication units for identifying the problems. There were 980 total communication units

categorized into 178 headings some of which with high frequency and some with low frequency. All 178 communication unit headings were listed irregardless of their frequency (see Appendix C).

Next, communication units were put into categories. None of the categories existing in the literature were taken as the basis for categorization. Instead, each communication unit was compared and contrasted with each other the ones that show similar characteristics were brought under certain categories and sub-categories as Constant Comparative Method offers. After that, each category and sub-category was named considering the characteristics of the communication units under the same category based on the teacher education and language teaching literature.

To name the main categories drawn from the categories –which were also drawn from the communication units-, as the next step, the analysis of the data allowed us to use the five components of teaching practicum as the main categories of the categories that give the main sources of problems experienced by student teachers: student teachers, students, cooperating teacher, supervisor, and the system/educational context (see Table 4).

Table 4. Distribution of the problems according to main categories

Problem Category	Number*	%
Student teacher-based problems	629	64,1
Student-based problems	238	24,3
Cooperating teacher-based problems	54	5,5
System/educational context-based problems	53	5,4
Supervisor-based problems	6	0,7
Total (All Communication Units)	980	100

* Number of the Communication Units

4.2.1. Student Teacher-Based Problems

Among the five categories of problems of student teachers, student teacher-based problems consist of the most of the problems faced by student teachers (64,1 %). Student teacher-based problems of student teachers are divided into three main categories: **problems in the pre-active stage**, **problems in the active stage**, and **individual problems**. The pre-active stage is related to the issues that occur before the lesson is delivered such as preparation, planning, and anxiety. The active stage consists of the classroom events taking part during the process of delivering a lesson. A number of classroom events such as classroom management, conducting classroom activities, and applying teaching techniques are related to the active stage of the lesson. Third, post-active stage covers the issues that happen after delivering a lesson. In this study, however, no communication units were identified related to post-active stage of a lesson. Problems related to the individual states of the student teachers are the ones that can not be directly related to a specific stage of a lesson.

Table 5. Distribution of student teacher-based problems according to categories.		
Main Categories	Number*	%
Problems in the pre-active stage	183	29,1
Problems in the active stage	427	67,9
Individual problems	19	3
Total (Student teacher-based problems)	629	100
*Number of Communication Units		

Table 5 represents the categorization of student teachers’ problems. 67,9 % of the reported problems occurred in the active stage of heir teaching experience whereas

29,1 % at the pre-active stage. Only 3 % of the problems were classified as individual problems.

The distribution of the problems related to student teachers indicates that the active stage of the lesson, in which student teachers are facing the students in the classroom, constitutes the major problem area of their problems.

4.2.1.1. The Pre-Active Stage

The problems in the pre-active stage consist of five sub-categories (Table 6).

Table 6. Distribution of student teacher-based problems in the pre-active stage according to sub-categories.

Sub-Categories	Number	%
Anxiety	81	44,3
Preparation	56	30,6
Material selection	24	13,1
Information about the students	22	12
Total (Problems in the pre-active stage)	183	100
* Number of the Communication Units		

As Table 6 above shows, anxiety in the pre-active stage is the mostly experienced problem category (44,3 %) among the problems related to pre-active stage. Problems related to preparation are the second highly reported ones (30,6 %). Problems related to material selection (13,1 %) and information about students (12 %) are the other problem categories.

Anxiety

Anxiety is the most frequently reported problem of the student teachers at the pre-active stage (44,3 %). It also constitutes 12,9 % of the problems related to student teachers, and 8,2 % of all problems. Here, student teachers were found to be influenced by the affective factors negatively before they deliver a lesson. First day anxiety, which talks about the student teachers' very first experience in teaching in the teaching practicum, plays an important role on the success of the lesson according to student teachers. Although they experienced microteaching in their 'School Experience II' course, most of them see the practicum as the real teaching. Two of the student teachers expressed their feelings about their first teaching experiences as:

Another new school...Another new class... Another new students... Since it was the first lesson of this term, I felt, again, very excited and worried. Excited because everything was new, worried because my mind was full of many questions; whether I could do my best or not., whether I could get on well with the students, whether they could participate in my activities or not, and many other questions like these ones. (7-1)

I was excited because it was my first lesson at this level before so I wasn't sure that they would understand me or not. I asked myself these questions: if they didn't understand me what would I do? Would I speak Turkish or would I continue to speak English? I wasn't sure. (36-1)

Moreover, as a requirement of teaching practicum, the student teachers are observed by their university supervisors twice in their teaching practice while they are delivering lessons. This situation is also seen by student teachers as anxiety invoking, and this type of anxiety is seen as the source of certain problems. Three of the student teacher reflected on this problem in their reflections as:

My plan was really good and I was sure that there would be no problem. I added vocabulary teaching to my plan and it was all right. When I entered the class there was a deep silence. I couldn't know

its reason. The experienced teachers were sitting at the back of the class and it was really difficult for me to keep calm. (33-5)

İzlemeye Mrs. X geldi. Anlatacağım konu basit bir konuydu. “too+adj.+to ve adj.+enough+ to” Ancak ben fazla iyi anlatamadım. Bunun nedeni Mrs. X’in bizi ikinci kez izlemeye gelmesiydi. İlk izlemeye geldiğinde tam bir facia yaşadığımız için biraz (hatta çok fazla) stresliydim.(40-5)

[Mrs. X (the university supervisor) came to observe my lesson. The topic of the lesson was simple: “too + adj. + to/adj.+enough + to”. However, I couldn’t teach the topic well. The reason of this was that Mrs. X was observing us for the second time. Since her first observation was a disaster, I was a bit (in fact very much) stressed. (40-5)]

İlk başta Çarşamba günü normal, gidip sakın sakın ders anlattığımız bir gündü benim için. Sonra birden hocamızı bizi odada beklerken görmek adeta bizi şok etti. Ne yapacağımı ne söyleyeceğimi unuttum sanki. Sınıfa girince hepsini hatırlayacağımı düşündüm. Çünkü üçüncü saate kadar daha çok vardı. O zaman geldiğinde heyecanım sanki staj gününe başlarken ki kadar arttı. Aslında çocuklar bizi tanıyor , bizde onları. İlk girişte normalde “ Good Morning” , “How are you” diyerek hocamız girer. O anda bana bıraktı. Girişi ben yaptım. Ama galiba öğrenciler tedirginliğimi anladılar ki ilk birkaç dakika rahatlılar. Onlardaki rahatlık beni tedirgin etti. Çünkü beni dinlemeyeceklerini sandım. (65-2)

[In the beginning, Wednesday was a normal teaching day for me. Then we were shocked when we saw our teacher waiting for us in the teachers’ room. I felt like I forgot what to do or what to tell. I thought that I would remember everything when I entered the class because there was a lot of time until the third lesson. When the third lesson came, I felt as excited as I was in the first day of my teaching experience. In fact the students knew about us, and we knew about them. At the beginning of the lesson generally the teacher of the class greets by saying “good morning, how are you?” but this time I did it. However, I think the students realized my anxiety because they were relaxed in the first one or two minutes. That made me anxious, I thought they would not listen to me. (65-2)]

Besides these two anxiety types, some student teachers report that they are anxious before teaching a particular class due to their past experience with that class, or due to unfamiliarity with the class they will be teaching. Student teachers’ negative attitudes towards a specific class, level of the students, or the size of the class were

identified by student teachers as anxiety provoking. Some student teachers report that they experience anxiety before teaching since they do not see themselves competent enough to teach a particular subject, or they will not be able to use the time required for the classroom activities effectively. Likewise, one of the student teachers is anxious about not being able to achieve the objectives she had planned. Furthermore, some student teachers report that they will be using a new/different device, so this situation caused the anxiety of failure before teaching. As mentioned earlier, student teachers are observed by experienced teachers and graded on their performance. Although they are observed by their supervisors twice a term, their cooperating teachers are required to observe them, fill-in an observation sheet, provide them feedback on their performance, and grade them at the end of the term on the observation sheets they filled-in throughout the term. Some student teachers also indicate that they experience anxiety before teaching due to being observed by their cooperating teachers. Furthermore, as mentioned in Section 3.3., student teachers in this study were the participants of a teacher training project. A number of student teachers were chosen for the 'video-recording group', who were being video-recorded weekly while they were teaching. Some of the student teachers report that they experience the anxiety of being observed before they deliver a lesson. One student teacher explained this situation as:

Bu haftaki derste "Vücutun Bölümlerini" öğrencilere anlattım. Kamera çekiminin de olması dolayısıyla çok heyecanlanacağımı düşünüyordum. İlk beş dakika oldukça tedirgindim. Kameranın beni çektiğini düşünmekten kendimi alamıyordum. Bu yüzden presentation kısmını anlatırken kartları eksik gösterdim. Bunu daha sonra fark ettim ve durumu düzeltmeye çalıştım. Daha sonra aktiviteleri yapmaya başlayınca ve öğrencilerinde derse katılımlarını gördüğüm zaman kameranın sınıfta olduğunu zaman zaman unutuyordum. (47-4)

[This week the topic of the lesson was "Parts of Body". I thought I would be very excited because of being recorded by the video

camera. I was very anxious in the first five minutes. I couldn't help thinking about being recorded. For that reason, I forgot to show all the cards to the students in the presentation part. I realized it later and I tried to compensate it. Later, when I began the activities, with the participation of the students in the lesson, sometimes I forgot that I was being recorded. (47-4)]

Preparation

Student teachers were found to be experiencing difficulties related to lesson planning or teaching preparation in the pre-active stage of the lesson (30,6 %). The problems in this category cover the 8,7 % of the problems, and 5,6 % of all problems. These problems are mainly related to insufficient preparation, careless preparation, and lack of preparation. Among these, insufficient preparation refers to student teachers' not being ready for the extra demands of the students on the subject being taught. Some students are not equipped with the necessary preparation for the student questions and demands for extra explanations and examples. Similarly, some of the student teachers overestimate or underestimate students' existing knowledge and do not prepare accordingly. One or a combination of these factors leads to confusion or failure. Additionally, while some student teachers do not have extra materials for their possible extra time, some others suffer from not having variety in their materials. Student teachers frequently indicate that lesson planning and preparing a lesson plan take most time of the student teachers in their teaching experience, and two student teachers talk about not having a detailed lesson plan as the sources of the problems they faced in their teaching experiences. The following extracts from some student teachers' reflections are good examples for insufficient preparation as a problem related to pre-active stage:

Last, I couldn't arrange the time amount ;the presentation of the activities that I prepared finished before the time I planned, so I made the students do another activity, but although it was a good one as an

idea, it couldn't be applied in an efficient way as I hadn't been prepared for it before.(11-2)

Another incident that I came across in lesson is about organization. While doing reading activities I distributed handouts to the students. While getting answers from the students, I couldn't follow up the questions because I didn't have enough photocopy. I didn't realize that I didn't have photocopy of handouts before. So I asked one students to look at the handouts together. Before beginning the lesson, I should control my materials that are used in the activities. (25-1)

Warm-up aktivitelerini yaptırırken bir problemle karşılaşmadım. Öğrencileri biraz uğraştıracak , zorlayacak bir bulmaca hazırladığımı düşünüyordum. Öğrenciler birer birer hepsini bulmaya başlayınca gerçekten çok şaşırdım. O kadar çabuk bulmalarını beklemiyordum doğrusu. Onlara yetişmek gerçekten çok zor. Belki biraz daha zor hazırlamalıyım bundan sonra. (31-7)

[There were no problems in the warm-up activities. I thought that I had prepared a puzzle that would challenge the students. I was really surprised when the students began to find the answers one by one. In fact, I wasn't expecting them to find the answers so quickly. It's really very difficult to catch them. I think I should prepare harder puzzles for the next lessons. (31-7)]

Bugün pronunciation hatası yaptım. Sakala "bierd" yerine "börd" dedim. Sakalı kuş yaptım bir anda. Sonra birkaç öğrenci güldü. Sonra öğrenci tahtaya saçla ilgili kelimeleri yazarken ben de sözlükten sakalın pronunciation'ını kontrol ettim. İngilizcede bazı kelimelerin "tree" ve "three" gibi pronunciationları yakın olduğu için sakal da öyledir diye düşünmüştüm. Keşke düşünmeyip daha önce kontrol etseydim böylece hata yapmamış olurum ve öğrencilerin gülmesini engellemiş olurum. (27-4)

[Today I made a pronunciation mistake. I pronounced "beard" as "bird". Some students laughed at me. Then, when a student was writing vocabulary about "hair" on the board, I checked the pronunciation of "beard". I had thought that the pronunciations of "beard" and "bird" were the same like the pronunciations of "three" and "tree". I wish I had checked it before. By doing so, I could have prevented my mistake and the students' laughter. (27-4)]

Another problem in the pre-active stage reported preparation deficiencies such as careless material preparation, providing inappropriate explanations or examples due to the carelessness. Carelessness is different from insufficiency that if a student has

enough preparation for delivering a lesson as a whole, but if s/he is not diligent about preparing the specific classroom activity or activities, s/he is considered to be careless in the preparation stage. The following extract indicates how student teachers were suffering from careless preparation:

In my lesson I would use pictures for presentation. I know that I must prepare materials before the lesson. I would use tape for sticking the pictures on the board. I always carry my tape in my bag. That's why I didn't pay attention to if I had a tape in my bag or not. Because it was always in my bag. In my lesson I wanted to use tape but it was not in my bag. I was surprised. One of my friends had a tape and gave it to me. But it may not be like this. My friend may not have a tape and neither my students. So what would I do? I will check every material before the lesson from now on. Even if I am sure that it is in my bag. (92-8)

It cannot be said that student teachers were lacking preparation for their classroom teaching experiences; they were either insufficient or careless in preparation. Only one student teacher reported that she was not prepared for using the tape-recorder she would use in the classroom, and experienced problems for that reason.

Material Selection

As the third category of the problems of student teachers in the pre-active stage, material selection consists of the 13,1 % of the problems in the pre-active stage, 3,8 % of the problems related to student teachers, and 2,4 % of the problems in general. Although material selection is considered as part of preparation for teaching, it was taken as a separate category in this study since it was stated by the student teachers that they were not insufficiently or carelessly prepared, but they failed as a result of not choosing the appropriate material for the class they would be teaching. For example, an activity prepared for a classroom can be a well and carefully-prepared one; however, it might be beyond students' level- which is called a demanding activity. Take these extracts from two of the student teachers as examples:

On the other hand there were some good points that made me happy. Students understood all of the instructions clearly and most of them did the activities easily except for 12th activity. Although I had given the words which they will use while they were filling the blanks, they didn't manage to finish this activity as fast as the other activities. I think this activity was a bit difficult for them but we're not allowed to take activity out of the plan. (45-1)

I said that they had read about Dr Jeckyll and his monster part and we had another monster and a doctor in that day but I forgot to ask if a clumsy doctor tries to create a monster, what would happen. I gave the instruction but the exercise was a bit difficult for them. I wandered all the pairs and I tried to help and explain for them. I think it was too early to give such an activity for them. It might be better if I wanted them only to report, not changing reported speech to direct speech. It took much time, so then we checked together.(56-1)

Here, the student teacher is not able to choose the right material for students' level of proficiency; therefore, it takes more time than required and planned to complete the activities. Also, it confuses students' minds together with making the student teacher anxious and discouraged about teaching.

Information about Students

The fourth category of the problems in the pre-active stage is related to student teachers' information about students. This portion of the problems consists of the 12 % of the student teacher-based problems in the pre-active stage, 3,5 % of the problems related to student teachers, and 2,2 % of all problems student teachers encounter. Student teachers' lack of information about students' level of proficiency, interests, background knowledge was reported to have caused problems for student teachers in the implementation stage of the lesson. Although the problems related to this category appear in the active stage of the lesson, they are connected to the false assumptions or lack of information of the student teachers about the nature of the class they will be teaching. One student teacher reflected on this problem in the following extract as:

The step that I made was the practice stage of the lesson, so the students should have learned the difference between the two tenses, but when they solve these exercises, they couldn't do them because they still didn't know the difference between Present Continuous Tense and simple present tense. I prepared everything as if they knew all the grammar rules but I had to do something because unless they learned them, they couldn't do the others. (2-5)

Moreover, almost half of the problems in this category are due to students' low level of proficiency. In reality, the problem is not students' proficiency levels but student teachers' lack of information this effect. Following is an example from a student teacher who experienced such a problem:

But I couldn't do the second one which had taken two hours to prepare it the day before. Everything in the lesson was given in a context to make the activities meaningful for them. Sometimes I acted out to add variety to the lesson. While explaining "laugh at" I acted out. They laughed at me. But there was no response from students in the activities.

It happened because the students are not used to learn vocabulary in the way I used. I taught them the vocabulary by a context but it didn't work. Another reason may be shown the difficulty of the reading passage. Its level was too high for the students'. My peer teachers X and Y, and I were really disappointed to see the students didn't understand the text because we had thought they would. This is very interesting. Because we have been joining these classes for 3 months we should have known them. In fact we thought we knew their features and levels. (18-5)

Here, the student teacher is not aware of the level of the students, so the activities she prepares fail, and she is discouraged and helpless about her teaching.

4.2.1.2. The Active Stage

The analysis of the reflection reports of the student teachers claims that most of the problems related to student teachers were experienced in the active stage of the lessons (67,9 %). This portion of the problems consists of the 43,6 % of all problems

Table 7. Distribution of student teacher-based problems in the active stage according to sub-categories.

Sub-Categories	Number*	%
Time management	120	28,1
Classroom Management	86	20,2
Instruction	43	10,1
Student Involvement	28	6,6
Board usage	26	6,1
Teaching Procedure	19	4,5
Classroom language	18	4,2
Error correction/Feedback	16	3,8
Anxiety	13	3
Flexibility	12	2,8
Carelessness	10	2,3
Linguistic incompetence	8	1,9
Body language/Eye contact/Stress-Intonation	8	1,9
Interaction pattern	7	1,6
Classroom procedure	5	1,1
Application of teaching techniques	4	0,9
Relations with the students	3	0,7
Decision-making	1	0,2
Total (Problems in the active stage)	427	100

* Number of the Communication Units

reported by the student teachers. Table 7 presents the distribution of the problem sub-categories in the active stage.

Problems of the student teachers in the active stage were divided into 18 sub-categories. Since the frequency of problems is high in this category, the number of categories was also high which represents different types of problems in more detail. As can be seen from the table, time management, with 28,1 % takes its place at the top. The others are: classroom management (20,2 %), instruction (10,1 %), student involvement (6,6 %), board usage (6,1 %), teaching procedure (4,5 %), classroom language (4,2 %), error correction/feedback (3,8 %), anxiety (3 %), flexibility (2,8 %), carelessness (2,3 %), linguistic incompetence (1,9 %), body language/eye-contact/stress-intonation (1,9 %), interaction pattern (1,6 %), classroom procedure (1,1 %), application of teaching techniques (0,9 %), relations with the students (0,7 %), and decision making (0,2 %), respectively.

Time Management

When the reflections of student teachers were analyzed, time management was found to be the most problematic in student teaching. This category constitutes the 28,1 % of the problems related to student teachers in the active stage, 19,1 % of total problems related to student teachers, and 12,2 % of all problems. In this study, time management was examined in two main categories: pacing the lesson and timing classroom activities. Pacing is defined as “the extent to which a lesson maintains its momentum and communicates a sense of development (Richards & Lockhart 1996: p. 122). Based on this definition, problems of student teachers related to arranging their time for certain stages of the lesson (presentation-practice-production or pre-task-task-

post-task) were taken as problems related to pacing the lesson. For example, some student teachers stated how they experienced problems related to pacing the lesson as:

While doing exercises about too/enough I gave students three minutes to do each activity because my parts that I studied was too long. Because of this I couldn't use the time in an efficient way. In last five minutes I wanted students to write a paragraph about animals that we mentioned before. Because of the fact that I had no enough time after three minutes I wanted them to read their paragraphs while giving instructions, I wanted them to write a short paragraph in five sentences that's why I gave them three minutes. (25-8)

Sabahın ilk saatlerinde "open your books" demeyeceğim için warm-up'la başladım. İyi olup olmadıklarını sordum, warm-up planlarımdaki gibi gitti. Zaten "lead-in" planlarımla alakalı olduğu için bu bölümü çıkaramazdım. Ama öğrencilerin konuşmaya istekli oluşu ve benim konuşmalarına izin vermemle planladığımdan daha fazla vakit aldı. Ben bunu geç fark ettim. Gereken yerde geçişi sağlayamadığımı saatime bakınca fark ettim. (29-2)

[I started with warm-up since I couldn't say "open your books" early in the morning. I asked them how they were. In fact I had to do the warm-up activity because it was related to my "lead-in". However, since the students were eager to speak and since I let them speak, warm-up took more time than I planned. It was too late when I realized this. When I checked my watch, I realized that I couldn't make the necessary transition in the right time. (29-2)]

In the lesson, the only problem was the time for me. The warm-up section passed as I planned. Then, in presentation period I involved all the students and presented the subject successfully by using several examples. Since all the students join the lesson and produced more examples, this section lasted a bit longer. Next, I started to practice section. In my plan, I aimed to do three activities in this period. However, I could do only two of them since the presentation part lasted longer. (98-8)

Managing the time, on the other hand, was considered as the misuse of time allocated for certain classroom activities such as not having enough time for checking the answers of an activity , or hearing the bell ringing in the middle of an activity. For instance, the following student teachers explained their problems in managing the time as:

Her zaman olduğu gibi dersin bitmesine son 5 dakika kala zaman kavramını unutuyorum ve derse kendimi kaptırveriyorum. Productionda son 3 cümlem kaldı. Ama ilk üç cümleden farklı farklı örnekler aldım, o güzeldi. (23-5)

[As always, I forgot the time concept in the last five minutes of the lesson. I couldn't get the last three sentences in the production part. However, I took different examples for the first three sentences, it was good. (23-5)]

As third activity I wanted them to choose a topic and talked about it in one minute. While one of the student was talking, the bell rang. At that time I let him to say his/her last sentence than I thanked the students for their participation. (25-5)

The practicing and production stages were so entertaining. All of them were trying to join the lesson. I saw the faces that they were unhappy not to have the chance of speaking. What is wrong? The most important problem was timing. I thought that we had still five minutes so I started to a new activity but the bell rang. (94-1)

Although time management is considered as a component of classroom management by most researchers, these two terms were taken separately in order to give a clearer categorization and discussion for the problems of student teachers.

Classroom Management

The second category of problems in the active stage is classroom management. This category covers the 20,2 % of the problems in the active stage, 13,7 % of the problems related to student teachers, and 8,8 % of the problems in total. Most of the problems stated under classroom management category are related to student teachers' helplessness in dealing with noise in the classrooms (56 of 86 communication units). Some student teachers say that they are not able to conduct their classroom activities properly and in time due to noise in the classroom. Some other student teachers report that students who are really interested in the lesson are affected negatively from the noise in the classroom. Noise in the classroom is sometimes listed under classroom

discipline. However, in this study classroom discipline is taken as a part of a larger concept; classroom management. They also report that they are not able to take the necessary precautions to keep students silent. One student teacher wrote:

Then I wanted to apply the last activity, that is, changing passive into active, active into passive within the text. But during my instruction I had classroom management problems. Despite my efforts, they weren't silent. That's why the instruction was not understood. This was because it was the third lesson, their interest was decreased, the subject matter was not an interesting one. (24-7)

In addition to dealing with noise, student teachers report to be suffering from management issues like dealing with late comers, monitoring students on task, nominating students, and taking the right stance in the classroom. Also, another problem of student teachers was reported as losing the control of the class. These situations mostly occurred after a vivacious activity such as singing or playing a game. A student teacher emphasized this situation in her reflection as:

This week I practiced "passive voice". I made students work in groups of 4. I formed the groups. They work on a picture (each picture was a part of a story and each group had a picture from the story) They worked on the picture then I said "now you will work in different groups", "one member in each group will come together and form a new group" At that time all the students stood up and they tried to form their groups but all of them stood up and there was a big noise in the classroom. I wanted them to sit down but they couldn't hear me. It was difficult to settle them down. At last, I myself tried to form their groups and make them sit down one by one. Of course it took my time. (77-4)

Instruction

The next category for the problems of student teachers in the active stage is related to giving instruction. Instruction problems are stated in 10,1 % of the student teacher-based problems in the active stage, 6,8 % of the problems related to student teachers, and 4,4 % of the problems in all categories. Problems related to giving instruction come mainly under two headings: incomplete instruction and unclear

instruction. An instruction is supposed to have certain stages as telling students what to do, specifying the type of working (individual, pair, group, or whole-class work), specifying the time allocated for the activity, and checking understanding of the students. Additionally, an instruction must be clear enough for students' level and as brief and simple as possible. However, some of the student teachers report that they can not give clear instructions, or their instructions are incomplete that cause students not to understand what to do for the activities. For example, two student teachers wrote about their problems in giving instruction as:

I had a few problems in the first lesson which was based on reading text. The thing that students have to do was to fill the chart while reading text about wedding ceremony. There were some parts like preparation, dress, reception, present, wedding ceremony. Before beginning the activity I gave the necessary instruction. But during the activity I realized that most of them couldn't fill the wedding ceremony part in the chart. Although I explained the important points in preparation and reception parts I didn't need to explain wedding ceremony part in the chart. Because I thought that this part was very clear. When I saw that they had difficulty in that part I had to explain in the middle of the activity. As a result I should have explained the chart in detail and given more examples for problematic parts. (3-1)

I gave uncompleted instruction and when I understood I made it, it made me much more anxious and I forgot to give the complete instruction and it caused chaos among the students. Thus they started to make noise. (57-7)

Student Involvement

Another category in student teacher-based problems in the active stage is student involvement. Problems related to involving students covers the 6,6 % of the problems in the active stage, 4,4 % of the problems related to student teachers, and 2,8 % of all problems. Problems related to student involvement are caused by student teachers' ineffectiveness in conducting the necessary strategies to involve the students in the

lesson. Problems stemming from student teachers' disability to involve the students constitute this category. As examples to this category, two of the student teachers stated:

I used different pictures. My aim was to make students guess who may they be saying by eliciting the pictures. But I couldn't make them speak. That is; I was not good at eliciting nevertheless, I tried different ways. For example I had found the picture. Two children are sitting in the armchair. The clock is nine o'clock, there is a television and there is a woman who is painting to the clock on the wall. I prepared the balloon on which "it is too late, you can't watch TV." was written. Before showing the balloon I asked about the picture and tried to elicit their ideas, but they didn't talk about it.

I asked: "who are they? What do you think?"

S: no answer (I said the answer)

I: "Who is she?"

S: (no answer)

I: "Is she older than they are?"

S: "yes"

I: "So who is she?"

S: (no answer)

I: "Is she their mother or sister?"

S: (No answer, I give the answer)

I: What is she doing?

S: she is showing the clock

I: Very good, what do you think what she says?

S: (No answer)

I: Ok Look at her face is she angry or happy?

S: Angry

I: So what is she saying?

S: (No answer)

I: Are the boys happy?

S: No

I: what may be he saying?

S: (No answer)

I: Ok. When do you get sad, think that your mother is showing the clock.

S: (No answer)

I: Ok. Let's see what she is saying.

I couldn't get their ideas about the other pictures so I gave / stick the balloons to the board without getting their ideas about man's / woman's saying in the pictures. (3-8)

I noticed that two of them were not doing it. I went near them and asked why they were not doing it. And they said: "we didn't feel like doing it, we got bored". Then I said: "ok, then don't write it but just

try to guess it and compare your answers each other.” It was not a satisfying answer but I couldn’t think of any other better ones. (69-8)

Moreover, problems related to student involvement are also found to be caused by student teachers’ ineffectiveness to get students’ attention, and to use the teacher-wait-time effectively. The following reflection of a student teacher is clear enough to show the problem type in this category:

The other problem was not to use the pictures prepared for the checking stage of the presentation efficiently; I didn’t elicit the pictures, I gave all the information about the pictures and didn’t give any chance the students to speak, so the amount of T.T.T. increased and it effected the students’ participation to the lesson. (11-2)

Board Usage

Effective use of the board is one of the most important tools that make the taught items visual and permanent for the language students. However, 6,1 % of the communication units related to student teacher based problems in the active stage reflected problems about board usage. Problems in this category also consists of the 4,1 % of the problems related to student teachers, and 2,6 % of all problems. Some student teachers suffer from the fear of writing something wrong on the board while some others report that they were incompetent in using the board for a particular lesson. Some student teachers reported their incompetence in board usage as:

The problem I had in teaching this subject was I couldn’t use the board effectively. I wrote the sentences and the differences of those sentences on the board. Students understood it they might forget what I taught because I didn’t say them to write the sentences on their notebooks and after a while I cleaned the board without asking whether they wrote or not. I should not have done this. (18-1)

I had no problem throughout my lexical teaching but I think I could not manage to use the board efficiently this time. My colleagues told me that my handwriting was rather small. They were right. It was legible but a little bit small. What’s more, I began to write in the middle of the board. When there was no space left, I went on from the

left. I shouldn't have begun to write from the center. I should have started to write from the left to right. Much later I realized that the board turned into a chaos. (31-4)

In addition to these, some student teachers state that they did not ask students to copy things on the board in their notebooks, and one student teacher reports failure in controlling the students while he was writing on the board.

Teaching Procedure

Teaching procedure includes the order of the classroom activities to be conducted (e.g. more controlled to less controlled), transitions between activities, and stages of teaching a specific language point or language skill. The problems in this category are the sixth most frequently reported ones among the student teacher-based problems in the active stage (4,5 %). They also constitute the 3 % of the problems related to student teachers, and 1,9 % of all problems faced by student teachers. Some student teachers state that they lack providing smooth transitions between activities while some others report making wrong decisions in the order of the activities. Nevertheless, most problems in this category are related to incomplete procedure for teaching a specific skill or language point. One of the student teachers reflected on this problem in the following extract as:

While teaching vocabulary in pre-reading part, I explained the unknown words after I asked whether they can guess or not. As I explain the words I couldn't do this activity step by step. That's the reason why students have already known some of these words while I was trying to explain, they looked up their dictionaries. I couldn't practice my vocabulary activity according to my lesson plan. (25-1)

Classroom Language

Another problem category related to student teacher-based problems in the active stage is classroom language (4,2 %). 2,8 % of the communication units related to

problems stemming from student teachers, and 1,8 % of the communication units related to all problems are of this category. Classroom language used by the student teachers constitutes another sub-category at the active stage. Since students teachers are trained to be English language teachers, they are expected to use English in the classroom. Some student teachers, however, are either not able to adjust their English to students' level or when faced with resistance from students or fail to explain the lesson in English switch to Turkish. Two student teachers explained the situation in the class as:

Another point, when students didn't understand what I said to them, undeliberately I was translating the sentence in Turkish. (shame on me). When I realized or saw my mistake I stopped to translate. But when, now I think the situation I think translating is because of my fear that they'll not understand me. (5-1)

On the other hand, there was a complaint about me. A few students, at the back, asked me to speak more slowly and sometimes they required me to speak Turkish. Although I was careful about to speak clearly & slowly still some students had a problem. I must gain this habit in a very short time. I think they are right. I'm not aware of speaking fast sometimes. However, I never accept to speak Turkish without some exceptional situations. Because they can understand English when they listen to attentively. Speaking Turkish is their biggest habit, and they never feel themselves comfortable when they don't translate the sentences into L1. Even if they have some problems at the beginning they'll get accustomed to use English if I insist on this. (15-2)

In fact, student teachers use their discretion to switch to L1 in certain critical situations such as giving instruction for a complicated activity, or providing explanations about difficult grammar rules. As the extract above points out, some student teachers tend to switch to L1 directly without trying to adjust the language they use, or paraphrase what they say in the classroom to a simpler mode of language.

Error Correction/Feedback

Communication units related to problems of student teachers in correcting students' errors and providing feedback to the students constitute the eighth category of student teacher-based problems in the active stage. They consist of the 3,8 % of the problems related to student teachers in the active stage, 2,5 % of student teacher-based problems, and 1,6 % of the problems in total. Most problems in this category are due to student teachers' failure in answering unexpected student questions and leading students to correct answers when they make mistakes. The extract from a student teacher's reflection report below indicates how she experienced a problem while correcting a student:

One of the students objected to the answer of a question. I explained why the answer that she supported wasn't right but she insisted on her answer. In this situation, I asked the same question to the other students. They gave the right answer. But she was still objecting. Lastly, I opened the paper in which this grammar subject was explained and I showed the explanation. I paraphrased the explanation. I think she wasn't satisfied but I had to go on. (45-2)

Anxiety

Problems related to anxiety were already found to be the most frequently student teacher-based problems in the pre-active stage (Section 4.2.1.1.). In addition to their anxiety before the lessons, student teachers were found to be experiencing anxiety during teaching (3 %). Communication units in this category consist of the 2 % of the problems related to student teachers, and 1,3 % of the problems in all categories. Anxiety during teaching manifests itself in two different categories: anxiety due to inability of using time effectively and anxiety due to lack of student participation. Although they are not so frequent, problems related to anxiety in the active stage are considered as important by the student teachers who reported of experiencing such

anxieties. They are thought to be influencing every single aspect of classroom teaching negatively, causing panic and discouragement for teaching. One of the student teachers explained their situations when they experienced anxiety at two different times of teaching as follow:

*In practice stage we began to the exercises from their workbooks. Then I gave them a handout which includes exercises about relative clause, frequency adverbs, forming adjective. **In this stage I panicked about the time.** I had 20 minutes. I must have finished my lesson in 20 minutes. I gave the instruction and students began to the exercises one by one. I tried to gave feedback to each of the students but as I panicked about the time sometimes I forgot to say “good, thank you, etc.” to the students. (55-1)*

*In practice stage there were lots of exercises about the subject in students' book and in the handout that I prepared for them. In this stage I panicked about the time. I didn't give enough time to the students to do the exercises. I wanted students to do exercises quickly to finish the subjects in time because I had to finish the part that belongs to me in the book. **I shouldn't have worried about the time so much because I worried I couldn't follow my plan as I wanted.** (55-2)*

As seen in the reflections above, everything goes wrong once the student teacher starts feeling anxious about student participation or effective time management.

Flexibility

Student teachers' insistence on following exact steps of their lesson plans consist most of the problems related to flexibility. Also difficulties of student teachers in making adjustments in classroom procedures and classroom activities are the other components of this category. Problems related to student teachers' lack of flexibility were found in 2,8 % of the communication units related to student teachers in the active stage. They are also among the less frequently reported problems related to student teachers, and 1,2 % of the communication units in total are related to this category. Following is an example from a student teacher:

Warm-up olarak kısa bir chat yaptım. “Dün ne yaptınız?” ve “Yağmurlu havayı sever misiniz?” gibi sorular sordum. Öğrenciler cevaplamaya çalıştılar. Bu bölümde bir hatam oldu. Öğrencilerin cevaplarına göre bu aktiviteyi biraz daha sürdürebilirdim, fakat plandaki sorulara çok bağlı kaldım. (85-7)

[I conducted a chat as the warm-up. I asked questions like “What did you do yesterday?” and “Do you like rainy weather?”. The students tried to answer. I had a mistake in that part. I could have continued that activity for a little more based on the students’ answers, but I was highly dependent on the questions in the lesson plan. (85-7)]

Carelessness

Carelessness of student teachers was also among the problem categories related to student teacher-based problems in the pre-active stage (Section 4.2.1.1.). Student teachers reported that they had difficulties because of their carelessness before the lesson and during the lesson. Communication units related to carelessness in the active stage cover the 1,5 % of the of the problems related to student teachers, and 1 % of the problems in total. One of the student teachers wrote:

“Warm-up” aktivitemle sınıfı canlandırdıktan sonra gramer anlatımına geçtim. Konuyu daha önceden bildikleri için sadece hatırlatma yaptım. Tahtaya başlığı attım önce. “Possibility ve ability” diye yazdım. Sadece “ability” ile ilgili örnekler yazıp o konuyu anlatmışım çok sonradan fark ettim. “Possibility” konusunu tamamen unutup işlemedim. Tahtaya ikisinin de başlığını attım. Öğrenciler şaşırabilirlerdi. Daha dikkatli olmalıydım. Gözümden kaçmış.(31-5)

[After the warm-up activity I started teaching grammar. I only reminded them the topic since they had known it before. I wrote the topic on the board as “Possibility and Ability”. Later I realized that I had only given examples about “ability”. I had totally forgotten the topic “possibility”, and I had not taught it. However, I had written both of them on the board as the topic of the lesson. That might make the students confused. I should have been more careful. (31-5)]

Linguistic Incompetence

Student teachers’ lack of appropriate linguistic competence in English is stated in 1,9 % of the communication units related to student teacher-based problems in the

active stage.1,2 % of the communication units related to student teacher-based problems, and 0,8 % of the all communication units belong to this category. Student teachers reported that some of the problems were related to their limited vocabulary, inadequate knowledge about some grammar rules, and their pronunciation deficiencies. Although it was reported only eight times out of 995 communication units, seriousness of the problem is obvious in the following reflection of a student teacher:

I had some students make sentences about their families by using too / enough. But while doing this activity Alptekin (a student) asked me the meaning of “yetenekli, marifetli” That time I couldn’t remember its meaning in English. I went to red, I looked to the girls at the back row but they were shaking their hands to show that they couldn’t remember too. All of the students understood that I didn’t know the word. I felt very bad this time. I said to the boy “learn it for the next lesson and tell it to me” And immediately passed to the exercises on the book. (58-7)

Body Language/Eye Contact/Stress-Intonation

Student teachers’ difficulties in using their gestures and mimes, establishing eye contact with the students, and use of their voice while teaching comprise this category. Five student teachers suffer from not using their voices effectively in the classroom, and one student teacher complains about her incompetence in using her body language. Another student teacher reported that she had problems related to not being able to establish eye contact with the students. The following is an example:

Furthermore, I want that there shouldn’t be even a student with whom I don’t make eye-contact. I think, that the students should smile, be happy and feel themselves in secure and as a successful student have a great importance and mostly depend on making eye-contact with them. However, during the presentation, I ignored 4 or 5 students in the class as I was excited, but at least I know who they are and I’ll try to prove them to participate the lesson in the next presentation. (11-1)

Interaction Pattern

Interaction consists of problems related to application of group work in the classroom, and it was found to be problematic in seven communication units. One of the student teachers explained the chaos in the classroom while she was trying to conduct a group-work activity as follows:

Önce grupları oluşturmak daha sonra da instruction vermeyi düşünmüştüm ama ben grupları ayarlarken öğrenciler bir kargaşa yarattılar, “şimdi ne yapıyoruz, ne yapacağız” şeklinde sesler yükseldi. Sesler daha da yükselince beni telaşlandırdılar. Hemen instruction vereyim derken sıralarını şaşırdım böyle olunca da bazı eksiklikler oldu. Aralarda gezerken her gruba ne yapmaları gerektiğini tekrar anlattım.(22-5)

[I had decided first to arrange the groups and then to give the instruction but while I was arranging the groups the students made a chaos, they started to ask “what are we doing now? What will we do?” I got agitated when the noise became louder. I tried to give the instruction at once but I forgot the order and I couldn’t give the instruction completely. While I was wandering around, I explained all the groups what they had to do again. (22-5)]

Classroom Procedure

Problems related to classroom procedure, as one of the less frequently stated problem categories in the active stage, include the difficulties of student teachers in beginning and ending a lesson, delivering and collecting handouts and assignments, etc. In this study, five student teachers report to be experiencing problems about ending the lesson, and only one student teacher report having confusion in the classroom while delivering the handouts she prepared. One student teacher reported:

In addition to these, ending the lesson was also very difficult for me. Because as soon as the bell rang, they stood-up and went through the door. The class teacher warned with her eyes. So, I said “Everybody sit down please. I haven’t finished my lesson yet.” They sat down. And I gave their homework. Then they left the class. If the class teacher didn’t warned me, I wouldn’t have ended the lesson as I wanted. (52-1)

Application of Teaching Techniques

Four communication units were identified related to the problems of student teachers in applying the teaching techniques in the classroom. Student teachers reported that they had problems with eliciting information from students. Picture elicitation was also reported as a source of a problem in the classroom by a student teacher.

Relations with the Students

There are only three communication units in this category. One student teacher admitted that she was not able to create a positive atmosphere in the classroom. Another student teacher was complaining about overreacting to a student and having an unnecessary conversation. The other student teacher in this category reported that she lacked communication with the students of a particular class.

Decision Making

Only one communication unit was identified among the problems related to student teachers in the active stage that mentioned a wrong decision made by the student teacher after he had to change his lesson plan.

4.2.1.3. Individual Problems of Student Teachers

The analysis of the reflection reports of the student teachers suggested certain problems related to student teachers that are neither related to the pre-active nor active stage of a lesson. The third category consists of problems related to student teachers' health, their mental state on the day of teaching, and their perceptions of their roles as student teachers. Distribution of the problems in this category is presented in Table 8. Communication units in this category consist of the 3 % of the problems related to student teachers, and 1,9 % of the problems in total.

Table 8. Distribution of the individual problems of student teachers according to sub-categories.

Problem Sub-categories	Number*	%
Student teacher’s perception of his/her role	11	58
Physical Health	5	26,3
Mental State	3	15,7
Total (Individual problems)	19	100

* Number of the Communication Units

Physical Health

Five student teachers reported that they were not feeling well on the day of teaching, so certain failures in the classroom were caused by their physical health problems. One student teacher explained this situation as a problem during the lesson:

As I had a bad cold I had difficulty in hearing students’ answers so I sometimes raised the tone of my voice to the students. I should not have warned them too much. Instead of warning them too much, I should have stopped the activity and waited for their being silent. (55-2)

Mental State

Three students reported to be mentally unprepared to teach; therefore, they believed that the problems in their teaching were as the results of their state of mind.

Perception of Their Roles as Student Teachers

58 % of the problems related to individual problems of student teachers are about their perceptions of their roles as student teachers. As student teachers report, the idea of not being the actual teacher of the classrooms they are teaching causes problems. One student teacher explained their situations as follow:

Her ne kadar aktiviteler bulsakta, genel olarak şunu diyebilirim ki ; öğrenciyle olan ilişkimizde bayağı resmiyet var. Ben bunu aşmak istiyorum. Tabii bu öğrenciyle içli dışlı olma anlamında değil. En azından derse başlamadan önce onlarla haberler hakkında, spor hakkında, onların sorunları hakkında konuşmak isterdim. Ama bu şu an olmaz galiba. Çünkü her ne kadar inkar edilse de, şu an sadece not için ders anlatıyoruz ve kurallara çok uymaya çalışıyoruz. Bir de bizi gözleyen öğretmenlerimize iyi görünmeye çalışıyoruz belki de. Bu yüzden de çok zorluyoruz kendimizi. (27-2)

Although we find activities, generally I can say that there is a formal relationship between the students and us. I want to overcome this problem. Of course it doesn't mean being very intimate with the students. At least, before the lesson I'd like to talk with them about news, sport, their problems, etc. However, it seems impossible now because no matter how hard it is objected, we only teach to pass the class, and we are trying to obey all the rules. Maybe we are trying to be good for the teachers who are observing us; therefore, we are forcing ourselves too much. (27-2)

4.2.2. Student-Based Problems

Student teachers reported that student-based problems are the second most frequently experienced problems among the five main categories (24,3 %). Student-based problems were further divided into nine categories. Distribution of the problem categories related to student-based problems is presented in Table 9.

Table 9. Distribution of student-based problems of student teachers according to sub-categories.

Problem Categories	Number*	%
Students' motivation	60	25,2
Students' familiarity with the new teacher and new classroom procedures	53	22,2
Student participation	45	19
Disruptive student behavior	38	16
Students' negative attitudes	21	8,8
Student characteristics	11	4,6

Using L1	4	1,7
Students' pace	4	1,7
Classroom materials (resources)	2	0,8
Total (Student-based problems)	238	100
* Number of the Communication Units		

The most frequently reported problems among the student-based problems are related to students' motivation (25,2 %). Other categories related to student-based problems are: students' familiarity with the new teacher and new classroom procedures (22,2 %), student participation (19 %), disruptive student behavior (16 %), students' negative attitudes (8,8 %), student characteristics (4,6 %), using L1 (1,7 %), students' pace (1,7 %), and classroom materials (resources) (0,8 %).

Students' Motivation

Problems related to the lack of students' motivation cover the highest amount of the problems related to students (25,2 %), and 6,1 % of all problems. As an abstract term, it is quite difficult to define motivation. In this study, Ur's (1996: 274) definition for 'motivated' learner is followed as: "one who is willing or even eager to invest effort in learning activities and to progress". Students' boredom, tiredness, their negative reactions to a specific activity, and their lack of motivation due to external factors such as rain and storm outside are some of the problem types identified in this category. Some student teachers also report that students were not motivated for the English lesson due to an exam in the following hour(s). One student teacher stated this problem as:

The following activity was a freer production activity. The students would be supposed to work in groups of four and write a paragraph

pretending themselves as the writers of the magazine page of a newspaper. In the pre-writing session, I had planned to make students talk about magazine programs on TV and magazine pages of the newspapers, but the things didn't work as I planned. The lesson I taught was their third hour and they would have an exam in the next hour. The stress of the examination was distracting their attention to the lesson and demotivating the students. I was aware of this fact when I was planning the lesson and I had prepared a motivating activity for them but I hadn't thought that they wouldn't talk in the pre-writing session. I tried to encourage them to talk by asking various kinds of questions related the topic. Some of the students told their ideas. (21-2)

Most students who had problems related to student motivation reported that this particular problem caused failures in teaching the whole lesson or part of the lesson.

The following extracts are examples for lack of students' motivation:

Derse girdiğimde önce warm-up olarak tonque-twister götürdüm. Bu tür warm-up aktivitelerinden hoşlanıyorlar. Daha sonra derse geçtim. Fakat beden eğitim dersinden çıkmışlardı. Çok yorgun gözükiyorlardı. Bu beni biraz endişelendirdi. Ben yine de birinci aktivite ile işe başladım. Mr. Pişman diye bir karakter oluşturdum. Tatile giden ve hiç memnun kalmayan bir adamdı bu. Otele şikâyetleri vardı. Bu şikâyetleri resimlere bakarak yazmalarını istedim. Zaten sınıfta 17 kişi fen liseleri sınavlarına hazırlandıkları için raporluydu ve sınıfta genelde isteksizler kalmıştı. Ama yine de 7-8 öğrenci istekli bir şekilde yapıyordu. Aralarda gezerek sürekli kontrol etmeye çalıştım. Birkaç kişi yapmıyordu, niye diye sorduğumda canlarının istemediğini söylediler. Bu beni çok üzdü. Çünkü eğlenceli ve değişik aktiviteler hazırlamıştım. Ama onlar yine de derse katılmak istemiyordu. (17-8)

[I started the lesson with tongue-twisters. They like these kinds of warm-up activities. Then I began the lesson but they seemed very tired because they had just finished their physical education lesson. It made me a bit anxious. I started with the first activity. I created a character called Mr. Pişman. It was a man who was not satisfied with his holiday. He had complaints about the hotel. I wanted the students to write those complaints by looking at the pictures. Seventeen students were not in the class since they were preparing for a public examination. The remaining ones were generally reluctant. However, seven or eight students were doing the activity willingly. I tried to check by wandering around. Some students were not doing the activity. When I asked them the reason, they said that they didn't want to do. It made me sad because I had prepared enjoyable and

different activities. But they still didn't want to participate in the lesson. (17-8)]

Derse bir "warm-up" aktivitesi ile başladım. "Warm-up" ın konusu satranç idi. Önce "satranç sever misiniz?" diye sordum. Hepsi birden hayır dedi. Oysa sevdiklerini biliyordum çünkü geçen haftalarda yine benzeri bir konuda konuşmuştuk. Amaçları ders yapmamı engellemek idi çünkü ders yapmak istemiyorlardı. (19-5)

[I started the lesson with a warm-up activity. The topic of "warm-up" was chess. First, I asked "Do you like playing chess?" and all the students answered no. I knew that they liked playing chess because we had talked about a similar topic in the previous weeks. Their aim was to hinder my lesson because they didn't want to have a lesson. (19-5)]

But sometimes a few problems occurred in the lesson, as well. They were sometimes bored during the activities. It was because there were many activities and the weather outside was enticing. Students were playing in the garden which affected students badly and diminished their motivation. (24-8)

Students' Familiarity

One of the problem categories related to student-based problems (22,2 %) emerged when student teachers reported that students were not familiar with a) student teachers, b) the new classroom procedures including using L1 as the classroom language and teaching techniques. 5,4 % of all problems encountered by student teachers are in this category. Only two student teachers reported that they had problems related to students' being unfamiliar with them, whereas remaining 51 communication units in this category are related to students' being unfamiliar with the new classroom procedures. New teaching techniques of student teachers such as group-work activities, role-plays, different vocabulary teaching techniques etc. caused most problems in the classroom. A student teacher explains this situation as:

Daha sonra first reading ve vocabulary teaching geldi. Üstüne basa basa söylememe rağmen yine de sözlük karıştırdılar. Yanlarına giderek ihtiyaçları olmadığını biraz sonra birlikte çalışacağımızı söyledim. Bunun kaynağının kelime anlamlarını L2 ile

açıkladığımızdan olduğunu düşünüyorum. Normalde herşeyi anlarken sadece kelimelerin anlamlarını anlamadıklarını söylemeleri bana garip geliyor. Çünkü işin içine nesnellik, görsellik girmesine rağmen anlamları hemen hemen imkansız. Bu yaptıklarının alışkanlıktan kaynaklandığını düşünüyorum. Kelime anlamı direk Türkçe verilir. İngilizcesine gerek yok şeklinde bir düşünceye sahip olduklarını sezdim. (29-8)

[Later came first reading and vocabulary teaching. They (students) looked up their dictionaries although I insistently told them not to do so. I told them that we they didn't need because later we would do it together. I think the reason for this is that we (student teachers) explain the meanings of the words in L2. It is quite strange for me to hear that they don't understand the meanings of the words although they understand everything. It is almost impossible for them not to understand although objectivity, relativity are involved in teaching. I think this is due to their being accustomed to the general understanding of vocabulary teaching, in which the meaning of words are given in Turkish; there is no need for explanations in English. (29-8)]

As student teachers state in their reflections, most language teachers use L1 as the classroom language in English lessons. However, when student teachers use L2 as the classroom language, certain problems occur due to students' unfamiliarity with it. Student teachers especially complain about giving instructions, picture elicitation, etc. in L2. The extract from a student teacher below articulates how difficult moments she experienced with L2 as the classroom language:

It was the difficulty which students always tell about. I was presenting the lesson, giving instructions, answering the exercises in English. One of the students couldn't stand it anymore and said "Ah hocam bi de Türkçe konuşsanız" I was stubborn not to talk in Turkish. Because they always choose the easy way. Your teacher talks in Turkish but they don't try to understand English. As they had difficulty in understanding what I wanted to say ,I paraphrased over and over and always checked their understanding after giving instructions for two or three times. This happened because the students aren't used to hear English in the classroom as the classroom language. So when I am their teacher or one of my peer teachers is their teacher, as they hear English as classroom language, they don't try to understand what is told. They think they can't understand. (8-8)

Student Participation

In 19 % of the communication units related to student-based problems, and in 4,6 % of all communication units, student teachers reported that they had problems related to lack of student participation. This category has two sub-categories: students' lack of participation a) in group work, and b) in teacher-fronted whole-class discussions. Only two communication units were identified related to students' reluctance to participate in group works; most problems in this category were related to students' unwillingness to participate in the teacher-fronted whole-class discussions. Two student teachers reflected their problems related to students' lack of participation as:

*I spent more time in my presentation and warm-up parts. We would read a short story. I used a picture. There were only three people in a room and one of them was drinking tea. That was the only thing they had to say but I couldn't believe my eyes. **Only one student held up his finger!** Then I asked more specific questions like how many people there were in the picture or where they were. **Unfortunately, they kept their quietness. I would give them time to think but they knew what to say but they didn't want to speak.** Afterwards, I counted loudly the fingers and how many students there were in the class! They answered "27" then I asked where the other students were. They laughed and only some more children held up their fingers. This was an embarrassing situation for me. (10-8)*

*Dersin sonuna doğru verdiğim tartışma konulu aktivitem de kısa sürdü. Çünkü öğrenciler sadece kendi grubu içinde elde ettikleri sonuçları söylediler. Ve diğer gruplara sorduğumda , onlar sadece katılıp katılmadıklarını ifade ettiler. Nedenlerini sorduğumda ise o grup ne dediyse onu söylediler. **Kendileri pek bir şey eklemediler.** Böyle olunca da ders erken bitti. Zaman kaldığı için onların konu hakkındaki genel düşüncelerini sordum. **Onda da cevap alamadım. O anki heyecan ve stresten dolayı ne yapacağımı şaşırdım. Çünkü o güne kadar parmak kaldırmadıkları halde konuşmalarını istediğimde bir şeyler söylüyorlardı. Ama bugün o katılımı bulamadım.** (27-8)*

[The discussion activity at the end of the lesson took a short time, too. The students only told the answers they had in their groups. And the

other groups only indicated whether they agreed or disagreed. When I asked the reasons, they gave the same answers with the other group, they didn't add anything. Therefore, the lesson ended earlier than I expected. Since there was time, I asked their general opinions about the topic but I again didn't get any answer. I was stressed and anxious. I didn't know what to do because until that day they were saying something when I wanted them to do even when they didn't raise their hands, but this time they didn't participate in the lesson. (27-8)]

In fact, student motivation and student participation are two similar concepts. However, when students' lack of participation is taken into consideration, students are more or less motivated to learn. They take notes and listen to the teacher; but only hesitate to be nominated, to take turns, or answer the questions of the teacher.

Disruptive Student Behavior

This category consists of 16 % of the student-based problems, and 3,9 % of all communication units. Problems related to disruptive student behavior mean any kind of behavior by the students that break the flow of the lesson. Communication units related to students disruptive behaviors towards student teachers, towards each other, and towards the lesson being taught are contained in this category. Although student teachers note that they are approaching the students in a friendly manner, some students tend to show disruptive behavior which also discourage and disappoint the student teachers as one student teacher emphasizes in her reflection:

On May 5, I had an unusually hard time trying to keep a group of students quiet. Two students kept chatting during the whole lesson. I don't know what was wrong, they were well-mannered students before but this week, there was something particularly strange with them. Neither the subject nor my teaching was any different from previous weeks.

Below are the things that I did to silence them:

*I- I tried to involve them with questions such as
X, do you agree?
Did you like it?
Useless!*

2- *I stopped talking and waited until they noticed there was something strange. They took a look at me, and went on .*

Useless!

3- *I went near their desks and went on the lesson over there. They bothered to lower their voices'*

Useless!

4- *I warned them verbally*

X, please!

You can discuss your problem during the brake.

Share your ideas with all of us or no one!

5- *I tried involving them further:*

T: x, can you read the poem for us, please?

X: Öldürseniz de okutamazsınız!

T: No, I won't kill you!

Class: (laughter)

I felt frustrated, and had a hard time trying to hide it. I had to go on.

What makes me sad is that I failed to prevent the interruptions which spoilt the harmony of the lesson. (4-7)

Students' Negative Attitudes

Students' negative attitudes are examined in four sub-categories: a) towards student teachers, b) towards learning English, c) towards specific language skills d) towards homework. Communication units in this category comprise the 8,8 % of the problems related to students, and 2,1 % of all problems. Student teachers reported either students' unwillingness to do homework or negative reactions to homework assignments. Furthermore, some students do not want to write at all, they react especially to assignments given by student teachers. Most of the communication units in this category are related to students' negative attitudes towards student teachers. Some of the student teachers discussed this situation as:

It was really difficult to make them sit down because I wasn't their real teacher, and they didn't respect me. I heard a voice saying "listen to the stajer. "Moreover one of the students made a paper plane made of worksheet and flied it. So most of the time I had to say "listen to me" and "listen to your friend" I spent most of the time by making them silent (8-7)

There were also three girls in the classroom who had a prejudice towards us at the beginning of the term. I think two of them lost their prejudice towards me but other girl always looks at my eyes during the lesson. And doesn't join to the lesson. She seems very critical to me. So it makes me very uncomfortable. But I try not to give importance to her while I'm telling the lesson.(58-5).....And there is a girl that I couldn't change her looking towards me. She looks at me as if she says "you're a stupid! And what are you doing here?". I try not to give importance to her. But I feel uncomfortable about her looking towards me. (58-7)

Student Characteristics

Some student teachers see students who are introvert, who are not creative, and who are not self-confident as the sources of problems they face. Furthermore, one student teacher talks about how difficult it was to deal with a hearing-impaired student in the English lesson. However, seven of the eleven problem areas in this category belong to students' failure in completing the given tasks. Student teachers consider dealing with students who are not very hard-working as a problem stemming from those students. Following is an example:

In the lesson we were supposed to do practice. I wanted to help the deaf boy. We did all the exercises together. After, I explained how to do the exercises to the class. I went near the deaf boy and explained again loudly because he has got some difficulty in hearing when you speak at normal volume. But I didn't know if I disturb the class while I am speaking loudly. (92-1)

Using L1

Students' switching to L1 when they were asked a question by the student teacher was stated as a problem by two student teachers in their reflections. Moreover, two other student teachers talk about students' switching to L1 during group work however hard they tried to prevent it.

Students' Pace

Two of the student teachers report students' reading the material slower than they expected as a problem. According to these student teachers, when students are slow, the time allocated for other classroom activities are not enough, and they are not able to complete all of the activities they prepared. Similarly, two other student teachers complain about students who are very slow in copying the information from the board to their notebooks.

Classroom Materials (Resources)

One student teacher states that students did not have their dictionaries with them although they were assigned to, and it caused a problem in conducting a classroom activity. Another student teacher reports that students in her classroom were reluctant to share the color pencils needed for a classroom activity.

4.2.3. Cooperating Teacher-Based Problems

Analysis of the reflection reports of the student teachers indicated that 5,5 % of the total problems were related to the cooperating teachers who they worked with. Table 10 presents the distribution of the problems related to cooperating teachers. Cooperating teachers in teaching practicum are supposed to work with the student teachers and university supervisors collaboratively. They are also responsible for observing the student teachers while teaching, filling-in observation sheets (Appendix G), providing feedback, and grading the student teachers on their preparations and performances in teaching.

Table 10. Distribution of cooperating teacher-based problems according to sub-categories.

Problem Categories	Number*	%
Lack of cooperation	24	44,4
Absence of the cooperating teacher	14	25,9
Cooperating teacher interference	12	22,2
Disruptive behavior of the cooperating teacher	3	5,6
Perception of the student teachers' role	1	1,9
Total (Cooperating teacher-based problems)	54	100

* Number of the Communication Units

Problems related to cooperating teachers were divided into five sub-categories. According to reflections of student teachers, 44,4 % of the cooperating teacher-based problems are due to lack of cooperation between the student teachers and cooperating teachers. Other problem categories are absence of cooperating teacher (25,9 %), cooperating teacher interference (22,2 %), disruptive behavior of the cooperating teacher (5,6 %), and perception of student teacher's role (1,9 %), respectively.

Lack of Cooperation

Student teachers have reflected that they have experienced problems due to lack of cooperation with their cooperating teachers (2,4 % of all problems). Lack of cooperation is categorized into two: a) lack of contact with the cooperating teacher, and b) lack of cooperating teacher support. Only one student teacher states that her cooperating teacher was not a supportive one. 23 communication units, on the other hand, were found to be reflecting student teachers' problems related to lack of contact with their cooperating teachers. One of the student teachers told how her lesson was

cancelled although she was well-prepared due to not being informed by her cooperating teacher about the cancellation:

Geçtiğimiz hafta 9/A sınıfında ikinci saat “provided/ providing that, as long as , unless” ı anlatacaktım. Alıştırmalarımın, aktivitelerimin fotokopisini çektirip okula gittim. Mrs. X (the cooperating teacher), ne yazık ki bize ders anlatmasak daha iyi olacağını söyledi çünkü aynı konuyu yanlışlıkla diğer gruba vermiş ve onlar o konuyu o sınıfta işlemişler. Bir anda o kadar hazırlık boşa gitti. Mrs. X bizi bir türlü ders anlatırken izleyemediğinden bir kez daha etkinlik planı dışında hazırlanmamızı istedi.

O kadar hazırlık yapıp, kendimizi “ders anlatacağız” diye hazırlamamız ve okula gittiğimizde bunları uygulayamayacağımızı öğrenmek bizi gerçekten hayal kırıklığına uğrattı. O kadar hazırlanıp daha sonra üç saat sınıfta oturmak canımı gerçekten çok sıktı. (6-4)

[Last week I would teach “provided/providing that, as long as, unless” in 9/A. I went to school after getting my exercises and activities photocopied. Mrs. X (the cooperating teacher), unfortunately, told us that it would be better not to teach that day because she had given the same topic to the other group by mistake and they had taught that topic before us. All my preparations were useless. Mrs. X wanted us again to prepare an extra lesson plan since she couldn’t observe our teaching.

After making that much preparation, it was really disappointing to learn that we would not teach and it was really boring to waste three hours sitting in the classroom. (6-4)]

The subjects that student teachers will teach are identified by the cooperating teacher one week before the class time according to the curriculum in order to provide the necessary time for student teachers to prepare. Some student teachers report that they had to teach unprepared since their cooperating teacher already finished the section s/he assigned to them beforehand, or they were behind schedule.

Absence of Cooperating Teacher

Fourteen communication units from student teachers’ reflections indicated that the cooperating teacher was not in the class while student teachers were teaching. Most of the student teachers, in this situation, reported that the classroom was out of control,

and students did not want to have the class since there was no authority in the classroom. Student teachers also complain that they were being graded by the cooperating teacher on the observation sheets without actual observations. Following is an example:

The activity was meaningful, the materials were ready, more important I was ready so nothing seemed left. But as the teacher was not in the class I had some difficulties. The students get out of control. They started to shout, they started to talk and I had no idea what to do. (9-7)

Cooperating Teacher Interference

Cooperating teacher interference is divided into two: a) interference in the pre-active stage, and b) interference in the active stage. Four communication units from student teachers' reflections suggested that the cooperating teacher interfered in their lesson plans before teaching, which caused confusion in their minds and led to unprepared teaching. Furthermore, eight student teachers reported that they were interrupted by the cooperating teacher while delivering a lesson. Here is an example:

Sınıf içi kontrolüm iyi, tek sorun bazen öğretmenin müdahale etmesi. Bazı sorulara öğretmen yanıt vermeye çalışıyor, o zaman da çocuklar öğretmene yöneliyorlar ve kontrol etmek zor oluyor. Ama yalnız başıma çalıştığımda böyle bir sorun yaşamıyorum. (57-2)

[My classroom management is good. The only problem is the teacher's interruptions. She is trying to answer some questions and the students are looking at her. It's difficult to control the class when the teacher interrupts. But I don't have such a problem when I teach the lesson myself. (57-2)]

Disruptive Behavior of the Cooperating Teacher

Three student teachers reported that they had problems related to disruptive behavior of their cooperating teachers. One of the student teachers expressed her feelings when the cooperating teacher greeted the class instead of them as:

The other problem for all of us was teacher’s greeting the class and her sitting on the table. We prepared chatting for the beginning of the lesson but we had to change our plan because of teacher’s greeting the class. We couldn’t feel as if we are teacher in class. In our other observations all the teachers sat at the back of the class without greeting. We started our lesson with greeting and cheating. (50-1)

Perception of the Student Teachers’ Role

One student teacher identifies that students have negative perceptions of student teachers since the classroom teacher –the cooperating teacher- introduced them as sisters to the students. She reported that when students heard this introduction, they did not deal with the lesson as she was not perceived as a teacher.

4.2.4. Educational Context/System-Based Problems

When the reflections of the student teachers were analyzed, certain communication units related to problems where the cause was the educational context where the practicum took place, namely ministry schools, and the system where they continued their learning process, namely the university. Educational context refers to the schools where student teachers are assigned to complete their teaching practicum. System, on the other hand, refers to requirements of the university that tries to reflect their principles and those of the National Education System. Problems in this category constitute 5,4 % of the problems encountered by student teachers. Communication units related to educational context/system were collected under eight different categories (Table 11).

Table 11. Distribution of educational context/system-based problems according to sub-categories.

Problem Categories	Number*	%
Technical problems	12	22,7

Course material	11	20,8
Curriculum	11	20,8
Number of students	8	15
Interruption of the flow of the lesson	4	7,5
Differences in the proficiency level of the students	4	7,5
Teaching partner interference	2	3,8
Lack of resources	1	1,9
Total (Educational context/system-based problems)	53	100

* Number of the Communication Units

Technical problems are the most frequently stated problems of student teachers among the educational context/system-based problems (22,7) as well as the problems caused by the course material (20,8 %) and curriculum (20,8 %). Other problems are number of students (15 %), interruption of the flow of the lesson (7,5 %), differences in the proficiency level of the students (7,5 %), teaching partner interference (3,8 %), and lack of resources (1,9 %).

Technical Problems

Technical problems consist of the 22,7 % of the problems related to educational context/system, and 1,2 % of all problems encountered by student teachers. Communication units about technical problems of student teachers were mostly about using the tape recorder or OHP. Student teachers in this category mostly complain about the broken OHP and tape recorders while one student was in trouble when the electricity went off in the middle of a listening activity. Take the following extract from a student teacher's reflection report as an example:

Anyway, when my lesson performance is considered, almost everything went on well. I did my every activity as I planned before. But there was an activity which was not all right. Almost at the end of the lesson, since the tape-recorder was broken down, and it was almost impossible to make it work, I could not do my last activity. (26-4)

Course Material

Problems related to course material consist of the 20,8 % of the communication units related to educational context/system-based problems, and 1,1 % of all of the communication units. Student teachers in this category complain about the insufficiency of the course books to teach certain language points and skills. Moreover, some student teachers state that students' course books have the answers of the activities as well as the tapescripts of the listening texts, or students' course books are already filled with the correct answers of the activities since they were bought from upper class students. The following is an example:

I see that I can prepare listening or reading plans better than grammar. I mean, I didn't face with any problem while preparing my plan. The only thing which forced me was that the listening passage was a simple and short conversation and was written on the book. That's why I couldn't prepare various kinds of activities. (98-1)

Curriculum

11 communication units were identified to be discussing the problems of student teachers when they were rushed to teach a particular subject as can be read from the following example.

I didn't have a big difficulty during my presentation but while presenting "enough" I realized the students didn't understand it completely.

It happened because an hour for presenting "too" and "enough" is not sufficient. The students easily learnt "too" that they were completing the sentences correctly which I wrote on the board to

check their understanding. But when it was “enough”, the sentences were not in their true forms which I had to correct. (8-4)

Number of Students

Eight communication units in student teachers' reflections were complaining about the number of students in their practicum class. Some student teachers report that the number of students in the classroom exceeds the ideal number for a language teaching classroom and therefore, certain classroom activities such as group work is very difficult to conduct. On the other hand, some of the student teachers are displeased with meeting with very few students –sometimes only boys or only girls, sometimes a few of both groups- in the classroom due to some school activities which take them out of class. Following is an example:

At the end of the lesson I saw that this class doesn't like answering questions although they are too easy. This may be because of their level or the number of the class. (67-5)

Interruption of the Flow of the Lesson

Four student teachers reported that they were interrupted by external factors while teaching. One student teacher states that her lesson was delayed unexpectedly due to national holiday speeches while another student teacher's lesson was interrupted by the school principal. Another student teacher's lesson was interrupted unexpectedly for a health scan.

Differences in the Proficiency Level of the Students

Three communication units were identified in the reflection reports of the student teachers which suggest that differences in the proficiency level of the students caused problems. The student teachers observed that there was a discrepancy between students. While some students were trying to understand what to do for the activity,

some others were already finished, thus causing timing problems for the student teachers. One student teacher wrote:

Öğrencilere aktiviteleri yapmaları için zaman verdiğimde aralarında dolaşırken aktiviteleri yapmayan öğrencilere neden yapmadığını sordum ve onlara soru soracağımı söyleyerek motive etmeye çalıştım. Ama bir faydası olmadı, çocuklar yapamadılar.

Bu öğrenciler hep aynı kişiler, hoca ders yaparken de aynı ve bunlar sınavdan hep zayıf aldılar. Hocaya göre çözüm yok , arkadaşlarına göre çok geriler ve onlar için başa dönmek lazım. Böyle bir çözüm de imkansız, yalnız özel derslerle bunları arkadaşları seviyesine çıkarmak mümkün. (35-4)

[I wandered around while the students were doing the activity. Some students were not doing it. I asked the reason and I tried to motivate them by telling that I would ask them questions but it didn't work, the students couldn't do the activity. These are always the same students. They are the same while the teacher is teaching in the lesson, and they failed in the exam. According to the teacher, there is nothing to do. Those students proficiency level is lower than the other students. Everything should be taught to them from the beginning and it is impossible. Their proficiency level can only be increased by tutoring. (35-4)]

Teaching Partner Interference

At times student teachers suffer from well meaning but interfering teaching partners. The system requires a practicum set up where three student teachers end up being partners. These partners need to work and practice teach in succession. Therefore, the topics to be taught to each other. In work where partners do not coordinate or fail to provide proper information student teachers can easily be misled. This misinformation or lack of it can cause problems, such as not having time to prepare or preparing the wrong subject.

Lack of Resources

Only one communication unit was identified related to lack of resources in the practicum school. The student teacher experiencing this problem reported that he

wanted to use a nice video for a lesson and got prepared accordingly, but unfortunately the school didn't have any VCRs and televisions available.

4.2.5. Supervisor-Based Problems

Supervisor interference was reported as the sources of problems by the student teachers in six communication units. Although it is the least frequently stated problem category among the five main problem categories (0,7 %), it is quite easy to understand the importance of the problem by considering the following extracts from a student teacher:

When I was reading aloud, I faced with the teacher's eyes. She warned me to let the students read themselves and silently. Then, I immediately told the students to go on by themselves. And then, everything changed and I lost my concentration. I didn't like being interrupted in my own teaching. Maybe there was something wrong, but - I think - it was not the correct time to warn me about it, because it ruined the rest of my practice in that lesson. (69-7).....

When I was telling the 1st group about their task, the teacher looked at me and wanted me to go near her, but I continued giving my instruction, and went near her after the students started to do their tasks. I couldn't leave that work at such a moment and go near her because - I think - that kind of behavior would show the students that I was not sure or did not know what to do and I was not a teacher but a student teacher. I believe that being observed is a really good opportunity for us to know about our teaching, but being interrupted throughout the lesson was really annoying for me. And because of this curriculum, I did not feel myself comfortable in the lesson. I wished I had heard that warning after the lesson. (69-7)

It is normal to see a low frequency of problems related to supervisors in student teachers' reflections since university supervisors are not the direct active participants of the practicum process taking place in the practicum schools. The supervisors are there only twice a term to observe student teachers while they are teaching. Nevertheless, problems like the one in the extract above are worth discussing when the

discouragement, disappointment, and the anxiety level of the student teachers are taken into account.

4.3. What Has Been Good in the Practicum?

Student teachers in their reflections reported not only the negative aspects of their experience but wrote about positive feelings and aspects as well. The second research question of this study planned to deal with the positive input from student teachers.

In the analysis of this category, a similar method of categorization to the problem categorization was used. Similarly, the data was divided into communication units, once they were identified as being positive reflections, then they were classified in different headings (Appendix D). Categorization of the communication units for the positive aspects was not different from the categorization of the problem units. Once again, each communication unit was compared and contrasted with each other the ones that show similar characteristics were brought under certain categories and sub-categories following principles set by Constant Comparative Method. Each category and sub-category was named considering according to characteristics of the communication units under the same category based on the previously identified category names. Some of the categories and sub-categories have not been used since they did not appear in the student teacher reflections. However, some new categories emerged in the analysis of positive reflections; therefore, these new categories were added to the existing ones for accuracy.

Table 12 shows the distribution of the frequency of the communication units related to each category.

4.3.1. Student Teacher-Based Positive Aspects

Communication units related to positive aspects in the practicum are put under three main categories as mentioned in Section 4.1: student teacher based ones, student-based ones, and cooperating teacher-based ones. There were also 20 reflection papers which state that everything in the practicum on that particular day was good.

Student teacher based positive aspects are examined in two categories: a) positive aspects reported in the pre-active stage, and b) positive aspects reported in the active stage. Student teachers reported in their reflections that they experienced 15,3 % of the positive aspects related to themselves in the pre-active stage, and 74,7 % of the positive aspects in the active stage. Table 13 shows the distribution of the student teacher-based positive aspects in the practicum.

Table 13. Distribution of student teacher-based positive aspects according to categories.

Categories	Number*	%
Positive aspects in the pre-active stage	28	15,3
Positive aspects in the active stage	154	74,7
Total (Student teacher-based positive aspects)	182	100

* Number of the Communication Units

4.3.1.1. Positive Aspects in the Pre-Active Stage

The analysis of the data revealed that 15,3 % of the communication units related to student teacher-based positive aspects and 12,5 % of all of the communication units related to all positive aspects were in the pre-active stage of the lesson. These communication units were collected under five sub-categories. Table 14 presents the

distribution of the sub-categories of the positive aspects related to student teachers in the pre-active stage.

Table 14. Distribution of student teacher-based positive aspects in the pre-active stage according to sub-categories.

Sub-Categories	Number*	%
Preparation	18	64,4
Material selection	5	17,9
Planning	2	7,1
Information about the students	2	7,1
Decision making	1	3,5
Total (Positive aspects in the pre-active stage)	28	100

* Number of the Communication Units

The highest amount of the positive aspects in the pre-active stage was related to preparation. 64,4 % of the communication units suggested that things went well for student teachers when they were well-prepared. Other categories related to positive aspects in the pre-active stage are: material selection (17,9 %), planning (7,1 %), information about students (7,1 %), and decision making (3,5 %).

Preparation

Student teachers reported in their reflections that things went well with the help of their being well-prepared. This category consists of the 71,4 % of the communication units related to positive aspects in the pre-active stage, and the 11 % of all communication units related to positive aspects. Preparing activities that reveal students’ interests, having extra materials, careful material preparation, using supplementary materials, and providing extra explanations to the students constitute the

types of the communication units in this category. One of the student teachers reflected on her classroom experience, which was a satisfying lesson with the help of her extra materials:

After all, time was for reading. Here was a letter. The students would match them with an appropriate heading below. But as we decided to add an extra part for it with my teacher I wanted them to find some clues that referred their ideas from the letter. It worked. I understood that a teacher should choose some special activities beside the book to make students involved the lesson better. (61-1)

Material Selection

Five communication units were identified reflecting the perceptions of student teachers on good classroom events within material selection category. Student teachers in this category stated that they had enjoyable and informative lessons due to their carefully selected materials. Following is an example:

Also the materials and the subject were enjoyable, it took the students' attention/interest, and made them understand the lesson better. They especially like talking about romantic books, love, and the book "Romeo and Juliet". (11-4)

Planning

Lesson plans are a requirement for student teachers before delivering a lesson. Good plans were found by two student teachers as the source of the positive feelings in their teaching. According to these students, they were able to conduct their classroom activities in a systematic way and provide extra explanations and examples with the help of their detailed lesson plans.

Information about Students

Two communication units were identified in student teachers' reflections as positive reflections related to student teachers' having the necessary information about the students. The student teachers reported that they were able to prepare creative and

enjoyable classroom activities since they were familiar with students' background knowledge.

Decision Making

Only one student teacher reported in one of her reflections that the decision she made before the lesson was the source of the positive outcome in the classroom.

4.3.1.2. Positive Aspects in the Active Stage

The analysis of the reflection reports of the student teachers indicated that most of the positive aspects are experienced in the active stage of the lesson (74,7 %). This portion of the positive aspects also consists of the 68,8 % of all of the positive aspects reported by the student teachers. The communication units related to positive aspects in the active stage were divided into fourteen sub-categories. Table 15 presents the distribution of the communication units according to sub-categories.

Table 15. Distribution of student teacher-based positive aspects in the active stage according to sub-categories.

Sub-Categories	Number*	%
Student Involvement	42	27,3
Decision-making	23	15
Time management	17	11
Flexibility	17	11
Use of teaching materials	16	10,4
Relations with the students	10	6,5
Classroom management	8	5,2
Error correction/Feedback	7	4,5
Classroom procedure	4	2,6

Previewing the classroom events	3	2
Body language/Eye contact	3	2
Instruction	2	1,3
Classroom language	1	0,6
Overcoming technical problems	1	0,6
Total (Positive aspects in the active stage)	154	100

* Number of the Communication Units

The highest amount of communication units about positive aspects in the active stage was found in the 'student involvement' sub-category (27,3 %). Another high frequency positive sub-category related to student teacher-based positive aspects in the active stage is decision making (15 %). Other sub-categories in this category are: time management (11 %), flexibility (11 %), use of teaching materials (10,4 %), relations with the students (6,5 %), classroom management (5,2 %), error correction/feedback (4,5 %), classroom procedure (2,6 %), previewing the classroom events (2 %), body language/eye contact (2 %), instruction (1,3 %), classroom language (0,6 %), and overcoming technical problems (0,6 %).

Student Involvement

Student involvement was found to be the most rewarding by the student teachers in their teaching experiences. This category is the most frequently reported sub-category among the student teacher-based positive aspects in the active stage (27,3 %) and among all sub-categories of positive aspects (18,8 %). The ability to involve students in the lesson and being able to motivate the students for a particular class hour were the two basic topics for communication units in student teachers' reflections. Two of the student teachers explained their experience about their success in involving students as:

The next activity was related to a questionnaire about the ideal jobs. I wanted the students to answer the questionnaire on their books according to the ideal job on their minds. When they finished the questionnaire, some volunteer students answered the class's questions according to the questionnaire and the class tried to find the volunteers' ideal jobs. The students enjoyed this activity very much because they added the lesson something related to their real life, I should use this kind of activities much more because they are really motivating for the students. The next activity was not so much different from this activity. This time, the students listened three conversations from the tape and they tried to find the jobs of people on the tape. This activity attracted their attention as much as the previous activity. (21-4)

When I said the last words of the story I looked at the girl with the broken arm, she seemed relaxed. You should see how carefully do they listen to me when I tell a story or a joke. They do not get bored while I present a lesson, but I am really capable at overcoming boredom when someone is bored I believe that every teacher should know many jokes, stories etc. This will help him / her to have a better management of the class.

At the end of the lesson we bid each other farewell, it lasted about ten minutes and I could not leave the classroom because they did not let me. The fact that I loved them very much made me cheerless but that's the way it is. Happiness and melancholy are neighbors to each other.

When I went to the teacher's room, I talked to my teacher for the girl of broken arm, and she told me that the girl was very poor. Her father could not send her to hospital to treat her. So the director of the school had called the father of (no name); the boy who had broken her arm and his father had paid for the expenses. What a situation. (34-8)

In addition to these, student teachers' success in attracting students' attention, involving a lazy, problematic, or an introvert student in the lesson are also among the communication units in this category. One student teacher reported her success in leading the students when another one was able to deal with a low-level student successfully.

Decision Making

Developing teacher decision-making is seen among the most important teaching skills in teacher education. Student teachers who are on the way of becoming a teacher

reported that they were able to make decisions while the lesson is in progress. This category is the second most frequently stated positive aspect of student teachers' teaching among the categories in the active stage (15 %), and among all categories (10,3 %). Communication units in this category revealed that student teachers were able to anticipate an oncoming problem, make quick decisions, and solving problems while they were teaching. The following extract from a student teacher explains the decision-making process more clearly:

*At first, when I asked my question they didn't want to talk, and answer my question. Only a few students wanted to answer it. **At that time, I created a competition atmosphere.** The students who wanted to speak were at the front and I asked the student sat the back why they didn't hold up their fingers. I told them that they can answer it. **After that they all wanted to answer my questions.** (1-2)*

Time Management

Time management related to positive aspects of student teachers' teaching is considered in two sub-categories: pacing the lesson well and managing the time well. This category covers the 11 % of the student teacher-based positive aspects in the active stage, and 7,6 % of all categories related to positive aspects of student teachers' teaching. Communication units from student teachers' reflections related to this category mainly talk about how successful the student teachers were at finishing their lessons in time, conducting all of their classroom activities without wasting time, etc. One of the student teachers reflected on her success in time management as:

*The practice session began after reviewing. Although I had prepared two different practice activities for the practice session, I was able to use only one because the review session took more time than I expected since the students had forgotten some structures. When the first practice activity I prepared finished, there were ten minutes left. **Ten minutes were not enough to make the second activity I prepared; therefore, I decided to use the activities on students' books***

although they were highly mechanical. After the activity, I finished the lesson with a summary. (21-7)

Flexibility

11 % of the positive aspects of student teachers' teaching related to student teachers in the active stage and 7,6 % of all positive aspects belonged to student teachers' flexibility. In communication units of this category, student teachers reported that they were able to go out of their lesson plans whenever necessary, and they were able to adjust the classroom routines according to the needs of the students. The following extract from a student teacher exemplifies how student teachers could adjust their lesson plans according to the needs of the students:

Ve bundan sonra da kendileri de "s" takısını kullanarak "he ,she , it"le cümleler kurmaya başladılar. Bir şeyleri öyle de olsa anlamışlardı. İçim biraz rahatlamıştı. Sonra kendi planıma döndüm ve süremi yapmam gerekenleri yapmam için yetmeyeceğini fark ettim. Kafamda aktivitelerin sürelerini karşılaştırıp ikinci yapmam gereken aktiviteyi birinci olarak yapmaya karar verdim. (44-2)

[After that they started to make sentences by adding "-s" to the verb when the subject was "he, she, it". They had understood something. I was relieved. Then I turned to my plan and I realized that there wasn't enough time to finish all the activities in the plan. I compared the times of the activities and decided to make the second activity as the first one. (44-2)]

Use of Teaching Materials

Communication units in this category consist of the 10,4 % of the student teacher-based positive aspects in the active stage, and 7,1 % of all communication units related to all positive aspects of student teachers' teaching. Using the technology in the classroom, conducting a new activity type successfully, and using visual aids in teaching were the points that student teachers thought brought success to their teaching. Especially the use of visual aids in the classroom such as colorful pictures, flashcards,

and real objects were reported to have helped student teachers to have a positive feeling.

One of the student teachers stated:

I believe one more time, pictures are really fascinating. When they saw the sumo pictures, they directly concerned on them. Therefore, when they read the text, they could combine the text and the pictures easily.

*Before they read, I taught them some new vocabularies. **Pictures were so helpful for me again.** I gave the meanings by the help of the pictures. So, students were able to understand the context clearly. (15-7)*

Relations with the Students

Ten communication units were identified in the reflection reports of the student teachers who talk about the importance of establishing rapport with the students. Student teachers in this category reported that having rapport with the students affected the classroom atmosphere positively and increased the motivation of the students to participate in the lessons. Following is an example:

With the help of my attitude towards them, they weren't afraid of making mistakes. I think that my feedbacks encouraged them. When they felt themselves relaxed, they said all their ideas without being afraid of making mistakes. After I got all the different ideas, I asked them to "Read dialogue X and find x. Let's see who guessed correct". So they had an enjoyable time while reading the dialogues. (15-2)

Classroom Management

Among the communication units about the positive aspects of student teachers' teaching in the practicum, only eight positive reflections on classroom management were reported by the student teachers. While two students were talking about their skill in nominating the students, six of them reflected on their success in keeping the control of the classroom by dealing with the students who were out of control during the lesson. One student teacher told about her success in dealing with noise in the classroom:

Yine gürültü kesilmiyor, kimse benim uyarılarımı dikkate almıyordu. Ben de bir an sustum, sadece onları izledim, hiç tepki vermedim. Sonra bir anda herkes sustu, sınıftan çıt çıkmıyordu. Benim üzüldüğümü, sinirlendiğimi anlayıp “Özür dileriz hocam” dediler. Ben de kaldığım yerden dersime devam ettim. Bir daha gürültü yapmadılar. Eğer bu tekniği ilk başta kullansaydım, bağırıp çağırmak yerine, daha verimli geçerdi dersim. (97-8)

[There was noise again, and nobody was caring about my warnings. I was silent for a moment, just watched them giving no reactions. Then everybody was silent. Recognizing that I was upset and angry, they apologized. And I continued my lesson. They didn't make any noise again. If I had used this technique at the very beginning, I would have had a better lesson. (97-8)]

Error Correction/Feedback

Positive aspects of student teachers' teaching related to error correction/feedback were repeated in their reflections seven times. Leading students to self-correction, persuading a student on his/her wrong answer, providing feedback to the students' answers, and responding student questions successfully were among the communication units that student teachers reported to have done successfully. One student teacher reflected on her success in error correction as:

Then I wrote on the board “doctors don't cure the animals” I asked students who wanted to change it into passive and try to explain the rule. Again most of the students raised their hands. I gave one of the students right to come to the board and explain the rule. The student wrote on the board “the animals isn't cured by doctors” I said student “Ok, but be careful animals “I emphasized “s” and she wrote “aren't” she wrote under the animals subj. Then she wrote on the board:

S+ am not

Is not V3 by....

Are not

I thanked the student. I said the other students that their friend explained the rule very well. (14-7)

Classroom Procedure

Beginning or ending a lesson successfully and/or satisfactorily constitutes another category in the positive scale. Three of the communication units indicated that

student teachers were good at beginning the lesson, and one student teacher was happy with her ending the lesson.

Previewing the Classroom Events

Three communication units in this category identified that student teachers were able to predict the possible problems and take the necessary precautions before the problem aroused.

Body Language/Eye Contact

It was reported in two communication units by two student teachers that they were able to use their mimes and gestures while teaching. Another communication unit from a student teacher revealed that she was good at establishing eye contact with the students.

Teaching Procedure

Three communication units were identified about the positive aspects of student teachers' teaching related to teaching procedure. This category covered such classroom activities as providing a purpose for the classroom activity, conducting the presentation stage of grammar teaching well, and successful vocabulary teaching.

Instruction

Two communication units on the positive aspects of student teachers' teaching were about the competence of student teachers in giving instructions. Student teachers in this category reported that their instructions for certain classroom activities were clear, simple, and appropriate for the stages of giving instruction.

Classroom Language

One of the student teachers reflected that she was using the L2 as the classroom language successfully by simplifying the language when necessary.

Overcoming a Technical Problem

One of the student teachers reported that she was successful at dealing with a broken tape recorder in the middle of the lesson in order to continue conducting her listening activity.

4.3.2. Student-Based Positive Aspects

When the communication units related to positive aspects in student teachers' reflections were identified, it was found that 16,5 % of the positive aspects were student-based. Three sub-categories were drawn from the communication units related to student-based positive aspects (Table 16). 51,4 % of the communication units are related to students' attitudes towards student teachers and new classroom techniques. 29,7 % of the communication units related to student-based positive aspects were collected under 'student participation' category, and 8,9 % of them were related to student performance.

Table 16. Distribution of student-based positive aspects according to categories.

Categories	Number*	%
Students' attitudes	19	51,4
Student participation	14	37,8
Student performance	4	10,8
Total (Student-based positive aspects)	37	100

* Number of the Communication Units

Students' Attitudes

This category consists of the 51,4 % of the communication units related to the student-based positive aspects of student teachers' teaching, and 8,5 % of all positive aspects in student teachers' teaching. Students' attitudes as the positive aspects of student teachers' teaching are in two sub-categories: a) students' positive attitudes towards student teachers, and b) towards classroom techniques. In the former case, student teachers reported that they were appreciated and praised by the students for their performance in teaching and for their approach towards the students. In the latter case, student teachers stated that their classroom activities were highly appreciated by the students. Some student teachers explained their experiences as:

As a warm-up activity I had them play a game. Hangman. I asked them whether they liked games. All of them shouted "yes". I felt happy because if they liked the game, this would increase their motivation. And it happened so. For the game, I divided into groups of four. In each turn, one student would say a letter, and the group that guessed firstly would win the game. They liked the game so much that I had to write one more word for them to guess. (51-2)

The students enjoyed the matching exercise most. They did their best to get the prize and this was so motivating. (67-2)

Moreover, student teachers claimed that students were highly motivated and were willing to participate in the lesson when they had positive attitudes towards teachers and the classroom techniques.

Student Participation

37,8 % of the communication units related to the student-based positive aspects of student teachers' teaching, and 5 % of all communication units related to positive classroom aspects were related to students' participation in the lessons. Students' high participation in the teacher-fronted whole-class discussions, pair and group works, and their willingness to answer the questions from the student teachers were found to be the

factors affecting the success of student teachers' teaching. Three of the student teachers stated:

Apart from these two problems, it was a good lesson for me and for the students. They were eager to learn something. They were involved in the lesson. I had difficulty in selecting the students who would give the answer to the questions because most of them were raising their hands in practice activities. This situation made me feel very happy. (45-2)

Bu haftaki dersim güzeldi. Öğrenci konuyu anlayıp derse katıldığı zaman ve çaba gösterdiği zaman benim açımdan da sorun çıkmadı. (50-7)

[This week the lesson was good. I didn't have any problems because the students understood the topic, participated in the lesson, and struggled to do something. (50-7)]

No sooner had I given the instruction they raised their hands to answer. Their enthusiasm made me very happy. On finishing this activity, we passed on another. (51-4)

Student Performance

Four of the communication units related to the positive aspects of student teachers' teaching were about student performance as a factor affecting the success of the student teachers' teaching positively. Unexpected student performance and students' productivity were reported by student teachers as the sources of their positive classroom experiences.

4.3.3. Cooperating Teacher-Based Positive Aspects

Student teachers reported in their reflections that 2,3 % of the positive aspects happened in their teaching experiences were related to their cooperating teachers. Communication units related to cooperating teacher-based positive aspects were collected under two categories: cooperating teacher support (80 %) and cooperating

teacher interference (20 %). Table 17 presents the distribution of the cooperating teacher-based positive aspects according to categories.

Table 17. Distribution of cooperating teacher-based positive aspects according to categories.

Categories	Number*	%
Cooperating teacher support	4	80
Cooperating teacher interference in the active stage	1	20
Total (Cooperating teacher-based positive aspects)	5	100

* Number of the Communication Units

Cooperating Teacher Support

Four communication units were identified as identifying cooperating teachers as the sources of the positive aspects in the student teachers' practicum experiences. Student teachers identified that being praised by their cooperating teacher helped them gain self-confidence on the way to becoming a teacher. One student teacher expressed her feelings about her cooperating teacher as:

After the lesson, Mrs. X (the cooperating teacher) let us know what she observed, good and bad, and gave me all positive feedback and told me that I could control my tone of voice very well. I got happy because it was just the thing that I couldn't manage perfectly before.
(64-1)

Cooperating Teacher Interference in the Active Stage

Only one communication unit was identified related to cooperating teacher interference as helpful for student teachers. The student teacher reported that she was able to survive with a problematic student with the help of the interference of her cooperating teacher while she was teaching.

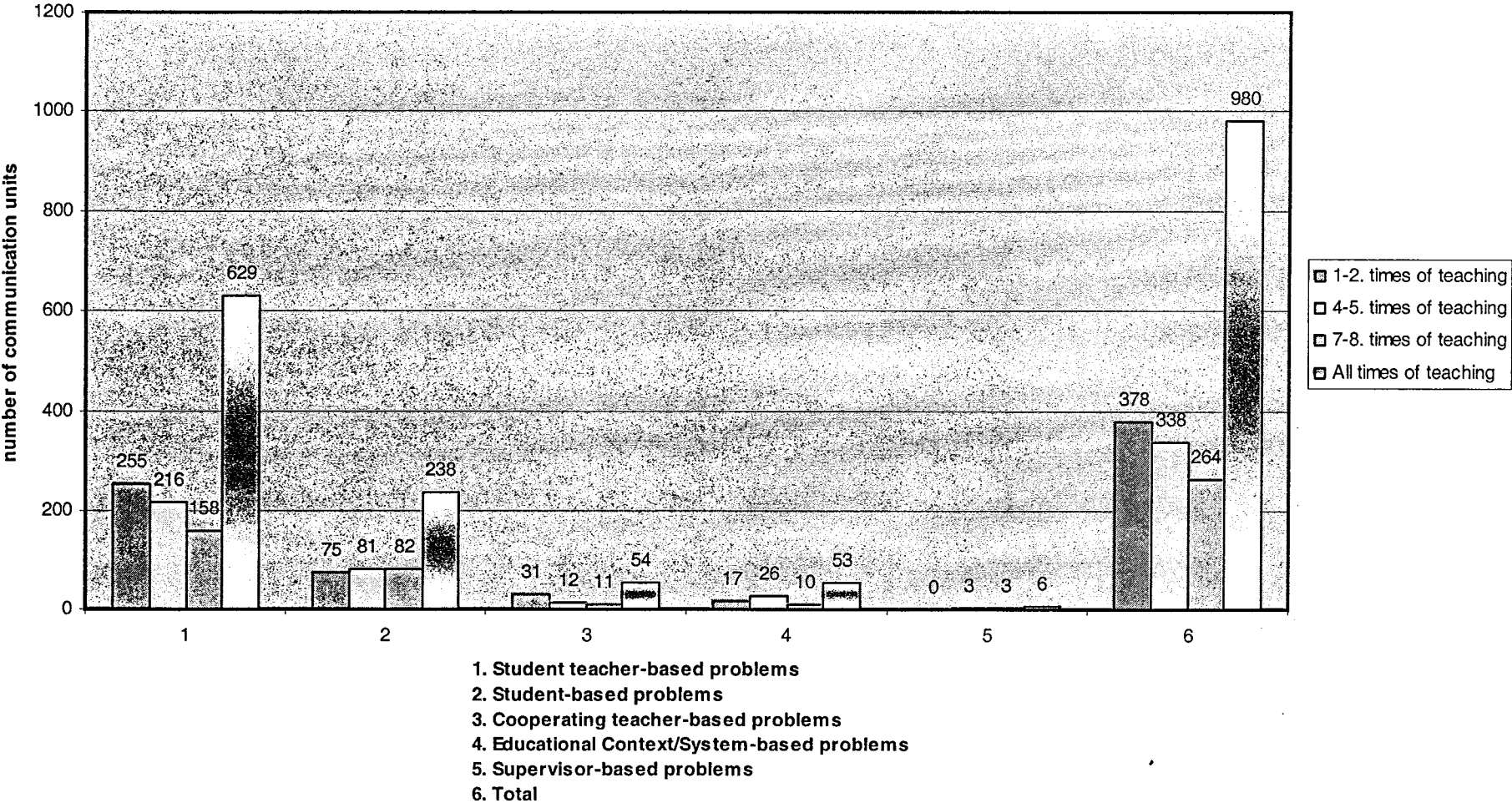
4.4. Change in the Problems of Student Teachers throughout the Practicum

The third research question of this study tries to find out whether the problems of student teachers change throughout the practicum or not. The previously identified communication units, categories and sub-categories, and main categories are used to present and discuss the change throughout the practicum. First, the frequency of the communication units were identified and tabled based on the findings. Each student teacher as the participants of the study was given a number from 1 to 99, and each reflection report of a particular participant was given a number from 1 to 8 based on the time of teaching: from the first teaching experience to the eighth. Then, each communication unit was presented including the number of the student teacher and the time of teaching. To give an example:

<u>Communication Unit</u>	<u>(Number of the student teacher-Time of teaching)</u>
<i>Inappropriate material selection</i>	(8-5), (11-5), (22-5)
<i>Students' reluctance in participating in the group work</i>	(22-5), (30-2)

All of the communication units were sorted as shown in the example above and listed together under sub-categories, categories and main categories (see Appendix E). Frequency of the communication units, sub-categories and categories, and main categories were calculated by dividing the communication units into three time periods according to the time period they were reported to be experienced by the student teachers: problems and positive aspects in the 1st and 2nd times of teaching –the beginning, problems and positive aspects in the 4th and 5th times of teaching –the middle, and problems and positive aspects in the 7th and 8th times of teaching –the end. The frequency analyses were conducted separately for the problem units and the units for the positive aspects of student teachers' teaching.

Figure 1. Distribution of the problems according to three time periods

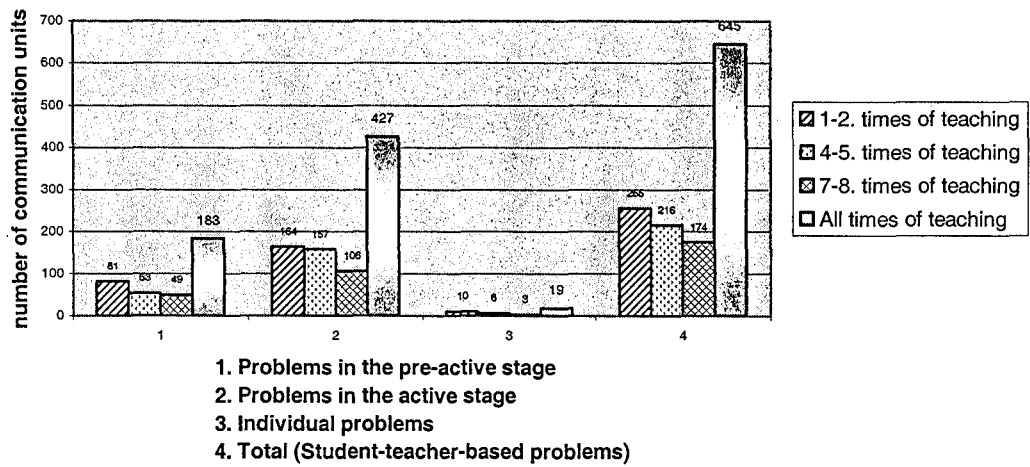


Distribution of the self-reported problems of the student teachers according to time periods is presented in Figure 1. Frequency analysis of the problem units indicates that student teachers experience most of the problems at the beginning of the practicum process (38,5 %). The problems encountered in the middle of the practicum are less frequent than the problems at the beginning of the practicum (34,5 %). Similarly, problems of student teachers are the least at the end of the practicum (27 %). It is seen in the frequency of the problems that student teachers are more likely to experience problems at the beginning of the practicum, and the frequency of the problems are in a decrease trend when the time passes. The frequency of problems at the end of the practicum is noticeably lower than the problems at the beginning and in the middle of the practicum.

4.4.1. Change in the Student Teacher-Based Problems throughout the Practicum

Student teacher-based problems constitute the 64,1 % of all problems as the most frequently stated problem area among the problems of student teachers. Figure 2 shows the distribution of the student teacher-based problems according to three time periods in three categories and in total. In this category, 40,5 % of the problems are encountered by student teachers at the beginning of the practicum. 34,3 % of the problems were reported in the middle of the practicum. Problems at the end of the practicum indicate the lowest amount among the three time periods (25,2%). It is also clear in Figure 2 that problems related to student teachers decrease gradually when they approach the end of their practicum.

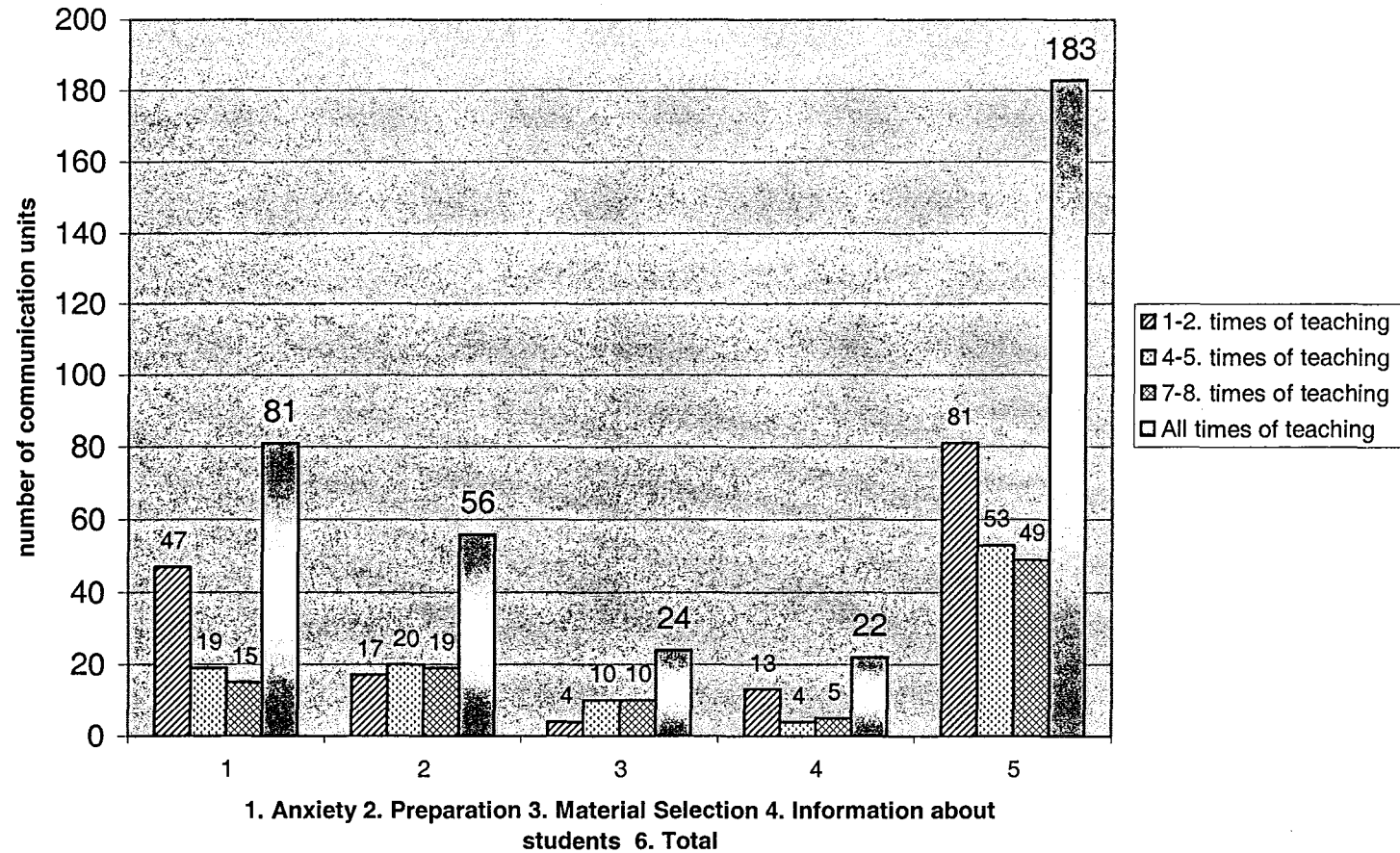
Figure 2. Distribution of student teacher-based problems according to three time periods



4.4.1.1 Change in the Student Teacher-Based Problems in the Pre-Active Stage

Student-teacher-based problems in the pre-active stage constitutes the 29,1 % of the problems related to student teachers. There are five sub-categories related to problems in the pre-active stage. Figure 3 presents the distribution of the student teacher-based problems in the pre-active stage according to three time periods in five sub-categories and in total. Problems at the beginning of the practicum are the most frequently reported problems (44,2 %) among the three time periods. 29 % of the student teacher-based problems in the pre-active stage belong to the middle of the practicum. Problems at the end of the practicum cover the 26,8 % of the problems in the pre-active stage. It is understood from the frequency of problems in this category that students experience problems related to pre-active matters at the beginning of the practicum more than the middle and the end of the practicum.

Figure 3. Distribution of student teacher-based problems in the preactive stage according to three time periods



Anxiety

81 communication units were identified as referring to anxiety problem in the pre-active stage. According to the analysis of the communication units per time period, it was found that student teachers experience the 58 % of the problems related to anxiety at the beginning of the practicum. 24 % of the communication units about pre-teaching anxiety were identified in the middle of the practicum, and 18 % of the problems in this category belonged to the end of the practicum. It can be said that student teachers are highly anxious at the very beginning of the practicum. The problems expressed in terms of pre-teaching anxiety decreases when the student teachers complete their first two teaching experiences since the first day anxiety in particular covers the most of the problems in this category.

Preparation

There were 56 communication units about problems related to preparation issues in student teachers' reflection reports. The distribution of the communication units according to three time periods indicates that there isn't a noticeable change in the preparation problems of student teachers throughout the practicum. When 31,5 % of the problems are reported at the beginning of the practicum, 33,3 % of the problems are related to the middle of the practicum. Similarly percentage, 35,2 % of the problems are seen at the end of the practicum.

Material Selection

The analysis of the data according to three time periods revealed that only four of the communication units related to student teachers' deficiencies in material selection belong to the beginning of the practicum (16 %). However, problems related to material selection increase in the middle of the practicum to ten out of 24 communication units

(42 %). Likewise, the end of the practicum holds the 42 % of the problems related to material selection.

Information about Students

22 communication units were identified as problems of student teachers related to their lack of information about students' level and interests. 13 of the communication units for the beginning of the practicum, 4 for the middle, and 5 for the end of the practicum were reported by student teachers, 59 %, 18 %, and 23 % respectively. It is understood from the distribution of the problems according to three time periods that student teachers become more informed about students they teach after their very first teaching experiences. Therefore, the number of problems decreased in the middle and at the end of the practicum although they faced problems in their first and second times of teaching.

4.4.1.2 Change in the Student Teacher-Based Problems in the Active Stage

Among the three categories of student teacher-based problems, problems in the active stage are the most frequently reported problems of student teachers (67,9 %). As mentioned in Section 4.2.1.2, problems in the active stage are examined under 18 sub-categories. Figures 4a and 4b present the distribution of the student teacher-based problems in the active stage according to three time periods in eighteen sub-categories and in total. When the total numbers are taken into consideration, 38,5 % of the problems related to active stage are reported at the beginning of the practicum. With a similar percentage, 36,7 % of the problems in the active stage are experienced by the student teachers in the middle of the practicum. The frequency of problems at the end of

Figure 4a. Distribution of student teacher-based problems in the active stage according to three time periods

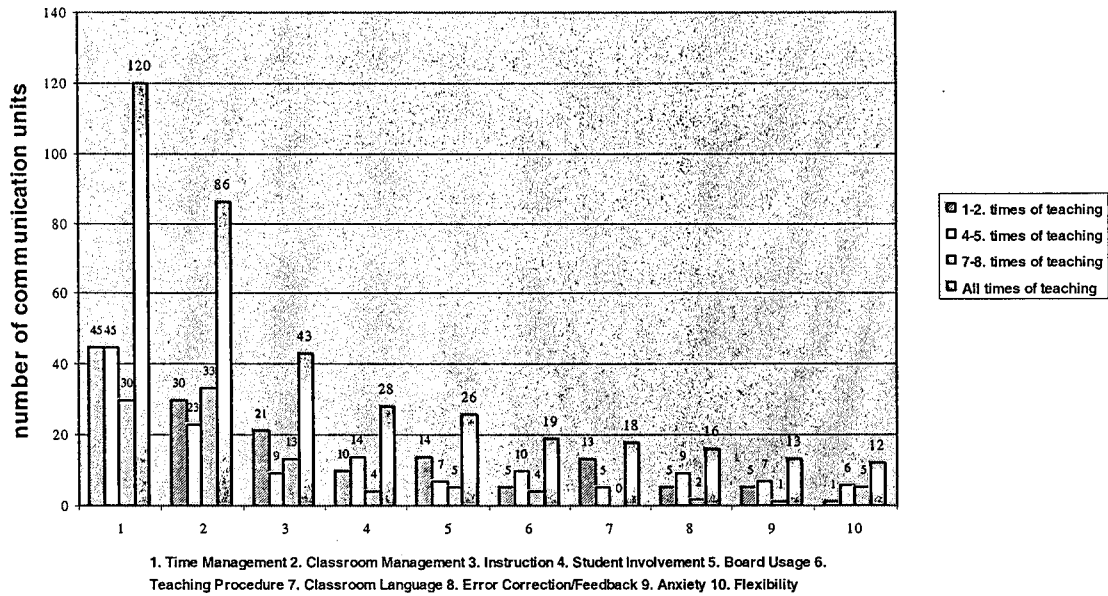
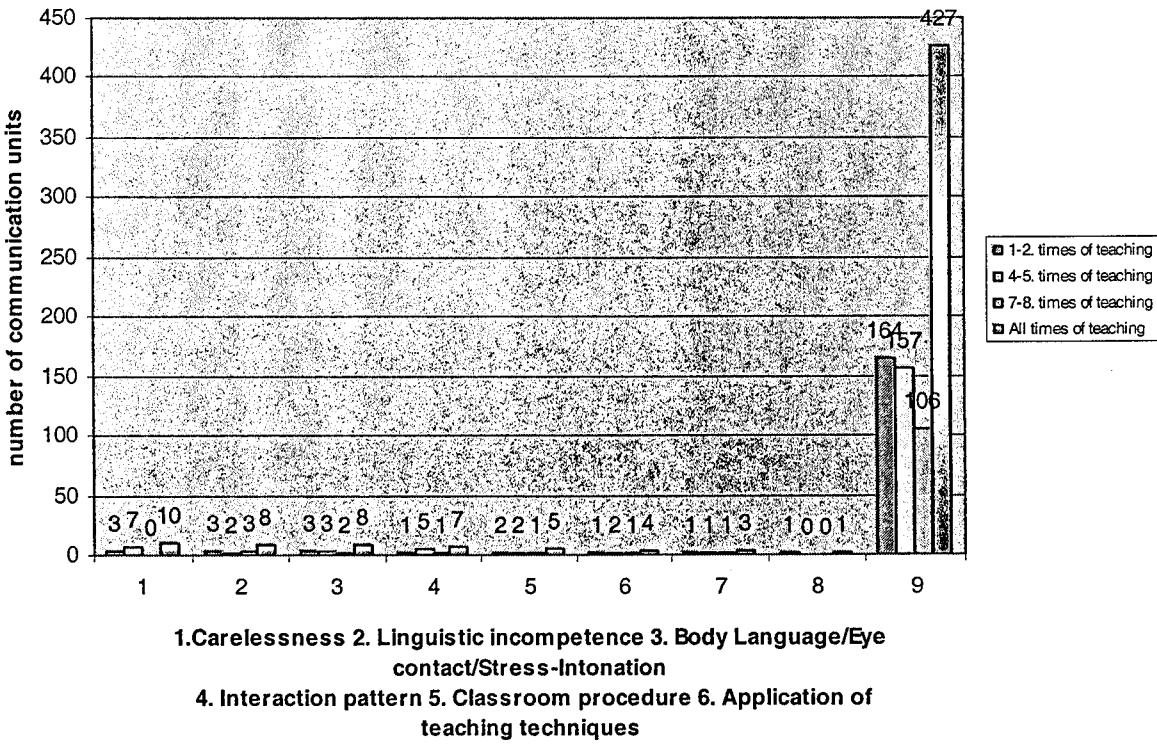


Figure 4b. Distribution of student teacher-based problems in the active stage according to three time periods (cont'd)



the practicum is noticeably lower than the problems at the beginning and in the middle (24,8 %).

Time Management

As the most frequently reported problem category, 120 communication units were identified related to problems of student teachers about time management. When the communication units were divided into time periods, it was found that 38 % of the problems were reported at the beginning of the practicum. Middle of the practicum also holds the 38 % of the problems whereas 24 % of the problems referring to time management were reported at the end of the practicum. The analysis indicated that time management problems of student teachers decrease only when they are at the end of the practicum; no gradual decrease can be observed. However, either at the beginning, or in the middle, or at the end of the practicum, problems related to time management stay as the most frequently stated problems of student teachers while they are teaching.

Classroom Management

As the second most frequently stated problem category, 86 communication units were identified related to classroom management issues. When the distribution of the problems according to three time periods is taken into consideration, no change can be observed in either positive or negative direction in the classroom management problems throughout the practicum. 35 % of the classroom management problems were reported at the beginning of the practicum, 27 % in the middle, and 37 % at the end of the practicum.

Instruction

43 communication units related to problems of student teachers related to giving instruction appeared in three time periods: 49 % of the problems at the beginning, 21 %

in the middle, and 30 % at the end of the practicum. Although there is not a systematic decrease or increase in the percentages of problems related to giving instruction according to three time periods, it is obvious that half of the problems in this category were reported at the beginning of the practicum. The other half of the problems were either in the middle or at the end of the practicum.

Student Involvement

36 % of the problem units related to student involvement were reported at the beginning of the practicum. 50 % of the problems were found in the middle of the practicum while there were only four communication units (14 % respectively) related to student involvement problems of student teachers at the end of the practicum. The analysis suggested that student teachers were able to involve students more towards the end of their teaching.

Board Usage

26 communication units were identified related to student teachers' problems in using the board effectively. The analysis showed that most of the problems related to board usage were reported at the beginning of the practicum (54 %). The rest of the problems are distributed in the middle and at the end of the practicum: 27 % in the middle, and 19 % at the end. A systematic decrease can be observed in the problems related to board usage as the time passes.

Teaching Procedure

The 19 communication units related to the problems of student teachers about teaching procedure can be seen in all three of the time periods without a gradual decrease or increase in number. While 5 of the communication units were reported at the beginning and 4 at the end of the practicum, 10 communication units (53 %) fell into

4th and 5th times of student teachers' teaching; that is, the middle of the practicum. This random distribution of the problem units into three time periods does not allow us to consider a change in the problems of student teachers related to teaching procedure throughout the practicum.

Classroom Language

18 communication units related to problems of student teachers about classroom language appeared in three time periods: 72 % of the problems at the beginning, 28 % in the middle, and 0 % at the end. It is quite noticeable and unexpected to see no problems at the end of the practicum. This might be so since there are a limited number of communication units reported by student teachers in this particular category.

Error Correction/Feedback

5 of the communication units related to error correction/feedback inadequacies of student teachers were reported at the beginning of the practicum. 9 communication units were found in the middle of the practicum while there were only two communication units at the end of the practicum. The analysis suggested that student teachers were good at conducting error correction techniques, and they were able to provide better feedback to the students towards the end of their teaching.

Anxiety

When the during teaching anxiety is taken into consideration in terms of three time periods, it is seen that only one communication unit was identified at the end of the practicum related to anxiety of student teachers while delivering a lesson. 5 communication units were reported at the beginning, and 7 in the middle of the practicum.

Flexibility

The analysis of the data according to three time periods revealed that only one of the communication units related to student teachers' inadequacies in flexibility appeared at the beginning of the practicum. However, problems related to flexibility increase in the middle of the practicum to six out of a total of 12 communication units. Likewise, the end of the practicum holds five of the communication units related to problems about flexibility.

Carelessness

10 communication units related to problems of student teachers about carelessness in the active stage appeared in three time periods as: 3 of the communication units at the beginning, 7 in the middle, and none at the end. Although there is no systematic decrease in the number of communication units for the three time periods, it is quite noticeable not to see any reflections at the end of the practicum related to carelessness.

Linguistic Incompetence

Only 8 communication units on the problems of student teachers were related to linguistic incompetence of student teachers. Three of them were reported at the beginning of the practicum, two in the middle, and three at the end of the practicum.

Body Language/Eye Contact/Stress-Intonation

Similar to linguistic incompetence, 8 communication units on the problems of student teachers were related to their use of body language, eye contact, and voice. Three of them were reported at the beginning of the practicum, three in the middle, and two at the end of the practicum.

Interaction Pattern

Seven communication units were identified related to student teachers' problems in application of group work. One of them was reported at the beginning of the practicum, five in the middle, and one at the end of the practicum.

Classroom Procedure

Only five communication units were identified related to student teachers' problems about applying classroom procedures. Two of them were reported at the beginning of the practicum, two in the middle, and one at the end of the practicum.

Application of Teaching Techniques

There are four communication units in this category: one stated at the beginning of the practicum, two in the middle, and one at the end.

Relations with the Students

Three communication units, one for each time period throughout the practicum were identified related to problems of student teachers on their relations with the students.

Decision Making

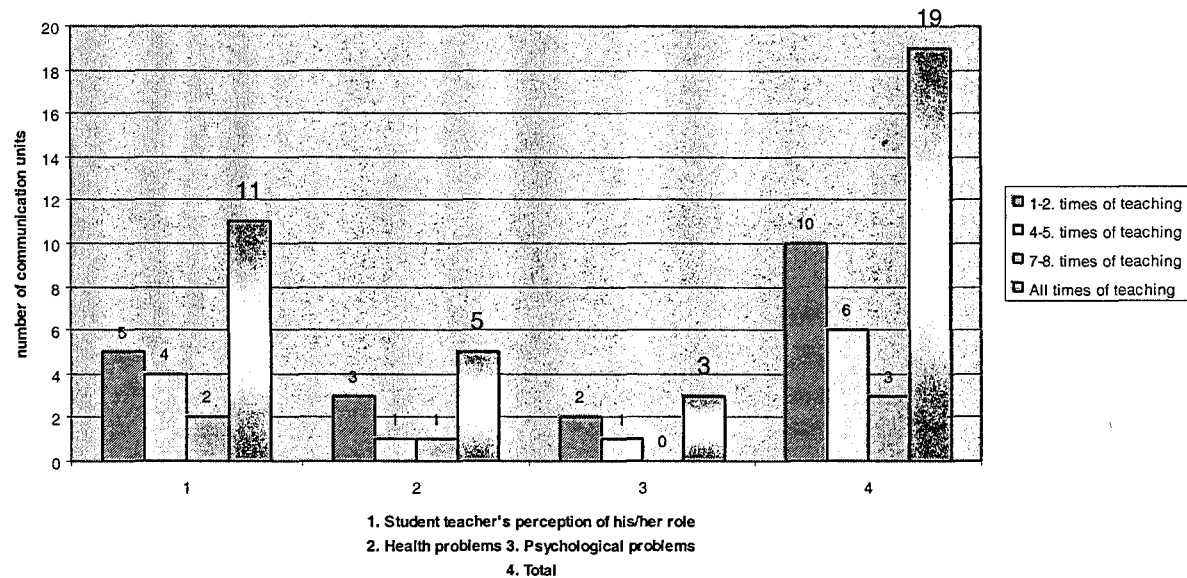
The only communication unit related to decision-making inadequacy of student teachers was reported at the beginning of the practicum.

4.4.1.3 Change in the Individual Problems of Student Teachers

Individual problems of student teachers consist of the 3 % of the problems related to student teachers. Three sub-categories are identified under this category to present the individual problems of student teachers. Distribution of the individual problems of student teachers according to three time periods is presented in Figure 5

indicating the three sub-categories and all of the problems in this category. Frequency analysis of the individual problems reveals that more than half of the problems in this category are experienced at the beginning of the practicum (52,6 %). Individual problems of student teachers in the middle of the practicum constitute the 31,6 % of the communication units. On the other hand, only three communication units (15,8 respectively) related to individual problems of student teachers were identified at the end of the practicum.

Figure 5. Distribution of the individual problems of student teachers according to three time periods



Perception of Their Roles as Student Teachers

Eleven communication units were identified by student teachers as problems resulting from their perception of their roles as student teachers. Almost half of the problems in this category were reported at the beginning of the practicum (5 communication units). Four communication units were found in the middle of the practicum and there were only two communication units related to the final time period.

The analysis suggested that student teachers had more positive perceptions of themselves as student teachers towards the end of the practicum.

Physical Health

Five communication units were identified related to student teachers' health problems as the reason of their failure in the class. Three of them were reported at the beginning of the practicum, one in the middle of the practicum and one at the end.

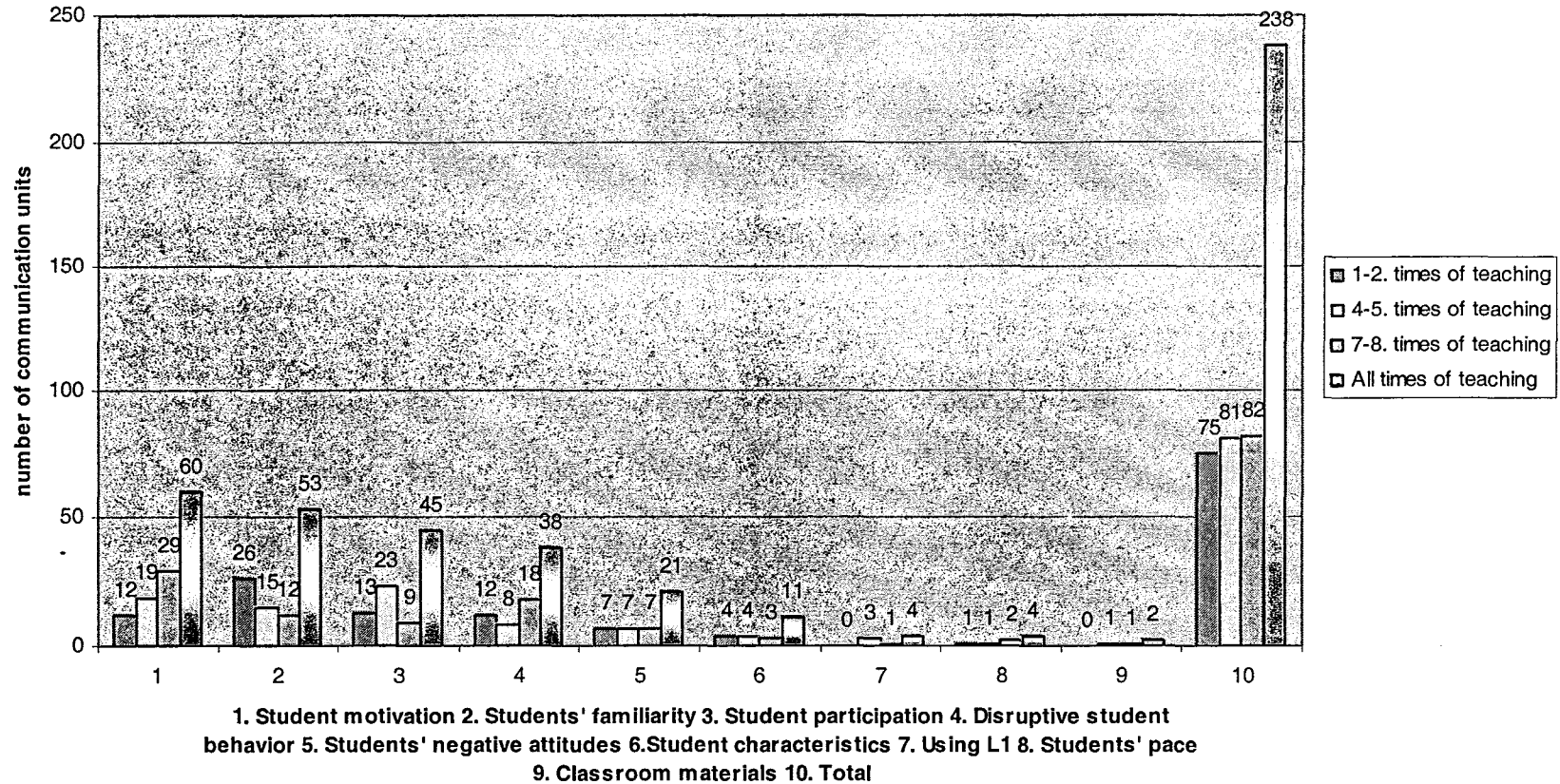
Mental State

There were only three communication units reported by student teachers expressed affective reasons as the justification of their failure in their teaching. Two of them were at the beginning of the practicum, one in the middle and none at the end of the practicum.

4.4.2. Change in the Student-Based Problems

Analysis of the data showed that communication units related to student-based problems comprise the 24,3 % of the problems encountered by the student teachers, and they were collected under nine sub-categories. The communication units were also divided into three time periods considering the time that student teachers reported each problem unit in their reflections. Figure 6 presents the distribution of the student-based problems according to three time periods in nine sub-categories and in total. According to Figure 6, no noticeable decrease or increase can be observed in the frequencies of student-based problems throughout the practicum, especially there is almost no change in the percentage of problems in the middle and at the end of the practicum. To present in percentages, 31,5 % of the problems take place at the beginning of the practicum. 34 % were repeated in the middle, and 34,5 % at the end.

Figure 6. Distribution of student-based problems according to three time periodss



Students' Motivation

Lack of student motivation is one of the most frequently stated problems of student teachers in their student teaching experiences (60 communication units). 20 % of the problems related to student motivation were reported at the beginning of the practicum. 31 % of the problems, on the other hand, were identified in the middle of the practicum. End of the practicum was the time period that student teachers reported most of their problems related to lack of student motivation (49 %). The findings suggest a gradual increase in the problems of student teachers related to lack of student motivation.

Students' Familiarity

Students' being unfamiliar with the new teachers and the new classroom procedures was also one of the important problems for student teachers. 53 communication units were identified related to problems in this category. 49 % of the communication units were reported at the beginning of the practicum. Distribution of the problems according to the other time periods was: 28 % in the middle, and 23 % at the end. It is possible to state that student-based problems related to students' unfamiliarity with the new teacher and the new classroom procedures gradually decreased throughout the practicum process.

Student Participation

There were 45 communication units related to lack of student participation as the sources of problems student teachers experienced in their teaching. Only two communication units were about students' lack of participation, one at the beginning and one in the middle of the practicum; however, most of other problems related to lack of student participation were expressed for whole-class teacher-fronted classroom

activities. 28 % of the problems were stated at the beginning of the practicum. Most of the problems were identified in the middle (51 %), and the least at the end (21 %). It is possible to state from the findings that there is no particular increase or decrease in the problems of student teachers related to student participation throughout their practicum. Most problems in this category were situation-specific since they were seen in different periods of time during the practicum.

Disruptive Student Behavior

38 communication units were found in the reflection reports of student teachers related to disruptive behaviors of students in the classroom. 12 communication units related to the disruptive student behaviors were recorded at the beginning of the practicum whereas there were only 8 communication units in the middle of the practicum. However, most of the problems related to disruptive student behavior were reported by at the end of the practicum (18 communication units). It can be argued that students tend to display disruptive behaviors at any time during student teachers' teaching.

Students' Negative Attitudes

21 communication units, seven units in each time period, were found related to student-based problems of student teachers resulting from students' negative attitudes towards student teachers, learning English, specific language skills, and homework. The consistency of the frequency of problems stated in each time period for the general category (students' negative attitudes) and the sub-categories (towards student teachers, learning English, specific language skills, and homework) indicated that students' negative attitudes did not change throughout the practicum.

Student Characteristics

There were eleven communication units related to problems of student teachers caused by different student characteristics. Four of the problems appeared at the beginning of the practicum, four in the middle, and the remaining three at the end of the practicum process. The results indicate that problems related to student characteristics did not increase or decrease throughout the practicum as it was the case for most student-based problem categories.

Using L1

The category of problems related to students' using L1 in whole-class works and group work was revealed in four communication units. Three of them were reported in the middle and one at the end of the practicum. There was still no gradual increase or decrease related to students' use of L1 as the source of problems student teachers experienced in their teaching.

Students' Pace

Four communication units related to students' pace as problems were distributed into three time periods: one at the beginning, one in the middle, and two at the end of the practicum. There were still no changes in the problems of this category throughout the practicum.

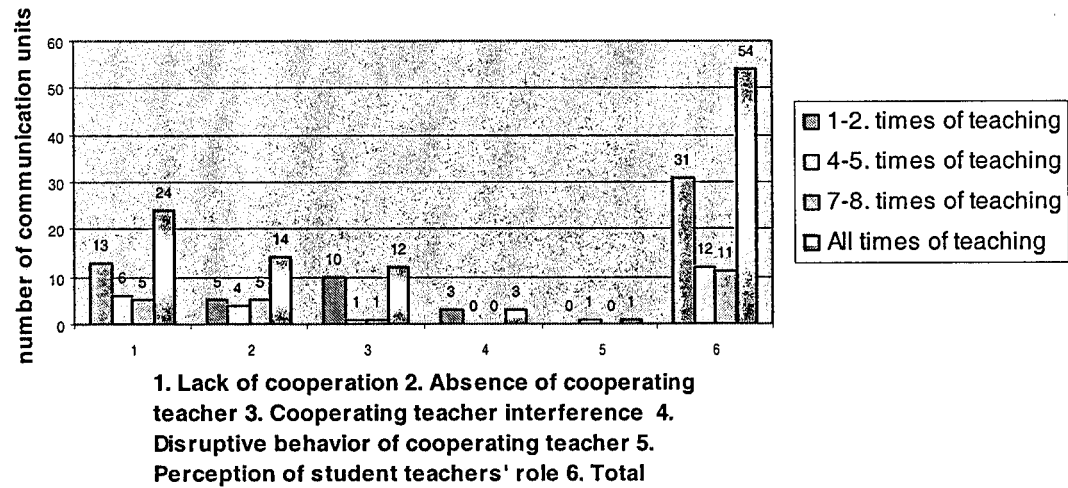
Classroom Materials (Resources)

Only two communication units were reported by student teachers related to students' reluctance to share classroom resources: one in the middle and one at the end of the practicum.

4.4.3. Change in the Cooperating Teacher-Based Problems

Communication units related to cooperating teacher-based problems consist of the 5,5 % of the self-reported problems of student teachers. There are five sub-categories related to cooperating teacher-based problems. Figure 7 presents the distribution of the cooperating teacher-based problems according to three time periods in five sub-categories and in total. Problems at the beginning of the practicum are the most frequently reported problems among the three time periods (57,4 %). 22,2 % of the cooperating teacher-based problems belong to the middle of the problem. With a similar percentage, problems at the end of the practicum cover the 20,4 % of the cooperating teacher-based problems. It is understood from the frequency of problems in this category that students are experiencing problems at the beginning of the practicum with their cooperating teachers more than in the middle or at the end of the practicum.

Figure 7. Distribution of cooperating teacher-based problems according to three time periods



Lack of Cooperation

As the most frequently reported cooperating teacher-based problem category, cooperating teachers' lack of cooperation with student teachers were composed of 24

communication units. More than half of the problems related to lack of cooperation were identified at the beginning of the practicum (13 units). The rest of the communication units were distributed in the other two time periods as: 6 units in the middle and 5 units at the end of the practicum. The findings revealed that student teachers and cooperating teachers were able to work cooperatively after their initial meetings with each other.

Absence of Cooperating Teacher

Absence of cooperating teachers in the classroom while student teachers were teaching was stated as problems in 14 communication units. Frequencies of problems related to this category in three time periods were almost the same: five units at the beginning, four in the middle, and five at the end of the practicum. The results indicated that cooperating teachers' absence in the class during student teaching continued throughout the practicum without a particular emphasis on one time period.

Cooperating Teacher Interference

Problems related to cooperating teacher interference to student teachers both in the pre-active and active stages of the lesson emerged in 12 communication units. Interestingly, 83 % of the communication units related to this problem category were found experienced by student teachers at the beginning of the practicum. One communication unit was reported for each of the other two time periods.

Disruptive Behavior of the Cooperating Teacher

Only three communication units were identified related to disruptive behavior of the cooperating teachers in student teachers' reflection reports. All of them were reported to be experienced at the beginning of the practicum.

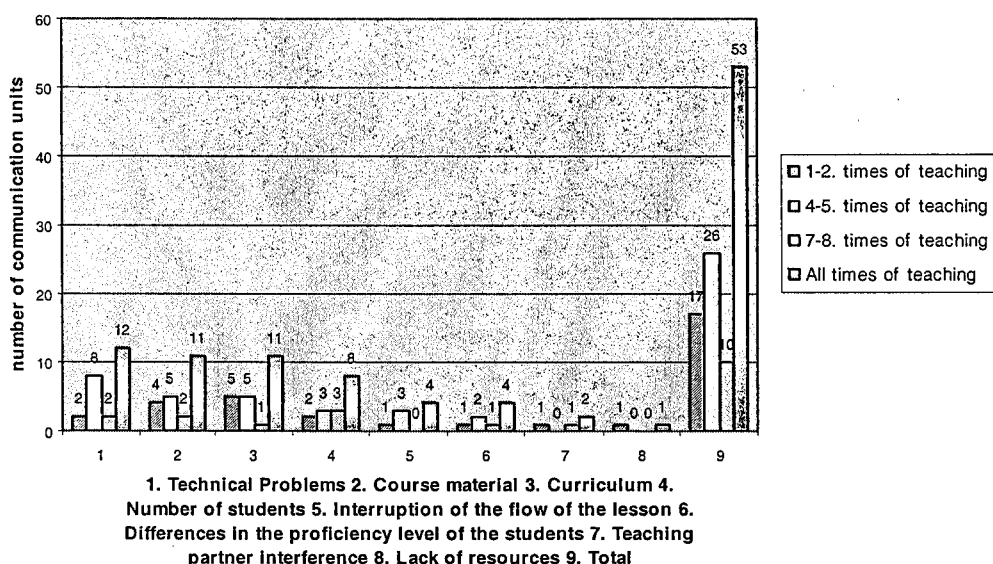
Perception of the Student Teachers' Role

The only communication unit related to cooperating teacher's perception of the student teachers' role was reported by the student teacher in the middle of the practicum.

4.4.4. Change in the Educational Context/System-Based Problems

Analysis of the data showed that communication units related to system/educational context-based problems comprise the 5,4 % of the problems encountered by the student teachers, and they were listed under eight sub-categories. The communication units were also divided into three time periods considering the time that student teachers reported each problem unit in their reflections. Figure 8 presents the distribution of the student-based problems according to three time periods in nine sub-categories and in total. According to Figure 8, no gradual decrease or increase can be observed in the frequencies of student-based problems throughout the practicum. Almost half of the communication units related to system/educational context-based problems were identified in the middle of the practicum (49 %). 32 % of the communication units, on the other hand, were found at the beginning of the practicum while only the 19 % of the communication units were specified at the end of the practicum.

Figure 8. Distribution of educational context/system-based problems according to three time periods



Technical Problems

There were 12 communication units related to technical problems student teachers faced in their teaching experience. Two of them were at the beginning and two of them were at the end of the practicum. The remaining eight units were reported in the middle of the practicum. Based on the analysis, it is not possible to talk about a change in technical problems student teachers encountered in their teaching as these were not problems that could be solved by student teachers themselves.

Course Material

11 communication units were reflecting the problems of student teachers due to course material they were using. Four of the problems were stated at the beginning, five of them in the middle, and the last two of them were at the end of the practicum. Still there is no evidence in the findings to indicate a gradual or rapid change in the problems of students related to course material throughout the practicum. It can only be said that

the end of the practicum caused less problems than the first two time periods in terms of the frequency of problems related to course material.

Curriculum

Having the same frequency with course material category, distribution of the problems related to curriculum was: 5 communication units for the beginning and the middle of the practicum each, and only one unit at the end of the practicum. In a similar discussion with the problems related to course material, problems of student teachers related to 'having insufficient time for completing the subjects' tended to rapidly decrease at the end of the practicum.

Number of Students

8 communication units were identified related to student teachers' self-reported problems on the number of the students in the class. The frequency of the problem units for each time period indicated that this problem remained the same from the beginning to the end of the practicum for obvious reasons. There were two communication units at the beginning, three in the middle, and three at the end of the practicum.

Interruption of the Flow of the Lesson

Three out of four communication units related to unexpected interruptions to student teachers' lesson were in the middle of the practicum. The other communication unit was reported at the beginning of the practicum.

Differences in the Proficiency Level of the Students

Student teachers' self-reported problems related to high or low number of students in one class appeared to emerge in any stage of the practicum. One communication unit for the beginning, two for the middle, and one for the end of the practicum was identified in student teachers' reflection reports.

Teaching Partner Interference

Two communication units were found related to problems of student teachers resulting from the interference of their teaching partners to their subjects: one at the beginning and one at the end of the practicum.

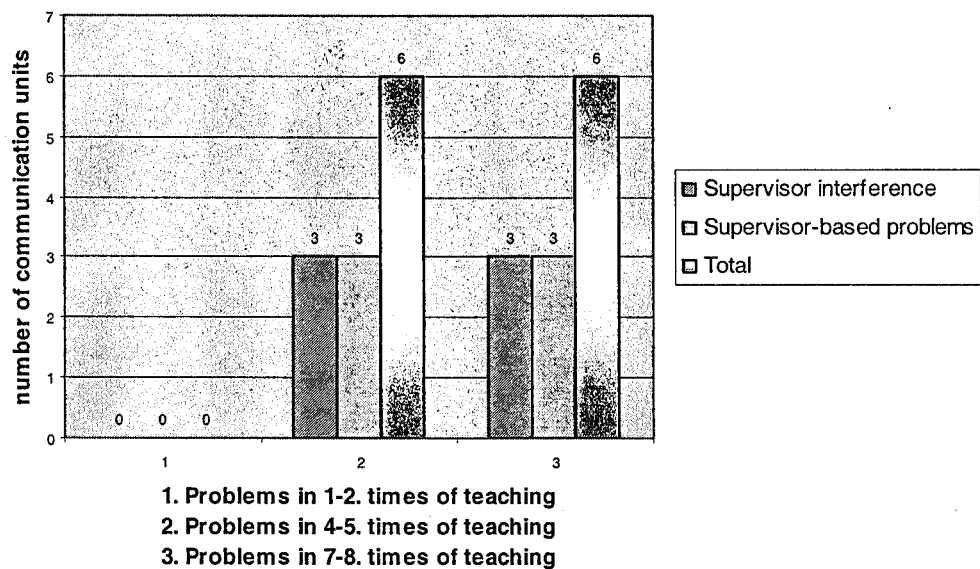
Lack of Resources

The only communication unit related to lack of resources at schools was identified to appear at the beginning of the practicum when student teachers were not very familiar with the resources available to them at their practicum schools.

4.4.5. Change in the Supervisor-Based Problems

Only six communication units were identified related to supervisor-based problems (0,7 %) in the reflections of student teachers. 'Supervisor interference' is the only sub-category in the supervisor-based problem category. When the dispersion of supervisor-based problems in three time periods is taken into consideration, it is seen that no problems occur at the beginning of the practicum. Three of the communication units in this category belong to the middle of the practicum (50 %), and three other communication units to the end of the practicum (50 %).

Figure 9. Distribution of supervisor-based problems according to three time periods

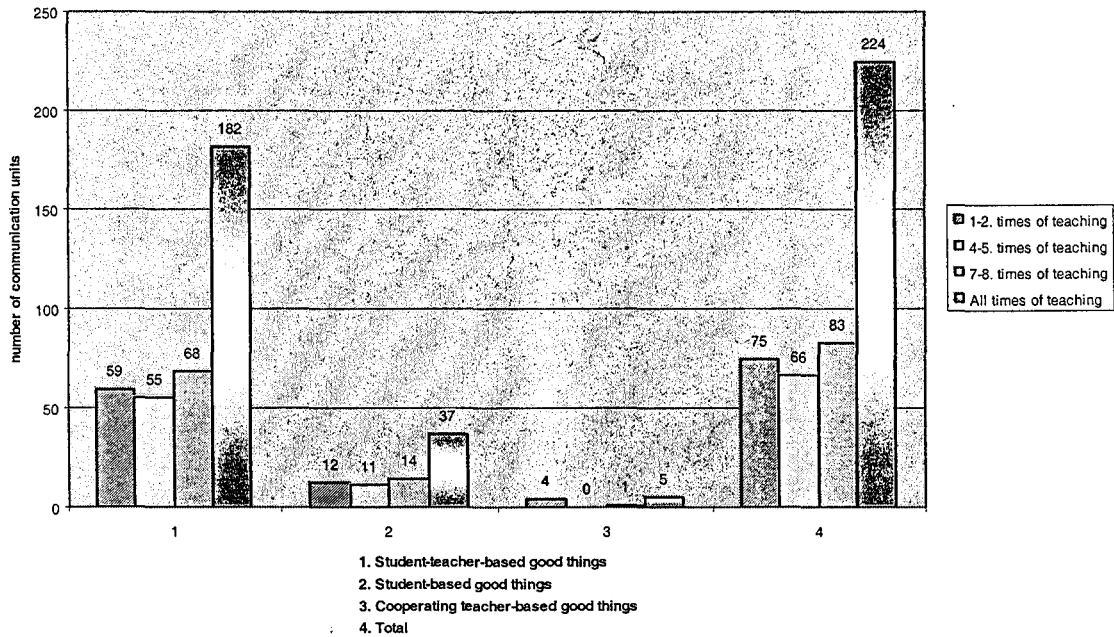


4.5. Change in the Positive Aspects of Student Teachers’ Teaching throughout the Practicum

Distribution of the self-reported positive aspects of the student teachers according to three time periods is shown in Figure 10. Frequency analysis of the data suggests that student teachers are mostly happy with their teaching experiences at the end of the practicum (35,7 %). Students report to experience positive aspects more at the beginning of the practicum (42,5 %) than in the middle of the practicum (30,8 %).

The distribution of the positive aspects throughout the practicum does not show a gradual decrease or increase in the experiences of the student teachers. However, it is seen that the frequency of positive aspects at the end of practicum is quite higher than the ones at the beginning and especially in the middle of the practicum process.

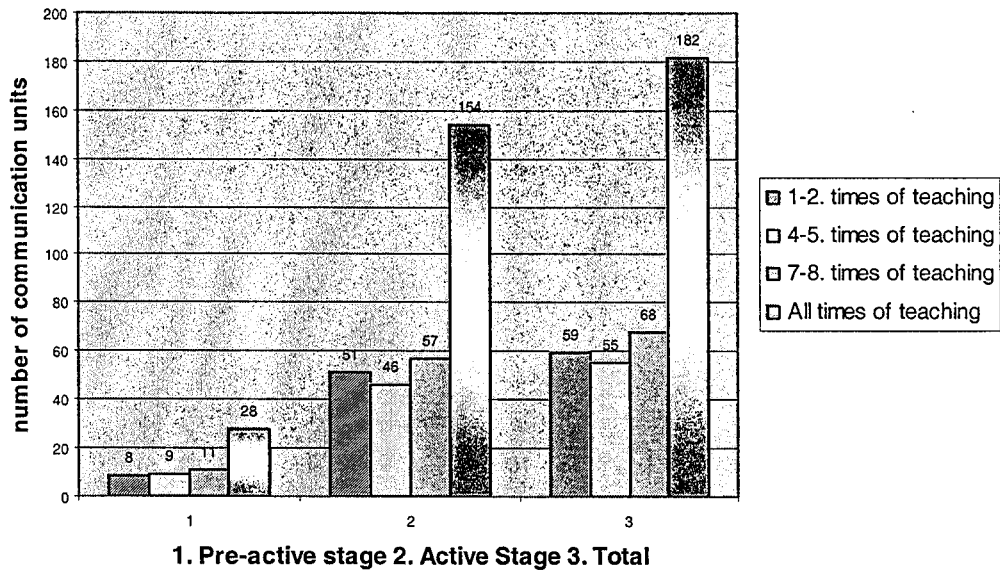
Figure 10. Distribution of the positive aspects throughout the practicum according to three time periods



4.5.1 Change in the Student Teacher-Based Positive Aspects

As the analysis of the communication units suggested, student-teacher based positive aspects consist most of the positive aspects student teachers report to have experienced (81,2 %). Also, student-teacher-based positive aspects, as the first main category, were divided into two categories: positive aspects in the pre-active stage and positive aspects in the active stage. Figure 11 presents the distribution of communication units related to student-teacher-based positive aspects in two categories and in total according to three time periods. Figure 11 suggests that the frequency of communication units related to student teacher-based positive aspects at the beginning and in the middle of the practicum are quite similar (32,2 % and 37,4 % respectively). A noticeable increase in the communication units related to positive aspects at the end of practicum is observed for the student teacher-based positive aspects reported by the student teachers (37,4 %).

Figure 11. Distribution of student teacher-based positive aspects according to three time periods

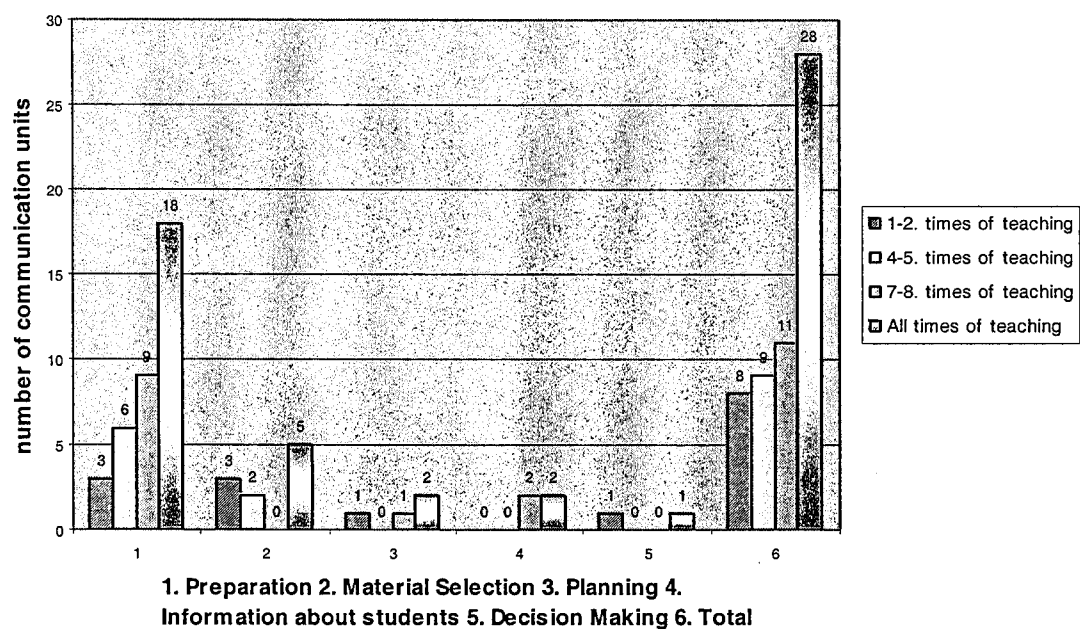


4.5.1.1 Change in the Student Teacher-Based Positive Aspects in the Pre-Active Stage

Student-teacher-based positive aspects in the pre-active stage constitutes the 15,3 % of the communication units related to student-teacher-based positive aspects. There are five sub-categories related to positive aspects in the pre-active stage. Figure 12 presents the distribution of the student teacher-based positive aspects in the pre-active stage according to three time periods in five sub-categories and in total. Communication units reported at the end of the practicum constitute the most frequently reported positive aspects among the three time periods (39,3 %). 35,8 % of the communication units related to student-teacher-based positive aspects in the pre-active stage belong to the beginning of the practicum. Communication units related to positive aspects in the pre-active stage cover the least frequently reported ones in the middle of the practicum. It is understood from the frequency of problems in this category that

although there is no gradual decrease or increase in the positive aspects related to pre-active stage throughout the practicum, student teachers are more satisfied with their pre-active stage performances at the end of the practicum than they are at the beginning and the middle of the practicum process.

Figure 12. Distribution of student teacher-based positive aspects in the pre-active stage according to three time periods



Preparation

Being the most frequently reported positive aspect of student teachers’ teaching in the pre-active stage, 18 communication units were identified related to preparation issues. There appeared a systematic increase in the self-reported preparation level of student teachers throughout the practicum. 33 % of the communication units belonged to the beginning, 50 % to the middle, and 67 % to the end.

Material Selection

There were five communication units related to material selection as the self-reported positive aspects of student teachers’ teaching. Three of them were reported at

the beginning of the practicum, and the other two in the middle. Inexplicably, the end of the practicum process did not hold any positive aspects related to material selection issues. The results revealed that student teachers were less successful at choosing the right materials for their teaching at the end of the practicum although they were more experienced in teaching at that time of the practicum.

Planning

The two communication units about positive aspects of student teachers' teaching related to planning issues were distributed as: one at the beginning and one at the end of the practicum.

Information about Students

There were two communication units about positive aspects of student teachers' teaching related to their being informed about students. Both of the units were reported at the end of the practicum.

Decision Making

The only communication unit related to appropriate decision-making of student teachers in the pre-active stage was found emerging at the beginning of the practicum.

4.5.1.2 Change in the Student Teacher-Based Positive Aspects in the Active Stage

Between the two categories of student teacher-based positive aspects, communication units related to student teacher-based positive aspects in the active stage are the most frequently reported ones by student teachers (74,7 %). As mentioned in Section 4.3.1.2, positive aspects in the active stage are examined under 14 sub-categories. Figures 13a and 13b present the distribution of the communication units related to student teacher-based positive aspects in the active stage according to three

Figure 13a. Distribution of student teacher-based positive aspects in the active stage according to three time periods

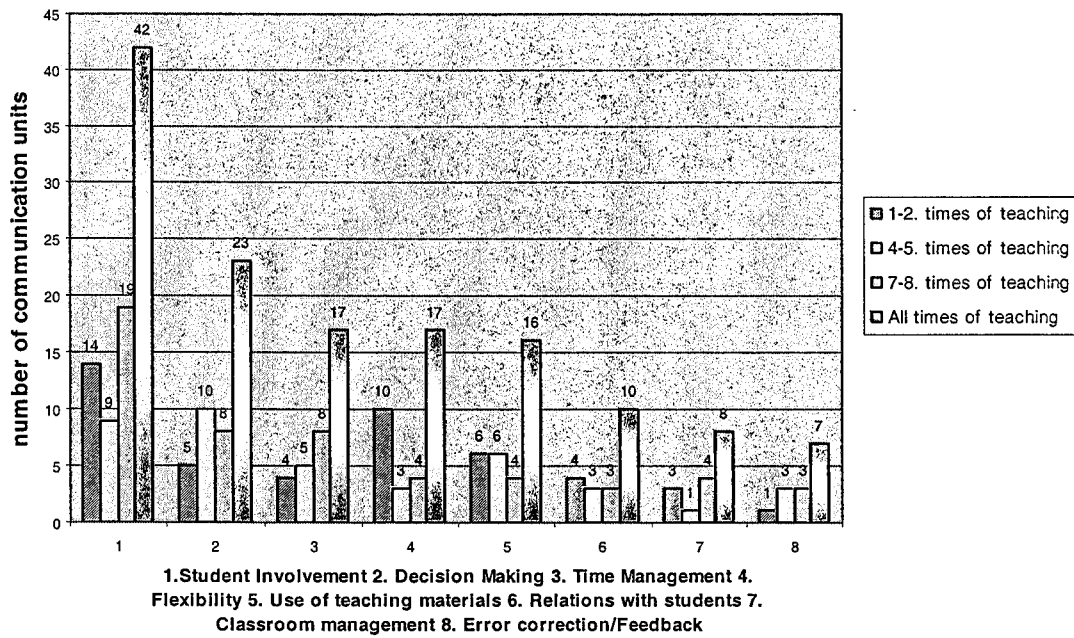
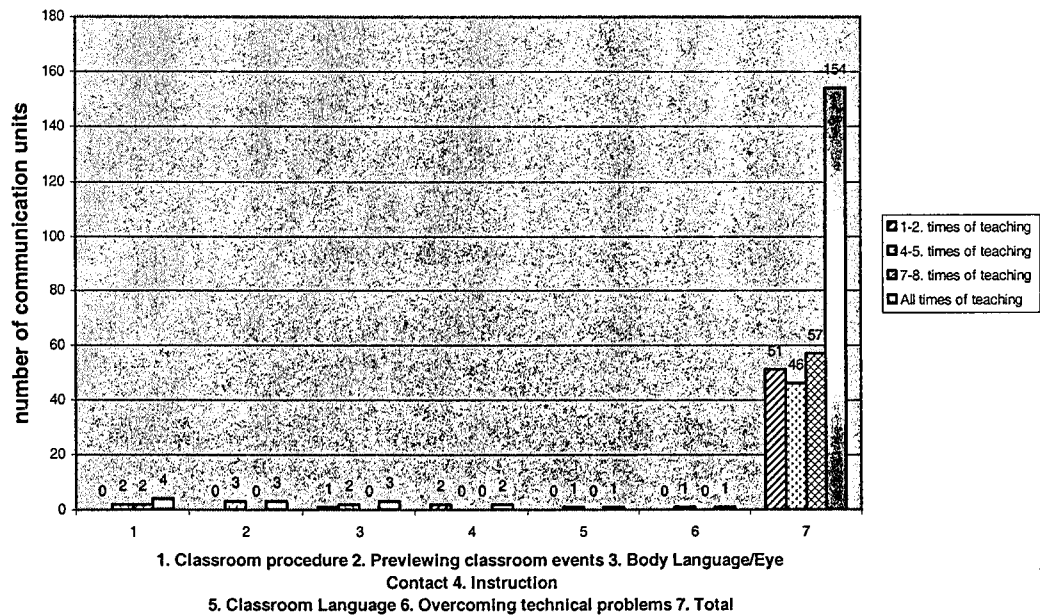


Figure 13b. Distribution of student teacher-based positive aspects in the active stage according to three time periods (cont'd)



time periods in 14 sub-categories and in total. When the total numbers are taken into consideration, 33 % of the positive aspects related to active stage are reported at the beginning of the practicum. Within a similar percentage, 30 % of the positive aspects in the active stage are experienced by the student teachers in the middle of the practicum. The frequency of the communication units related to positive aspects at the end of the practicum is noticeably higher than the ones at the beginning and in the middle (37 %).

Student Involvement

According to student teachers' reflections, the most satisfactory moments of student teachers were realized when they were able to involve students in the lesson. There were 42 communication units related to this category, and 45 % of the communication units related to student involvement as a self-reported success of student teachers were identified at the end of the practicum. 22 % of the communication units were identified at the beginning, and the remaining 33 % in the middle of the practicum. Although there is not a systematic increase in the 'goods' of student teachers related to their student involvement abilities throughout the practicum, it can be said that student teachers were able to develop their skills in involving and motivating students when they reached the end of their student teaching experiences.

Decision Making

23 communication units were identified about the positive aspects of student teachers' teaching related to decision making in the active stage. 5 of the communication units were reported at the beginning; 10 of them in the middle; and 8 at the end of the practicum. The analysis indicated that student teachers were happy with their decision-making irregardless of the time period in their student teaching

experiences. No systematic increase or decrease was present in the positive aspects of student teachers' teaching related to decision-making throughout the practicum.

Time Management

Student teachers were happy with their time management skills more at the end of the practicum than they were at the beginning or the middle of the practicum. 8 communication units related to time management as a positive aspect of student teachers' teaching were reported at the end of the practicum. The other communication units in this category were distributed to the other two time periods as: 4 communication units at the beginning and 5 in the middle. The analysis indicated that student teachers' satisfaction with their time management abilities increased throughout their student teaching experience.

Flexibility

17 communication units were identified related to the student teachers' flexibility in their teaching as the positive aspects of their student teaching. Interestingly, more than half of the positive reflections on flexibility were reported at the beginning of the practicum (10 units). There were three communication units in the middle of the practicum and four at the end related to flexibility. Results showed that student teachers' satisfaction with their flexibility in teaching decreases when they get more experienced in teaching.

Use of Teaching Materials

There were 16 communication units related to positive reflections of student teachers on their use of teaching materials successfully. 6 of the communication units were identified at the beginning of the practicum and other 6 in the middle. The remaining 4 communication units were found at the end of the practicum. Based on the

findings, it can be said that no systematic change can be observed in the positive perceptions of student teachers related to their successful use of teaching materials.

Relations with the Students

Establishing rapport was among the self-reported positive aspects of student teaching (10 communication units). 4 of the communication units related to this category were reported at the beginning of the practicum; and three communication units were identified for the middle and the end of the practicum each. No progress or regression was present in the distribution of the communication units in this category according to three time periods.

Classroom Management

There were eight communication units representing the positive aspects of student teaching according to self-reported positive aspects of student teachers' teaching. Distribution of the communication units according to three time periods was: three units for the beginning, one for the middle, and four units for the end of the practicum.

Error Correction/Feedback

Seven communication units were identified related to error correction/feedback issues as the positive aspects of student teaching. Only one communication belonged to the beginning of the practicum. Three communication units for the other two time periods were reported by student teachers, the middle and the end of the practicum respectively.

Classroom Procedure

There were four communication units related to classroom procedure as the self-reported positive aspects of student teachers' teaching. Two of them were reported in

the middle of the practicum, and the other two at the end. The end of the practicum process, on the other hand, did not hold any positive aspects related to classroom procedure issues like beginning or ending the lesson.

Previewing the Classroom Events

There were three communication units related to student teachers' success at previewing the classroom events and taking the necessary measures. All of the communication units were found being reported in the middle of the practicum.

Body Language/Eye Contact

Having the same number of communication units with previewing the classroom events, positive aspects of student teachers' teaching related to their abilities in using body language and establishing eye contact with students were found in two times of teaching: once at the beginning of the practicum and twice in the middle of the practicum.

Instruction

The two communication units about positive aspects of student teachers' teaching related to giving instruction were identified at the beginning of the practicum.

Classroom Language

The only communication unit about positive aspects of student teachers' teaching related to using the classroom language appropriately was identified in the middle of the practicum.

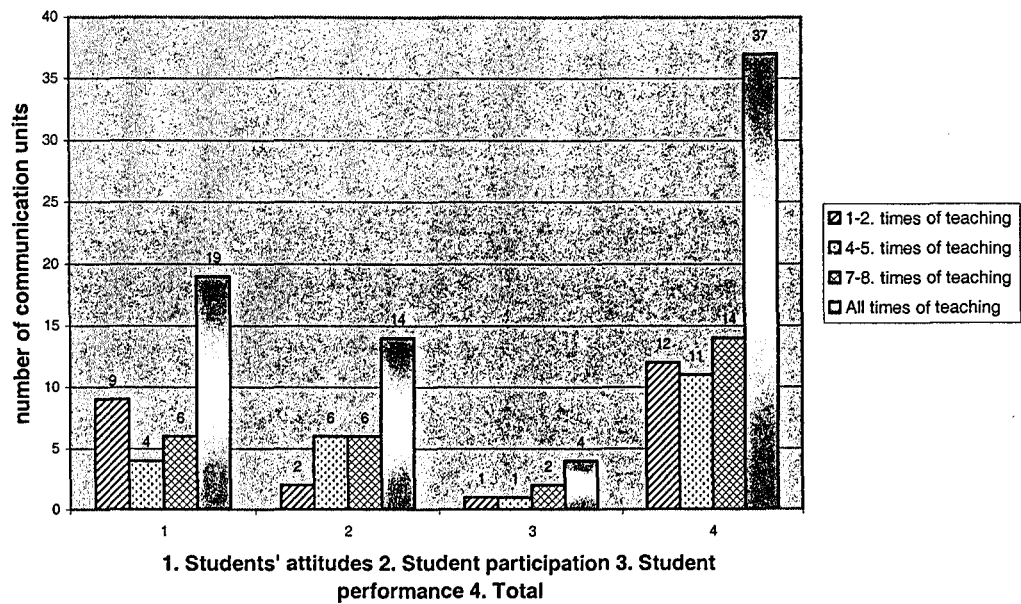
Overcoming Technical Problems

There was only one communication unit related to a student teacher's overcoming a technical problem; it was reported in the middle of the practicum.

4.5.2 Change in the Student-Based Positive Aspects

Analysis of the data showed that communication units related to student-based positive aspects comprise the 16,5 % of all of the communication units related to positive aspects, and they were collected under three sub-categories. The communication units were also divided into three time periods considering the time that student teachers reported each good point unit in their reflections. Figure 14 presents the distribution of the communication units related to student-based positive aspects according to three time periods in three sub-categories and in total. According to Figure 14, no gradual decrease or increase can be observed in the frequencies of student-based positive aspects throughout the practicum. To present in percentages, 32,4 % of the communication units related to student-based positive aspects take place at the beginning of the practicum. Communication units related to positive aspects in this category fall to 29,7 % in the middle of the practicum whereas they are most frequently reported at the end of the practicum (37,9 %).

Figure 14. Distribution of student-based positive aspects according to three time periods



Students' Attitudes

Students' positive attitudes towards student teachers and the classroom techniques and student teachers as a positive aspect of student teaching was the most frequently stated student-based positive aspects of student teaching. 19 communication units were identified as belonging to this category. There wasn't any systematic change in the reflections on students' positive attitudes throughout the practicum; however, one noticeable thing was the frequency of communication units at the beginning of the practicum. More communication units were identified at the beginning of the practicum than the other two time periods, 9 units for the beginning, 4 for the middle, and 6 for the end of the practicum.

Student Participation

There were 14 communication units related to positive reflections of student teachers on students' high level of participation in the lesson. 62 of the communication units were identified at the beginning of the practicum and other 6 in the middle. The remaining 6 communication units were found at the end of the practicum. Based on the findings, it can be said that no systematic change can be observed in the positive perceptions of student teachers related to their successful use of teaching materials; however, the later experiences of student teachers reflect more student participation in the lessons than it was for the beginning of the practicum.

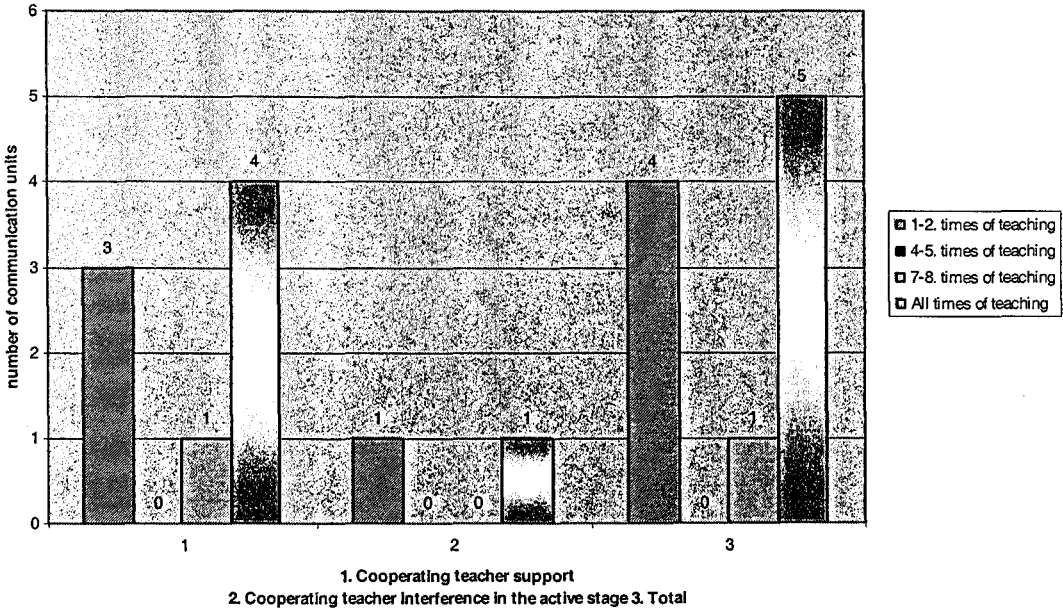
Student Performance

There were four communication units related to student performance as the self-reported positive aspects of student teachers' teaching. One of them was reported at the beginning, one in the middle, and the other two at the end of the practicum.

4.5.3 Change in the Cooperating Teacher-Based Positive Aspects

Communication units related to cooperating teacher-based positive aspects consist only 2,3 % of all the positive aspects reported by student teachers as they appear only in five communication units. There are two sub-categories related to cooperating teacher-based positive aspects: cooperating teacher support and cooperating teacher interference in the active stage. Figure 15 presents the distribution of the communication units related to cooperating teacher-based positive aspects according to three time periods in two sub-categories and in total. Student teachers reported that they had four of the positive aspects (75 %) at the beginning of the practicum, and one (25 %) at the end of the practicum. No communication units were identified related to cooperating teacher-based positive aspects in the middle of the practicum.

Figure 15. Distribution of cooperating teacher-based positive aspects according to three time periods



Cooperating Teacher Support

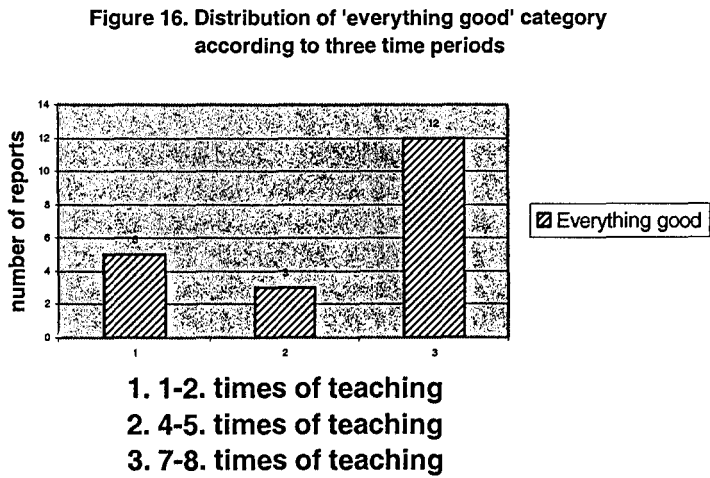
Only three communication units were identified in student teachers’ reflection reports related to support from cooperating teachers as the cooperating teacher-based positive aspects of student teachers’ teaching. Three of them were reported at the beginning of the practicum, and the other one at the end. The middle of the practicum did not have any units reported from this category.

Cooperating Teacher Interference in the Active Stage

There was only one communication unit related to a cooperating teacher’s interference in the active stage as a helpful hand. It was reported at the beginning of the practicum.

4.5.4. Change in the ‘Everything Good’ Category

The category named ‘everything good’ is distributed according to time periods as: everything good at the beginning (25 %), everything good in the middle (25 %), and everything good at the end (60 %) of the practicum (Figure 16). Student teachers who expressed everything they experienced in their specific teaching experiences as positive were found at the end of the practicum.



CHAPTER 5

DISCUSSION AND CONCLUSION

5.1 Summary of the Study

This study attempted to answer the following research questions based on the previous research conducted on teaching practicum, pre-service teacher education, problems of student teachers in teaching practicum, and the reflection as a means of describing classroom events:

- 1) What are the self-reported problems of the student teachers during their classroom teaching experiences in the teaching practicum?
- 2) What are the self-reported positive aspects of student teachers' teaching during their classroom teaching experiences in the teaching practicum?
- 3) Do the self-reported problems of the student teachers during their classroom teaching experience change throughout the teaching practicum?

The analysis of the data revealed five main categories as the sources of the problems student teachers experience: student teacher-based problems, student-based problems, cooperating teacher-based problems, educational context/system-based problems, and supervisor-based problems. Communication units related to positive aspects of student teachers' teaching, on the other hand, were drawn into three main categories: student teacher-based positive aspects, student based positive aspects, and cooperating teacher-based positive aspects. The analysis of the data suggested that the problems of student teachers decrease in frequency whereas positive aspects increase through the end of the practicum. Nevertheless, certain categories and sub-categories for the problems and positive aspects in student teachers' teaching show no change, or

change in the opposite side of the general trend. The rest of this chapter will discuss the problems, positive aspects, and the change issue in detail.

5.2. Problems of Student Teachers in General

Our first research question was “What are the self-reported problems of the student teachers during their classroom teaching experiences in the teaching practicum?” This section will discuss the research findings in an attempt to answer the first research question.

Turkish student EFL teachers reported experiencing problems related to five main components of teaching practicum: student teachers, students, cooperating teachers, educational context/system, and the supervisors.

Student teacher-based problems of student teachers in their teaching practicum were related to pre-active stage of the lessons, active stage of the lessons, or student teachers' individual problems.

Student teacher-based problems in the pre-active stage resulted from issues like anxiety, preparation, material selection, information about students, and planning. Anxiety is the most frequently stated problem type in this category. According to student teachers in MacDonald's study (1992), teaching practicum is the most valuable component of the teacher education program; however, it is the most stressful part as well. Similarly, student teachers in this study reported experiencing anxiety before they deliver a lesson. First day anxiety and the anxiety of being observed by expert teachers were the main sources of the anxiety student teachers experience before they deliver a lesson. Some others also indicated that they felt anxious before the lesson since they perceived themselves incompetent for teaching. Whatever the source of the anxiety the

student teachers experience, it is quite a noticeable aspect of student teaching as a factor diversely influencing the success of a specific lesson.

Preparation and material selection were also the sources of problems identified by student teachers related to the pre-active stage of the lesson. Insufficient and careless preparation, preparing and selecting materials that are beyond the level of students, and inappropriate planning were among the most frequently stated problems. Although certain problems were reported by student teachers related to preparation, material selection, and planning, the frequency of problems in these categories was quite low when compared to other problem areas. It is possible to argue that student teachers were mostly well-prepared for their lessons. It might be because of the fact that the university supervisors in AUEL T emphasize the importance of the lesson plans. For example, student teachers discuss their lesson plans including the objectives of the lessons and classroom activities they prepared with the university supervisors one day before student teachers teach in their practicum schools. Another problem area related to student teacher-based problems in the pre-active stage was information about students. Some student teachers reported that they experienced problems related to not being familiar with students' level of proficiency or their interests. Although the problems in this category are low in frequency, they are thought to be very important by student teachers since they could cause a lesson to fail completely. Here, student teachers might be experiencing problems since they are not in touch with their cooperating teachers in order to learn about the students' characteristics they will be teaching soon. Moreover, student teachers are given a one-week time to observe the lessons of the classes they will be teaching. It can be inferred that student teachers do not use the time allocated for observation effectively. On the other hand, the time allocated for observation might be

insufficient for student teachers to learn about the characteristics of the classes they will be teaching.

Although the student teacher-based problems in the pre-active stage consist of the 29,1 % of all problems, student teachers reported experiencing most of their problems while they are delivering a lesson. Most of the problems of student teachers are faced in the active stage of the lessons (67,9 %).

Consistent with the findings of other studies related to the self-reported problems of student teachers, student teachers in this study consider time management and classroom management as the chief factors in student teaching. In a review of the perceived problems of beginning teachers, Veenman (1984) indicated that classroom management –as a concept including time management- was the most frequently reported and the most serious problem among beginning teachers. Also, other studies related to identifying the problems of student teachers agree on the fact that classroom management is the most concern to student teachers (Aydın & Bahçe, 2001; Chepyator-Thomson & Liu, 2003; Kwo, 1996; Mau, 1997; Reeves-Kazelskis & King, 1994; Valdez et al, 2000).

According to student teachers in this study, pacing the lesson and managing the time of the classroom activities are the most problematic aspects of their teaching. Student teachers think that they have to complete all of the classroom activities they prepared just in time. Therefore, unexpected delays for one of the classroom activities or one activity's taking less time than expected cause student teachers to experience problems related to pacing the lesson. In addition to pacing, managing the time of the activities is also problematic for student teachers. Without checking the time left,

student teachers tend to start their activities although the time is not enough to complete the activity.

Classroom management, on the other hand, is another popular problem among student teachers. Chepyator-Thomson & Liu (2003) claimed that student teachers in their study gained the ability to control the classroom after they spent most of their time in an eight-week teaching practicum. Furthermore, most student teachers in this study indicated that they lost the control of the class since they were not the actual classroom teachers of the classrooms they were teaching.

As another interpretation for problems related to time management and classroom management, Murray-Harvey et al (2000) indicate that student teachers are highly concerned with their abilities in managing the time and managing the class. Therefore, it can be assumed that student teachers might be experiencing problems related to these issues since they were highly stressful and concerned about them.

Giving instructions was another problem area for student teachers. They reported that they were giving either incomplete or unclear instructions for their classroom activities. Giving instruction is an important concept in language teaching since the instructions tell the students what they are supposed to do for a specific classroom activity. Scrivener (1994) states that problems related to giving instruction are due to the 'quantity' and 'over-complexity' of the language teachers use while giving instructions. Similarly, student teachers in this study reported that they were not able to paraphrase or simplify the language they use while giving instruction.

Perceptions of student teachers' roles as student teachers were also an important concern to student teachers. According to Brinton & Holten (1989), student teachers are concerned with defining themselves as real teachers. Similarly, many student teachers in

this study reported experiencing problems related to their own perceptions of their roles as student teachers. Besides, their being the 'student' teachers caused some problems like not being respected by students and even by some cooperating teachers as well.

A number of student teachers in this study reported they were not able to deal with certain classroom situations since they were busy with applying their lesson plans in the classroom. According to Johnson (1992), instructional decisions of student teachers are primarily concerned with maintaining the flow of the instructional activities. Johnson also states that student teachers mostly focus on issues like increasing student motivation and involvement, and establishing the control of the classroom. In a similar point of view, White (2000) claims that student teachers see the most important role of the teacher as being able to go with the flow of the lesson.

Student-based problems of student teachers were found to be the second main category of the problems of student teachers in their teaching practicum. Students' motivation, their attitudes, their familiarity with the new teacher and the new classroom procedures, student participation, disruptive student behavior, using L1, and sharing resources were the student-oriented problems as student teachers reported.

Student teachers experience the 'reality shock' when they are in front of the real students. Therefore, it is inevitable for student teachers to face problems related to students, which are most of the time out of their control (Veenman 1984, Chepyator-Thomson & Liu, 2003). Student teachers suggested that students were not motivated to participate in the lesson while they were teaching. They were also complaining about their uneasiness to identify the reasons for students' being unmotivated, so not being able to take the necessary precautions. Furthermore, students' being unfamiliar with the new teacher and the new classroom applications caused problems. Although the

problems are student-based, most student teachers claimed that students were unfamiliar with them and their way of teaching since they were teaching only a few class hours whereas most of students' time passes with their real classroom teacher, the cooperating teacher.

Mau (1997) agrees with the idea that student teachers experience problems related to unmotivated learners and dealing with students with different levels of achievement. He argues that student teachers need to experience actual classroom teaching to develop in motivating students and dealing with less successful students.

Lack of cooperating teacher support was found to be one of the most important problems of student teachers. This finding reveals that sometimes student teachers and cooperating teachers are not able to work in cooperation although they are required to. Moreover, cooperating teachers are required to attend student teachers' classes to fill-in observation forms, to evaluate them, and to provide them feedback about their teaching as the requirements of the practicum. However, some cooperating teachers were found to be missing in the classroom while student teachers are teaching. This type of behavior indicates that they do not fulfill their responsibilities for the practical side of student teachers' education. However, in consistency with the findings of this study, the student teachers in Murray-Harvey et al (2000) study identified that the quality of the cooperating teacher is the key element for success in the practicum.

The findings showed that lack of cooperating teacher support adversely affects the student teachers. It can be argued that the presence of cooperating teacher support will be most welcomed. Beck & Kosnik (2002) also reached similar conclusions with this study in terms of lack of cooperating teacher support. One of the student teachers in

their study states the importance of cooperating teachers' being supportive and friendly as (p. 86):

You don't go to teachers college because you need a swift kick in the behind; you know what you should be doing. You might be a little lost at first, but you need someone to say, "You know what, you're doing fine." The experience I had with a warm, welcoming, collegial approach made it so much easier for me to step into the classroom with confidence. You don't want an associate who just says, "The bar has to be this high; now jump!"

Problems related to system/educational context can be defined as the ones that are out of student teachers' control. Veenman (1984) also states that student teachers experience problems related to heavy teaching load resulting in insufficient preparation time, inadequate school equipment, and large class size as problems that are directly related to the system or the present situation of the practicum schools as the educational contexts. It can be discussed based on the types of problems related to educational context that most problems in this category can be solved when the school administration takes the necessary measures. However, the solution of the problems related to system both in the university and in the practicum schools is more complex. For example, a problem related to interference of teaching partners to each other's subject matter is the result of assigning a high a number of students per classroom and per cooperating teacher. Moreover, student teachers' concerns related to having insufficient time to complete the subjects assigned to them for a class hour is due to the fact that curriculum is overloaded with subjects to be covered for a teaching term. The necessary measures on these issues can only be taken by the Ministry of National Education.

Supervisor interference is the only problem of student teachers related to supervisor-based problems. This does not mean that supervision component in teaching practicum is excellent. The case is that student teachers are not in touch with their university supervisors a lot during their teaching in the practicum schools. The only chance for student teachers and supervisors to meet with each other is when the supervisor visits the practicum school to observe student teachers while teaching.

As a general argument to the findings of this study, it can be said that most problems encountered by student teachers can be seen as a result of a ‘reality shock’, which can be used to indicate “the collapse of the missionary ideals formed during teacher training by the harsh and rude reality of everyday classroom life” (Veenman 1984: 143). Furthermore, the results of this study matches with the study of Chan & Leung (1998) in the idea that most problems of student teachers are related to student teachers themselves, as Chan & Leung call ‘self-concerns’. They discuss this finding in their article as the consequence of universal and compulsory education. The case is not different for Turkish students; groups of students with different background (different abilities, different needs, and different perceptions) cause student teachers to experience problems related to involving them in classroom activities, managing them on the work, and dealing with their various needs and expectations.

5.3. Positive Aspects of Student Teachers’ Teaching in General

Our second research question was “What are the self-reported positive aspects of student teachers’ teaching during their classroom teaching experiences in the teaching practicum?” This section will discuss the research findings in an attempt to answer the second research question.

Turkish student EFL teachers' self-reported positive aspects of their teaching are examined under three main components of teaching practicum: student teachers, students, and cooperating teachers.

It is interesting to note that preparation in the pre-active stage should get one of the highest percentages for both self-reported "problems" and self-reported "positive aspects" categories. In the light of these findings, it is logical to conclude that preparation "well" or "not well" is considered to be one of the keys to successful teaching. If it is "well", it results in feelings of satisfaction; if not, the results are personal reprimands and an unhappy state of mind.

Student teachers' positive aspects of their teaching were mostly based on their own success in application of certain classroom techniques and teaching and managing skills in the active stages of the lessons. Student teachers' success in involving students gives the highest satisfaction to the student teachers. As a concept that was one of the most frequently stated problem areas in student teaching, we can take student involvement as one of the most important issues in student teaching. Student teachers' success or failure in involving students seems to be in the forefront of their thinking while they teach.

Some student teachers are also satisfied with their decision-making strategies. As it is quite a rare problem for student teachers, decision making is reported to be one of the most frequently stated positive aspects of student teachers' teaching. Therefore, one can discuss that student teachers are good at making decisions during teaching whenever necessary, and this is seen as the salvation of student teachers from problematic situations.

When student teachers get positive feedback from students about their way of teaching and their classroom techniques, they feel themselves better and more encouraged for teaching. Moreover, student teachers in this study indicate that their success in some lessons is connected to student participation. It can be inferred from student teacher reflections that whenever students are willing to participate in lessons, student teachers' teaching reaches the desired success.

Student teachers also suggest that they have positive experiences related to their cooperating teachers' behaviors. However, these are low in frequency when compared to the problems they experience related to cooperating teachers. Therefore, it can be argued that cooperating teachers play a very weak role on the self-reported success of student teachers in their student teaching experience.

The interpretation of the self-reported positive aspects of student teachers' teaching is not different from the discussions in the literature. Darling (2001) talks about two types of 'goods' when considering the teaching practice: goods internal to the practice and goods external to the practice. Internal positive perceptions of student teachers, or internal goods, mostly come from the issues like accomplishment and satisfaction of skillful and successful application of different types of activities. External goods, on the other hand, are the appreciations like rewards, grades, or thanks from outsiders such as expert teachers, students, directors, etc. (Darling 2001). Student teachers in this study mostly talked about 'internal goods' since they indicated that more than half of the positive aspects of their teaching were the results of their own teaching activities and achievement.

5.4. Change in the Problems of Student Teachers throughout the Practicum

Our third research question was “Do the self-reported problems of the student teachers during their classroom teaching experience change throughout the teaching practicum?” This section will discuss the research findings in an attempt to answer the third research question.

5.4.1. Problems at the Beginning of the Practicum

Student teachers state that they experience more than the half of the problems related to anxiety at the beginning of the practicum. As student teachers in MacDonald’s (1992) study report, teaching practicum is the most stressful component of the teacher education programs. Nevertheless, student teachers in this study seem to be coping with their anxieties as the time goes, especially when they have their first meetings with the students.

A similar finding is with the problems of student teachers related to their information gap about the students. Student teachers in our study reported experiencing most of their problems related to information about students at the beginning of the practicum. When they have their initial meetings with the students, they become more informative about their level and interests, so they are able to cope with the problems related to their lack of information about students.

Likewise, problems about giving instruction were mostly reported in the 1st and 2nd turns of student teachers’ teaching. It might be the result of the experience of student teachers for paraphrasing and simplifying the language they use after they gain experience in teaching as well as giving instructions for the classroom activities they conduct.

Board usage is another problem category that student teachers reported experiencing at the beginning of the practicum more than other time periods throughout the practicum. The findings show that student teachers are able to develop their skills in using the board after they experience certain problems in their initial difficulties.

Students' being unfamiliar with the new teacher and the new classroom procedures was another problem area that was most frequently stated at the beginning of the practicum. It might be the consequences of student teachers' very first meetings with the students as teachers in their 1st and 2nd turns of teaching. Students who were accustomed to studying with their own classroom teachers hesitated mostly to respond to student teachers' questions and to the classroom language of student teachers. Fortunately, when students become more familiar with student teachers in the following weeks, problems related to familiarity with student teachers and new classroom procedures begin to decrease gradually.

Lack of cooperation between student teachers and the cooperating teachers was a noticeable problem area to student teachers in their first meetings with each other. However, problems noticeably decreased after they became familiar with each other and learned about the procedures for the practicum and teaching. One student teacher even reported that she and her teaching partners were close friends towards the end of the practicum; meetings with the cooperating teacher continued as far as tea-parties at home after school.

Another cooperating teacher-based problem category that was reported at the beginning of the practicum was cooperating teacher interference in the pre-active and active stages of the lesson. This finding might be due to student teachers' unfamiliarity with the cooperating teachers themselves, their way of teaching, and their approach to

teaching. It can be argued that cooperating teachers felt the need to interrupt student teachers' lesson plans or teaching since student teachers were not aware of the strengths and weaknesses of students in their first teaching experiences. However, almost no problems were stated related to cooperating teacher interference after the first two meetings of the parties. This might be the consequence of student teachers' developing familiarity with teaching, students, and the cooperating teacher. Similarly, all of the three disruptive behaviors from cooperating teachers were reported at the beginning of the practicum.

According to Gebhard (1990), student teachers change in the positive direction throughout the practicum in setting up and carrying out lessons. According to Gebhard (1990), student teachers are more successful in selecting the content of their lessons as time passes. When they focus on language itself (vocabulary items, grammar, etc.) at the beginning of the practicum, they tend to focus on more 'real life' concepts. This is the consequence of student teachers' interactions with students, their teaching partners, mentors, and supervisors.

5.4.2. Problems That Do Not Change throughout the Practicum

Problems related to student teachers' being insufficiently or carelessly prepared emerged in all stages of the practicum. On the other hand, preparation issues as the self-reported positive aspects of student teachers' teaching were found to be increasing systematically throughout the practicum. These findings are not enough for us to claim that students were better-prepared for their lessons towards the end of their teaching practice when compared to the beginning of the practicum. Based on the finding, one can not interpret that student teachers were learning to be well-prepared and getting

prepared according to the needs of the students' needs when they gained more know-how.

Moreover, problems related to classroom management of student teachers tend to appear at all time periods of the teaching practicum. It might be because of the fact that student teachers are not equipped with the necessary skills and experience to deal with classroom management issues like dealing with noise, keeping the control of the classroom in teacher-fronted stages of the lessons, nominating students, etc. Therefore, the expectations that student teachers will improve themselves on certain classroom skills and strategies are not met by student teachers. Similarly, findings of this study reveal that positive aspects of student teachers' teaching related to classroom management does not decrease or increase systematically throughout the practicum. Whatever the reason for problems related to classroom management, Veenman (1984) states in his review of the studies related to problems of teachers that classroom management remains as the top concern for teachers who were observed from their student teaching to their fifth year of teaching.

Teaching procedure is another category that findings are distributed into time periods randomly. Therefore, one cannot talk about a change in student teachers' application of teaching procedures through time.

There was only one problem communication unit related to student teachers' decision making abilities. In the same direction, decision making was one of the most frequently stated 'goods' of student teachers. However, there was not any systematic decrease or increase in the frequency of communication units in this category. Student teachers were able to make appropriate decisions in all stages of the practicum without showing much progress in this skill.

As a category emerging for the positive aspects of student teachers' teaching, student teachers' use of materials successfully do not change a lot throughout the practicum. They report that they are using teaching materials successfully in all stages of the practicum.

Lack of student participation was found to be a problem category that does not show a systematic distribution in the problems of student teachers throughout their practicum.

Although they were few in number, problems related to student teachers' relationship with students remain stable and the same in frequency throughout the practicum. Similarly, student teachers' positive relationship with students does not show an increasing or decreasing trend throughout the practicum when the positive aspects of student teachers' teaching are taken into consideration. Therefore, one can discuss that student teachers might have either positive or negative relationship with students at any time in their teaching practicum.

Similarly, although most frequently stated in the middle of the practicum, problems related to disruptive student behavior were all over the practicum process. Therefore, one can not argue that any problems related to disruptive student behavior were solved towards the end of the practicum, or student teachers were able to take the necessary precautions to prevent students' undesired behavior. This issue is connected to students' perception of student teachers. Some student teachers reported that students were eager to display disruptive behavior in class since they did not see student teachers as real teachers. So, when this perception of students is combined with student teachers' disability to deal with those disruptive behaviors, problems related to this category are likely to emerge at any stage of the practicum process.

As another student-based problem category, students' negative attitudes towards student teachers, learning English, specific language skills, and homework remained stable throughout the practicum. This finding indicates student teachers and the cooperating teachers were not able to influence students' attitudes when they started to work with student teachers. Besides, most problems in this category are not related to student teachers such as students' negative attitudes towards learning English, speaking or listening skills, and doing homework. Therefore, student teachers did not have too much to do to overcome this problem during their time with the students.

Moreover, problems resulting from student characteristics did not change over time. This might be interpreted as student teachers did not develop themselves as teachers who can deal with students with different characteristics, different abilities, and different proficiency levels.

The categories including students' using L1, students' pace, and students' reluctance to share classroom resources-although less frequent problem categories- were also found in various stages of the practicum experience.

Absence of cooperating teacher in the classroom during student teaching was another problem category that consistently reoccurring throughout the practicum. Neither at the beginning of the practicum nor towards the end or at the end of practicum do some cooperating teachers meet the requirements of teaching practice component of teacher education programs.

In response to student teachers' problems that cannot be solved throughout the practicum, White (2000) defends the importance of student teachers' skills in coping strategies. White claims that student teachers are not competent enough to cope with a number of problems since the problematic classroom situation –no matter what type of a

problem it is- is changing in nature; therefore, student teachers feel uneasy to take the necessary measures they used beforehand. The mismatch between their coping strategies for a problem in the previous experiences with for a coming one causes them to experience the same type of problem again in another situation. However, when they try to apply their previously earned coping strategy to new situations in aptly, they face failure, and thus, they end up with recurring problems that they have to develop new solutions.

5.4.3. Problems at the End of the Practicum

Problems related to material selection are in the lowest frequency at the beginning of the practicum whereas they increase noticeably in the middle, and continue in the same frequency at the end of the practicum. It can be inferred that student teachers are more careful and enthusiastic about selecting classroom materials when they start their teaching practicum; however, when the time passes, they tend to be more reluctant to choose appropriate and attractive classroom materials for their lessons. It can also be argued that they gained confidence and thought that they could handle anything, and therefore, grew ambitious and chose really difficult materials or with Dutch courage did not prepare enough. In addition to problems, as one of the self-reported positive aspects of student teachers' teaching, material selection was found to be decreasing towards the end of the practicum. This finding is quite surprising, but consistent with the finding related to problems about material selection, since student teachers are thought to be gaining experience in all aspects of teaching including the material selection issues. This might be because of the fact that student teachers do not take great pains for choosing the right materials for their teaching considering the

characteristics of the students and the class they are teaching. According to Brinton & Holten (1989), student teachers are not satisfied with the course books from which they are required to prepare their lesson plans. This concern appears whenever they are asked to prepare their own lesson plans based on the assigned course text.

Likewise, most of the problems related to flexibility of student teachers are seen in the middle and at the end of the practicum whereas the beginning holds only one communication unit. Another interesting finding related to flexibility issue is about the findings related to positive aspects of student teachers' teaching. Student teachers' success at adjusting their teaching is less at the end of the practicum than the beginning of the practicum. It can be inferred that student teachers were not able to develop flexibility although it is one of the most important teaching skills. Another interpretation can be that student teachers are not able to adjust their lesson plans according to the needs of the students; rather they tend to strictly follow what they have pre-planned in all stages of the practicum.

Interestingly, half of the problems related to lack of student motivation were experienced by student teachers at the end of the practicum. Moreover, a gradual increase in this category can be observed throughout the practicum. As many student teachers suggested, students lacked motivation to participate in the lessons decreased since the time was towards the end of the school year, it was almost summer time, and students were busy with getting prepared for either their year-end activities or the national festivals. Some students were also preoccupied with the upcoming general proficiency exams for entering high schools or universities. Therefore, student teachers experienced problems related to unwillingness of the students towards the end of the practicum.

5.4.4. Problems Lessened at the End of the Practicum

Time management, as the most problematic teaching skill for student teachers tends to be lower at the end of the practicum when compared to other two time periods. Although no gradual decrease can be observed in the problems related to time management, the lower percentage of problems at the end of the practicum is quite noticeable. Moreover, time management was also one of the categories among the positive aspects of student teachers' teaching that show an increasing trend. The findings of this study suggest that student teachers are more successful at pacing their lessons and managing the time of the classroom activities they conduct in their lessons.

Similarly, problems related to student involvement were found to be lessened by student teachers at the end of the practicum. Also, the findings related to positive aspects of student teachers teaching suggest that student involvement gives student teachers the most pleasure and satisfaction about their teaching as it is mostly the case with all teachers. They are also better at involving students at the end of the practicum process. It can be argued that students are improving themselves to deal with students who are reluctant to participate in the lesson and/or unmotivated to do so through time. One can also interpret that student teachers are exploring the ways of dealing with unmotivated learners with the experience they have in the classroom. This might be the result of their familiarity with the students after they have had some time with the students. Also, it might be inferred that student teachers were developing their skills in involving students after they learned something about their characters.

As to problems of student teachers on classroom language, no problems were identified at the end of the practicum although 18 communication units were reported at

the beginning and in the middle of the practicum. It can be inferred from this finding that student teachers improved and/or adjusted their language according to the needs of the students, use the target language and the native language appropriately in the classroom as they spend more and more time in practice teaching. Moreover, student teachers were better in applying error correction techniques and providing better feedback to the students at the end of the practicum.

Student teachers' anxiety problems seen at the active stage decrease at the end of the practicum to only one communication unit. Similar to the anxiety in the pre-active stage, student teachers seem to have got familiar with students, expert teachers, and other external factors causing their anxiety level to increase.

Another problem that no communication units were reported at the end of the practicum is carelessness in the active stage. One can interpret that student teachers learned to be more careful in the classroom as well as felt less anxious when they get used to teaching.

Perceptions of student teachers were found to be showing a more positive trend throughout the practicum. According to the reflections of student teachers, they were feeling more like teachers as the time progressed. This might be because of the fact that they were feeling more comfortable about their teaching, and were able to create the necessary positive atmosphere in the classrooms they were teaching.

Problems related to course materials and curricular issues were found to have decreased at the end of the practicum. This might be the consequence of student teachers' learning how to deal with the deficiencies of the course books they were supposed to use for their teaching. Besides, student teachers were able to pace their

lessons more efficiently in accord with time allocated to them for covering several subjects.

According to Brinton & Holten (1989), the focus of student teachers' teaching is primarily "on the mechanisms of presentation and on engineering students' language learning and practice" (p. 345). They found in their study with student teachers that student teachers spent most of their time observing and discussing successful and unsuccessful teaching techniques, classroom activities, and lesson organization. One of the student teachers reflect in Brinton & Holten' (1989: 345) study: You have to learn to play the scales before you can play the sonatas". This quotation indicates the importance of practice and the development through practice in a clear way. According to Lee & Loughran (2000), the decrease in the problems of student teachers, especially related to pedagogical aspects indicate the importance of practice for developing student teachers' learning about teaching through practice.

5.5. Implications for Pre-Service Teacher Education

This study was a preliminary attempt to understand what student teachers experience throughout their teaching practicum, and how they perceive themselves and the practicum as a component of education in teaching. A number of implications for preservice teacher education can be drawn based on the descriptive findings of this study.

Primarily, the findings of this study indicated that affective factors influence the success of student teaching. According to MacDonald (1992), when the concerns of student teachers are taken into consideration in a teacher education program, it is quite probable to reach a more meaningful and relevant practicum experience for student

teachers. Therefore, student teachers' emotional and affective state of mind should be taken into consideration in student teacher placement in the teaching practicum. Student teachers with similar personal characteristics might be brought together as teaching partners as a way of taking emotional and affective states of teacher candidates. Furthermore, Murray-Harvey et al (2000) suggest that supervisors might reduce their pressure on student teachers since student teachers take supervisors as the major reference for their teaching behavior.

In response to the need for a better teaching practicum placement, Lee & Loughran (2000) suggest that a school-based program can facilitate reflection and help student teachers develop their professional knowledge and pedagogical experience. They argue that school-based programs cover a wider range of activities and interactions through different aspects of a school, so the student teaching is not only a classroom experience, rather a school experience. According to Lee & Loughran (2000: 86-87), a lengthened practicum can allow student teachers the necessary time to complete reflective processes and certain pedagogical issues rather than only recognizing problems but not having enough time to cope with those problems.

More teaching practice does not necessarily mean more reflection (and development). Rather, we suggest, appropriate support and planning is crucial in helping these opportunities for learning about teaching to be grasped by the student teachers and to be used to help them begin to reconsider and reshape their practice through reflection on practice.

Another implication for preservice teacher education programs can be the addition of a reflection component to the teaching practicum providing teacher trainees with opportunities to discuss their teaching experience what they have learnt throughout their education. Accordingly, the importance of reflection as a part of teaching practicum is emphasized by some researchers. Gebhard (1990) claims that when student

teachers are given the opportunity to reflect on their teaching behavior, they are also given the chance to evaluate their teaching and develop their decision making skills.

Dubbins (1996) claims that a reflective practicum has positive effects on student teachers, the supervisory personnel, and the students. According to Dubbins, student teachers' reflecting on their practicum experiences enhances their learning since it gives them the opportunity to identify what is significant to them about their classroom experiences. Also, the supervisory personnel benefit from the learning aspect of the reflective practicum by thinking and being more aware of the facts in the practicum. Last, students get the most benefit from a reflective practicum since the student teachers are better teachers as a result of a reflective process, and students are given the better education.

Dinkelman (2000) suggests in his article that reflection can be taken as an aim of the preservice teacher education. When student teachers are encouraged to reflect on their classroom practices, they will be reflective teachers, who have the ability to thoroughly consider their strengths and weaknesses, and take the necessary measures for their future teaching.

A further implication for teacher education programs is about the teacher education programs' perception of the role and goals of the teaching practicum. According to Spezzini & Oxford (1998), the urgent goal of the teacher education programs must be to establish policy for meeting the needs of future EFL teachers since their students do not feel themselves competent enough in the target language they would be teaching.

Freeman & Richards (1998) argued that teacher education programs failed to have a 'developmental view' (see section 1.2). Within this consideration, Bourke (2001)

suggests a 'developmental model' for teacher education, which means giving student teachers opportunities to learn by observing, doing, and reflecting. In this model, there is less emphasis for prescribed practices, but more emphasis on what student teachers do for the learning to happen. Bourke (2001: 71) explains his developmental model as:

The 'developmental' model of TESL supervision accords well with current views on second language acquisition and communicative language learning. The second language teacher's role is to bring acquisition into the classroom. And since acquisition is a developmental process, the most important factor in the L2 classroom is not what the teacher does but what learners do themselves. Hence, the need for teachers and supervisors to have a clear view of the task-based approach and the many interactive techniques by which it is implemented is paramount. We know that pupils grow in language wherever the optimal conditions are provided. Language development implies less intervention by the teacher and more active participation, exploration, and collaboration by learners in pairs or groups. The model of learning is organic and inductive; the emphasis is on learning by doing rather than learning by being told. The teacher is often 'invisible'. Only in a developmental model of teaching and supervision would such a quality be seen as 'good practice'.

Some researchers, on the other hand, suggest providing programs for teacher educators to solve the particular problems related to student teaching. Hertzog (2002) offers support programs for novice teachers, which include themes such as emotional, pedagogical, administrative assistance to the first-year teachers. A similar program might be added to teaching practicum components of teacher education programs. Based on the findings of this study and some other studies in the literature, student teachers might be provided with teacher education seminars in which student teachers, university supervisors, and experts in psychological, educational, and administrative sciences take part. Student teachers can be informed about what they are supposed to do in the practicum and how they can cope with certain problems they face during their student teaching experiences. Such support programs may also help student teachers in their future teaching experiences –when they graduate and become officially practicing teachers.

In response to problems resulting from cooperating teachers, Bourke (2001) suggests that the university can organize a mentoring course for supervisors and

cooperating teachers to make sure that their theoretical and methodological backgrounds are in a common point.

Another implication for preservice teacher education is related to the expectations of the teacher education programs for a good practicum component. George et al (2002) reach a conclusion about the elements of a 'good teaching' after their analysis of student teachers' views on good teaching. The propositional statements provided are also applicable to this study as implications for teacher education programs.

- Good teaching is not overtly connected to educational theory learnt at the teachers' colleges; it is more effectively linked to messages learnt from practical experience rather than theory.
- Good teaching results when the various components of a lesson have been well executed by a trainee, as determined by the supervisor.
- Good teaching is a product that must be certified by an acknowledged expert.
- Good teaching, however, is not easily defined –definitions vary among supervisors, cooperating teachers and primary school principals.
- Good teaching would be better learnt through a more thorough in-college preparation.
- Good teaching is facilitated by nurturing support from significant others in the school environment. (George et al, 2002: 301)

Teacher education programs should also consider Darling's (2001) distinction between external and internal 'goods' in teaching practicum. As Darling (2001) states in his article, external goods like high grades from university supervisors and cooperating teachers, being praised by experts will not be enough to reflect the real goods about student teaching. According to Darling (2001: 110), "too much emphasis on these will interrupt the acquisition of other goods, ones that will ultimately have more value over an entire teaching career". Other goods in Darling's words, in fact, refer to the internal goods of student teachers. What student teachers do and did in a particular practice, how these experiences helped them to learn about their teaching, and how they coped with several obstacles in their teaching are more important issues for a student teacher's way on becoming a good teacher. Darling (2001) also states that teachers who are only

motivated externally such as for being praised will not be able to achieve the excellence in learning. Similarly, student teachers who are externally motivated to take part in the practicum will not be able to benefit from the teaching practicum's most vital aim: preparing student teachers for their teaching careers and showing them the practical side of teaching.

Stones (1984, cited in Zeichner 1990: 115) points out: "good teaching is supposed to be caught and not taught". Therefore, student teachers should be given the best opportunities to practice as much as possible, reflect on their practices, and evaluate themselves in terms of what they did good or wrong in previous experiences. As Darling (2001) agrees, this type of an understanding will take student teachers to the good product of their practices as well as concerning the process of practice teaching.

Another implication based on the findings of this study is for the pre-practicum courses in teacher education programs. As Aydın & Bahçe (2001) identify, student teachers experience most of their problems related to practice of what they learned in their education; therefore, it is vital for teacher education programs to make connections between theoretical and methodological issues. The best place for this type of education is the methodology courses where student teachers are introduced to language teaching methodologies, several teaching and classroom techniques. More practical applications are needed for teacher trainees to deal with the problems of real life when they are teaching such as more school experience hours and practicum teaching. Furthermore, Halbach (2000) states that it is quite important to find an appropriate teaching methodology in teacher education courses since student teachers are likely to take teacher trainers' teaching behaviors as models for their own teaching.

Finally, another implication for teacher education programs can be about the use of student teachers' reflection reports as a learning tool. These reflections are not different from the student teacher cases in Aydın & Bahçe's (2001) study, the well-remembered events (WREs) of Valdez et al (2000) study, group reflection reports of Farrell (1999a) and Liou (2001), and teaching diaries in Zeyrek (2001) study.

Aydın & Bahçe (2001) defend the use of student teacher cases as the examples from real world in teacher education classrooms. Barksdale-Ladd et al (2001) also conclude in their study that bringing cases to teacher trainees about different unsolved problems from teacher trainers' own experiences help a lot to make teacher trainees see certain obstacles to teaching from different angles. The study of Valdez et al (2000) with WREs is also worth considering. They, indeed, argue that bringing the real stories of student teachers to the classroom and using them as an instructional tool assist student teachers in a number of ways. Student teachers are able to make connections between the stories from outsiders and their own experiences, which provide them the opportunity to discuss the formal and personal theories more clearly. Besides, Zeyrek's (2001) suggestion for using teaching diaries as a part of teaching practicum is also beneficial for making student teachers aware of different classroom methods and techniques. Diaries also help student teachers to keep up with the changing needs of young generation as the potential students of today's student teachers. Furthermore, Brinton & Holten (1989) suggest that writing journals helps student teachers to honestly share and discuss their problems related to teaching practicum with their supervisors.

Considering the classroom language problems, it can be argued that spoken English classes particularly related to classroom language can be included in the 4th year curriculum. Different real-life situations can be discussed in the classrooms with

possible suggestions for solution from the trainees. This would ensure that student teachers to having at least some help in an area where they badly need help. It is of particular importance since all of our students are non-native speakers of English.

Based on the suggestions above, we can conclude that real examples from student teachers' self-reported problems or positive aspects of their teaching can be taken to the classrooms of teacher education programs. Supervisor-guided discussions can be conducted by elaborating the incidents and by finding possible solutions to the problems student teachers report to have faced during their student teaching. To avoid this practice from being only an academic one, it is possible to have teacher trainees to conduct role-play games, staging this problem in the methodology classes.

Furthermore, teacher reflection groups (Farrell 1999a; Liou 2001) can also be formed, in which student teachers are given the opportunity to discuss several types of classroom situations from different perspectives together with providing different solutions to the problems. In this respect, Hole & McEntee's (1999) "guided reflection protocol for individual reflection" (Appendix A) and "critical incidents protocol for shared reflection" (Appendix H) can be helpful for teacher educators as a starting point to make their trainees reflective practitioners.

5.6. Implications for Further Research

Reflections of student teachers on their positive and negative teaching experiences show us the challenges they meet. However, how student teachers cope with several problems is not yet clear. A study can be designed to discover the coping strategies of student teachers with certain problems they experience.

This research is limited only to AUEL context. Other studies are needed to identify student teachers' experiences in their teaching practicum in different educational settings in order to generalize the findings of this study. Also, findings of other research on the experiences of student teachers will allow teacher educators to see the challenges from a wider perspective in order for them to reevaluate their programs.

Moreover, this study used the reflection reports of student teachers to discuss their problems and positive aspects of their teaching. Studies with other data collection techniques such as observation, questionnaires, interviews, etc. might be helpful to enlighten the area for describing student teachers' experiences in their teaching practicum. Use of different data collection procedures would render reliability to this type of research.

This study only dealt with the descriptive dimension of the problems of student teachers. Further studies related to student teachers' instructional actions and decisions can be conducted to help teacher education programs view their already existing programs based on the different teaching behavior of the student teachers.

One of the implications of this study is that reflection might be added to teaching practicum components of all teacher education programs. Further, the effectiveness of the reflective side of the practicum can be studied considering both student teachers and other elements of teaching practicum.

Change in the problems of student teachers is discussed within an eight-week practicum in this study. However, this study calls for longitudinal studies which will explore the change in the concerns and perceived positive applications of student teachers when they become the teachers of their own classrooms.

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APPENDICES

APPENDIX A

Guided Reflection Protocol by Hole & McEntee (1999)

Guided Reflection Protocol

(For Individual Reflection)

Step 1: What happened?

Describe an incident where you had to make a critical decision. Don't analyze, interpret or evaluate the incident.

Step 2: Why did it happen?

Analyze the context, your feelings, your actions, the students. What stands out for you?

Step 3: What might it mean?

Explore possible meanings. Don't limit yourself to one interpretation. If necessary, talk to others to get other perspectives.

Step 4: What are the implications for my practice?

Consider how your practice might change given any new insights you have gained.

Source: Hole & McEntee (1999)

APPENDIX B

Samples of Student Teachers' Reflection Reports

③

REFLECTION
(20.03.2002)

①

^{1st day anxiety}
/ I was very excited before the lesson because it was the first lesson I was with students as a teacher through the forty-five minutes. I had all responsibility. ^{being with them} Moreover, I didn't know much about the students' learning strategy and the activity type that students prefer doing. / But when I began to speak and saw that students were waiting to learn something from me. So I felt more relaxed.

/ I had a few problems in the first lesson which was based on reading text. / The thing that ^{description of the task} students have to do was to fill in the chart while reading text about wedding ceremony. There were some parts like preparation, dress reception, present, wedding ceremony. / Before beginning the activity I gave the necessary instruction. But during the activity I realized that most of them couldn't fill the wedding ceremony part in the chart. / Although I explained the important points in preparation and reception parts I didn't need to explain wedding ceremony part in the chart. Because I thought that this part was very clear. When I saw that they had difficulty in that part I had to explain in the middle of the activity. As a result I should have explained the chart in detail and given ^{insufficient clarification of the reading task} more examples for problematic parts.

Generally, although there were some problems and it was the first lesson ^{creating a positive atmosphere} I believe that I managed to create relaxed helpful, co-operative atmosphere in the class for teaching and learning. Because they asked some questions without hesitation. So At the end of the lesson I achieved my overall and behavior objectives. achieving the objectives

4)

①

20.03.2002.

9.C 3rd

Unit 7 - Crime.

I was very excited. Because I didn't know the class I'm going to teach very well. They were looking at me curiously. I made them listen the text from cassette. When I asked them 'Have you filled the blanks?' They said 'No'. But I saw they filled. And I started to checking. I didn't know they prepared these exercises at home. When I gave them ten minutes to read the text, they started and laughed at me. I made mistakes in some of the exercises, Because I don't have teacher's book, I couldn't control the answers. I think I behaved then in a serious manner. because this class was very naughty. Sometimes, I warned them to listen their Diets. Although I had some mistakes, involving the lesson was high and I became very happy. The lesson finished and I couldn't realize how it passed. It was a good experience for me.

Reflection
(2nd April 2002)

This week our teaching point was *non-defining relative clauses*. The lesson I teach was after *Turaç*'s presentation and practice; so my main job was to provide students activities which involve production. I thought that a free production activity should follow a controlled activity and I designed the lesson keeping this in mind.

After a short social chat about summer holidays and summer plans, I started the first activity. There were three steps in the activity. I gave the instruction of the first step with the help of giving examples on the board. The second and third steps followed without any problem and the activity finished successfully. Since it was a highly controlled activity, I didn't encounter any problems.

The following activity was a freer production activity. The students would be supposed to work in groups of four and write a paragraph pretending themselves as the writers of the magazine page of a newspaper. In the pre-writing session, I had planned to make students talk about magazine programs on t.v. and magazine pages of the newspapers, but the things didn't work as I planned. The lesson I taught was their third hour and they would have an exam in the next hour. The stress of the examination was distracting their attention to the lesson and demotivating the students. I was aware of this fact when I was planning the lesson and I had prepared a motivating activity for them but I hadn't thought that they wouldn't talk in the pre-writing session. I tried to encourage them to talk by asking various kinds of questions related the topic. Some of the students told their ideas. Although they were demotivated in the pre-writing session, they all were again motivated when I told them that they would be paparazzi and write some news about famous people that they all knew well. This kind of an idea attracted their attention. After this motivating introduction to the during-writing session, I gave the instruction and they started to work. It was really wonderful to see them again motivated. They really liked the activity and they tried to do as best as they could do. When the time is over, I wanted all the groups to read their paragraphs to the class. Since every group had different famous names, all the paragraphs were different and enjoyable so the students listened to carefully the other groups' works.

We had ten more minutes when the activity was over. Although I had some extra activities related to *non-defining relative clauses*, I didn't do them; I preferred to do something enjoyable because they would have an exam in the next lesson and I wanted to make them relaxed. I had a pack of *Trivial Questions* with me in order to use in these kind of situations. I asked them some of these questions in the last ten minutes of the lesson. They really enjoyed them they were much more relaxed when bell rang.

In this lesson I learned that the students behave differently in the lessons before the examinations. I will consider this fact in my future plans.

Lack of motivation due to an exam

making changes according to the needs of the sts.

(2)

26-03-2002

ikinci deneyimimde, daha rahat bir şekilde sınıfa girdim. Arkadaşımla birlikte ortak bir plan hazırladık. Ben, planın practice ve production kısmını sınıfta uyguladım. Dersle başlamadan önce yaptığım warm up'ta, sorduğum sorunun cevabı hemen gelmişti. Bu da gösteriyor ki, warm up'ta anlattığım herşeyi çok iyi anlamışlardı. İlk handout'u çocuklara dağıttım ve onlar da yapmaya başladılar. /öğrencilerden birtanesi handout'daki soruları bitirmiş ve müzik dinlemeye başlamıştı. Öğrencinin yanına doğru yaklaştım ve kulağına eğilerek aynen şöyle dedim: "Her derste böyle müzik dinlemisin", o da; "hayır ama soruları cevapladım" dedi. Bunun üzerine ben; "ayıp olmuyor mu" dedim ve o da kulaklıkları çıkardı.

çocuklar soruları bitindikten sonra, check ettim ve 2. handout'u dağıttım, handoutbri dağıtırken o, müzik dinleyen çocuğa; "Göbük bitirme tamam mı? dedim, o da gülünse. Böyle denemin amacı, öğrenciye sert sıkıştığımı veya onu rencile ettiğimi düşünerek, espri mahiyetinde onun gönlünü kazanmaktı. production kısmında, onlardan bir paragraf yazmalarını istedim. öğrencilerin nasıl bir paragraf yazacaklarını, instruction'da açıkca bir şekilde ifade ettim, gerekli kısımları da tahtaya yazdım ama bazı öğrenciler çok güzel şeyler yazarken, /kini de kalem bile oynatmıyordu. Hişbir şey yazmaya öğrencilerle ders içinde birebir görüşerek, elinden geldiği kadar bu problemi çözmeğe çalıştım.

motivated
answers

07/05/2002

(4)

REFLECTION

Bu hafta Salı günü dördüncü saat 9/C sınıfına ders anlattım. Üç hafta boyunca sınıftaki kızlar olmayacağı için kitaptan ilerlenmeyecekti ve bizimde dışardan materyal bularak serbest konu hazırlamamız gerekiyordu. Bu durumda ben ilk olarak bir 'reading' aktivitesi yaptım ve buna göre bir plan hazırladım. Bu planın uygulaması da oldukça iyi gitti diyebilirim. Fakat dersin daha akıcı ve kolay yürütmesi açısından dersi anlatırken planımda bazı değişiklikler yaptım.

İlk olarak 'warm-up' aktivitemdeki değişikliğe değinmek istiyorum. Aktivitenin ilk kısmı olan harflerden kelime üretme öğrenciler için gerçekten eğlenceli idi. Fakat bu harflerin hepsini kullanarak bulmaları gereken 'information' kelimesine sıra gelince biraz bocalar gibi oldular. Bu durumu fark ettim ve kelimenin ilk harfini tahtaya yazdım. Bence bunu yapmış olmam çok iyi oldu. Çünkü hem zamandan tasarruf ettim hem de öğrencilerin canının sıkılmasını önlemiş oldum. Kelimenin ilk harfini vermemden en fazla otuz saniye sonra saklı kelimeyi buldular!

Planımda yapmak zorunda kaldığım bir diğer değişiklik ise 'post-reading' aktivitesi idi. Planımda onlara paragraf yazdırmayı düşünmüştüm ama dersin sonunda yazmaları için yeterli vakit kalmadığını fark ettim. Bunun üzerine bu yazma aktivitesini konuşma olarak değiştirdim ve onların konu ile ilgili görüşlerini sözel olarak dile getirmelerine fırsat verdim.

Derste yaşadığım tek problem ise bazı öğrencilerin aktiviteleri yapmakta gönülsüz olmalarıydı. Bu öğrencilere sıkça söz hakkı vererek derse katılımlarını artırmaya çalıştım. Sizde dersten sonra bana önerdiğiniz gibi hazırladığım üçüncü aktivite onları biraz daha zorlayıcı olsaydı daha iyi olurdu aslında.

Sonuç olarak benim için ve öğrencilerim için zevkli ve faydalı bir ders işlediğim kanısındayım.

16.06.2002.

Perşembe.

(5)

REFLECTION

Bu haftaki dersimde 7. sınıflara "Passive Voice" konusunu anlattım. Konuyu resimler kullanarak anlatmayı tercih ettim. Kolay anlaşılabilir ve öğrencilerin ilgisini çekeceğini düşündüğüm 8 tane resim hazırladım. Öğrencilere resimlerle ilgili sorular sorarak resimlerde ne yapıldığını söylemeleri için onları yönlendirdim. Her resim altına ilgili passive cümleyi yazdım. Öğrencilerin kafasında az çok birşey oluştu. Cümleleri söyleyebildiler. Ama tam olarak anlamadıklarını hissettiğim için Passive Voice konusunu önce bir cümlede daha ayrıntılı bir şekilde anlatmayı tercih ettim. Cümlemin ilk önce Active halini yazdım. Cümleyi öğelerine ayırdım. Daha sonra bu cümleyi Passive yapıp cümledeki öğelerin yerinin nasıl değiştirildiğini gösterdim. Bu şerhlerden sonra konunun daha iyi anlaşıldığını sanıyorum.

Konu İngilizce dedi en zor konulardan biri olduğu için biraz zorlandım. Zaman kısıtlıydı / 40 dakikalık bir ders bence bu konu için yeterli ^{insufficient time} değil. Eğer bu konuyu 2 derste anlatma olanağına olsaydı daha başarılı, daha verimli bir ders olabilirdi diye düşünüyorum. Ama yine de kullandığım resimlerle cisimler geldikince iyi bir şekilde ders işledim. Verdiğim şerhlerin, özellikle passive'in nasıl yapıldığını gösterdiğim son örneğin öğrencilerin anlamalarını sağladığını düşünüyorum.

(5)

19/04/02

A Silent Day

Again, I'm on the stage. and this's the first time I've taught 71B. Although they were so silent everything was very good and enjoyable. Now my topic and plan - - - - -

I've remind them May I borrow and Can you lend me - - - - For warm-up activity I created a context and I told them one of my experience. After that experience I smoothly passed to my lesson. I asked them some questions about borrowing and lending. Then I asked them how they ~~responded~~ responded when sbd. asked them to borrow or lend. They answered all my questions. Therefore, I understand that they know the topic. After this I prepared 3 activities for them and we, together, did them one by one - -

They did all the activities without any mistakes. But, maybe because of the first time that ^{norms of turn-taking} they'd a class with me or any other reasons that I don't know, they were giving answers to my questions just while I was asking them; except this, they weren't speaking. They were just sitting and looking what I would go to do. I don't know but they were very calm and silent. I hope they'll not always be like this. Because I like the class which's full of voice - -

While we were doing the activities, almost all of them were raising their hands and they were answering my questions.
 narration of the day!

It was a good class and good lesson. I hope all my classer will be like this but with full of noise.

9/5/2022 ⇒ Perseme

(7)

GUIDED REFLECTION

Step 1 ⇒ (While doing the activity which is related to the material ③).

T= Very good. This time, I will give you another exercise (I will give them the material ③). In the first part, you will make sentences by using "would like" and tell us what they would like. You have 3 minutes.

(After they complete it).

T= Time is up. Now, who wants to do the third sentence?

(I will check the activity in this way).

Step 2 ⇒

T= Very good. This time, I will give you another exercise (I gave them the material ③). In the first part, you will make sentences by using "would like" and tell us what they would like. You have 3 minutes.

Some students= Öğretmenim bizi yazmaktan, yazmayalım.

T= OK, can you do it without writing?

Ss= Yes, we can.

T= So, let's start. Who wants to do the third sentence? Yes, Gökçe?

Gökçe= --

T= Well-done, Gökçe. The forth one?

(I completed the activity like this).

st. motivation

Step 3 ⇒ While I was writing my lesson plan, I thought that they would want to write their sentences before starting to the activity. After giving the instruction, I gave them 3 minutes to finish the activity and write their sentences on the worksheet. At that time, they said that they were fed up with writing, and they didn't want to write it. When I heard it, I thought that they could do

the activity without writing. I asked them to ^{responding sts' feedback related with} do it ^{the procedure} without writing and they accepted. We did the activity by only telling the sentences, and enjoyed it very much. They were very willing to talk. ^{narrative}

Step 4 ⇒ When I took my friends' opinions about this situation, they said that it was a good way. They said that by doing this, I had also saved time and it allowed me to do the last activity (the chart activity). If I had wanted them to write and wait for them to finish their writing, I might not have done the last activity. They were right. This attitude allowed me to save the time and finish the last activity of my plan.

REFLECTION

10.05.2002

On May 5, I had an unusually hard time ^{classroom management} trying to keep a group of students quiet. Two students ^{two problematic st.} kept chatting during the whole lesson. I don't know what was wrong, they were well-mannered students before, but this week, there was something particularly strange with them. Neither the subject nor my teaching was any different from previous weeks.

Below are the things that I did to silence them:

- 1- I tried to involve them with questions such as
 X, do you agree?
 Did you like it, Y?
 Useless!
- 2- I stopped talking and waited until they noticed there was something strange. They took a look at me, and... went on.
 Useless!
- 3- I went near their desks and went on the lesson over there. They bothered to lower their voices (!)
 Useless!
- 4- I warned them verbally
 X, please!
 You can discuss your problem during the break.
 Share your ideas with all of us or no one!
- 5- I tried involving them further:
 Teacher: X, can you read the poem for us, please?
 X: Öldürseniz de okutamazsınız!
 Teacher: No, I won't kill you!
 Class: (Laughter)

I felt... frustrated, and had a hard time trying to hide it. I had to go on. What makes me sad is that I failed to prevent the interruptions which spoilt the harmony

of the lesson.

In ^{the} future, when I ^{will} have my own classes, I will deal with such interruptions in more effective (and explicit) ways: I may ask the students to change their seats and sit in far corners of the class temporarily. Alternatively, I may ask one of them to clean the board, or handout the papers or collect them if the situation is suitable for such jobs.

8

09.05.2002 (2th hour)
Perşembe

REFLECTION

This lesson, I gave some photocopies to children for practice. TOO / ENOUGH that I presented in the first lesson. They were good at filling in the blanks. They did the exercises correctly. When I first went into the lesson, ^{st. motivation} All of the sts were looking out of the window. I asked them what was happening outside. They said that "some sts are going to visit the Endüstri Meslek Lisesi". I asked them "why don't you go with them". They answered "Our teachers don't give permission to us". And I said "OK, sts don't worry! You'll stay here and do some very exciting exercises" And let's start!"

First, they didn't like this idea. But then they changed their attitudes towards the worksheets that I delivered to each pair. The exercises were motivating for them because of their pictures. So they raced with each other to raise their hands up. Surprisingly, some sts, who haven't joined to the lesson up to this lesson, they raised their hands and gave correct answers during this lesson.

But some sts. were angry with me when I chose another sts. to give the answer. I tried to nominate carefully. They always wanted to answer. But this made me very happy to see the sts very motivating. This lesson passed like this. But ^{st. attitude} this lesson, I felt that sts don't see me as a whole-teacher. They see us as half-teachers. Because they don't respect us as their teachers. When the lesson finishes, all of the sts run to the door without permission. But it doesn't matter for me. Seeing motivated sts ^{are} more precious than being respected strictly.

REFLECTION

Student-teacher:

Subject: too & enough

Date: 28.05.2002

Bu hafta orta sönara derse girdim. konu too ve enough'ti. Bu konuyu sınıf öğretmenleri öğretti, kitaptaki alıştırma ları yaptırdı. Benim görevimse dışarıdan materyal hazırlayıp "too ve enough" konusunun pekişmesini sağlamak. Derse girdiğimde öncelikle warm-up olarak tongue-twister götürdüm. Bu bir önceki derste yaptığım dan farklı bir tongue-twister dı. Hoşarı na gittiği için bu hafta yeni bir tongue-twister götürdüm. Bir kere örnek olması için kendim okudum. Daha sonra beş altı öğrenci okumaya çalıştı. Bu tür warm-up aktivitekinden hoşlanıyorlar. Daha sonra derse geçtim, fakat beden eğitimi dersinden çıkmışlardı. Çok yorgun, gözüküyorlardı. Bu beni biraz endişelendirdi. Ben yine de birinci aktivite ile işe başladım. Mr. Pisman diye bir karakter oluşturdum. Tatile giden ve hiç memur kalmayan bir adamdı bu. Otek sıkayeti vardı. Bu sıkayetleri resimlere bakarak yazmalarını istedim. Zaten sınıfta 17 kişi Fen lise leri sönalarına hazırlandıkları için rapor lu ydu. Ne sınıfta genelde isteksizler kalmıştı. Ama yine de 7-8 öğrenci istekli bir şekilde yapıyordu. Aralarda gezecek sürekli kontrol etmeye çalıştım. Bir kase kişi yapmıyordu, niye diye sordüğümde canlarının istemediğini söylediler. Bu beni üzdü. Çünkü eğlenceli ve der işlik aktiviteler hazırlamıştım. Ama onlar yine de derse katılmak istemiyordu. Daha sonra cheating understanding'e geçtim. Bir çok öğrenci katıldı. Ben galiba çok şey istiyordum. Çünkü tüm öğrencilerin katılması gibi bir beklenti ydi. Bu biçimde üç aktivite yide tamamladım. Son aktivitenin son üç cümlesini ^{time managing} yaparken zil çaldı. Ne beş altı öğrenci birden ayaklandı. Ve ^{class m.} ben ani bir tepki ile İngilizce "daha size hiçbir şey söylemedim. Yerkünlere oturun." Benim tepkime sasır mışlardı. Süremi tamamlayıp der si bitirdim. Sınıfın geneli çok isteksiz ve İngilizce dersini çok önemsiz bir ders olarak görüyorlar. Dersi ne kadar eğlenceli hale getirmeye çalışsamda olmuyor. Bazen uğraşmalarımın boşuna olduğunu düşünüyorum.

 tired
st's?lack
motivationlack of
motivationtime managing
class m.
overreact

APPENDIX C

Communication Units for Problems of Student Teachers

1.	Anxiety because of the previous experience
2.	A demanding activity
3.	A new teaching technique
4.	Adjusting classroom language
5.	Adjusting the activity according to the students' wishes
6.	Anxiety caused by a big class
7.	Anxiety caused by feeling of incompetence in teaching
8.	Anxiety caused by supervisor/being observed
9.	Anxiety due to being recorded
10.	Anxiety due to lack of student participation
11.	Anxiety due to using a new teaching technique
12.	Anxiety due to using the time effectively
13.	Anxiety due to using the time ineffectively
14.	Anxiety in the pre-active stage
15.	Anxiety of being observed by the cooperating teacher
16.	Anxiety of being unfamiliar with students
17.	Anxiety of not achieving the objectives
18.	Anxiety of teaching a new/different level
19.	Anxiety of using a new/different device
20.	Applying group work
21.	Being not clear about students' background
22.	Being unfamiliar with the students
23.	Careless material preparation
24.	Careless preparation
25.	Carelessness in-action
26.	Changes in classroom routines
27.	Checking understanding of the instruction(incomplete procedure)
28.	Controlling students while writing on the board
29.	Cooperating teacher arrives late and breaks the flow of the lesson
30.	Cooperating teacher goes out in the middle of the lesson
31.	Cooperating teacher hasn't finished her part yet
32.	Cooperating teacher interference
33.	Cooperating teacher interference for using different materials
34.	Cooperating teacher interference in lesson plans
35.	Cooperating teacher is absent
36.	Cooperating teacher sits in the teacher's desk while student teachers are delivering a lesson
37.	Course material
38.	Creating a positive atmosphere
39.	Dealing with a hearing-impaired student
40.	Dealing with late comers
41.	Dealing with noise

42.	Decision made after a change in teacher's plan
43.	Delayed clarification of the instruction
44.	Delivering handouts
45.	Description of the task
46.	Differences in the proficiency level of the students
47.	Difficulty in getting attention of the students
48.	Difficulty in making adjustments
49.	Difficulty in recalling the appropriate word
50.	Disruptive student behavior
51.	Eliciting
52.	Ending the lesson
53.	Failure in answering unexpected question from students
54.	Failure in establishing eye contact
55.	Failure in picture elicitation
56.	Failure in using intonation & stress appropriately
57.	False assumption about students' level
58.	First-day anxiety
59.	Flexibility
60.	Forgetting to write the topic on the board
61.	Giving explanations
62.	Giving instruction
63.	Grammar mistakes in classroom language
64.	Health problem of the student teacher
65.	Inappropriate activity selection
66.	Inappropriate example due to careless preparation of the activity
67.	Inappropriate material choice due to misinformation from the cooperating teacher
68.	Inappropriate material selection
69.	Inappropriate planning
70.	Inappropriate topic selection because of being unfamiliar with the students
71.	Inappropriate transition between activities
72.	Inappropriate word use of the teacher
73.	Incompetence in using the board
74.	Incomplete instruction
75.	Incomplete procedure
76.	Incomplete procedure for vocabulary teaching
77.	Incorrect answer
78.	Incorrect answer from all of the students
79.	Insufficient clarification of the reading task
80.	Insufficient error correction
81.	Insufficient preparation
82.	Insufficient preparation (lack of extra material)
83.	Insufficient preparation (pronunciation problem)
84.	Insufficient preparation due to overestimating students' knowledge
85.	Insufficient preparation due to underestimating students' knowledge
86.	Insufficient time
87.	Insufficient use of body language

88.	Introvert students
89.	Lack of a well-prepared lesson plan
90.	Lack of communication with students
91.	Lack of contact with the cooperating teacher
92.	Lack of cooperating teacher support
93.	Lack of information about the students' vocabulary knowledge
94.	Lack of knowledge
95.	Lack of knowledge about the current state of the students
96.	Lack of knowledge related with giving instruction procedure
97.	Lack of motivation due to external factors- rain and storm outside
98.	Lack of preparation for using the instrument
99.	Lack of purpose for students to listen to each other
100.	Lack of resources at school
101.	Lack of student motivation due to an exam in the following hours
102.	Lack of student participation
103.	Lack of variety because of students' avoiding different teaching procedure
104.	Limited examples
105.	Losing the control of the class
106.	Material (unclear pictures)
107.	Material (Variety)
108.	Mismatch of students' perception of vocabulary teaching and student teachers' vocabulary teaching
109.	Monitoring students on task
110.	Negative attitude of student teachers toward the class
111.	Negative attitudes of students toward learning English
112.	Negative attitudes of students towards student teachers
113.	Negative perception of teaching practice
114.	Norms of turn-taking
115.	Not asking students to copy in their notebooks
116.	Not providing enough time for students to complete a task
117.	Number of students (high or low)
118.	Overreacting (unnecessary talk)
119.	Pacing the lesson
120.	Persuading a student on her wrong answer
121.	Placing students
122.	Praising students
123.	Pronunciation deficiencies of the teacher
124.	Providing feedback
125.	Psychological problem of the student teacher
126.	Responding students' feedback
127.	Selection of a topic which doesn't interest students
128.	Student failure in completing the task
129.	Student involvement
130.	Student motivation
131.	Student profile
132.	Student reluctance to share resources

133.	Students are not creative
134.	Students are not familiar with the new activity type
135.	Students are not familiar with the teaching technique of the student teachers
136.	Students are not self-confident
137.	Students are pre-prepared
138.	Students don't have their dictionaries with them
139.	Students don't like writing
140.	Students haven't done the homework
141.	Students' attitudes towards listening
142.	Students' boredom
143.	Students' low level of proficiency
144.	Students' negative perception of student teachers caused by cooperating teacher
145.	Students' reaction to homework
146.	Students' reluctance in participating in the group work
147.	Students' slow reading
148.	Students' slow writing
149.	Students' switching L1
150.	Students' unfamiliarity with L2 as the classroom language
151.	Students' using L1 during group work
152.	Supervisor interference
153.	Taking students to the lesson after a game
154.	Teacher's perception of students' negative judgment
155.	Teacher's position in the class
156.	Teacher's reluctance for teaching the subject
157.	Teachers' perception of not being the real classroom teacher
158.	Teachers' switching L1
159.	Teaching partner interference to the subject to be taught
160.	Technical problem
161.	Time management
162.	Tired students
163.	Unclear instruction
164.	Unclear writing in the handout
165.	Unexpected cancellation because of teachers' meeting at school
166.	Unexpected delay due to 23 April speeches
167.	Unexpected interference by the school principal
168.	Unexpected interference of health officers
169.	Unexpected interruption due to an earthquake defense practice
170.	Unexpected reaction of the students to an activity
171.	Unexpected student answer
172.	Unfamiliar procedure for teaching vocabulary
173.	Unprepared teaching
174.	Unprepared vocabulary teaching
175.	Using wait-time effectively(student involvement)
176.	Voice control
177.	Writing wrong on the board
178.	Wrong decision making (procedure)

APPENDIX D

Categories and Communication Units for the Positive Aspects

1.	Adjusting the classroom routines
2.	Adjusting the lesson plan according to the needs of the students
3.	Anticipating a problem and taking necessary precautions
4.	Attracting students' attention
5.	Beginning the lesson
6.	Being familiar with students' background
7.	Being praised by the cooperating teacher
8.	Being praised by the students
9.	Being well-prepared
10.	Careful material preparation
11.	Careful material selection
12.	Controlling the classroom well
13.	Conducting a new activity type successfully
14.	Conducting an activity that reveal students' interest
15.	Cooperating teacher interference
16.	Cooperating teacher support
17.	Dealing with low-level students
18.	Decision making
19.	Decision making (pre-active)
20.	Ending the lesson
21.	Error correction (leading self correction)
22.	Establishing eye-contact
23.	Establishing rapport with the students
24.	Flexibility
25.	Giving instruction
26.	Having extra material
27.	Involving a lazy student
28.	Involving a problematic student
29.	Involving an introvert student
30.	Involving students
31.	L2 as the classroom language
32.	Leading students
33.	Motivating students
34.	Nominating students
35.	Overcoming technical problem
36.	Pacing the lesson WELL
37.	Persuading a student
38.	Positive attitude of students toward student teachers
39.	Predicting possible problems
40.	Preparing a detailed lesson plan
41.	Providing explanation
42.	Providing feedback
43.	Responding students

44.	Student participation
45.	Student production
46.	Students like the activity
47.	Time management
48.	Unexpected student performance
49.	Using gestures and mimes
50.	Using supplementary materials
51.	Using technology in the classroom
52.	Using visual aids

APPENDIX E

**Overall Categories and Communication Units for Problems and Positive Aspects of
Student Teachers**

PROBLEMS OF STUDENT TEACHERS

I. STUDENT TEACHER-BASED PROBLEMS

A. Problems in the Pre-Active Stage

1. Anxiety

1.	Anxiety because of the previous experience	71-7
2.	Anxiety caused by a big class	15-2
3.	Anxiety caused by feeling of incompetence in teaching	2-4, 7-8, 8-7, 27-2, 42-7, 44-2
4.	Anxiety caused by supervisor/being observed	9-4, 28-5, 33-5, 38-1, 40-5, 48-4, 61-5, 63-8, 65-2, 66-8, 67-4, 86-8, 87-7, 91-8, 93-7, 94-8, 97-5, 99-5
5.	Anxiety due to being recorded	47-4, 47-5, 62-7, 73-1, 78-5, 79-4
6.	Anxiety due to using a new teaching technique	86-2
7.	Anxiety due to using the time effectively	42-1, 97-2
8.	Anxiety in the pre-active stage	23-8, 27-1, 31-7, 32-1, 33-4, 33-7, 36-2, 67-2
9.	Anxiety of being observed by the cooperating teacher	26-1, 33-5
10.	Anxiety of being unfamiliar with students	34-2, 38-1, 84-1, 84-2, 91-2, 99-4
11.	Anxiety of teaching a new/different level	30-1, 37-1, 41-1, 92-1
12.	Anxiety of using a new/different device	23-1, 30-1, 47-4
13.	First-day anxiety	7-1, 15-1, 19-1, 23-1, 28-1, 36-1, 37-1, 38-1, 49-2, 50-1, 52-1, 58-1, 67-1, 71-1, 81-1, 82-1, 86-1, 87-1, 91-1, 93-1, 94-1
14.	Negative attitude of student teachers toward the class	52-4
15.	Anxiety of not achieving the objectives	11-2

2. Material selection

16.	Inappropriate activity selection	8-5, 11-5, 22-8
17.	Inappropriate material selection	1-5, 20-7, 79-8, 98-7, 99-5
18.	Material (unclear pictures)	2-7, 70-4
19.	Unclear writing in the handout	25-1
20.	A demanding activity	11-5, 17-7, 24-4, 31-8, 37-8, 45-1, 50-5, 56-1, 56-2, 70-7, 8-5
21.	Selection of a topic which doesn't interest students	28-4, 98-7

3. Preparation

22.	Careless material preparation	7-2, 61-5
23.	Careless preparation	20-1, 23-1, 33-7, 39-1, 44-4, 47-8, 92-8
24.	Giving explanations	51-7
25.	Inappropriate example due to careless preparation of the activity	4-4
26.	Insufficient preparation	2-5, 2-5, 10-1, 10-2, 11-2, 18-5, 19-5, 24-2, 25-1, 27-8, 30-4, 30-5, 30-5, 30-7, 30-8, 31-2, 31-5, 31-8, 32-4, 33-5, 35-7, 35-8, 39-8, 55-1, 55-2, 63-8, 77-8, 84-1, 85-4, 95-8, 97-2, 98-5
27.	Insufficient preparation (lack of extra material)	9-1, 27-7
28.	Insufficient preparation (pronunciation problem)	27-4
29.	Insufficient preparation due to overestimating students' knowledge	2-2, 13-7, 31-5
30.	Limited examples	11-1
31.	Material (Variety)	3-8, 41-7,
32.	Insufficient preparation due to underestimating students' knowledge	31-7
33.	Lack of preparation for using the instrument	30-5
34.	Inappropriate planning	16-5
35.	Lack of a well-prepared lesson plan	94-4

4. Information about the students

36.	Being not clear about students' background	18-5
37.	Being unfamiliar with the students	3-1
38.	False assumption about students' level	21-7, 24-2, 30-8, 64-1,
39.	Inappropriate topic selection because of being unfamiliar with the students	18-2
40.	Lack of knowledge about the current state of the students	2-5, 5-2, 14-2
41.	Students' low level of proficiency	35-1, 35-4, 37-2, 37-2, 38-1, 41-1, 47-8, 67-5, 67-7, 78-1
42.	Lack of information about the students' vocabulary knowledge	36-8, 53-2

B. Problems in the Active Stage

1. Board usage

43.	Incompetence in using the board	5-4, 9-2, 18-1, 25-2, 31-4, 31-4, 41-2, 47-8, 33-4, 85-4
44.	Not asking students to copy in their notebooks	20-1, 23-2, 44-1, 72-1
45.	Writing wrong on the board	3-2, 10-2, 11-7, 20-1, 22-8, 25-4, 25-8, 47-2, 50-1, 65-7, 71-2
46.	Controlling students while writing on the board	18-5

2. Application of teaching techniques

47.	Eliciting	3-8, 58-4, 85-4
48.	Failure in picture elicitation	11-2

3. Anxiety

49.	Anxiety due to using the time effectively (in-action)	22-1, 25-1, 25-2, 55-1, 55-2, 70-4, 85-4, 96-5, 97-5
50.	Anxiety due to student participation	33-5, 39-7, 88-4, 99-5

4. Instruction

51.	Checking understanding of the instruction(incomplete procedure)	18-5
52.	Delayed clarification of the instruction	2-8
53.	Description of the task	3-1
54.	Giving instruction	2-8, 20-8, 22-5, 37-1, 44-8, 49-5, 63-7, 71-8, 76-5
55.	Incomplete instruction	8-1, 12-2, 49-1, 57-7, 85-7
56.	Insufficient clarification of the reading task	3-1
57.	Lack of knowledge related with giving instruction procedure	2-8
58.	Unclear instruction	2-1, 7-8, 8-1, 8-2, 8-7, 19-5, 20-8, 25-5, 26-5, 31-7, 33-2, 39-1, 44-5, 51-4, 54-2, 56-2, 56-2, 58-2, 67-1, 67-2, 88-1, 98-1, 98-2, 99-1

5. Classroom language

59.	Adjusting classroom language	4-1, 5-1, 5-2, 5-4, 15-2, 16-1, 87-1, 88-2, 91-1, 93-2
60.	Teachers' switching L1	5-1, 16-1, 16-4, 58-4, 67-5, 69-1, 69-2, 71-5

6. Error correction/Feedback

61.	Error correction	61-1
62.	Failure in answering unexpected question from students	10-5, 28-5, 44-5, 58-5, 58-7
63.	Persuading a student on her wrong answer	45-2
64.	Praising students (procedure)	55-1
65.	Providing feedback	18-5, 20-1, 18-4
66.	Responding students' feedback	10-4, 11-8
67.	Unexpected student answer	69-1
68.	Incorrect answer	14-5
69.	Incorrect answer from all of the students	20-5

7: Linguistic incompetence

70.	Difficulty in recalling the appropriate word	3-7, 58-7, 69-1
71.	Grammar mistakes in classroom language	20-2
72.	Inappropriate word use of the teacher	23-4
73.	Lack of knowledge	3-2, 3-5

74.	Pronunciation deficiencies of the teacher	60-7
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8. Time management

75.	Not providing enough time for students to complete a task	55-2
76.	Pacing the lesson	1-8, 4-4, 8-7, 10-2, 11-2, 14-5, 16-5, 18-1, 19-1, 20-5, 22-7, 25-8, 29-2, 30-5, 30-1, 31-8, 33-4, 35-7, 37-2, 39-8, 40-5, 43-5, 49-2, 49-8, 53-5, 54-1, 56-2, 56-5, 57-1, 59-7, 60-4, 61-1, 61-4, 62-4, 67-1, 67-2, 67-4, 70-8, 77-2, 85-1, 85-4, 88-4, 88-5, 89-1, 90-5, 90-7, 93-4, 93-5, 95-7, 96-7, 98-4, 98-8
77.	Time management	1-4, 4-2, 4-5, 8-7, 9-1, 14-4, 10-1, 11-1, 12-1, 12-5, 16-7, 18-4, 19-5, 19-8, 21-5, 22-1, 23-5, 25-5, 25-7, 27-5, 27-7, 29-1, 29-5, 31-2, 31-7, 31-8, 31-8, 32-1, 34-1, 36-7, 40-2, 42-2, 42-5, 44-1, 45-4, 51-4, 52-2, 53-2, 53-4, 54-7, 63-1, 63-5, 65-4, 66-4, 67-7, 69-1, 70-2, 70-7, 72-1, 73-2, 74-4, 75-4, 75-8, 82-1, 33-1, 88-2, 88-4, 92-7, 94-1, 94-2, 95-4, 95-5, 96-4, 96-7, 97-2, 99-1

9. Flexibility

78.	Difficulty in making adjustments	18-4
79.	Flexibility	2-8, 14-7, 10-4, 19-8, 20-4, 53-5, 58-2, 63-8, 85-7, 95-5
80.	Adjusting the activity according to the students' wishes	6-5

10. Interaction pattern

81.	Applying group work	9-7, 10-4, 22-5, 42-4, 45-5, 51-1, 77-4
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11. Carelessness

82.	Carelessness in-action	14-1, 31-5, 31-5, 37-1, 45-5, 47-4, 63-5, 65-2, 77-5
83.	Forgetting to write the topic on the board	31-4

12. Body language/Eye contact/Stress-Intonation

84.	Body language	18-4
85.	Establishing eye contact	11-1
86.	Failure in using intonation & stress appropriately	18-4
87.	Voice control	25-7, 46-5, 57-7, 66-1, 71-1

13. Relations with the students

88.	Creating a positive atmosphere	3-1
89.	Lack of communication with students	66-5

90.	Overreacting (unnecessary talk)	18-7
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14. Classroom Management

91.	Dealing with late comers	69-1, 69-4, 73-4
92.	Monitoring students on task	5-1, 28-7, 77-7
93.	Norms of turn-taking	5-5, 44-1, 72-1
94.	Teacher's position in the class	18-5
95.	Losing the control of the class	10-2, 17-2, 18-8, 19-1, 19-4, 20-1, 24-7, 26-1, 31-5, 33-7, 43-8, 44-1, 47-8, 48-2, 49-5, 51-5 77-7, 94-7
96.	Dealing with noise	7-1, 7-5, 8-7, 9-7, 14-4, 12-8, 13-7, 15-1, 17-2, 18-1, 19-7, 24-4, 24-5, 24-7, 29-5, 32-8, 34-2, 38-4, 39-1, 40-2, 40-7, 44-1, 44-7, 45-1, 45-2, 45-8, 46-1, 46-2, 47-8, 51-5, 52-8, 55-1, 55-2, 55-5, 55-7, 57-1, 58-7, 59-8, 62-1, 66-5, 66-7, 72-1, 75-5, 77-7, 79-5, 81-8, 82-4, 88-5, 88-7, 88-8, 93-2, 94-7, 95-8, 97-5, 97-7, 97-8
97.	Placing students	49-1, 77-4

15. Decision-making

98.	Decision made after a change in teacher's plan	11-2
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16. Classroom procedure

99.	Delivering handouts	51-1
100.	Ending the lesson (incomplete procedure)	17-4, 18-7, 31-5, 52-1

17. Student Involvement

101.	Difficulty in getting attention of the students	13-4, 82-5
102.	Taking students to the lesson after a game	57-4
103.	Using wait-time effectively(student involvement)	3-5, 4-2, 10-5
104.	Student involvement	3-5, 3-8, 4-2, 5-1, 9-4, 11-2, 32-5, 39-4, 41-1, 45-4, 46-4, 47-5, 54-1, 55-1, 57-5, 63-1, 69-2, 69-8, 71-1, 76-7, 79-8, 99-5

18. Teaching Procedure

105.	Inappropriate transition between activities	40-5, 85-5, 94-8
106.	Incomplete procedure	18-4, 24-2, 25-1, 54-1, 56-7, 65-8, 69-1, 76-2, 79-8, 85-4, 98-4
107.	Incomplete procedure for vocabulary teaching	26-5, 33-5
108.	Wrong decision making (procedure)	4-5, 44-4
109.	Lack of purpose for students to listen to each other	3-4

C. Individual Problems

1. Physical Health

110.	PhysicalHealth problem of the student teacher	41-2, 55-2, 61-8, 66-5, 67-1
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2. Mental State

111.	Psychological problem of the student teacher	40-2, 64-2, 71-4
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3. Student teacher's perception of his/her role

112.	Teacher's perception of students' negative judgment	32-1
113.	Teacher's reluctance for teaching the subject	16-4, 66-5, 69-2, 69-4, 71-2, 80-8, 99-8
114.	Teachers' perception of not being the real classroom teacher	38-2
115.	Negative perception of teaching practice	27-2, 27-4

II. STUDENT-BASED PROBLEMS

1. Students' motivation

116.	Student motivation	1-7, 8-5, 9-4, 10-2, 17-8, 17-8, 19-4, 19-5, 19-7, 22-1, 22-4, 24-8, 31-8, 32-2, 32-4, 34-4, 35-4, 35-5, 40-1, 41-8, 43-4, 43-8, 38-4, 38-5, 45-1, 46-7, 47-8, 48-7, 49-2, 49-8, 51-7, 52-8, 57-8, 58-2, 58-7, 58-8, 61-7, 66-4, 66-7, 67-8, 69-2, 84-5, 84-7, 87-7, 94-5, 95-5, 97-7
117.	Students' boredom	23-1, 31-1
118.	Unexpected reaction of the students to an activity	18-1

119.	Lack of student motivation due to an exam in the following hours	18-8, 21-2, 21-5, 32-7, 33-7, 38-7, 38-8, 49-5
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120.	Tired students	17-8
121.	Lack of motivation due to external factors-rain and storm outside	93-4

2. Students' negative attitudes towards

a. student teachers

122.	Negative attitudes of students towards student teachers	8-7, 8-8, 58-5, 58-7, 73-2, 23-7, 26-1, 26-1, 90-4, 90-5, 94-2
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b. learning English

123.	Negative attitudes of students toward learning English	19-1, 38-2, 66-4
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c. specific skills

124.	Students don't like writing	38-4, 44-2, 44-8
125.	Students' attitudes towards listening	41-4

d. homework

126.	Students haven't done the homework	75-7
127.	Students' reaction to homework	12-8, 25-4

3. Disruptive student behavior

128.	Disruptive student behavior	13-5, 13-7, 18-5, 18-7, 18-8, 4-7, 8-7, 8-7, 9-7, 19-1, 21-5, 23-8, 24-5, 24-7, 28-8, 32-2, 38-1, 38-2, 44-7, 45-8, 54-5, 57-5, 58-1, 59-2, 60-5, 62-2, 63-7, 64-5, 65-8, 69-2, 74-1, 74-7, 74-8, 84-2, 84-7, 92-2, 99-2, 99-7
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4. Student Characteristics

129.	Introvert students	28-4
130.	Students are not creative	53-8
131.	Students are not self-confident	58-7
132.	Student failure in completing the task	8-4, 23-4, 24-1, 34-1, 37-8, 55-2, 70-1
133.	Dealing with a hearing-impaired student	92-5

5. Students' Familiarity with**a. new teacher**

134.	Changes in classroom routines	8-5, 99-1
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b. new classroom procedures**i. L2**

135.	Students' unfamiliarity with L2 as the classroom language	8-5, 8-8, 37-1, 39-2, 40-4, 44-1, 44-4, 46-1, 47-4, 51-1, 56-7, 61-1, 63-2, 63-5, 68-1, 85-8, 88-2, 90-2, 91-4, 91-8, 93-2
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ii. teaching techniques

136.	Students are not familiar with the new activity type	2-8, 20-8, 22-1, 24-4, 54-2, 56-2, 57-2, 63-1, 68-1, 69-2, 88-1, 90-4, 91-1, 91-5
137.	Students are not familiar with the teaching technique of the student teachers	52-7, 70-5, 76-1, 79-1, 85-7, 85-8, 91-4, 91-8
138.	Students are pre-prepared	34-4, 77-2, 82-1, 84-1,
139.	A new teaching technique	11-8
140.	Mismatch of students' perception of vocabulary teaching and student teachers' vocabulary teaching	29-8
141.	Unfamiliar procedure for teaching vocabulary	8-5
142.	Lack of variety because of students' avoiding different teaching procedure	16-4

6. Student participation

a. whole-class teacher fronted

143.	Lack of student participation	1-2, 10-4, 10-8, 18-2, 21-5, 22-4, 23-4, 23-5, 25-8, 26-2, 27-8, 30-2, 30-4, 30-4, 31-1, 31-4, 31-5, 31-5, 31-5, 32-4, 32-5, 33-5, 34-1, 34-7, 38-1, 39-2, 40-4, 44-5, 46-1, 52-4, 53-8, 65-2, 65-8, 69-8, 75-5, 84-4, 88-5, 88-8, 91-5, 93-5, 95-1, 96-7, 99-1
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b. group work

144.	Students' reluctance in participating in the group work	22-5, 30-2
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7. Classroom materials (resources)

145.	Student reluctance to share resources	17-4
146.	Students don't have their dictionaries with them	51-8

8. Using L1

147.	Students' switching L1	22-5, 97-5
148.	Students' using L1 during group work	19-8, 24-5

9. Students' pace

149.	Students' slow reading	70-8, 95-5
150.	Students' slow writing	44-1, 63-8

III. COOPERATING TEACHER-BASED PROBLEMS

1. Lack of cooperation

a. lack of contact

151.	Cooperating teacher hasn't finished her part yet	38-1
152.	Lack of contact with the cooperating teacher	2-5, 6-4, 12-7, 70-1, 77-1, 80-2, 83-1, 83-2, 6-7, 6-8, 90-8, 97-1
153.	Inappropriate material choice due to misinformation from the cooperating teacher	6-7, 11-2, 33-2
154.	Unexpected cancellation because of teachers' meeting at school	35-5
155.	Unprepared teaching	2-4, 2-4, 58-2, 75-2, 77-1
156.	Unprepared vocabulary teaching	14-2

b. lack of support

157.	Lack of cooperating teacher support	2-5
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2. Disruptive behavior of the cooperating teacher

158.	Cooperating teacher goes out in the middle of the lesson	44-1
159.	Cooperating teacher sits in the teacher's desk while student teachers are delivering a lesson	50-1
160.	Cooperating teacher arrives late and breaks the flow of the lesson	17-2

3. Cooperating teacher interference**a. in the active stage**

161.	Cooperating teacher interference	12-2, 13-2, 35-1, 44-2, 44-8, 46-1, 54-1, 57-2
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b. in the pre-active stage

162.	Cooperating teacher interference for using different materials	52-2
163.	Cooperating teacher interference in lesson plans	11-2, 43-4, 44-2

4. Absence of the cooperating teacher

164.	Cooperating teacher is absent	9-7, 13-7, 15-1, 40-1, 40-4, 42-5, 47-8, 54-4, 57-1, 66-1, 66-2, 97-4, 97-8, 99-7
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5. Perception of the student teachers' role

165.	Students' negative perception of student teachers caused by cooperating teacher	26-4
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IV. EDUCATIONAL CONTEXT/SYSTEM-BASED PROBLEMS**1. Course material**

166.	Course material	30-2, 35-1, 59-1, 59-4, 61-2, 61-4, 64-8, 74-5, 91-4, 95-8, 98-5
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2. Curriculum

167.	Insufficient time	8-4, 36-5, 43-7, 50-1, 60-1, 60-4, 62-5, 68-2, 86-2, 88-2, 93-4
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3. Lack of resources

168.	Lack of resources at school	38-2
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4. Technical problems

169.	Technical problem	9-5, 13-4, 26-4, 34-4, 47-5, 49-4, 49-7, 53-8, 55-4, 59-1, 59-5, 76-2
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5. Number of students

170.	Number of students (high or low)	33-8, 83-8, 67-5, 80-5, 71-1, 72-4, 78-7, 88-1,
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6. Interruption of the flow of the lesson

171.	Unexpected delay due to 23 April speeches	71-4
172.	Unexpected interference by the school principal	73-4
173.	Unexpected interference of health officers	72-5
174.	Unexpected interruption due to an earthquake defense practice	95-2

7. Differences in the proficiency level of the students

175.	Differences in the proficiency level of the students	14-7, 35-4, 89-4
176.	Student profile	22-1

8. Teaching partner interference

177.	Teaching partner interference to the subject to be taught	52-2, 95-8
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V. SUPERVISOR-BASED PROBLEMS

1. Supervisor Interference

178.	Supervisor interference	13-4, 61-5, 66-8, 69-7, 69-7, 70-4
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POSITIVE ASPECTS OF STUDENT TEACHERS' TEACHING

I. STUDENT TEACHER-BASED POSITIVE ASPECTS

A. What has been good in the pre-active stage?

1. Material selection

1	Careful material selection	11-4, 15-1, 50-2, 61-2, 89-5
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2. Decision Making

2	Decision making (pre-active)	11-2
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3. Planning

3	Preparing a detailed lesson plan	7-2, 60-7
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4. Preparation

4	Being well-prepared	15-7, 86-7, 87-5
5	Careful material preparation	7-2, 60-7
6	Having extra material	32-5, 61-1, 92-7
7	Providing explanation	30-7, 30-7, 69-7, 69-4
8	Using supplementary materials	12-4, 59-4, 68-4
9	Conducting an activity that reveal students' interest	26-1, 58-7, 76-8, 86-5, 88-7

5. Information about students

10	Being familiar with students' background	67-8, 86-8
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B. What has been good in the active stage

1. Use of teaching materials

11	Using technology in the classroom	89-4
12	Using visual aids	15-7, 23-2, 30-1, 46-7, 66-2, 68-2, 68-4, 68-5, 68-8, 72-2
13	Conducting a new activity type successfully	27-5, 34-5, 35-8, 52-5, 96-2

2. Instruction

14	Giving instruction	34-2, 45-1
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3. Classroom language

15	L2 as the classroom language	83-4
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4. Error correction/Feedback

16	Error correction (leading self correction)	14-5, 14-7
17	Persuading a student	18-4
18	Providing feedback	30-2, 79-7
19	Responding students	1-7, 12-5

5. Time management

20	Pacing the lesson well	9-1, 17-7, 25-5, 31-4, 33-8, 69-2, 86-8, 90-7,
21	Time management	13-1, 16-8, 24-5, 26-2, 26-4, 72-4, 73-7, 87-8, 95-7

6. Flexibility

22	Adjusting the classroom routines	74-2
23	Adjusting the lesson plan according to the needs of the students	19-2, 21-2, 21-7, 23-1, 26-1, 27-1, 50-8
24	Flexibility	14-8, 15-4, 27-1, 27-4, 44-2, 45-4, 63-2, 72-1

7. Previewing the classroom events

25	Anticipating a problem and taking necessary precautions	17-5, 21-4
26	Predicting possible problems	7-4

8. Body language/Eye contact

27	Establishing eye-contact	69-4
28	Using gestures and mimes	68-1, 68-5

9. Relations with the students

29	Establishing rapport with the students	15-2, 25-7, 34-5, 36-2, 46-8, 50-4, 60-8, 62-4, 79-2, 80-1
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10. Classroom management

30	Controlling the classroom well	7-7, 26-2, 31-5, 34-8, 68-8, 97-8
31	Nominating students	26-2, 27-2

11. Decision-making

32	Decision making	1-2, 1-4, 1-5, 1-8, 4-4, 4-5, 24-1, 26-2, 28-4, 31-7, 33-7, 42-1, 54-8, 59-4, 65-7, 69-1, 69-5, 70-8, 77-8, 79-5, 95-4, 96-5, 98-7
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12. Classroom procedure

33	Beginning the lesson	23-5, 26-7, 49-5
34	Ending the lesson	24-7

13. Student Involvement

35	Attracting students' attention	21-4
36	Involving a lazy student	14-8, 17-1, 60-2
37	Involving a problematic student	13-7, 22-4, 32-2, 74-8
38	Involving an introvert student	28-4
39	Involving students	23-5, 26-7, 37-5, 43-1, 50-2, 54-2, 55-8, 57-8, 58-8, 69-2, 71-7, 84-8, 90-8, 97-4
40	Leading students	9-1
41	Motivating students	15-2, 24-2, 34-8, 36-8, 38-5, 39-2, 49-8, 50-1, 53-7, 58-8, 72-2, 78-8, 86-7, 87-4,

		87-8, 89-4, 99-8
42	Dealing with low-level students	62-2

14. Overcoming technical problems

43	Overcoming technical problem	76-4
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II. STUDENT-BASED POSITIVE THINGS

1. Students' attitudes towards

a. student teachers

44	Positive attitude of students toward student teachers	72-1
45	Being praised by the students	41-1, 76-1

b. classroom techniques

46	Students like the activity	5-8, 33-8, 37-5, 51-2, 60-7, 67-2, 68-2, 72-7, 92-4
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2. Student participation

47	Student participation	11-4, 11-8, 26-8, 39-5, 45-2, 47-7, 50-7, 51-2, 51-4, 54-5, 62-7, 65-5, 83-4, 90-7
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3. Student Performance

48	Student production	89-8
49	Unexpected student performance	51-7, 53-1, 59-5

III. COOPERATING TEACHER BASED POSITIVE THINGS

1. Cooperating teacher support

50	Being praised by the cooperating teacher	42-2, 64-1, 65-7
51	Cooperating teacher support	33-1

2. Cooperating teacher interference

i. in the active stage

52	Cooperating teacher interference	52-1
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EVERYTHING IS GOOD

	Everything is good	9-8, 10-7, 13-8, 15-5, 15-7, 15-8, 16-2, 21-1, 21-8, 22-2, 29-1, 42-8, 43-2, 62-8, 72-8, 73-5, 73-8, 81-7, 82-7, 83-5
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APPENDIX F

**Frequency of Communication Units According to Three Time Periods for the
Problems and Positive Aspects of Student Teachers**

PROBLEMS OF STUDENT TEACHERS 378 338 264 980

I. STUDENT TEACHER-BASED PROBLEMS 255 216 158 629

A. Problems in the Pre-Active Stage 81 53 49 183

1. Anxiety 47 19 15 81

1.	Anxiety because of the previous experience	0	0	1	1
2.	Anxiety caused by a big class	1	0	0	1
3.	Anxiety caused by feeling of incompetence in teaching	2	1	3	6
4.	Anxiety caused by supervisor/being observed	2	9	7	18
5.	Anxiety due to being recorded	1	4	1	6
6.	Anxiety due to using a new teaching technique	1	0	0	1
7.	Anxiety due to using the time effectively	2	0	0	2
8.	Anxiety in the pre-active stage	4	1	3	8
9.	Anxiety of being observed by the cooperating teacher	1	1	0	2
10.	Anxiety of being unfamiliar with students	5	1	0	6
11.	Anxiety of teaching a new/different level	4	0	0	4
12.	Anxiety of using a new/different device	2	1	0	3
13.	First-day anxiety	21	0	0	21
14.	Negative attitude of student teachers toward the class	0	1	0	1
15.	Anxiety of not achieving the objectives	1	0	0	1

2. Material selection 4 10 10 24

16.	Inappropriate activity selection	0	2	1	3
17.	Inappropriate material selection	0	2	3	5
18.	Material (unclear pictures)	0	1	1	2
19.	Unclear writing in the handout	1	0	0	1
20.	A demanding activity	3	4	4	11
21.	Selection of a topic which doesn't interest students	0	1	1	2

3. Preparation**17 20 19 56**

22.	Careless material preparation	1	1	0	2
23.	Careless preparation	3	1	3	7
24.	Giving explanations	0	0	1	1
25.	Inappropriate example due to careless preparation of the activity	0	1	0	1
26.	Insufficient preparation	10	12	10	32
27.	Insufficient preparation (lack of extra material)	1	0	1	2
28.	Insufficient preparation (pronunciation problem)	0	1	0	1
29.	Insufficient preparation due to overestimating students' knowledge	1	1	1	3
30.	Limited examples	1	0	0	1
31.	Material (Variety)	0	0	2	2
32.	Insufficient preparation due to underestimating students' knowledge	0	0	1	1
33.	Lack of preparation for using the instrument	0	1	0	1
34.	Inappropriate planning	0	1	0	1
35.	Lack of a well-prepared lesson plan	0	1	0	1

4. Information about the students**13 4 5 22**

36.	Being not clear about students' background	0	1	0	1
37.	Being unfamiliar with the students	1	0	0	1
38.	False assumption about students' level	2	0	2	4
39.	Inappropriate topic selection because of being unfamiliar with the students	1	0	0	1
40.	Lack of knowledge about the current state of the students	2	1	0	3
41.	Students' low level of proficiency	6	2	2	10
42.	Lack of information about the students' vocabulary knowledge	1	0	1	2

B. Problems in the Active Stage**164 157 106 427****1. Board usage****14 7 5 26**

43.	Incompetence in using the board	4	5	1	10
44.	Not asking students to copy in their notebooks	4	0	0	4
45.	Writing wrong on the board	6	1	4	11
46.	Controlling students while writing on the board	0	1	0	1

2. Application of teaching techniques 1 2 1 4

47.	Eliciting	0	2	1	3
48.	Failure in picture elicitation	1	0	0	1

3. Anxiety 5 7 1 13

49.	Anxiety due to using the time ineffectively	5	4	0	9
50.	Anxiety due to lack of student participation	0	3	1	4

4. Instruction 21 9 13 43

51.	Checking understanding of the instruction(incomplete procedure)	0	1	0	1
52.	Delayed clarification of the instruction	0	0	1	1
53.	Description of the task	1	0	0	1
54.	Giving instruction	1	3	5	9
55.	Incomplete instruction	3	0	2	5
56.	Insufficient clarification of the reading task	1	0	0	1
57.	Lack of knowledge related with giving instruction procedure	0	0	1	1
58.	Unclear instruction	15	5	4	24

5. Classroom language 13 5 0 18

59.	Adjusting classroom language	9	1	0	10
60.	Teachers' switching L1	4	4	0	8

6. Error correction/Feedback 5 9 2 16

61.	Insufficient error correction	1	0	0	1
62.	Failure in answering unexpected question from students	0	4	1	5
63.	Persuading a student on her wrong answer	1	0	0	1
64.	Praising students	1	0	0	1
65.	Providing feedback	1	2	0	3
66.	Responding students' feedback	0	1	1	2
67.	Unexpected student answer	1	0	0	1
68.	Incorrect answer	0	1	0	1
69.	Incorrect answer from all of the students	0	1	0	1

7. Linguistic incompetence 3 2 3 8

70.	Difficulty in recalling the appropriate word	1	0	2	3
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71.	Grammar mistakes in classroom language	1	0	0	1
72.	Inappropriate word use of the teacher	0	1	0	1
73.	Lack of knowledge	1	1	0	2
74.	Pronunciation deficiencies of the teacher	0	0	1	1

8. Time management 45 45 30 120

75.	Not providing enough time for students to complete a task	1	0	0	1
76.	Pacing the lesson	17	21	15	53
77.	Time management	27	24	15	66

9. Flexibility 1 6 5 12

78.	Difficulty in making adjustments	0	1	0	1
79.	Flexibility	1	4	5	10
80.	Adjusting the activity according to the students' wishes	0	1	0	1

10. Interaction pattern 1 5 1 7

81.	Applying group work	1	5	1	7
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11. Carelessness 3 7 0 10

82.	Carelessness in-action	3	6	0	9
83.	Forgetting to write the topic on the board	0	1	0	1

**12. Body language/Eye contact
Stres-Intonation**

3 3 2 8

84.	Insufficient use of body language	0	1	0	1
85.	Failure in establishing eye contact	1	0	0	1
86.	Failure in using intonation & stress appropriately	0	1	0	1
87.	Voice control	2	1	2	5

13. Relations with the students 1 1 1 3

88.	Creating a positive atmosphere	1	0	0	1
89.	Lack of communication with students	0	1	0	1
90.	Overreacting (unnecessary talk)	0	0	1	1

14. Classroom Management 30 23 33 86

91.	Dealing with late comers	1	2	0	3
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92.	Monitoring students on task	1	0	2	3
93.	Norms of turn-taking	2	1	0	3
94.	Teacher's position in the class	0	1	0	1
95.	Losing the control of the class	7	4	7	18
96.	Dealing with noise	18	14	24	56
97.	Placing students	1	1	0	2

15. Decision-making 1 0 0 1

98.	Decision made after a change in teacher's plan	1	0	0	1
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16. Classroom procedure 2 2 1 5

99.	Delivering handouts	1	0	0	1
100.	Ending the lesson	1	2	1	4

17. Student Involvement 10 14 4 28

101.	Difficulty in getting attention of the students	0	2	0	2
102.	Taking students to the lesson after a game	0	1	0	1
103.	Using wait-time effectively(student involvement)	1	2	0	3
104.	Student involvement	9	9	4	22

18. Teaching Procedure 5 10 4 19

105.	Inappropriate transition between activities	0	2	1	3
106.	Incomplete procedure	5	3	3	11
107.	Incomplete procedure for vocabulary teaching	0	2	0	2
108.	Wrong decision making (procedure)	0	2	0	2
109.	Lack of purpose for students to listen to each other	0	1	0	1

C. Individual Problems 10 6 3 19

1. Physical Health 3 1 1 5

110.	Physical health problem of the student teacher	3	1	1	5
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2. Mental State 2 1 0 3

111.	Psychological problem of the student teacher	2	1	0	3
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3. Student teacher's perception of his/her role 5 4 2 11

112.	Teacher's perception of students' negative judgment	1	0	0	1
113.	Teacher's reluctance for teaching the subject	2	3	2	7
114.	Teachers' perception of not being the real classroom teacher	1	0	0	1
115.	Negative perception of teaching practice	1	1	0	2

II. STUDENT-BASED PROBLEMS 75 81 82 238

1. Students' motivation 12 19 29 60

116.	Student motivation	8	16	23	47
117.	Students' boredom	2	0	0	2
118.	Unexpected reaction of the students to an activity	1	0	0	1

119.	Lack of student motivation due to an exam in the following hours	1	2	5	8
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120.	Tired students	0	0	1	1
121.	Lack of motivation due to external factors-rain and storm outside	0	1	0	1

2. Students' negative attitudes towards 7 7 7 21

a. student teachers 4 3 4 11

122.	Negative attitudes of students towards student teachers	4	3	4	11
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b. learning English 2 1 0 3

123.	Negative attitudes of students toward learning English	2	1	0	3
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c. specific skills 1 2 1 4

124.	Students don't like writing	1	1	1	3
125.	Students' attitudes towards listening	0	1	0	1

d. homework

0 1 2 3

126.	Students haven't done the homework	0	0	1	1
127.	Students' reaction to homework	0	1	1	2

3. Disruptive student behavior

12 8 18 38

128.	Disruptive student behavior	12	8	18	38
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4. Student characteristics

4 4 3 11

129.	Introvert students	0	1	0	1
130.	Students are not creative	0	0	1	1
131.	Students are not self-confident	0	0	1	1
132.	Student failure in completing the task	4	2	1	7
133.	Dealing with a hearing-impaired student	0	1	0	1

5. Students' familiarity

26 15 12 53

a. with the new teacher

1 1 0 2

134.	Changes in classroom routines	1	1	0	2
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b. with the new classroom procedures

25 14 12 51

i. L2

11 6 4 21

135.	Students' unfamiliarity with L2 as the classroom language	11	6	4	21
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ii. teaching techniques

14 8 8 30

136.	Students are not familiar with the new activity type	9	3	2	14
137.	Students are not familiar with the teaching technique of the student teachers	2	2	4	8
138.	Students are pre-prepared	3	1	0	4
139.	A new teaching technique	0	0	1	1
140.	Mismatch of students' perception of vocabulary teaching and student teachers' vocabulary teaching	0	0	1	1
141.	Unfamiliar procedure for teaching vocabulary	0	1	0	1
142.	Lack of variety because of students' avoiding different teaching procedure	0	1	0	1

6. Student participation

13 23 9 45

a. whole-class teacher fronted 12 22 9 43

143.	Lack of student participation	12	22	9	43
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b. group work 1 1 0 2

144.	Students' reluctance in participating in the group work	1	1	0	2
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7. Classroom materials (resources) 0 1 1 2

145.	Student reluctance to share resources	0	1	0	1
146.	Students don't have their dictionaries with them	0	0	1	1

8. Using L1 0 3 1 4

147.	Students' switching L1	0	2	0	2
148.	Students' using L1 during group work	0	1	1	2

9. Students' pace 1 1 2 4

149.	Students' slow reading	0	1	1	2
150.	Students' slow writing	1	0	1	2

III. COOPERATING TEACHER-BASED PROBLEMS

31 12 11 54

1. Lack of cooperation 13 6 5 24

a. lack of contact 13 5 5 23

151.	Cooperating teacher hasn't finished her part yet	1	0	0	1
152.	Lack of contact with the cooperating teacher	6	2	4	12
153.	Inappropriate material choice due to misinformation from the cooperating teacher	2	0	1	3
154.	Unexpected cancellation because of teachers' meeting at school	0	1	0	1
155.	Unprepared teaching	3	2	0	5
156.	Unprepared vocabulary teaching	1	0	0	1

b. lack of support 0 1 0 1

157.	Lack of cooperating teacher support	0	1	0	1
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2. Disruptive behavior of the cooperating teacher	3	0	0	3
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158.	Cooperating teacher goes out in the middle of the lesson	1	0	0	1
159.	Cooperating teacher sits in the teacher's desk while student teachers are delivering a lesson	1	0	0	1
160.	Cooperating teacher arrives late and breaks the flow of the lesson	1	0	0	1

3. Cooperating teacher interference	10	1	1	12
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a. in the pre-active stage 3 1 0 4

161.	Cooperating teacher interference for using different materials	1	0	0	1
162.	Cooperating teacher interference in lesson plans	2	1	0	

b. in the active stage	7	0	1	8
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163.	Cooperating teacher interference	7	0	1	8
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4. Absence of the cooperating teacher	5	4	5	14
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164.	Cooperating teacher is absent	5	4	5	14
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5. Perception of the student teachers' role	0	1	0	1
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165.	Students' negative perception of student teachers caused by cooperating teacher	0	1	0	1
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IV. EDUCATIONAL CONTEXT/SYSTEM-BASED PROBLEMS

17 26 10 53

1. Course material	4	5	2	11
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166.	Course material	4	5	2	11
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2. Curriculum

5 5 1 11

167.	Insufficient time	5	5	1	11
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3. Lack of resources

1 0 0 1

168.	Lack of resources at school	1	0	0	1
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4. Technical problems

2 8 2 12

169.	Technical problem	2	8	2	12
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5. Number of students

2 3 3 8

170.	Number of students (high or low)	2	3	3	8
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6. Interruption of the flow of the lesson

1 3 0 4

171.	Unexpected delay due to 23 April speeches	0	1	0	1
172.	Unexpected interference by the school principal	0	1	0	1
173.	Unexpected interference of health officers	0	1	0	1
174.	Unexpected interruption due to an earthquake defense practice	1	0	0	1

7. Differences in the proficiency level of the students

1 2 1 4

175.	Differences in the proficiency level of the students	0	2	1	3
176.	Student profile	1	0	0	1

8. Teaching partner interference

1 0 1 2

177.	Teaching partner interference to the subject to be taught	1	0	1	2
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V. SUPERVISOR-BASED PROBLEMS

0 3 3 6

1. Supervisor Interference

0 3 3 6

178.	Supervisor interference	0	3	3	6
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POSITIVE ASPECTS OF STUDENT TEACHERS' TEACHING

75 66 83 224

I. STUDENT TEACHER-BASED POSITIVE ASPECTS

59 55 68 182

A. What Has Been Good in the Pre-Active Stage? 8 9 11 28

1. Material selection 3 2 0 5

1.	Careful material selection	3	2	0	5
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2. Decision Making 1 0 0 1

2.	Decision making (pre-active)	1	0	0	1
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3. Planning 1 0 1 2

3.	Preparing a detailed lesson plan	1	0	1	2
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4. Preparation 3 6 9 18

4.	Being well-prepared	0	1	2	3
5.	Careful material preparation	1	0	1	2
6.	Having extra material	1	1	1	3
7.	Providing explanation	0	1	2	3
8.	Using supplementary materials	0	2	0	2
9.	Preparing an activity that reveal students' interest	1	1	3	5

5. Information about students 0 0 2 2

10.	Being familiar with students' background	0	0	2	2
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B. What Has Been Good in the Active Stage 51 46 57 154

1. Use of teaching materials 6 6 4 16

11.	Using technology in the classroom	0	1	0	1
12.	Using visual aids	5	2	3	10
13.	Conducting a new activity type successfully	1	3	1	5

2. Instruction 2 0 0 2

14.	Giving instruction	2	0	0	2
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3. Classroom language 0 1 0 1

15.	L2 as the classroom language	0	1	0	1
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4. Error correction/Feedback 1 3 3 7

16.	Error correction (leading self correction)	0	1	1	2
17.	Persuading a student	0	1	0	1
18.	Providing feedback	1	0	1	2
19.	Responding students	0	1	1	2

5. Time management 4 5 8 17

20.	Pacing the lesson well	2	2	4	8
21.	Time management	2	3	4	9

6. Flexibility 10 3 4 17

22.	Adjusting the classroom routines	1	0	0	1
23.	Adjusting the lesson plan according to the needs of the students	5	0	2	7
24.	Flexibility	4	3	1	8

7. Previewing the classroom events 0 3 0 3

25.	Anticipating a problem and taking necessary precautions	0	2	0	2
26.	Predicting possible problems	0	1	0	1

8. Body language/Eye contact 1 2 0 3

27.	Establishing eye-contact	0	1	0	1
28.	Using gestures and mimes	1	1	0	2

9. Relations with the students 4 3 3 10

29.	Establishing rapport with the students	4	3	3	10
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10. Classroom management 3 1 4 8

30.	Controlling the classroom well	1	1	4	6
31.	Nominating students	2	0	0	2

11. Decision-making 5 10 8 23

49.	Unexpected student performance	1	1	1	3
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COOPERATING TEACHER-BASED
POSITIVE ASPECTS

4 0 1 5

1. Cooperating teacher support 3 0 1 4

50.	Being praised by the cooperating teacher	2	0	1	3
51.	Cooperating teacher support	1	0	0	1

2. Cooperating teacher interference
in the active stage 1 0 0 1

52.	Cooperating teacher interference	1	0	0	1
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EVERYTHING IS GOOD 5 3 12 20

	Everything is good	5	3	12	20
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APPENDIX G

Cooperating Teacher Observation Form

DERS GÖZLEM FORMU

Öğretmen Adayı
Gözlemci
Konu

Okulu
Sınıfı
Öğrenci Sayısı
Tarih

Bu değerlendirme formundaki maddelerin karşısında bulunan kısaltmaların anlamı:

(E) = Eksiği var. (K) = Kabul edilebilir. (İ) = İyi yetilmiş

Uygun olan seçeneği (+) ile işaretleyiniz.

		E	K	İ	ACIKLAMA VE YORUMLAR
1.0	KONU ALANI VE ALAN EĞİTİMİ				
1.1	KONU ALAN BİLGİSİ				
	1.1.1 Konu ile ilgili temel ilke ve kavramları bilme				
	1.1.2 Konuda geçen temel ilke ve kavramları mantıksal bir tutarlılıkla ilişkilendirebilme				
	1.1.3 Konunun gerektirdiği sözel ve görsel dili (şekil, tema, grafik, formül v.b.) uygun biçimde kullanabilme				
	1.1.4 Konu ile alanın diğer konularını ilişkilendirebilme				
1.2	ALAN EĞİTİMİ BİLGİSİ				
	1.2.1 Özel öğretim yaklaşım, yöntem ve tekniklerini bilme				
	1.2.2 Öğretim teknolojilerinden yararlanabilme				
	1.2.3 Öğrencilerde yanlış gelişmiş kavramları belirleyebilme				
	1.2.4 Öğrenci sorunlarına uygun ve yeterli yanıtlar oluşturabilme				
	1.2.5 Öğrenme ortamının güvenliğini sağlayabilme				
2.0	ÖĞRETME - ÖĞRENME SÜRECİ				
2.1	PLANLAMA				
	2.1.1 Ders planını açık, anlaşılır ve düzenli biçimde yazabilme				
	2.1.2 Amaç ve hedef davranışları açık bir biçimde ifade edebilme				
	2.1.3 Hedef davranışları uygun yöntem ve teknikleri belirleyebilme				
	2.1.4 Uygun araç-gereç ve materyal seçme ve hazırlayabilme				
	2.1.5 Hedef davranışlara uygun değerlendirme biçimleri belirleyebilme				
	2.1.6 Konuyu önceki ve sonraki derslerle ilişkilendirebilme				
2.2	ÖĞRETİM SÜRECİ				
	2.2.1 Çeşitli öğretim yöntemi ve tekniklerini uygun biçimde kullanabilme				
	2.2.2 Zamanı verimli kullanabilme				
	2.2.3 Öğrenenlerin etkin katılımı için etkinlikler düzenleyebilme				
	2.2.4 Öğretimi bireysel farklılıklara göre sürdürebilme				
	2.2.5 Öğretim araç-gereç ve materyalini sınıf düzeyine uygun biçimde kullanabilme				
	2.2.6 Özetleme ve uygun dönütler verebilme				
	2.2.7 Konuyu yaşamla ilişkilendirebilme				
	2.2.8 Hedef davranışlarına ulaşma düzeyini değerlendirebilme				
2.3	SINIF YÖNETİMİ				
	Ders başında				
	2.3.1 Dersle uygun bir giriş yapabilme				
	2.3.2 Dersle ilgi ve dikkati çekebilme				
	Ders sırasında				
	2.3.3 Demokratik bir öğrenme ortamı sağlayabilme				
	2.3.4 Dersle ilgi ve ghdütün sürekliliğini sağlayabilme				
	2.3.5 Kesinti ve engellemelere karşı uygun önlemler alabilme				
	2.3.6 Övgü ve yaptırımlardan yararlanabilme				
	Ders sonunda				
	2.3.7 Dersi toparlayabilme				
	2.3.8 Gelecek dersle ilgili bilgiler ve ödevler verebilme				
	2.3.9 Öğrencileri sınıftan çıkarmaya hazırlayabilme				

				E	K	I	AÇIKLAMA VE YORUMLAR
İLETİŞİM							
2.4.1	Öğrencilerle etkili iletişim kurabilme						
2.4.2	Anlaşılır açıklamalar ve yönergeler verebilme						
2.4.3	Konuya uygun düşündürücü sorular sorabilme						
2.4.4	Ses tonunu etkili biçimde kullanabilme						
2.4.5	Öğrencileri ilgi ile dinleme						
2.4.6	Sözel dili ve beden dilini etkili biçimde kullanabilme						
Toplam							Not:

Özet Bilgi :

Öğretmen adayının yukarıdaki yeterlik alanlarının her birinde yapmış olduğu çalışmalara ilişkin düşünceler

Gözlemcinin İmzası

Öğretmen adayının görüşleri (varsa)

İmza

APPENDIX H

Critical Incidents Protocol by Hole & McEntee (1999)

Critical Incidents Protocol

(For Shared Reflection)

Step 1: Write stories.

Each person writes briefly about an incident where they had to make a critical decision. (10 min.)

Step 2: Choose a story.

Each person reads their story. The group decides which story to use. (5 min.)

Step 3: What happened?

The presenter reads their written account of what happened and sets it within its context. (10 min.)

Step 4: Why did it happen?

The group asks the presenter questions to clarify and understand the incident. (5 min.)

Step 5: What might it mean?

The group discusses the incident while the presenter listens. (15 min.)

Step 6: What are the implications for practice?

The presenter responds and discusses with the group members the implications for their practice. (15 min.)

Step 7: Debrief the process.

The group talks about the process and how it helped them to reflect and gain new insights. (10 min.)

Source: Hole & McEntee (1999)