

# Teaching Practicum in English Language Teaching (ELT): A Systematic Review<sup>1</sup>

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## Abstract

As a three-handed social process including pre-service teachers, teacher educators from academia, and mentor teachers from schools of practice, teaching practicum, with its reflective and collaborative notions, has recently gained more interest in the field of English language teaching (ELT). In this regard, this systematic review aimed to find out recent research based on teaching practicum in ELT. Regarding the PRISMA guidelines and clear eligibility criteria, the review included a total of 24 research articles based on the ELT teaching practicum. Of the articles, the majority were qualitative studies and mostly conducted in EFL (English as a foreign language) contexts such as Türkiye and Indonesia. MAXQDA (v.2020) software-based content analysis was conducted to analyze data, and the findings were demonstrated via tables including themes, categories, and codes. The study concluded that teaching practicum has several professional (e.g., theoretical and practical awareness, classroom management, and reflective practice) and personal gains (e.g., positive beliefs and attitudes toward ELT, reflectivity, more interaction and communication, and self-confidence) for pre-service ELT teachers. On the other hand, the selected studies also stressed negative professional aspects (e.g., the incompatibility between theory and practice, lack of feedback, and inefficient mentoring) and personal (e.g., lack of reflectivity, adaptation problems, and lack of social contact). The review lastly included implications revealed by these studies to shed light on the issue of ELT practicum for supporting further research.

**Keywords:** teaching practicum, English language teaching (ELT), systematic review, pre-service teachers, teacher education

## İngilizce Öğretiminde Öğretmenlik Uygulaması: Sistemik Bir İnceleme

### Özet (Türkçe)

Öğretmen adayları, akademiden öğretmen eğitimcileri ve uygulama okullarından uygulama öğretmenlerini içeren üç odaklı bir sosyal süreç olarak öğretmenlik uygulaması, yansıtıcı ve işbirlikçi kavramlarıyla son zamanlarda İngilizce öğretimi (ELT) alanında daha fazla ilgi görmeye başlamıştır. Bu bağlamda, bu sistemik derleme, İngilizce öğretiminde öğretmenlik uygulamasına dayalı son araştırmaları bulmayı amaçlamıştır. PRISMA yönergeleri ve açık uygunluk kriterleri göz önünde bulundurularak, İngilizce öğretimi alanında yürütülen öğretmenlik uygulamasını ele alan toplam 24 araştırma makalesi incelemeye dahil edilmiştir. Makalelerin çoğunluğu nitel çalışmalardır ve çoğunlukla Türkiye ve Endonezya gibi EFL (yabancı dil olarak İngilizce) bağlamlarında yapılmıştır. Verileri analiz etmek için MAXQDA (v.2020) yazılımı tabanlı içerik analizi yapılmış ve bulgular temalar, kategoriler ve kodlar içeren tablolar aracılığıyla gösterilmiştir. Çalışma, öğretmenlik uygulamasının İngilizce öğretmen adayları için çeşitli mesleki (örneğin, teorik ve pratik farkındalık, sınıf yönetimi ve yansıtıcı uygulama) ve kişisel kazanımlar (örneğin, ELT'ye yönelik olumlu inanç ve tutumlar, yansıtıcılık, daha fazla etkileşim ve iletişim ve özgüven) sağladığı sonucuna varmıştır. Öte yandan, seçilen çalışmalar bu sürecin, bazı olumsuz mesleki (örneğin, teori ve uygulama arasındaki uyumsuzluk, geri bildirim eksikliği ve verimsiz mentorluk) ve kişisel (örneğin, yansıtma eksikliği, uyum sorunları ve sosyal temas eksikliği) yönlerini de vurgulamıştır. Son olarak çalışma, İngilizce dil öğretimi alanındaki öğretmenlik uygulaması kapsamında yürütülecek sonraki çalışmalara ışık tutmak adına, derleme dahil edilen çalışmaların çıkarımlarını da sunmuştur.

**Anahtar Kelimeler:** öğretmenlik uygulaması, İngilizce dil öğretimi (ELT), sistemik derlem, öğretmen adayları, öğretmen eğitimi

## Introduction

As a three-handed social process including pre-service teachers, teacher educators from academia, and mentor teachers from schools of practice, teaching practicum, with its reflective and collaborative notions, has recently gained more interest in the field of English language teaching (ELT). The global need for teacher readiness for current educational concerns, the rising investments in teacher education, and a common academic consensus regarding that teaching practicum shapes and fertilize teachers' personal and professional development can be evaluated as the main reasons behind this rising interest (Aguirre-Garzon

<sup>1</sup> Submission Date: July 17, 2023 Acceptance Date: August 21, 2023 DOI: 10.47806/ijesacademic.1328463

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& Ubaque-Casallas, 2022). Moreover, pre-service language teachers need and expect more support and guidance in order to meet students' specific language needs, concretize their theoretical background into language-based classroom practices, adapt political, curricular, and contextual aspects, and sustain their professional development in real-life teaching and learning contexts (Koşar & Bedir, 2019; O'Hara et al., 2020). In this regard, an effective practicum process can help them improve their classroom management skills and construct their own teacher identity, which will increase the quality of teaching and thus language education (Choi & Park, 2022; Karsli & Yağız, 2022).

Recent research mainly agrees that teaching practicum provides pre-service English teachers with several pedagogical, professional, and personal gains. As a major part of ELT teacher education programs, the practicum makes pre-service English teachers ready and proficient for the changing global world and "to meet the needs of their students—global citizens, cater to a variety of educational contexts, and be agents of change in school settings and beyond" (Marav, 2022, p.4). Furthermore, the practicum context, besides its wide-ranging opportunities for discovering real classroom pedagogy and practical aspects of teaching, enables them to learn how to use English for classroom communication and interaction (Davilla, 2020; Saka, 2020). By doing so, pre-service teachers also have the chance to use language for real-life practical concerns and therefore improve their second language skills. Another major point is that the practicum process has a reflective notion; pre-service teachers will both explore their strong and weak sides to build their own identity and co-construct knowledge and meaning with the help of mentor teachers (i.e., in-service experienced teachers) and teacher educators (i.e., academics training English teachers) (Miftah et al., 2022). The reflective practices of practicum will also shape their cognitions, namely minds, beliefs, perceptions, and attitudes toward language education (Siposova & Svabova, 2022). In total, the practicum will open the door to reflective field-based practices and experiences in constructing their future careers and development (Albakri et al., 2021; Setyono, 2020).

It is widely regarded that teaching practicum is a cardinal process for teacher education and personal and professional development, especially in the field of ELT. However, previous research also stresses that its efficiency still faces many concerns such as lack of theory-practice harmony, limited practice time, lack of contact and interaction, and organizational problems (Yıldız et al., 2016). Personal issues, lack of guidance, lack of collaboration, and mentor teachers' subjective assessments are among other concerns hardening the steps of practicum (Hamaidi et al., 2014). Besides the problem of efficiency, the nature and scope of social relationships including mutual support and collaboration during the practicum is another concern that needs to be investigated more as the process is a social phenomenon covering three different agents and different school contexts (Gezegin-Bal et al., 2019, p.625).

On the other hand, sudden changes like the COVID-19 pandemic, current innovations requiring active and effective technology integration, and psychological concerns like anxiety have caused some modifications in perceptions, implementations, and requirements (Petre et al., 2022). For instance, e-practicum and therefore e-mentoring arose during the pandemic and the practicum moved out of the classroom context, which built a more reflective and flexible teaching atmosphere for the pre-service teachers (Ersin et al., 2020). However, one thing remains the same: A more effective teacher education including a more efficient, well-organized and planned, reflective, collaborative, and practical practicum will increase the quality of teaching and language education (Çakmak & Gündüz, 2019). With this rationale in

mind, this study tries to reach the most current studies specifically about ELT practicum to remind this reality and display the recent implications for further research.

### ***Previous Review Studies***

Regarding the increasing interest and significance of teaching practicum for teacher education, especially in the field of ELT, this part specifically focuses on previous review studies both to comparatively evaluate them and strengthen the rationale behind the present study. In this regard, according to the author's best knowledge, the related literature has ten review studies focusing on teaching practicum. Seven of them discussed the issue of practicum from a general perspective while three specifically investigated the ELT practicum.

One of the review studies focused on teaching practicum was conducted by Lawson et al (2015) whose main focal point was the studies conducted between 2000 and 2012. Their review included 114 studies, most of which had a qualitative paradigm and focused on pre-service teachers as participants. Those studies investigated a wide range of dimensions of the practicum process including self-efficacy, teacher beliefs and expectations, challenges, and problems (Lawson et al., 2015, p.397). The major finding was that teaching practicum has a multidimensional nature influenced by a wide range of factors such as communication, pre-service teachers' perceptions, the level of consistency between theory and practice, and technological and societal support for collaboration. Alkan (2017)'s systematic review also investigated 47 research articles considering the issue of practicum; however, it only focused on the Turkish context. Besides the similar findings stressing the high impact of effective feedback, collaboration, and close communication among the stakeholders on practicum, the study also shed light on the need for further research that will be designed in mixed-method formats to investigate the issue from all stakeholders' perspectives by using triangulation for data collection and considering a broader scope. Specifically considering the role of mentoring and effective feedback in the process of practicum, Kalsoom (2019), in his systematic review, tried to define what attributes effective feedback and mentoring have in terms of the relevant literature. He concluded that effective mentoring is far beyond observing and assessing pre-service teachers; it includes a wide range of learning opportunities for them to reflect and self-evaluate their own progress regarding teacher development (p.24). In other words, mentoring is the process of displaying what has been done and what will do for the quality of education. According to his review, effective feedback, as inferred from the literature, should be appropriate for the participants' pedagogical purposes, be timely (i.e., it should follow the performance), be clear in terms of both strengths and weaknesses and do's and don'ts, and be action-oriented and consistent with the whole process (p.25). In their critical review, Çakmak and Gündüz (2019) summarized the main attributes of practicum by considering both available themes (i.e., the multidimensionality, the three-handed nature built by pre-service teachers, teacher educators, and mentor teachers as the main stakeholders, and the role of mentoring) and newly emerged themes (i.e., internationalization, reflection, and use of technology) (p.12). To put these attributes briefly, (1) teaching practicum is a multidimensional, complex, and fundamental step for teacher education as it helps all stakeholders to co-build a more fertile environment for teacher personal and professional development. (2) Even though different school and university contexts may show diversity in practice and scope, it is very common that practicum is a door to professional and real teaching life; therefore, further research is always necessary to improve it. (3) All stakeholders need to work collaboratively to design more effective progress. (4) Pre-service teachers should also support internationalization; pre-service teachers should be prepared for incorporation

into the global world. (5) The reflective notion of the practicum is valuable for both pre-service teachers' personal and professional development and the healthy construction of their teacher identity. (6) ICT (information and communication technology) integration, practices like e-mentoring and email supervision, virtual classrooms, and discussion groups clearly show the future scope of the practicum.

More recently, García-Lázaro et al. (2022) conducted a bibliometric thematic analysis covering the literature on pre-service teacher education conducted between 2010 and 2020. Their focal point was the technological side of the practicum. Based on the analysis of 37 selected articles, the study found significant implications, especially for teacher education. First, the recent decade demonstrated a rising interest in the use of technology for pre-service teacher education; therefore, technology has been a part of this process. Second, technology education given in university contexts seems inadequate for pre-service teachers' practical concerns in school contexts (2022, p.13). In this regard, the study stresses the significance of the inclusion of more practical and reflective practices supporting pre-service teachers' digital literacy, which is seen as inevitable due to the recent global changes including the COVID-19 pandemic (p.14). Further, personal factors such as motivation and attitudes toward technology integration should also be considered during teacher education according to the review. Tekel et al. (2022), investigated the issue of practicum experienced in different countries during the COVID-19 pandemic. Their review included 16 articles conducted in eleven countries between 2020 and 2021. While some countries such as Greece and the USA conducted online peer learning, some like England and Portugal continued the practicum inside the online education. On the other hand, Australia implemented Virtual Reality technology in which there were avatar students and simulation experts while some countries including Canada and Malaysia did not apply the practicum requirements (p. 81). The lack of infrastructure for distance education, pre-service teachers' limited digital literacy and professional skills, practical concerns of practicum processes, and the mutual responsibilities of each stakeholder were the main issues revealed during the COVID-19 practicum processes (p. 82). Çakmak and Çelik (2022) conducted another recent review which was based on thematic-analyzed literature but their search string was only restricted to "mentor" and "mentoring" (p.12). Similar to the first review, their document analysis found that the practicum has a multidimensional nature in which active communication among pre-service teachers, university teachers, and teacher mentors, effective feedback enabled by university teachers and mentor teachers can directly influence the success of practicum and teacher development. Similar to the previous reviews, technological practices namely e-mentoring, microteaching practices, and discussion forms were stressed by the authors (2022, p.19).

When it comes to the ELT practicum, one recent review study conducted by Miftah et al. (2022) was a bibliometric study that specifically dealt with the issue of practicum in the field of ELT. With a broader timeline encompassing the studies conducted in the last 26 years (i.e., years between 1989 and 2014), the authors tried to reveal the research trends in the issue of ELT practicum. However, their main scope was reflective practice and the main priority was to uncover the trend of ELT practicum by giving the frequency numbers in terms of keywords, most-cited journals and authors, and data collection tools. Therefore, the review did not include major findings and implications revealed by the selected studies (p.206). Besides, the search was only conducted on the Scopus database (p.211). According to the results, "reflective practice", "professional development" and "reflection" were the most common keywords while e-portfolios, journals, and videos were the most used tools for understanding

the pre-service English teachers' reflections. Another recent review was designed as a meta-analysis by Başaran Uysal and Savaş (2022), however, it was only related to the ELT practicum in Türkiye and challenges experienced during the practicum in this context. Involving 40 studies conducted between 2004 and 2019, the review concluded that the lack of feedback enabled by teacher educators and mentor teachers, mentor teachers' negative attitudes towards pre-service ones, lack of effective classroom management and English, the gap between theory and practice, and lack of contact and collaboration among the stakeholders were the main problematic issues (p.1700). The clear need for collaboration and close contact between school and faculty, the revision of ELT teacher education programs, more awareness of responsibilities for each stakeholder, more effective and constructive feedback, and the durational and practical improvements of practicum were also stressed to be considered by the study. The most recent review including 48 research studies investigating the ELT practicum was revealed by Cabaroğlu and Öz (2023). Regarding the research conducted between 2010 and 2020, their aim was to construct a general perspective to understand the issue. Although it seems similar to the present study in terms of scope aim, some attributes, namely search string, criteria for inclusion and exclusion for data selection, the selected databases for the search, the focused participant group, and the selected dates for capturing the recentness are different. A one-keyword search string (i.e., "ELT practicum") on three databases, after inclusion and exclusion procedures, reached 48 studies, most of which were qualitative (p.7). According to the review based on the previous research, from pre-service teachers' beliefs and teaching performance to mentoring and technology integration, the issue of ELT practicum has an extensive nature and scope, which requires further research, especially on reflection, the role of mentoring, and English teachers' improvement of digital skills as today's requirement (p. 14). More quantitative studies for having generalizable findings, more focus on social, economic, and cultural factors having the influential potential for the practicum process, further research that deals with the issue from all stakeholders' perspectives including mentor teachers, teacher educators from universities, and even school students who experience the practicum were also the highlighted issues as implications in Cabaroğlu and Öz's review (2023, p.15).

Overall, previous research from both the general perspective and the specific one regarding the field of ELT has revealed several common implications for the present study and further investigations as follows:

- Effective teaching practicum enables pre-service teachers to learn how to link theory with practice, to experience social, emotional, and real aspects of teaching and education, and to reflect their own identity, all of which make it essential for teacher education in terms of personal, academic, and professional development (e.g., Kalsoom, 2019; Çakmak & Gündüz, 2019; Cabaroğlu & Öz, 2023).
- Teaching practicum has a multidimensional and complex nature, which requires further and in-depth investigations (e.g., Cabaroğlu & Öz, 2023; Çakmak and Gündüz, 2019).
- Effective feedback and mentoring have distinctive impacts on the process of practicum; therefore, they deserve further research (e.g., Alkan, 2017; Başaran Uysal and Savaş, 2022).

- Reflection is another major aspect of practicum that needs to be considered by all stakeholders to obtain and sustain effective pedagogical and personal development (e.g., Çakmak & Gündüz, 2019; Miftah et al., 2022).
- Technology integration will both help pre-service teachers and other stakeholders to improve their digital literacy and pave the way for their incorporation into today's digital world (e.g., Cabaroğlu & Öz, 2023; García-Lázaro et al., 2022).

In light of the common points, one might agree that teaching practicum always necessitates being searched in order to keep up with the latest improvements, comprehend the secret or multifaceted aspects of this process, and make teacher education, in particular the ELT practicum more efficient for the whole stakeholders. With this in mind, this study aimed to recapture what has recently been done in the field of ELT practicum. Different from the previous review studies, it specifically focused on the research conducted in the last five years (i.e., between 2019 and 2023). Further, with a broader search string including ten-word combinations and an implication part obtained from the studies, it tried to reveal the most relevant research and contribute a novice and current investigation to the literature. In this regard, this study tried to answer the following two research questions:

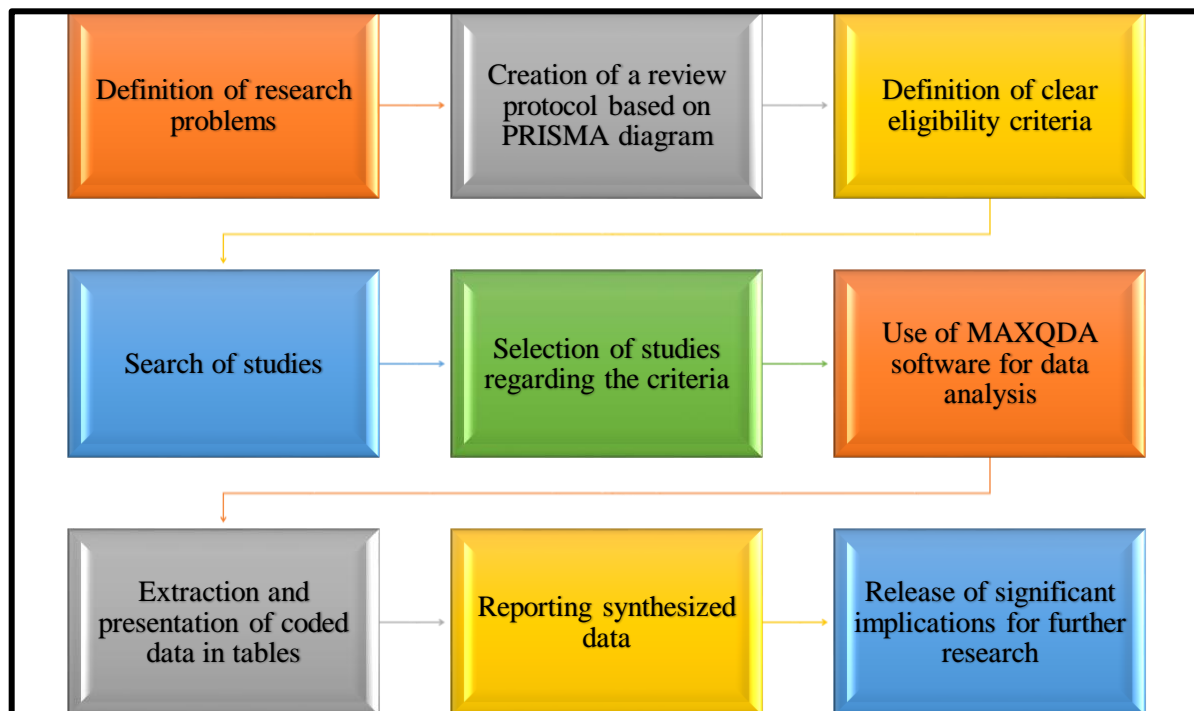
- a) What are the methodological attributes (i.e., research design, context and population, sample, and data collection tools) of the research articles focused on the ELT practicum and published in the last five years?
- b) What are the major findings and general implications revealed by those selected studies?

## **Method**

### ***Research Design***

The current study has a systematic design that “locates existing studies, selects and evaluates contributions, analyses and synthesizes data, and reports the evidence in such a way that allows reasonably clear conclusions to be reached about what is and is not known” (Denyer & Tranfield, 2009, p.671). The rationale behind the design is based on being a “replicable, scientific, and transparent” process, which promotes to uncover topic-based aspects clearly and methodically (Bryman, 2012, p.102).

This systematic process broadly comprises five main steps: constructing research problems, finding relevant data, selecting data with regard to some predetermined criteria for practicality and specificity, analyzing and synthesizing data, and finally reporting the findings (Denyer & Trainfield, 2009). In order not to violate any steps of principles of the design to obtain transparency and minimized bias, the study adhered to the following procedure revealed in Figure 1 as follows:



**Figure 1:** *The Steps of the Systematic Procedure*

As seen in Figure 1, considering the research problems and previous research, the author defined some criteria for the inclusion and exclusion of the search studies. Based on the criteria, the study selection process was conducted and the selected studies were uploaded to MAXQDA software for the data analysis that was explained in the later parts.

#### ***Eligibility Criteria for Data Selection***

Since the study aimed to investigate the recent research studies focusing on the ELT practicum, the eligibility was shaped concerning this attempt and the following inclusive and exclusive criteria arose.

##### ***a) Inclusive Criteria***

- Research articles focusing on the ELT practicum
- Studies found by the search on three databases (i.e., Web of Science (WOS), Scopus, and Education Resource Information Center (ERIC))
- Studies published in the last five years (i.e., years between 2019 and 2023)
- Studies having open access
- Studies whose language is English

To make the research more specific, the review only focused on articles related to ELT practicum. Besides, to reveal the most recent research, it only selected studies published in the last five years, which makes it distinctive from the previous three studies. Another important criterion is related to quality; three highly prestigious databases were searched to

find the highest quality research studies. The other two studies were having open access regarding the ethical considerations and study language to find only English-related studies.

### ***b) Exclusive Criteria***

- Other publications types, namely unpublished research (i.e., master and doctoral thesis), conference papers, book covers and chapters, and conference papers
- Research studies with limited or unfree access
- Studies published before 2019
- Studies with any language except English
- Studies having no relevancy after the abstract analysis

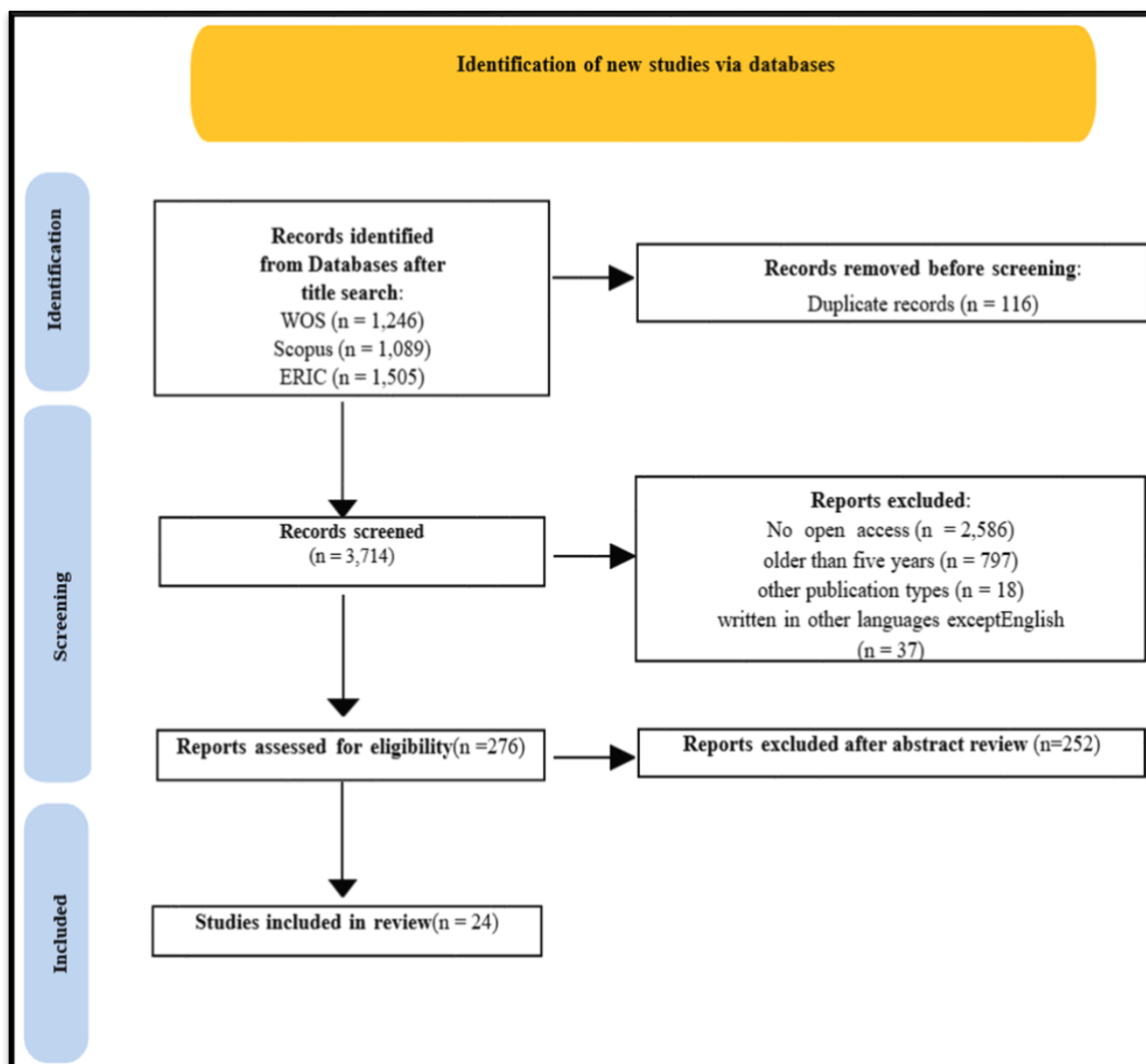
On the other hand, other publication types except articles were excluded in order to obtain published research studies that would reveal specific practices, methodologies, and tools for data collection and analysis. Besides, previous studies conducted before the last five years were also eliminated to increase the study currency. Studies with limited or no open access, and the ones with other languages except English were also excluded. As the final exclusion step, the author focused on the abstract parts of each study to obtain the most related ones.

Another distinctive aspect of this study was the search string. The string designed for the data selection after reviewing the related literature included ten word combinations covering “English teaching practicum” OR “English teaching internship” OR “English language teaching practicum” OR “English teacher education programs” OR “English mentoring” OR “English mentoring practices” OR “Pre-service English teacher education” OR “English teacher training” OR “English teacher education” OR “English teaching practice”.

### ***Data Collection***

The author collected data through the limited literature search based on the three databases (i.e., WOS, ERIC, and Scopus) in May 2023. He considered the search string and the mentioned eligibility criteria while selecting the data. More significantly, his process of data collection strictly followed the PRISMA diagram to sustain systematicity and obtained the following flow (Haddaway et al., 2020) demonstrated in Figure 2 on the next page. By doing so, the author aimed to minimize the risk of bias and maximize eligibility (Harris et al., 2019).





**Figure 2:** The flow diagram of the databases search adapted from PRISMA diagrams

As the first search step, the title-based search string was entered into the databases and a total of 3840 studies was found, which was a huge digit to study practically. However, after considering the before-mentioned criteria for inclusion and exclusion, the review obtained 276 studies. To find the most relevant research studies, as the last step, the author read the abstract parts of each study and excluded the unrelated ones. All in all, the review included 24 selected studies as can be seen in the flow diagram.

### **Data Analysis**

Content analysis was used as the main technique for analyzing the selected data. This technique is seen as a “systematic and replicable” format for analyzing documents or texts to make inferences (Bryman, 2012, p.209). With this in mind, and to make the content analysis more practical, the author used the MAXQDA software through which codes were defined, deep screen reading was realized, and the findings were easily revealed. Since the study had a descriptive purpose in its nature, the author defined the codes regarding the basic aspects of a research study. Hence, the codes were “author name”, “research design”, “context and population”, “sample”, “data collection instruments”, “key findings”, and “implications”.

While defining the codes, the previous review studies and the research questions were also considered. After the codes were also defined in the software program, the author uploaded the pdf versions of the selected articles, and then, he deeply read each article and selected the keywords or phrases related to each code via the program. At the end of the process, the data presented for each code by the program were demonstrated on data extraction tables.

To enhance reliability and validity, three major points were considered (. First, each step of the data collection and analysis processes was tried to be described in detail by considering a systematic procedure and PRISMA guidelines, as demonstrated before (See Figures 1 and 2). Second, data extraction from the selected studies was revealed in table formats so that readers and other researchers could see the data and make their own implications (See Tables 4 and 5 in the appendix part) Last but not least, the previous review studies were deeply investigated and tried to be linked with the findings of the present study to provide some insights for further research.

### **Findings**

At the end of the systematic investigation, 24 research studies were found. The tables presented in the appendix part summarize the data extraction designed in terms of the mentioned codes. Specifically, this part was divided into two subparts to promote comprehension; the first subpart focused on the methodological aspects of the selected studies (i.e., design, context and population, sample, and data collection tools) while the second tried to reveal information about the major findings and implications, which would be better to comprehend and more appropriate for the scope of the research questions.

#### ***Methodological Aspects***

The first part of the findings was based on methodological aspects including research design, context and population, sample, and data collection tools. The results are demonstrated in Table 1 as follows:

**Table 1:** Content analysis of the methodological aspects of the selected studies

Theme	Code	Frequency
Research Design	Qualitative	18
	Quantitative	3
	Mixed-method	3
Context	Türkiye	7
	Indonesia	4
	Colombia	3
	Malaysia	2
	China	1
	England	1
	Mongolia	1
	Nicaragua	1
	Philippines	1
	Saudi Arabia	1
	South Korea	1
	Yemen	1
	Sample	Pre-service English teachers
In-service English teachers		2
Faculty members		1
Data Collection Instruments	Interviews	19
	Reflective diaries and journals	8
	Questionnaires	7
	Observations	4
	Lesson plans and teaching materials	2
	Reaction papers	1
	Self-evaluation form	1
	Video-recordings	1
	Course evaluation papers	1
	Research journal	1

The majority of the selected studies had a qualitative design, mostly case studies, and most of them were conducted in EFL countries such as Türkiye, Indonesia, and Türkiye. As expected, pre-service teachers comprised samples in all studies, as teaching practicum primarily aims to help them gain experiences by being integrated into school contexts and increase their awareness of the attributes of actual teaching. Besides them, in-service teachers mostly taking the role of school teachers, and faculty members taking the role of teacher educators are the natural members of this process, and therefore, few studies specifically investigated the issue by involving them in the inquiry. Since most of the studies were qualitative trying to obtain in-depth analyses, as a result, most of the data collection tools were interviews, reflective papers, open-ended questions, and observations. In addition to quantitative tools including surveys and questionnaires, some studies also used different tools such as evaluation forms, course materials, video recordings of classroom conversations, and research journals to collect data.

### ***Analytical Aspects***

In line with the second research question, the second findings part revealed information about the analytical aspects of the studies, namely, their significant findings and implications. To do this, the selected studies were critically read several times and coded through MAXQDA software, and the coded data with their frequencies were revealed in Table 2 as follows:

**Table 2:** Content analysis of the analytical aspects of the selected studies

Theme	Category	Code	Frequency
Professional development	Positive aspects	Theoretical and practical background	19
		Classroom management	9
		Real-life experiences	8
		Positive feedback	8
		Effective mentoring	7
		Technology integration	7
		Collaboration	7
		Student outcomes	5
	Negative aspects	Lack of modeling and mentoring	9
		Theory and practice incompatibility	8
		Lack of practical knowledge	7
		Lack of effective feedback	5
		Organizational problems	4
		Short length of practicum	3
		Digital literacy	2
		Lack of collaboration between school and university	2
		Personal development	Positive aspects
Reflectivity	10		
Communication and interaction	6		
Self-confidence and efficacy	6		
Negative aspects	Lack of reflection		5
	Lack of contact		3
	Adaptation		2
	Anxiety and stress		2
	Mentor unwillingness		1
	Intensive criticism		1

The data were presented under the title of two major themes, i.e., personal and professional development and two major aspects, i.e., positive and negative aspects that arouse during the practicum. According to recent studies, the ELT practicum enabled the participants, generally pre-service English teachers to improve both their professional and personal improvement. To illustrate, most of the studies agreed that the practicum process positively impacted the participant teachers' theoretical and practical awareness including methodology for teaching in real classroom contexts (Orsdemir & Yildirim, 2020), epistemological background of teaching (Aguirre-Garzon & Ubaque-Casallas, 2022), learning classroom pedagogy (Karsli & Yağız, 2022), having practicality for educational workplaces (Khojah & Asif, 2020), and learning to use theoretical knowledge for practice (Koşar & Bedir, 2019; Marav, 2022). Likewise, classroom management was the second highest positive aspect obtained through effective ELT practicum (e.g., Karsli & Yağız, 2022; Gezegin-Bal et al., 2019); further, online practicum experiences during the COVID-19 pandemic also witnessed its positive impact (e.g., Choi & Park, 2022). Since it offers real-life teaching practices, the pre-service English teachers could encounter how the language is taught and learned actually (e.g., Davilla, 2020; Marav, 2022). They also learned how to integrate technological tools (Drajati et al, 2021; Setyono, 2020), especially social networking tools such as WhatsApp, Facebook (Pazilah et al., 2021), and game-based tools like Quizlet (Pazilah et al., 2021), Kahoot and Google Maps (Aguilar-Cruz & Medina, 2021) into language education and work collaboratively during the practicum (e.g., Aguilar-Cruz & Medina, 2021; Davilla, 2020; Khojah & Asif, 2020). The effective practicum also positively influenced English language students' academic outcomes such as higher motivation and success of low proficiency level students (Pazilah et al., 2021, Sunggingwati et al., 2023), active participation (Aguilar-Cruz & Medina, 2021), learner autonomy (Setyono,

2020), and self-evaluation (Drajati et al., 2021). Furthermore, effective mentoring (e.g., Orsdemir & Yıldırım, 2020; Maglente et al., 2023) and giving positive feedback (e.g., Albakri et al., 2021; Marav, 2022; Sunggingwati et al., 2023) appeared among the most influential aspects of ELT practicum.

Besides the positive professional experiences, the studies demonstrated that the participants experienced several challenges extending from the lack of modeling and mentoring to insufficient collaboration between the stakeholders in the process. For instance, Pazilah et al. (2021) found that the pre-service TESOL teachers had some difficulties while being required to take decisive actions according to the dynamic nature of the classroom context. Similarly, Orsdemir & Yıldırım (2020) stressed that mentoring given by the school or faculty member includes great benefits for the pre-service teacher education only if it is conducted in a supportive, supervisor, and scaffolding format including effective feedback. Marav's study (2020) focusing on Mongolian pre-service ELT practicum also indicated that the in-service teacher's lack of proficiency and practical knowledge, his or her insufficient mentoring, organizational problems including unnecessary bureaucratic procedures, and the gap between theoretical background given at universities and the actual practice occurred in ELT classrooms, and the contextual problems like student crowdedness were the main concerns the pre-service teachers had to overcome. In addition, Liu & Chen's study (2022) focused on the pre-service teachers' lack of practical knowledge; their study concluded that the pre-service ELT teachers had inadequate genre-based writing knowledge; therefore, they had difficulties in teaching writing to the students during the online teaching practicum. Besides, Koşar and Bedir (2019) found that the limited practice enabled the mentees, the inefficient education given by the ELT program, and the lack of effective feedback were seen as problematic concerns by the pre-service Turkish EFL teachers. The duration of practicum (Karsli & Yağız, 2022), the lack of collaboration (Gezegin-Bal et al., 2019), the lack of digital literacy for technology integration (Drajati et al., 2021), the insufficient practicum school support (Choi & Park, 2022); and lack of effective modeling presented by the mentors (Albakri et al., 2021) were the other major challenges the pre-service teachers faced during the practicum.

Teaching practicum also influenced the participant teachers' personal development in a two-sided nature. That is, on the one hand, some studies showed the positive impacts of the practicum including reflection (Aguilar-Cruz & Medina, 2021, Davilla, 2020), self-evaluation and efficacy (Gezegin-Bal et al., 2019, Maglente et al. 2023), having positive beliefs and attitudes towards ELT and practicum (Nuraeni & Heryatun, 2021), and improving social and interactive capabilities (Atar, 2020, Karacan & Kesen-Mutlu, 2023), on the other hand, in some studies, the inefficiency of the practicum caused some psychological problems in the pre-service English teachers' emotional world. Physical and psychological adaptation (Pazilah et al., 2021), the lack of social contact and giving insufficient value (Koşar & Bedir, 2019), anxiety and stress (Aguilar-Cruz & Medina, 2021), mentor willingness (Karsli & Yağız, 2022), intensive criticism by the mentor (Pinnick, 2020) and lack of self-reflection (Maglente et al. 2023) can be given as samples to the negative aspects of the pre-service teacher personal development. The last subpart of the findings was related to implications revealed by the selected studies. The implications were divided into three categories in order to present them with regard to the related major stakeholder groups of the practicum. Table 3 demonstrates the coded implicational data as follows. Some codes and their frequencies were commonly used for the different categories as the same coded data were valid for these categories.

**Table 3:** Implications revealed by the selected studies

Theme	Category	Code	Frequency
Implications	For faculties	Mentoring	9
		Collaboration	6
		Technology integration	5
		Current methodology	5
		Reflection	5
		Revision of teacher education	2
	For practicum schools	Mentoring	9
		Collaboration	6
		Technology integration	5
	For school mentor teachers	Mentoring	9
		Collaboration	6
		Reflection	5
	For researchers	Mentoring	9
		ELT Practicum	6

The foremost implication was related to mentoring and its impacts on the practicum. For most of the studies, mentoring is an inevitable part of the practicum, therefore, it should be a major consideration for further ELT practicum processes and researchers aiming to investigate those processes (Aguirre-Garzon & Ubaque-Casallas, 2022; Albakri et al., 2021; Karsli & Yağız, 2022; Khojah & Asif, 2020; Maglente et al., 2023; Marav, 2022; Orsdemir & Yıldırım, 2020; Pinnick, 2020). More strikingly, Valle et al. (2022) recommend reserve mentoring during which pre-service teachers take the role of mentor and provide theoretical and practical novelties for the in-service ones as mentees. Another significant implication was the need for collaboration for an efficient practicum in ELT. Several studies had a consensus that there should be an active and effective collaboration between faculties and practicum schools to promote pre-service ELT practicum and sustain teacher professional and personal development (Choi & Park, 2020; Gezeğin-Bal et al., 2019; Koşar & Bedir, 2019; Maglente et al., 2023; Orsdemir & Yıldırım, 2020; Pinnick, 2020). In this regard, they indicated that schools and mentor teachers should support the collaborative nature between the faculty and school to involve all stakeholders in the process and enhance mutual professional and personal teacher development.

The close follow-up and integration of the current approaches and methodologies into teaching practicum and specifically language education were also implied by the studies. To illustrate; gamification (Aguilar-Cruz & Medina, 2021), the integrated-skill approach (Davilla, 2020), service learning (Pazilah et al., 2021), blended learning (Sunggingwati et al., 2023), and e-learning (Türegün-Çoban & Kuyumcu-Vardar, 2021) should be regarded while trying to teach English. As such, the ELT faculties and school contexts should incorporate technology integration into their general curricular and specific practical priorities, which is seen as beneficial for the efficiency of the ELT process and teacher professional development in terms of digital literacy and TPACK (Technological pedagogical content knowledge (TPACK) (Aguilar-Cruz & Medina, 2021; Dražati et al., 2021; Pazilah et al., 2021; Sunggingwati et al., 2023; Türegün-Çoban & Kuyumcu-Vardar, 2021). Besides, some studies specifically emphasize the significance of reflection for both ELT teacher and student education and its integration into teaching practicum (Atar, 2020; Liu & Chen, 2022; Marav, 2022; Nuraeni & Heryatun, 2021; Setyono, 2020). To illustrate, more engagement with problem-solving activities and group projects and more mentoring at the university level (Marav, 2022, p.9), more community-based practices with the help of the joint work conducted by universities and schools (Liu & Chen, 2022, p.12), and more critical self-reflection activities including pre-service teacher

narration about practicum experiences (Setyono, 2020, p.1155) can strengthen the reflective notion of the practicum and make it more effective. All in all, the implications mostly implied that ELT teacher education should be revised (Al-Jaro & Asmawi, 2019; Liu & Chen, 2022) and its teacher practicum stage should take more attendance by further research that will cover longitudinal studies (Atar,2020), studying in informal practicum contexts (Karacan & Kesemutlu, 2023), conducting more in-depth analyses (Karsli & Yağız, 2022), and including more practice-based real implementations (Koşar &Bedir, 2019; Marav, 2022).

### **Discussion and Conclusion**

This systematic review aimed to reveal the current research on teaching practicum in the field of ELT with the aim of not just showing its global importance for pre-service teacher professional and personal development but also providing a basis for further research expecting to widen both engagement and comprehension within this area of investigation. Besides taking a descriptive picture of teaching practicum from a general perspective, the study specifically concerned the area of ELT. Hence, this part tries to discuss the results by comparing both general review studies focusing on the practicum and specific review ones that are directly associated with ELT to deeply understand the issue.

From searching and collecting to analyzing and presenting data, the review followed the principles of eligibility, clarity, and comprehensibility. With this in mind, regarding the PRISMA guidelines and criteria for inclusion and exclusion, 24 research studies constructed the sample of this study. After analyzing them through content analysis, the findings were presented in two sections, namely methodological and analytical findings.

The methodological part concluded that the tendency of qualitative-based research mostly in the form of case studies and including qualitative data collection tools like interviews and reflective journals is on the stage. This is in line with both general (García-Lázaro et al., 2022; Larson et al., 2015) and specific review studies (Cabaroğlu & Öz, 2022). On the other hand, Alkan's (2017) Turkish-context-based review found a similar number of quantitative and qualitative studies and stressed the need for mixed-method-designed further research while Cabaroğlu and Öz (2022), in their ELT-focused review, stressed the importance of further quantitative research to reach generalizable findings. Nevertheless, the common tendency is the need for further research investigating the practicum from different points. The other methodological result was about the sample; most of the studies investigated the issue of pre-service teachers as one of the main stakeholders of the practicum, as occurred in the previous research (Alkan, 2017; Miftah et al., 2022). However, the other stakeholders including school mentor teachers, teacher educators from universities (Çakmak & Çelik, 2022) and even students at practicum schools (Alkan, 2017) and administrative staff (Çakmak & Gündüz, 2019) are also the social agents of this process. Further, each stakeholder has responsibilities for co-building this social process and progress; therefore, as also revealed in this study, further research should try to see the issue of practicum regarding all perspectives (Başaran Uysal & Savaş, 2021). When it comes to context as the last aspect of this part, this study found that EFL contexts such as Türkiye and Indonesia were the places most of the research was conducted. This is also compatible with the previous research. To illustrate, both Alkan's (2017) general-oriented and Başaran Uysal and Savaş's (2021) ELT-focused practicum reviews were focused on the Turkish context. Moreover, Miftah et al's (2022) bibliometric study revealed that this context is among the popular contexts in terms of practicum research. According to Balbay and Doğan (2021), with a long language-teaching history, the country is sustaining its ongoing development in terms of language teacher and student education as a

significant EFL destination. In this regard, the context-related findings can be seen as expected.

On the other hand, the second part was related to the analytical aspects including key findings and implications. The results of the selected studies also show consistency with the previous research. First, it is clear that teaching practicum, whether in the field of ELT or other teaching disciplines, has a multidimensional and social process including a wide range of factors such as communication, collaboration, mentoring, feedback, and the use of technology (Çakmak & Çelik, 2022; Çakmak & Gündüz, 2019). Second, it is of paramount importance for pre-service teachers' development as it constructs a basis for theoretical and practical awareness. It also paves the way for their personal, social, and pedagogical development since it opens the door to real teaching practices and functions as a bridge for the journey starting from being a student and ending with being a professional teacher (Çakmak & Gündüz, 2019). In addition, as this review concludes, effective mentoring, constructive feedback, collaboration, and reflection are the milestones of this journey. From the general perspective, previous studies have also stressed that school teachers and teacher educators' mentoring roles will promote and sustain pre-service teachers' development since mentoring covers more than monitoring, supervision, and assessment (Kalsoom, 2019; Çakmak & Çelik, 2022). Effective mentoring also covers observation, collaboration, support, and joint work. It has an impactful role in ELT pre-service teachers' beliefs and attitudes and their performances (Cabaroğlu & Öz, 2022, p.14). Therefore, both school teachers and teacher educators should consider effective mentoring in which pre-service teachers are offered opportunities to see their strengths and weaknesses, valuable insights are presented for their further practices to increase their teaching quality, and effective feedback becomes a prerequisite for triggering reflection and socialization (Kalsoom, 2019, p.24; Çakmak & Çelik, 2022, p.9). As a major part of mentoring, effective feedback is another aspect of effective practicum, as revealed by both the present and further research. Being consistent with purposes and practical concerns, clear, timely, and action-oriented, effective feedback will improve the quality of the practicum and build a link between theory and practice (Alkan, 2017). The reflective notion of practicum has also been stressed in the present and previous research. During the reflective practicum, pre-service teachers realize pedagogical and professional practices that will help them to cognitively design and practically shape their own teacher identity (Çakmak & Gündüz, 2019, p.15). That is, they learn how to effectively teach by regarding their strengths and weaknesses and making informed decisions about their own progress. Miftah et al. (2022)'s review also sheds light on that reflection has gained more interest recently, especially in the issue of ELT practicum. From reflective practice e-portfolios and journal writing to peer mentoring and online community platforms, their review presents a wide range of methods to be implemented for reflective practice during the ELT practicum process (p.218), which signs the rising impact of technology in practicum.

The last two points revealed by the study were the pre-service English teachers' challenging experiences during the practicum and the rising impact of technology. Besides the positive professional (e.g., classroom management, having real experiences, student outcomes) and personal gains (e.g., positive beliefs and attitudes, and self-confidence), the practicum may be very challenging for the pre-service teachers, especially when it lacks the before-mentioned milestones (Başaran Uysal & Savaş, 2021; Cabaroğlu & Öz, 2022). It can cause professional and personal negative impacts on this process. Last but not least, technology integration encompassing, ICT, TPACK, digital literacy, and distance education is among the recent themes in the field of practicum, as stressed by Çakmak and Gündüz (2019, p.16). The increasing usage



of social media tools, applications, and technological devices during the practicum revealed in the present and previous research also supports this view. Tekel et al.'s (2022) review focusing on online practicum studies conducted during the COVID-19 pandemic and García-Lázaro et al. (2022)'s review dealing with the technological side of practicum highlight the significance of technology integration into practicum. The use of technology for reflective practices (Miftah et al., 2022, p.221), the place of e-mentoring (Çakmak & Çelik, 2022, p.15), email supervisions (Çakmak & Gündüz, p.17), pre-service teachers' TPACK development (García-Lázaro et al., 2022, p.13), adaptation of foreign language teacher education programs into digitalization (Cabaroğlu & Öz, 2022, p.14) are among the recommended topics for further research in this regard.

Overall, given the previous research and the implications revealed by the selected studies, this review presents a current overview of practicum which encompasses both a general practicum perspective and a specific focus on ELT practicum. Comparatively considering the previous and present findings, the study concludes that the practicum has a multidimensional and complex nature that requires further research to enhance the comprehension and detailed investigation of the practicum, especially in the field of ELT. Therefore, the first implication is that further research will provide great contributions to its efficiency as it is a main step for real teaching journeys in real contexts. Further, the need for revision of ELT teacher education programs, the desire for effective mentoring and collaboration expected from other stakeholders, more pre-service teacher readiness, e-mentoring, and the diverse impacts of technology on practicum are good candidates for further research topics in the field of ELT. Second, faculties and ELT teacher education programs should prioritize collaboration and close contact with school contexts and their stakeholders, incorporate mentoring and technology more into their curriculum and practicum process, and fertilize real-teaching practices to promote their student-teachers' theoretical and practical readiness for real-life English teaching. Last, besides effective mentoring, constructive feedback, collaboration, and reflection as the milestones, its technological dimension should also be taken into account by all stakeholders for incorporation into today's educational world.

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**Author Contributions**

*All authors have contributed equally to this article or are single authors.*

**Conflict of Interest**

*The author(s) have declared no conflict of interest in this study.*

**Funding**

*The author/authors did not receive any funding for this article from any institution.*

## APPENDIX (Data Extraction of the Selected Studies)

**Table 4:** Data extraction for the methodological aspects of the studies

Author	Research Design	Context and Population	Sample	Data Collection Instruments
Aguilar-Cruz & Medina, 2021	Qualitative	Colombian English teacher education programs, pre-service English teachers	Seven pre-service English teachers taking the online practicum courses and experiencing English teaching in high schools during the pandemic	Interviews and artifacts
Aguirre-Garzon & Ubaque-Casallas, 2022	Qualitative (narrative inquiry)	A Colombian language teacher education context, student-teachers	Two male mentors	Life story interview
Albakri et al., 2021	Quantitative	A TESL (Teaching English as a second language) context in Malaysia, pre-service teachers attending the TESL programs	56 pre-service TESL teachers experiencing the practicum in selected schools	A questionnaire survey
Al-Jaro & Asmawi, 2019	Quantitative (survey)	ELT departments in Yemen, ELT senior student-teachers	48 student-teachers studying in a Yemeni state university and completing the ELT practicum at schools	A survey questionnaire
Atar, 2020	Qualitative (case study)	ELT departments in Turkish universities, Turkish ELT pre-service teachers	Two pre-service English teachers studying at the ELT department in a Turkish state university and experiencing the practicum	Video recorded-classroom conversations and reflective feedback interviews
Choi & Park, 2022	Qualitative	Pre-service teacher education in the South Korean context, pre-service English teachers	14 pre-service English teachers attending the practicum and experiencing online teaching during the COVID-19 pandemic	Interviews, reflective journals, and classroom observations
Davilla, 2020	Qualitative (phenomenology)	Pre-service EFL teacher education contexts in Nicaragua	10 EFL teacher educators and 10 pre-service EFL teachers attending an EFL education program in a state university	One-shot structured interviews, classroom observations, and reflective diaries

Drajati et al., 2021	Qualitative (case study)	ELT department in the Indonesian context, pre-service English teachers	20 English pre-service teachers taking the TPACK (i.e., technical and pedagogical content knowledge)-integrated practicum course in a state university	Lesson plans, reflective journals, and interviews
Gezeğin-Bal et al., 2019	Qualitative (case study)	Turkish ELT departments and practicum schools, ELT pre-service teachers	Two pre-service ELT teachers experiencing the practicum in the two selected mentoring schools and two mentoring teachers in those schools	One-to-one and semi-structured interviews
Karacan & Kesen-Mutlu, 2023	Qualitative (case study)	A voluntary teacher education context combining teaching and fun, Turkish pre-service ELT teachers	23 Turkish pre-service teachers studying ELT in a foundation university and taking practicum	One-on-one and focus-group semi-structured interviews, and reaction papers
Karsli & Yağız, 2022	Explanatory mixed-methods	ELT departments in Türkiye	65 pre-service English teachers studying in a state university	Questionnaire and semi-structured interview
Khojah & Asif, 2020	Mixed-method	Saudi Arabian ELF context, faculty members being involved in a mentoring program	51 novice teachers, 28 in-service teachers, and 26 mentors studying a formal mentoring program for EFL teacher education	A survey and focus group interviews
Koşar & Bedir, 2019	Qualitative (case study)	English teacher education programs in Türkiye, Turkish ELT pre-service teachers	Eight senior Turkish pre-service ELT teachers experiencing the practicum in high school	Diaries, self-evaluation forms, and focus-group interviews
Liu & Chen, 2022	Qualitative	Chinese context for EFL secondary school education, Chinese EFL teachers and student-teachers	Eight Chinese EFL student-teachers from two universities	Semi-structured interviews and teaching materials
Marav, 2022	Qualitative (narrative)	English teacher education programs in Mongolia, Mongolian pre-service English teachers	11 Mongolian pre-service English teachers experiencing the practicum	Reflective papers as narratives
Maglente et al., 2023	Quantitative	ELT departments including mentorship	150 pre-service English teachers	A questionnaire



Nuraeni & Heryatun, 2021	Qualitative (case study)	practices in the Philippines Pre-service English teacher education programs in Indonesia and their students	Six pre-service English teachers experiencing practicum in three different schools in West Java	Reflective journal
Orsdemir & Yildirim, 2020	Qualitative	ELT departments and their students in Türkiye	Three-student teachers attending the teaching practicum	Reflective journals and interviews
Pazilah et al., 2021	Qualitative	Teaching English as a second language (TESL) pre-service teacher education in Malaysia, TESL pre-service teachers	56 pre-service teachers attending the TESL program and experiencing the service learning of English writing in schools of underprivileged students.	An open-ended questionnaire, classroom observations, and interviews
Pinnick, 2020	Qualitative (case study)	University-based initial teacher education (ITE) programs in South England	Four trainee pre-service teachers attending an ITE course including the practicum at schools	Semi-structured interviews, course evaluations, and a research journal
Setyono, 2020	Qualitative (narrative case)	English teacher education programs in Indonesia, Indonesian ELT pre-service teachers	Two pre-service ELT teachers taking the teaching practicum course	Teaching videos, reflective papers, and in-depth interviews
Sunggingwati et al., 2023	Qualitative (case study)	Initial Teacher Education Program (ITE) in Indonesia, Indonesian pre-service ELT teachers	Seven pre-service EFL teachers attending the ITE program and experiencing online teaching practicum	An open-ended questionnaire was delivered through WhatsApp and phone interviews
Türegün-Çoban & Kuyumcu-Vardar, 2021	Mixed-method	ELT department in a Turkish university context and pre-service ELT student teachers	40 senior student teachers studying ELT in a Turkish state university	A distance education scale, Focus group, and individual semi-structured interviews
Valle et al., 2022	Qualitative	Pre-service English teachers and in-service English teachers working at the elementary level in Colombia	Five elementary school in-service English teachers and five pre-service English teachers experiencing the practicum as a part of the ELT program at Universidad de Córdoba	A questionnaire, interview, and observations for the pre-reverse mentoring, in-service teacher journals and feedback sessions for the while mentoring, and interviews and observations for the after mentoring

**Table 5:** Data extraction for the analytical aspects of the studies

Author	Key Findings	Implications
Aguilar-Cruz & Medina, 2021	<ul style="list-style-type: none"> <li>- Online teaching practicum caused anxiety and stress.</li> <li>- Besides, using technological devices to sustain online education was another big concern for pre-service teachers.</li> <li>- Incorporation of gamification helped them to obtain student motivation and participation.</li> <li>- The online teaching practicum opened the door for reflectivity and collaboration.</li> </ul>	<ul style="list-style-type: none"> <li>- Technology should be one of the main focal points of teacher education.</li> <li>- Gamification is a good tool for a relaxing teaching and learning context for English.</li> </ul>
Aguirre-Garzon & Ubaque-Casallas, 2022	<ul style="list-style-type: none"> <li>- Practicum-based mentoring process is influential in student language teachers' epistemological, practical, philosophical, and pedagogical background.</li> </ul>	<ul style="list-style-type: none"> <li>- Specific attributes of the mentoring process need investigation in different contexts.</li> </ul>
Albakri et al., 2021	<ul style="list-style-type: none"> <li>- The practicum process was regarded as satisfactory by the pre-service teachers.</li> <li>- However, the lack of model lessons conducted by mentor school teachers, inadequate information sharing related to the educational system, and lack of ongoing contact between mentor and mentee were revealed as points requiring improvement.</li> <li>- Mentoring was found beneficial for the practicum.</li> </ul>	<ul style="list-style-type: none"> <li>- Mentoring process needs to take more attendance and further investigation to better benefit from its power in pre-service English teacher education.</li> </ul>
Al-Jaro & Asmawi, 2019	<ul style="list-style-type: none"> <li>- Teacher education was seen as inadequate for training student-teachers for the pedagogy and actual teaching life during the practicum.</li> <li>- The mentoring process was not as effective as what they expected, especially reflective practice.</li> <li>- For the participants, the practicum lacked supportive criticism and feedback. Besides, the gap between theory and practice, pedagogical concerns including organization and planning, short time length for the practicum, and poor preparation were the other challenging points during the practicum process.</li> </ul>	<ul style="list-style-type: none"> <li>- Course structure, duration, and supervision should be among the priorities while evaluating the nature and scope of ELT practicum.</li> <li>- ELT teacher education should be revised regarding methodology, pedagogy, and personal and professional development.</li> <li>- More research should shed light on other possible aspects of the practicum process.</li> </ul>
Atar, 2020	<ul style="list-style-type: none"> <li>- Reflective practicum enhanced the pre-service teachers' use of extended-wait time, which positively influenced the students' participation and gradual improvement in English proficiency regarding speech.</li> <li>- The improvement considering the extended-wait time was seen as a signifier of Classroom interactional competence (CIC).</li> <li>- The participant teachers agreed that this type of interactional practice was beneficial for practicum efficiency.</li> </ul>	<ul style="list-style-type: none"> <li>- Longitudinal studies will enhance the in-depth comprehension and analysis of the ELT practicum.</li> <li>- Conversation Analysis (CA)- based practices can promote the discovery of aspects of language classroom interaction.</li> </ul>

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| Choi & Park, 2020           | <ul style="list-style-type: none"> <li>- The lack of school support for online education and uncertainty related to the process were the main concerns the pre-service teachers faced during the online practicum.</li> <li>- However, the online practicum was helpful for them to learn the blended learning format, have positive feelings toward English teaching, and understand the teacher's role in managing crisis-like circumstances.</li> <li>- They also learned to use digital tools for teaching English.</li> </ul>                           | <ul style="list-style-type: none"> <li>- A sustainable cooperation between school and university is significant for pre-service teacher education.</li> <li>- Teaching practicum should offer more opportunities to pre-service English teachers for self-discovery and efficacy by including some additional interaction platforms to sustain ongoing collaboration.</li> </ul> |
| Davilla, 2020               | <ul style="list-style-type: none"> <li>- Observing teacher educators and constructing knowledge through reflective actions positively influenced the pre-service teachers' theoretical and practical awareness.</li> <li>- Through workshops, reflective practices, and life experiences, they learned what and how to teach in English courses.</li> <li>- The integrated-skill approach was seen as valuable for pre-service teacher enhancement of language awareness.</li> <li>- The process functioned as a model for them.</li> </ul>                  | <ul style="list-style-type: none"> <li>- The integrated-skill-based language teacher education programs including different sources of practice and theory such as reflective journals, experience sharing, and workshops can help EFL pre-service teachers to be ready for real teaching.</li> </ul>  |
| Drajati et al., 2021        | <ul style="list-style-type: none"> <li>- The TPACK-integrated practicum fostered the teachers' ICT (i.e., information and communication technologies) awareness and competence.</li> <li>- Their lesson plans involved some TPACK practices; however, they needed more technical background and support</li> <li>- They also used the TPACK for authentic language practices, giving feedback, and improving student self-evaluation.</li> </ul>   | <ul style="list-style-type: none"> <li>- TPACK should be incorporated into English teacher education programs to make teachers more literate and capable in the digital world.</li> </ul>  |
| Gezegin-Bal et al., 2019    | <ul style="list-style-type: none"> <li>- Mentoring during the practicum was found beneficial for both the mentee student teachers in terms of class management, pedagogical experience and knowledge gaining, and constructing an identity and mentor teachers in terms of personal (e.g., self-reflection) and professional improvement (e.g., adapting novelties related to the field).</li> <li>- However, lack of feedback, incompatibility between mentee and mentor, and collaboration were seen as ongoing concerns for the ELT practicum.</li> </ul> | <ul style="list-style-type: none"> <li>- A more interactive and collaborative atmosphere needs to be built for a more effective practicum in ELT.</li> <li>- More collaboration between universities and schools should be considered.</li> <li>- Different tools like reflective papers can enhance mutual relationships during this process.</li> </ul>                        |
| Karacan & Kesen-Mutlu, 2023 | <ul style="list-style-type: none"> <li>- The platform beyond traditional classroom-based practicum helped the pre-service teachers to extend their professional and personal development, become more engaged with teaching pedagogy, and act in a more flexible format to gain language teaching experiences.</li> <li>- The inquiry-based learning and teaching functioned as a nature where real, practical, and creative concerns are available for ELT.</li> </ul>  | <ul style="list-style-type: none"> <li>- Informal practicum contexts can be supportive of pre-service teacher education, especially in terms of ELT practicum.</li> <li>- At this point, informal teaching experiences need further attention and research.</li> </ul>   |

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| Karsli & Yağız, 2020  | <ul style="list-style-type: none"> <li>- The teaching practicum was seen as beneficial by the pre-service teachers for their practical and technical knowledge for effective language teaching.</li> <li>- However, the length and practical dimension of the practicum were found inadequate.</li> <li>- More strikingly, lack of mentor support and effective feedback were revealed as the problems of the process.</li> </ul>  | <ul style="list-style-type: none"> <li>- The in-depth analysis of the effectiveness of the practicum should be made by all of the stakeholders.</li> <li>- The organizational and mentoring-based aspects of the practicum should be investigated.</li> </ul>   |
| Khojah & Asif, 2020   | <ul style="list-style-type: none"> <li>- One-to-one mentoring improved mentors' and mentees' professional development, especially in terms of classroom management and methodology.</li> <li>- More willingness and enhancement of listening and interactive skills also improved during the mentoring.</li> <li>- The mentoring program functioned as a common platform for sharing, learning, and implementing EFL practices.</li> </ul>   | <ul style="list-style-type: none"> <li>- A similar program implementation can sustain an effective EFL mentoring program for continuous professional and personal development in different EFL practicum contexts.</li> </ul>   |
| Koşar & Bedir, 2019   | <ul style="list-style-type: none"> <li>- The pre-service ELT teachers revealed that the practicum was useful for practicing theoretical knowledge and improving expertise with self-confidence.</li> <li>- However, less value and contact revealed by the school teachers and mentors, incompatibility between theory and practice displayed by the school mentor teacher, lack of feedback, and the poor quality of teacher education program in terms of encountering real-life practices and limited real practices were the major concerns the pre-service teachers had to deal with during the practicum.</li> </ul>                           | <ul style="list-style-type: none"> <li>- ELT teacher education programs should consider real practicum more than the present.</li> <li>- An effective collaboration should be among mentor teachers, teacher educators, and pre-service ELT teachers.</li> <li>- Longer practicum periods can support efficiency.</li> </ul>                                |
| Liu & Chen, 2022      | <ul style="list-style-type: none"> <li>- The student-teachers' genre-based practices for secondary school EFL writing during the practicum showed their lack of genre awareness, which challenged their practicum process.</li> <li>- Their genre-based practicum process was also influenced by contextual factors like time constraints, the inappropriateness of course materials, perceived workload, and lack of effective collaboration.</li> <li>- More significantly, their theoretical awareness did not totally encounter their practical concerns, especially in the issue of how to design and implement genre-based writing.</li> </ul> | <ul style="list-style-type: none"> <li>- Teacher education should prioritize the development of student-teachers' self-evaluation, self-efficacy, and their reflectivity.</li> <li>- All stakeholders including teacher educators, policymakers, material designers, and school administrators should support pre-service EFL teacher education.</li> </ul> |
| Maglente et al., 2023 | <ul style="list-style-type: none"> <li>- Even though gender was not an effective factor in the pre-service teachers' perceptions of mentoring, some contextual factors like family structure were found as influential.</li> <li>- More positive mentoring predicted more confidence, interaction, and collaboration.</li> </ul>   | <ul style="list-style-type: none"> <li>- The practicum should be based on a collaborative, supportive, and positive mentoring procedure.</li> <li>- More investment should be made in teacher continuous professional development.</li> </ul>   |

Marav, 2022	<ul style="list-style-type: none"> <li>- At this point, mentor traits and mentoring practices were seen as predictors for the mentees' self-efficacy for the practicum.</li> <li>- Besides benefits including gaining experiences, methodological and practical background, and teaching skills for a further career, the pre-service teachers experienced several challenges, namely lack of mentoring, insufficient school-university collaboration, and classroom-based problems like crowdedness and the gap between theory and practice shown by the mentor.</li> <li>- They also indicated curriculum and teacher-education-based concerns they considered hindering effective English teaching.</li> </ul>	<ul style="list-style-type: none"> <li>- Mentor-mentee relations in the field of ELT should be further investigated.</li> <li>- Mentoring by teacher educators and school teachers should take more attention.</li> <li>- More reflective practices should be incorporated into the practicum.</li> <li>- Teacher education programs should prepare pre-service teachers for the global world.</li> </ul>
Nuraeni & Heryatun, 2021	<ul style="list-style-type: none"> <li>- The reflective nature of the practicum included the pre-service teachers' building a link between previous and present knowledge, their improvement in teaching pedagogy, and using mentor feedback for some regulations in beliefs and actions.</li> <li>- The reflective practicum also revealed several roles acted by the mentor school teachers, which promoted the mentees' critical thinking and self-evaluation.</li> </ul>	<ul style="list-style-type: none"> <li>- Investigating the reflective notion of ELT practicum will be more effective.</li> </ul>
Orsdemir & Yildirim, 2020	<ul style="list-style-type: none"> <li>- Mentoring practices were mostly regarded as modeling in terms of pedagogy by the student teachers.</li> <li>- However, the lack of feedback, pedagogical support, system-based information provision, and personal contribution were revealed as the less grown areas by them during the mentoring in the practicum.</li> </ul>	<ul style="list-style-type: none"> <li>- School mentor teachers' workload and limited time for mentoring are still a big problem.</li> <li>- Effective mentoring training should be given to all stakeholders to raise a collaborative link between the university and the school.</li> </ul>
Pazilah et al., 2021	<ul style="list-style-type: none"> <li>- Service learning- based writing teaching enabled the pre-service TESOL teachers to experience authentic teaching practices, interact with the students, use social media to go on their feedback process, manage classroom context, guide students during the writing process, learn how to diversify language methodology and use reinforcing aspects to promote ELT writing.</li> <li>- However, the pre-service TESOL teachers experienced difficulties during the service learning due to the lack of enough readiness and adaptation to changing aspects of the classroom context.</li> </ul>	<ul style="list-style-type: none"> <li>- Service learning can enhance pre-service teachers' professional and personal development.</li> <li>- Therefore, TESOL teacher education programs can adopt service learning to make pre-service teachers ready for the real teaching world.</li> <li>- Learning and implementing should be at the same time to develop communicative and interactive skills.</li> <li>- Teacher education should also cover teaching how to integrate digital tools into TESOL education.</li> </ul>
Pinnick, 2020	<ul style="list-style-type: none"> <li>- Lack of positive feedback, intensive criticism, the gap between theory and practice, the need for more collaboration between mentor and mentee, and the mentor's time constraint were problematic issues influencing the positive nature of practicum.</li> </ul>	<ul style="list-style-type: none"> <li>- Mentoring, if it is made collaboratively and reciprocally, will open the door to continuous teacher development that will strengthen language teaching.</li> <li>- A supportive and motivating mentoring process should be at</li> </ul>

Setyono, 2020	<ul style="list-style-type: none"> <li>- On the other hand, mutual positive relationships, more improvement in technical and practical language education, and the reflective nature were positive impacts of the process.</li> <li>- The practicum process based on reflection revealed actions including redesigning the teaching process by integrating technological tools and games to foster autonomy and motivation and using techniques for classroom management like giving extra work to unsuccessful students.</li> <li>- At this point, self-reflection in pre-service ELT teacher education was seen as the key aspect for building a meaningful and innovative link between theory and practice.</li> </ul>	<p>the center of the teaching practicum.</p> <ul style="list-style-type: none"> <li>- Self-reflective actions should be incorporated into the ELT practicum.</li> </ul>
Sunggingwati et al.,2023	<ul style="list-style-type: none"> <li>- Online teacher education program was found beneficial, especially for theoretical background; however, it lacked online-based practical and pedagogical knowledge and practices.</li> <li>- The online practicum helped the pre-service teachers to integrate interactive tools to promote student engagement and motivation, which made them more digitally literate as time passed.</li> <li>- During this process, the mentor teachers' feedback and guidance were seen as valuable to sustain professional development.</li> </ul>	<ul style="list-style-type: none"> <li>- ELT practicum should adjust its nature and scope into today's education mostly based on technology integration.</li> <li>- Blended learning can be prioritized for the enhancement of technology-integrated practicum.</li> </ul>
Türegün-Çoban & Kuyumcu-Vardar, 2021	<ul style="list-style-type: none"> <li>- Distance education for teacher education has a two-sided nature including both positive sides like comfort and flexibility and negative sides like lack of social interaction, low participation, and lack of practice for real practicum.</li> <li>- Face-to-face practicum was seen as a prerequisite for teacher education.</li> </ul>	<ul style="list-style-type: none"> <li>- Teaching practicum can integrate digital tools to sustain training and improvement in every platform by considering blended learning.</li> <li>- Practicum should also focus on training for e-learning.</li> </ul>
Valle et al., 2022	<ul style="list-style-type: none"> <li>- In-service teachers benefitted from the pre-service ones in terms of current teaching methodology and practices, and field knowledge, which led them to make self-evaluations for their teaching.</li> <li>- The in-service teachers' beliefs about teaching English like other subjects changed; they understood the uniqueness of ELT.</li> <li>- They also better understood how speaking and communication are essential for ELT in elementary school students.</li> </ul>	<ul style="list-style-type: none"> <li>- Pre-service teachers can be a source or supporter for the in-service ones.</li> <li>- Therefore, reverse mentoring may present great values for ELT.</li> </ul>