

Received: July 29, 2023

Accepted: October 4, 2023

<http://dergipark.org.tr/rep>

e-ISSN: 2602-3733

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October 2023 ♦ 7 (Special Issue 2) ♦ 194-214

Research Article

<https://doi.org/10.54535/rep.1351997>

A Comparative Glance At Teaching Practice of Mother Tongue Teacher Candidates in Türkiye and United Kingdom

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Abstract

This research aimed to determine how prospective secondary school language teachers conduct their teaching practicum in the United Kingdom and Türkiye. The study was designed using a multiple-case holistic design. Accordingly, data for the research were collected through document analysis and interviews. Data related to the teaching practicum in the Turkish Language Teaching program at Kırşehir Ahi Evran University Faculty of Education in Türkiye were obtained through document analysis. Data regarding the teaching practicum in the Postgraduate Certificate in Education program for secondary English teaching at the University of Reading Faculty of Education in the United Kingdom were obtained through document analysis and interviews with faculty members at the institution. It is evident that while the instructional content of teaching practicums in both nations exhibits substantial similarities, a notable disparity emerges with regard to the temporal extent of the practicum experience afforded to prospective secondary school language educators. As a result, the process of teaching practicums for secondary school language teacher candidates differs between Türkiye and the UK in terms of practicum hours, school diversity, and assessment methods.

Key Words

Native language teaching • Teaching practice • Teacher training

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Citation: Çağlayan Dilber, N. (2023). A comparative glance at teaching practice of mother tongue teacher candidates in Türkiye and United Kingdom. *Research on Education and Psychology (REP)*, 7(Special Issue 2), 194-214.

Concepts

"Teacher training" is a process where theoretical and practical courses are conducted together to enhance the skills of teacher candidates. Aspects such as the selection of teacher candidates, pre-service education, the practical (internship) period, and monitoring-evaluation activities during this period, as well as in-service training, all fall within the scope of the concept of teacher training (Kavcar, 2002; Oğuzkan, 1983). The practical application of theoretical knowledge in the field of educational sciences and subject-specific education during internships stands as a pivotal element within teacher training establishments. In the present context, the attainment of professional competence by teacher candidates hinges upon their aptitude for executing practical applications within internship schools and effectively translating their subject-specific educational knowledge acquired in theoretical settings into practical pedagogical implementation (Beeth & Adadan, 2006; Poulou, 2007).

Alongside the teaching practicum, aspiring teachers have the opportunity to enhance their subject knowledge and engage in instructional planning. All of these actions carried out during the practicum occur through the exchange of knowledge with peers, instructors, and cooperating teachers. Throughout the pre-service phase, the comprehension of school organization and operational dynamics plays a pivotal role in enhancing the preparedness of teacher candidates as they embark on their professional journey subsequent to their formal appointment. Therefore, the school experience that teachers undergo during the pre-service period is also crucial. Indeed, studies focusing on trainee teachers achievement and teacher quality show the relationship between pre-service education and experience (Hanushek & Rivkin, 2012; Kunzman, 2002; Seifried, 2012).

Research related to teacher education indicates that when teacher candidates are adequately prepared for the act of teaching, they are more successful and confident (Darling-Hammond, 2000; Seifried, 2012). Therefore, pre-service education and teaching practicum play crucial roles in preparing teacher candidates to become qualified teachers in the future. Indeed, upon scrutinizing the teacher training systems of developed nations, it becomes conspicuously apparent that the teaching practicum occupies a salient and pivotal position.

Organizations such as the Organisation for Economic Co-Operation and Development [OECD], the World Bank, the United Nations Educational, Scientific and Cultural Organization [UNESCO], and the European Union [EU] aim to improve education worldwide through comparative education studies. Therefore, the comparative education research conducted by these organizations regarding teacher education helps countries to assess their current situations, identify issues, and gain a better understanding of their education systems. The results of exams such as Trends in Programme for International Student Assessment [PISA] and International Mathematics and Science Study [TIMSS] also provide a comparative perspective on countries' education systems at an international level (Wiseman, 2013). In the context at hand, the examination of teacher training systems in countries that exhibit notable performance in international examinations constitutes a valuable endeavor, facilitating a comparative assessment of nations and providing enhanced insights into their respective educational landscapes.

When examining research in the literature that conducts cross-country comparisons of teacher training programs, it can be observed that comparisons involving Türkiye are often made with particularly developed countries like Finland, the United Kingdom [UK], and Germany. Among the compared countries, the United Kingdom, which has

maintained its success in PISA assessments since the year 2000, holds a prominent position (OECD, 2003; 2004; 2007; 2010; 2014; 2016). The existing body of literature encompasses a multitude of studies that compare the teacher training system of the United Kingdom with Türkiye and other countries (Aykaç, Kabaran, & Bilgin, 2014; Babayiğit, 2019; Bolat, 2006; Çakmakçı, 2017; Parmaksız & Kısakürek, 2013; Sağlam & Kürüm, 2005; Şahin, 2017; Yurdakal, 2018;). However, it is noted that these studies often do not include comparisons related to teaching practicums. When examining studies that comparatively analyze teaching practicums in teacher training programs across countries (Akdemir, 2021; Aytaç & Erk, 2018; Çakmakçı & Demir, 2021; Çam Tosun, 2019; Orhan & Kuyumcu Vardar, 2019; Uygun, Ergen, & Öztürk, 2011), Çakmakçı and Demir's (2021) research on teaching practicums in the process of training language teachers in Finland and Türkiye is present in the literature.

According to OECD (2014) data on an international level, the compulsory duration of pre-service teaching practicum is 120 days for the United Kingdom and 30 days for Türkiye. In order for countries to enhance their teacher training systems and cultivate qualified teachers, it is necessary to evaluate the practices of successful and developed countries at an international level. Therefore, within the context of all these research studies and mentioned data, this study encompasses a comparison of pre-service teaching practicum courses in teacher education in the UK and Türkiye. The analyzed teaching practicum course in the comparison is limited to the content of the teaching practicum in programs training secondary school language teachers in both countries. Consequently, the objective of this research is to juxtapose the teaching practicums of language educators in the United Kingdom and Türkiye, focusing on their curriculum components, and to underscore the resemblances and disparities existing between the two nations. Aligned with this overarching goal, the study's inquiries are formulated as follows:

1. How are teaching practicums conducted in secondary school language teacher training programs in the United Kingdom?
2. How are teaching practicums conducted in secondary school language teacher training programs in Türkiye?

Method

Research Design

In the context of this comparative educational research, the chosen methodology involves the utilization of a qualitative research approach known as holistic multiple case study design. Yin (2014) classifies case studies and explains the holistic multiple case design as involving multiple cases, each treated comprehensively within itself and then compared. With this design, a comparison can be made between the included or addressed cases (Yıldırım & Şimşek, 2011). Within the parameters of this investigation, the initial case pertained to the examination unit encompassing the pedagogical application undertaken by Turkish language teacher candidates within the Faculty of Education at Kırşehir Ahi Evran University [KAEU] in Kırşehir, Türkiye. The subsequent case pertained to the analytical framework focused on the pedagogical implementation pursued by prospective English language educators at the University of Reading [UR], situated in Reading, United Kingdom.

The object of analysis

This study centrally focuses its analytical efforts on the archival documentation pertaining to the practical pedagogical experiences imparted by educational establishments specializing in the instruction and cultivation of language educators within the educational contexts of both the United Kingdom and Türkiye. Table 1 provides an overview of the fundamental attributes of these aforementioned institutions.

Table 1

Basic Characteristics of Institutions Training Secondary School Language Teachers in the United Kingdom and Türkiye.

	Türkiye	United Kingdom
University	Kırşehir Ahi Evran University	University of Reading
Faculty	Faculty of Education	Institute of Education
Level of education	Undergraduate	Postgraduate
Duration of education	4 Years	3 Years Undergraduate + 1 Year PGCE

Founded in 1961, Kırşehir Ahi Evran University (KAEU) acquired its university status in 2006. The Faculty of Education, whose origins date back to 1961 as a Men's Teacher Training School, also holds the distinction of being the university's first faculty. The Turkish Language Education Department within the faculty is responsible for training Turkish language teachers at the undergraduate level as part of the Turkish Language and Social Sciences Education department. Similar to education faculties in other universities across Türkiye, this institution educates Turkish language teachers within the framework of the Turkish Language Education undergraduate program defined by the Council of Higher Education [CHE]. The teaching practicum course is conducted practically in schools during the seventh and eighth semesters of the undergraduate program. The course description for the teaching practicum is included in the Turkish Language Education Undergraduate Program defined by CHE (2018). For this study, documents related to the institution in Türkiye were accessed from the websites of the Council of Higher Education and the Ministry of National Education, and these documents were used as the object of analysis.

Established in 1892, the University of Reading [UR] is one of the leading universities situated in the largest non-city urban settlement in the UK. The UR's Faculty of Education encompasses various programs that train teachers for early childhood, primary, and secondary school levels. Within the academic purview of the institution, there exist Postgraduate Certificate in Education (PGCE) programs, situated at the master's level, encompassing a diverse spectrum of 17 distinct subject domains. These programs are tailored to cater to the educational needs of teacher candidates who have successfully completed their undergraduate degrees.

PGCE stands for "Postgraduate Certificate in Education," which is a master's level certificate program in teacher education offered in the UK and some other countries. This program aims to prepare teacher candidates with teaching and instructional skills. The PGCE program typically lasts for an academic year and combines theoretical education with practical teaching experiences. These programs provide education to teacher candidates in

pedagogical skills, classroom management techniques, trainee teachers assessment methods, and how to address trainee teachers diversity. Candidates interested in enrolling in the PGCE program are required to have an undergraduate degree. Throughout the program, teacher candidates receive theoretical coursework while also engaging in one or more teaching practicums at schools. These practicums allow teacher candidates to gain experience in the classroom and apply the pedagogical principles they have learned. PGCE programs aim to train teacher candidates as qualified and effective educators (Cabaroğlu & Roberts, 2000). The PGCE certificate program grants the teacher candidate the Qualified Teacher Status [QTS] required to work as a teacher in England. QTS is essential for teacher candidates to be recognized as professional teachers and to teach in schools in England (Department for Education, 2021).

In this study, the PGCE Secondary English programme at the UR's Faculty of Education has been examined. This program, offered at the postgraduate level, includes 1 year of university-based subject-specific education courses and teaching practicums. As this research focuses on teaching practicums, the documents related to the program's teaching practicum have been taken as the object of analysis. Additionally, interviews were conducted with faculty members from the UR's Faculty of Education to support the data obtained from the documents. The documents regarding the institution's teaching practicum were accessed from the university's official website, the official website of the Department for Education in the UK, and through email communication with the interviewed faculty members. These mentioned documents were taken as the object of analysis.

Research Instruments and Processes

Yıldırım and Şimşek (2011) proposed a procedural guideline for conducting a case study, comprising the subsequent stages: formulating research inquiries, demarcating sub-issues, delineating the unit of analysis, electing the specific case for investigation, defining the study cohort, collecting data, scrutinizing and construing data, and elucidating the study's outcomes.

Considering that the focal point of the study is the teaching practicum, an initial literature review was conducted on studies related to teaching practicums in Türkiye. Comparative research studies that analyze teaching practicums in teacher training programs across countries (Akdemir, 2021; Aytaç & Erk, 2018; Çakmakçı & Demir, 2021; Çam Tosun, 2019; Orhan & Kuyumcu Vardar, 2019; Sözer & Karakaş, 2018; Uygun, Ergen, & Öztürk, 2011) were reviewed. Çakmakçı and Demir's (2021) study, which focuses on the teaching practicums in the training of language teachers in Finland and Türkiye, was found. Within this contextual framework, it is worth noting that the existing body of scholarly literature has, hitherto, exhibited a conspicuous absence of comparative investigations explicitly dedicated to the scrutiny of teaching practicums undertaken by prospective language educators in the United Kingdom and the concomitant analysis vis-à-vis their counterparts in Türkiye. In light of this scholarly gap, the research topic was meticulously delineated, and the concomitant research problem was thoughtfully formulated.

In Türkiye, the data collection method used was the document analysis method commonly employed in qualitative research. Documents used in qualitative research, as indicated by Merriam (2009) and Bryman (2012), can be categorized into two classes: public and personal documents. In addition to official documents, online information and materials obtained through the internet can also be used as primary sources in research. Consonant

with this methodological orientation, data pertinent to this research endeavor were methodically garnered from an array of scholarly sources, including the official websites of governmental authorities, the curriculum documentation associated with Turkish language education programs, the syllabi pertaining to the teaching practicum course, and relevant written and published materials.

To collect data in the United Kingdom, the researcher first contacted a faculty member in the Secondary school English Education department at the UR via email, sharing the research topic and problem. Following that, an invitation was extended to the researcher to carry out the study at the UR. The data collection phase in the United Kingdom spanned a duration of 9 months, encompassing the academic year of 2019-2020. The sequence of data collection stages in the United Kingdom unfolded as outlined below:

The data collection procedure at the University of Reading encompassed the subsequent phases:

1. Examining the teacher training program implemented in the Faculty of Education at the University of Reading.
2. Analyzing the curriculum of the PGCE Secondary English programme.
3. Identifying the units responsible for the teaching practicum and conducting interviews with the responsible faculty members in these units.
4. Examining documents related to the teaching practicum.
5. Validating the information obtained from the documents by discussing their accuracy with the responsible faculty members.
6. Analyzing the documents.
7. Reporting the findings.

These steps were undertaken to comprehensively explore the teacher training program and teaching practicum in the PGCE Secondary English Programme at the University of Reading.

In case studies, documents are not the sole data collection tool. The variety of data collection methods can be employed to enrich the data in case studies (Grix, 2001). In the case study conducted in the United Kingdom, alongside the document analysis method, the interview method was also utilized. In the course of scrutinizing the documents pertaining to the teaching practicum of candidates enrolled in the PGCE English Secondary program at the University of [UR], the researcher diligently engaged in a process that culminated in the formulation of pertinent research inquiries. These questions were then posed to the faculty members during the conducted interviews. The durations of the interviews with the faculty members are presented in Table 2.

Table 2

Faculty Members Interviewed.

Faculty Member	Department	Face to face interview Duration	Online Interview Duration
Faculty Member 1	Head of School for the Institute of Education	2 hours	-
Faculty Member 2	Secondary English	2 hours	-
Faculty Member 3	Secondary English	-	1 hour
Faculty Member 4	Office of External Relations Education Unit	1 hour	-

Interviews with the faculty members were conducted at different appointment times and in their respective offices at the university. Only "Faculty Member 3" was interviewed online. The reason for this was the transition to remote education by universities in the UK, as in the rest of the world, due to the Covid-19 pandemic during the research phase. Employing a semi-structured interview approach, the investigator tailored the inquiries according to the inputs provided by the academic staff. The interviews were carried out in the English language, and the researcher took notes during the interviews. Additional sources and information that emerged from the faculty members' responses to the questions, as well as sources inaccessible to the researcher, were shared with the researcher via email by the faculty members. The primary objective underlying the conduct of interviews with esteemed faculty members resided in the aspiration to furnish additional elucidation and amplify upon the data acquired through the process of document analysis, a practice diligently carried out within the academic contexts of both Türkiye and the United Kingdom.

Furthermore, in accordance with the research aim, the external validity, defined as the authenticity and generalizability of all written, printed, visual, or electronic documents examined, and the internal validity, referred to as the semantic accuracy of the documents, were ensured (Kaptan, 2000).

Data Analysis

In this study, which utilized document collection and interview methods, data analysis was conducted in accordance with the defined objectives. Official documents containing information about teacher practicum were used as documents to describe both the situation in Türkiye and the situation in the UK. The data extracted from these documents underwent document analysis. In this study, data diversification was implemented through interviews in addition to document analysis. Yıldırım and Şimşek (2011) state that when the document analysis method is used alone, content analysis is employed. Moreover, it is worth noting that proponents of this approach contend that when document analysis is integrated with complementary data collection modalities, such as observational assessments and interviews, the need for intricate and convoluted data analysis procedures may be alleviated. This is predicated on the rationale that data derived from these supplementary methods can function synergistically to bolster and substantiate the findings derived from the examination of documents. In this context, descriptive analysis was conducted on the collected data in this study. During the data analysis, the information

related to teacher practicum from the institutions in the examined countries was addressed under separate headings for each country, and both similarities and differences were identified.

Guba and Lincoln, who emphasize the concept of credibility instead of validity and reliability in qualitative research, have identified the criteria for credibility in qualitative studies as believability, dependability, confirmability, and transferability (cited in Başkale, 2016). According to this framework, the credibility of the study can be explained as follows:

Believability: The researcher has had prolonged interactions with the data sources. The interaction with sources related to cross-country teacher practicum has been maintained throughout the 9-month period spent in both Türkiye and the UK. During this process, literature sources were extensively reviewed, and the accuracy of information obtained from documents during the stay in the UK was verified through conversations with teaching staff. Documents related to the comparative analysis of teacher practicums in Türkiye and the UK, as well as interviews with teaching staff in the UK, allowed for the collection of deeper and focused data. The use of both document analysis and interview methods for data diversification in the study enhances its credibility.

Transferability: In the context of this research, which assumes the form of a case study, a purposive sampling strategy was systematically employed. This strategic selection of samples entailed a meticulous examination of the contents encompassing teacher practicums conducted within the Department of Turkish Education at the Faculty of Education, Karamanoğlu Mehmetbey University, Türkiye, and the Department of Secondary School English Teaching at the University of [UR], United Kingdom. Therefore, data specific to a particular context was obtained, ensuring transferability. The data obtained from documents and interviews were presented to the readers without the researcher's interpretation.

Dependability: It can be stated that the research ensures dependability since the information obtained from documents and interviews is mutually corroborative and complementary.

Confirmability: The examined documents related to the topic are clearly indicated in the references.

Results

The results are presented in accordance with the formulated research inquiries.

Teacher Training Practicum in PGCE Secondary English Program in the UK

In order to teach in the UK, it is necessary to have the Qualified Teacher Status (QTS). The Teaching Regulation Agency (TRA), on behalf of the Department for Education, is the authorized body for the teaching profession in the UK. This agency is responsible for granting the QTS. Therefore, after successfully completing PGCE teacher training programs, teacher candidates are awarded the QTS certificate by this agency (Department for Education, 2023).

In the UK, the condition for teacher candidates to obtain the QTS certificate is to meet the standards set by the Department for Education known as the Teachers' Standards. The Teachers' Standards are used to assess all teacher candidates working towards QTS and qualified teachers who have completed their statutory induction period.

Additionally, they are also used to evaluate the performance of all QTS-qualified teachers who are subject to the 2012 Education (School Teachers' Appraisal) (England) Regulations. The Teachers' Standards define the minimum level of teaching practice expected from teacher candidates and teachers in terms of granting the QTS (Department for Education, 2021). Therefore, these standards serve as an assessment tool in the UK.

The Department for Education in the UK has formulated the Teacher Standards, which encompass two core domains: 'Teaching Standards' and 'Personal and Professional Conduct Standards'. The content of these standards is delineated as follows: (Department for Education, 2021):

Teaching Standards: • Fostering elevated expectations that stimulate, inspire, and challenge students. • Nurturing positive transformations and advancements in student growth. • Demonstrating proficient mastery of subject matter and curriculum. • Formulating and executing well-organized instructional sessions. • Tailoring pedagogy to cater to the diverse strengths and requirements of all students. • Employing assessments adeptly and proficiently. • Exercising adept behavior management to ensure an optimal and secure learning milieu. • Fulfilling broader professional obligations.

Personal and Professional Conduct Standards: • Teachers maintain public trust in the profession, upholding high ethical and behavioral standards both within and outside the school. • Teachers are expected to manifest a demeanor marked by respect and professionalism that aligns with the framework, policies, and procedures of the educational institution in which they are engaged. Besides, they are anticipated to uphold stringent criteria regarding their own consistency and punctuality. • Teachers should understand the legal frameworks that define their professional duties and responsibilities and always operate within these frameworks.

In the Teacher Standards document, the standards within the 'Teaching Standards' section have been further detailed and expanded through sub-items, providing more elaboration on the standards. Similarly, the first standard within the 'Personal and Professional Conduct Standards' has been elaborated and expanded. In the process of assessing the extent to which teachers align with established standards, it is imperative to underscore that comprehensive assessments carried out by educational institutions, both for teacher candidates and practicing educators, invariably incorporate the in-depth elucidations and expansions of these standards as integral components of the evaluation framework.

In the PGCE program of the Secondary English at the University of Reading's School of Education, teacher candidates are obligated to attend sessions consisting of 53 hours of instruction in 11 different subject areas within one academic year. The topics of these sessions are as follows: teaching reading and literature, teaching writing, teaching speaking and listening, teaching grammar and vocabulary, teaching poetry, teaching media in English, teaching Shakespeare, teaching and using drama in English, fostering creativity in English, adaptable teaching in English, and planning and assessment. In addition to these sessions, teacher candidates are required to engage in mandatory practical training in at least two schools for a minimum of 24 weeks, following the regulations set by the Teaching Regulation Agency in England, in order to qualify for the QTS certificate (University of Reading. (15.05.2023). PGCE Secondary English. <https://www.reading.ac.uk/ready-to-study/study/2023/education-pg/pgce-secondary-education-english>).

The Teaching Regulation Agency (TRA) mandates the QTS certificate for teachers to be able to teach in state-funded primary schools, state-funded secondary schools, state-funded independent schools, and non-state-funded independent schools. State-funded schools belong to the publicly funded school system in England. Funding and oversight for these schools are typically provided by local authorities. Therefore, the teacher training practices for secondary school level native language teachers in the PGCE program of the University of Reading's School of Education, English Teaching Department, are planned in collaboration between the faculty and the partner practice schools.

The University of Reading's School of Education offers teacher candidates in all subjects of the Secondary school Level Postgraduate Teacher Training (PGCE) program the opportunity to complete internships in approximately 90 schools in the local and surrounding areas at the secondary school level. The university's extensive range of experiences allows teacher candidates to establish connections with potential employers and build a professional network (University of Reading. (15. 05.2023). PGCE Secondary English. <https://www.reading.ac.uk/ready-to-study/study/2023/education-pg/pgce-secondary-education-english>).

Additionally, in the PGCE program of Institution of Education at the University of Reading, Secondary school English Teacher candidates are required to complete internship practices in two different age groups and three different institutions. In the context of the teaching practicum, it is imperative to emphasize that a mandatory stipulation necessitates the inclusion of two educational institutions that have received formal designation by the Teaching Regulation Agency as prescribed entities for the execution of this pedagogical training component. However, as a third institution, alternatives such as museums, charities, independent schools, or special education schools are preferably offered to the candidate teachers as a different option.

In teacher training practices in the UK, teacher candidates are engaged in actions such as observing other teachers, planning instruction for different class groups, preparing and designing teaching materials, self-assessment, receiving feedback from the practicing teacher, and gaining experience under the mentor teacher's guidance in schools (University of Reading. (15. 05.2023). PGCE Secondary English. <https://www.reading.ac.uk/ready-to-study/study/2023/education-pg/pgce-secondary-education-english>).

In the PGCE program of the Department of Secondary school English Education at the University of Reading, teacher candidates are evaluated by mentor teachers three times during their teaching practice period, which must be carried out in at least two schools and for a minimum of 24 weeks on a full-time basis. This evaluative process adheres to the criteria set forth by the Department for Education, encompassing the rigorous assessment in accordance with the Teacher Standards prescribed by the same authority. Based on the standards expressed in the subheadings of these specified standards, teacher candidates are scored by mentor teachers as excellent, satisfactory, developing, or failing, based on their level of achievement.

Figure 1

A section from the Assessment Scale of the PGCE Secondary English Program for Trainee Teachers at the University of Reading Institute of Education

Mentor Report 3- ITTCo to return by 12 June 2020 to pgcesecondary@reading.ac.uk and cc

RPT full name:			
Subject:			
School:	Please Enter		
School mentor name:	Please Enter		
ITTCo name:	Please Enter		
Cause for concern? (Part 1-Yes/No)	Please Enter		
Cause for concern? (Part 2-Yes/No)	Please Enter		

Authorised Absences	
Whole Day	Part Day
Unauthorised Absences	
Whole Day	Part Day

Key	
Attainment 1 = Excellent	Trainee to complete
Attainment 2 = Secure	Mentor to complete
Attainment 3 = Developing (met the standards for this stage in the course)	ITTCo to complete
Attainment 4 = Fail	

Overall Grade:	
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ITTCO Comments	
Comments	Agreed Targets

	Report 1	Report 2	Report 3	Mentor Comments	Next Steps (to be completed by RPT)
1. Set high expectations which inspire, motivate and challenge pupils					
1.1 - establish a safe and stimulating environment for pupils, rooted in mutual respect.					
1.2 - set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions.					
1.3 - demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.					

Figure 1 displays a section from the Assessment Scale of the PGCE Secondary English Program for Trainee Teachers at the UR Faculty of Education. The scale was obtained through the institution's teaching staff. The scale is in Excel format and consists of six sections: Frequently Asked Questions, Attendance List, 1st Report, 2nd Report, 3rd Report, and Summary. Each report expects the mentor teacher to evaluate the trainee teacher according to the Teacher Standards. Trainee teachers are also required to provide explanations about the goals they will set based on the mentor teacher's evaluations. Additionally, in each report, the mentor teacher and trainee teacher evaluations guide the teaching staff in making an overall assessment. Concurrently with these evaluative procedures, prospective educators are required to compile a comprehensive portfolio that serves as a tangible manifestation of their fidelity to national standards, thereby substantiating their proficiency and competence within the pedagogical realm. Trainee teachers who are determined to have met all standards as a result of their teaching practice are reported to the Teaching Regulation Agency by the university and become eligible to receive the Qualified Teacher Status (QTS) certificate required to become a qualified teacher.

Teaching practice in secondary school native language teacher training programs in Türkiye

In the context of Türkiye, the practical component of teacher training is executed within educational establishments, both public and private, that are under the auspices of the Ministry of National Education [MNE]. Individuals enrolled in education faculties, Pedagogical Formation Certificate Programs, and Non-Thesis Master's Programs specializing in Teaching Profession Knowledge are tasked with the responsibility of completing the teaching practicum course (MNE, 2021). The Turkish language teaching program, situated within the domain of secondary school-level subject teacher training, is systematically administered within faculties of education. Notably, participants enrolled in this program, who are prospective educators specializing in Turkish language instruction, undertake their requisite teaching practicum in educational institutions affiliated with the Ministry of National

Education (MNE). This alignment is intrinsic to the program's inherent nature and its established pedagogical protocols.

The MNE describes teaching practice as follows in the [Official Gazette \(2021\)](#): The teaching practicum takes place over the course of a full academic year, spanning a minimum of two terms. The fall and spring terms are each organized with a duration of 12 (twelve) weeks, and a weekly workload of 6 (six) teaching hours. Teaching practice consists of a total of 144 (one hundred and forty-four) teaching hours for each term, with 72 (seventy-two) hours per term. The trainee teachers, under the supervision of the practice teacher, actively teaches lessons during at least 8 (eight) different weeks throughout each term. In courses with 1-2 teaching hours per week, the trainee teacher teaches for at least 10 (ten) hours, while in courses with 3 (three) or more hours, they teach for a minimum of 20 (twenty) hours.

In secondary schools, since Turkish language classes are 5 hours, the responsible teaching practice for the Turkish Language Teaching undergraduate program is also at least 20 hours in accordance with the directive. As outlined by the curriculum established by the Turkish Council of Higher Education, the teaching practice component within the Turkish Language Teaching program is scheduled during the seventh and eighth semesters. The content of the Teaching Practice course is specified in the program identically for both terms. The Teaching Practice module constitutes a 5-credit course encompassing 2 hours of theoretical instruction and 6 hours of practical application, and since it is taught for two terms, it totals 10 credits. Throughout both semesters, the curriculum of the course is structured around the following components: observation of field-specific specialized teaching methods and techniques, implementation of micro-teaching sessions utilizing field-specific specialized teaching methods and techniques, autonomous lesson planning, creation of lesson-related activities and materials, arrangement of teaching settings, classroom management, assessment, evaluation, and reflective practices ([CHE, 2018](#)). During this process, prospective educators collaborate with supervising academic staff within the university. They also work with on-site practicing instructors at affiliated educational institutions.

In partnership with the provincial directorate of national education and in consultation with the administrators of potential practice training institutions, the selection of practice training institutions and the allocation of trainee teacher slots for each institution, based on their type and level, are coordinated. The quota is set based on the teaching fields, with a maximum of 6 (six) students per practice teacher and a maximum of 12 (twelve) students per practice instructor. For each practice teacher, the number of students per class is also planned not to exceed 3 (three) students per class ([MNE, 2021](#)).

Teaching practice is conducted in official educational institutions and private educational institutions located within the province where the relevant higher education institution is located. Students from various classes, fields, and guidance participate in the practice at educational institutions. Some parts of the teaching practice can be carried out in educational institutions in rural areas. At KAEU Faculty of Education, within the Turkish Language Teaching department, teaching practice takes place in schools designated in the city center. As part of this course, teacher candidates are expected to create a portfolio in which they compile their experiences into reports. The assessment of

teacher candidates' achievements is carried out by the responsible faculty member and the consulting practice teacher (MNE, 2018).

Teacher candidates' performance is independently assessed by the practice supervisor, the supervising teacher, and the head of the practice school. The evaluation of the teacher candidate's performance during the teaching practice is synthesized into a grade by integrating assessments provided by the practice supervisor, the supervising teacher, and the principal of the practice school, in accordance with the guidelines outlined in the "Regulation on Education, Teaching, and Examination" of the faculty. The final evaluation is determined by the practice supervisor's conclusive assessment. The grades given by the practice instructor are submitted to the faculty administration (Kırşehir Ahi Evran University Faculty of Education, 2018).

The practice teacher evaluates the lessons that the trainee teacher has actually taught, at least twice, one of which is for the first taught lesson and the other for the last taught lesson. The practice teacher enters this evaluation into the Trainee teacher Evaluation module of the MNE Information Systems (<https://uod.meb.gov.tr>). The Ministry of National Education Trainee teacher Evaluation module includes two types of evaluations: daily and overall assessments. After the daily evaluation by the practice teacher, the practice instructor also conducts an evaluation. In a customary manner, teacher candidates are assessed using a consistent module at the culmination of both the inaugural and subsequent semesters within the academic year.

Figure 2 includes a section from the assessment scale of the teaching practice course of the Turkish Language Teaching Program at KAEU Faculty of Education. However, this assessment scale is not exclusive to teacher candidates in the Turkish Language Teaching Program at KAEU Faculty of Education; it serves as an electronic assessment tool for all teaching practices conducted under the Ministry of National Education (MNE) in Türkiye. The scale under the scope of the study is presented as an example specifically under the title "KAEU Faculty of Education Turkish Language Teaching Program." The section shown in the figure is a segment from the general evaluation part of the practice instructor. Both daily and overall evaluations conducted in electronic form are assessed by the practice instructor and the cooperating teacher under different headings. The assessment methods include both open-ended and Likert-type questions in both daily and overall assessments. In the Likert-type assessment, criteria are defined under categories such as insufficient, acceptable, and well-prepared according to the topic titles.

Figure 2

A Section from the Daily Teaching Practice Evaluation Scale of the Turkish Language Teaching Program at Kırşehir Ahi Evran University Faculty of Education.

Üniversitesi	: Kırşehir Ahi Evran Üniversitesi	Öğrenci Sayısı	: 31
Fakültesi	: Eğitim Fakültesi	Tarih	: 12/04/2023
Bölümü	: Türkçe Öğretmenliği Pr.	Konu	: Cümle Anlamı (Sitem ,Hayatınma İhtimal...)

Jygulama Öğretmeni			
Ölçüt	Soru	Soru Metin	Puan
Konu Alanı Bilgisi	1	1.1.1 Konu ile ilgili temel ilke ve kavramları bilme	3.000
	2	1.1.2 Konuda geçen temel ilke ve kavramları mantıksal bir tutarlılıkla ilişkilendirebilme	3.000
	3	1.1.3 Konunun gerektirdiği sözel ve görsel dili (şekil, şema, grafik, formül vb.) uygun biçimde kullanabilme	3.000
	4	1.1.4 Konu ile alanın diğer konularını ilişkilendirebilme	3.000
Alan Eğitimi Bilgisi	5	1.2.1 Özel öğretim yaklaşım, yöntem ve tekniklerini bilme	3.000
	6	1.2.2 Öğretim teknolojilerinden yararlanabilme	3.000
	7	1.2.3 Öğrencilerde yanlış gelişmiş kavramları belirleyebilme	3.000

During the daily assessment process, the supervising instructor offers personalized viewpoints within the following categories of "command over subject domain knowledge and pedagogy, acquaintance with students and student interaction, establishment of conducive learning settings, adeptness in evaluating student progress, lesson design and execution, professional demeanor, and value-based approach." Conversely, the collaborating educators assess proficiencies under the domains of "command of subject-specific knowledge, pedagogical competence, instructional methodology, classroom management at lesson outset, classroom management during instruction, classroom management as lesson concludes, and communicative prowess," employing a Likert-type scale. The overall evaluation by the practice instructor assesses the teacher candidate using a Likert-type scale in terms of subject matter knowledge, subject education knowledge, and planning. Additionally, it provides additional comments based on topic headings related to the teacher candidate, just like in the daily assessment. On the other hand, the cooperating teacher conducts a general assessment using a Likert-type scale, considering teaching process, classroom management, communication, assessment and record keeping, and other professional competencies.

Teacher candidates are also evaluated based on their performance in the teaching practice course, which is considered a separate course within education faculties. Additionally, the grades from this course are reflected in their overall academic performance. The assessment of the teaching practice at the faculty level is conducted through consultation and collaboration between the practice instructor and the supervising teacher.

Discussion, Conclusion & Suggestions

This research aimed to conduct a comparative analysis of the teaching practice experiences of prospective secondary school native language teachers in the United Kingdom and Türkiye. Through interviews conducted to supplement the findings from UK documents and the examination of relevant documents from both countries, we identified similarities and differences in terms of teaching practice in native language teacher training programs.

In the UK, institutions that provide teacher education exhibit diversity, and consequently, teacher training practices can also vary. This study specifically evaluates the PGCE certificate program and university-based teacher

training practices within the context of the Reading University School of Education's PGCE program for secondary school English teaching. Although teacher training programs in the UK can be diverse, teachers are required to possess Qualified Teacher Status determined by the UK Department for Education. To achieve this status, teacher candidates must meet the standards outlined in the Teachers' Standards during their teaching practice. The evaluation criteria for teaching practice are aligned with these standards.

Similarly, in Türkiye, institutions providing teacher education show diversity, and prospective teachers for primary and secondary school levels are educated at the undergraduate level in faculties of education. Teaching practice within education faculties in Türkiye follows the curriculum set by the CHE . The examined institution, KAEU Faculty of Education's Turkish Language Teaching program, represents secondary school Turkish language teaching programs in Türkiye. The results obtained from the research can also be evaluated in this context.

When comparing the durations of teacher training practices in both countries, it can be observed that the duration of practice is 24 weeks for both countries. However, in Türkiye, according to the [MNE \(2021\)](#) guidelines, teacher training practices are conducted either for one full day or two half days per week. Depending on the curriculum status of Turkish lessons at the secondary school level, Turkish language teacher candidates complete 40 hours of teaching practice within two terms. On the other hand, in the UK's PGCE program for training secondary school native language teachers, a mandatory full-time teacher training practice of 24 weeks is required. When comparing the practice hours in the two countries, it can be said that the duration of teacher training practice in Türkiye is shorter than that in the UK. This conclusion is consistent with [OECD \(2014\)](#) data as well.

From the perspective of practice schools, there are also differences between the two countries. In the UK, there is a requirement to complete teacher training practice in at least two different schools. Additionally, at Reading University, third-party institutions such as museums and charities are offered as alternative options for teacher candidates. In Türkiye, the schools for practice are determined as state schools and private schools under the MNE. In the UK, the opportunity for teacher candidates to conduct practice in institutions other than formal educational institutions provides them with a richness of experience from various contexts.

When comparing the evaluation of teacher training practices between the two countries, differences can be observed. In the UK, teacher candidates are evaluated according to teacher standards. Despite differences in teacher training institutions, all institutions must ensure that their teacher candidates meet these standards. Additionally, practicing teachers who are already in the profession are also evaluated based on these standards. However, this evaluation is not conducted electronically through a common information system but rather through assessment tools developed by individual institutions. In Türkiye, the evaluation of teacher training practices is conducted both within the faculties and within the MNE. The evaluation carried out by the Ministry is done through the Teacher Training Application Evaluation Portal of the MNE's Information System. This way, the evaluations are collected within the ministry through electronic means.

In conclusion, teacher training practices for institutions educating secondary school native language teachers in Türkiye and the UK differ in terms of content, practice hours, school diversity, and evaluation methods. These findings contrast with the results of [Çakmakçı and Demir's \(2021\)](#) study on the evaluation of teacher training

practices for native language teacher candidates in Türkiye and Finland. As Köse and Caner (2022) have also pointed out, conducting studies that include teacher training practices and perform cross-country comparisons will contribute to teacher education in Türkiye.

Ethic

This study adhered to all guidelines stipulated by the "Council of Higher Education Scientific Research and Publication Ethics Directive." No actions outlined in the section titled "Actions Contrary to Scientific Research and Publication Ethics," which constitutes the second part of the directive, were undertaken.

Author Contributions

The author has prepared the article alone.

Conflict of Interest

In the research, there are no situations or relationships that could constitute a conflict of interest for the author.

Funding

This research has not been supported by any institution or organization.

Thanks

I extend my sincere appreciation to Prof. Carol Fuller and Dr. Rachel Roberts, esteemed members of the faculty at the Institute of Education, University of Reading, for their invaluable support and contribution throughout the data collection phase carried out in the United Kingdom.

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