WHAT WAS EXPECTED, WHAT WAS FOUND? ON THE TIP OF THE ICEBERG: ONLINE TEACHING PRACTICUM

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ABSTRACT

This study investigated the expectations of pre-service English teachers from online teaching practicum and their reactions upon completion under Kirkpatrick Training Evaluation Theoretical Framework to find out whether it was successfully administered in Turkiye setting. The experimental study design aimed to identify problems underlying online teaching practicum and suggest solutions for future generations. 356 participants were incorporated into the study. A pilot study was conducted initially. Pre-practicum expectation and post-practicum reaction scales were formed after the items were revised by three field experts. Scales were developed via conducting Exploratory Factor Analysis and Confirmatory Factor Analysis. The data were gathered from six different state universities at six different regions across Turkiye with 4th grade English Language Teaching students who were taking the School Experience courses. KMO value and Bartlett Sphericity Test were performed. The expectation scale had 0.96 and reaction scale had 0.98 Cronbach alpha reliability. The validated scales were administered to 41 teacher candidates to see if their expectations were met. Every week the candidates were asked to do peer and self-evaluation as well. According to Pearson correlation ($p>0.050$) expectations of the pre-service teachers were not met. Friedman Regression analysis over self and peer evaluation showed success increased from the first to the fourth practice in time. Spearman's Rho correlation found significant positive high correlation between the general self-assessment score and the peer-assessment general score. ($r=0,735$; $p<0,001$). Preliminary analyses were conducted not to violate the assumptions of normality, linearity, multicollinearity and homoscedasticity. A second Spearman's Rho analysis over the self, peer, final evaluation grades searched for predictors of success. One Sample T-test for the self-evaluation and One Sample Runs test for peer evaluation measured whether candidates were given fair grades in final evaluation. 88.26. mean value obtained with T-test was significantly lower than the final score of 95 ($p<0.001$) indicating the mentor teachers and academicians graded candidates more than they did for themselves. 90.4. median value obtained with Runs test for the general peer evaluation score ($p>0.050$) indicated that the peers were harsh criticizers on each other and gave lower grades compared to the mentors and academicians. All in all, it was demonstrated that online practicum was incapable of preparing the pre-service teachers for their future professions owing to unforeseen problems during the process.

Keywords: Online teaching practicum, pre-service teacher training, scale development, program evaluation.

INTRODUCTION

Teaching Practicum in Turkiye

Teaching practicum in Turkish Teacher education system lasts two semesters. In the first semester, pre-service teachers just attend classes in the practicum schools they are appointed to and subsequently do observation and submit reflective reports about the lessons to their university supervisors. In the second semester, they write lesson plans, prepare materials etc., and implement lessons under the supervision of the university supervisor and by the guidance of mentor teachers. The rules for Teaching Practicum program are determined by Faculty-School Cooperation Guidebook (1998) published by MoNE. While pre-service teachers teach certain subjects under the supervision of a mentor teacher; they experience a real classroom environment and develop their personal qualities and professional teaching skills (Atay, 2007). During Teaching Practicum there are two parties; respectively the faculty and school. In the directive issued by the Ministry of Education all the stakeholders defined as follows:

Table 1. Stakeholders of Teaching Practicum

Executive Coordinator of the Department
Academic Terms
Faculty of Education
Executive Coordinator of the Education Faculty
MEBBIS
Executive Coordinator of the Provincial Directorate of National Education
School Experience Course
Teaching Practicum Certificate
Teaching Practicum Working Group
Program Coordinator
Practicum School
Practicum School Coordinator
Pre-service Teachers
Pre-service Teacher Evaluation System
Mentor Teacher
University Supervisor

Online Teaching Practicum

Online practicum is made in a virtual classroom, in which digital applications such as Zoom, Teams are made use of. It was also entitled as Emergency Remote Education. Post Pandemic, the pre-service teachers were required to do their teaching practicum online. Closing all universities and schools, making all teaching and assessments online created a state of 'emergency e-learning' (Murphy, 2020).

In online teaching practicum courses the supervision of the instructor and feedback of mentor teachers were made for the candidate teachers' practicum experience in the synchronous online classroom. Throughout this time, candidate teachers had hands-on experience whereby they were dependent upon their peers' response and mentors' feedback to evaluate their own self-performance. It would not be wrong to say that they gained expertise in making use of various internet domains and resources. There was no other time recorded in education history that online practicum was utilized to this extent, which was mostly due to the fact that they had no other choice. It was way too challenging for the whole education system moving online in emergence. All lessons and activities were online while the students were participating into the classes from home

Table 2. Traditional Practicum vs. Online Practicum

Traditional Practicum	Online Practicum
In-class Teaching	Virtual Teaching
Use of Blackboard/Interactive White Board	Use of Zoom Application
Pre-practicum meeting at Practice School	No pre-practicum meeting
Weekly Lectures at the Education Faculties	Online Lectures
Submission of lesson plans/reflective papers at the education Faculties	Submission of lesson plans/reflective papers via mail
Face-to-face Mentor Feedback after each practice	Limited Mentor Feedback
Regular peer observation	Limited peer observation
Four times visit/observation by the Academician	Limited Academician Observation-If permission of video recording is available
Organizing pair work and group activities	No pair work or group activities
Role-play and drama activities	Dialogue completion
Giving and Checking assignment	Only giving assignments
Teaching four language skills together (reading, writing, listening, speaking)	Fostering only receptive language skills (reading and listening)
Testing in class	No testing
Interaction between pupils	No interaction
Games & competitions	Use of virtual applications and materials
Class management	Limited class management
Use of eye-contact, gestures and mimics	No access to microphones and cameras by the pupils
Intrinsic and Extrinsic Motivation of pupils	Distraction at home (background noises, siblings
Student-centered teaching	Teacher-centered teaching

The Faculty-School Cooperation has not been updated since 1998. A revision of the guidebook is needed. It has also been asserted that there is a discrepancy between theoretical knowledge taught by universities and genuine courses in the schools (Seferoglu, 2006). A conflict between pre-service teachers' beliefs about teaching and real teaching is also present. Mentors are not flexible, in contrast they are biased towards the pre-service teachers as demonstrated in Tok and Yilmaz's study (2011).

Mentor teachers should normally inform the students about theoretical and practical aspects of their teaching. They should guide their prospective colleagues and help them develop professionally by ascertaining them to develop full-fledged teaching beliefs. Nevertheless, the feedback from the mentors and supervisors are not fruitful for the pre-service teachers to this end. On the whole, candidate teachers receive insufficient feedback from their practicum mentors (Galana et al., 2023). Teacher preparation institutions have to revise and edit their feedback practices with PSTs. Increased frequency in conversations is reported to make guidance more explicit and to support the development of practice and reflection. The literacy of feedback needs to be taught, and remodeled, making the connection between feedback and practice much more understandable for PSTs (Wilcoxen & Lemke, 2021). These studies suggest that there is a need for change and healing within the program in order to raise professional teachers.

At the beginning of 2000s, although online practicum and online field supervision studies have started to be implemented, (Knouse, 2001; Beattie, Spooner, Jordan, Algozzine, & Spooner, 2002; Ensher, Heun, & Blanchard, 2003), the research on the effectiveness of online teaching practicum has remained limited (Simpson, 2006). Online language teacher education research especially in online teaching practicum is in its infancy (Enochsson & Rizza, 2009; Shin & Kang, 2018; Karam et al., 2020). Online teaching practicum has become a little more frequent lately, but not much is known about its successes and limitations. Especially, in Turkiye context, the studies regarding online teaching practicum, are visible after 2020, which corresponds to the pandemic and post-pandemic periods (Ersin et. al., 2020; Coban & Vardar, 2021; Aslan-Tutak et. al., 2022; Ersanli; 2022; Aksoy, 2023; Atmaca, 2023; Cukur, 2023; Ilya & Daloglu, 2023; Sarac et. al., 2023).

Kirkpatrick's Four-Level Training Evaluation Model

Theoretical framework underpinning this study to assess the effectiveness of online teaching practicum is Kirkpatrick's Four Levels of Training Evaluation (2000). The model is adaptable to all training programs. The model has positive outcomes for all stakeholders. The four successive levels are reaction, learning, behavior and results. The model moves sequentially. Each level forms the base for the upcoming level, but it is a rigorous analysis.

Reaction Level

Reaction level measures how participants react to a training program regarding the participants' perceptions. The reactions of the participants have solid consequences for learning level. At times, learners might have a positive reaction, still learning is not guaranteed. Yet, provided there is a negative reaction, learning is definitely hindered.

Learning Level

For assessing learning at the end of a program, learning level uses tests before training (pre-test) and after training (post-test). Learner satisfaction is ignored yet the extent to which students have acquired skills, knowledge, or attitude is measured. Measurement methods are either formal or informal, team assessment or self-assessment.

Behavior Level

This level is entitled as the transfer level for it is visible in learners' behavior at the end of the training program. Behavior level attempts to see if the acquired skills, knowledge, or attitude is transferred, id est is used in daily life of the learner. This level forms truest assessment of a program's effectiveness. Notwithstanding, it is regarded as highly difficult because it is not easy to predict when the behavioral change will occur. Thereby, the questions regarding when, how often and how are prominent.

Results Level

Results level measures the success of the program from administrators' point of view in terms of improved quality, costs, increased sales, etc. It does not relate to all training programs. Drawing financial results is not directly linked with teacher training. Yet, the results level of this study is associated with the problems underlying online teaching practicum. A separate report is also written to set the objectives of the practicum for future generations.

In this study, Kirkpatrick Evaluation model is used to assess the success of Online English Language Teaching Practicum based on the four afore-mentioned levels. PSTs' expectations and reactions to online practicum (reaction level), their newly acquired skills (learning level) which will then be transferred to behaviors (behavior level), and whether final outcomes, objectives of the program have been met (results level) is measured by this theoretical framework.

METHOD

Research Design

Basically, program evaluation is making a value judgment about available information. Therefore, educational program evaluation uses this very information to have an understanding about the value and/or worth of an educational program (Cook 2010). It is systematic and includes the analysis of information related to the design, implementation, and outcomes of a program, in order to monitor and improve the quality and effectiveness of the program (ACGME, 2010a). There are various program evaluation models; Peacock Model, Experimental/Quasi-experimental Model, Logic Model, Context/Input/Process/Product (CIPP) model. They are used to determine if a program or intervention is more effective than the current process.

Experimental and quasi-experimental study designs both involve comparing two groups to see if the desired outcomes are more likely to occur in the group that received the intervention. In the experimental study design, subjects are randomly chosen or assigned to a group. According to Moore (2008), a quasi-experimental evaluation determines whether a program or intervention has the intended effect on the participant.

A Quasi experimental research design was preferred for the study. Factor analyses, correlation, regression and t-tests were administered over the data gathered. Factor analyses were made in order to develop the online practicum expectation and reaction scales, and correlation, regression and t-tests assessed the success of online practicum over scales together with self-evaluation, peer evaluation and online practicum final grades, hence its feasibility in Turkiye setting.

Participants

In order to find out expectations and reactions of online practicum, the researcher worked with a total of 356 participants; pre-service teachers, mentor teachers, university supervisors, and practicum school coordinators from various universities and schools around Turkiye.

Table 3. Descriptives for the Scale Development Participants

participants	N	MeR	MaR	CAR	AR	SEAR	EAR	M	F
	294	66	37	60	48	37	46	85	209

*Meditarrenean Region Pamukkale University, Marmara Region Yildiz Technical University, Central Anatolian Region Gazi University, Aegean Region 18 March University, South East Anatolian Region Gaziantep University, East Anatolian Region Ataturk University

Socio-Demographic Descriptors for Cooperating Teachers

Table 4. Cooperating Teachers Socio-Demographic Data

ID	GENDER	AGE	EXPERIENCE	TEACHING LEVEL	BACHELOR DEGREE	FURTHER EDUCATION
T1	M	48	23	Sehit Aytekin Kuru Anatolian High School	Linguistics	Ma in English Language Teaching
T2	F	55	30	Turk Telekom Social Sciences High School	English Language Teaching	-
T3	M	46	23	Beytepe Secondary School	English Language Teaching	-
T4	M	57	30	Turk Telekom Social Sciences High School	English Language Teaching	-
T5	M	50	23	Beytepe Secondary School	English Language and Literature	-
T6	F	50	27	Turkiye Noterler Birligi Primary School	English Language Teaching	MA in Social Sciences
T7	F	45	22	Beytepe Secondary School	Linguistics	-
T8	F	41	19	Mehmetcik Anatolian High School	English Language and Literature	MA in Comparative Literature
T9	F	50	29	Beytepe Secondary School	English Language Teaching	-

Socio-Demographic Descriptors for Pre-service Teachers

Table 5. Pre-service Teachers Socio-Demographic Data

ID	GENDER	AGE	PRACTICUM SCHOOL
PST1	M	23	Mehmetcik Anatolian High School
PST2	M	23	Turk Telekom Social Sciences High School
PST3	F	22	Turk Telekom Social Sciences High School
PST4	F	22	Gulen Muharrem Pakoglu Secondary School
PST5	F	21	Gulen Muharrem Pakoglu Secondary School
PST6	F	23	Beytepe Secondary School
PST7	F	21	Beytepe Secondary School
PST8	F	23	Gulen Muharrem Pakoglu Secondary School
PST9	F	23	Turk Telekom Social Sciences High School
PST10	M	21	Beytepe Secondary School
PST11	M	22	Beytepe Secondary School
PST12	F	23	Turkiye Noterler Birligi Primary School
PST13	F	22	Beytepe Secondary School
PST14	F	22	Gulen Muharrem Pakoglu Secondary School
PST15	F	22	Sehit Aytekin Kuru Anatolian High School
PST16	F	22	Turk Telekom Social Sciences High School
PST17	M	22	Beytepe Secondary School
PST18	F	22	15 Temmuz Secondary School
PST19	M	21	Beytepe Secondary School
PST20	F	23	Gulen Muharrem Pakoglu Secondary School
PST21	F	24	Sehit Aytekin Kuru Anatolian High School
PST22	M	24	Beytepe Secondary School
PST23	F	22	Gulen Muharrem Pakoglu Secondary School
PST24	F	22	Beytepe Secondary School
PST25	F	22	Sehit Aytekin Kuru Anatolian High School
PST26	F	23	Turk Telekom Social Sciences High School
PST27	F	23	Turkiye Noterler Birligi Primary School
PST28	F	23	Turk Telekom Social Sciences High School
PST29	F	22	Beytepe Secondary School
PST30	F	22	Turk Telekom Social Sciences High School
PST31	F	22	Turk Telekom Social Sciences High School
PST32	F	21	Gulen Muharrem Pakoglu Secondary School
PST33	F	22	Gulen Muharrem Pakoglu Secondary School
PST34	F	23	Turkiye Noterler Birligi Primary School
PST35	F	23	Turkiye Noterler Birligi Primary School
PST36	F	22	Gulen Muharrem Pakoglu Secondary School
PST37	F	22	15 Temmuz Secondary School
PST38	F	23	Beytepe Secondary School
PST39	M	21	Turk Telekom Social Sciences High School
PST40	F	23	Faruk Nafiz Camlibel Anatolian High School
PST41	F	22	Faruk Nafiz Camlibel Anatolian High School

Socio-Demographic Descriptors for Academicians

Table 6. Academicians Socio-Demographic Data

ID	GENDER	AGE	EXPERIENCE	INSTITUTION	PROFESSIONAL CAREER	ACADEMIC POSITION
A1	F	36	13	TED University	BA in ELT MA in ELT PhD in ELT	Asst. Prof. Dr.
A2	M	45	22	Hacettepe University	BA in ELT MA in ELT PHD in ELT	Asst. Prof. Dr.
A3	F	36	13	Hacettepe University	BA in ELT MA in ELT PHD in ELT	Asst. Prof. Dr.
A4	F	32	8	TED University	BAin ELT MA in ELT PHD in ELT	Lecturer
A5	F	37	12	TED University	BA in ELT MA in Linguistics PHD in Curriculum & Instruction	Asst. Prof. Dr.

Socio-Demographic Descriptors for Coordinators

Table 7. Coordinators Socio-Demographic Data

ID	GENDER	AGE	EXPERIENCE	SCHOOL	BRANCH	FURTHER EDUCATION
C1	M	55	26	Mehmetcik Anatolian High School	Religion Teacher	-
C2	F	47	22	Turk Telekom Social Sciences High School	Mathematics Teacher	-
C3	F	45	15	Turkiye Noterler Birligi Primary School	English Teacher	-
C4	M	49	25	Sehit Aytekin Kuru Anatolian High School	Turkish Literature Teacher	MA in Educational Administration
C5	F	48	25	Suheyla Sitki Alp Primary School	Classroom Teacher	MA in Instructional Management and Supervision

Research Questions

1. What are the expectations of pre-service EFL teachers from Online Teaching Practicum?
2. What are the reactions of pre-service EFL teachers to the Online Teaching Practicum?
   2.1 What were the problems that pre-service EFL teachers of English encountered in Online Teaching Practicum?
3. What kind of skills and knowledge have been acquired by the pre-service teachers at the end of the Online Teaching Practicum?

Pilot Study

Initially, the researched conducted a pilot study with 21 participants to make a basis for item pooling. For the Pilot Study at first there were 17 pre-service teachers from a state university and 2 mentor teachers and

2 administrators from a high school from Trabzon city. The items were based on EPOSTL and Kirkpatrick Training Evaluation model to measure the expectations from the practicum program. The students declared their positive and negative experiences and answered some questions concerning their expectations. 2 mentor teachers and 2 administrators were interviewed and this interview was transcribed. After the pilot study, the positive and negative expectations of both the pre-service teachers and mentor teachers were drawn. The items for the scales were written regarding the conclusions drawn from the pilot study. For the scale development, the researcher worked with 294 participants. The items in the scale were revised with the help of three expert opinions gathered from various academicians from the field. It was a 5 point Likert type scale. It was developed by the researcher via conducting Exploratory Factor Analysis and Confirmatory Factor Analysis statistics with SPSS Version 24. The data were gathered from 6 different state universities at 6 different regions across Turkiye at different English Language Teaching departments 4th grade students who are taking the School Experience and/or Teaching Practicum courses. The pre-practicum expectation scale had 0.96 and post-practicum reaction scale had 0.98 Cronbach alpha reliability. Subsidiary, Quantitative Analysis for Testing the Scales after they were developed was made with 41 participants. The validated scales were administered to these 41 participants again from different universities in Ankara region.

Data Collection Tools

Every week the candidates were asked to do peer evaluation and self-evaluation after each teaching practice. The participants filled in these self-evaluation and peer evaluation checklists for 4 weeks long. The candidates were asked to fill in these checklists while doing peer observation. The participants were 4th grade pre-service EFL teachers from a state University and private University Faculty of Education English Language Teaching Program. Their ages ranged from 21 to 24 years old. The student teachers were placed into different practicum schools around Ankara city. The participants were required to complete the "School Experience" in the first term and "Teaching Practicum" course in the second term for graduation in their final academic Year. During a 14-week program, they not only observed their mentors and peers, but also conducted teaching activities with mentor teachers in practicum schools. Throughout the term, each candidate teacher normally teaches at least 4 times such as the teaching of a new grammar structure, playing games, doing role-plays, listening activities. During this time, they are observed by the mentor teachers in each performance and at least four times by the university supervisor for the evaluation of their performance. They are awarded grades on their performance by the mentors and supervisors in the aftermath.

Procedures

Overall, Pearson correlation measured whether expectations of the pre-service teachers from the online practicum were met. Friedman Regression analysis over self and peer evaluation tested whether success increased from the first to the fourth practice in time. Spearman's Rho correlation searched for correlation between the general self-assessment score and the peer-assessment general score. Preliminary analyses were conducted not to violate the assumptions of normality, linearity, multicollinearity and homoscedasticity. A second Spearman's Rho analysis over the self, peer, final evaluation grades searched for predictors of success. One Sample T-test for the self-evaluation and One Sample Runs test for peer evaluation assessed whether candidates were given fair grades in final evaluation.

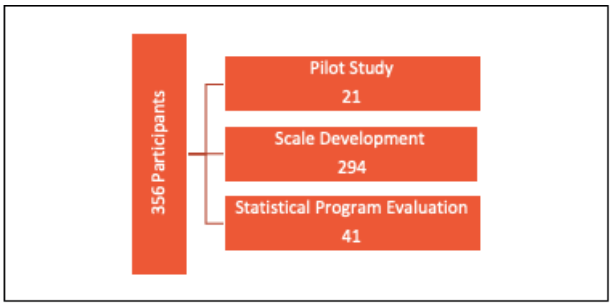

Figure 1. Number of participants

Pilot Study with the Students

A pilot study was administered to senior level ELT students and mentor teachers and administrators. For piloting, the researcher administered a student questionnaire for the 4th grade students. The items in the study were based on EPOSTL and Kirkpatrick Training Evaluation model to learn about the expectations from the practicum program. The PSTs answered the following questions:

1. What aspects of teaching are you most looking forward to?
2. What aspects of teaching are you least looking forward to?
3. What do you expect most from your teacher education?
4. What do you want most from your teacher education?
5. What do you think that your teacher educators expect from you?

The responses were categorized by the researcher with a thematic analysis at the end of the study. It was found that students had self- expectations and job-related expectations, which were either positive or negative.

Table 8. PSTs Questionnaire Thematic Analysis

	Positive	Negative
Self-expectations	Being a qualified teacher	Being dominant
	Being an unforgettable teacher	Being traditional
	Being a good teacher who loves his/her job	
	Being a smiling teacher with humor	
	Being professional	
	Being a role-model for students	
	Being humanistic	
Job-related expectations	Improving teaching practice	Not being able to deal with uncontrollable behavior
	Learning how to put theoretical knowledge into practice	Having problems with the parents of students
	Applying a communicative teaching not form-focused	Different from micro-teaching experience at class
	Being innovative	
	Using creative activities	
	Using interactive activities through games, songs	
	Using drama	
	Using computer-based activities	
	Having a good classroom management	
	Using effective methods	
	Having fun with students	
	Dealing with students individually	
	Being friends with students	
	Building good rapport with students	
	Creating a collaborative atmosphere	

Hence, the researcher come to a conclusion about what kind of categories the scales should include and categorized the scales into various parts. So, the expectation scale should have included the below mentioned sub-divisions:

a) Expectations about University Supervisors
b) Expectations about Mentor Teachers
c) Expectations about Administrators
d) Expectations about Practicum School (implementations, facilities etc.)
e) Expectations about Peer Pre-service Teachers
f) Expectations about Students
g) Expectations about other Teachers
h) Expectations about Procedures

And reaction scale should have included the below mentioned sub-divisions:

a) Attitudes in relation to their self-realization

b) Attitudes and reactions in relation to teaching practicum

Thereby, items were written by the researcher and item pooling stage for the scale development was completed. The researcher had produced an expectation scale to assess the expectations of the teacher candidates to be implemented before the beginning of the practicum and a reaction scale to assess the attitudes of teacher candidates at the end of the teaching practicum.

Pilot Study with the Mentor Teachers

It was a focus-group interview with two mentor teachers in an Anatolian High School in Trabzon/Turkiye. The mentor teachers answered these questions:

1. In reference to being a successful cooperating teacher, how would you define the term "success?"
2. What do you think makes an internship successful?
3. In your role as cooperating teacher, what do you think are your strongest attributes?
4. Are there areas you would like to improve?
5. What kinds of things would help other teachers become successful cooperating teachers?
6. How can the university assist you in your role?
7. What is the role of a cooperating teacher?
8. How can the internship become a stronger element in teacher preparation?

The replies given to the questions were transcribed and analyzed by a thematic analysis. As a result of the interview with the mentors, the teachers declared some changes they wanted in the practicum. They had teacher candidate related, job-related, university related issues and mentioned about their problems and desires.

Table 9. Mentor Teachers' Interview Thematic Analysis

Teacher candidate-related issues
1. For a successful practicum experience, development and progress of pre-service teachers is important
2. Having a good cooperation with pre-service teachers
3. Making them gain self-confidence
Job-related issues
1. Seminar received is not effective
2. There should be more sample lesson, feedback and activity videos in the seminars
3. Information about filling in forms of evaluation and attendance are lacking as well
University-related issues
1. Cooperation with academicians via whatsapp group is useful
2. No need for academician assessment
3. Academicians should trust into the evaluation by mentor teachers
Problems & wishes
1. 6 hours weekly practice for each teacher candidate is too much
2. Dealing with not just academic progress but the psychology of teacher candidates as well
3. The fee for the mentors should be increased (they earn around 400 Turkish liras at the end of the term)

Pilot Study with the Administrators

The researcher did a pilot study with the administrators as well. The researched administered a questionnaire to Affan Kitapcioglu Anatolian High School Principal and Vice Principal. The administrators answered eight questions:

1. How do you define successful internships?
2. What is the role of the cooperating teacher in the internship?
3. What academic background, professional experiences, and personal qualities should cooperating teachers bring to the experience?
4. What supports are needed to improve the experience for all participants?
5. How had cooperating teachers' professional and academic background prepared them for the role of cooperating teachers?
6. What criteria were used to select cooperating teachers and how were the criteria developed?
7. What preparation had cooperating teachers received prior to accepting the role and responsibilities?
8. How might we clarify expectations for interns and cooperating teachers?

The administrators also had teacher candidate related, university related, mentor teachers related and formal procedures related wishes.

Table 10. Administrators' Interview Thematic Analysis

Formal Procedures-related issues
1. Preparation of a Practicum Manual about things to do
2. Distribution of this Manual to Pre-service Teachers, Mentor Teachers and Coordinators
Mentor Teacher-related issues
1. A better preparation and certificate program (seminar)
2. Not being obligatory
3. Asking for their wish upon volunteerism
4. Selection among teachers who have MA degrees by School Principal not by Provincial Directorate of National Education
5. Increasing the Fee
6. Being a good guide for a fruitful process
7. Having self-criticism
8. Having authority over teacher candidates
9. Decreasing the number of pre-service teachers for each mentor teacher
University-related issues
1. Increasing the Relationship between the School and the Faculty
2. No need for the academician evaluation
Teacher candidate-related issues
1. Not expecting too much from them
2. Not being biased about their mistakes
3. Setting up the principles and sanctions upon situations like absence, disrespect etc.

*All the findings out of the pilot study helped the researcher to write the items and do item pooling.

Expectation Scale

At the scale development stage, expectation scale designed by the researcher was based on the pilot study results and Reaction Level of the Kirkpatrick Training Evaluation Model. Because it analyzed the expectations of the prospective teachers from the practicum before it started together with the reaction scale it helped to see whether the practicum met their expectations at the end. After item writing and item pooling stages, the items were analyzed by Experts from the field. It was administered to 294 participants from a state university from six regions in Turkiye. It was a 5-point Likert type scale. It included 85 items at first. It was developed by the researcher via conducting Exploratory Factor Analysis and Confirmatory Factor Analysis statistics. After the factor analysis 12 items were eliminated and the scale was developed as a result. The sub-dimensions of the scale included "should items" relating to a) University Supervisors b) Mentor Teachers c) School administrators d) Practicum school e) Peer pre-service teachers f) In the teaching practicum and g)

Stakeholders. The Cronbach alpha coefficient, validity and reliability level of the expectation scale was found to be .96. After it was developed it was administered to all 4th grade students who are enrolled at the "School Experience" course at two universities ELT departments.

Reaction Scale

The Reaction scale developed by the researcher again by following the Reaction assessment guidelines of Kirkpatrick Training Evaluation Model and evaluated the attitudes of teacher candidates to the current program. After item writing and item pooling stages, the items were analyzed by Experts from the field. The items in the scale were revised with the help of three expert opinions It was administered to 294 participants from a state university from six regions in Turkiye. It was a 5-point Likert type scale. It was developed by the researcher via conducting Exploratory Factor Analysis and Confirmatory Factor Analysis statistics. It included 44 items at first. After the analysis 5 items were eliminated and the scale was developed. The sub-dimensions of the scale included "rating items" relating to a) At the end of practicum training as a teacher candidate b) In relation to the Teaching Practicum and c) Pre-service Teachers' Reactions about Teaching Practicum. The Cronbach alpha coefficient, validity and reliability level of the reaction scale was found to be .98. After it was developed it was administered to all 4th grade students who are enrolled at the "School Experience" course at two universities ELT departments.

Self-evaluation

Teacher candidates were asked to fill in self-evaluation forms out of a 100 points scale every week for four weeks long. There were 25 items. The items were based on EPOSTL "I can descriptors" for teacher candidates. The sub-dimensions of the self-evaluation form were a) Subject Matter Knowledge b) Instructional Planning and Strategies c) Assessment d) Learning Environment and e) Effective Communication.

It was 4 point Likert type. Every week the pre-service teachers graded themselves after each teaching practice. They included the same items with the peer evaluation form. These scores were evaluated statistically by the researcher with the aim of seeking an evaluation of their own teaching practice. It assessed the Learning Level of Kirkpatrick Training Evaluation Model.

Peer Evaluation

Peer observation evaluation checklist was designed by the researcher to be submitted to the utilization of peer pre-service teachers during the observation of candidate teachers of each other every week. It was for assessing the Learning Level of Kirkpatrick Training Evaluation Model. 25-items and 4-points grading form increased the awareness about the strengths and weaknesses of the peers in teaching practice. While filling out the checklist on observation, the peers created an awareness about their own teaching styles, strategies, methods, student-teacher relations by comparing their own performance with their peers. The items to be reviewed fall into the categories of a) Subject Matter Knowledge b) Instructional Planning and Strategies c) Assessment d) Learning Environment and e) Effective Communication.

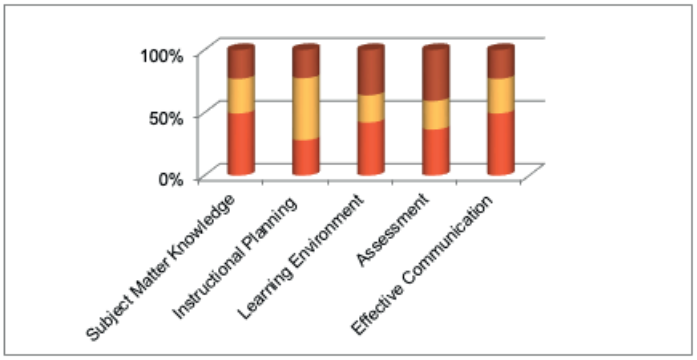

Figure 2. Self and Peer Evaluation Categories

Data Analysis

The answers to the pilot study were analyzed with thematic content analysis. The scales developed by the researcher (Kazaz, 2022) were analyzed with Exploratory Factor Analysis firstly and Confirmatory Factor Analysis secondly for validity and reliability measures. The data obtained from the responses to the both scales by 4th grade students, id est 294 participants, were analyzed via IBM Statistical Package for Social Sciences (SPSS) V24 and AMOS 19. Keiser-Meyer Olkin and Bartlett Sphericity Tests were applied for the scale development. After the scales were developed and they were found valid and reliable they were administered to the experimental group at Hacettepe and TED University for the quantitative evaluation of online practicum. Kolmogorov-Smirnov distribution analysis, Pearson and Spearman's Rho Correlation and Friedman Regression Statistical Analysis were administered to the Self, Peer and Final Evaluation Grades of the Pre-service Teachers. One Sample Runs and T-test measured the grades as well.

FINDINGS

This study was conducted to make a critical analysis of the online teaching practicum program applied in Turkiye. It aimed to enlighten the pre-service teachers' opinions about the problems in the available program and propose recommendations for its amendment. With the current study the researcher tested whether the expectations regarding online teaching practicum were met or not. Findings have the below-mentioned dimensions.

Scale Development

All the items were composed by the researcher covering the item pooling, piloting and expert opinion stages. Item pooling was made based on EPOSTL and Kirkpatrick Training Evaluation Model. Piloting was made with Trabzon University senior ELT students in the 2018-2019 academic year (See appendix I). After piloting and item writing by the researcher expert opinion was received from three expert academicians from different universities; a Professor from Cukurova University, an Asst. Prof Dr. from Bilkent University and another Asst. Prof. Dr. from 19 Mayis University respectively.

After the scale items were revised and edited, the scale was administered to 294 participants from every region in Turkiye; East Anatolian Region Ataturk University, Marmara Region Yildiz Technical University, South East Anatolian Region Gaziantep University, Aegean Region 18 March University, Mediterranean Region Pamukkale University, Central Anatolia Region Gazi University. The universities were chosen according to the attainability of English language Teaching departments by the researcher. For not violating against the power relationship the scale was not administered in the researcher's own affiliation. Nearly 300 sample number is regarded to be a good number of samples (Tinsley & Tinsley, 1987; Comrey, 1973; DeVellis, 2017). EFA and CFA yielded reliability and validity for both the expectation scale and the reaction scales. It was supported with AMOS 19 graphic program. EFA and CFA was applied for each sub-division. GFI, AGFI and CFI values were expected to be over 0.90.

Convergent and Divergent Validity

Convergent validity is a subtype of construct validity and is an indication of how well a test measures the concept it was designed to measure. It is the condition of strong positive correlation among measures of a dimension. In that, it measures whether constructs that theoretically should be related to each other are, in fact, related to each other. Therefore, while convergent validity focuses on similarities, divergent validity focuses on differences. Divergent validity, is the extent to which a measure does not correlate strongly with measures of different, unrelated constructs. Both need to be assessed in order to demonstrate construct validity.

Table 11. Convergent and Divergent Validity of the Scales

		CR	AVE	D 1	D 2	D 3	D 4	D 5	Convergence	Divergence
University supervisors factors together explain	D 1	0,937	0,555	(0,745)					Achieved	Achieved
	D 2	0,898	0,597	0,541	(0,773)				Achieved	Achieved
	D 3	0,794	0,563	0,607	0,474	(0,75)			Achieved	Achieved
Mentor teachers factors explain	D 1	0,918	0,562	(0,75)					Achieved	Achieved
	D 2	0,797	0,397	0,612	(0,63)				Unachieved	Unachieved
	D 3	0,764	0,449	0,590	0,629	(0,67)			Unachieved	Achieved
	D 4	0,743	0,426	0,577	0,638	0,529	(0,653)		Unachieved	Achieved
	D 5	0,807	0,513	0,546	0,440	0,526	0,571	(0,716)	Achieved	Achieved
Administrators factors explain	D 1	0,847	0,648						Achieved	---
Peers factors explain	D 1	0,901	0,606						Achieved	---
Students factors explain	D 1	0,887	0,797						Achieved	---
Practicum school factors	D 1	0,861	0,614	(0,784)					Achieved	Achieved
	D 2	0,800	0,669	0,390	(0,818)				Achieved	Achieved
Teaching practicum program	D 1	0,834	0,471						Achieved	---
Other stakeholders factors	D 1	0,838	0,721						Achieved	---
Attitudes at the end factors	D 1	0,895	0,631						Achieved	---
Attitudes in relation to teaching practicum	D 1	0,840	0,512	(0,716)					Achieved	Achieved
	D 2	0,849	0,654	0,597	(0,809)				Achieved	Achieved
	D 3	0,856	0,667	0,375	0,362	(0,816)			Achieved	Achieved
Reactions factors together	D 1	0,910	0,481	(0,693)					Unachieved	Achieved
	D 2	0,855	0,501	0,620	(0,708)				Achieved	Achieved
	D 3	0,830	0,621	0,459	0,447	(0,788)			Achieved	Achieved
	D 4	0,911	0,774	0,429	0,474	0,250	(0,88)		Achieved	Achieved

*D~Dimension

*The values written in parentheses are the square root of AVE, AVE: Average Variance Extracted,

CR: Composite Reliability

In order to ensure convergent validity of the scales, AVE values must be higher than 0.5 and CR values must be higher than 0.70. In order to ensure divergent validity, the correlation value between the dimensions must be less than the square root of AVE. According to these criteria, the situations in which divergent and convergent validity are achieved are specified. The scores demonstrate that convergent validity was achieved among the dimensions to a large extent.

Validity and Reliability of the Scales

294 participants from the universities of each region in Turkiye participated in the scale development. EFA was performed for the validity of the scale. To this end, Kaiser – Meyer – Olkin (KMO) value and Bartlett Sphericity Test were performed. It is stated in the literature that .50 or .60 value is base value for KMO. Kaiser (1974) expresses that when KMO value is greater than .50 factor analysis can be performed. The Bartlett's Sphericity test was then used to see if research data had multivariate normal distribution. Furthermore, when chi-square test value is significant a normal multivariate distribution exists

In the analysis of the findings, the factors with eigenvalues greater than 1 were taken into account. As a result, items with a factor load value below .30 were eliminated. At the end of EFA performed based on varimax rotation, it was seen that while some items did not load any factors, some items loaded more than one factor, and some load values were below .40 . So, they were removed from the scale. EFA was duplicated to reach the truest results. Varimax rotation is the method that determines the factor structure of any developed scale.

Table 12. Validity and Reliability Scores of the Scales

	Chi-Square
Expectation	0,96
Reaction	0,98

The scores show that the expectation and reaction scales are valid and reliable and ready to use to the experimental groups.

Table 13. Expectation Scale Confirmatory Factor Analysis Results

University supervisors factors together explain 74,661% of total variance.
KMO-MSA=0,948, Barlett Chi-Square=3886,232, p<0,001
Mentor teachers factors explain 67,379% of the total variance together.
KMO-MSA=0,914, Barlett Chi-Square=3379,179, p<0,001
Administrators factors explain 64,784% of the total variance.
KMO-MSA=0,661, Barlett Chi-Square=185,242, p<0,001
Peers factors explain 60,613% of the total variance.
KMO-MSA=0,835, Barlett Chi-Square=872,490, p<0,001
Students factors explain 79,789% of the total variance.
KMO-MSA=0,500, Barlett Chi-Square=125,169, p<0,001
Practicum school factors explain 67.480% of total variance.
KMO-MSA=0,759, Barlett Chi-Square=604,139, p<0,001
Teaching practicum program factors explain 47.161% of total variance.
KMO-MSA=0,809, Barlett Chi-Square=411,889, p<0,001
Other stakeholders factors explain 72.070% of the total variance.
KMO-MSA=0,500, Barlett Chi-Square=61,868, p<0,001

Table 14. Reaction Scale Confirmatory Factor Analysis Results

Attitudes at the end factors explain 73,124% of the total variance.
KMO-MSA=0,851, Barlett Chi-Square=570,244, p<0,001,
Attitudes in relation to teaching praticum factors explain 67,098% of total variance.
KMO-MSA=0,818, Barlett Chi-Square=1340,573, p<0,001,
Reactions factors together explain 61,951% of total variance.
KMO-MSA=0,908, Barlett Chi-Square=2625,257, p<0,001,

Testing of the Scales

41 teacher candidates from Hacettepe University and TED University participated in the quasi-experimental study. It's a quasi-experimental study, in that; under normal circumstances pre-service teachers are not asked to do self-evaluation or peer evaluation during practicum. They just write reflective papers. Nevertheless, in the current study the pre-service teachers registered to the afore-mentioned universities were asked to complete self-evaluation and peer evaluation checklists. Pre-practicum expectation scale, self-evaluation 1-2-3-4 and peer evaluation 1-2-3-4 during the practicum and finally post-practicum reaction scale were administered to teacher candidates. Demographic information of the participants is presented with descriptive statistics. Conformity to normal distribution was evaluated by Kolmogorov-Smirnov test. Friedman test was used to compare self-evaluation and peer evaluation scores that were not normally distributed according to the evaluations. Pearson correlation coefficient was used to analyze the relationship between normally distributed data and Spearman's rho correlation coefficient was used to analyze the relationships between non-normally distributed data. Frequency analysis of the answers given to the expectation scale and frequency analysis of the responses to the reaction scale was made and a correlation was measured. This measured whether the expectations of the pre-service teachers were met. Regression analysis between weeks 1-2-3-4 during the practicum measured the consistency of the evaluation grades and whether success increased towards the end of the practicum. Correlation analysis between Self and Peer Evaluation Regression analysis between expectation, reaction, self and peer evaluation tried to find a predictor of success. In order to test whether the self and peer evaluation scores were different from the mentor teachers' 95 final grade average, one sample t-test was used for normally distributed data and one-sample runs test for data that was not normally distributed. Analysis results mean ± s for quantitative data. Categorical data as deviation and median (minimum – maximum) were presented as frequency (percentage). Significance level was taken as p<0.050.

Descriptive Measures for Participants

Table 15. Gender and Age Demographics

	Frequency (n)	Percentage (%)
Gender		
Female	32	78
Male	9	22
	Mean. ± Std. Dev.	Mean (min. – max.)
Age	22,3 ± 0,9	22 (21 - 24)

Out of the participants 78 % is female and 22 % is male. The mean score of age for all participants is calculated to be 22,3.

Frequency Analysis of Scales

Frequencies of the answers given to the pre-practicum expectation scale and post-practicum reaction scale are presented in Table 12 and 13.

Table 16. Pre-Practicum Expectation Scale Frequencies

	University Supervisors should	1	2	3	4	5
1	Give information about the aim, content, scope and evaluation of the online practicum before it starts	0 (0)	0 (0)	1 (2,5)	4 (10)	35 (87,5)
2	Let me know about the times for observing my teaching practice	1 (2,4)	1 (2,4)	2 (4,9)	5 (12,2)	32 (78)
3	Introduce me to the mentor teacher before the practicum starts	0 (0)	1 (2,4)	1 (2,4)	9 (22)	30 (73,2)
4	Have weekly meetings with pre-service teachers	0 (0)	4 (9,8)	10 (24,4)	13 (31,7)	14 (34,1)
5	Help me plan my teaching practice	1 (2,4)	3 (7,3)	10 (24,4)	10 (24,4)	17 (41,5)
6	Guide me choose the necessary teaching principles, methods and techniques for the relevant course	1 (2,4)	2 (4,9)	8 (19,5)	18 (43,9)	12 (29,3)
7	Guide me about class management	1 (2,4)	1 (2,4)	5 (12,2)	14 (34,1)	20 (48,8)
8	Give feedback about my teaching practice after each observation	0 (0)	1 (2,4)	1 (2,4)	8 (19,5)	31 (75,6)
9	Give feedback about the course materials I prepared	0 (0)	1 (2,4)	0 (0)	6 (14,6)	34 (82,9)
10	Give feedback about my class management	0 (0)	1 (2,4)	0 (0)	7 (17,1)	33 (80,5)
11	Give feedback about how I assess students	0 (0)	1 (2,4)	1 (2,4)	6 (14,6)	33 (80,5)
12	Give feedback about my reflective papers	0 (0)	1 (2,5)	2 (5)	6 (15)	31 (77,5)
13	Support me when I feel inadequate as a teacher	1 (2,4)	0 (0)	2 (4,9)	14 (34,1)	24 (58,5)
14	Make constructive criticism	0 (0)	1 (2,4)	1 (2,4)	2 (4,9)	37 (90,2)
15	Inform me about my evaluation results	0 (0)	1 (2,4)	0 (0)	3 (7,3)	37 (90,2)
16	Encourage me about my future teaching practice	1 (2,4)	0 (0)	2 (4,9)	12 (29,3)	26 (63,4)
17	Be objective in his/her evaluation	0 (0)	1 (2,4)	1 (2,4)	1 (2,4)	38 (92,7)
18	Be patient about the progress I make	1 (2,4)	0 (0)	0 (0)	5 (12,2)	35 (85,4)
19	Be in cooperation with other supervisors who conduct the course throughout the process	0 (0)	0 (0)	5 (12,2)	10 (24,4)	26 (63,4)
	Mentor Teachers Should					
20	Inform me about his/her expectations from me as a teacher candidate	0 (0)	0 (0)	1 (2,4)	4 (9,8)	36 (87,8)
21	Be in cooperation with other mentor teachers at school	1 (2,4)	1 (2,4)	9 (22)	10 (24,4)	20 (48,8)
22	Give me information about the individual differences of the students in the class I will make practice	0 (0)	1 (2,4)	2 (4,9)	8 (19,5)	30 (73,2)
23	Inform me about how to make use of the information technologies in the school	0 (0)	0 (0)	2 (4,9)	13 (31,7)	26 (63,4)
24	Help me get the necessary tools and equipment for the courses	0 (0)	1 (2,4)	7 (17,1)	10 (24,4)	23 (56,1)
25	Have weekly online meetings with pre-service teachers	1 (2,4)	2 (4,9)	6 (14,6)	13 (31,7)	19 (46,3)
26	Help me plan my teaching activities	1 (2,4)	1 (2,4)	5 (12,2)	19 (46,3)	15 (36,6)
27	Demonstrate exemplary activities related to the course I plan to undertake	0 (0)	0 (0)	6 (14,6)	18 (43,9)	17 (41,5)
28	Give me opinions on how to teach what	0 (0)	1 (2,4)	2 (4,9)	12 (29,3)	26 (63,4)
29	Check the lesson plans I prepared	0 (0)	1 (2,4)	5 (12,2)	9 (22)	26 (63,4)
30	Guide me choose the necessary teaching principles, methods and techniques for the relevant course	0 (0)	2 (4,9)	6 (14,6)	19 (46,3)	14 (34,1)
31	Give me clues about class management	0 (0)	0 (0)	1 (2,4)	9 (22)	31 (75,6)
32	Evaluate my educational activities	0 (0)	0 (0)	1 (2,4)	8 (19,5)	32 (78)
33	Give feedback about my class management	0 (0)	0 (0)	0 (0)	4 (9,8)	37 (90,2)
34	Give feedback about how I assess students	0 (0)	0 (0)	0 (0)	5 (12,2)	36 (87,8)

35	Not make criticism in the online classroom setting	3 (7,3)	7 (17,1)	8 (19,5)	9 (22)	14 (34,1)
36	Make constructive criticism	0 (0)	0 (0)	1 (2,4)	4 (9,8)	36 (87,8)
37	Inform me about my evaluation results	0 (0)	0 (0)	0 (0)	5 (12,2)	36 (87,8)
38	Be objective in his/her evaluation	0 (0)	0 (0)	0 (0)	2 (4,9)	39 (95,1)
39	Be patient about the progress I make	0 (0)	0 (0)	0 (0)	7 (17,1)	34 (82,9)
40	Be understanding about the mistakes I make	0 (0)	0 (0)	0 (0)	6 (14,6)	35 (85,4)
41	Be sincere with pre-service teachers	0 (0)	0 (0)	1 (2,4)	6 (14,6)	34 (82,9)
42	Share his/her own experiences with me	0 (0)	0 (0)	1 (2,4)	8 (19,5)	32 (78)
43	Have received training about becoming a mentor teacher	0 (0)	1 (2,4)	2 (4,9)	9 (22)	29 (70,7)
44	Be a role model	0 (0)	1 (2,4)	4 (9,8)	7 (17,1)	29 (70,7)
	School Administrators should					
45	See me as a real teacher	0 (0)	3 (7,3)	4 (9,8)	9 (22)	25 (61)
46	Inform me about the practicum rules I should obey. (permission, attendance, coming to class on time, roster, etc.)	0 (0)	1 (2,4)	0 (0)	4 (9,8)	36 (87,8)
	Peer Pre-service Teachers should					
47	Help me during the preparation stage	1 (2,4)	2 (4,9)	7 (17,1)	10 (24,4)	21 (51,2)
48	Support me when performing activities in the online course	2 (4,9)	0 (0)	4 (9,8)	9 (22)	26 (63,4)
49	Give me feedback on my online practices	0 (0)	1 (2,4)	0 (0)	12 (29,3)	28 (68,3)
50	Evaluate me objectively in their reflective papers	0 (0)	1 (2,4)	0 (0)	8 (19,5)	32 (78)
	Other Teachers in the Practicum School should					
51	Treat me as their colleague	0 (0)	0 (0)	8 (19,5)	6 (14,6)	27 (65,9)
52	Be eager to share his/her experiences	0 (0)	0 (0)	2 (4,9)	9 (22)	30 (73,2)
	Students should					
53	See me as their teacher	0 (0)	0 (0)	0 (0)	6 (14,6)	35 (85,4)
54	Perform the tasks I give in the online course	0 (0)	0 (0)	0 (0)	2 (4,9)	39 (95,1)
55	Have sufficient technological infrastructure (tablets, mobile phones, pc, etc.)	0 (0)	1 (2,4)	7 (17,1)	5 (12,2)	28 (68,3)
56	Have necessary online course tools (books, notebooks, etc.)	0 (0)	0 (0)	6 (14,6)	6 (14,6)	29 (70,7)
	Practicum School should					
57	Have high number of teachers	1 (2,4)	3 (7,3)	19 (46,3)	6 (14,6)	12 (29,3)
58	Have both young and senior teachers	0 (0)	0 (0)	12 (29,3)	8 (19,5)	21 (51,2)
59	Not have crowded classes	0 (0)	0 (0)	8 (19,5)	8 (19,5)	25 (61)
60	Have high number of branches of class	0 (0)	2 (4,9)	11 (26,8)	9 (22)	19 (46,3)
	In the Teaching Practicum					
61	The school that I practice teaching at the 1st term should be the same at the 2nd term	3 (7,3)	1 (2,4)	2 (4,9)	7 (17,1)	28 (68,3)
62	The pre-service teachers should have the chance to do online practice at schools with various economic, cultural and social etc. traits.	1 (2,4)	0 (0)	1 (2,4)	11 (26,8)	28 (68,3)
63	Groups should consist of maximum 4 teacher candidates per each mentor teacher	0 (0)	0 (0)	5 (12,2)	6 (14,6)	30 (73,2)
64	Practice at different grade levels for teacher candidates should be maintained	0 (0)	0 (0)	7 (17,5)	6 (15)	27 (67,5)

	Stakeholders should					
65	The university supervisor, mentor teacher and school administrators should be in contact	0 (0)	0 (0)	2 (4,9)	6 (14,6)	33 (80,5)
66	Online Meetings should be carried out at the beginning of each practice period	0 (0)	0 (0)	7 (17,1)	6 (14,6)	28 (68,3)

*1: Strongly disagree, 2: Disagree, 3: Not Sure, 4: Agree, 5: Strongly agree

For the item "Give information about the aim, content, scope and evaluation of the online practicum before it starts", 87.5% of the participants strongly agree, 10% agree, and 2.5% are undecided. 78% of the participants strongly agree, 12.2% agree, 4.9% undecided, 2.4% disagree, and 2.4% agree with the item "Let me know about the times for observing my teaching practice". To the item "Introduce me to the mentor teacher before the practicum starts", 73.2% of the participants strongly agree, 22% agree, 2.4% undecided, 2.4% disagree. To the item "Have weekly meetings with pre-service teachers", 34.1% of the participants strongly agree, 31.7% agree, 24.4% are undecided, 9.8% disagree. 41.5% of the participants strongly agree, 24.4% agree, 24.4% undecided, 7.3% disagree, 2.4% strongly agree with the item "Help me plan my teaching practice". For the item "Guide me choose the necessary teaching principles, methods and techniques for the relevant course", 29.3% of the participants strongly agree, 43.9% agree, 19.5% are undecided, 4.9% disagree, 2.4% of them gave the answer of strongly disagree. Information on the answers given to the other items of the scale is presented in Table 12.

Table 17. Post-Practicum Reaction Scale Frequencies

	At the of the Practicum training, as a teacher candidate	**1**	**2**	**3**	**4**	**5**
1	I rate the content of the online teaching practicum (interest, benefit, etc.)*	1 (2,5)	4 (10)	15 (37,5)	12 (30)	8 (20)
2	I rate the mentor teacher (knowledge of subject matter, preparation, ability to communicate, etc.)*	0 (0)	4 (10)	6 (15)	16 (40)	14 (35)
3	I rate the facilities of the online teaching practicum (comfort, convenience, etc.)*	1 (2,5)	8 (20)	14 (35)	11 (27,5)	6 (15)
4	I rate the scheduling of the teaching practicum*	4 (10)	5 (12,5)	6 (15)	13 (32,5)	12 (30)
5	I rate the program as an educational experience to help me do my job better*	4 (10)	7 (17,5)	3 (7,5)	13 (32,5)	13 (32,5)
	In relation to the Teaching Practicum					
6	The content covered in the program was relevant to my job	0 (0)	1 (2,5)	2 (5)	12 (30)	25 (62,5)
7	The content covered in the program was interesting	0 (0)	3 (7,5)	7 (17,5)	15 (37,5)	15 (37,5)
8	The mentor teacher was an effective communicator	0 (0)	3 (7,5)	4 (10)	9 (22,5)	24 (60)
9	The mentor teacher was well prepared	0 (0)	1 (2,5)	6 (15)	10 (25)	23 (57,5)
10	If there were manuals about the practicum it would be helpful	1 (2,5)	1 (2,5)	4 (10)	21 (52,5)	13 (32,5)
11	If there were handouts about the practicum it would be helpful	2 (5)	2 (5)	7 (17,5)	17 (42,5)	12 (30)
12	If there were audiovisuals about the practicum it would be helpful	1 (2,5)	2 (5)	5 (12,5)	21 (52,5)	11 (27,5)
13	I will be able to apply much of the content I learned here to my job	2 (5)	2 (5)	8 (20)	8 (20)	20 (50)
14	The facilities of the practicum were suitable	2 (5)	1 (2,5)	8 (20)	17 (42,5)	12 (30)
15	The schedule of the practicum was well-organized	3 (7,5)	5 (12,5)	8 (20)	11 (27,5)	13 (32,5)
16	I feel that online practicum taught me do my job better	4 (10)	7 (17,5)	6 (15)	4 (10)	19 (47,5)

	Pre-service Teachers Reactions about Teaching Practicum					
17	Online Teaching Practicum helped me deepen my knowledge about teaching profession	0 (0)	5 (12,8)	5 (12,8)	15 (38,5)	14 (35,9)
18	I believe Online Teaching Practicum is useful in terms of teacher candidates.	2 (5)	11 (27,5)	4 (10)	10 (25)	13 (32,5)
19	Online Teaching Practicum provided me with the opportunity to observe at different class levels.	4 (10,3)	10 (25,6)	6 (15,4)	8 (20)	9 (23,1)
20	Online Teaching Practicum provided me with the opportunity to practice at different class levels.	5 (12,5)	13 (32,5)	4 (10)	13 (32,5)	10 (25)
21	Thanks to the Online Teaching Practicum I started to see myself as a teacher	2 (5)	3 (7,5)	7 (17,5)	8 (20)	15 (37,5)
22	Online Teaching Practicum increased my self-confidence increased.	2 (5)	2 (5)	5 (12,5)	3 (7,5)	23 (57,5)
23	Online Teaching Practicum helped me learn the duties of school staff (School Principal, Vice principal., retainer, etc.).	21 (52,5)	7 (17,5)	3 (7,5)	8 (20)	6 (15)
24	Teaching Practicum helped me gain the necessary knowledge and skills for teaching.	3 (7,5)	6 (15)	12 (30)	5 (12,5)	11 (27,5)
25	I believe that the time allocated for Online Teaching Practicum courses in ELT departments is insufficient	3 (7,5)	7 (17,5)	13 (32,5)	8 (20)	12 (30)
26	Via Online Teaching Practicum I liked teaching English more.	7 (17,5)	6 (15)	5 (12,5)	8 (20)	14 (35)
27	In Online Teaching Practicum I learned how to establish a good communication in teacher-student relationship.	5 (12,8)	1 (2,6)	9 (23,1)	9 (23,1)	15 (38,5)
28	In Online Teaching Practicum I learned how to grade students	12 (30)	7 (17,5)	6 (15)	9 (22,5)	6 (15)
29	Online Teaching Practicum made me realize whether teaching profession was suitable for me.	2 (5)	0 (0)	8 (20)	12 (30)	18 (45)
30	In Online Teaching Practicum my university supervisor helped me in all my problems about the lessons	1 (2,5)	1 (2,5)	6 (15)	8 (20)	24 (60)
31	I believe the reflective portfolio reports are assessed by the university supervisor objectively.	0 (0)	0 (0)	0 (0)	7 (17,5)	33 (82,5)
32	I believe there is healthy communication between the Faculty and Practice School	2 (5)	2 (5)	7 (17,5)	12 (30)	17 (42,5)
33	Online Teaching Practicum gave me the opportunity to compare the characteristics of a good teacher with my own traits.	2 (5,1)	1 (2,6)	4 (10,3)	13 (33,3)	19 (48,7)
34	In Online Teaching Practicum I learned how a teacher can manage the classroom.	5 (12,5)	5 (12,5)	7 (17,5)	5 (12,5)	18 (45)
35	In Online Teaching Practicum I learned how to prepare yearly, unit and daily plan.	6 (15)	10 (25)	4 (10)	13 (32,5)	7 (17,5)
36	In Online Teaching Practicum I learned how to prepare exams	15 (37,5)	11 (27,5)	8 (20)	2 (5)	4 (10)
37	In Online Teaching Practicum I learned how to prepare course materials	4 (10)	2 (5)	4 (10)	8 (20)	22 (55)
38	In Online Teaching Practicum I learned how the National Education System operated.	8 (20)	2 (5)	9 (22,5)	14 (35)	7 (17,5)
39	In online Teaching Practicum I learned how to use deliberative rhetoric.	6 (15)	5 (12,5)	12 (30)	10 (25)	7 (17,5)

*1: Strongly disagree, 2: Disagree, 3: Not Sure, 4: Agree, 5: Strongly agree

For the item "I rate the content of the online teaching practicum (interest, benefit, etc.)", 20% of the participants replied excellent, 30% very good, 37.5% good, 10% moderate, 2%, 5 of them gave a weak answer.

To the item "I rate the mentor teacher (knowledge of subject matter, preparation, ability to communicate, etc.)", 35% of the participants answered excellent, 40% very good, 15% good, 10% moderate. For the item "I rate the facilities of the online teaching practicum (comfort, convenience, etc.)" 15% excellent, 27.5% very good, 35% good, 20% moderate, 2%, 5 of them gave a weak answer. To the item "I rate the scheduling of the teaching practicum", 30% of the participants answered excellent, 32.5% very good, 15% good, 12.5% moderate, 10% poor.

Pre-service Teachers' Practicum Expectation and Reaction Correlations

Table 18. Expectation Scale and Reaction Scale Correlation

	Post-Practicum Reaction Scale	
	r	p
Pre-Practicum Expectation Scale	0,244	0,130

r: Pearson Correlation Coefficient

There is no statistically significant relationship between the pre-practicum expectation scale post-practicum reaction scale($p>0.050$). It can be understood from the results that the expectations of the pre-service teachers were not met.

Pre-service Teachers' Weekly Self and Peer Evaluative Scores Regression Analysis

Table 19. Self-Evaluation and Peer Evaluation Regression Analysis

	Evaluation Number	Mean ± Std. Dev.	Mean (min. – max.)	Test statistics	p
Self-Evaluation	1.	85,4 ± 87,4	87 (54 - 100)a	=36,417	<0,001
	2.	87,4 ± 89,2	89 (56 - 100)a		
	3.	89,2 ± 91,6	90 (63 - 100)a		
	4.	91,6 ± 87,2	95 (63 - 100)b		
Peer Evaluation	1.	87,2 ± 88,7	88,5 (60 - 100)c	=25,029	<0,001
	2.	88,7 ± 91,2	91,5 (60 - 100)bc		
	3.	91,2 ± 92,9	94 (70 - 100)ab		
	4.	92,9 ± 0	96 (70 - 100)a		

Friedman test statistics, a-c: There is no difference between evaluations with the same letter.

There is a statistically significant difference between the median values of the evaluation score according to the number of evaluations in self-evaluation ($p<0.001$). The median of the 1st assessment was calculated as 87, the median of the 2nd assessment was 89, the median of the 3rd assessment was 90, and the median of the 4th assessment was 95. This difference is due to the fact that the median value of the 4th evaluation is higher than the median value of the other evaluations. There is a statistically significant difference between the median values of the evaluation score according to the number of evaluations in peer evaluation ($p<0.001$). The median of the 1st assessment was 88.5, the median of the 2nd assessment was 91.5, the median of the 3rd assessment was 94, and the median of the 4th assessment was 96. A statistically significant difference was found between the 1st and 4th evaluations, the 1st and 3rd evaluations, and the 2nd and 4th evaluations.

While the first time teaching score in self-evaluation had an average of 85 it increased to 91 within time. While the first time teaching score was 87, it increased to 92 in the fourth teaching. Peer evaluation has a minimum of 2 points score highness compared to the self-evaluation. Fourth time teachings appear to be better than the previous ones. While there are no important differences between the second and third time

teaching, there is a difference between first and fourth time teachings. It can be inferred from these findings that the success level of students increased after practice and getting more experienced.

Pre-service Teachers' General Self and Peer Evaluative Scores Correlations

Table 20. Self-evaluation and Peer evaluation General Score Correlation

	Peer Evaluation general Score	
	r	p
Self-evaluation General Score	0,735	**<0,001**

r: Spearman's rho correlation coefficient

There is a statistically significant positive high correlation between the general self-assessment score and the peer-assessment general score. (r=0,735; p<0,001).

The scores given both in the self-evaluation and peer evaluation resemble each other. The consistency among the given scores is high. The grades given for self and given by peers can be said to be in a harmony. The scores reflect that the pre-service teachers grade each other truly. They don't boost their own teaching practice level, reflect it as it is.

Evaluation, Expectation and Reaction Correlations

Table 21. The relationship between self-evaluation and peer evaluation scores and pre-practicum expectation scale and post-practicum reaction scale

	Pre-practicum expectation scale		Post-practicum reaction scale	
	r	p	r	p
Self-evaluation score 1	0,053	0,743	0,312	0,050
Self-evaluation score 2	0,226	0,160	**0,649**	**0,000**
Self-evaluation score 3	0,147	0,373	**0,470**	**0,003**
Self-evaluation score 4	0,178	0,278	**0,552**	**0,000**
Self-evaluation general score	0,108	0,501	**0,527**	**0,000**
Peer evaluation score 1	0,162	0,318	0,122	0,460
Peer evaluation score 2	0,143	0,391	**0,400**	**0,014**
Peer evaluation score 3	0,158	0,366	0,236	0,180
Peer evaluation score 4	0,066	0,707	0,180	0,310
Peer evaluation general score	0,224	0,164	**0,323**	**0,045**

r: Spearman's rho correlation

Preliminary analyses were conducted not to violate the assumptions of normality, linearity, multicollinearity and homoscedasticity. There is a statistically high positive correlation between the self-evaluation score of 2 and the post-practicum reaction scale (r=0.649; p<0.001). There is a statistically positive and moderate correlation between the self-evaluation score of 3 and the post-practicum reaction scale (r=0.470; p=0.003). There is a statistically positive and moderate correlation between the self-evaluation score of 4 and the post-practicum reaction scale (r=0.552; p<0.001). There is a statistically positive and moderate correlation between the general self-evaluation score and the post-practicum reaction scale (r=0.527; p<0.001). There is a statistically positive and moderate correlation between the peer evaluation score of 2 and the post-practicum reaction scale (r=0.400; p=0.014). There is a statistically weak positive correlation between the peer evaluation general score and the post-practicum reaction scale (r=0.325; p=0.045). There was no

statistically significant relationship between the pre-practicum expectation scale and self-evaluation and peer evaluation scores (p>0.050).

Since there is a weak relationship between the peer evaluation and reaction scale, this can be explained by the discontent of the pre-service teachers. The expectation scale is not a predictor of the self and peer evaluations as well. Over the partial correlation between the independent variables; pre-practicum expectation scale, post-practicum reaction scale, self-evaluation, peer evaluation and final evaluation, none came about as significant predictors.

Practicum Achievement and Self-evaluation Relationship

Table 22. Comparison of self-evaluation general score with final evaluation

	Test value	Mean	Std. Dev.	Test statistics*	p
Self-evaluation general score	95	88,2622	8,21374	-5,253	**<0,001**

*One Sample t test

According to the research, the average value of the self-evaluation general score was calculated as 88.26. This mean value obtained was significantly lower than the final score of 95 (p<0.001). It can be inferred from the results that, the mentor teachers and academicians graded the students more than they did for themselves.

Practicum Achievement and Peer Evaluation Relationship

Table 23. Comparison of peer evaluation general score with final evaluation

	Test value	Median	Min	Max	Test statistics*	p
Peer evaluation general score	95	90,4	60,0	100,0	-0,953	0,341

*One sample runs test

The median value for the general peer evaluation score was 90.4. This median value obtained was not statistically significant from the final score of 95 (p>0.050). It can be suggested that the peers were harsh criticizers on each other and gave low grades compared to the mentors and academicians. This can be explained by the belief of mentor teachers and academicians i.e. graders that the teacher candidates will be successful in their future professions.

DISCUSSIONS AND CONCLUSION

This study was carried out for measuring the success of online teaching practicum in Turkiye context, when face-to-face educational activities were held back and all educational practices went online. For the program evaluation, a Training Evaluation framework was made use of. As the reaction level of the framework, the expectations of PSTs from the online teaching practicum and whether these expectations were met was interrogated. On the whole, during the pandemic period, teacher training research has investigated the effectiveness of adapting to online practicum from two-fold perspectives: either the challenges or the opportunities faced (Nel & Marais, 2020; Sepulveda-Escobar & Morrison, 2020). In the same vein, this study searched for the pros and cons of online teaching practicum. To this end, pre-practicum expectation scale and post-practicum reaction scale was conducted. As a result of the scales administered at the control

group, it was demonstrated that the current online practicum system with no alteration could not prepare the pre-service teachers for their future professions since they encountered many problems during the process. The expectations of the PSTs were not met. There was communication gap with the mentor teachers. PSTs couldn't overcome their problems in teaching practicum because they could not receive sufficient feedback from their mentor teachers. Furthermore, some of the supervising academicians did not observe the teaching practice of their mentees. Unfortunately, the expectation and reaction scales administered at teacher candidates showed that the pre-service teachers are discontent with the new model applied. They prefer traditional teaching practicum or a hybrid model. Only in this way, they can increase their awareness. Because in traditional teaching practicum autonomy is at utmost level. Henceforth, they can self-analyze and heal their own practice. Having hands-on interaction experiences and feeling real classroom dynamics are preferred by candidate teachers (Sepulveda-Escobar & Morrison, 2020).

While remote education has a lot of problems in itself, distance teaching practicum triples the problems. The teacher candidates could not access the learners under poor technic circumstances and internet-related problems. Echoing the afore-mentioned findings, in parallel with Hardiyanty et al. (2021), technological problems, absenteeism of students, lack of interaction between the teacher and students and classroom management were the issues to cope with. Unfortunately, the PSTs had to use their own coping strategies and problem-solving skills to overcome the difficulties of online teaching practicum. This, worsened the quality of teaching. To exemplify, online teaching practicum experiences of 45 pre-service teachers were inquired via journals and semi-structured interviews by Brinia and Psoni (2022). It was indicated by the participants of the study that, face-to-face teaching had more opportunities in terms of monitoring body language and promoting teamwork, and replacing face-to-face teaching with alternative platforms wasn't possible. Regarding the relevant literature, in contrast, in the post-pandemic online practicum study by Brina and Psoni (2021), participants stated their appreciation for familiarizing with new educational technologies and henceforth improving their adaptability for their future teaching performances. The perception that online activities could encourage interactions between students, and, furthermore could offer an opportunity to exchange ideas and materials and in turn support the learning was found as well.

As the learning level of the framework, PSTs development in expertise, knowledge or mindset was analyzed. Learning evaluation measured whether PSTs were successful in being critical and reflective. Self-evaluation and Peer evaluation statistics were utilized. Observation by peers yielded valuable hints. Since PSTs were friends at the same time, they paid importance to their peers' opinions reflecting reality. Self-evaluation was also very influential. It had a mirroring effect. They gained a chance to see themselves from the mirror, just like the "noticing theory" of Schmidt (1990). It was their first chance to see their own teaching performance. It changed their way of thinking in terms of how teaching should be. So, were PSTs boosting about or lowering down their own teaching? At haphazard, in terms of teaching success there was a difference between the first and fourth teaching times. The teaching success of the PSTs increased in time. Out of the analysis scores of the self-given grades and peer-given grades it was seen that the grades were coherent. All these results suggest that the PSTs were neither too critical nor too optimistic against each other. They did what was needed to be done. In Hergan and Pecar's (2022) study, which is particularly focusing on pre-service teachers' perception of effectiveness, the PSTs stated their capability to manage working time better. Likewise, Cutri et al. (2020) demonstrated flexible collaboration opportunities with others.

As the behavior level of the framework, what kind of skills and expertise bad been acquired by the PSTS and whether the success had been transferred at the end of the online teaching practicum was analyzed by Regression analysis. The best predictors and the correlations analyzed the differences in the behavior completing the online program. Assessing such a change can show whether knowledge, mindset, or skills acquired via the program are being used after a while, which stands for 3-6 months after training. So, in this scenario it was the end-of-term final evaluation; a post-program assessment. Final Evaluation scores to predict the success of the program, it was seen that the success was more than expected by the practitioners themselves. Graders were hyperbolic in rating. Another study by Kosar (2021) from Turkish EFL context, shared similar results. When 25 pre-service English teachers were interrogated about their online teaching practicum experiences, they mentioned that their practicum experiences were unfortunately ineffective for their professional abilities or development and iterated one more that face-to-face teaching practicum could not be replaced by online teaching practicum.

As the result level of the framework, all the underlying problems of online teaching practicum were uncovered. The discontent of the stakeholders with the current program were manifested. Perla et al. (2023), in line with this study by shedding light onto student-teacher and tutor views on hybrid and online forms of practicum highlighted the need for relationships and learning support. Mentors and academicians responsible for practicum courses were suggested to take into account the capacities of candidate teachers involved and that future researchers should make a deeper investigation into understanding the complex dynamics of teacher training. If not, precautions are taken, hopeless PSTs will increase in number. All suggestions must be taken into consideration. In the long run, although online teaching practicum possesses unique opportunities, face-to-face teaching practicum appears to be superior (Atmaca, 2023).

Online practicum leads to remoteness and lack of interaction. It requires a very strong motivation and time management skill to cope with difficulties. In terms of instruction, traditional methods of learning are better. Learning is not feasible with online teaching Activities such as plagiarism or cheating are unescapable. Communicative competence and creativity is not easy to promote. Authority of teachers and class management is reduced. Drama, role plays or games are unpractical. PSTS teaching expectations and reactions were identified and the conclusions below were withdrawn beneath this evaluative study. Via peer evaluation and self-evaluation, pre-service teachers can benefit in learning by receiving ideas from a variety of perspectives as noted by Friesen (2009) that "teachers improve their practice during the company of their peers" (p. 6). The technical infrastructure is limited for online practicum because learners do not have the necessary equipment for remote education. Families economic status hinders learning atmosphere because they have crowded and noisy houses. Online materials are scarce. MoNe distributed free coursebooks should don't have i-tools to be used by candidate teachers. Video-recording which is prohibited should be permitted both for students and candidate teachers. Since they can't watch the lessons afterwards, they can't revisions and repetitions. Some mentor teachers illegitimately do not allow the PSTS to do teaching practice or observe themselves. More audit and sanctions must be applied by MoNE. Manuals should be distributed to all stakeholders before the practicum.

Pedagogical Implications

The findings of the present study suggest several pedagogical implications as an adherence to the framework provided by the MONE in relation to the online practicum. With the restrictions of the current program, there is a precise need for a change. Pre-service teachers can internalize online teaching practicum solely provided that the suggested alterations are made.

In the current setting, since it's not easy to make all the afore-mentioned suggestions, integration of online tools in traditional practicum practices could be resorted as a first step. Initially, candidate teachers should learn how to deal with the complexities of online tools. They should search for various online materials, design them according to their class dynamics and exploit goal-directed activities in online environments. Therefore, a computer-aided lesson design is needed. PSTs need to improve their computer using skills principally. Computer-aided education refers to the use of today's technologies and online applications in lessons. The applications such as Kahoot, Cram, Quizlet, Prezi, Padlet, Quiziz, Wordwall, Polleverywhere, Klicker can be used to this end. Collateral, PSTs should foster online socialization by developing communicative competence in their students with the use of authentic materials in group tasks. They should guide their own students to use online platforms extensively or home assignments. Only in this way, with an increased creativity, pre-service teachers can internalize online teacher identities. ETCEtera Online Practicum Model which is designed by researchers Ilya and Daloglu (2023) is a model that requires a close coordination between faculties of education and practice schools. This model which involves a repeated cycle of ETCE, i.e., exploration, teaching, collaboration, and evaluation can be used in Turkish educational setting in compulsory, lock-down cases as well.

Suggestions for Further Research

Several limitations of the study can necessitate for further research into teaching program evaluation. First and foremost a replication of the study can be suggested to confirm the findings with more participants at

more sets of tests, and more time. Collateral, further studies could investigate the role of PSTS individual differences i.e. aptitude, educational background, cognitive and learning styles, learning strategies, and motivation. Integration of these factors may contribute to a better-established study in terms of the scope. Plus, reflective journal writing, critical-incident analysis, case studies or teacher narratives can be the focus for future research. Conducting such research would also be informative about syllabus and material design and serve a pedagogical benefit for the curriculum development and evaluation.

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