

A Needs Analysis Study for Teaching Practicum within English Language Teacher Training Programs in an EFL Context

İbrahim Şahin^{1*}

Merve Geçikli^{2**}

ARTICLE INFO

Received: 11.04.2025

Revised form: 06.10.2025

Accepted: 08.10.2025

Doi: 10.31464/jlere.1673949

Keywords:

needs analysis

practicum

teacher education

English language teacher

training program

ABSTRACT

Teaching practicum yields personal, professional, pedagogical, and social benefits for the stakeholders of the process, particularly pre-service teachers. Still, its absence may lead to various issues, including restricted practice, inadequate feedback, and insufficient teamwork. This study aimed to elucidate the concerns and requirements of the practicum for English Language Teacher Training programs within the Turkish EFL (English as a foreign language) context, based on the perspectives of stakeholders, including nine pre-service teachers, seven cooperating teachers, and nine university supervisors, using a needs analysis design. The findings highlighted some certain basic needs referring to revision for practicum within English language teacher training programs: more intensive practicum periods, effective feedback mechanisms and fostering a culture of collaboration among stakeholders, integrating technology into the practicum, training programs for cooperating teachers on mentorship practices, ongoing needs assessments within the EFL context to regularly evaluate and adapt the practicum structures to meet evolving educational demands and stakeholder needs, holistic perspective in curriculum design of English language teacher training programs, and financial and administrative support to strengthen collaboration between universities and schools. The study advocates for a comprehensive framework in addressing the systemic issues experienced within practicum to enhance PSTs' professional development for authentic classroom discourse awareness and management.

Acknowledgments

The authors specifically thank their affiliation for its financial support granted to this doctoral research project by the Research Projects Support Office. The first author is also grateful to the Scientific and Technological Research Council of Türkiye (TÜBİTAK) for their scholarship support.

Statement of Publication Ethics

The research project was taken for granted regarding research ethics by the authors' affiliated university (No. 4/28- Date of Approval: 30.03.2023).

Authors' Contribution Rate

As the study is a part of a doctoral research project, the second author provided insightful supervision to the first author as the supervisee. Besides, the whole research procedure was conducted in collaboration between the authors.

Conflict of Interest

The authors declare no potential conflicts of interest.

Reference

Şahin, İ., & Geçikli, M. (2025). A needs analysis study for teaching practicum within English language teacher training programs in an EFL context. *Journal of Language Education and Research*, 11 (2), 970-992.

^{1*} Dr., ORCID ID: <https://orcid.org/0000-0002-2574-4693>, Atatürk University, School of Foreign Languages, ibrahimsahin@atauni.edu.tr

^{2**} Assoc. Prof. Dr., ORCID ID: <https://orcid.org/0000-0002-8619-5026>, Atatürk University, English Language Teaching, merve.gecikli@atauni.edu.tr

Introduction

Teaching practicum, acknowledged as the crux of teacher education programs, contributes significantly to bridging the gap between theory and practice. It serves pre-service teachers (PSTs) through the transition from learner to educator, helping to craft the necessary skills and strategies required for the teaching profession (Cabaroğlu & Öz, 2023; Çakmak & Gündüz, 2018; Koc, 2024). Recent analyses, however, have shown that the practicum process is mired with challenges that require immediate intervention to improve its efficacy (e.g. Atas & Balıkcı, 2021; Bulut Albaba, 2017; Cabaroğlu & Öz, 2023; Çelik et al., 2023; Gezegin-Bal et al., 2019; Lawson et al., 2015; Şimsek-Rackelmann et al., 2024; Şimşek & Müftüoğlu, 2017).

During practicum, PSTs are placed in local schools and are supervised by university supervisors (USs) and cooperating teachers (CTs), creating a need for key stakeholders (PSTs, USs, CTs) to collaborate in a multifaceted context (Lawson et al., 2015). Through this collaborative process, a culture of support for supervision, mentoring, and feedback is built (Kalsoom et al., 2019). However, mentoring is often disorganized with poor communication, leading to a gap between practice and theory, and the quality of mentoring is inconsistent (Atas & Balıkcı, 2021). Such barriers can greatly compromise the professional development and preparedness of PSTs for the teaching profession, indicating the crucial need for resolving mentoring problems in teacher education (Çakmak & Gündüz, 2018).

In addition, the right balance of theoretical knowledge and practical training is quite significant (Aydın & Ok, 2020; Kelleci Alkan et al., 2024; Parker, 2011; Tavıl, 2014; Tekel et al., 2022; Şimşek & Müftüoğlu, 2017) as the gap between theory and practice stands as a barrier against the incorporation of what has been learned through teacher training programs into real teaching contexts (Bulut Albaba, 2017; Şimsek-Rackelmann et al., 2024; Şimşek & Müftüoğlu, 2017). The imbalance between theory and practice results in a workforce that falls short of the practicum's full potential. However, due to recent developments brought by the COVID-19 pandemic, there is a call to rethink the traditional practicum model (Tekel et al., 2022). With teaching methods shifting to include both online and hybrid models, the integration of technology into practicum experiences is critical (Ersin & Atay, 2021; İlya & Daloğlu, 2023; Koç, 2024). Such global changes also highlight PSTs' improvement in digital literacy and integration of technological tools into their teaching practices (Aljohani & Aljehani, 2024; Boonmoh & Kamsa-ard, 2023). This integration prepares them for contemporary educational settings, enabling them to effectively address the needs of modern classrooms (Dávila, 2020; García-Lázaro et al., 2022).

Additionally, studies highlight the significance of looking beyond PST experiences in terms of practicum. Involving all the stakeholders, including CTs and USs, in needs assessments could generate useful information about the systemic problems within the teacher education programs (Cabaroğlu & Öz, 2023; Çakmak & Gündüz, 2018; Çelik et al., 2023; Gezegin-Bal et al., 2019). Holistic evaluations of diverse educational contexts are crucial for the design of innovative and effective practicum processes (Yıldız et al., 2016). In order to improve the quality of language teacher education, it is essential to explore the significance of reflection, the creation of supportive relationships among stakeholders, and the effect of the context of the school on the practicum. To illustrate, through reflective practices, PSTs can

critically assess their pedagogical methods and the impact of their engagement with students, which moves towards developing their professional identity. Such identity is necessary in that it stimulates a commitment to lifelong learning and growth (Choi & Park, 2022). Further, such a reflective practicum paves the way for questioning “the cliches” of teaching and tackling the theory-practice dilemma (Turhan, 2024).

Driven from these pointed dimensions in the literature, within the current needs analysis study, practicum is reasserted as a vital aspect of language teacher education, an important construct in influencing classroom practice and teacher preparedness. By addressing each of these essential issues (mentoring, organization, and technology integration) systematically, the efficacy of the practicum will increase, thereby enhancing the quality of education (Karsli & Yağız, 2022). Not only does this method add to the overall goal of enhancing language education quality across different settings for PSTs, but it also feeds back into this goal itself if we take away some ground from work establishments. By encouraging innovative strategies that align with the current education landscape, this study can inform the development of more inclusive, comprehensive practicum frameworks better suited to evolving learning contexts.

Practicum in English language teacher training

Recent studies testify to the growing importance of practicum in English Language Teacher Training (ELTT) programs. The integration of reflective practices through technology -e-portfolios, videos, and so on- has been widely studied in the context of ELTT practicum. According to the general agreement of researchers, reflective practicum can promote PSTs' critical thinking, problem-solving ability, and professional growth in their overall meaning. Miftah et al. in 2022 performed a bibliometric review of 141 studies between 1989 and 2021 that illuminated the critical link between reflective practices coupled with the effectiveness of ELTT training programs. This finding calls upon the development of reflective techniques to help PSTs grow in practical teaching contexts (Armutcu & Yaman, 2010; Turhan, 2024).

In parallel, Cabaroğlu and Öz (2023) carried out a broader review of 48 different studies published over ten years that highlighted an amalgam of elements, including but not exclusive of teacher cognition and beliefs, mentoring, and reflective practices. They concluded that ELTT practicums need to foster deeper levels of reflection (p.14) and highlighted the necessity of CTs and university supervisors (USs) mentoring PSTs during technology integration experiences to promote PSTs' pedagogical growth. They claim that improving how key stakeholders involved in the practicum ecosystem interact will promote a better understanding of this complex phenomenon.

Additionally, a recent work (2023) by Şahin, which reviewed 24 studies published between 2019 and 2023, found similar results. With this multidimensional understanding of the ELTT practicum in mind, it claims that the success of the practicum must rely on constructive feedback, collaboration, and reflection (p.182). Inefficiencies in the system give rise to negative ramifications, including fewer opportunities for practice and inadequate mentorship, ultimately interfering with PSTs' professional and personal growth, which manifests in reduced self-efficacy and heightened anxiety (p.182). Future studies need to investigate the roles of technology, mentoring, and collaboration more closely to raise the

quality of ELTT practicums and meet the growing challenges confronted by pre-service teachers.

ELTT practicum in the Turkish context

The ELTT practicum in the Turkish EFL context is divided into two courses (Teaching Practice I and II) and entails a minimum of eight lessons over the course of twelve weeks for each semester to be prepared and taught by pre-service teachers (PSTs), senior students of teacher training faculties. The roles of stakeholders of the practicum are identified within the policy designed in collaboration with the National Ministry of Education and Council of Higher Education (2021, p.1058). In the process, classroom evaluations and feedback are mainly done by CTs and USs based on sample evaluation and observation forms on PSTs' competence and knowledge in areas including world knowledge, specific teaching fields, teaching profession, and skills including planning, teaching, classroom management, and communication (see <https://oygm.meb.gov.tr/www/uygulama-ogrencisi-is-ve-islemleri/icerik/717>).

On the other hand, under this more structured framework, recent studies have indicated several substantive issues within the practicum. They consist of limited and unhelpful responses and reflection from CTs and USs (Kaçar & Baltacı, 2023; Mutlu-Gülbak & Akcan, 2024; Toköz- Göktepe & Kunt, 2021; Yalçın Arslan, 2019), limited duration (Ersin & Atay, 2021; Koşar, 2022; Mirici et al., 2022), lack of peer mentoring among PSTs (Çomoğlu & Dikilitaş, 2020), limited integration of 21st skills and technology (Selçuk & Yöntem, 2019; Yeşilçınar & Aykan, 2022), and poor cooperation between stakeholders (Aydın & Ok, 2020; Güngör & Güngör, 2024). Additionally, psychological factors, such as PSTs' stress, anxiety, disappointment, and reality-praxis shock/theory-practice gap, have been identified as an impediment to PSTs' professional development (Kelleci Alkan et al., 2024; Yetkin & Alagözlü, 2022; Şimsek-Rackelmann et al., 2024). These issues, combined, highlight the limitations of the current practicum format and promote initiatives for such needs analyses to optimize the overall quality of teacher education programs.

The literature discusses similar constructs in different contexts, calling for necessary features like mentoring, collaboration among stakeholders, the extending duration of the practicum, reflective practices, and the use of technology (Albakri et al., 2021; Aguilar-Cruz & Medina, 2021; Aguirre-Garzón & Ubaque-Casallas, 2022; Choi & Park, 2022; Çomoğlu & Dikilitaş, 2020; Gezegin-Bal et al., 2019; Kaçar & Baltacı, 2023; Khojah & Asif, 2020; Koşar & Bedir, 2019; Kuyumcu Vardar & Türegün Çoban, 2021; Maglente et al., 2023; Marav, 2022; Nuraeni & Heryatun, 2021; Örsdemir & Yıldırım, 2020; Sunggingwati et al., 2023; Tekel et al., 2022; Toköz- Göktepe & Kunt, 2021). Accordingly, the importance of mentoring in developing PSTs' reflective capacities and overall effectiveness is highlighted.

Based on these findings, the current study aims to provide a needs analysis within the ELTT to identify needs and obstacles in the practicum phase for a forward-looking approach to sustainability of English language teacher training through the joint analysis of PSTs, CTs, and USs' perspectives. By recognizing explicit factors that hinder or advance contributions from ongoing practices, this analysis can guide needed updates that will enhance existing teacher education programs. Through creating a culture of collaboration, reflection, and a

positive, nurturing environment for mentorship, the practicum can become a more beneficial space for PSTs to practice their craft.

The present study

Notably, there is a lack of specific needs analyses focusing on the ELTT practicum for EFL contexts, specifically the Turkish EFL context, and further research is necessary to investigate the complex nature of practicum from various stakeholder perspectives. This study aims to identify the context-specific needs of PSTs and the viewpoints of key stakeholders, ultimately providing recommendations for enhancing the practicum experience within the ELTT framework. Such insights can significantly inform teacher training and education practices. To gain an overall perspective of the needs, our focus is centered on three parts: the stakeholders' (PSTs, CTs, and USs) individual practicum experiences, their perceptions and considerations related to the practicum, and their recommendations and expectations from the practicum. In this respect, the following research questions are aimed at being answered:

- What are the problems the three main stakeholders observe about the ELTT practicum?
- What are the stakeholders' opinions regarding the needs for an effective ELTT practicum process?

Methodology

Research Design

This needs analysis, centered on a case study design, was the first phase of a classroom discourse-based ethnographic research project, which aims at developing, implementing, and evaluating a conversation analysis (CA) based model for EFL pre-service teachers' classroom interactional competence (CIC) during teaching practicum. Since the rationale behind the study is to uncover what the three main stakeholders of the ELTT practicum see as the urgent needs for this process conducted in an ELTT program in the Turkish EFL context, the explorative and evaluative perspective of the case study was considered. The fact that educational processes need to be revised according to "context, resources available and students" (Salamanca Gonzales, 2020) also powered the rationale. Such kind of analysis, shedding light on "English language education's current or future use (p.13), is expected to provide a "rigorous and methodical investigation of the learner needs for syllabus designs, curriculum and instruction in education." (Park, 2021, p.14), especially considering a more holistic perspective that "will take account of the goals, values and priorities of each of the stakeholders" (p.15).

Participants

In this regard, for PSTs, the main criterion for sampling was to successfully complete the Micro Teaching class in the third year, and Teaching Practicum I and Teaching Practicum II classes in the last year of the ELTT program. As for CTs, the main criteria were to have a practicum mentoring certificate and to have had mentoring experiences in practicum at least four times. The certification ensures that CTs are formally trained in mentoring practices,

which supports consistent and research-informed guidance for pre-service teachers. Furthermore, requiring multiple prior mentoring experiences helps guarantee that CTs have developed the practical skills, reflective capacity, and professional insight necessary to provide meaningful, contextually responsive support during the practicum process. This dual requirement aligns with best practices in teacher education, which emphasize the importance of both theoretical grounding and experiential depth in effective mentoring. For USs, the main criterion is that USs are required to graduate from English language teacher training programs, to have an MA and PhD degree in ELTT, and to have supervising experiences in practicum for at least three years. Advanced degrees in ELTT indicate a deep understanding of both language pedagogy and current research in the field, equipping USs to provide evidence-based guidance to pre-service teachers. Moreover, prior supervisory experience ensures familiarity with the complexities of the practicum context, including mentoring dynamics, institutional expectations, and the developmental needs of teacher candidates. These qualifications collectively support the provision of informed, consistent, and pedagogically sound supervision throughout the practicum process. Moving on to these criteria, the PSTs, CTs, and USs were invited; accordingly, nine PSTs (three males and six females), seven CTs (two males and five females), and nine USs (four males and five females) volunteered to participate in the study. The practicum experience years of CTs range from 3 to 8, and all of them graduated from ELTT programs. As to USs, of the nine participants, four were associate professors, three were assistant professors, and two were lecturers. All the USs were graduates of ELTT programs from different state universities of Türkiye. Their practicum experiences range between 5 and 18 years, and their duties of supervision continued during the study.

Data Collection, Procedure, and Analysis

As the main data collection tool encompassing the three main stakeholders' perspectives and presenting qualitative in-depth data, semi-structured interviews were conducted with PSTs, CTs, and USs at an online platform (Zoom). In doing so, first, a set of questions was pooled regarding the former research (Alkan, 2019; Altıok, 2022; Aydın, 2016; Atmaca, 2023; Caner, 2018; Celen, 2016; Karacan Kesen & Mutlu, 2023; Taner et al., 2023). The second step for building the interview forms was to define the main parts. Given the main focus and research questions, the forms for each participant group included three main parts: A- Individual Experiences, B- Beliefs and Views Related to Practicum, and C- Recommendations and Expectations. The questions for each form were selected by the research team in collaboration, and the draft forms were piloted with one PST, CT, and US to confirm their comprehensiveness before conducting. Considering the team discussions and piloting results, the last version of the forms was built in the participants' native language, Turkish, so as to strengthen the overall comprehension. The English-translated version of the interview form for PSTs was presented in the appendix.

The nearly three-month-long data collection procedure started with taking the ethical appropriateness confirmation from the team's affiliated university's ethics council. The data collection procedure lasted nearly three months. During the process, the team tried to reach the potential participants and informed them about the purpose, process, and data security of the study. In doing so, nine PSTs (three males and six females), seven CTs (two males and five

females), and nine USs (four males and five females) participated. After receiving the participants' approval for attendance, the interviews were audio-recorded. A total of nearly 900 minutes of recorded data were uploaded to Notta, an AI-supported tool for notetaking, transcribing, and summarizing meetings, interviews, and recordings in 58 languages, including Turkish (see <https://www.notta.ai/en>).

For the data analysis, first, the transcribed data were checked, and the highlighted points stressed by the participants for practicum-related problems and needs were noted by the team. The noted points were then defined as codes regarding a sample categorization presented in Altıok's (2022) doctoral study to label problems considering the practicum (see page 88). The coding results were given in Tables 1 and 2. It should be noted that the codes were listed according to their frequency.

To support the trustworthiness of the analysis procedure, the collaboration between the researchers for the whole process, including the examination and check of the coded data concerning "peer review" (Merriam & Tisdell, 2015, p.249) and giving extracts as "the findings with adequate evidence presented in the form of participant quotes" (p.257) were considered. While showing sample extracts from the interview, such abbreviations as US1, US2 for supervisors, CT1, CT2 for cooperating teachers as in-service mentor teachers in the practicum schools, and PST1, PST2 for teacher candidates of the ELTT program were used.

Results

What are the problems the stakeholders observe about the ELTT practicum?

Table 1 shows the range of the three major stakeholders' lenses. The findings regarding the problems observed by stakeholders highlight demanding workloads and a lack of communication channels between PSTs, CTs, and USs are common across all stages of the ELTT practicum and can lead to systemic inefficiencies that negatively impact PST professional development. In fact, the stakeholders shared some basic problems regarding some pedagogical and practical aspects of practicum in terms of bridging the gap between theory and practice.

Table 1. ELTT Practicum Problems

<i>Perspective</i>	<i>Source</i>	<i>Problem(s)</i>
From the PST's lens	Process-related	Limited duration and practice Limited collaboration among stakeholders Theory-practice gap Perceptual differences Limited space for responsibility-taking
	CT-related	Negative attitudes towards PSTs Negative teaching practices Ineffective and less supportive feedback Ineffective mentoring Limited communication with PSTs Limited focus on individual learning Limited materials support PSTs

From the CT's lens	US-related	Limited support Limited feedback Lack of standard and objective evaluation Lack of standard implementation Limited communication with PST
	Practicum school-related	Students' discipline problems Reachability Negative attitudes towards PST The management's lack of awareness Exam-orientedness
	PST-related	Adapting to the student level Materials design Lack of collaboration among PSTs Anxiety
	Program-related	Limited practice opportunities
	Process-related	Limited practice Limited duration Limited collaboration among stakeholders Perceptual differences between USs and CTs Unnecessary details in forms The number of practicum PSTs
	US-related	Limited follow-up on the process Limited practice observations
	Practicum school-related	Some students' negative attitudes towards PSTs
	PST-related	Classroom management Lack of awareness Negative behaviors Attendance problems Adaptation into real teaching
	Program-related	More focus on theory Program requirements and KPSS
	Process-related	Limited duration Limited practice Limited observation Program incompatibilities Paper workload Forms inadequacy Theory-practice gap Imbalances in evaluation rates
From the US's lens	CT-related	Ineffective mentoring Limited feedback Limited sense of responsibility Limited technology integration Ineffective teaching Limited awareness of practicum
	US-related	Lack of standard and objective evaluation Lack of standard implementation Limited support
	Practicum school-related	Negative attitudes towards PSTs Technical infrastructure Limited management support for PSTs

PST-related

Classroom management
 Attendance problems
 Closedness to criticism
 Materials development
 Lack of regard for the student level
 Lack of English competence and active usage
 Limited sense of responsibility

Primarily, one of the overarching issues highlighted by PSTs and CTs alike is the limited length of the practicum. With limited time for substantial teaching practice, PSTs are never able to engage fully with the nuances of an actual classroom. As US8 stressed, the process is *“inadequate for gaining experience in teaching; contrary to other sectors such as medicine, where an internship is in all stages of the programs, teacher education and its programs require a wider period for practicum”*. On the other hand, US2 revealed that *the problem is not directly associated with the duration; it is due to that the three stakeholders do not implement it solemnly and collaboratively as required and expected.*”, which echoes the other mainly stressed problems, namely limited collaboration among the stakeholders. As a three-handed process referring to *“collaboration, especially between CTs and USs is crucial for PSTs’ personal and professional development”* (CT4), the success of its implementation *“requires each stakeholder to take responsibility and make efforts”* (PST3). In other words, *“any problem caused by any of these members may lead a total inefficacy for the process”* (US8). At this point, such reasons as practicum school- and mentor- closedness to collaboration (US6, PST3), program incompatibilities (US6), and unwillingness to collaborate (CT1) have been stated as hindering the collaborative nature of practicum. For PST7, the collaboration is not a significant component realized by only CTs and USs; *“the lack of collaboration and even communication between the PSTs”* was another problem influencing *“the quality of practicum”* for her. On this basis, the limited duration for practicum, along with a lack of collaboration among stakeholders, restricts PSTs' opportunities for reflective practices and to receive required feedback, which in turn results in a shortfall in the hands-on experience, fundamental to their professional development.

In addition, the PST-CT-US feedback loop has been identified as dysfunctional, also opening the door to further questioning the quality of mentoring enabled by the CT and supervision by the US. Further, *“perceptual and expectational differences between USs and CTs create conflicting areas challenging the process for the PSTs”* (CT2). Instead, if humans are the best teachers of humans, the PSTs report minimal/convoluted responses from their mentors, seriously affecting their development/success. CT’s continuous negative (PST6) and mostly ineffective feedback (e.g., PST4, PST9, US4), negative attitudes causing stress and pressure towards PSTs, and their ineffective language teaching style (PST2) need attention while some participants see their teaching practices (US9), technology integration (US6), their sense of responsibility, and practicum awareness (US2) as limited. All these points emphasize mentor training for CTs, echoing what the US4 has pointed out: *“The mentoring practices are not effective in practicum schools; the CTs are generally not well-qualified or experienced for teacher education via practicum, therefore, their evaluations of practicum and PSTs’ development are mostly shallow”*, which echoes mentor training.

As such, the US's limited and less supportive feedback and communication with PSTs (PST5) and unstandardized implementation and evaluation of practicum trigger such questioning. PST7 stresses this point as follows: *"We, all the members of the practicum group, were granted by the same evaluation marks; however, our performance cannot be the same. Plus, how the USs managed and evaluated the process, and our progress shows dramatic changes; there is no standardization"*. The US4's comment also supports this point: *"there is a clear inconsistency in evaluation; to illustrate, I drop out failed or irresponsible PSTs from the practicum; however, one US might see such PSTs as successful although they did not meet the requirements"*. Likewise, *"undoing school visits"* officially defined and required for PST observations, coordination and collaboration with CT and PSTs, and close follow-up for the whole practicum is also a sample of the lack of standardization that hinders practicum efficiency (US8, US9). Furthermore, limited communication between stakeholders—in this case, the PSTs and their supervisors and mentors—prevents collaborative opportunities and the sharing of valuable insights. The removal of this can result in the absence of individualized assistance, which is essential therein addressing the varying levels of experience PSTs may hold. Also, without formal means to communicate, misunderstandings about objectives and duties can fester.

Moreover, the gap between what was learned theoretically during training and its practical application continues to be a major obstacle. PSTs often complain that what they learn in their programs does not match the expectations they face in practicums. The PST7's following statement highlights this concern: *"I wish the university could teach us dos and don'ts of teaching in real contexts"*. Similarly, CT2's definition for the ELTT programs as "theory-based" and the US9's following comment on PSTs' practicum performances imply a revision for those programs: *"...their lessons are mostly traditional grammar-translation focused When the CTs' similar regards are added, the PSTs experience challenges for putting theory into practice, managing the classroom, and effectively teaching English"*. Such a gap between theory and practice causes PSTs to feel incompetent and anxious, undermining their sense of confidence regarding their ability to teach.

Lastly, systemic constraints like the PST number per practicum group (CT6), the need for revising forms used for observation and evaluation (CT2), the availability of KPSS (i.e., the Public Personnel Selection Examination) (CT4), the program's requirements such as courses and exams, and a failure to adequately integrate technology and design curricula holistically are also seen as *"barriers for PSTs' attention to practice and teaching philosophy"* (CT4). With all these in mind, the wide-ranging scope of what the stakeholders regard as problematic extends the questioning of the efficiency of practicum and calls for further needs analysis initiatives.

Overall, PSTs, CTs, and USs all emphasized that practicum is a sine qua non for teacher education programs, as US7 called this process the *"kitchen of teaching."* In fact, the significance of practicum in terms of providing opportunities for authentic classroom experiences was mainly underlined by uncovering both its *"dynamics and dynamites"* (US6) and *"putting what they have learned during the ELTT program into practice"* (US2), that is, *"learning to drive; you cannot drive when you are sitting in the passenger seat"* (PST1)

What are the stakeholders' opinions regarding the needs for an effective ELTT practicum process?

As seen in Table 2, the findings reveal that the three main stakeholders unanimously agree that the creation of a practicum in the training project of teachers of English as a second/foreign language must meet several requirements. PSTs, CTs, and USs are each concerned throughout various dimensions of their practicum experience.

Table 2. Needs for the ELTT Practicum

<i>Perspective</i>	<i>Need(s)</i>
From the PST's lens	Longer practicum with more practice More collaboration and communication among stakeholders Regular and more frequent feedback Uni-school coordination and collaboration More frequent CT and US observations Financial and insurance support Practicum in diverse school contexts Standard and objective evaluation Revision of the ELTT program CT training for effective mentoring
From the CT's lens	Longer practicum with more practice and observations Uni-school coordination and collaboration More frequent US visits and observations Revising evaluation criteria Increasing PST awareness of practicum Smaller numbers of practicum groups CTs' effective support Clarifying practicum plans
From the US's lens	Longer practicum with more practice and observations Collaboration and communication among stakeholders Uni-school coordination and collaboration Standard and objective evaluation Standard implementation Revising the program Mentor training More focus on reflection Practicum in diverse school contexts US training Revising the practicum legislation More focus on self and peer evaluation More support for PSTs' responsibility-taking Regular and effective feedback Regular US observation Evaluation rubrics More PST observation Classroom management workshops PST training for technology integration

The call for a longer practicum period with more observation and hands-on teaching is a common request from all stakeholder groups. For the participants, this need was top demand. An extended practicum enables PSTs to gain ample opportunity and experience in real classrooms, something which is indispensable for them to develop as professionals. The effect of a longer practicum on teaching practice also should not be ignored; PSTs have much more

opportunity to practice teaching strategies and receive comprehensive feedback from those they teach. However, diverse recommendations for this call were revealed. Some (CT6, CT7, and US1) suggested a whole-program practicum conducted at each term while some (US5 and US9) thought of PST observations during the initial years and practice at the last year. PST2 suggested first-year observation and other-years practice while CT4 considered two-year observation and two-year practice. CT1 also reminded of an old version of practicum, including first-year observation and last-year practicum. On the other hand, US2 and US3 stressed the current practicum format's duration is enough in case it is effectively and collaboratively conducted. Despite such discrepancies, the majority find a longer duration valuable for opening the door to further observational and practical opportunities.

Second, coordination and communication between SSTs, CTs, and USs are cited as requisite by the different viewpoints. It is essential that there be ample collaboration amongst PSTs, collaborating teachers, and university supervisors to create an environment that nurtures learning where students feel respected. Such collaboration and ongoing communication “play a pivotal role in minimizing the available and possible problems, increasing the stakeholders’ awareness and sense of responsibility” (US2). This allows for mutual learning from best practices and experiences, finally enriching the entire enterprise of mentoring. Moreover, the lack of coordination between schools and universities was identified as a major barrier to effective practicum in need of structured policies to be bridged as its causes several problems such as program incompatibilities (US2, US4, and CT1), procedural concerns, limited administrative support, lack of coordination among stakeholders (CT1), perceptual (CT2), and implementational discrepancies among them (US4).

Feedback mechanisms are another necessity for the professional development of PSTs. The stakeholders recommend more frequent observation and evaluation (PST5 and PST8) as a way to push continuing improvements in their teaching practices; thus, the PSTs receive some fresh input now and then. Moreover, its requirement for more uniform evaluations, which provide an objective standard of measurement, points up not merely that PSTs must first come through some difficult trials but also just how much they depend on these to guide them during their future teaching careers. On the other hand, stakeholders all agree that financial support is important to the successful completion of a practicum. Supported by the school and with necessary coverage paid for by insurance policies (PST3 and PST4), PSTs will be able to undertake their academic programs without dealing with both of these crises simultaneously. Training CTs in effective mentoring is yet another important recommendation from stakeholders (e.g., PST2). CTs function as the practicum's main mentors and help shape the entire environment for PSTs. Providing them with the training needed for good guidance can substantially raise the quality levels of what PSTs receive in turn. Besides, standardization in CTs’ and USs’ evaluations (PST7), and revisiting the ELTT program to “*incorporate more practicality as PSTs need it most*” (PST2) are also among the suggested points.

Our results also call for diverse school settings (PST4) in practicum. By experiencing more contexts of teaching, students can adapt their methods to different classroom situations and thus increase their teaching skills in a variety of ways. And finally, the research emphasizes reflective practice and the use of technology in the ELTT practicum. Implementing reflective

techniques in their practicum courses can help inculcate critical thinking among PSTs, allowing them to question those teaching practices critically.

Discussion

The findings of the needs analysis study shed light on major needs in the practicum model: a) need for more intensive practicum periods, b) need for effective feedback mechanisms and fostering a culture of collaboration among stakeholders, c) need for integrating technology into the practicum, training programs for cooperating teachers on mentorship practices, d) need for ongoing needs assessments within the EFL context to regularly evaluate and adapt the practicum structures to meet evolving educational demands and stakeholder needs, e) need for holistic perspective in curriculum design of ELTT programs, and f) need for financial and administrative support to strengthen collaboration between universities and schools. These inadequacies in practicum emphasized the need for context-sensitive systemic change to bridge the gap between theory and practice.

A particularly salient highlight from the findings is the emphasis on the role of effective mentoring and supervision. Although the literature consistently emphasizes the significant role of mentorship in promoting the reflective practice and PSTs' professional growth (Albakri et al., 2021; Choi & Park, 2022), the present study introduces a gap in the mentorship process: USs' concerns regarding CTs' inability to offer the proper mentoring practice. Moreover, the suggestion for a more collaborative culture during the practicum phase underscores an urgent call for systemic integration among stakeholders. Prior research supports collaborations and communication channels between PSTs, CTs, and USs to facilitate a productive learning space (Cabaroğlu & Öz, 2023; Gezegin-Bal et al., 2019). Similarly, the current study's finding that collaboration deficits impede PSTs' professional development supports these concerns, indicating the necessity of structured collaboration.

ELTT Practicum Problems

Significant challenges surrounding the ELTT practicum are illuminated through the needs analysis conducted in the Turkish EFL context, focusing on the perspectives of key stakeholders—namely PSTs, CTs, and USs. These challenges highlight critical obstacles in preparing PSTs as effective educators. By juxtaposing these findings with recent literature, this study underscores the urgency for systemic reform in ELTT programs.

A prominent issue is the insufficient duration of the practicum, as emphasized in multiple studies (e.g., Ersin & Atay, 2021; Koşar, 2022). The limited time allocated for authentic classroom experiences restricts PSTs' opportunities to practice pedagogical skills in real-world settings. Stakeholders in the present study echo this concern, advocating for a longer practicum period that fosters deeper learning and enhanced classroom preparedness. Extending the practicum, potentially spanning multiple years and incorporating in-class observations from the early stages of teacher education, can deepen PSTs' real-world exposure and enhance their readiness for the teaching profession.

Another critical concern is the communication gap among stakeholders, which has adverse effects on mentoring practices—an issue similarly documented in the literature

(Cabaroğlu & Öz, 2023). Ineffective mentoring hinders PSTs' capacity for reflective and collaborative learning. In response, stakeholders advocate for the systematic training of CTs in reflective and collaborative mentoring techniques. Such training is essential to transition the practicum from a passive observational model to one grounded in active engagement, underpinned by strong supervisory relationships. This aligns with the study's recommendations for formalized mentorship programs designed to foster ongoing dialogue and deeper pedagogical understanding among all stakeholders.

In addition, the integration of technology remains a notable deficiency in many ELTT programs. Consistent with prior research (e.g., Karsli & Yağız, 2022; Kılıçkaya, 2022; Selçuk & Yöntem, 2019), the current study highlights the transformative potential of digital tools in enhancing PSTs' engagement and competence. Stakeholders assert that successful integration of technology not only supports feedback loops and reflective practices but also prepares PSTs for contemporary classroom realities. Hybrid and tech-integrated teaching models should therefore be embedded in practicum structures, aligning PST training with the demands of modern educational environments.

Psychological factors also present formidable barriers to PSTs' development. Stress, anxiety, and dissonance between theory and practice, as reported by Kelleci Alkan et al. (2024), are echoed in this study's findings. These challenges underscore the necessity for emotional support to be given equal priority as pedagogical content. In this regard, structured emotional scaffolding—facilitated through scheduled feedback mechanisms and reflective discussions between PSTs, CTs, and USs—can play a pivotal role in alleviating these pressures and promoting professional resilience.

Finally, while the existing literature often calls for generic improvements to the practicum experience, the present study emphasizes the importance of context-sensitive reform that reflects the distinct needs of all stakeholders involved. A holistic power analysis is recommended—one that promotes continuous needs assessment, equitable collaboration, and sustained support among all participants. This structural alignment is crucial to strengthening the overall impact of the ELTT practicum and ensuring the professional growth of PSTs in the Turkish EFL context.

Needs for the ELTT Practicum

The findings of this study underscore the necessity for a comprehensive reform of the ELTT practicum in Turkey. Drawing on the perspectives of key stakeholders—PSTs, CTs, and USs—the research identifies recurring challenges that demand immediate and context-sensitive attention. While theoretical foundations in practicum research, such as those proposed by Fisher (1994), have become well established, the practical implementation of these frameworks in the Turkish context continues to be hindered by local constraints and systemic inefficiencies.

A central concern raised by stakeholders is the inadequacy of the current practicum duration. The minimum requirement of eight lessons is considered insufficient for fostering meaningful classroom engagement and pedagogical development. This finding echoes the work of Ersin and Atay (2021), Mirici et al. (2022), Cabaroğlu and Öz (2023) and Şahin (2023),

who similarly highlight the limitations of brief practicum experiences. To address this, it is imperative that the practicum period be extended—potentially across multiple years—to allow for progressive, real-world exposure from the early stages of teacher education. Such restructuring would not only enhance the depth of PSTs' learning but also facilitate the acquisition of practical skills aligned with actual classroom demands.

Moreover, all stakeholder groups expressed a pronounced need for improved collaboration and communication between universities and schools. This aligns with previous research (Albakri et al., 2021; Maglente et al., 2023) emphasizing the value of a more integrated approach. The lack of coordination is identified as a barrier to effective mentoring and feedback, leading to reduced self-efficacy among PSTs (Şahin, 2023). As a direct implication, the establishment of formal coordination mechanisms—such as regular meetings and open communication channels—can support a culture of mutual understanding and accountability. This would ensure that practicum arrangements are not only cohesive but also responsive to the evolving needs of PSTs.

Timely and actionable feedback was also underscored as a critical component of the practicum experience, in line with previous studies (Karsli & Yağız, 2022; Tokoz-Goktepe & Kunt, 2021). While the stakeholders acknowledged its importance, current practices remain insufficient and often unconstructive (Kaçar & Baltacı, 2023). Integrating structured feedback sessions within the practicum design—delivered at intervals that allow for corrective action—can significantly enhance PSTs' reflective capabilities and professional development. These sessions should be formalized as part of routine supervision, ensuring consistency and pedagogical value across placements.

Another salient issue is the lack of preparation among CTs in mentoring and reflective practices. Inadequate training in these areas undermines the potential for PSTs to benefit from meaningful guidance and critical dialogue. Consistent with the other studies (Aguirre-Garzón & Ubaque-Casallas, 2022; Kuyumcu Vardar & Türegün Çoban, 2021), this study recommends the implementation of structured mentorship training for CTs. Such professional development initiatives would not only strengthen the supervisory role of CTs but also promote a reflective culture grounded in continuous improvement rather than procedural compliance.

The integration of digital technologies into practicum experiences emerged as another area of concern. Despite the growing prevalence of hybrid and technology-assisted teaching models, stakeholders reported limited support for PSTs in developing digital competence. As Selçuk and Yöntem (2019) and Yeşilçınar and Aykan (2022) suggest, successful technology integration requires intentional planning and infrastructural support. Therefore, ELTT programs must embed digital literacy into the practicum framework, supported by targeted training and resource provision. Doing so would better prepare PSTs to meet the demands of modern educational contexts.

Finally, the study identifies a range of psychological and structural barriers that inhibit the efficacy of the practicum experience. Mismatches between theoretical preparation and classroom realities, in conjunction with high levels of stress and anxiety, highlight the

importance of emotional scaffolding within teacher education. Structured reflective discussions and scheduled emotional support mechanisms—facilitated by CTs and USs—should be incorporated to bolster PSTs’ resilience and well-being. Moreover, the misalignment between practicum expectations and broader professional competencies suggests a need for curriculum redesign. A more integrated and streamlined program would allow for experiential learning to be prioritized without redundancy, ensuring that theory and practice are cohesively linked.

Accordingly, decision-makers should consider mandating longer practicum experiences and formalized mentorship training for CTs. This would help to resolve the systemic issues defined in the study by ensuring that PSTs received a more robust training program. Financial and administrative support should focus on creating greater synergy between universities and schools. It would also be good to provide necessary resources for regular workshops and professional development programs for CTs. As hybrid teaching methods become increasingly ubiquitous, decision-makers should advocate for the integration of technology in practicum experiences so that PSTs learn to navigate contemporary educational settings proficiently, as discussed in the study. In the context of ELTT, continuous needs analysis should be promoted to re-evaluate the effectiveness of practicum structures. This can facilitate adjustments as the demands and priorities of the educational landscape and constituents change.

In sum, the findings advocate for a recalibration of ELTT practicum structures through extended practicum periods, institutionalized mentorship training, enhanced collaboration among stakeholders, and the integration of digital and emotional support systems. These reforms, underpinned by ongoing needs analysis and policy support, are critical to equipping future educators with the tools necessary for success in a rapidly evolving educational landscape.

Conclusion

The present study invites attention to systemic problems encountered in the ELTT practicum in the context of Turkish EFL and underscores the need for reforms called for by existing literature. As it identifies the key areas needing improvement — specifically the duration of the practicum, the establishment of effective mentoring relationships and a collaborative environment — this analysis lays the groundwork for improving teacher education programs. It calls for a comprehensive framework that integrates reflective practices, stakeholder involvement, and ongoing support mechanisms to better prepare PSTs for the complexities of authentic classroom discourse awareness and management.

Here, it is essential to acknowledge the limitations of the current study. While it provides valuable insights into the needs analysis of the ELTT practicum, its findings are contextually bound to the Turkish educational framework and may not be generalizable to other settings. The reliance on semi-structured interviews, although deeply insightful, may carry biases inherent in self-reported data, which can affect the reliability of the findings (Kuyumcu Vardar & Türegün Çoban, 2021). Additionally, the study's relatively small participant group of 25 individuals may not fully encapsulate the broader spectrum of perspectives that exist within the ELTT practicum landscape.

Though limitations are present, the study provides a foundational understanding that can inform the improvement of ELTT practicum processes, aiming to optimize teacher training and ultimately enrich the quality of education for not only the Turkish EFL context but also other EFL contexts. Future research should consider broader participant groups and quantitative methodologies to deepen the understanding of these issues and to validate the findings presented here.

References

- Aguilar-Cruz, P. J., & Medina, D. L. (2021). Pre-service English teachers' perceptions of their online teaching practice during pandemic times. *Propósitos y Representaciones*, 9(SPE1). <https://doi.org/10.20511/pyr2021.v9nSPE1.925>
- Aguirre-Garzón, E., & Ubaque-Casallas, D. (2022). Mentoring language student-teachers: A narrative perspective to mentors' experiences from borders and cracks. *Profile: Issues in Teachers' Professional Development*, 24(2), 133-147. <https://doi.org/10.15446/profile.v24n2.93096>
- Akhan, N. E., & Kaymak, B. (2020). The internship practicum and guidebooks in teacher training: A social studies teaching model. *The European Journal of Educational Sciences*, 07(03), 90-108. <https://doi.org/10.19044/ejes.v7no3a6>
- Albakri, I. S. M. A., Ismail, N., Hartono, R., Mohd Tahir, M. H., Hong Bee Abdullah, M. S., Sarudin, A., & Zulkepli, N. (2021). Mentoring practise during practicum: The perspectives of Malaysian pre-service English language teachers. *Studies in English Language and Education*, 8(2), 642-655. <https://doi.org/10.24815/siele.v8i2.19282>
- Aljohani, N. J., & Aljehani, K. (2024). Building a community of practice around a community of inquiry: An examination of EFL students' perceptions of a virtual internship. *Discover Education*, 3(1), 215. <https://doi.org/10.1007/s44217-024-00286-5>
- Alkan, A. (2019). *An analysis of the views of the partners on the teaching practice within the scope of faculty-school cooperation* (Thesis No. 576228) [Master thesis, Marmara University]. Council of Higher Education Thesis Center.
- Altan, M. Z., & Sağlamel, H. (2015). Student teaching from the perspectives of cooperating teachers and pupils. *Cogent Education*, 2(1), 1-16. <https://doi.org/10.1080/2331186X.2015.1086291>
- Altıok, S. (2022). *Design and development of an electronic performance support system for teaching practice* (Thesis No. 772397) [Doctoral thesis, Ankara University]. Council of Higher Education Thesis Center.
- Armutcu, N., & Yaman, Ş. (2010). ELT pre-service teachers' teacher reflection through practicum. *Procedia - Social and Behavioral Sciences*, 3, 28-35. <https://doi.org/10.1016/j.sbspro.2010.07.00>
- Ataş, U., & Balıkcı, G. (2021). Linking theory and practice in ELT program: An evaluation of materials, testing and practicum courses. *Journal of Narrative and Language Studies*, 9(17), 211-226. https://www.researchgate.net/publication/354921026_Linking_theory_and_practice_in_a_n_EL_T_program_An_evaluation_of_materials_testing_and_practicum_coursesourses
- Atmaca, Ç. (2023). Online teaching practicum procedures during the COVID-19 pandemic in Turkish EFL context. *E-Learning and Digital Media*, 20(4), 352-369. <https://doi.org/10.1177/20427530231156677>
- Aydın, Ö. (2016). *An exploration on mentoring process in ELT practicum: Perspectives of student teachers, cooperating teachers, and supervisors* (Thesis No.439084) [Master thesis, Middle East University]. Council of Higher Education Thesis Center.

- Aydın, Ö., & Ok, A. (2020). Mentoring practices in English language teaching practicum: Student teachers' perspectives on cooperating teachers' roles in the Turkish Context. *Teacher Educator*, 55(3), 248-266. <https://doi.org/10.1080/08878730.2019.1701756>
- Baimbetova, Z., & Çakır, C. (2021). A comparison of Kazakhstani and Turkish English language teacher education curricula. *International Journal of Curriculum and Instruction*, 13(3), 1967-1986. <https://eric.ed.gov/?id=EJ1312867>
- Başaran Uysal, B. Ç., & Savaş, P. (2021). Overview of the challenges of practicum practices in English language teaching in Turkey: A meta synthesis study on literature between 2004 and 2019. *Inonu University Journal of the Faculty of Education*, 22(2), 1669-1712. <https://doi.org/10.17679/inuefd.886731>
- Boonmoh, A., & Kamsa-ard, T. (2023). Pre-service EFL teachers' anxiety regarding the online teaching practicum during the COVID-19 pandemic: Thailand case study. *Teaching English as a Second or Foreign Language--TESL-EJ*, 27(1), 1-25. <https://doi.org/10.55593/ej.27105a5>
- Bowen, G. A. (2009). Document analysis as a qualitative research method. *Qualitative Research Journal*, 9(2), 27-40. <https://doi.org/10.3316/QRJ0902027>
- Bulut Albaba, M. (2017). Teacher learning during transition from pre-service to novice EFL Teacher: A longitudinal case study. *Novitas-ROYAL (Research on Youth and Language)*, 11(2), 142-154.
- Busher, H., Gündüz, M., Cakmak, M., & Lawson, T. (2015). Student teachers' views of practicums (teacher training placements) in Turkish and English contexts: A comparative study. *Compare: A Journal of Comparative and International Education*, 45(3), 445-466. <https://doi.org/10.1080/03057925.2014.930659>
- Cabaroğlu, N., & Öz, G. (2023). Practicum in ELT: A systematic review of 2010–2020 research on ELT practicum. *European Journal of Teacher Education*, 48(2), 1-20. <https://doi.org/10.1080/02619768.2023.2242577>
- Çakmak, M., & Çelik, Ö. C. (2022). A content analysis on research with the theme of “mentor” and “mentoring” in the context of teaching practicum. *Ufuk Üniversitesi Sosyal Bilimler Enstitüsü Dergisi*, 11(21), 7-25. <https://dergipark.org.tr/tr/pub/ufuksbedergi/issue/70754/1033760>
- Çakmak, M., & Gündüz, M. (2018). *Dimensions and emerging themes in teaching practicum* (M. Çakmak & M. Gündüz, Eds.). Routledge. <https://doi.org/10.4324/9781351209885>
- Caner, H.N. (2018). *Evaluation of teaching practice course based upon context, input, process and product model: The case of English teacher education program* (Thesis No. 511963) [Master thesis, Akdeniz University]. Council of Higher Education Thesis Center.
- Celen, K.M. (2016). *Program evaluation of an English language teacher education practicum: Insights from supervisors, student teachers, and graduates* (Thesis No. 421462) [Master thesis, Boğaziçi University]. Council of Higher Education Thesis Center.
- Çelik, S., Çelik, H., & Karaca, B. (2023). The practicum evaluation conundrum: Perceptions of preservice English language teachers and their mentors. *Journal of Language Research*, 7(1), 29-48. <https://doi.org/10.51726/jlr.1341865>
- Choi, L. J., & Park, M. Y. (2022). Teaching practicum during COVID-19: Pre-service English language teachers' professional identities and motivation. *Sage Open*, 12(3). <https://doi.org/10.1177/21582440221119472>
- Çomoğlu, I., & Dikilitaş, K. (2020). Learning to become an English language teacher: Navigating the self through peer practicum. *Australian Journal of Teacher Education*, 45(8), 23-40. <https://doi.org/10.14221/ajte.2020v45n8.2>
- Dávila, A. M. (2020). Helping pre-service student teachers develop teaching skills in English proficiency courses in an EFL teacher education program: A phenomenological study. *Universal Journal of Educational Research*, 8(6), 2416-2435. <https://doi.org/10.13189/ujer.2020.080626>

- Ercan-Demirel, E., & Ulaş-Taraf, H. (2021). A remedial course design on teaching teens and young adults in FLTE programmes. *Pegem Journal of Education and Instruction*, 11(4), 53-66. <https://doi.org/10.47750/pegegog.11.04.06>
- Ersin, P., & Atay, D. (2021). Exploring online mentoring with preservice teachers in a pandemic and the need to deliver quality education. *International Journal of Mentoring and Coaching in Education*, 10(2), 203-215. <https://doi.org/10.1108/IJMCE-11-2020-0077>
- García-Lázaro, I., Conde-Jiménez, J., & Colás-Bravo, M. P. (2022). Integration and management of technologies through practicum experiences: A review in preservice teacher education (2010-2020). *Contemporary Educational Technology*, 14(2), 1-19. <https://doi.org/10.30935/cedtech/11540>
- Genç, Z. S. (2016). More practice for pre-service teachers and more theory for in-service teachers of English language. *Procedia - Social and Behavioral Sciences*, 232, 677-683. <https://doi.org/10.1016/j.sbspro.2016.10.092>
- Gezegin-Bal, B., Balıkcı, G., & Gümüşok, F. (2019). Professional development of pre-service teachers in an English language teacher education program. *International Online Journal of Education and Teaching (IOJET)*, 6(3), 624-642.
- Güngör, M. A., & Güngör, M. N. (2024). Relocating assessment in pre-service teacher education: an emerging model from activity theory lens. *European Journal of Teacher Education*, 47(2), 348-368. <https://doi.org/10.1080/02619768.2024.2339522>
- İlya, A., & Daloğlu, A. (2023). Suggesting an online practicum model on an exploration of the learning gains in an EFL remote teaching practice course: Online, practicum, model etcetera. *Studies in Linguistics, Culture and FLT*, 11(2), 46-70. <https://doi.org/10.46687/LSNU7691>
- Kaçar, I. G., & Baltacı, H. Ş. (2023). Designing a complementary e-mentoring program for pre-service ELT teachers: Online co-mentoring project. *Mentoring and Tutoring: Partnership in Learning*, 31(3), 352-380. <https://doi.org/10.1080/13611267.2023.2202473>
- Kalsoom, T., Showunmi, V., & Ibrar, I. (2019). A systematic literature review on the role of mentoring and feedback in improvement of teaching practicum. *Sir Syed Journal of Education & Social Research (SJESR)*, 2(2), 20-32. [https://doi.org/10.36902/sjesr-vol2-iss2-2019\(20-32\)](https://doi.org/10.36902/sjesr-vol2-iss2-2019(20-32))
- Karacan, C.G., & Kesen Mutlu, A. (2023). Exploring the role of an IBT-based Informal teaching practice at an edutainment centre on pre-service English language teachers. *Asian-Pacific Journal of Second and Foreign Language Education*, 8(1), 1-18. <https://doi.org/10.1186/s40862-022-00178-x>
- Karsli, V., & Yağız, O. (2022). Examination of the pre-service teachers' experiences and perceptions on teaching practices: English language teaching case. *Arab World English Journal*, 13(2), 73-90. <https://doi.org/10.24093/awej/vol13no2.6>
- Kelleci Alkan, Ö., Aksoy, N. C., Kulaksız, T., Kaplan, H. A., Durmaz, B. N., Özcan, M., & Kalkavan, B. (2024). A multi-feedback system integrated simulation-based teacher training to scaffold pre-service teachers' teaching skills: A phenomenological approach. *Education and Information Technologies*, 29, 20691-20713. <https://doi.org/10.1007/s10639-024-12657-4>
- Khojah, A., & Asif, F. (2020). Mentoring matters in workplace: The impact of formal mentoring program on EFL instructors' performance at Eli, King Abdulaziz University, Saudi Arabia. *English Language Teaching*, 13(4), 140-161. <https://doi.org/10.5539/elt.v13n4p140>
- Kılıçkaya, F. (2022). Preservice EFL teachers' use of Symbaloo as a learning path to create online activities. *Computer-Assisted Language Learning Electronic Journal (CALL-EJ)*, 23(2), 238-260. <https://callej.org/index.php/journal/article/view/405>
- Koç, E. M. (2024). LMS-supported HyFlex clinical supervision model: Illuminating perspectives from teacher candidates in the department of English language teaching. *Heliyon*, 10(8), 1-14. <https://doi.org/10.1016/j.heliyon.2024.e29503>

- Koşar, G. (2022). An examination on views on teaching practicum held by associate teachers: A qualitative case study. *Australian Journal of Teacher Education*, 47(2), 1-13. <https://doi.org/10.14221/ajte.2022v47n2.1>
- Koşar, G., & Bedir, H. (2019). A comprehensive evaluation of practicum experience: From the view of preservice EFL teachers. *International Online Journal of Education and Teaching (IOJET)*, 6(4), 1001-1016. <https://www.iojet.org/index.php/IOJET/article/view/724>
- Kuyumcu Vardar, A., & Türegün Çoban, B. (2021). Evaluation of distance English language teaching education during COVID-19 pandemic from the perspectives of ELT student teachers and their instructors. *Journal of Pedagogical Research*, 5(3), 198-220. <https://doi.org/10.33902/JPR.2021371746>
- Lawson, T., Çakmak, M., Gündüz, M., & Busher, H. (2015). Research on teaching practicum – A systematic review. *European Journal of Teacher Education*, 38(3), 392-407. <https://doi.org/10.1080/02619768.2014.994060>
- Liu, C., & Chen, M. (2022). A genre-based approach in the secondary school English writing class: Voices from student-teachers in the teaching practicum. *Frontiers in Psychology*, 13, 1-15. <https://doi.org/10.3389/fpsyg.2022.992360>
- Maglente, S. S., Luza, M. N., Capulso, L. B., Lopres, J. R., L. Tabiolo, C. D., Mira, E. C., Mathur, A., Saxena, P., Shet, J. P., Besnik, H., & Hazir, H. (2023). My self-perspective as future English language teacher analysis of the predictive power of mentoring process. *World Journal of English Language*, 13(3), 146-155. <https://doi.org/10.5430/wjel.v13n3p146>
- Marav, D. (2022). Mongolian pre-service English teachers' voices about their teaching practicum experiences. *Education Sciences*, 12(5), 339. <https://doi.org/10.3390/educsci12050339>
- Merriam, S. B., & Tisdell, E. J. (2015). *Qualitative research: A guide to design and implementation* (Fourth Edition). John Wiley & Sons, Incorporated.
- Miftah, M. Z., Basthomi, Y., & Syahid, A. (2022). Preservice teachers' reflections on English teaching practicum for professional development: A bibliometric analysis. *Pedagogika*, 147(3), 198-226. <https://doi.org/10.15823/p.2022.147.10>
- Mirici, İ. H., Güneş, H., Yetkin, R., Yıldırım-Altınok, F. B., Ekin, S., Ataberk, B., Sayın, İ., & Yılmaz, Ş. (2022). A case study of the needs analysis for an ELT department curriculum in Türkiye. *International Journal of Curriculum and Instruction*, 14(3), 1846-1879. <https://ijci.net/index.php/IJCI/article/view/1131>
- Mutlu-Gülbak, G., & Akcan, S. (2024). Empowering mentor teachers for supervision through an online mentor training program. *TESOL Journal*, 15(3), 1-16. <https://doi.org/10.1002/tesj.812>
- National Ministry of Education (2021). *Legislation for Teaching Practicum (Öğretmenlik Uygulamasına İlişkin Yönerge)*. Retrieved from https://oygm.meb.gov.tr/meb_iys_dosyalar/2021_10/03181211_OYGYRETMENLIYK_UYGULAMASI_YOYNERGE_2021_EYLUYL_EK.pdf
- Nuraeni, N., & Heryatun, Y. (2021). Reflective practice strategies of pre-service English teachers during teaching practicum to promote professional development. *Studies in English Language and Education*, 8(3), 1144-1157. <https://doi.org/10.24815/siele.v8i3.20221>
- Örsdemir, E., & Yıldırım, R. (2020). "I would like her to..." ELT student-teachers' reflections on mentoring practices. *PASAA*, 59, 48-76. <http://dx.doi.org/10.58837/CHULA.PASAA.59.1.3>
- Paker, T. (2011). Student teacher anxiety related to the teaching practicum. *Eğitim Araştırmaları-Eurasian Journal of Educational Research*, 42, 207-224. <https://ejer.com.tr/wp-content/uploads/2021/01/ejer.2011.42.13.pdf>
- Park, E. J. (2021). Affordances and challenges of mixed- methods needs analysis for the development of ESP courses. *Language Teaching Research Quarterly*, 23, 12-22. <http://dx.doi.org/10.32038/ltrq.2021.23.03>

- Şahin, İ. (2023). Teaching practicum in English language teaching (ELT): A systematic review. *International Journal of Educational Spectrum*, 5(2), 167-196. <https://doi.org/10.47806/ijesacademic.1328463>
- Salamanca Gonzales, F. O. (2020). Subjective needs analysis: A vital resource to assess language teaching. *MEXTESOL Journal*, 44(3), 1-9. https://mextesol.net/journal/index.php?page=journal&id_article=21396
- Selçuk, M., & Yöntem, E. G. (2019). Beyond practicum: Interplay between prospective EFL teachers' conceptualizations of field experience and teaching career. *Advances in Language and Literary Studies*, 10(1), 154-162. <https://doi.org/10.7575/aiac.all.v.10n.1p.154>
- Şimsek-Rackelmann, T., Kibar, E. P., Aybek, S., & Okan, Z. (2024). A practice turn in teacher education in Turkey: Is a balanced practicum at risk? *European Journal of Teacher Education*, 1-17. <https://doi.org/10.1080/02619768.2024.2337631>
- Sunggingwati, D., Anggriyani, D., & Susilo, S. (2023). "The show must go on": Lessons learned from English pre-service teachers in an online teaching practicum during Covid-19 pandemic in Indonesia. *Kasetsart Journal of Social Sciences*, 44(1). <https://doi.org/10.34044/j.kjss.2023.44.1.15>
- Şimşek, T., & Müftüoğlu, A. C. (2017). Exploring ELT students' professional identity formation through the perspectives of critical incidents. *International Journal of Language Academy*, 5(18), 106-122. <https://doi.org/10.18033/ijla.3631>
- Taner, G., Gümüşok, F., Balıkçı, G., & Başaran Uysal, B.Ç. Surviving uncertainty: The impact of COVID-19 policies on the teaching practicum in Turkey. *Educational Studies*, 1-21. <https://doi.org/10.1080/03055698.2023.2216821>
- Tavıl, Z. M. (2014). The effect of self reflections through electronic journals (e-journals) on the self efficacy of pre-service teachers. *South African Journal of Education*, 34(1). <http://www.sajournalofeducation.co.za>
- Tekel, E., Öztekin-Bayır, Ö., & Dulay, S. (2022). Teaching practicum during the Covid-19 pandemic: A comparison of the practices in different countries. *International Journal of Progressive Education*, 18(2), 71-86.
- Toköz- Göktepe, F., & Kunt, N. (2021). "I'll do it in my own class": Novice language teacher identity construction in Turkey. *Asia Pacific Journal of Education*, 41(3), 472-487. <https://doi.org/10.1080/02188791.2020.1815648>
- Turhan, B. (2024). Collegial practicum journey of EFL teacher trainees through vignette-based reflections. *Journal of Theoretical Educational Science*, 17(1), 80-99. <https://doi.org/10.30831/akukeg.1331720>
- Turhan, B., & Kırkgöz, Y. (2023). A critical and collaborative stance towards retrospective reflection in language teacher education. *European Journal of Teacher Education*, 46(2), 222-240. <https://doi.org/10.1080/02619768.2021.1917545>
- Yalçın Arslan, F. (2019). Reflection in pre-service teacher education: exploring the nature of four EFL pre-service teachers' reflections. *Reflective Practice*, 20(1), 111-124. <https://doi.org/10.1080/14623943.2018.1564652>
- Yangın Ersanlı, C. (2015). A comparative analysis of practicum in English language teacher education: Turkey, Turkmenistan, Kyrgyzstan and Azerbaijan cases. *Anthropologist*, 21(3), 461-473. <https://doi.org/10.31901/24566802.2015/21.03.10>
- Yeşilçınar, S., & Aykan, A. (2022). Lesson study and 21st-century skills: Pre-service teachers reason, produce and share. *Participatory Educational Research*, 9(3), 315-329. <https://doi.org/10.17275/per.22.68.9.3>

- Yetkin, R., & Alagözlü, N. (2022). Exploring EFL student teachers' anxieties in distance education. *International Online Journal of Education and Teaching (IOJET)*, 9(3), 1343-1355.
- Yıldız, M., Geçikli, M., & Yeşilyurt, S. (2016). Turkish prospective English teachers' reflections on teaching practice. *Universal Journal of Educational Research*, 4(4), 696-703. <https://doi.org/10.13189/ujer.2016.040406>

Appendix**SEMI-STRUCTURED INTERVIEW QUESTIONS****(FOR PRE-SERVICE TEACHERS)****A) INDIVIDUAL EXPERIENCES**

1. How do you evaluate your teaching practice experience?
2. Have you encountered any difficulties during this process? If so, how have you overcome them?
3. How do you evaluate the feedback you have received after your teaching practices within the scope of practicum?
4. Who has contributed most to your development during this process? (Cooperating teacher, university supervisor, peer(s), family, and so on.)
5. What do you think about the communication between your supervisor, cooperating teacher, and you?
6. How has practicum influenced your teaching style?

B) PERCEPTIONS AND VIEWS ABOUT PRACTICUM

7. How do you describe the significance of practicum in terms of professional and personal development?
8. How do you evaluate the impact of practicum in preparing you for your future career?
9. Do you think the current practicum process is adequate in terms of duration and practice?
10. What do you think about the efficiency of practicum in terms of communication, coordination, and collaboration?
11. What do you think are the three most critical problems that need to be addressed in this process?

C) RECOMMENDATIONS AND EXPECTATIONS

12. What do you recommend for improving the teaching practice process?
13. What advice would you give to friends who will start their practicum? Why?