

**AN INVESTIGATION OF COOPERATING TEACHERS' ROLES  
AS MENTORS DURING THE TEACHING PRACTICUM AT  
DISTANCE B.A. PROGRAM IN ELT AT ANADOLU UNIVERSITY  
OPEN EDUCATION FACULTY**

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**ABSTRACT**

The present study aims to investigate the perceptions of the cooperating teachers and student teachers as to mentoring roles of the cooperating teachers. 1846 4<sup>th</sup> year student teachers who enrolled to the Distance B.A Program in ELT at the Anadolu University Open Faculty (AUOF) and took 'School Experience II and Teaching Practice Course' during the 2006-2007 academic year and their 358 cooperating teachers participated in the study. 'Cooperating Teacher Questionnaire' and 'Student teacher Questionnaire' which were designed in a 5-point Likert scale. The Student Questionnaire was a similar version of The Cooperating Teacher Questionnaire. The items of the two questionnaires were matched. The analysis of the CTQ indicated that Cronbach alpha value was 0.928 and the principal component analysis with ten factors and 43 indicators explained 60.196 % of the total variance. The results of the study indicated that cooperating teachers often performed their mentoring responsibilities. Moreover, cooperating teachers indicated that they most frequently provided moral support and gave feedback on teaching performance and least frequently facilitated socialization of student teachers and interacted with other cooperating teachers. The scores of the cooperating teachers and student teachers for almost all mentor roles were in line. Student teachers and cooperating teachers differed from each other at a statistically significant level in terms of 'providing facilitative information to enhance classroom performance', providing moral support.

As a result of this study, a reliable and valid Cooperating Teacher Questionnaire with regard to their mentor roles was constructed. This questionnaire has been the first and the only one constructed with regard to the mentor roles at distance English teacher training context up to now. The results of this study contribute to increased understanding of cooperating teacher support related to mentoring process at the distance BA ELT program during teaching practicum. This study has been the only study conducted in distance ELT teacher training practicum to the present. The findings of this study suggest numerous possibilities for future research.

**Anadolu Üniversitesi Açık öğretim Fakültesi Uzaktan İngilizce Lisans programındaki Uygulama Öğretmenlerinin Öğretmenlik Uygulaması Döneminde Uygulama Öğretmen Rollerini Konusundaki Düşünceleri**

**Ebru Melek KOÇ**

**İngilizce Öğretmenliği Anabilim Dalı**

**Anadolu Üniversitesi Eğitim Bilimleri Enstitüsü, Nisan 2008**

**Danışman: Prof. Dr. Zülal BALPINAR**

**ÖZET**

Bu çalışma Anadolu Üniversitesi Açık Öğretim Fakültesindeki Uzaktan İngilizce Öğretmenliği Programındaki 4. sınıf öğretmen adaylarının ve onların uygulama öğretmenlerinin staj döneminde ‘uygulama öğretmenin rolleri’ konusundaki düşüncelerini araştırmayı amaçlamaktadır.

Çalışmaya 2006-2007 öğretim yılında uzaktan İngilizce Öğretmenliği Programı’nda yer alan 1846 4. sınıf öğretmen adayı ve 358 uygulama öğretmeni katılmıştır. Veri toplama aracı olarak ‘Uygulama Öğretmen Rollerini Anketi’ geliştirilmiş ve tüm araştırma evrenini oluşturan 432 uygulama öğretmeni ve 2463 öğretmen adayına posta ile gönderilmiştir. Veri toplama aracının cranch alpha değeri 0.928’ dir. Yapılan faktör analizi %60.196 ile 10 tane uygulama öğretmen rol kategorisi belirlemiştir.

Çalışma sonuçları uygulama öğretmenlerinin danışmanlık rollerini sık sık yerine getirdiğini göstermektedir. Uygulama öğretmenlerinin en sık olarak öğretmen adaylarına moral verip onların sınıftaki performansları hakkında dönüt verirken en az sıklıkla onların sosyalleşmesine yardımcı oldukları çalışmanın önemli sonuçlarından biridir. Uygulama öğretmenleri ile öğretmen adaylarının aynı fikirde olmaları çalışmanın diğer bir sonucudur. Çalışma sonucunda uzaktan İngilizce öğretmenliği programı (İÖLP) ’nda önemli bir yer tutan uygulama öğretmenlerine yönelik geçerli ve güvenilir bir veri toplama aracı geliştirilmiştir. Ayrıca çalışmanın

sonuçları uzaktan eğitim literatürüne İÖLP'deki uygulama öğretmenlerinin danışmanlık rollerini nasıl algıladıkları ve bu rolleri ne sıklıkla yerine getirdikleri konusunda önemli bilgiler kazandırmıştır.



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**Abbreviations**

**AUOEF: Anadolu University Open Education Faculty**

**CT : Cooperating teacher**

**ST: Student Teacher**

**CTQ: Cooperating teacher questionnaire**

**STQ: Student Teacher Questionnaire**

**ELT: English Language Teaching**

## CHAPTER 1

### INTRODUCTION

Teaching practice is an integral part of pre-service teacher education and the student teacher takes responsibility for the work with a group of learners over a period of time (Tanruther, 1964; p.167).

Cabaroğlu (1994) defines teacher practice:

‘Student teacher training is a period when the student teacher has the opportunity to translate theory into practice in a real classroom under the supervision of an experienced teacher’ (pp.865)

Student teachers regard their teaching practice as the most important part of teacher training because it provides them with opportunities for actual teaching and real learning (Calderhead, 1988; Griffin *et al*, 1983; Feiman-Nemser&Buchman, 1985; Franke&Dahlgreen, 1996; Johnston, 1994)

It is not possible to gain teaching skills only through theoretical information offered during pre-service teacher education. The practicum experience provides prospective teachers with the essential bridge between theory and practice and the opportunity to define and refine teaching skills. The current literature supports the importance of teacher practice and identifies student teaching as the most helpful part of their professional education since this period consists of the first steps of a personal journey to become a teacher (McIntyre & Byrd, 1996; Rond & Shelton-Colangelo, 1999; Turley, 1999; Thibeault, 2004; Walkington, 2005; Williams, 2001).

#### ***1.1. Background to the study***

In Turkey, teacher training programs are implemented by faculties of education. English Language Teacher Training Programs are no exception. However, at Anadolu University there are two kinds of English language teacher training programs: the first is

the English Language Teacher Program at the ELT department at faculties of Education and the other is the Distance B.A program in ELT at the Open Faculty.

### **1.1.1. Implementation of the teaching practicum at B.A Program in ELT at the Faculty of Education at Anadolu University**

With regard to teaching practice there are two courses: 'School Experience II' and 'Teaching Practice'. The student teachers at the 4<sup>th</sup> year take School Experience II course in the first term. Student teachers go to a cooperating school for 4 hours in a week followed by a seminar in which they share their feelings and experiences with their university supervisor and the other group members. This course requires the student teachers to observe their cooperating teachers and peers teaching in the class and practice limited teaching. The student teachers are supervised by a university supervisor and a cooperating teacher. At the beginning of the first term, each university supervisor is assigned to 18 students. The university supervisors meet at the first week of the term. During this meeting, the implementation process of the 'School Experience Course II' is discussed and the ELT department course coordinator delivers the weekly programs of all English Language Teachers working at both state and private schools in Eskisehir. Each university supervisor selects 3 cooperating teachers and makes a weekly schedule for each student teacher. During the same week, the university supervisor meets the student teachers and informs them about the implementation of the course, cooperating school, guidelines to follow, evaluation, his/her responsibilities and student teachers' responsibilities during the teaching practice. Next week, the university supervisor takes the student teachers to the cooperating school and introduces the student teachers to the head master, school coordinator and the cooperating teacher. The student teachers are grouped in three. They work in cooperation and plan 10 lessons altogether. Each group has to prepare 10 lesson plans. One day prior to their teaching practice, the groups meet their university supervisor and check the lesson plans together. The university supervisor observes each student twice per term. After each observation, she fills in an observation form for each lesson presentation of the student teacher and makes the completed observation forms available to the student teacher with feedback. Similarly, the cooperating teacher observes the student teachers, fills an observation form and gives feedback to the student teachers after student

teacher's performance. The student teachers' lesson plans, teaching performance and portfolio are evaluated periodically. Before deciding on the final grades the university supervisor contacts the cooperating teacher and requires the grades for each student teacher.

In the second term, the student teachers take the 'Teaching Practicum' course which involves a two-hour seminar with their university supervisor, and a 6-hour observation and teaching practice at the cooperating school. The implementation of this course is the same as the first one.

### ***1.1.2. Distance B.A Program in English Language Teacher Training at Open Education Faculty***

The implementation of new eight-year compulsory primary education in 1998 and changes in the curriculum such as making English lessons compulsory for the 3<sup>rd</sup>, 4<sup>th</sup> and 5<sup>th</sup> grades at the primary level and increasing the amount of English lessons per week in the following years, caused an increasing demand for English Language teachers in Turkey. In order to meet this demand Turkish Ministry of National Education and Eskisehir Anadolu University signed a protocol in February 2000. Anadolu University is authorized to initiate a four-year Distance English Language Teacher Education Program which first began on 28.02.2000 with the co-operation of Ministry of Education.

Distance BA program in ELT is a four-year program. In the first two years, the students get mostly face to face education, and other courses are in the distance education format in different eight cities including Eskisehir where Anadolu University is located. In the third and fourth years the students receive their instruction in the distance format (see Table 1.2)

The distance ELT students of 3<sup>rd</sup> and 4<sup>th</sup> year have internet support for their courses. University instructors at the ELT department of the Faculty of education organized each course in the online format in order to help the student teachers enhance their understanding the course content better. The student teachers have also access to

the online discussion tables to discuss any issue in regard to the courses with their peers and course instructors.

### **1.1.3. Implementation of the teaching practicum at ELT Program at Open Education Faculty**

With regard to teaching practice, the student teachers take ‘School Experience II and Teaching Practice’ Course at their 4<sup>th</sup> year. The duration of a course is one year at the Distance ELT Program. Therefore, “School Experience II and Teaching Practice” is regarded as a single course and organized a little differently from the one at the faculty of education. The academic year of the Open faculty begins in the second week of November and ends at the end of May. The first 10 weeks the students experience “School Experience II”, which requires the student teachers go to the cooperating school for 5 hours and do micro teaching. At the second term the student teachers experience ‘Teaching Practice’, which requires them to go to the same cooperating school for 5 hours for 16 weeks.

At the beginning of the first term, Open Education Faculty assigns each student teacher to a cooperating school located at the center of the city in which the student teacher accommodates. The student teachers in the first week of their teaching practice visit the cooperating school and meet their cooperating teachers. With their cooperating teacher each student prepares a 5-hour weekly lesson schedule for the next 9 weeks and sends a copy of this schedule to the Open Education Faculty. This schedule includes detailed information about on which day, at what time, in which class the student teacher will observe the cooperating teacher or do micro teaching. During 9 weeks, each the student teacher has to plan 18 micro lesson plans lasting 15-20 minutes. The student teacher meets his cooperating to check the lesson plan a day prior to his teaching practice. The cooperating teacher grades each lesson plan using the ‘lesson plan evaluation form’ and gives it to the student teacher to put it in his portfolio. Then, the student teacher edits the lesson plan according to the suggestions and corrections of the cooperating teacher.

While the student teacher is teaching in the class, the cooperating teacher observes him and fills in an observation form. At the end of the lesson, the cooperating teacher

gives feedback to the student teacher and gives a copy of the filled observation form to the student teacher to keep in his portfolio. After each micro teaching, the student teacher writes a reflection report and gives it to the cooperating teacher.

At the end of 9 weeks, the cooperating teacher:

- collects the portfolios of the student teachers
- grades each portfolio by using the 'General Portfolio Evaluation Form'
- takes the average grade of the 18 lesson plans
- Fills 'School Experience II Observation Evaluation Form' by taking all the 18 observation forms he filled during the term into consideration.
- Takes the average of the 'reflection reports of the student teachers which he has graded through the term
- Deliver student teachers' portfolios including student teachers' all observation and evaluation forms, and 'Forms of Attendance' to the Cooperating School Coordinator in order to send them to the Open Education Faculty.

The implementation process for the second term is nearly the same as the first term. The difference is that the student teachers go to the same cooperating school for 5 hours for 16 weeks, and instead of micro teaching for 15-20 minutes, they teach a whole lesson.

#### **1.1.4. Differences of B.A English Language Teacher Training Program at the Faculty of Education and Distance B.A Program in ELT at the Open Faculty**

With regard to the teaching practice ELT Program at the Open Education Faculty shows some differences when compared with English Language Teacher Training programs at the faculty of Education

The most important difference between these two programs is related to the university supervisor. The ELT student teachers at the education faculty at Anadolu University are under the regular supervision of both their cooperating teachers and university supervisors during the practicum. The university supervisor visits the

cooperating school regularly to observe the student teachers. These regular visits also enable the cooperating teacher and university supervisor to interact more frequently in terms of finding solutions to the problems with regard to the practicum process and sharing ideas and advice.

On the other hand, the student teachers at the ELT program at the Open Education Faculty are regularly supervised only by their cooperating teacher. The university supervisors, in this case the course coordinators and a team of teachers, cannot provide regular visits to schools but provide regular support for the students on the Web-CT, discussion board, through e-mail, and telephone. Through discussion board, the course coordinators provide support and guidance for the students at any time and answer the students' questions regularly. Apart from this, an expert group pays visit to the schools once or twice a year in order to provide on-sight support related to practicum process. What's more, a team of teachers evaluate the student teacher's lesson plans at the end of each term and give feedback in the light of these comments, letters are written to both the cooperating teacher and the student teacher indicating the suggestions on how to make improvements on the process of writing and evaluating lesson plans.

## **1.2. Statement of the Problem**

An important purpose for the teaching practice is to provide opportunities for the student teachers to explore teaching and learn to teach-in action while receiving support from the university supervisor and the cooperating teacher during their teaching practice. During this period, student teachers at the ELT Program at the faculty of education are mentored regularly by both a cooperating teacher and a university supervisor. However, the student teachers at the distance ELT program at the Open Faculty are mentored by regularly by only their cooperating teachers. The university supervisors in this program cannot provide regular visits to the cooperating schools. However, they offer support for the students through discussion board e-mail and telephone. Therefore, it is mostly the cooperating teacher's responsibility to mentor the student teachers during practicum. In other words, cooperating teachers have to take over more responsibilities since they are readily available to contact easily for the student teachers of the Distance BA program in ELT during their practicum. For this reason, it is important that cooperating teachers

be clear about what their responsibilities are while mentoring the student teachers and fulfill their responsibilities and roles as mentors for the quality of the practicum. For that reason, a study is a need to investigate whether the cooperating teachers fulfill their responsibilities during the practicum.

University supervisor also acts as a bridge between the faculty and the cooperating school, and the cooperating teacher. Absence of the university supervisors is likely to lead to lack of communication among these. It could be regarded as a question of how university supervisors' nonexistence affects the cooperating teachers as mentors. For these reasons such a study to investigate the cooperating teachers' responsibilities as mentors is a need.

Lastly, such a study is a need due to the lack of studies in distance English teacher training context. In the continuum of the mentor role, the roles of the cooperating teacher in teacher education contexts have been investigated in detail (Feiman-Nemser, 1997; Hobson 2002, Jones 2000, Bigelow 2002, Bourke 2001). However, there is no research to focus on the role of the cooperating teachers participating in a distance EFL context.

To fill this gap, a study to investigate the mentor roles of cooperating teachers at the Distance BA Program in ELT is a need.

### **1.3. Aim of the Study and the Research Questions**

The aim of the study is to investigate the thoughts of both the 4<sup>th</sup> year student teachers who are taking 'School Experience II and Teaching Practice Course' and their cooperating teachers who mentor them during the teaching practice about the application of the fulfillment of the mentor roles. Based on these quandaries, the study will be guided by the following research questions:



1. What are the cooperating teachers' thoughts about their cooperating teacher role application of the fulfillment of the mentor roles according to the instructions recorded in the guidebook prepared by Open Faculty for the student teachers and cooperating teachers during the teaching practicum at Distance BA Program in ELT at Anadolu University Open Faculty?

2) What are the student teachers' thoughts about their cooperating teachers' application of the fulfillment of the mentor roles according to the instructions recorded in the guidebook prepared by Open Faculty for the student teachers and cooperating teachers during the teaching practicum at Distance BA Program in ELT at Anadolu University Open Faculty?

3) Is there a significant difference among the cooperating teachers' thoughts and student teachers' thoughts about the application of the fulfillment of the mentor roles as a cooperating teacher?

#### **1.4. Importance of the Study**

There are many uncertainties regarding cooperating teachers, university instructors and student teachers and their role perceptions (Boudreau, 1999; Demirkol, 2004). The present study is significant in that it will add enhancement and a fuller understanding of how cooperating teachers perceive their roles as mentors when mentoring the ELT student teachers at the distance B.A program during the practicum to the current literature on distance school-based teaching practice.

Each institution seems to have developed its own norms about these responsibilities. Therefore, a study on the understanding of the roles in Distance BA Program in ELT will assist to form such institution specific norms in this specific context, which boosts the significance of the present study.

What is more, this study has been the first widespread research constructed as to mentor roles at distance B.A Program in ELT at Anadolu University Open Education Faculty up to now.

### 1.5. Definitions of Terms

**Student teacher/ pre-service teacher/teacher trainee:** A university student who participates in a teacher preparation program to practice teaching and learns the methodology and skills of teaching.

**Cooperating teacher:** An in-service classroom teacher to whose class the student teacher is assigned.

**University supervisor:** A faculty member from the university who oversees and supervises the student teachers during the student teaching experience.

**Triad:** The three traditional roles of student teacher, university supervisor, and cooperating teacher whose intersecting relationships usually define the typical student teaching experience (Davey, 2001). In this study the triad members are the university supervisor, the cooperating teacher and the student teacher who collaborate throughout the practicum.

**Student teaching Practice:** The period of guided or supervised teaching in the public school under the supervision of the cooperating teacher to learn, develop and practice teaching skills. In this paper, teaching practicum / field experience/ school-based teaching are used interchangeably.

**Role:** set of behaviors or functions applied to a specific position (e.g. cooperating teacher, university supervisor)

**1.6. Limitations of the study**

The present study is limited to the number of the cooperating teachers and student teachers participating in the practicum process of B.A Distance ELT program during 2006-2007. The number of the cooperating teachers who participated in the study is 432 while the student teachers' is 1846.

## CHAPTER 2

### LITERATURE REVIEW

The present study focuses on the perceptions of cooperating teachers and student teachers as to the cooperating teachers' responsibilities as mentors. Therefore, in the relevant literature 'mentoring', 'mentor roles' and 'triad members of the practicum' and each of the triad members will be investigated in detailed. In addition to this, related studies in regard to mentor roles will be displayed.

#### **2.1. Mentoring**

Arora (1995) describes the practicum as involving the integrated and collaborative efforts of the student teachers, cooperating teachers and university supervisors. It is expected that these people, referred as triad members, should be working together to develop student teachers' professional skills. The triad members consist of two mentors and a mentee.

The term 'mentor' is rooted in Homer's epic poem 'The Odyssey' in which Odysseus gave the responsibility of nurturing his son Telemachus, to his loyal friend, Mentor. Mentor educated and guided Odysseus' son. This education included every facet of his life: physical, intellectual, spiritual, social and administrative development. However; there is no clear universal definition of mentoring, because of the highly personal interactions conducted under different circumstances in different schools. With respect to this fact Zanting *et al* states ( 2001,p.12) :

“..the phenomenon of mentoring has not yet been clearly conceptualized. Many definitions to the concept are present in literature. A standard definition of mentoring does nor exist in literature since mentor teachers interpret their own roles individually and therefore the nature of mentoring is idiosyncratic” (p.13)

Mentoring, if defined from a general view, means assisting student teachers to learn how to teach during their student teaching experience. Healy and Weichert (1990) defines mentoring as

‘A dynamic, reciprocal relationship in a work environment between an advanced career incumbent (mentor) and a beginner (protégé) aimed at promoting the career development of both. In other words, both the mentor and the protégé benefit, improve, and expand their teaching repertoire’. (Healy & Weichert, 1990, pp. 17)

According to Anderson and Shannon (1988) mentoring can be best defined as

‘a nurturing process in which a more skilled or experienced person teaches, sponsors, encourages, counsels, serves as a role model, and befriends a less skilled or less experienced person for the purpose of promoting the latter’s professional and personal development’.

Bey (1990) defines mentoring as ‘a professional practice that is emerging as a way for experienced teachers and supervising teachers to offer assistance to new teachers.

Odel and Huldig (2000) claim that in education, mentors are experienced teachers who have as part of their professional assignment the mentoring of pre-service or beginning teachers as they are learning to teach.

White- hood (1993) sees mentoring as a strategy for teaching and coaching, for strengthening character, promoting social change, and for creating opportunities for personal empowerment.

### ***2.1.1. Mentor Roles***

During social interactions agents modify and change their behaviors depending on the expectations of each others’. At the end of this interaction process, roles are defined and shaped (Collier & Callero, 2005; Biddle, 1979). The concept of role is basically adapted from role theory, where a role is defined as the expected behavior patterns an agent must perform. In other words, a role refers to how individuals perceive each others’ expectations and how those perceptions affect their behavior

The triad member occurs in a unique social system in which a unique set of rules and expectations are presented for each of them. The behaviors and functions expected of each triad member are referred to as role expectations which are often ambiguous and rarely clearly defined. Whereas the cooperative teacher and university supervisor are regarded to have a leader role, the student teacher is the follower. The cooperating teacher and the university supervisor's roles are defined as supervisor, mentor, observer, model teacher and supporter. The student teacher's role is to develop practical teaching skills and get a realistic understanding of school life. Through interaction, each member of the triad becomes aware of what is expected from him, thus, he modifies or changes his behavior. Thus, each triad member's role during this period is defined and shaped

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Mentor roles are abundant and show variety. The most common roles associated with mentors are: *advisor* (Bird,1985; Dortch,2000; Levinson,1978), *friend*, *counselor* (Bird,1985, Levinson,1978; Zey,1984), *guide* (Daloz,1983; Zey,1984), *teacher* (Bird,1985; Burka,1986; Levinson,1978; Scein,1978; Zey,1984), *sponsor* ,*coach* (Scein,1978; Sullivan,1992), and *role model* (see also Table 1) and role model (Dortch, 2000; Scein, 1978)

In Table 2.1, samples of mentor roles drawn from the literature are shown. (Taken from Odell, 1990)

Table 2.1 Mentor Roles from Literature

	Mentor Roles	Reference
1	Teacher, sponsor, host, counselor, supporter, advisor	Levinson,1978
2	Teacher, coach, trainer, positive role model, developer of talent, opener of doors, protector, sponsor, successful leader	Scein,1978
3	Traditional mentor, supportive boss, organizational sponsor, professional mentor, patron, invisible godparent	Philips-Jones,1882
4	Guide, supporter, challenger	Daloz,1983
5	Teacher, counselor, guide, supporter, protector, promoter, sponsor	Zey,1984
6	confident	Gehrke and kay,1984
7	Master teacher, teacher adviser, teacher specialist, teacher researcher-linker, consultant	Bird,1985
8	Colleague teacher, helping teacher, peer teacher, support	Burko,1986

## 2.2. Triad Members of the Teaching Practicum

A cooperating teacher, a university supervisor and a student teachers form a supervisory triad (Kauffman, 1992). It is expected that these people should be working together to develop student teachers' professional skills. Therefore effective supervision allows each one in the supervisory process to interact with others.

### 2.2.1. Cooperating teacher

Student teachers identify the cooperating teacher as the most significant person during their practicum (Karmes & Jacko, 1977; Manning, 1977; Booth, 1993; Del Gesso and Smith, 1993; McNally, Cope, Stonach, 1994). Tanruther (1964) exposes two reasons for this fact.

“(First)...the student teacher spends a greater amount of time with the cooperating teacher than with any other person during his pre-service education...(second) the close working relationship and the potential impact on the professional viewpoint of the intending teacher are perhaps greater in the student teacher-cooperating teacher relationship than in any other throughout the student’s college years”(p.168)

Since the cooperating teacher is with the student teacher most of the time and is familiar with the school policy, curriculum in the best position to supervise the daily development of teaching skills, the role of the cooperating teachers appear best suited to do the supervision (Knop,1977; Horton& Harvey, 1979).

Cooperating teacher has a significant impact on the attitudes and teaching behavior of the pre-service teacher since student teachers often adopt the beliefs and run counter to what constitutes good teaching. A common perception exists that cooperating teachers have more influence on the attitudes and beliefs of student teachers than their university or college supervisors do (Calderhead, 1988a; Richardson-Kohler, 1988). The attitudes and teaching styles of the student teacher tend to move closer to those of the cooperating teacher over the course of experience (Hogben & Lawson, 1983).

Though both the cooperating teacher and the university supervisor have an important influence on the student teachers’ professional development, cooperating teacher’s influence is regarded to be the most important (Osude, 1996; Posner, 1993). Posner (1993) highlights the important role of the cooperating teachers and says:

“Probably the greatest influence on the quality of field experience particularly for the student teacher is the cooperating teacher” (p.95)

S. Chalies *et al* (2004) considers the cooperating teachers as a source of expert and professional knowledge for student teachers.

According to Caruso (1998), cooperating teacher role is to support, guide and facilitate the student teachers’ development and learning on a daily basis during the practicum.

O’Conner (2003) claims that cooperating teachers are expected to take the responsibility of facilitating the student teachers’ development by serving as mentor,



supervisor, and peer. Copas (1984) delicates of the role and responsibilities of cooperating teachers:

“ The job of the cooperating teacher is to help the student teacher develop a deep and meaningful concept of teaching, to help the student teacher analyze many facets of teaching, to provide the student teacher with sources and to encourage the student teacher’s teaching behavior”(p.50)

When mentoring the student teachers, the cooperating teachers are expected to give emotional support, model the student teacher, give feedback on lesson planning and teaching performance, assist on student teacher’s socialization to school life, evaluate/assess the success of the student teachers (Ayes,2002;Bainer,1994;Baudreau,1999;Byra,1994;Carusoetal,1993;Coolidge,2005; Copeland and Atkinson, Glickman,1980; Glickman, 1992; Goldhammer,1969;Goldhammer,1984;Holm,20004; Hudson and Shump,2001; Jensen,1998;Koerner,1992; McIntyre et al,1994; Mulligan,1984;Proctor,1991; Taylor et al,1988; Turner,1996; Van manen,1995; Zeichner,1993). Each of these roles are investigated in detailed in the following.

In the handbook prepared by YÖK (High Education Council) for the triad members, the responsibilities of the cooperating teachers are stated as follows (ibit, p.10):

#### Cooperative teachers

- Work with the university supervisor in planning the student teacher’s schedule
- Assist student teacher’s professional development
- Introduce the cooperating school to the student teacher and supply the student teacher with necessary equipment and resources
- Assist the student teacher in lesson planning and daily activities
- Observe the student teacher’s work at the cooperating school and evaluate him/her.
- Keep a portfolio for each student teacher which consists of observation and evaluation forms of the activities and progress of the student teacher

- Fill in an observation form for each lesson presentation of the student teacher and make the completed observation forms available for the student teacher with feedback
- Check the student teacher file periodically with the university supervisor, and help student teacher's professional development
- Assist the student teacher in extra-curricular activities (meetings, seminars, etc) in the cooperating school
- Evaluate the student teacher with cooperating teacher at the end of the practicum

Some of these roles are investigated in detail in the related literature.

#### *2.2.1.1 .Giving emotional support to the student teachers*

Giving emotional support is the most frequently pointed out mentor role in literature... Hudson and Skimp (2001, 2003) investigated this one under the category 'Personal attributes'. Mutcher (1999) argues that emotional /or psychological support is one of the major types of support which mentors offer to address student teachers' personal and emotional needs. This dimension is very much related to the development an emotional climate which encourages free, frank, and honest communication with the mentor teacher. If the communication lines between the student teacher and the cooperating teacher are blocked and if the student does not feel contented to come up to the cooperating teacher, the student teacher will not feel liberated to ask questions or interact.

*"The CT has to be a facilitator for the learning process arranging suitable conditions for it and providing a non-threatening environment that is suitable for dialogue and discussion between students and enabling them to pose their ideas (Watts, 1999, p.171)*

Praise and encouragement are identified as supportive behaviors by Wildman et al (1992). As student teachers get emotional support and confidence, they quickly become skilled at making sense of data establishing direction for them'.

Other forms of emotional support include socialization to the school-community such as introductions to other staff members and invitation to staff meetings (Mutcher,

1999). This kind of socialization support will enable the student teachers to feel they are a part of the school community and develop their interpersonal skills. With regard to socialization Tanruther (1964) states the role of the mentor as follows:

“To be truly effective in school unit, the teacher must view the the school as a whole...he must be a member of the team...by working with the other school personal the ST may be encouraged to participate in activities such as observary in other classrooms, and attending faculty meetings.”(p.170)

Collaboration which gives importance to confidence and a close relationship would help the student teachers’ professional experience (Borko&Mayfield, 1995)

#### *2.2.1.2. Giving Feedback on teaching performance*

Cooperating teachers are expected to make observations of the student teachers in the classrooms teaching lessons, make comments concerning the lessons and give feedback to them. Following the observation of the teaching performance, how to give feedback to the student teacher is seen as a crucial element in mentoring (Fish, 1995)

#### *2.2.1.3. Giving Feedback on lesson plan*

Planning is generally reflects a higher-level thinking skill (Beyer, 1987; Costa, 1985) and includes decision making, evaluation, problem solving, and efficient organization of classroom actions. Making a lesson plan reduces the uncertainty or anxiety, builds self-confidence and security, and organizes time and activity flow (Clark & Peterson, 1986).

#### *2.2.1.4. Modeling of the student teachers*

Cooperating teachers are experts who can model effective teaching (Barob&Hay, 2001). Cooperating teachers are expected to model the student teacher to enable him/her to observe routines and ways of managing the class as well as teaching techniques (Hudson and Skimp, 2001, 2003). Although modeling is not perceived to be one of the more dominant aspects of mentoring it is understood to play an important part in the development of basic teaching skills and promoting to situate typical standards in professional behavior (Hudson,Shump,2001,2003; Jones,2000).

#### *2.2.1.5. Assessing the student teachers*

Another responsibility of the CT is related to assessment and completion of the record of professional achievement (Brooks and Sikes, 1997, p.48). Cooperating teachers check the student plans, observe the student teachers, provide feedback and monitor each student teacher's progress, evaluate student teachers progress and development through regular observation and feedback, involve student teachers in planning and evaluating learning experiences.

#### *2.2.1.6. Orientation of student teachers*

Brooks and Sikes (1997) claimed 'induction of student teachers' to be one of the CT responsibilities. Cooperating teachers provide students with information about the school, introduce them to the teaching staff, and draw attention to policies and rules, outline expectations about professional involvement (e.g. meetings). Hudson and Skomp(2001,2003) similarly called this dimension 'System requirements' and claimed that teaching curriculum and the school policies are fundamental and that cooperating teachers need to be familiar with this content of the current system to orient the student teachers about how to implement the requirements in the school setting .

#### *2.2.1.7. Sharing Pedagogical knowledge*

One of the cooperating teacher's responsibilities is to provide students with information about technical aspects of teaching. Cooperating teacher's knowledge of planning, classroom management, teaching strategies, assessment skills, etc can provide student teachers with a deeper understanding of teaching practice and this 'Sharing the knowledge of teaching' helps them make connections between what student teachers have learnt so far in university classes and what they observe in the cooperating schools.

### **2.2.2. University Supervisors**

Though relevant literature has tendency to show that cooperative teachers are the most important triad member of the teaching practicum, university supervisor's vital role in student teaching practice cannot be ignored. Many previous studies give evidence that the university supervisors have been important to contribute to successful experience for student teachers and cooperating teachers (Cogen, 1970; Griffin, et al, 1983; Koehler 1984; Zimpher, deVas & Nott, G, 1980).

In the handbook prepared by YÖK, the responsibilities of the university supervisors during the practicum are stated as follows (p.g.9):

- Inform the student teacher about the practice teaching program, cooperating school, guidelines to follow and evaluation ,his/her responsibilities during teaching practice
- Introduce the student teacher to the school coordinator and the cooperating teacher
- Visit the cooperating school at scheduled dates to discuss the progress of the student teacher with the cooperating teacher
- Guide the student teacher in lesson planning, observation and classroom management
- Guide the student teacher for the goal of self evaluation
- Observe the student teacher for at least two full lessons during the semester
- Assist the student teacher in preparing lesson plans for presentations
- Give written and oral feedback to the student teacher about his/her lesson plans
- Serve as a source consultant for the student teachers and all teachers in the cooperating school
- Evaluate the activities and progress of the student teacher in collaboration with cooperating teacher

According to Zimpher (1980) the university supervisors perform necessary functions in facilitating the student teaching experience. The study strongly suggests that student teaching experience be meaningful and productive due to the input from the university supervisor. Cogen (1970) asserts that supervision by university personnel can make a valuable contribution to the development of pre-service teachers. Moreover, cooperating teachers mention that they need the support of the university supervisors during the practicum.

According to Cicirelli (1969) duties of university supervisors included making frequent visits to observe the STs' classroom performance in the cooperating schools, giving feedback to them about the observed teaching performance, and evaluating the success of the STs' performance.

Koehler (1984) associated four primary functions with their university supervisor role: 1) serving as a liaison between the university and the schools, 2) establishing expectations for student teachers concerning appropriate behavior with regard to the cooperating teachers and the skills to be learned, 3) providing clinical support to the student teachers with regard to the professional and personal concerns, and 4) teaching.

Klug (1983) states four patterns of university supervisors' roles: 1) representative of the university 2) mentor 3) master teacher 4) coordinator of the program. Similarly Acheson and Meredith (1987) categorize supervisors into five roles: counselor, coach, inspector, mentor and master. A study conducted by Applegate and Lasley (1983) revealed that one of the concerns of cooperating teachers that was expressed was for the need of the university supervisor to provide guidance and direction to both the student and the cooperating teacher. As a summary it can be mentioned that university supervisors support both the cooperating teacher and the student teachers during the practicum.

### **2.2.3. Student Teachers**

A great deal of *Student Teachers* is one area of attention: ST'effect on CTs (Kiraz,1997; Wong,1990), ST's perceptions of CTs (Clapper,1992; Cicirelli,1969;Moreira,2002; Utsumi,2002; Yoon,1983; Wheeler, 1987; Williams; 2002; Woodey,1997; Verlop and Lemunt,2001;).

In teaching practicum, student teachers come into a classroom with their own beliefs and experiences, let's say with their cognitive structures. These structures are valid, invalid or incomplete. The student teacher reformulates his\her existing structures only if new information or experiences are connected to knowledge already in memory. Memorized facts\information that has not been connected with the student teacher's prior experiences will be quickly forgotten. In summary, the student teacher constructs new information onto his\her existing mental framework.

While constructing the new skills and information the student teacher's interaction with his/her environment will help a lot. This version of constructivism is called 'social constructivism'. It examines the ways in which learners make meaning from their personal experiences. Learners create interpretations of the world based upon their past experiences and interactions in the world. Constructivists believe that the learning context is just as important as the learning itself. Cooperating teachers are seen as facilitators who assist student teachers as they attempt to construct their own learning and meaning. In a social constructivist paradigm, development must occur through social interactions (Bauersfeld, 1995; Vygotsky, 1978). According to Vygotsky, one can learn best through social interaction. Vygotsky's social-cognitive theory recognized that constructs have social origins; they are learned through interaction in social groups and cannot be separated from social life (Vygotsky, 1978). This is true of the student teaching practice. The constructivist paradigm of teacher training holds that triad members of the student teaching practicum must work collaboratively for a successful efficient student teaching experience and knowledge of learners exchange through interaction with in the social setting. Practicum can offer student teachers collaborative interaction with their cooperating teacher and peers in terms of lesson planning, preparing materials, and feed backing. Peers provide each other with cognitive and emotional support. They discuss and assess their teaching with a peer, exchange interpersonal knowledge about teaching

(Wertsch, 1985). Successful peer collaboration occurs when teachers share ideas and support each other's learning through discussions.

Another interaction process is between the student teachers and his cooperating teacher. Because knowledge construction is seen largely as a social process, the cooperating teacher should first of all create a trustful atmosphere which encourages student learners to share their thoughts and feelings.

The cooperating teacher serves as a teaching model for the student teachers. Cooperating teacher reflects on the lesson during when student teachers interact by posing and responding to questions. Similarly, the student teachers reflect on their experiences in a group discussion

### **2.3. Studies related with mentor roles**

Research on mentoring has generated a variety of typologies. There is currently a scarcity literature with such focus in the field of education. (Beck and Kosnik, 2000; Brown, 1992; Dayan, 1999; Demirkol, 2004; Hopson, 1981; Hobson, 2002; Hudson, 2004; Johnson, 2003; Jones, 2000; Karmos and Jacko, 1977; Kimberly, 2003; Lamant *et al*, 1995; Lamlech, 1987; Morin and Park, 2005; Penny *et al*, 1996; Ramanathan *et al*, 1997; Shippy, 1984; Sinclair *et al*, 2006; Taanrutter, 1964; Zantig *et al*, 2001). With regard to the mentoring process some studies have focused on CT-ST relations (Applegate and Lasley, 1982; Braound, 2001; Bridwell, 1996; Byler, 1981; Clark and Selinger, 2005; Grabis-Bunker, 1995; Hall, 1995; Hawkey, 1998; Kullman, 1998; Ralph, 2003; Hastings, 2004) and some investigated the CT's influence on STs (Clark, 2006; Derek, 2006; Killian and McIntyre, 1985; Sudzina, 1994), good CT's characteristics was also another area of interest (Blumberg, 1968; Edgar, 1956; Kuykendoll, 1980; Ramanathan, 2000; Tanruther, 1964; Tjeedisma, 1998).

This section of literature review with regard to the roles of mentors is stated in two categories: studies constructed in general teaching education settings and studies constructed in EFL contexts.



### **2.3.1. Studies in general teaching education setting**

With respect to student teachers' perceptions on school practices, Hobson (2002) investigated the student teachers' perceptions of school-based mentoring in pre-service teacher training in which 277 student teachers participated. The results indicate that student teachers consider mentoring to be the key aspect of school-based teacher training. For example, according to the student teachers, to plan lessons with a mentor, to have mentors observe their teaching and give feedback would be very essential. A striking result of the study is that, for the student teachers the potential value of working with school-based mentors are significantly higher than their expectations of the potential value of other aspects of teaching such as planning lessons with university supervisors and gaining feedback from them.

In regard to the triad members' perception on the mentor roles, Jones (2000) conducted a qualitative study to compare the student teachers' perceptions of school-based training in England and Germany with regard to mentor roles. On the basis of scores by frequency, mentor roles were arranged in rank order as adviser, trainer, assessor, counselor, teacher, and friend.

Tjeerdsma (1998) investigated the mentor perceptions during a student teaching practicum in teacher education and used a social constructivist framework. The results revealed that cooperating teachers felt their primary roles during the student teacher practice period were to guide and lead the student teachers, to observe and provide feedback, and to encourage, support, and comport the student teachers.

Lamont and Arcand (1995) studied the STs' and CTs' and USs' perceptions about the role of the supervisors in a context of Canadian teacher education program. Participants consisted of 29 student teachers, 41 cooperating teachers and 16 university supervisors. Results indicated that all the triad members held similar perceptions of the supervisory roles and agreed that the supervisor's most important roles were to facilitate feedback conferences to the student teachers, to provide moral support and encouragement, and to observe and provide feedback to the STs

Wooley (1997) conducted a longitudinal study of students' perceptions of their supervision by their mentors and university supervisors at a small state university. 469

student teachers answered an open-ended survey. Results highlighted 9 themes regarding CTs' supervision: guide, feedback, expert, style, power, welcome, support, ideas, and evaluation.

Sudzina (1994) investigated the perceptions of mentoring relationships between CTs and STs by means of a three open-ended questions focusing on the qualities and responsibilities of a mentor. The results indicated that CTs tend to function mostly as advisors to STs.

Bigelow (2002), in her case study, investigated the kind of mentoring three pre-service teachers received during their studying teaching period. The findings of the study indicated that the cooperating teachers were engaged in activities such as acting as a colleague, caring, coaching, guiding, listening and questioning, looking on and encouraging rather than taking over and doing the work and serving as a positive role model.

Boser and Wiley (1987) sought to determine whether mentoring relationships developed between teaching interns and public school teachers who were designated as their mentors, what mentoring roles and functions were most characteristic of those relationships, and how much congruence existed between mentors' and interns' perceptions of the mentors' behavior. Data were collected from 17 mentor-intern pairs, who responded to a questionnaire based on eight previously identified characteristic mentor roles: (1) consultant; (2) coach or teacher; (3) positive role model; (4) developer of talent; (5) opener of doors; (6) protector; (7) sponsor; and (8) successful leader. Interns most often reported that their mentors acted as confidants, teachers, role models, and/or opener of doors. They seldom viewed their mentors as developers of talent or successful leaders. Mentors generally thought of themselves as portraying a larger number of the roles and performing more functions than their interns did.

Verlop and Vermunt (2001) investigated the STs' beliefs about the characteristics of a 'good mentor'. 30 student teachers were interviewed. The qualitative data were categorized into five factors: 1) the effective aspects of learning to teach, 2) information source, 3) assessment of the student teacher, 4) reflection on ST's lessons, 5) the school content (school orientation).

Ramanathan and Wilkins-Canter (1997) studied the cooperating teachers' and university supervisors' perceptions with regard to supervisor roles as evaluators in elementary teacher education setting. Subjects completed three interview sessions. The results indicated that the cooperating teachers believed their role to be an evaluator offering constructive criticism to the student teacher and most cooperating teachers did not receive much professional development in evaluation.

With regard to the role ambiguity of the triad members, Grimmert & Ratzlaff (1986) found that roles are neither communicated among the triad accurately in their description. Another finding is that; cooperating teachers complain they lack information about university programs and their role. The researchers suggest that for a positive learning experience, these roles should be explored and understood by all members. Similarly, through group discussions and analysis of journal entries, Cole (1992) notices that mentors display inconsistency and ambiguity about what it means to be a mentor and what to do in this role.

As regard to CT-ST relations, Kiraz (1992) constructed a qualitative study and investigated the general process of student teacher and cooperating teacher relationships and how their interactions provide mutual professional development opportunities. The participants were 3 university coordinators, 16 elementary student teachers and 11 cooperating teachers from state schools. Face-to-face interviews and observations were conducted. Results indicated that Feedback sessions with student teachers, enabled supervising teachers to become more reflective in their teaching as well as in their supervisory role.

Braund (2001) investigated the nature of interaction between the student teachers and their mentors. Data were collected from 109 student teachers and 14 mentors. The findings show that the discussions between the mentor and the student teacher often appear to reflect a different understanding that may conflict with the students' aspirations.

Gökçe and Demirhan (2005) investigated the views of the 341 4th class student teachers, who take the course "Teaching Practice" at the Elementary School Teacher

Training and Social Sciences Teacher Training departments at Gazi University Education Faculty. The study focused on the duties and responsibilities of the mentors, who work in the Elementary Education Schools. 80 mentors working at Elementary Schools were asked to view their own duties and responsibilities about the activities of teaching practice. The results indicated that the views of the student's teachers and their cooperating teachers differed. While more than a half of the cooperating teachers indicated that they often fulfill their mentor roles and responsibilities, the student teachers claimed that they couldn't get much support in terms of preparing materials, providing information about the level and interests of the pupils in the class, feedback regarding lesson plans and teaching performance.

Güven (2000) and Demircioğlu (2003) have found negative results with regard to cooperating teachers' mentor roles. Güven (2000) conducted a qualitative study which focused on the perceptions of prospective social studies teachers towards school practices. The findings indicated that the mentor teachers in the schools are not good leaders for the trainees.

Demircioğlu (2003) investigated the perceptions of history student teachers on school practice. He found that the mentor teachers in the practice schools are really lack of subject knowledge and not good to be role models for the student teachers.

### **2.3.2. Studies in EFL context**

With regard to the roles of the triad members in ESL context, Bourke (2001) investigated the university supervisors' role. He found that the major roles of the university supervisors were liaison role, which refers to establishing good relationships among the triad members. Another role of the university supervisor was to evaluate the work of the student teacher and provide her/him feedback.

The only study conducted in the Turkish context in relation to the roles of the triad members belongs to Demirkol. Demirkol (2004) investigated the expectations for the roles of cooperating teachers and university supervisors during the practice period. In her study, Demirkol adapted a reliable and valid questionnaire for the student teachers

and cooperating teachers and asked 17 university supervisors, 116 cooperating teachers and 238 student teachers from four different universities about their expectations for the roles of the triad members in the practicum. Interestingly, her findings revealed that the triad members didn't hold very clear expectations for the roles of university supervisors and cooperating teachers. Another striking finding is that despite the efforts of the Council of Higher Education to clarify the roles and responsibilities of the members of the triad, they do not seem to be well informed about their own roles and responsibilities and those of the other members of the triad.

Tercanlioğlu (2004) conducted a qualitative study in which she investigated the perceptions of students, mentors, mentor trainers, and teacher educators in the context of actual practices of school-based English teacher education in England. Participants included five Postgraduate Certificate in Education (PGCE) students, five curriculum mentors and one mentor trainer. The findings indicate that on the role and responsibility of the mentor, all five mentors speak about the same issues. They say their role in this system is to welcome students, to support them, to offer them guidance, to give them ideas on how to approach particular classes and particular work in languages, how to approach particular grammar points, how to cope with behavior problems, to organize their time within the school, to monitor, to provide feedback, to supervise, to decide what the key issues are that the student might want to concentrate on, to set targets, to connect her/him with some of the classes, to watch her/him frequently, and support her/him. Besides all these, they say they are responsible for keeping records and passing information to the university.

Nerenz (1979) investigated the triad members' perceptions of the importance of supervisory roles. She constructed a study with 10 foreign language university supervisors, 15 cooperating teachers and 15 student teachers. The results of the survey indicated that teacher role is seen as the most important, followed by the coordinator, counselor, curriculum specialist, evaluator roles by the cooperating teachers and the student teachers. However, the university supervisors viewed 'Counselor' role as the most important, followed by the Coordinator and then the Teacher role.

Most of these studies are conducted in general teacher education settings whereas very few are carried out in an EFL teacher education context. Only one study focused on the role perceptions of triad members at Turkish EFL teacher education setting (Demirkol, 2004). Unfortunately, there is no study to investigate the mentor roles at distance ELT teacher education program in Turkey, which highlightens the need of such a study.

## **CHAPTER 3**

### **METHODOLOGY**

The present study consists of two phases. The first phase of the study aims at constructing an instrument for cooperating teachers mentoring the student teachers at Distance Education Program in ELT to explore views on the mentoring roles of cooperating teachers during the teaching practicum. The second phase aims to analyze the reliability and validity of the instrument constructed in the first phase and collect the data with regard to the cooperating teachers' and their student teachers' perceptions with regard to the roles of the cooperating teachers during the teaching practicum.

#### **3.1. First Phase**

In order to investigate the perceptions of the cooperating teachers and student teachers as to mentoring roles of the cooperating teachers, the researcher decided to construct a questionnaire. 'Constructing a Cooperating Teacher Questionnaire' is the first phase of the present study.

Basic steps of constructing a questionnaire are mentioned in the literature (Karasar, 1995; Balci, 1995; Erkus *et al*, 2000) . These are: 1) Constructing a pool of items; 2) Taking expert opinion; 3) Piloting the questionnaire. Each of these steps is explained in detail below.

##### **3.1.1. Constructing a pool of items**

The methodology of this stage constitutes the participants, data collection tool, and data collection procedure and data analysis.

### *3.1.1.1. Participants*

Participants of this stage are 22 student teachers in their 4<sup>th</sup> year attending the Distance ELT B.A Program at Anadolu University, Open Faculty and 23 cooperating teachers mentoring student teachers during their teaching practice in academic year 2005-2006 in Eskisehir. The data is collected from totally 45 participants.

### *3.1.1.2. Data Collection Tool*

Interview and free writing are used as data collection tools. To provide guidance to the triad members during the teaching practicum, a handbook prepared by the Ministry of Education is available. Taking this handbook as the main source, a similar handbook prepared by the ELT program educators of Open Faculty Anadolu University is also available. This handbook encompasses role definitions of the practicum members, aim of the student teaching practice model lesson plans and observation/evaluation forms. 10 student teachers and 11 cooperating teachers are asked to read the roles of the cooperating teachers stated in the handbook and after that asked to write down their thoughts on what should the roles of the cooperating teachers be during the practicum on a piece of paper.

For the interview sections, semi-structured questions were prepared for the student teachers (see Appendix 16) and for the cooperating teachers (see Appendix 15) by the researcher to gather general information relevant to the scope of the study.

### *3.1.1.3. Data Collection Procedure*

At the end of the first term in 2006, when the students and the cooperating teachers had nearly 10 week experience on practicum process, 10 student teachers and 10 cooperating teachers were asked to write down their ideas about 'What should be the roles of the cooperating teachers mentoring the Distance BA ELT student teachers during the teaching practicum'. Before that, they were asked to read the role descriptions for the cooperating teachers stated in the handbook prepared by Open Education Faculty. Another 10 4<sup>th</sup> year student teachers and 10 cooperating teachers were interviewed to



gather information about their views on the practicum and the roles of cooperating teachers. All interviews were done individually and tape-recorded after taking the permission of the participants.

#### *3.1.1.4. Data Analysis*

The interview data were transcribed. Then, the transcribed data gathered from the interviews and the written data gathered from free writing papers were analyzed to construct the questionnaire. When analyzing the written data, first categorizations were formed. According to Coffey and Atkinson (1996) there are two ways to develop categories. In the first one, the categories are developed by drawing out key words from the data. In the second option, categories are determined before beginning the research, in other words, pre-planned coding of categories are used. In the present study, the second option was preferred and a pre-planned list of categories was used as the start-list.

With regard to the mentor roles, Shippy (1989) and Demirkol (2004) constructed questionnaires for cooperating teachers and university supervisors. In her PhD thesis, Shippy investigated the perceived roles of university supervisors and cooperating teachers constructed two questionnaires; a questionnaire for university supervisors (see Appendix 3) and one for cooperating teachers (Appendix 4). The result of the factor analysis of the cooperating teacher questionnaire indicated 5 categorizations for the cooperating teacher roles: 1) sharing the knowledge of teaching, 2) orientation to school/classroom, 3) supervising the work of the student teacher, 4) support role, and 5) preparing for having a student teacher. Similarly Demirkol (2004) investigated the perceived roles and responsibilities of the university supervisors and co-operating teachers in the ELT department at Education Faculties during the practicum in Turkey. As data collection tool she used a cooperating teacher questionnaire (see Appendix 5) and a university supervisor questionnaire (Appendix 6) which she adopted from Shipp's study. The results of the factor analysis of the cooperating teacher questionnaire indicated 6 categorizations for the cooperating teacher's role. While preparing start list of the role categorization, researcher took three basic sources into consideration: 1) Mentor roles defined in literature, 2) Shipp's and Demirkol's role categorizations for

cooperating teachers and university supervisors (Table 3.1), and 3) Role definitions stated in the handbooks prepared by the Ministry of Education and Anadolu University Open Faculty.

Table 3.1. A summary of the cooperating teachers and University supervisors' roles from Literature	
<b>University Supervisor Roles</b>	
<b>Shippy (1989)</b>	<b>Demirkol (2004)</b>
Selecting and working with cooperating teachers	Selecting Cooperating teachers
	Working with the cooperating teachers
Working with the student teacher	Working with the student teachers
Assisting with planning	
Evaluation	Evaluation
Liaison Role/school	Liaison Role/school
Liaison Role/ student teacher and cooperating teacher	Liaison Role/ student teacher and cooperating teacher
<b>Cooperating Teacher Roles</b>	
<b>Shippy (1989)</b>	<b>Demirkol (2004)</b>
Sharing the knowledge of teaching	Sharing the knowledge of teaching
Orientation to the school/classroom	Orientation to the school/classroom
Supervising the work of the student teachers	Supervising the work of the student teacher
Support Role	Support Role
Preparing for having a student teacher	Preparing for having a student teacher
	Controlling/facilitating the student teacher's autonomy in the classroom

The list of categorization to be used in the process of constructing the questionnaire included the following roles:

- 1) Preparing for the mentor role
- 2) Preparing a good atmosphere
- 3) Orientation to the school/classroom
- 4) Observing
- 5) Giving Feedback on teaching performance

- 6) Assisting lesson plans
- 7) Evaluating
- 8) Developing critical thinking

This list of role categorizations was constructed by the researcher and used as a guide while analyzing the written data. This helped her organize the items for each role categorizations. When classifying the items, researcher was guided by 4 sources: 1)Data gathered from interviews and free writing 2)Items stated in Shipp's and Demirkol's questionnaires and 3)Role definitions stated in the handbooks prepared by the Ministry of Education and Anadolu University Open Faculty.

At the end of this process a questionnaire with 61 items is constructed (Appendix 1). The questionnaire comprised two parts. The first part aims to gather demographic information such as their sex, amount teaching experience, educational background, while the second part covers 61 items about their perceived mentor role behaviors.

### **3.1.2. Taking Expert Opinion**

In order to achieve content reliability, the questionnaire is analyzed by five experts working at the ELT department at Education faculty of Anadolu University. After the questionnaires were edited according to the comments of the expert educators, the experts were asked to comment on the questionnaires for the second time. After second expert feedback, some of the items were omitted and some of them were revised. After the second expert feedback, the item number increased to 63 (see Appendix 8). Experts were asked to give feedback for the third time. After the final feedback, some of the items are omitted and edited and the questionnaire consisted of 54 items. Then, three experts who are specialists in constructing questionnaires from Education Sciences department were asked to check the questionnaire. After their feedback, the last version of the questionnaire consisted of 58 items (see Appendix 1)

### **3.1.3. Piloting the Cooperating Teacher Questionnaire**

The aim of this piloting process is to detect whether there are unclear items. The last version of the Cooperating Teacher Questionnaire was piloted with 9 cooperating teachers and 8 student teachers. Modifications and changes for improvement of the research instrument were made according to the recommendations made by the cooperating teachers and student teachers.

## **3.2. Second phase**

In the second phase, the questionnaire constructed in the first phase was distributed to the participants. Data collected was used to analyze: 1) reliability of the questionnaire 2) perceptions of participants as to mentoring roles of the cooperating teachers.

### **3.2.1. Participants**

In Turkey there are 432 cooperating teachers and 2463 student teachers in 74 cities who participate in the teacher practicum at Anadolu University Distance B.A Program in ELT in Turkey in the academic year 2006-2007. Table 3.2 illustrates the total number of the cooperating teachers and student teachers according to the 7 geographical regions in Turkey (see also Appendix 9). Cooperating Teacher Group (M=358) and Student Teacher Group (M=1846) participated in the study

Table 3.2. Number of student teachers at the Distance ELT B.A Program and their cooperating teachers in 7 geographical regions in Turkey

Regions		Number of CTs at High School	Number of CT at Primary Schools	Number of STs at High School	Number of ST at Primary Schools	Total Number of CTs	Total Number of STs
I	Marmara	71	4	415	24	75	439
II	Aegean	76	-	450	-	76	450
III	Central Anatolia	135	10	762	51	145	813
IV	Mediterranean	52	9	303	54	61	357
V	Black Sea	35	12	197	69	47	266
VI	South-east of Anatolia	14	-	82	-	14	82
VII	East Anatolia	10	4	34	22	14	56
<b>TOTAL</b>						432	2462

### 3.2.1.1. Cooperating Teachers

Cooperating teachers in the present study are the 358 English teachers of whose class the student teachers at the Distance B.A Program in ELT at Anadolu University Open Faculty are assigned and by whom they are mentored throughout the first and second semester in the 2006-2007 academic year.

### 3.2.1.2. Student Teachers

1846 student teachers participated in the study. These students are 4<sup>th</sup> year students enrolled to the Distance B.A Program in ELT at the Anadolu University Open Faculty (AUOF) and take 'School Experience II and Teaching Practice Course' during the 2006-2007 academic year. Each of the student teachers are assigned to be a cooperating teacher at a cooperating school and mentored by a cooperating teacher throughout the year.

### ***3.2.2.. Data Collection Instruments***

The related literature revealed no survey instruments available that appropriately matched the purpose and objectives of this study. Therefore, the researcher has constructed the data collection instrument. The main data collection tools of the study are two questionnaires: Cooperating Teacher Questionnaire and the Student Teacher Questionnaire.

#### *3.2.2.1. Cooperating Teacher Questionnaire*

Cooperating Teacher Questionnaire is constructed by the researcher throughout the 2005-2006 academic year. The cooperating teacher questionnaire has two parts. The first part, aims to gather demographic information such as teachers' age, sex, educational background, amount of teaching experience, amount of cooperating teacher experience, types of the schools the work at, etc. The second part consists of totally 58 items. Page (1974) mentions that a 5-option choice scale is quite resistant to the attempts to produce bias. Similarly, Bitner (1995), suggests using an odd number (5 is recommended) category. Similarly, in the study a 5-point Likert scale is used and next to the items there is a grid consisting of five columns designed on a five-point Likert scale : 1 is assigned to 'never', 2 to 'rarely', 3 to 'sometimes', 4 to 'often' and 5 to 'always' .

#### *3.2.2.2. Student Teacher Questionnaire*

The Student Questionnaire is a similar version of The Cooperating Teacher Questionnaire. The items of the two questionnaires are matched. The student questionnaire (Appendix 2) has two parts. The first one of aims to gather demographic information such as student teachers' sex, educational background, and the grade level they are teaching at the practice school. The second part aims to gather information about their perceptions with regard to their cooperating teachers' roles.

### *3.2.2.3. Reliability and Validity of the Cooperating Teacher Questionnaire*

The reliability of an instrument refers to its consistency in ‘measuring whatever it measures’ (Kratwohl, 1998, p.435). In the present study internal consistency measures are utilized to estimate the reliability of the cooperating teacher questionnaire as the data collection instrument is administered only once to the population. Cronbach’s alpha is used for calculating internal consistency. An Alpha for 1.00 indicates perfect reliability while an alpha of 0.80 or higher is sufficient for most research (Gall, Borg&Gall, 1996). In the present study, the Cronbach Alpha value on the Cooperating Teacher Questionnaire is 0.928 which shows that the instrument is very reliable.

The validity of an instrument is a measure of the truthfulness of an instrument (Warmbord, 2001). He stated that validity is an evaluative judgment of the extent to which an instrument measures what it purports to measure. (p.1). Content and face validity is one of the types of validity. Content and face validity was achieved through the use of a panel of experts and a pilot study in which subjects were asked to provide comments and suggestions about the instrument.

### **3.3. Data Collection Procedures**

In June 2006, the researcher got a formal permission from Ministry of Education Investigation and Developing Education Department in order to construct the study with the cooperating teachers working at 74 cities. Also a formal permission from Open Faculty Administration to access 2006-2007 academic year list of names of the student teachers, cooperating teachers and the cooperating schools. According to the 110-paged list of the year 2006-2007, 2463 student teachers were assigned to 432 cooperating teachers at 112 cooperating schools in 74 cities. The researcher searched the addresses and phone numbers of the 112 cooperating schools (see Appendix 12). Four-paged Cooperating Teacher Questionnaire was copied for 435 cooperating teachers, and three-paged Student Teacher Questionnaire was copied for 2463 student teachers. According to the list, the number of the student teachers and cooperating teachers at each cooperating school was calculated. Then, cooperating teacher questionnaires and student teacher questionnaires were separately counted for each school, bundled, placed in an

envelope enough to accommodate the bundle. Address labels for each cooperating school were prepared and stuck on the backside of the envelopes. Except for the questionnaires, each envelope contained a cover letter (Appendix 13) for the school director stating the aim of the study and requesting that questionnaires be distributed to both cooperating teachers and student teachers. The letter closed with a statement of thanks to the school director, cooperating teachers and student teachers for the time, effort and attention for filling them in. The letter also included the formal permission letter (Appendix 9) taken from Ministry of Education Investigating & Developing Education Department. Each envelope was placed with another stamped envelope addressed to the researcher for free return of the questionnaires to the researcher. Address labels for 112 cooperating schools were prepared and stuck on the envelopes to be sent by cargo to the cooperating schools.

The questionnaires were sent to the participants at the end of the first term in 2006-2007 to be sure that the student teachers have enough teaching practice experience and the cooperating teachers have mentoring experiences. By the time the questionnaires were sent, the participants had experienced teaching practicum for nearly a whole term.

### ***3.4. Data Analysis Procedure***

Data Analysis procedure constitutes two phases.

#### *3.4.1 First phase of data analysis*

In the first phase factor analysis was made to determine the structure of the cooperating teacher questionnaire. First, all the raw data from the questionnaire were coded and loaded on the statistical program for the social Sciences (SPSS) version 15.0. Then, to see whether the questionnaire is reliable Cronbach's Alpha and factor analysis was conducted. A factor analysis was conducted to summarize the questions within valid and plausible components; and Cronbach's Alpha ( $\alpha$ ) values were calculated to check internal reliability of the whole scale along with individual factors. The factor analysis is particularly used as a data reduction technique, which takes a large set of variables and looks for a way to reduce or summarizes the data using a smaller set of components (Pallant, 2001). Items that did not serve to the purpose of the whole scale were eliminated



through this analysis in the current study. That is, eliminated items did not serve to the purpose of the study, since they were not reliable or valid indicators of the study's construct.

Principal component was applied as the extraction method since it is more popular in the research area and easier to interpret (Pallant, 2001). In line with the assumptions of orthogonal and non-orthogonal rotation methods, inter-item correlations were checked and Varimax with Kaiser Normalization was preferred for rotation as suggested by Field (2000). The following section includes the factor analysis conducted for cooperating teachers questionnaire.

First of all, three control questions of the questionnaire were checked to see whether teachers responded to the items of the questionnaire carefully and honestly. 55<sup>th</sup> question had a significant relationship with its antecedent, 29<sup>th</sup> question ( $r=.114$ ;  $p<.035$ ). Second, 57<sup>th</sup> question had a significant relationship with its antecedent, 47<sup>th</sup> question ( $r=.134$ ;  $p<.015$ ). Finally, 58<sup>th</sup> question had a significant relationship with its antecedent, 52<sup>nd</sup> question ( $r=.380$ ;  $p<.001$ ). These findings suggest that participants honestly answered the questions. However, further analyses were conducted if either the control questions or their antecedents were suitable for the scale developed in the current study. That is, all questions were included in the initial solution of the factor analysis to select better items.

Items with inappropriate corrected item-total correlation values were suppressed as suggested by Pallant (2001). Particularly 34<sup>th</sup>, and 57<sup>th</sup> questions had very low corrected-item total values which revealed that those items did not serve to the purpose of the current study's data collection tool (i.e., .142 and .159) respectively.

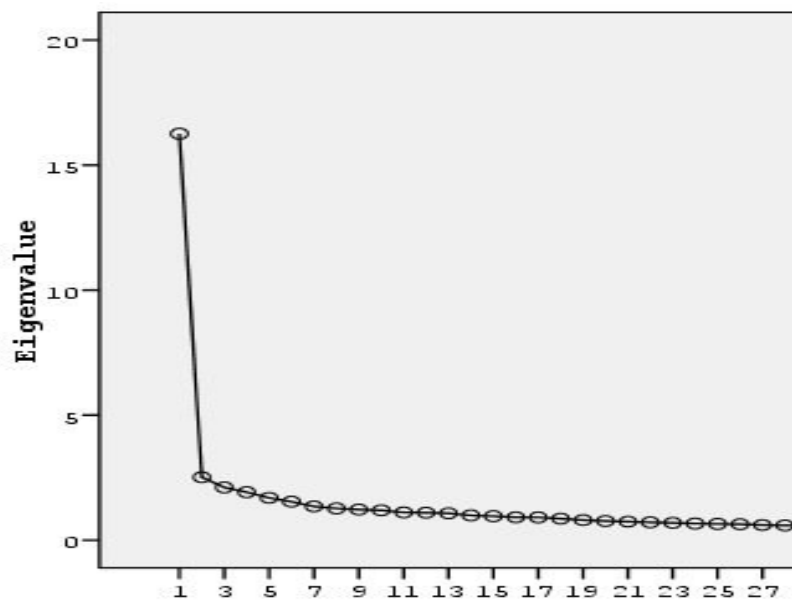
Items of the scale were examined through principal component analysis using SPSS 15.0 for Windows. First of all, the suitability of data for factor analysis was assessed. The first concern was the sample size. Kass and Tinsley (1979) suggest having between 5 and 10 subjects per items of the scale up to a total of 300. If the number reaches up to 300, test parameters tend to be stable regardless of the subject to variable ratio. Field (2000) and Tabachnick and Fidell (1996) agree that it is appropriate to have at least 300 cases for factor analysis. Finally, Comrey and Lee (1992) state that 100 is poor sample size, 300 can be considered as good, and 1000 and more is excellent. Based

on this information, it can be said that the current data is good in terms of sample size. The cooperating teacher sample (N=358) included 6 times more participants than the number of items, which was far better than the values suggested by Comrey and Lee (1992), Kass and Tinsley (1979), Field (2000) and Tabachnick and Fidell (1996).

Even though the sample size was ideal, further inspections were conducted as suggested by Pallant (2001). Thus, the next step was to check the Kaiser-Meyer-Okin Measure of Sampling Adequacy. Kaiser-Meyer-Okin Measure of Sampling Adequacy is calculated for individual and multiple variables and represents the ratio of the squared correlation between variables to the squared partial correlation between variables (Field, 2000). The KMO value varies between 0 and 1. A value of 0 indicates that the sum of partial correlations is large relative to the sum of correlations, whilst a value close to 1 indicates that patterns of correlations are compact, and so factor analysis will yield reliable factors. Kaiser (1974) suggests that values greater than 0.5 should be accepted. Pallant (2001) claims that the KMO statistic should be larger than 0.6. Hutcheson and Sofroniou (1999) suggest that values between 0.5 and 0.7 be normal, values between 0.7 and 0.8 be good, values between 0.8 and 0.9 be great, and values above 0.9 are superb. The initial solution of the factor analysis revealed a KMO value of .911, which was far better than the acceptable value.

The next concern is that Bartlett's Test of Sphericity should reach a significant value (i.e. 0.05) to support the factorability of the correlation matrix obtained from the items (Pallant, 2001). Bartlett's Test of Puerility revealed an ideal Approx. Chi-Square value ( $\chi^2=7710.422$ ) with a significance value of 0.005 which meant that the factorability of the correlation matrix was proper at a statistically significant level.

The principal component analysis revealed 13 factors with eigenvalues exceeding 1 in the initial factor solution, which could explain 62.451 % of the total variance. It is important to explain as much variance as possible with fewer numbers of factors. Based on a) explained variance change for each component, b) eigenvalue change, c) the screeplot provided in figure 3.1, the number of factors was determined as 10 for further extraction and rotation.



**Figure 3.1. The screeplot regarding factor analysis of cooperating teacher data**

There are studies claiming that the limit for factor loadings should be between 0.30 and 0.40 (Coombs & Schroeder, 1988; Dunteman, 1989). Pallant (2001) claims that if items load above 0.3, this is an appropriate loading. Field (2000) suggests that loadings less than 0.4 be suppressed in the output. The current research considered 0.40 as the limit to create robust and conservative results. This limit was also preferred in a recent study published in an SSCI journal, *Computers and Education* (Namlu & Odabasi, 2007).

Most items had loadings above 0.4, and absolute values less than 0.4 were suppressed (Field, 2000). Next, items with very close loadings under different components were deleted from the analysis to prevent multicollinearity. These analyses eliminated 11<sup>th</sup>, 13<sup>th</sup>, 16<sup>th</sup>, 17<sup>th</sup>, 20<sup>th</sup>, 21<sup>st</sup>, 22<sup>nd</sup>, 32<sup>nd</sup>, 33<sup>rd</sup>, 46<sup>th</sup> and 47<sup>th</sup> items in the scale. The total number of questions for ten factors was determined as 43, which meant that a total of 15 questions were eliminated from the scale, since they did not serve the purpose of the data collection instrument. KMO value was calculated to be 0,909 and Bartlett of the values were 5856,72 (Appendix 31 Table 3.4).

The principal component analysis with ten factors and 43 indicators explained 60.196 % of the total variance. The variance explained can be considered above the acceptable limits based on the suggestion of Dunteman (1989). Variance explained by each component is illustrated in Table 3.5 (Appendix 21):

As mentioned above, the number of factors was determined as ten. To interpret factors, they were rotated through Varimax Rotation. 10 factors to interpret factors, they were rotated through Varimax Rotation. Items included in each factor, reliability coefficients of factors, item means and standard deviations, and Varimax rotation loadings are provided in Table 3.7 (Appendix 28). Table 3.3 displays the 10 factors and the items under each factor.

Table 3.3. List of the 10 factors and the items under each factor

<b>Name of the Factors</b>	<b>Item no</b>	<b>Item statement</b>
<i>Factor 1: Providing facilitative information to enhance classroom performance</i>	23	I share with the student teachers information about the effective methods to use in establishing classroom discipline
	43	I give feedback to the students teachers about how to establish classroom discipline.
	27	I advice the student teachers on how to establish close relationship with the pupils
	44	I give feedback to the student teachers about how to participate the learners to the lesson by taking their attention.
	26	I provide with suggestions about effective classroom management techniques to the student teachers
	14	I give information to the student teachers about the rules and policies they are to obey at the cooperating school
	24	I assist the student teachers to compare the theory taught at the university with their observations at the cooperating school
	45	I give feedback to the student teachers about how to organize classroom activities such as pair work and group work activities effectively.
	25	I explain the principles underlying certain teaching techniques to the student teachers whenever s/he needs.
	15	I share with the student teachers information about how to operate and use the technical equipments such as video, OHO, type-recorder, etc.
12	I share with the student teachers information about the interests, skills, and level of success of the pupils in the class	

<i>Factor II: Giving feedback on teaching performance using feedback strategies</i>	39	I give feedback not only about the weaknesses of the student teachers , but also about their strong sides
	38	I give detailed feedback to the student teachers about their teaching performance.
	40	I let the student teachers ask me questions about the feedback I have provided them about their teaching performance
	42	I give feedback to the student teachers about their language skills.
	31	I observe the student teachers' lessons carefully when they are teaching in the classroom.
	37	Before giving feedback to the student teachers about their teaching performance, I let them reflect about their own teaching performance
<i>Factor III: Helping ST's form a professional identity and be aware of their professional development</i>	52	I guide the student teachers in solving their own problems in the most proper way whenever they encounter a problem
	51	I encourage the students in sharing their problems they encounter during their teaching practice and suggest solutions to each other on how to deal with these.
	48	While evaluating the student teachers, I take into consideration their progress throughout the practicum
	50	I encourage the student teachers in making their own decisions in the classroom so that they can gain experience on deciding which of them are effective and which ones are not.
	54	I assist the student teachers in constructing their own teacher identities.
	53	I help the student teachers to be aware of the factors which affect the decisions they make during their teaching practice.
<i>Factor IV: Providing moral support</i>	6	I encourage the students so that they believe in themselves
	5	I create a trustful atmosphere in which the student teachers can share their thoughts with relief
	8	I encourage the student teachers when they are discouraged about lesson planning or teaching a lesson in the class
	7	I make the student teachers feel that they are a part of the teaching staff at the cooperating school
<i>Factor V: Facilitating socialization of the student teachers</i>	19	I arrange opportunities for the student teachers to observe other teachers' classrooms
	10	I introduce the student teachers to the administrators, staff, co-teachers and other school employees
	18	I invite the student teachers to the school activities and staff meetings.
<i>Factor VI: Scaffolding lesson</i>	29	I check the lesson plans of the student teachers and give feedback before they teach at the class
	30	I check the lesson plans of the student teachers again in order to see whether they have edited their lesson plans according to my previous feedback
	28	I assist the student teachers to reach necessary sources during their lesson preparations

<b>Factor VII:</b> <i>Facilitative information willingly offered by cooperating teachers</i>	55	I check the student teachers' all lesson plans and give feedback to the student teachers about them at the end of the teaching practice period
	58	When the student teachers encounter a problem, I tell them how it could be solved
	41	After I teach a lesson, I do reflection on my teaching performance so that the student teachers can take me as a model when they are reflecting their own teaching performance
<b>Factor VIII:</b> <i>Preparation for the mentor</i>	1	I read the guide book about the teaching practicum which AÖF prepared for the student teachers and cooperating teachers
	2	I interact with the cooperating school coordinator during the practicum
	4	I investigate other sources to gain information about the responsibilities of a cooperating teacher during the practicum
<b>Factor IX:</b> <i>Using and understanding observation forms</i>	35	I give the completed observation/evaluation forms to the student teachers after filling them.
	36	I explain to the student teachers how to make use of the completed observation and evaluation forms at the beginning of the school practice.
<b>Factor X:</b> <i>Interacting with other cooperating teachers</i>	49	I compare the performance/ marks of my student teachers with the other cooperating teachers' students'.
	3	I interact with other cooperating teachers who mentor other AÖF/IÖLP student teachers

In Table 3.7 (Appendix 28), alpha coefficients ( $\alpha$ ) are provided for each factor. As mentioned in the first factor analysis, it is common to see some factors with alpha values lower than .70 since there were very few indicators in those factors. This situation does not mean that given factors were not reliable. As mentioned before, it is usual to see low alpha values for measurement tools involving less than ten indicators (Pallant, 2001). Corrected-item total correlations should be checked in these situations to be sure about the quality of the items within a specific factor. As mentioned before, three items with low corrected-item total values were already removed from the analysis. Corrected-item total values of items ranged between .293 and .664 which meant that the reliability assumptions of factors were met.

The Cronbach's Alpha was .928 after the problematic items were suppressed. Based on the factor structure and the component matrix which indicated that all items were related, the author suggests that the total score be used as "the self-reported mentor role fulfillment score". The maximum possible score from the current 43-item scale is 215 while the minimum score is 43. The total score calculated for the current sample revealed a normal distribution. According to criteria of Huck (2000), skewness and kurtosis values were within the limits of a normally distributed sample. The current sample's descriptive statistics are provided in Table 3.8 (Appendix 19).

### ***3.4.2. Second phase of data analysis***

As a result of the data analysis of the first phase, ten mentoring roles of the cooperating teachers were determined. The aim of the second phase was to analyze the perceptions of cooperating teachers and student teachers with regard to these mentoring roles. Therefore, during the second phase of the data analysis, the computerized data were checked by a means and a frequency analysis. In order to answer the research questions descriptive statistics (frequencies, percentages, and means) are calculated for each factor. Each factor is compared with the neutral value of 3 (i.e., sometimes) through one-sample T-tests, so that the factors that are significantly higher or lower than the neutral value are determined. In order to compare the scores of the cooperating teachers and student teachers, independent-samples T-tests are conducted. For the categorical variables one-way ANOVA is conducted.

Wilson (1999), in his PhD study, investigated the elementary education student teachers' perceptions of CTs' actions during the practicum and used a 5 point Likert type scale. Lower score was referred to 1,00- 2,50 points; moderate score to 2,60- 3,50 points ; and high score to 3,60-5,00 points. Bond (1951, p.12) used a similar method in her study in which she investigated the cooperating teachers' perceptions with regard to the weaknesses and strengths of student teachers during the practicum .The same approach is used in the present study. Each of the 54 five Likert type statement was scored to a 1 to 5 point range. A high score indicated that the particular role dimension was frequently used by the cooperating teachers. A low score indicated that a particular role was not used frequently by the cooperating teachers. In the present study scores '1, 00 -2, 50'

refer to low frequency; and scores '3, 60- 5, 00' refer to high frequency. Lower scores indicated that the participant perceived that cooperating teachers perform never\rarely that particular mentor role (Table 3.9); high scores indicate that cooperating teachers are perceived to perform that particular mentor role often\always.

The neutral value was determined as '3' since the scale consisted of a 5-item Likert structure. In order to compare cooperating teachers' means on each factor with the neutral value, ten one-sample t-tests were conducted.

To reduce the type I error risk, the probability value of .05 was divided by the number of t-tests (i.e. 10). This procedure is called Bonferroni Adjustment, which should be used to attain plausible and robust results in statistics (Huck, 2000). More specifically, the new alpha value was .005 after the adjustment. Therefore, in the present study the significance level is considered as 0.005 for all analysis used.

Table 3.9. Categorization of the Frequency scores for role dimensions

Scores	Frequency	Category
1,00-1,50	Never	Low
1,60-2,50	Rarely	
2,60- 3,50	Sometimes	neutral
3,60- 4,50	Often	High
4,60- 5,00	always	



## CHAPTER 4

### RESULTS

In this section demographic knowledge obtained from the cooperating teachers questionnaire and student questionnaire, and the participants' perception scores will be displayed. However, it is not investigated in this present study whether the demographic characteristics (e.g. gender, graduate level, program of graduation, the amount of teaching experience, program of graduation, graduate level, the type of the cooperating school, etc) result in a significant difference between the cooperating teachers' and student teachers' thoughts with regard to the mentor roles.

#### 4.1. Cooperating Teacher Profile

Table 4.1 provides a summary for the responses to the questions about CTs' gender, program of graduation, graduate level, type of school in which the CTs work at, the number of STs that mentor and whether CTs got mentoring training.

In the present study, a majority of the CTs are female (N=235; 65, 6 %) while 123 of them (34,4 %) are male. A majority (69, 2 %) of the CT indicated that they graduated from an ELT program, while a minority indicated their program of graduation was English\American Literature (18, 1%) and other departments (10, 3 %).

Of 358 cooperating teachers, only 23 (6, 4 %) of them had a teaching experience of 0-5 years; 108 (30, 2 %) of them 6-10 years, 73 (20%) of them 11-15 years, 80 (22%) of them 16-20 years and lastly 72 (20%) of them had a teaching experience for more than 20 years. 248 of the CT are the graduates of an ELT program. The total number of the CTs who are graduates of either English\American Literature (N=65) or other graduate programs (N=37) is 102. Almost all the CTs (N=339) hold a BA degree. Only 9 (2,5 %) of them have a master degree.

More than half of the CTs (N=210) work at Anatolian High Schools. Some of them work at state high schools (22, 6 %), and the minority (8, 3 %) at elementary schools, teacher training schools (6,9 %), and private colleges (1,3 %).

Table 4.1. Descriptive of CTs with regard to gender, program of graduation, amount of teaching experience, level of graduation and type of school they work at, previous mentoring experience

<b>Components of CTs' demographic profile</b>	<b>Categories of each demographic component</b>	<b>N</b>	<b>%</b>
<b>Gender</b>	Female	235	65,6
	male	123	34,4
<b>Program of graduation</b>	ELT	248	69,2
	English\American Literature	65	18,1
	Other department	37	10,3
<b>Amount of teaching experience</b>	0 to 5 years	23	6,4
	6 to 10 years	108	30,2
	11 to 15 years	73	20,4
	16 to 20 years	80	22,3
	More than 20 years	72	20,1
<b>Graduate Level</b>	BA	339	94,6
	MA	9	2,5
	PhD	0	0
<b>Type of school they work at</b>	Elementary	30	8,3
	Private college	5	1,3
	Teacher Training school	25	6,9
	Anatolian High school	210	58,6
	State high School	81	22,6
	Science High School	6	1,6
<b>Frequency of previous mentoring experience</b>	Once	63	17,5
	Twice	107	81,3
	Three times and more	185	81,3
<b>Number of STs mentored by a CT</b>	One to four	19	5,1
	Five STs	81	22,6
	Six STs	235	65,6
	Seven STs	23	6,4
<b>Mentoring training beforehand the practicum</b>	Yes	228	63,6
	No	129	36,0
<b>Types of 'mentoring' training</b>	Watching CD about the practicum process prepared by the AUOEF	164	45,8
	Reading the guidebook prepared by AUOEF	195	45,5
	Participating in a meeting on mentoring	112	31,3

More than half of the CTs (54,5%) indicated that they had three and more than three supervising experiences. A minority of the cooperating teachers (17,5 %) stated that it was their first experience in supervising a student teacher.

With regard to the number of students mentored, the most (65,6 %) of the CTs stated that they supervised 6 students during the term. CTs who indicated that they supervised to 1, 2,3 and 4 and student teachers constitutes only 5,1 % (N=19) of the total. Most of the CTs (63, 6 %) indicate that they had supervising training before. Nearly half of them (45, 8 %; 45, 5%) prepared for the mentor role by watching the CD and read the guidebook designed for STs and CTs by Open Faculty.

#### 4.2. Student Teacher Profile

Table 4.2 Descriptives (number and percentage) of ST with regard to program of graduation, and type of cooperating school they have their teaching practice

Components of CTs' demographic profile	Categories of each demographic profile component	N	Percentage %
<b>Gender</b>	Female	1374	74,59
	Male	468	25,41
<b>Program of graduation</b>	Anatolian teacher training high school	281	15,5
	Other schools	1536	84,5
<b>Type of cooperating schools that CTs work at</b>	Elementary	158	8,568
	Private high school	29	1,573
	Anatolian teacher training high school	114	6,182
	Anatolian high school	1096	59,436
	State high school	424	22,993
	Science high school	23	1,247

Table 4.3 shows that a majority (N=1374) of the STs are female whereas one forth (N=468) of the STs are male. A minority of the STs (15, 5 %) indicated that they graduated from an Anatolian teacher training high school, while a great majority

(N=1536) indicated they graduated from other schools. More than half of the STs (59,4 %) experience their teaching practice at Anatolian high schools, and minority private high school (1,5 %), science high school (1,2 %), teacher training state school (6,9 %) and at elementary school (8,5 %), ,

### **4.3. Results of Factor Analysis and mentor dimensions**

According to the factor analysis of the CTQ 10 mentor role dimensions emerged (Table 4.3). KHM values for each factor ( Appendix 28) are : 1) Providing facilitative information ( $\alpha=,897$ ), 2) Giving feedback on teaching performance ( $\alpha=,823$ ), 3) Helping student teachers form a professional identity and be aware of their professional development ( $\alpha=,818$ ), 4) Providing moral support ( $\alpha=,749$ ) , 5) Facilitating socialization with staff ( $\alpha=,634$ ) , 6) Scaffolding on lesson planning ( $\alpha=,721$ ) , 7) Facilitative information willingly offered by cooperating teachers ( $\alpha=,500$ ), 8) Preparation for the mentor role ( $\alpha=,566$ ) , 9) Using observation forms ( $\alpha=,582$ ) and 10) Interacting with other cooperating teacher ( $\alpha=,505$ ) . Factor analysis identified two more mentoring dimensions which haven't been defined in literature so far. These mentor roles are: 'providing facilitative information willingly offered by the cooperating teachers' and 'interacting with other cooperating teachers'.

### **4.4. Results Received from Cooperating Teachers**

In order to analyze the descriptive statistics for each factor were calculated first. Means scores of each factor and each item under the factors are displayed in Table 4.3. Mean scores of the Cooperating teacher Questionnaire with regard to each mentor role dimension and the items under each role dimension are stated in Table 4.6 (Appendix 19).

Table 4.3 Mean scores of the CTQ with regard to each mentor role dimension

	<b>Mean</b>
<b>Cooperating Teachers' overall score with regard to 10 mentor role dimensions</b>	<b>4,22</b>
<i>Factor I: Providing facilitative information to enhance classroom performance</i>	4,38
<i>Factor II: Giving feedback on teaching performance using feedback strategies</i>	4,53
<i>Factor III: Helping ST's form a professional identity and be aware of their professional development</i>	4,48
<i>Factor IV: Providing moral support</i>	4,72
<i>Factor V: Facilitating socialization of the student teacher</i>	3,51
<i>Factor VI: Scaffolding lesson planning</i>	4,40
<i>Factor VII: Facilitative information willingly offered by cooperating teachers</i>	4,35
<i>Factor VIII: Preparation for the mentor role</i>	3,95
<i>Factor IX: Using and understanding observation forms</i>	4,22
<i>Factor X: Interacting with other cooperating teachers</i>	3,86

Table 4.3 shows that cooperating teachers perform all their mentor roles with high frequency (M=4, 22). Cooperating teachers most frequently provided moral support (M=4, 75) and gave feedback on teaching performance (M=4, 5) and least frequently facilitated socialization of the student teachers (M= 3,516) and interacted with other cooperating teachers (M= 3, 8). In the next section, CTs' mean scores for each mentor role is investigated in detail.

#### **4.4.1. Providing facilitative information to enhance classroom performance**

Cooperating teachers indicated that they performed their mentor role of providing facilitative information to the student teachers in order to help them enhance classroom practice with a high frequency (M= 4,38).

With regard to this role dimension, the cooperating teachers indicated that they often advised how to establish close relationship with the learners (M=4,42) and how to take their attention to the lesson (M= 4,55); shared information about effective methods (M=4,33) and learners' interests, skills (M=4,37); gave feedback about how to establish classroom discipline (M=4,39), and how to organize pair/group work activities (M=4,37). Less frequently they explained the principles underlying certain teaching techniques

(M=4, 15); assisted STs to compare theory and practice (M=4, 30); and give information about the school rules and policies.

#### **4.4.2. Giving feedback on teaching performance using feedback strategies**

With regard to this role, the cooperating teachers indicated one of the highest frequency (M= 4, 53) which denotes that cooperating teachers frequently give feedback to the student teachers about their teaching performance.

They claimed that they always observed student teachers' teaching performances (M=4, 79); gave feedback to them with regard to their both weak and strong sides (M=4, 62) and let them reflect their own teaching performance (M=4, 61).

#### **4.4.3. Helping ST's form a professional identity and be aware of their professional development.**

The results displayed that cooperating teachers with high frequency (M=4, 48) performed their mentor role 'helping STs form a professional identity and be aware of their professional development'. With regard to this mentor role, CTs indicated that they often guided STs in solving problems (M= 4,55); encouraged them to share their problems (M=4,48); assisted them to construct their own teacher identities (M=4,56); encouraged them to make their own decisions at the classroom (M=4,36); and helped them to be aware of the factors which affected their decisions (M=4,28).

#### **4.4.4. Providing Moral Support**

The mentor role 'Providing Moral Support' was informed by the CTs to be performed with the highest frequency (M= 4, 72). CTs indicated that they always encouraged STs to have confidence in themselves (M= 4, 81); created a trustful atmosphere (M=4, 73); and encouraged STs When they are discouraged about lesson planning (M=4,77

#### **4.4.5. Facilitating socialization of student teachers**

Results indicated that this mentor role dimension got the lowest frequency score (M=3, 51). With regard to this role, the cooperating teachers indicated that they

sometimes arranged opportunities for the student teachers to observe other teacher's classrooms (M= 3, 07) and invited STs to the school activities (M= 3, 56). On the other hand, CTs indicated to have a high frequency in introducing the STs to the staff, administration and other employees (M= 3, 91).

#### **4.4.6. Scaffolding on lesson planning**

With regard to their role 'scaffolding on lesson planning', the CTs indicated that they performed this role with high frequency (M= 4, 40). CTs often checked the lesson plans of the STs before their teaching performance (M= 4, 51); and assisted them to reach necessary sources during their lesson preparations (M= 4, 37). These findings indicate that CTs very often help STs in every stage of lesson planning such as providing necessary sources and organizing the plan.

#### **4.4.7. Facilitative information willingly offered by cooperating teachers**

CTs indicated that they frequently offered Sts facilitate information willingly (M=4, 35). These facilitative information included telling STs how to solve a problem when encountered (M= 4,5); checking all the lesson plans of STs and giving feedback at the end of the period ( M= 4,24); modeling as a reflectioner so that the STs could reflect their own teaching practices (M= 4, 23).

#### **4.4.8. Preparation for the mentor role**

Cooperating teachers indicated that they often performed this mentor role, however with a less frequency (M=3, 95) when compared with other role frequencies. Most often they prepared the mentor role by reading the handbook prepared by AUOEF (M= 4, 2) and interacted with the school coordinator during the practicum (M=4, 04). Less frequently they investigated other sources to gain information about the responsibilities of a CT (M= 3, 59).

#### **4.4.9. Using and understanding observation forms**

Results displayed that CTs performed their mentor role of 'using and understanding observation forms' with high frequency (M=4, 22). With regard to this

role, CTs claimed that they often gave the observation\evaluation forms to the student teachers after filling them (M= 4, 04) and explained them how to make use of them (M=4,39).

#### 4.4.10. Interacting with other cooperating teachers

Results indicated that CTs had the second lowest frequency score (M= 3, 86) for this mentor role dimension. With regard to cooperating teachers' role of interacting with other cooperating teachers, CTs indicated that they sometimes compared the performance and marks of the students teachers (M=3, 30); and often (M= 4, 49) interacted with other CTs mentoring other AUOF students.

### 4.5. Results Received from the Student Teachers

First analyses conducted for the 2<sup>nd</sup> research question were repeated in this section. That is, descriptive statistics (mean scores and SD scores) of student teachers regarding each factor were provided and one-sample t-tests at a probability value of .005 were conducted. Descriptive statistics of student teachers for each factor were provided in Table 4.4:

Table 4.4. Mean scores of the STs with regard to each mentor role dimension

Factor No	Factor Name	Mean	SD
Factor 1	Providing facilitative information to enhance classroom performance	4,273	0,554
Factor 2:	Giving feedback on teaching performance using feedback strategies	4,497	0,479
Factor 3:	Helping ST's form a professional identity and be aware of their professional development	4,453	0,525
Factor 4:	Providing moral support	4,632	0,493
Factor 5:	Facilitating socialization of student teachers	3,502	0,950
Factor 6:	Scaffolding lesson planning	4,465	0,586
Factor 7:	Facilitative information willingly offered by cooperating teachers	4,434	0,568
Factor 8:	Preparation for the mentor role	4,327	0,582
Factor 9:	Using and understanding observation forms	4,330	0,803
Factor 10:	Interacting with other cooperating teacher	3,954	0,771
Overall		<b>4,286</b>	



As Table 4.4 displays, STs indicated that their CTs performed all the mentor roles with high frequency (M=4,286). They also declared that their CTs performed the highest frequency with regard to 'giving feedback on teaching performance' (M= 4, 49) and the second highest frequency with regard to 'providing moral support' (M=4, 63). On the contrary, according to the STs their CTs sometimes facilitated socialization of the student teachers (M=3, 50).

#### **4.6. Comparing the results received from the cooperating teachers and student teachers**

In order to compare the results received from the cooperating teachers and student teachers, student teacher and cooperating teacher data were combined and they were compared to each other through independent-samples t-tests. Bonferroni Adjustment Procedure was followed and the probability value was determined as 0.005.

To understand whether differences between student teachers and cooperating teachers in terms of each factor were statistically significant, ten independent-samples t-tests were conducted as shown in Table 4.5. Independent-sample t-tests indicated that CTs and STs significantly differed in three mentor roles: providing facilitative information to enhance classroom performance, providing moral support and preparation for the mentor role.

Table 4.5. Independent-samples t-tests scores comparing student teachers and cooperating teachers on each factor

	<b>t</b>	<b>df</b>	<b>Sig.</b>
1) Providing facilitative information to enhance classroom performance	-3,377	2202,00	<b>0,001</b>
2) Giving feedback on teaching performance using feedback strategies	-1,347	2199,00	0,178
3) Helping ST's form a professional identity and be aware of their professional development	-0,979	2194,00	0,328
4) Providing moral support*	-4,072	624,80	<b>0,000</b>
5) Facilitating socialization of student teacher*	-0,289	552,93	0,773
6) Scaffolding lesson planning	1,714	2198,00	0,087
7) Facilitative information willingly offered by cooperating teachers *	2,185	464,75	0,029
8) Preparation for the mentor role*	8,993	448,17	<b>0,000</b>
9) Using and understanding observation forms*	2,259	492,21	0,024
10) Interacting with other cooperating teacher*	1,681	456,65	0,093

#### 4.6.1. Providing facilitative information to enhance classroom performance

In order to compare the CTs and STs with regard to their scores t-test is conducted. Levene's Test for Equality of Variances was considered while reporting each t-test result. Factors with asterisks (\*) indicate the variables where the homogeneity of variance assumption was not met. Whenever the assumption was not met, modified df values and conservative results were reported. As the results of independent-samples t-tests indicated, student teachers and cooperating teachers differed from each other at a statistically significant level in terms of providing facilitative information according to the p value of 0.005. More specifically, student teachers' thoughts about mentors in terms of 'providing facilitative information to enhance classroom performance' ( $\chi=4.273$ ) were significantly more negative than the means of cooperating teachers ( $\chi=4.380$ ) ( $t_{2202}=-3.377$ ;  $p<0.005$ ) (Table 4.5). This indicates that CTs claimed to provide facilitative information more frequently than STs informed their CTs did.

#### **4.6.2. Providing Moral Support**

As the results of independent-samples t-tests indicated, student teachers and cooperating teachers differed from each other at a statistically significant level in terms, providing moral support. Student teachers' thoughts on providing moral support ( $\chi=4.632$ ) were significantly lower than the means of cooperating teachers ( $\chi=4.725$ ) ( $t_{624.80}=-4.072$ ;  $p<.005$ ) (Table 4.5). This indicates that CTs claimed to provide moral support more frequently than STs informed their CTs did.

#### **4.6.3. Preparation for the mentor role**

As the results of independent-samples t-tests indicated, student teachers and cooperating teachers differed from each other at a statistically significant level with regard to 'preparation for the mentor role'. Student teachers' thoughts on preparation for the mentor role ( $\chi=4.327$ ) were significantly higher than the means of cooperating teachers ( $\chi=3.958$ ) ( $t_{448.17}=8.993$ ;  $p<.005$ ) (Table 4.5). This indicates that CTs prepared themselves as mentor teachers significantly less frequently than STs informed their CTs did.

#### **4.7. Summary of the results**

The results of the study are summarized as follows:

- Cooperating teachers indicated they often perform their responsibilities as mentors
- Cooperating teachers indicated that they most frequently provided moral support and gave feedback on teaching performance
- Cooperating teachers indicated that they least frequently facilitated socialization of student teachers and interacted with other cooperating teachers

- The scores of the cooperating teachers and student teachers for almost all mentor roles were in line.
- Student teachers and cooperating teachers differed from each other at a statistically significant level in terms of 'providing facilitative information to enhance classroom performance', providing moral support.
- For the mentor roles 'providing facilitative information to enhance classroom performance' and 'providing moral support', cooperating teachers performed those roles more frequently than the student teachers indicated.
- With regard to the mentor role 'Interacting with other cooperating teachers', student teachers seemed to indicate that their cooperating teachers perform this role more frequently than they claimed to do so.

## **CHAPTER 5**

### **DISCUSSION AND CONCLUSION**

Discussion of the findings is grouped in two sections. In the first section, the mentor role dimensions emerging as a result of the factor analysis are discussed. In the second section, the discussion of the data collected through the cooperating teacher questionnaire with regard to each mentor dimension is stated.

#### **5.1. Discussion of the mentor role dimensions in the Cooperating Teacher Questionnaire**

According to the analysis of the results 10 mentor role dimensions emerged. Eight of these role dimensions are: providing facilitative information to enhance classroom performance, giving feedback on teaching performance, helping student teacher's form a professional identity and be aware of their professional development, providing moral support, facilitating socialization of the student teachers, scaffolding lesson planning, preparation for the mentor role, and using/understanding observation forms. These role dimensions show consistency with the ones stated in literature (Demirkol; 2004, Shippy; 1989).

What is striking is that in addition to the eight role dimensions, factor analysis identified two more mentoring dimensions which haven't been defined in literature so far: 'providing facilitative information willingly offered by the cooperating teachers' and 'interacting with other cooperating teachers'. The reason why 'interacting with other cooperating teachers' emerged as a specific mentoring dimension could be explained in relation to the need of feedback by the cooperating teachers during the student teaching process at distance English teacher training program. The cooperating teachers at the ELT program at the education faculty get regular feedback from the university supervisor. However, the university supervisor at the distance ELT program cannot work with the cooperating teachers as often as university supervisors do at the education faculty. The cooperating teachers have the opportunity to share their problems and get guidance from the university supervisor only through mail, e-mail or phone whereas they prefer face to face contact.

Therefore, the cooperating teachers at the distance ELT program need to interact more often with the other cooperating teachers at school and get feedback about the practicum process.

‘Providing facilitative information willingly offered by the cooperating teachers’ was another mentor role dimension as a result of the factor analysis of the Cooperating Teacher Questionnaire. This could be explained in that the cooperating teachers think that the more facilitative information the student teachers get, the better they will develop professionally.

With regard to the mentor roles, another finding was that ‘evaluating the student teachers’ did not emerge as a specific role dimension in the present study. This result is in line with the results of two studies (Shippy, 1989; Demirkol, 2004). Shippy (1989) and Demirkol (2004) investigated the role perceptions perceived by cooperating teachers and university supervisors. The factor analysis of the cooperating teacher questionnaire of the present study indicated no dimension with relation to the evaluating aspect of mentoring. One explanation for this could be that the cooperating teachers are likely to feel this role as a part of their mentoring responsibility, but they may think it is much more the Course Evaluator Committee’s responsibility to evaluate the student teachers. However, the evaluation is the cooperative teachers’ regular task. With regard to the evaluation process, the cooperating teachers are required to evaluate the work of the student teachers at intervals, fill in the observation and evaluative forms for each student teacher and send their portfolio to the Course Evaluator Committee’s at the end of the term. The course evaluator committee evaluates each student’s portfolios in pairs. 50 percent of the final grade of the student teachers comes from the cooperative teacher and 50 percent of it from the evaluator committee’s evaluation.

One of the reasons why the cooperating teachers do not seem to feel like real evaluators could also be that as indicated in the following utterances some of the cooperating teachers are not very content with the paper work of the evaluation process.

A cooperating teacher comments on the evaluation process:

“... prosedür çok fazla... Her ders için gözleme.. her ders gözlem (formunu )onu ayrı ayrı doldurma yerine her derste bunlarla ilgili not alınsa eksik yönleri fazla yönleri ve yıl sonunda onunla ilgili o yaptığımız gözlemlerle ilgili bir tek değerlendirme formu doldursak ve bu değerlendirme formunun yanı sıra o öğrencinin eksik kaldığı yönler neler iyi olduğu yönler neler onunla ilgili bir açıklama yazsak bundan daha iyi olacağına inanıyorum. Kuru kuru formlar yoksa bunu çok sık yaptı bunu yapmadı, bunu her zaman yapardı ...yani çokta doğru olduğuna inanmıyorum ben açıkçası’

“The evaluation procedure is too much. I believe that instead of filling an observation form for each student teacher observation, giving a general feedback with regard to the strong and weak aspects of the student teacher performance and filling only one ‘Evaluation Form’ (for each student teacher) at the end of the term would be much better”

## **5. 2. The discussion of the findings with regard to each mentor dimension**

When data were analyzed and the mentor roles were ranged as to their frequencies, the cooperating teachers most frequently provided moral support for the student teachers and gave feedback. On the other hand, the cooperating teachers facilitated the socialization of the student teachers in lower frequency. This is in line with the related literature (Boudreau, 1999; Ramanathan&Wilkins-Canter, 2000; Tjeerdsma, 1998).

The student teachers also indicated that mentor roles such as ‘providing moral support’, ‘helping the student teachers form a professional identity and be aware of their professional development’ were the most frequent roles performed by their cooperating teachers. This result is in line with the results of the other studies. Wilson (1999) investigated the student teachers’ perceptions of the cooperating teachers during the practicum. The results revealed that the cooperating teachers provided a nursing and encouraging atmosphere during the practicum. The results also indicated that the student teachers perceived the cooperating teachers’ actions to be helpful, friendly, and they were satisfied with these characteristics of their cooperating teachers. Utsumi (2002) investigated pre-interns’ perceptions with regard to mentor roles. The highest frequencies of support were in the area of emotional and psychological support.

Similarly, Kalekin –Fishman and Kornfield (1991) came up with similar results. They constructed a study in Israel and interviewed with pre-service students of English

and their cooperating teachers in order to investigate their perceptions of one another. They found out that the cooperating teachers' leadership and their helpful, friendly, and appreciative actions are the key characteristics of nurturing supportive situations and these interpersonal relationships were more important than any other professional accomplishments to determine the degree of success during student teaching practice.

### **5.2.1. Providing facilitative information to enhance classroom performance**

Results indicated that the cooperating teachers offered and the student teachers were provided with high frequency of facilitative information to enhance the classroom performance. The items clustered under this dimension are mostly related to the classroom management issues such as establishing close relationship with learners, taking pupils' attention to the lesson, organizing classroom activities and classroom discipline. Some of the items are partly related to the theoretical aspect of the cooperating teachers of teaching. Cooperating teachers indicated that they offered the student teachers more frequent facilitative information for classroom management than subject knowledge and also what the student teachers indicated was in line with cooperating teachers'. This finding is consistent with literature. Kiraz (1997) found that issues of classroom management were discussed quite frequently during conferences. Similarly, Hawkey (1998) found mentors' feedback focused on more classroom management. He (ibid) explained that rather than reflecting the needs of the individual student teachers, mentors may reflect their own concerns. With respect to the findings of the current study, it is possible that the mentors may feel some distress related to classroom issues such as establishing good relationship with learners, taking their attention to the lesson, maintaining classroom discipline and organizing group work activities and they may reflect their own concern on these issues during the feedback conferences. Such an interpretation seems to fit well, for classroom management is considered to be the most serious concern for both inexperienced teachers and the experienced ones (Daloglu,2001; Marshall,2003; Wambald, et al,1992; Woolfolk,1998; Veenman, 1984).

Findings with respect to the facilitative information on theoretical aspect of the cooperating teachers of teaching are in line with findings of Hawkey's study (1998). In



her study, Utsimi (2002) also found that only 58% of the mentors offered the student teachers support on 'content knowledge', and 52 % offered support on analyzing teaching & learning. These two mentor dimensions were valued to have the two lowest priorities by the cooperating teachers.

What literature says about teachers' craft knowledge could constitute an underlying idea to interpret the reason why cooperating teachers offered the student teachers the least frequent feedback on theoretical aspect of teaching. Tomlinson (1995) believes that much of what teacher knows about their craft is tacit and finds it difficult to unpack issues of pedagogical learning with the students. Similarly, Blake et al (1998) state that mentors are unlikely to unpack their own views and philosophical positions on learning theories. Therefore, cooperating teachers' having difficulty in unpacking their own views on learning theories may be a possible explanation why the cooperating teachers less frequently explained the principles underlying certain teaching techniques.

The findings also indicated that the cooperating teachers mentioned they provided facilitative information significantly more frequently than their student teachers claimed their cooperating teachers did. This finding could be explained in relation to the cooperating teachers' view point on the student teachers' inadequate extend of pedagogical knowledge and effective classroom skills. The cooperating teachers may think that since the student teachers are at the beginning of their teaching career, their teaching skills and pedagogical knowledge haven't been properly constructed yet. Therefore, the cooperating teachers are likely to provide any kind of facilitative information to enhance student teachers' classroom performance. Student teachers on the other hand, may think that they are not as inexperienced as their mentors think of and they may consider the provided information not to be useful as much as their mentors do.

### **5.2.2. Giving feedback on teaching performance using feedback strategies**

Findings showed that giving feedback to the student teachers was reported to be the second most frequently performed mentor role by the cooperating teachers as well as by the student teachers.

The findings are supported by those of Kiraz (1997) and Wheeler (1987) who found that the cooperating teachers tended to provide negative and positive feedback. Likewise, Verloop & Vermunt (2001) found that the two thirds of the student teachers expected their mentors to evaluate their lessons, to identify weak and strong points of their teaching. The results can be elucidated in many ways. One explanation could be in reference to mutual effect of supervision on the dyad members (Kiraz, 1997). Kiraz (ibid) claimed that the cooperating teachers learn how to give feedback and practice it during the practicum. As a result, they became more reflective in terms of giving feedback as the teaching practice period continued. Therefore, it is possible to assume that the cooperating teachers improved their feedback skills; thus, they provided the student teachers with the feedback in a high frequency during the practicum.

The handbook of distance education practicum provides information and many examples on how to give feedback to lesson plans and how observations should be. The cooperating teachers, occupied with such information are likely to give feedback quite frequently.

Another explanation could be that; student teachers may demand information on their progress and they request feedback for a specific and a structured evaluation of their teaching.

### **5.2.3. Helping student teacher's form a professional identity and be aware of their professional development.**

Findings indicated that cooperating teachers often helped their student teachers form their professional identity and be aware of their professional development. The reason for this could be explained in relation to the cooperating teachers' belief that shows constructing teacher identity and professional development are a question of time. The cooperating teachers may think one academic year of student teaching experience isn't enough for the student teachers to gain a full understanding of teacher identity and develop their teaching skills entirely. Therefore, the student teachers are provided with frequent help to shape their teacher identity and offered opportunities for their professional development.

#### **5.2.4. Providing Moral Support**

One of the most significant findings of the present study was that moral support was valued to be the most frequently performed mentor role by both the cooperating teachers and the student teachers. This finding concurs with previous studies. In Utsumi's study (2002) 95% of the mentor teachers reported that the most ongoing support they provided for the student teachers was 'emotional support'. Mac Millan (1998) conducted a qualitative study and examined conferencing between the cooperating teachers and the student teachers in a secondary school setting. He found that much more encouragement and support was provided for the student teachers in the form of coaching and scaffolding to support the development of an image of themselves as capable student teachers (p.146).

One explanation connected with this finding could be related to the cooperating teachers' self-beliefs about mentors' primary roles. The cooperating teachers may regard themselves as the first and the foremost not as model teachers but rather as consultants and consider this to be the most important part of their supervisory work. This interpretation seems reasonable since in literature the importance of psychosocial functions of the mentoring is highlighted quite often (Kram, 1985). According to Kram (1985) cooperating teachers are facilitators whose task is to provide an effective atmosphere in which an exploration can be carried out.

The findings indicated that the cooperating teachers provided moral support more frequently than the student teachers mentioned their cooperating teachers did. This finding can be explained that the student-teachers probably perceived that the moral support given by cooperating teachers was insufficient.

#### **5.2.5 Facilitating socialization of student teachers**

Findings indicated that the cooperating teachers facilitated socialization of the student teachers. However, this mentor role was reported to be the least frequently performed one of all mentor roles by the cooperating teachers. In line with what the cooperating teachers reported, the student teachers claimed that they were least frequently offered support with regard to 'socialization'. In a study by Verloop and Vermunt (2001) the results were similar. They found that only a minority of the student teachers expected

their mentors to introduce them to the school life, which included introducing them to colleagues, informing them about procedures such as school rules, staff meetings, etc. A possible explanation could be that the cooperating teachers may not regard this role dimension as important as the others though this mentor role has been defined in the handbook prepared for the cooperating teachers and student teachers.

#### **5.2.6. Scaffolding on lesson planning**

Findings indicated that the cooperating teachers often assisted the student teachers' lesson plans. The student teachers confirmed this fact. This result is in line with literature. The cooperating teachers review the lesson plans of the student teachers and spend most of the feedback sessions on lesson plans. (Ayres, 1981; Kiraz, 1992). A number of possible explanations may be offered to explain this finding.

One reason accounts for cooperating teachers' assisting the lesson plans with high frequency could be in relation to the student teachers' concerns of assessment. Lesson plans constitute an integral part of the student teachers' evaluation and assessment process at distance BA program in ELT at the Open Faculty. Before sending the student teachers' portfolio to the Open Faculty to be graded, the cooperating teachers are required to grade the student's portfolio which constitutes student teachers of reflective journals, lesson plans and observation/evaluation forms. Lesson plans make up 40% of the total assessment. Therefore, to make good lesson plans and to get higher grades the student teachers may ask their cooperating teachers for more help when preparing their lesson plans.

A second explanation could be in relation to student teacher's belief that shows a good lesson plan is the key of effective teaching. In Ayres' study, the student teachers (67%) valued the lesson planning strategy as one of the top factors for lesson planning and reported that detailed lesson plan helped them internalize a mental model of a good lesson. Similarly, in Hubson's study most of the student teachers (92.4 %) indicated that it would be very valuable and essential to plan lessons with a mentor (Hubson, 2001).

Another explanation for cooperating teachers' giving frequent feedback on lesson planning may be their concern about the teaching time spent in the classroom. The cooperating teachers have to follow their yearly teaching plan as closely as possible.

They should be stick to their time table. A cooperating teacher generally supervises six student teachers with whom s/he shares some of his own teaching time in the classroom. If the ST fails to teach the lesson in the way it ought to be, then the cooperating teachers have to teach the lesson again which is a great loss of time. As a result, it causes the cooperating teacher to fall behind the time schedule. Assisting frequently on the lesson plans of the student teachers to check the suitability of the objectives, and the classroom activities could be regarded as some of the ways to prevent this 'loss of time' and maximize the effectiveness of class teaching time.

Another possible explanation may be related to student teachers' having a good relation with their mentors. In related literature, Ayres (2002) found that the student teachers, who described an unsatisfactory relationship with their coaches, reported the difficulty in finding resources for lesson planning. Therefore, they relied on other teachers as resources for feedback and advice.

#### **5.2.7. Facilitative information willingly offered by cooperating teachers**

The cooperating teachers reported that they willingly offered the student teachers facilitative information and the student teachers confirmed this fact. With regard to this dimension, the cooperating teachers provided direct solutions to the student teachers when they encounter a problem. This could be explained by the mentoring styles of cooperating teachers. Cooperating teachers may have different mentoring styles. Some of them may have an elicitive-informative style while the others may have a directive-informative style. The mentors who have a directive-informative style tell the students what to do instead of asking questions to prompt student teachers to think of all themselves (Hawkey, 1998; Glickman, 1990). With regard to the findings of this study, the cooperating teachers are likely to have a directive-informative style when dealing with the student teachers' problems. Another explanation could be that, student teachers may need an authority to find quick direct solutions to their problems. (Copeland & Atkins, 1978; Penny et al, 1990)

With regard to the same role dimension, the cooperating teacher acted as a model of a reflectioner for the student teacher so that the student teacher could reflect his own teaching practice as the cooperating teacher did. One reason to explain this finding could

be that; since reflection is essential for an effective teaching experience and professional development, the cooperating teachers wanted to show the student teachers how to do reflection of one's teaching so that the student teachers could model themselves on their cooperating teachers.

#### **5.2.8. Preparation for the mentor role**

In the present study 'reading a handbook and watching CD prepared by the distance ELT program educators and participation in a seminar' is taken as a kind of 'self-training' for mentoring. Findings showed that cooperating teachers prepared themselves for the mentor role during the practicum with a high frequency. Ganser (1997) investigated the contribution of the supervision to the professional development of teachers. The results indicated that the cooperating teachers believe they understand their role and are prepared to serve for this role sufficiently.

One explanation for this finding could be made in respect to the findings of Ramonathan and Wilkins-Canter (2000). They found that most of the cooperating teachers got no specific training on supervision technique. Therefore, they did not feel adequately prepared to be effective supervisors. Likewise, less than a half of the mentors in Cornell's study indicated that the cooperating teachers received adequate orientation, preparation, materials and guidance to function as a mentor. In Turkey, a special mentor training program for the cooperating teachers is not available. Since a handbook and a CD about the practicum process are the only practical sources for the cooperating teachers, they are likely to use these sources often for 'self-training'.

Another finding was that the student teachers mentioned their cooperating teachers prepared themselves for the mentor role more frequently although their cooperating teachers mentioned they did less frequently than their student teachers thought. A possible explanation for this finding can be that the cooperating teachers may try to be seen more interested in the preparations for their mentor roles (by reading the handbook, interacting with the cooperating school coordinator, etc) and try to be a better mentor especially when they are with their student teachers, which is appreciated by them.

### **5.2.9. Using and understanding observation/ evaluation forms**

The findings indicated that the cooperating teachers often observed their student teachers, filled the observation forms and showed these written forms to the student teachers. One possible explanation for this may be in relation to the distance B.A Program in ELT at the Open Faculty requirements with regard to student teacher assessment and evaluation. The student teachers have to include their observation and evaluation forms filled by their cooperating teachers in their portfolio and send it to the Open Faculty ELT program instructors to be graded at the end of the term. Therefore, it is a necessity for the cooperating teachers to use the observation and evaluation forms when evaluating the student teachers and make sure the student teachers have them in their portfolio.

A second reason may be related to the student teachers' request of detailed feedback on their teaching performance. Kiraz (1992) indicated that the student teachers' demands for written feedback pushed them to change and improve their feedback styles. The observation/ evaluation forms include various aspects of teaching, which enables the cooperating teacher to evaluate the student teachers' performance in detail.

### **5.2.10. Interacting with other cooperating teachers**

That the cooperating teachers often interacted with other cooperating teachers was also confirmed by the student teachers. One reason is may be that the cooperating teachers may not understand the information given about the evaluation process and they may be in need of discussing their problems and finding solutions. Therefore, they are likely to interact with one another.

### **5.3. Implications of the study**

There are two imperative implications of the present study. The first one is that; a reliable and valid Cooperating Teacher Questionnaire with regard to their mentor roles was constructed. This questionnaire has been the first widespread application of such a questionnaire.

The results of this study contribute to increased understanding of cooperating teacher support related to mentoring process at the distance BA ELT program at the Open Faculty during teaching practicum. The study accessed information whether the cooperating teachers fulfill their mentor roles during the teaching practicum period. The results indicated that mentor roles defined by the handbook are performed with high frequency by the cooperating teachers mentoring the student teachers at the distance BA Program in ELT at the Open Faculty. Both the cooperating teachers and the student teachers are in consistence with this fact. The student teachers' being consistent with their cooperating teachers' doubles the reliability of the results and eliminates any concerns about whether the cooperating teachers who mentor the distance ELT student teachers fulfill their roles during the teaching practicum.

### **5.4. Recommendations for further research**

The findings of this study suggest numerous possibilities for future research. At the fore front of these possibilities is the need to conduct an extensive study related to the 'quality of mentor feedback'. In respect to reflective feedback, studies indicate that it is an essential factor to shape of future behavior. Zeichner (1979) also noted that quality of feedback is as important as its quantity. The present study showed that the student teachers obtained feedback frequently from their cooperating teachers. However, the quality and variety of mentor feedback wasn't perceptible from the data. Therefore, a further study with regard to the quality of mentor feedback could provide valuable insights to the CT-ST dyad relationship during the practicum at Distance BA Program in ELT at Anadolu University Open Education faculty.



That 'interaction with other cooperating teachers' emerged as a specific mentor dimension was a very interesting finding. Thus, another area of potential interest for researchers which emanates from this study is the need to investigate the dyad interaction nature between the cooperating teachers and the student teachers.

Perhaps the most intriguing finding of the research was that the cooperating teachers did not see 'assessment of the student teachers' as a specific mentor role dimension. It would be worthwhile to further investigate the reasons underlying why they do not regard themselves as assessors of the student teachers.

The last recommendation for a further study is to investigate the discussion and forums on the website for the 'School Experience Course II and Teaching Practice Course'. Through the use of computer-mediated communication such as e-mail, and discussion boards, the student teachers communicate with their peers and their course experts with respect to their experience during school-based teaching. This offers the student teachers access to supportive information and increases the collaborative opportunities for student teachers to exchange ideas and ask questions and receive feedback. A further research with a qualitative analysis of these conversations or forums on the website would be valuable in that such information could shed light to what kind of problems the student teachers face during their student experience.

## **5.5. Conclusion**

This section offers some final remarks for the findings of the present study. These conclusive remarks include providing guidance for the cooperating teachers, collaboration of the university and the cooperating school, checking the student teacher attendance to the cooperating school and selecting cooperating teachers.

### *5.5.1 Providing guidance to the cooperating teachers*

To improving the quality of the practicum period and mentoring, it is important to supply more guidance for the cooperating teachers as to the teaching practicum process. The cooperating teachers are also provided with handbooks prepared by the faculty, and CDs to guide them during the teaching practice course. These sources include guidelines

about the responsibilities of the members of the practicum, model lesson plans and observation/evaluation forms. Since the cooperating teachers do not have the opportunity to interact with a university supervisor regularly, the most frequently used guide is the handbook. Therefore, it is important that the handbook should have clear and detailed information about the process. However, interviews with the cooperating teachers and student teachers have revealed that the cooperating teachers may not have perceived some of the sentences in the handbook clearly.

A male student teacher feels that the handbook by itself is not an effective guidance through the process and says:

“... Kitabı tabi ki satır satır okumak zorunda kaldık, Okuduk gerekli yerlerin altını çize çize...bazı cümleler çok açıklayıcı değildi.”

“...We had to read the handbook line by line and underlined the important parts with a pen... some of the sentences were not very clear. .”

A cooperating teacher mentions the unclearness of the handbook as the following:

“...bazı maddeler anlaşılması zor ...birbirimize sorarak tartışarak... sonunda bir şeyi sorma şansın yok orada her ne kadar sorabilirsiniz dense de zaman zaman ulaşamadığımız oluyor bunu yerine uygulama öğretmenlerin tamamı geçen sene sadece Mr. X alındı sadece o çağrıldı uygulama öğretmenlerinin tamamı ortak bir seminere alınsa bu problemlerin azalacağına hatta olmayacağını da inanıyorum ”

“...some of the points are difficult to understand....we ask these unclear points to each other and discuss them. We do not have the opportunity to clarify everything. Although AOF says we can contact them whenever we have a question, there are times when we are unable to get through. Mr. X was the only cooperating teacher from our school to be invited to the general meeting (held by the AOF). If all the cooperating teachers were invited to it, I believe that such problems would diminish, even vanish.”

It is recommended that at the beginning of the practicum cooperating teachers be asked about the problems they encounter. According to this feedback from the cooperating teachers, the handbook prepared for the cooperating teachers and the student teachers should be renovated by distance ELT program coordinators.

### 5.5.2. Collaboration of Anadolu University Open Education Faculty and cooperating schools

Establishing a closer link between teacher educators and cooperating schools improves teacher quality (Metcalf-Turner & Fishnets, 1996; Johnson, 2003). The quality of the student teaching experience is extremely important and the quality of this experience depends on the flourishing collaboration of the triad/dyad members. (Darden, Darden, Scott and Westfall, 2001). Cooperating teachers need to be supported by the university to perform their roles as mentors more efficiently. A stronger partnership needs to emerge between the university and the cooperating schools to increase communication and provide a more enhancing experience for the student teachers. The interviews revealed that AUOF could provide more support with regard to lesson plans and guidance of a university supervisor.

Considering the support for the lesson plans, one of the cooperating teachers working at a high school states:

“Plan hazırlama konusunda (destek) verilebilir. Kitapta zaten örnekler var. Belki bu örnekler çoğaltılabilir, bazı ayrıntılar üzerinde durulabilir...”

“Support could be given to prepare the lesson plan (by the AUOEF). In the handbook there are some sample lesson plans already. May be more sample plans should be added to the handbook and some extra details could be incorporated...”

As seen in the example, most of the students seem that they need to get spoken face to face explanations besides the written ones.

“Bence şu yapılmalı bir heyet gönderilmeli öncelikle okul bilgilendirilmeli bu konuda. hani şunları bunları yapacaksınız prosedürde bunlar uygulamada bunlar yapılacak. Önce bir okul ve öğretmenler uygulama öğretmenleri bilgilendirilmeli kesinlikle Bu gerekli. Çünkü biz sene başında oturduk.... bir ay olay nedir diye çözmeye çalıştık biz neyin ne olduğunu çözemedik daha”

“I think that in the first place, a committee from the AUOEF should visit the cooperating schools to inform the cooperating teachers and the student teachers about the teaching practice period and procedures. It is definitely essential, because at the beginning of the term we tried to solve the whole situation together. However, we haven't been able to since then, unfortunately.”

### 5.5.3 *Checking the student teacher's attendance at the cooperating school*

All the distance ELT student teachers at the Open Faculty are to attend the cooperating school. Unless he gets a formal permission paper, he is not allowed to take the day off. Interviews with the cooperating teachers at the ELT distance program have revealed that the cooperating teachers have a tendency to be tolerant considering the student teacher's attendance to the cooperating school.

One of the male CTs claims that university support is essential for checking student teacher's attendance and comments as follows:

“Aslında daha iyi olur yani öğrencinin uygulama öğretmeninin dışında bir başka yerden daha denetlenirse daha iyi olur öğrencinin çalışmasını daha ciddiye almasını sağlar”

“It would be better if the student teacher were checked by another source except for the cooperating teacher. This will enable the student teacher to take his study more seriously.”

### 5.5.4 *Selection of the cooperating teachers*

Being a cooperating teacher is a very important job and requires having certain competencies such as the ability to demonstrate effective teaching, the ability to analyze teaching, the ability to guide teaching and the ability to evaluate teaching (Kingen, 1984). Brooks (1996) signifies that the mentors should be enthusiastic about teaching, be able to express their professional knowledge, be willing to reflect on their own practice, have a positive and encouraging attitude, be committed to their role as mentor, be aware of the relevant underlying theories and be able to relate these to their practice. The quality of the student teaching experience is influenced by the cooperating teacher's qualifications, the cooperating teacher's training or lack of training. If cooperating teachers are aware of the importance of the experience and their role, they are more likely to be good mentors (Guyton, 1989).

Barko and Mayfield (1995) highlight the relationship between teacher's self efficacy and qualified teacher educators. They claim that preparing cooperating teachers for their roles as mentors is one of the ways of increasing cooperating teachers' sense of self efficacy. Cooperating teachers with a high sense of teacher efficacy could

accomplish more extensive and more frequent feedback conferences with student teachers. And the value of teaching practice experience in cooperating schools seems to depend upon the quality of the cooperating teacher whom the student teachers are assigned to. In this sense, 'selection and training of the cooperating teachers' must receive extra attention of AUOF. During the practicum Anadolu University Open Faculty, the responsibility of supervision of student teachers at the Distance B.A program in ELT is completely given to the cooperating teachers at the cooperating schools. For this reason, the selection of the cooperating teachers is of great importance. In the distance program in ELT at AUOEF, there can be very few undesirable points for selecting cooperating teachers. The AUOEF have been doing their best to minimize and eliminate it.

Distance B.A program in ELT at Anadolu University Open Education Faculty has been in progress for seven years by now. The program is important in that it provides a great solution to the inadequate number of English language teacher problem in Turkey. Various of research is needed to develop the present program. The present research looked into one issue the 'mentor role' aspect of this program and found that cooperating teachers often fulfilled their mentor responsibilities. The present study is likely to be regarded as the first step taken in a long way journey extending the quality of distance ELT education. The study also provides some suggestions and endorses further research to explore the voices of the dyad members at distance English teacher training program.

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**APPENDIXES**



## Appendix 1

### Uygulama Öğretmenleri için veri toplama aracı

Sayın uygulama öğretmeni,

Bu anket, Açık öğretim Fakültesi İngilizce Öğretmenliği bölümünde öğretmenlik uygulaması dersinde uygulama öğretmenlerinin olası rolleri hakkında görüşlerini almak için hazırlanmıştır. Anket iki bölümden oluşmaktadır. Birinci bölümde kişisel özelliklere ilişkin sorular, ikinci bölümde ise uygulama sırasında uygulama öğretmenlerinin rolleriyle ilgili olabileceği düşünülen ifadeler vardır. Ankette yer alan ifadelerin herhangi bir doğru ya da yanlış cevabı yoktur. Bu nedenle görüşünüzü, içtenlikle belirtmeniz çalışmanın başarısı için çok önemlidir. Bu anketi yanıtlamanız çalışmaya katılmayı kabul ettiğiniz anlamına gelmektedir. İlgili ve yardımlarınız için şimdiden çok teşekkür eder, saygılarımı sunarım.

Ebru Melek KOÇ

AÜ Eğitim Bilimleri Enstitüsü Araştırma Görevlisi ve Proje

Görevlisi

İngilizce Öğretmenliği Programı Doktora Programı Öğrencisi

#### Bölüm 1 : Kişisel Bilgiler

- 1) Cinsiyetiniz :  Kadın  Erkek
- 2) Öğretmenlik mesleğindeki tecrübe süresi: ..... yıl ..... ay
- 3) Mezun olduğunuz Program:  İngilizce Öğretmenliği  İngiliz/Amerikan Dili Edebiyatı  Diğer
- 4) Mezuniyet dereceniz:  Lisans  Yüksek Lisans  Doktora
- 5) Şu anda görev yaptığınız şehir: .....
- 6) Görev yaptığınız okul türü:  ilköğretim  
 Özel Lise  Anadolu Öğretmen lisesi  
 Anadolu Lisesi (Anadolu, Anadolu Teknik, Anadolu Meslek)  
 Düz Lise
- 7) Öğretmen adaylarının staj uygulamasında kaç defa uygulama öğretmeni olarak görevlendirildiniz?  
 1  2  3  4  5  6 ve daha fazla
- 8) Danışmanlık yaptığınız grupta kaç tane öğretmen adayı var?  
 1  2  3  4  5  6  7
- 9) AÖF deki Uygulama öğretmenliği göreviniz öncesi herhangi bir hizmet-içi eğitim aldınız mı?  
 Evet  Hayır

Eğer cevabınız evet ise, aldığınız eğitim aşağıdakilerden hangisi/ hangileri:

- AÖF tarafından hazırlanan staj uygulamasıyla ilgili CD yi izlemek
  - Uygulama okulundaki staj koordinatörünün düzenlediği toplantıya katılmak
  - AÖF tarafından öğretmen adayları ve öğretmenler için hazırlanan Okul deneyimi II ve Öğretmenlik Uygulamasıyla ilgili kitabı incelemek
- Diğer: .....

10) Meslek yaşamınız boyunca , 9. Soruda yer alanlar dışında İngilizce Öğretimi ile ilgili hizmet-içi eğitim aldınız mı?

- Evet  Hayır

Eğer cevabınız evet ise, aldığınız eğitimin konusu: a)..... süresi: .....

b)..... süresi:.....

c)..... süresi:.....

<b>Bölüm II: Aşağıda öğretmenlik uygulaması sırasında uygulama öğretmenlerinin gerçekleştirebileceği davranışlar ifade edilmiştir. Her bir ifadeyi okuduktan sonra, ifadeye yer alan davranışı hangi sıklıkla yaptığınıza ilişkin düşüncelerinizi uygun yere (x) koyarak belirtiniz.</b>		<b>Her zaman 5</b>	<b>Sık sık 4</b>	<b>Arada sırada 3</b>	<b>Nadiren 2</b>	<b>Hiçbir zaman 1</b>
1	Açık öğretim Fakültesi tarafından öğretmen adayları ve uygulama öğretmenleri için hazırlanan uygulama çalışmalarına ilgili kitapçığı okur ve incelerim	( )	( )	( )	( )	( )
2	Uygulama okul koordinatörüyle etkileşim halinde bulunurum	( )	( )	( )	( )	( )
3	AÖF uygulamasında görev alan diğer meslektaşlarımla etkileşim halinde bulunurum	( )	( )	( )	( )	( )
4	Uygulama öğretmenin görev ve sorumlulukları hakkında çeşitli kaynaklardan araştırma yaparak bilgi edinirim	( )	( )	( )	( )	( )
5	Öğretmen adaylarının kendi düşüncelerini rahatlıkla paylaşabilecekleri güven dolu bir ortam yaratırım	( )	( )	( )	( )	( )
6	Öğretmen adaylarını cesaretlendirerek kendilerine güven duymalarını sağlarım	( )	( )	( )	( )	( )
7	Öğretmen adaylarına okul öğretmen grubunun bir parçası olduklarını hissettiririm	( )	( )	( )	( )	( )
8	Ders planlama ya da ders anlatımı konularında cesaretleri kırıldığında öğretmen adaylarını cesaretlendiririm	( )	( )	( )	( )	( )
9	Öğretmen adaylarının birbirleriyle fikir ve deneyimlerini paylaşmaları için ortam hazırlarım	( )	( )	( )	( )	( )
10	Öğretmen adaylarına okulun yöneticileri, öğretmenleri ve diğer çalışanlarını ile tanıştırmım	( )	( )	( )	( )	( )
11	Öğretmen adaylarına sınıftaki öğrencileri tanıtır	( )	( )	( )	( )	( )
12	Sınıftaki öğrencilerin ilgi, yetenek ve başarı düzeyleri gibi bilgileri öğretmen adaylarıyla paylaşırım	( )	( )	( )	( )	( )
13	Öğretmen adaylarına okulun konum ve fiziksel özellikleri( sınıflar, laboratuvarlar, spor salonu,kantin,vs) hakkında bilgi veririm	( )	( )	( )	( )	( )
14	Öğretmen adaylarını uygulama okulunda uymaları gereken kural ve yönetmelikler konusunda bilgilendiririm	( )	( )	( )	( )	( )
15	Öğretmen adaylarını derslerde kullanabilecekleri teknik materyaller ( video, OHP, teyp,vs) konusunda bilgilendiririm	( )	( )	( )	( )	( )
16	Öğretmen adaylarını yararlanmaları için alanla ilgili kitap , dergi gibi materyallere yönlendiririm	( )	( )	( )	( )	( )
17	Öğretmen adaylarını uygulama sürecindeki sorumlulukları konusunda bilgilendiririm	( )	( )	( )	( )	( )
18	Öğretmen adaylarını okulda yapılan tören ve toplantılara davet ederim	( )	( )	( )	( )	( )
19	Öğretmen adaylarına başka öğretmenleri de gözleyebilmeleri için fırsatlar yaratırım	( )	( )	( )	( )	( )
20	Öğretmen adaylarını ders müfredatıyla ilgili bilgilendiririm	( )	( )	( )	( )	( )
21	Öğretmen adaylarının gözlemlemesi için çeşitli öğretim teknik ve yöntemleri kullanırım	( )	( )	( )	( )	( )
22	Öğretmen adaylarını etkili öğretim yöntem ve teknikler konusunda bilgilendiririm	( )	( )	( )	( )	( )
23	Sınıfta disiplini sağlamada kullanılan etkili yöntemler konusunda öğretmen adaylarını bilgilendirir ve tartışırım	( )	( )	( )	( )	( )

		<b>Her zaman 5</b>	<b>Sık sık 4</b>	<b>Arada sırada 3</b>	<b>Nadiren 2</b>	<b>Hiçbir zaman 1</b>
24	Kuramsal bilgiyle uygulama okulunda gözlemlediklerini karşılaştırmalarında öğretmen adaylarına yardımcı olurum	( )	( )	( )	( )	( )
25	Öğretim teknik ve metotların altında yatan prensipleri gerektiğinde öğretmen adaylarına açıklarım	( )	( )	( )	( )	( )
26	Etkili sınıf yönetimi teknikleri konusunda öğretmen adaylarına önerilerde bulunurum	( )	( )	( )	( )	( )
27	Sınıftaki öğrencilerle iyi ilişki kurabilmeleri için öğretmen adaylarına önerilerde bulunurum	( )	( )	( )	( )	( )
28	Öğretmen adaylarına ders planını hazırlarken gerekli kaynaklara ulaşmalarında yardımcı olurum	( )	( )	( )	( )	( )
29	Öğretmen adaylarının ders anlatımı öncesinde planlarını inceleyerek onlara dönüt veririm	( )	( )	( )	( )	( )
30	Öğretmen adaylarının ders planlarını ders anlatımından önce tekrar inceleyerek, öneriler doğrultusunda ders planlarının yeniden düzenlenip düzenlenmediğini kontrol ederim	( )	( )	( )	( )	( )
31	Öğretmen adayları ders anlatırken onları dikkatle gözlemlerim	( )	( )	( )	( )	( )
32	Öğretmen adayları ders anlatırken not alırım	( )	( )	( )	( )	( )
33	Her öğretmen adayının anlattığı ders için gözlem ve değerlendirme formu doldururum	( )	( )	( )	( )	( )
34	Ders anlatımı sırasında hata yaptığında öğretmen adaylarına müdahale ederim	( )	( )	( )	( )	( )
35	Gözlem ve değerlendirme formlarını doldurduktan sonra incelemeleri için bu formu dersi anlatan öğretmen adaylarına veririm	( )	( )	( )	( )	( )
36	Staj döneminin başında öğretmen adaylarının gözlem formunu anlaması ve nasıl bu formdan yararlanabileceği ile ilgili öğretmen adaylarıyla görüşürüm	( )	( )	( )	( )	( )
37	Öğretmen adaylarına dönüt vermeden önce öğretmen adaylarının kendi ders anlatımıyla ilgili yorum(yansıtma) yapmalarına fırsat veririm	( )	( )	( )	( )	( )
38	Öğretmen adaylarına anlattığı dersle ilgili ayrıntılı dönüt veririm	( )	( )	( )	( )	( )
39	Öğretmen adaylarına dönüt verirken sadece öğretmen adaylarının eksiklikleri, yanlışlıkları üzerinde değil; iyi ve doğru yaptıkları konular üzerinde de yorum yaparım	( )	( )	( )	( )	( )
40	Öğretmen adaylarına verdiğim dönüt ile ilgili soru sormalarına fırsat veririm	( )	( )	( )	( )	( )
41	Kendim ders anlattıktan sonra yansıtma yaparak öğretmen adaylarına anlatacakları dersle ilgili nasıl yansıtma yapacaklarına dair örnek model oluştururum	( )	( )	( )	( )	( )
42	Öğretmen adaylarının dil yetisi hakkında onlara dönüt veririm	( )	( )	( )	( )	( )
43	Öğretmen adaylarına sınıfta disiplini sağlama konusunda dönüt veririm	( )	( )	( )	( )	( )
44	Öğretmen adaylarına sınıfta öğrencilerin ilgisini çekerek derse katabilmeleri konusunda dönüt veririm	( )	( )	( )	( )	( )

		<b>Her zaman 5</b>	<b>Sık sık 4</b>	<b>Arada sırada 3</b>	<b>Nadiren 2</b>	<b>Hiçbir zaman 1</b>
45	Öğretmen adaylarına sınıf aktivitelerini ( ikili /grup çalışması) etkili organize etme konusunda dönüt veririm	( )	( )	( )	( )	( )
46	Uygulama dönemi boyunca her öğretmen adayına ait gözlem, değerlendirme formları ve öğretmen adayına ait diğer belgeleri bulunduran bir dosya tutarım	( )	( )	( )	( )	( )
47	Öğretmen adaylarının uygulama dosyalarını uygulama dönemi boyunca belirli aralıklarla değerlendiririm	( )	( )	( )	( )	( )
48	Öğretmen adaylarını değerlendirirken dönem boyunca öğretmen adaylarının sergiledikleri gelişimi dikkate alırım	( )	( )	( )	( )	( )
49	AÖF staj dönemimde görevli olan diğer meslektaşlarımın öğretmen adayları notlarını kendi öğretmen adaylarımınkiyle karşılaştırırım	( )	( )	( )	( )	( )
50	Hangi fikirlerinin daha etkili olup, hangilerinin olmadığı konusunda deneyim kazanabilmeleri için kendi fikirlerini sınıf içinde denemeleri konusunda öğretmen adaylarını cesaretlendiririm	( )	( )	( )	( )	( )
51	Ders sırasında karşılaştıkları problemleri ders dışında arkadaşlarıyla paylaşıp fikir alışverişinde bulunmalarını konusunda öğretmen adaylarını cesaretlendiririm	( )	( )	( )	( )	( )
52	Herhangi bir problemle karşılaştıkları zaman öğretmen adaylarına kendi problemlerini en uygun biçimde çözebilmeleri için yardımcı olurum	( )	( )	( )	( )	( )
53	Öğretmen adaylarının ders öncesinde ve ders esnasında aldıkları kararları etkileyen faktörlerin farkına varmalarını sağlarım	( )	( )	( )	( )	( )
54	Öğretmen adaylarına kendi öğretmen kimliklerini oluşturmada yardımcı olurum	( )	( )	( )	( )	( )
55	Öğretmen adaylarının dönem boyunca yaptığı planlarının hepsini uygulama döneminin sonunda inceleyerek öğretmen adaylarına dönüt veririm	( )	( )	( )	( )	( )
56	Öğretmen adaylarının kendilerini daha rahat hissetmeleri için onları ders anlatırken yalnız bırakırım	( )	( )	( )	( )	( )
57	Öğretmen adaylarının dosyalarını yıl sonunda değerlendiririm	( )	( )	( )	( )	( )
58	Herhangi bir problemle karşılaştıklarında öğretmen adaylarına problemlerin nasıl çözülebileceğini söylerim	( )	( )	( )	( )	( )

## Appendix 2

### Öğretmen Adayları için veri toplama aracı

Sayın Öğretmen Adayı,

Bu anket, Açık öğretim Fakültesi İngilizce Öğretmenliği bölümünde öğretmenlik uygulaması dersinde uygulama öğretmenlerinin olası rolleri hakkında görüşlerini almak için hazırlanmıştır. Anket iki bölümden oluşmaktadır. Birinci bölümde kişisel özelliklere ilişkin sorular, ikinci bölümde ise uygulama sırasında uygulama öğretmenlerinin rolleriyle ilgili olabileceği düşünülen ifadeler vardır.. Ankette yer alan ifadelerin herhangi bir doğru ya da yanlış cevabı yoktur. Bu nedenle görüşünüzü, içtenlikle belirtmeniz çalışmanın başarısı için çok önemlidir. Bu anketi yanıtlamanız çalışmaya katılmayı kabul ettiğiniz anlamına gelmektedir.

İlgi ve yardımlarınız için şimdiden çok teşekkür eder, saygılarımı sunarım.

Ebru Melek KOÇ

AÜ Eğitim Bilimleri Enstitüsü Araştırma Görevlisi  
İngilizce Öğretmenliği Programı Doktora Programı Öğrencisi

#### **Bölüm 1: Kişisel Bilgiler**

- 1) Cinsiyetiniz :  Kadın  Erkek
- 2) Mezun olduğunuz okul türü : 1)  Öğretmen Lisesi  Diğer
- 3) Şu anda staj yaptığınız şehir: .....
- 4) Staj yaptığınız okul türü :
  - ilköğretim
  - Özel Lise  Düz Lise  Anadolu Öğretmen lisesi
  - Anadolu Lisesi ( Anadolu Teknik, Anadolu Meslek)
- 5) Uygulama öğretmeninizin danışmanlık yaptığı staj grubunuzda kaç tane öğretmen adayı var?
  - 1  2  3  4  5  6  7

**Bölüm II: Aşağıda öğretmenlik uygulaması sırasında uygulama öğretmenlerinin gerçekleştirebileceği davranışlar ifade edilmiştir. Her bir ifadeyi okuduktan sonra, ifadede yer alan davranışı hangi sıklıkla yaptığınıza ilişkin düşüncelerinizi uygun yere (x) koyarak belirtiniz.**

		Her zaman 5	Sık sık 4	Arada sırada 3	Nadiren 2	Hiçbir zaman 1
1	Açık öğretim Fakültesi tarafından öğretmen adayları ve uygulama öğretmenleri için hazırlanan uygulama çalışmalarıyla ilgili kitapçığı okur ve inceler	( )	( )	( )	( )	( )
2	Uygulama okul koordinatörüyle etkileşim halinde bulunur	( )	( )	( )	( )	( )
3	AÖF uygulamasında görev alan diğer meslektaşlarıyla etkileşim halinde bulunur	( )	( )	( )	( )	( )
4	Uygulama öğretmenin görev ve sorumlulukları hakkında çeşitli kaynaklardan araştırma yaparak bilgi edinir	( )	( )	( )	( )	( )
5	Öğretmen adaylarının kendi düşüncelerini rahatlıkla paylaşabilecekleri güven dolu bir ortam yaratır	( )	( )	( )	( )	( )
6	Öğretmen adaylarını cesaretlendirerek kendilerine güven duymalarını sağlar	( )	( )	( )	( )	( )
7	Öğretmen adaylarına okul öğretmen grubunun bir parçası olduklarını hissettirir	( )	( )	( )	( )	( )
8	Ders planlama ya da ders anlatımı konularında cesaretleri kırıldığında öğretmen adaylarını cesaretlendirir	( )	( )	( )	( )	( )
9	Öğretmen adaylarının birbirleriyle fikir ve deneyimlerini paylaşmaları için ortam hazırlar	( )	( )	( )	( )	( )
10	Öğretmen adaylarına okulun yöneticileri, öğretmenleri ve diğer çalışanlarını ile tanıştırır	( )	( )	( )	( )	( )
11	Öğretmen adaylarına sınıftaki öğrencileri tanıtır	( )	( )	( )	( )	( )
12	Sınıftaki öğrencilerin ilgi, yetenek ve başarı düzeyleri gibi bilgileri öğretmen adaylarıyla paylaşır	( )	( )	( )	( )	( )
13	Öğretmen adaylarına okulun konum ve fiziksel özellikleri( sınıflar, laboratuvarlar, spor salonu,kantin,vs) hakkında bilgi verir	( )	( )	( )	( )	( )
14	Öğretmen adaylarını uygulama okulunda uymaları gereken kural ve yönetmelikler konusunda bilgilendirir	( )	( )	( )	( )	( )
15	Öğretmen adaylarını derslerde kullanabilecekleri teknik materyaller ( video, OHP, teyp,vs) konusunda bilgilendirir	( )	( )	( )	( )	( )
16	Öğretmen adaylarını yararlanmaları için alanla ilgili kitap , dergi gibi materyallere yönlendirir	( )	( )	( )	( )	( )
17	Öğretmen adaylarını uygulama sürecindeki sorumlulukları konusunda bilgilendirir	( )	( )	( )	( )	( )
18	Öğretmen adaylarını okulda yapılan tören ve toplantılara davet eder	( )	( )	( )	( )	( )
19	Öğretmen adaylarına başka öğretmenleri de gözleyebilmeleri için fırsatlar yaratır	( )	( )	( )	( )	( )
20	Öğretmen adaylarını ders müfredatıyla ilgili bilgilendirir	( )	( )	( )	( )	( )
21	Öğretmen adaylarının gözlemlemesi için çeşitli öğretim teknik ve yöntemleri kullanır	( )	( )	( )	( )	( )
22	Öğretmen adaylarını etkili öğretim yöntem ve teknikler konusunda bilgilendirir	( )	( )	( )	( )	( )
23	Sınıfta disiplini sağlamada kullanılan etkili yöntemler konusunda öğretmen adaylarını bilgilendirir ve tartışır	( )	( )	( )	( )	( )

		<b>Her zaman</b>	<b>Sık sık</b>	<b>Arada sırada</b>	<b>Nadiren</b>	<b>Hiçbir zaman</b>
24	Kuramsal bilgiyle uygulama okulunda gözlemlediklerini karşılaştırmalarında öğretmen adaylarına yardımcı olur	( )	( )	( )	( )	( )
25	Öğretim teknik ve metotların altında yatan prensipleri gerektiğinde öğretmen adaylarına açıklar	( )	( )	( )	( )	( )
26	Etkili sınıf yönetimi teknikleri konusunda öğretmen adaylarına önerilerde bulunur	( )	( )	( )	( )	( )
27	Sınıftaki öğrencilerle iyi ilişki kurabilmeleri için öğretmen adaylarına önerilerde bulunur	( )	( )	( )	( )	( )
28	Öğretmen adaylarına ders planını hazırlarken gerekli kaynaklara ulaşmalarında yardımcı olur	( )	( )	( )	( )	( )
29	Öğretmen adaylarının ders anlatımı öncesinde planlarını inceleyerek onlara dönüt verir	( )	( )	( )	( )	( )
30	Öğretmen adaylarının ders planlarını ders anlatımından önce tekrar inceleyerek, öneriler doğrultusunda ders planlarının yeniden düzenlenip düzenlenmediğini kontrol eder	( )	( )	( )	( )	( )
31	Öğretmen adayları ders anlatırken onları dikkatle gözlemler	( )	( )	( )	( )	( )
32	Öğretmen adayları ders anlatırken not alır	( )	( )	( )	( )	( )
33	Her öğretmen adayının anlattığı ders için gözlem ve değerlendirme formu doldurur	( )	( )	( )	( )	( )
34	Ders anlatımı sırasında hata yaptığında öğretmen adaylarına müdahale eder	( )	( )	( )	( )	( )
35	Gözlem ve değerlendirme formlarını doldurduktan sonra incelemeleri için bu formu dersi anlatan öğretmen adaylarına verir	( )	( )	( )	( )	( )
36	Staj döneminin başında öğretmen adaylarının gözlem formunu anlaması ve nasıl bu formdan yararlanabileceği ile ilgili öğretmen adaylarıyla görüşür	( )	( )	( )	( )	( )
37	Öğretmen adaylarına dönüt vermeden önce öğretmen adaylarının kendi ders anlatımıyla ilgili yorum(yansıtma) yapmalarına fırsat verir	( )	( )	( )	( )	( )
38	Öğretmen adaylarına anlattığı dersle ilgili ayrıntılı dönüt verir	( )	( )	( )	( )	( )
39	Öğretmen adaylarına dönüt verirken sadece öğretmen adaylarının eksiklikleri, yanlışlıkları üzerinde değil; iyi ve doğru yaptıkları konular üzerinde de yorum yapar	( )	( )	( )	( )	( )
40	Öğretmen adaylarına verdiği dönüt ile ilgili soru sormalarına fırsat verir	( )	( )	( )	( )	( )
41	Kendim ders anlattıktan sonra yansıtma yaparak öğretmen adaylarına anlatacakları dersle ilgili nasıl yansıtma yapacaklarına dair örnek model oluşturur	( )	( )	( )	( )	( )
42	Öğretmen adaylarının dil yetisi hakkında onlara dönüt verir	( )	( )	( )	( )	( )
43	Öğretmen adaylarına sınıfta disiplini sağlama konusunda dönüt verir	( )	( )	( )	( )	( )
44	Öğretmen adaylarına sınıfta öğrencilerin ilgisini çekerek derse katabilmeleri konusunda dönüt verir	( )	( )	( )	( )	( )
45	Öğretmen adaylarına sınıf aktivitelerini ( ikili /grup çalışması) etkili organize etme konusunda dönüt verir	( )	( )	( )	( )	( )
46	Uygulama dönemi boyunca her öğretmen adayına ait gözlem, değerlendirme formları ve öğretmen adayına ait diğer belgeleri bulunduran bir dosya tutar	( )	( )	( )	( )	( )

		<b>Her zaman 5</b>	<b>Sık sık 4</b>	<b>Arada sırada 3</b>	<b>Nadiren 2</b>	<b>Hiçbir zaman 1</b>
47	Öğretmen adaylarının uygulama dosyalarını uygulama dönemi boyunca belirli aralıklarla değerlendirir	( )	( )	( )	( )	( )
48	Öğretmen adaylarını değerlendirirken dönem boyunca öğretmen adaylarının sergiledikleri gelişimi dikkate alır	( )	( )	( )	( )	( )
49	AÖF staj döneminde görevli olan diğer meslektaşlarının öğretmen adayları notlarını kendi öğretmen adaylarınıninkıyla karşılaştırır	( )	( )	( )	( )	( )
50	Hangi fikirlerinin daha etkili olup, hangilerinin olmadığı konusunda deneyim kazanabilmeleri için kendi fikirlerini sınıf içinde denemeleri konusunda öğretmen adaylarını cesaretlendirir	( )	( )	( )	( )	( )
51	Ders sırasında karşılaştıkları problemleri ders dışında arkadaşlarıyla paylaşıp fikir alışverişinde bulunmalarını konusunda öğretmen adaylarını cesaretlendirir	( )	( )	( )	( )	( )
52	Herhangi bir problemle karşılaştıkları zaman öğretmen adaylarına kendi problemlerini en uygun biçimde çözebilmeleri için yardımcı olur	( )	( )	( )	( )	( )
53	Öğretmen adaylarının ders öncesinde ve ders esnasında aldıkları kararları etkileyen faktörlerin farkına varmalarını sağlar	( )	( )	( )	( )	( )
54	Öğretmen adaylarına kendi öğretmen kimliklerini oluşturmada yardımcı olur	( )	( )	( )	( )	( )
55	Öğretmen adaylarının dönem boyunca yaptığı planlarının hepsini uygulama döneminin sonunda inceleyerek öğretmen adaylarına dönüt verir	( )	( )	( )	( )	( )
56	Öğretmen adaylarının kendilerini daha rahat hissetmeleri için onları ders anlatırken yalnız bırakır	( )	( )	( )	( )	( )
57	Öğretmen adaylarının dosyalarını yıl sonunda değerlendirir	( )	( )	( )	( )	( )
58	Herhangi bir problemle karşılaştıklarında öğretmen adaylarına problemlerin nasıl çözülebileceğini söyler	( )	( )	( )	( )	( )



**APPENDIX 3**  
**SHIPPY'S QUESTIONNAIRE ON THE ROLE OF THE UNIVERSITY**  
**SUPERVISOR**

**Factor 1 : Selecting and working with cooperating teachers**

- 1 Observe in the classroom of other teachers for the purpose of selecting cooperating teachers
- 2 Observe the cooperating teacher during the period student teaching
- 3 Observe the cooperating teacher prior to the placement of the student teacher
- 4 Evaluate the effectiveness of the cooperating teacher in this capacity
- 5 Take notes while the cooperating teacher is teaching
- 6 Study the cooperating teacher's unit and daily plans
- 7 Observe the children in the classroom assigned to the student teacher
- 8 Conduct in-service planning sessions with cooperating school faculty
- 9 Share the responsibility of evaluation with the cooperating teacher
- 10 Use evaluation procedures designed by the school

**Factor 2 : Assisting with Planning**

- 1 Work with the student teacher in developing lesson plans
- 2 Work with the student in planning a unit
- 3 Conduct cooperative planning sessions with the student teacher and cooperating teacher
- 4 Work with the cooperating teacher in planning a unit

**Factor 3 : Evaluation**

- 1 If notes are taken, make them available to the building principal
- 2 If notes are taken, make them available to the building principal
- 3 Make this evaluation available to the building principal
- 4 Delegate total responsibility of evaluation to the cooperating teacher

**Factor 4: Liaison Role /school**

- 1 Serve as a resource consultant for all teachers in the building
- 2 Serve as a resource consultant for the PTA
- 3 Attend faculty meetings in cooperating schools
- 4 Work toward the improvement of the total school program

**Factor 5 : Working with the student teacher**

- 1 Use evaluation procedures designed by the college
- 2 Guide the student teacher toward the goal of self-evaluation
- 3 Study the student teacher's unit and daily plans
- 4 If notes are taken, make them available to the student teacher

**Factor 6 : Liaison  
Role/student Teacher and  
Cooperating Teacher**

- 1 Serve as a resource consultant for the student teacher
- 2 Clarify the obligation of the school to the college and the college to the school
- 3 Work with the college staff in developing the total teacher training program
- 4 Serve as a consultant for the cooperating teacher
- 5 Assist the student teacher's adjustment to school and college policies

**Factor 7 : Evaluation II**

- 1 Make the evaluation available to the cooperating teacher
- 2 If notes are taken, make them available to the cooperating teacher
- 3 If notes are taken, make them available to the student teacher
- 4 Take notes while the student teacher is teaching

## APPENDIX 4

## SHIPPY'S QUESTIONNAIRE ON THE ROLE OF THE COOPERATING TEACHER

**Factor 1 : Sharing the Knowledge of Teaching**

- 1 Demonstrate for the student teacher different methods of procedures for teaching
- 2 Explain the principles related to certain teaching techniques
- 3 Give precise guidance on how different teacher-made tests are prepared
- 4 Help the student teacher develop interest and skill in doing educational research
- 5 Clarify for the student teacher provisions of the teacher's code of ethics
- 6 Share with the student teacher ideas, discoveries and innovations in education
- 7 Assist the student teacher to search for valid principles to support teaching methods
- 8 Explain to the student teacher the merits and demerits of the unresolved issues in education
- 9 Tell the student teacher proven techniques of classroom management
- 10 Instruct the student on how to establish close rapport with children
- 11 Inform the student teacher of aims and objectives of teaching in the district
- 12 Help the student teacher to interpret observation notes of other classrooms

**Factor 2 :Orientation to the School/ Classroom**

- 1 Introduce the student teacher to administrators, staff, co-teachers and other school employees
- 2 Show the student teacher the physical set-up of the classroom, building and grounds
- 3 Supply the student teacher with copies of teacher's guides, manuals and aids
- 4 Demonstrate the use of A\_V equipment and office machines
- 5 Invite the student teacher to participate in faculty meetings
- 6 Share with the student teacher information about the interests and abilities of children
- 7 Explain all school rules, routines and policies
- 8 Give the student teacher detailed information on how report cards, attendance records and permanent records are prepared, used and kept
- 9 Supply reference books and professional magazines to be used by the student teacher
- 10 Provide the student teacher with a place for personal materials

**Factor 3 : Supervising the work of the Student Teacher**

- 1 Observe the student teacher's lesson
- 2 Check the unit and daily plans of the student
- 3 Evaluate the progress of the student teacher
- 4 Evaluate the activities and progress of the student teacher with college supervisor
- 5 Hold scheduled conference periods with the student teacher
- 6 If notes are taken, share them with the student teacher
- 7 Explain the overall course of study for each subject
- 8 Make the student aware of voice, pronunciation and level of vocabulary
- 9 Take notes while the student teacher is teaching
- 10 Involve the student teacher in planning and directing the learning activities of the children

**Factor 4 : Support Role**

- 1 Assist the student teacher in finding accommodations in the community
- 2 Take the student teacher on a tour of the community
- 3 Involve the student teacher in extra-curricular activities
- 4 Take the student teacher to teacher's conventions and other organizational meetings
- 5 Shield the shortcomings of the student teacher from the critical view of the college supervisor
- 6 Arrange the contact between the parents and the student teacher
- 7 Arrange for the student teacher to observe other classrooms
- 8 If notes are taken make them available to the college supervisor

**Factor 5 : Preparing for Having a Student Teacher**

- 1 Work with the college supervisor in planning the student teacher program
- 2 Develop a well-balanced program of student teaching activities for the student teacher
- 3 Participate actively in seminars and in-service training for cooperating teachers
- 4 Explain to the pupils the responsibilities of the student teacher

## APPENDIX 5

### DEMİRKOL'S QUESTIONNAIRE ON THE ROLE OF THE COOPERATING TEACHER

#### **Factor 1 : Preparing for having a student teacher**

- 1 Participate actively in seminars and in-service training for cooperating teachers
- 2 Work with the university supervisor in planning the student teacher's schedule
- 3 Work with the university supervisor in planning the student teacher's schedule
- 4 Explain to the pupils about the roles and responsibilities of the student teacher in their class

#### **Factor 2 : Orientation to the school/classroom**

- 1 Introduce the student teacher to administrators, staff, co-teachers and other school employees
- 2 Show the student teacher the physical set up of the classroom, building and grounds
- 3 Demonstrate operation and use of audio-visual equipment and office machines
- 4 Supply the student teacher with copies of teacher's guides, manuals and aids
- 5 Supply reference books and professional magazines to be used by the student teacher
- 6 Provide the student teacher with a place for personal materials
- 7 Introduce the student teacher to the pupils in the class
- 8 Share with the student teacher information about the interests and abilities of the pupils in the class
- 9 Explain all school rules, routines and polices
- 10 Invite the student teacher to participate in the staff meetings of the cooperating school

#### **Factor 3:Sharing the Knowledge of teaching**

- 1 Explain the procedures of study for each unit
- 2 Demonstrate for the student teacher different methods or techniques of teaching
- 3 Explain the principles underlying certain teaching techniques
- 4 Share with the student teacher ideas, discoveries and innovations in education
- 5 Clarify for the student teacher provisions of the teacher's code of ethics
- 6 Assist the student teacher to search for valid principles to support teaching methods
- 7 Demonstrate and /or inform the student teacher about techniques that work best in classroom management
- 8 Demonstrate and guide the student teacher on how to establish close rapport with students
- 9 Help the student teacher to interpret observation notes of other classroom teachers' techniques and methods

**Factor 4:Supervising the work of the student teacher**

- 1 Plan the practice teaching schedule with the student teacher and the university supervisor
- 2 Work with the university supervisor to prepare a set of observation guidelines for the student teacher
- 3 Assist the student teacher in preparing lesson plans for presentations
- 4 Check the student teacher's lesson plans for presentations
- 5 Give oral and written feedback to the student teacher about his/her lesson plans
- 6 Observe the student teacher's lessons
- 7 Fill in an observation/evaluation form for each lesson presentation of the student teacher
- 8 Keep a file of observation and evaluation forms of the activities and progress of the student teacher
- 9 Make the completed observation/ and evaluation forms available to the student teacher
- 10 Hold scheduled conference periods with the student teacher
- 11 Give oral and written feedback to the student teacher about his/her teaching performance
- 12 Guide the student teacher in reflecting on the preparation of lesson plans, selection of teaching materials and methods, delivery of lesson and evaluation of the teaching performance
- 13 Share the responsibility of evaluation of the student teacher with the university supervisor
- 14 Evaluate the activities and progress of the student teacher with the university supervisor periodically
- 15 Decide on the final grade of the student teacher in collaboration with the university supervisor
- 16 Follow evaluation guidelines adapted by the university faculty

**Factor 5:Support role**

- 1 Invite the student teacher to extra-curricular activities in the cooperating school
- 2 Inform the student teacher about the important decisions taken in the staff meetings and other organizational meetings in the cooperating school
- 3 Arrange for the student teacher to observe other teachers' classrooms
- 4 Make his/her evaluation of the student teacher available on the university supervisor

**Factor6:Controlling/facilitating the student teacher's autonomy in the classroom**

- 1 Give full charge of the class to the student teacher for lesson presentations
- 2 Leave the classroom to the student teacher for practice teaching from time to time
- 3 Be easily accessible to the student teacher when s/he leaves the classroom
- 4 Intervene when the student teacher is ineffective in the practice teaching presentations

## APPENDIX 6

### DEMİRKOL'S QUESTIONNAIRE ON THE ROLE OF THE UNIVERSITY SUPERVISOR

#### **Factor 1 : Selecting cooperating teachers**

- 1 Assist the department head of the cooperating school in selecting cooperating teachers
- 2 Observe the cooperating teacher during the prior to the placement of the student teacher for the purpose of selecting cooperating teachers
- 3 Talk with the cooperating teacher prior to the placement of the student teacher in order to see his/her ideas and attitudes towards teaching and teaching practice
- 4 Examine lesson plans, materials, worksheets and exam sheets of the cooperating teacher in order to get some ideas about his/her approach in teaching and assessment
- 5 Evaluate the effectiveness and appropriateness of the cooperating teacher as a mentor during the period of practice teaching for the purpose of selecting/keeping the same teacher in the following semesters
- 6 Use the student teacher's feedback about the cooperating teacher after the period of student teaching for the purpose of selecting/ keeping the same teacher in the following semesters

#### **Factor 2 : Working with cooperating teachers**

- 1 Conduct in-service sessions with the cooperating teachers to guide them in their partnership with the university faculty
- 2 Work with the cooperating teacher in planning the student teacher's schedule
- 3 Work with the cooperating teacher in developing a well-balanced program of student teaching activities and skills at different levels for the student teacher
- 4 Work with the cooperating teacher to prepare a set of observation guidelines for the student teacher
- 5 Visit the cooperating school at scheduled dates to discuss the progress of the student teacher with the cooperating teacher

#### **Factor 3 : Working with the student teacher**

- 1 Check the student teacher's lesson plans for presentations
- 2 Give written and oral feedback to the student teacher about his/her lesson plans
- 3 Guide the student teacher in lesson planning, observation and classroom management
- 4 Assist the student teacher in preparing lesson plans for presentations
- 5 Observe the student teacher for at least two full lessons during the semester
- 6 Guide the student teacher toward the goal of self evaluation
- 7 Give written and oral feedback to the student teacher about his/her teaching performance
- 8 Help the student teacher put theory into practice
- 9 Hold weekly conferences with the student teachers to discuss their experience at the cooperating school
- 10 Inform the student teacher about the regulations of the Ministry of Education

**Factor 4: Liaison Role /school**

- 1 Inform the cooperating school coordinator about the expectations/requirements of the university faculty
- 2 Inform the university faculty coordinator about the expectations/requirements of the cooperating school
- 3 Keep in touch with the university and school coordinators and cooperating teachers of practice teaching for ongoing cooperation
- 4 Serve as a source consultant for all teachers in the cooperating school
- 5 Participate as a trainer in –in-service training programs for cooperating teachers
- 6 Contribute to the improvement of the language teaching program of the cooperating school

**Factor 5 : Liaison roles/student teacher and cooperating teacher**

- 1 Introduce the student teacher to the school coordinator and the cooperating teacher
- 2 Inform the cooperating teacher about his/her responsibilities towards the student teacher and the university faculty
- 3 Inform the student teacher about his/her responsibilities towards the cooperating teacher and the cooperating school
- 4 Inform the student teacher about the practice teaching program, cooperating school, guidelines to follow and evaluation
- 5 Serve as a resource consultant for the student teacher
- 6 Plan the practice teaching schedule with the student teacher and the cooperating teacher
- 7 Serve as a research consultant for the cooperating teacher
- 8 Work with the university department staff in developing a teacher training program for cooperating schools

**Factor 6 : Evaluation**

- 1 Fill an observation/evaluation form for each lesson presentation of the student teacher
- 2 Make the completed observation/evaluation forms available to the student teacher
- 3 Make his/her evaluation of the student teacher available to the cooperating teacher
- 4 Share the responsibility of evaluation of the student teacher with the cooperating teacher
- 5 Evaluate the activities and progress of the student teacher with cooperating teacher periodically
- 6 Decide on the final grade of the student teacher in collaboration with the cooperating teacher
- 7 Assume total responsibility for deciding on the final grade of the student teacher
- 8 Follow evaluation guidelines adapted by the university faculty
- 9 Check whether the student teacher acts in accordance with the regulations of the Ministry of Education



## Appendix 7

### Açık öğretim Fakültesi İngilizce Öğretmenliği Lisans programındaki Uygulama Öğretmenlerinin Öğretmenlik Uygulaması Sırasında Rollerini İle İlgili Düşüncelerini Belirleme Uygulama Öğretmeni Anketi

Sayın uygulama öğretmeni,

Bu anket, Açık öğretim Fakültesi İngilizce Öğretmenliği bölümünde öğretmenlik uygulaması dersinde uygulama öğretmenlerinin olası rolleri hakkında uygulama öğretmenlerinin ve öğretmen adaylarının ne düşündüklerini araştırmak amacı ile hazırlanmıştır. Anket iki bölümden oluşmaktadır. Birinci bölümde kişisel özelliklere ilişkin sorular, ikinci bölümde ise uygulama sırasında uygulama öğretmenlerinin rolleriyle ilgili olabileceği düşünülen ifadeler vardır. Bu araştırmanın amacına ulaşabilmesi, sizin ankette yer alan soruları dikkatle okuyarak, içtenlikle cevaplamanıza bağlıdır. Ankette yer alan ifadelerin herhangi bir doğru ya da yanlış cevabı yoktur. Bu nedenle görüşünüzü, gerçek olarak belirtmeniz çalışmanın başarısı için çok önemlidir.

İlgi ve yardımlarınız için şimdiden teşekkür eder, saygılarımı sunarım.

Ebru Melek KOÇ

AÜ Eğitim Bilimleri Enstitüsü Araştırma Görevlisi  
İngilizce Öğretmenliği Programı Doktora Programı

Öğrencisi

T.C kimlik numarasının ilk 3 hanesi:

#### Bölüm 1 : Kişisel Bilgiler

- 1) Cinsiyetiniz : Bayan  Bay
- 2) Kaç senelik / aylık öğretmenlik tecrübeniz var : .....
- 3) Mezun olduğunuz Bölüm: İngilizce Öğretmenliği  Mütercim-tercümanlık   
İngiliz Dili Edebiyatı :   
Amerikan Dili Edebiyatı :  Diğer : .....
- Mezun Olduğunuz Üniversite : .....
- 4) Mezuniyet dereceniz : Lisans  Yüksek Lisans  Doktora
- 7) Şu anda görev yaptığınız şehir: .....
- 8) Görev yaptığınız okul türü : 1) Özel  Devlet   
2) İlköğretim  Anadolu Meslek Lisesi  Fen Lisesi   
Anadolu Öğretmen Lisesi  Anadolu Lisesi   
Anadolu Güzel Sanatlar Lisesi  Çok Programlı Lise  Diğer :
- ...
- 9) AÖF dışında, eğitim fakültesi tarafından öğretmen adaylarının staj uygulamasında kaç defa uygulama öğretmeni olarak görevlendirildiniz? : .....
- 10) AÖF İngilizce Öğretmenliğindeki öğretmen adaylarının staj uygulamasında kaç defa uygulama öğretmeni olarak görevlendirildiniz ? : .....
- 11) AÖF deki Uygulama öğretmenliği göreviniz öncesi herhangi bir hizmet-içi eğitim aldınız mı?  
Evet  Hayır
- Eğer cevabınız evet ise aldığınız eğitim aşağıdakilerden hangisi/ hangileri:
- AÖF tarafından hazırlanan staj uygulamasıyla ilgili CD yi izlemek
- AÖF tarafından düzenlenen seminere katılmak

- Uygulama okulundaki staj koordinatörünün düzenlediği toplantıya katılmak
- AÖF tarafından öğretmen adayları ve öğretmenler için hazırlanan Okul deneyimi II ve Öğretmenlik Uygulamasıyla ilgili kitabı incelemek
- Diğer: .....

12) Meslek yaşamınız boyunca , 11. soruda yer alanlar dışında İngilizce Öğretimi ile ilgili hizmet-içi eğitim aldınız mı?

Hayır

Evet  eğitimin süresi: .....

**Bölüm II : Açıklama : Aşağıda öğretmenlik uygulaması sırasında uygulama öğretmenlerinin olası rollerini tanımlayan ifadeler verilmiştir. Her bir ifadeyi okuduktan sonra, ifadede yer alan davranışı hangi sıklıkla yaptığınıza ilişkin düşüncelerinizi uygun yere (✓) koyarak belirtiniz.**

		Her zaman	Sık sık	Arada sırada	nadiren	Hiç bir zaman
<b>Uygulama</b>	<b>Öğretmen rolüne hazırlanmak</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
1	Dönem boyunca danışmanlık yaptığım öğretmen adaylarıyla bulunduğum etkileşim sürecinde uygulama öğretmenin olası rollerini ne olduğunu daha iyi öğrenirim.					
2	Uygulama süresince Açık öğretim Fakültesi tarafından öğretmen adayları ve uygulama öğretmenleri için hazırlanan uygulama çalışmalarıyla ilgili kitapçığı okur ve incelerim					
3	Uygulama dönemi süresince uygulama okul koordinatörüyle etkileşim halinde bulunarak uygulama öğretmenin olası rollerini daha iyi öğrenirim.					
4	Uygulama süresince diğer meslektaşlarımla etkileşim halinde bulunarak uygulama öğretmenin olası rollerini daha iyi öğrenirim.					
5	Uygulama öğretmenin görev ve sorumlulukları hakkında çeşitli kaynaklardan araştırma yaparak bilgi edinirim.					
<b>Öğretmen</b>	<b>adayı için uygun ortamı hazırlamak</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
6	öğretmen adaylarının gerek planlarını gerekse ders anlatımlarını değerlendirirken kendi düşüncelerini rahatlıkla paylaşabilecekleri güven dolu bir ortam yaratırım.					
7	öğretmen adaylarını cesaretlendirerek kendilerine güven duymalarını sağlarım.					
8	Öğretmen adaylarına okul öğretmen grubunun bir parçası olduklarını hissettirim.					
<b>Okul ve sınıf</b>	<b>tanıtımında öğretmen adayına rehberlik etmek</b>					
9	Öğretmen adaylarına okulun yöneticileri, öğretmenleri ve diğer çalışanlarını tanıtmada rehberlik ederim					
10	Öğretmen adaylarına sınıftaki öğrencileri tanımda ve öğrencilerin onları tanımlarını sağlamada rehberlik ederim					
11	Sınıftaki öğrencilerin ilgi, yetenek ve seviyeleri gibi bilgileri öğretmen adaylarıyla paylaşırım					
12	Öğretmen adaylarına okulun konum ve fiziksel özellikleri( sınıflar, laboratuvarlar, spor salonu,kantin,vs) hakkında bilgi veririm					
13	Öğretmen adaylarını uygulama okulunda uymaları gereken kural ve yönetmelikler konusunda bilgilendiririm					

14	Öğretmen adaylarına derslerde kullanabilecekleri teknik materyaller ( video, OHP, teyp,vs) konusunda rehberlik yaparım.					
15	Öğretmen adaylarının kullanması için alanla ilgili kitap , dergi gibi materyaller sağlarım					
16	Öğretmen adaylarını uygulama sürecindeki sorumlulukları konusunda bilgilendiririm.					
17	Öğretmen adaylarını okulda yapılan tören ve toplantılara davet ederim.					
18	Öğretmen adaylarının başka öğretmenleri de gözleyebilmesi için olanak sağlarım.					
19	Öğretmen adaylarına ders müfredatıyla ilgili bilgi veririm					
<b>Öğretmenlik konusunda bilgi paylaşımı</b>		<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
20	Öğretmen adayları için iyi bir öğretmen modeli olurum					
21	Öğretmen adaylarının gözlememesi için çeşitli öğretim teknik ve metotlarını kullanırım					
22	Öğretmen adaylarıyla etkili öğretim method ve teknikleri konusunda bilgi paylaşımında bulunurum.					
23	Sınıfta disiplini sağlamada kullanılan etkili yöntemler konusunda öğretmen adaylarını bilgilendiririm					
24	Öğretmen adaylarının şimdiye kadar üniversitede öğrendikleri kuramsal bilgiyle uygulama okulunda gözlemlediklerini karşılaştırmalarında yardımcı olurum					
25	Öğretim teknik ve metotların altında yatan prensipleri öğretmen adaylarına açıklarım					
26	Etkili sınıf yönetimi teknikleri konusunda öğretmen adaylarına önerilerde bulunurum					
27	Öğretmen adaylarının sınıftaki öğrencilerle iyi ilişki kurabilmeleri için onlara önerilerde bulunurum.					
<b>Planlama</b>		<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
28	Öğretmen adaylarına ders planını hazırlarken gerekli kaynaklara ulaşmasında yardımcı olurum					
29	öğretmen adaylarını ders anlatımı öncesinde planlarını hazırlarken dikkat etmesi gerekli olan bilgi ve beceriler konusunda yönlendiririm					
30	Öğretmen adaylarının ders anlatımından önce ders planının olup olmadığını kontrol ederim					
31	Öğretmen adaylarının ders planını ders anlatımından en az bir gün önce inceleyerek önerilerde bulunurum.					
32	Öğretmen adaylarının ders planını ders anlatımından önce tekrar inceleyerek, önerilerim doğrultusunda ders planını yeniden hazırlayıp hazırlamadığını kontrol ederim.					
<b>Ders gözlemi</b>		<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>2</b>
33	Öğretmen adayları ders anlatırken onları dikkatle gözlemlerim					
34	Öğretmen adayları ders anlatırken not alırım					
35	Her öğretmen adayının anlattığı ders için gözlem ve değerlendirme formu doldururum					

36	Gözlem ve değerlendirme formunu doldurduktan sonra incelemesi için bu formu dersi anlatan öğretmen adayına veririm					
37	Öğretmen adaylarına anlattığı dersle ilgili doldurduğum gözlem-değerlendirme formunu anlaması ve bundan nasıl faydalanabileceği konusunda yardımcı olurum					
<b>Ders</b>	<b>anlatımına dönüt</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
38	Öğretmen adaylarına dönüt vermeden önce öğretmen adaylarının kendi ders anlatımıyla ilgili yorum(yansıtma) yapmasına fırsat veririm					
39	Öğretmen adaylarına sınıfta anlattıkları her dersten sonra sözlü dönüt veririm					
40	Öğretmen adaylarına anlattığı dersle ilgili ayrıntılı dönüt veririm.					
41	Öğretmen adaylarına dönüt verirken sadece öğretmen adaylarının eksiklikleri, yanlışlıkları üzerinde değil; iyi ve doğru yaptığı konular üzerinde de yorum yaparım.					
42	Öğretmen adaylarına verdiğim dönütle ilgili yorum yapmalarına fırsat veririm					
43	Kendim ders anlattıktan sonra yansıtma yaparak öğretmen adaylarına anlatacakları dersle ilgili nasıl yansıtma yapacaklarına dair örnek model oluştururum.					
44	Kendim ders anlattıktan sonra kendi dersimle ilgili öğretmen adaylarından bana dönüt vermelerini isterim.					
45	Öğretmen adaylarının dil yetisi hakkında onlara dönüt veririm					
46	Öğretmen adaylarına sınıfta disiplini sağlama konusunda dönüt veririm.					
47	Öğretmen adaylarına sınıfta öğrencilerin ilgisini çekerek derse katabilmeleri konusunda dönüt veririm.					
48	Öğretmen adaylarına sınıfta disiplini sağlama konusunda dönüt veririm.					
<b>Genel</b>	<b>Değerlendirme</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
49	Her öğretmen adayını Açık öğretim Fakültesi tarafından belirlenen değerlendirme kraterlerine göre değerlendiririm					
50	Uygulama dönemi boyunca her öğretmen adayına ait gözlem, değerlendirme formları ve öğretmen adayına ait diğer belgeleri bulunduran bir dosya tutarım					
51	öğretmen adaylarının uygulama dosyalarını uygulama dönemi boyunca belirli aralıklarla incelerim					
52	Her öğretmen adayını adil olarak değerlendiririm					
<b>Destek ve</b>	<b>Cesaret sağlama</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
54	Ders planlama ya da ders anlatımı konularında cesaretleri kırıldığında öğretmen adaylarını cesaretlendiririm					
55	Öğretmen adaylarına nasıl etkili öğretmen olunabileceği konusunda önerilerde bulunurum					
56	Öğretmen adaylarını kendi aralarında da etkileşim içinde olmaları, fikir ve deneyim kazanmaları için cesaretlendiririm					

<b>Kritik</b>	<b>Düşünmeyi geliştirme</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
57	Öğretmen adayları hangi fikirlerinin daha etkili olup, hangilerinin olmadığı konusunda deneyim kazanabilmeleri için onları kendi fikirlerini sınıf içinde denemeleri konusunda cesaretlendiririm					
58	Ders sırasında herhangi bir problemle karşılaştıkları zaman, öğretmen adaylarının problemin olası kaynağı ve çözüm yolları konusunda birbirleriyle fikir alışverişinde bulunmaları konusunda onları yönlendiririm.					
59	Öğretmen adayları herhangi bir problemle karşılaştıkları zaman onlara hazır çözüm sunmak yerine ,onları problem üstünde düşündürerek çözüm yolları bulmaları konusunda cesaretlendiririm					
60	Öğretmen adaylarının ders öncesinde ve ders esnasında aldıkları kararları etkileyen faktörlerin farkına varmalarını sağlarım.					
61	Öğretmen adaylarına kendi öğretme stillerini geliştirmelerinde yardımcı olurum.					

## Appendix 8

### Açık öğretim Fakültesi İngilizce Öğretmenliği Lisans programındaki Uygulama Öğretmenlerinin Öğretmenlik Uygulaması Sırasında Rollerini İlgili Düşüncelerini Belirleme Uygulama Öğretmeni Anketi

Sayın uygulama öğretmeni,

Bu anket, Açıköğretim Fakültesi İngilizce Öğretmenliği bölümünde öğretmenlik uygulaması dersinde uygulama öğretmenlerinin olası rolleri hakkında uygulama öğretmenlerinin ve öğretmen adaylarının ne düşündüklerini araştırmak amacı ile hazırlanmıştır. Anket iki bölümden oluşmaktadır. Birinci bölümde kişisel özelliklere ilişkin sorular, ikinci bölümde ise uygulama sırasında uygulama öğretmenlerinin rolleriyle ilgili olabileceği düşünülen ifadeler vardır. Bu araştırmanın amacına ulaşabilmesi, sizin ankette yer alan soruları dikkatle okuyarak, içtenlikle cevaplamanıza bağlıdır. Ankette yer alan ifadelerin herhangi bir doğru ya da yanlış cevabı yoktur. Bu nedenle görüşünüzü, gerçek olarak belirtmeniz çalışmanın başarısı için çok önemlidir. İlgi ve yardımlarınız için şimdiden teşekkür eder, saygılarımı sunarım.

Ebru Melek KOÇ

AÜ Eğitim Bilimleri Enstitüsü Araştırma Görevlisi  
İngilizce Öğretmenliği Programı Doktora Programı

Öğrencisi

T.C kimlik numarasının ilk 3 hanesi:

#### Bölüm 1 : Kişisel Bilgiler

- 1) Cinsiyetiniz : Bayan  Bay
  - 2) Kaç senelik / aylık öğretmenlik tecrübeniz var : .....
  - 3) Mezun olduğunuz Bölüm: İngilizce Öğretmenliği  Mütercim-tercümanlık   
İngiliz Dili Edebiyatı :   
Amerikan Dili Edebiyatı :  Diğer : .....
  - Mezun Olduğunuz Üniversite : .....
  - 4) Mezuniyet dereceniz : Lisans  Yüksek Lisans  Doktora
  - 7) Şu anda görev yaptığınız şehir: .....
  - 8) Görev yaptığınız okul türü : 1) Özel  Devlet   
2) İlköğretim  Anadolu Meslek Lisesi  Fen Lisesi   
Anadolu Öğretmen Lisesi  Anadolu Lisesi   
Anadolu Güzel Sanatlar Lisesi  Çok Programlı Lise  Diğer :  
...
  - 9) AÖF dışında, eğitim fakültesi tarafından öğretmen adaylarının staj uygulamasında kaç defa uygulama öğretmeni olarak görevlendirildiniz? : .....
  - 10) AÖF İngilizce Öğretmenliğindeki öğretmen adaylarının staj uygulamasında kaç defa uygulama öğretmeni olarak görevlendirildiniz ? : .....
  - 11) AÖF deki Uygulama öğretmenliği göreviniz öncesi herhangi bir hizmet-içi eğitim aldınız mı?  
Evet  Hayır
- Eğer cevabınız evet ise aldığımız eğitim aşağıdakilerden hangisi/ hangileri:

- AÖF tarafından hazırlanan staj uygulamasıyla ilgili CD yi izlemek
- AÖF tarafından düzenlenen seminere katılmak
- Uygulama okulundaki staj koordinatörünün düzenlediği toplantıya katılmak
- AÖF tarafından öğretmen adayları ve öğretmenler için hazırlanan Okul deneyimi II ve Öğretmenlik Uygulamasıyla ilgili kitabı incelemek
- Diğer: .....

12) Meslek yaşamınız boyunca , 11. soruda yer alanlar dışında İngilizce Öğretimi ile ilgili hizmet-içi eğitim aldınız mı?

Hayır

Evet  eğitimin süresi: .....

**Bölüm II : Açıklama : Aşağıda öğretmenlik uygulaması sırasında uygulama öğretmenlerinin olası rollerini tanımlayan ifadeler verilmiştir. Her bir ifadeyi okuduktan sonra, ifadeye yer alan davranışı hangi sıklıkla yaptığınıza ilişkin düşüncelerinizi uygun yere (✓) koyarak belirtiniz.**

		Her zaman	Sık sık	Arada sırada	nadiren	Hiç bir zaman
<b>Uygulama Öğretmeni rolüne hazırlanmak</b>		<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
1	Dönem boyunca danışmanlık yaptığım öğretmen adaylarıyla bulunduğum etkileşim sürecinde uygulama öğretmenin olası rollerini ne olduğunu daha iyi öğrenirim.					
2	Uygulama süresince Açıköğretim Fakültesi tarafından öğretmen adayları ve uygulama öğretmenleri için hazırlanan uygulama çalışmalarıyla ilgili kitapçığı okur ve incelerim					
3	Uygulama dönemi süresince uygulama okul koordinatörüyle etkileşim halinde bulunarak uygulama öğretmenin olası rollerini daha iyi öğrenirim.					
4	Uygulama süresince diğer meslektaşlarımla etkileşim halinde bulunarak uygulama öğretmenin olası rollerini daha iyi öğrenirim.					
5	Uygulama öğretmenin görev ve sorumlulukları hakkında çeşitli kaynaklardan araştırma yaparak bilgi edinirim.					
<b>Öğretmen adayı için uygun ortamı hazırlamak</b>		<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
6	öğretmen adaylarının gerek planlarını gerekse ders anlatımlarını değerlendirirken kendi düşüncelerini rahatlıkla paylaşabilecekleri güven dolu bir ortam yaratırım.					
7	öğretmen adaylarını cesaretlendirerek kendilerine güven duymalarını sağlarım.					
8	Öğretmen adaylarına okul öğretmen grubunun bir parçası olduklarını hissettirim.					
<b>Okul ve sınıf tanıtımında öğretmen adayına rehberlik etmek</b>		<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
9	Öğretmen adaylarına okulun yöneticileri, öğretmenleri ve diğer çalışanlarını tanıtımda rehberlik ederim					
10	Öğretmen adaylarına sınıftaki öğrencileri tanımda ve öğrencilerin onları tanımalarını sağlamada rehberlik ederim					

11	Sınıftaki öğrencilerin ilgi, yetenek ve seviyeleri gibi bilgileri öğretmen adaylarıyla paylaşırım					
12	Öğretmen adaylarına okulun konum ve fiziksel özellikleri( sınıflar, laboratuvarlar, spor salonu,kantin,vs) hakkında bilgi veririm					
13	Öğretmen adaylarını uygulama okulunda uymaları gereken kural ve yönetmelikler konusunda bilgilendiririm					
14	Öğretmen adaylarına derslerde kullanabilecekleri teknik materyaller ( video, OHP, teyp,vs) konusunda rehberlik yaparım.					
15	Öğretmen adaylarının kullanması için alanla ilgili kitap , dergi gibi materyaller sağlarım					
16	Öğretmen adaylarını uygulama sürecindeki sorumlulukları konusunda bilgilendiririm.					
17	Öğretmen adaylarını okulda yapılan tören ve toplantılara davet ederim.					
18	Öğretmen adaylarının başka öğretmenleri de gözleyebilmesi için olanak sağlarım.					
19	Öğretmen adaylarına ders müfredatıyla ilgili bilgi veririm					
<b>Öğretmenlik konusunda bilgi paylaşımı</b>		<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
20	Öğretmen adayları için iyi bir öğretmen modeli olurum					
21	Öğretmen adaylarının gözlemlemesi için çeşitli öğretim teknik ve metotlarını kullanırım					
22	Öğretmen adaylarıyla etkili öğretim metot ve teknikleri konusunda bilgi paylaşımında bulunurum.					
23	Sınıfta disiplini sağlamada kullanılan etkili yöntemler konusunda öğretmen adaylarını bilgilendiririm					
24	Öğretmen adaylarının şimdiye kadar üniversitede öğrendikleri kuramsal bilgiyle uygulama okulunda gözlemlediklerini karşılaştırmalarında yardımcı olurum					
25	Öğretim teknik ve metotların altında yatan prensipleri öğretmen adaylarına açıklarım					
26	Etkili sınıf yönetimi teknikleri konusunda öğretmen adaylarına önerilerde bulunurum					
27	Öğretmen adaylarının sınıftaki öğrencilerle iyi ilişki kurabilmeleri için onlara önerilerde bulunurum.					
<b>Planlama</b>		<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
28	Öğretmen adaylarına ders planını hazırlarken gerekli kaynaklara ulaşmasında yardımcı olurum					
29	öğretmen adaylarını ders anlatımı öncesinde planlarını hazırlarken dikkat etmesi gerekli olan bilgi ve beceriler konusunda yönlendiririm					
30	Öğretmen adaylarının ders anlatımından önce ders planının olup olmadığını kontrol ederim					



31	Öğretmen adaylarının ders planını ders anlatımından en az bir gün önce inceleyerek önerilerde bulunurum.					
32	Öğretmen adaylarının ders planını ders anlatımından önce tekrar inceleyerek, önerilerim doğrultusunda ders planını yeniden hazırlayıp hazırlamadığımı kontrol ederim.					
<b>Ders gözlemi</b>		<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>2</b>
33	Öğretmen adayları ders anlatırken onları dikkatle gözlemlerim					
34	Öğretmen adayları ders anlatırken not alırım					
35	Her öğretmen adayının anlattığı ders için gözlem ve değerlendirme formu doldururum					
36	Gözlem ve değerlendirme formunu doldurduktan sonra incelemesi için bu formu dersi anlatan öğretmen adayına veririm					
37	Öğretmen adaylarına anlattığı dersle ilgili doldurduğum gözlem-değerlendirme formunu anlaması ve bundan nasıl faydalanabileceği konusunda yardımcı olurum					
<b>Ders anlatımına dönüt</b>		<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
38	Öğretmen adaylarına dönüt vermeden önce öğretmen adaylarının kendi ders anlatımıyla ilgili yorum(yansıtma) yapmasına fırsat veririm					
39	Öğretmen adaylarına sınıfta anlattıkları her dersten sonra sözlü dönüt veririm					
40	Öğretmen adaylarına sınıfta anlattıkları her dersten sonra yazılı dönüt veririm					
41	Öğretmen adaylarına anlattığı dersle ilgili ayrıntılı dönüt veririm.					
42	Öğretmen adaylarına dönüt verirken sadece öğretmen adaylarının eksiklikleri, yanlışlıkları üzerinde değil; iyi ve doğru yaptığı konular üzerinde de yorum yaparım.					
43	Öğretmen adaylarına verdiğim dönütle ilgili yorum yapmalarına fırsat veririm					
44	Kendim ders anlattıktan sonra yansıtma yaparak öğretmen adaylarına anlatacakları dersle ilgili nasıl yansıtma yapacaklarına dair örnek model oluştururum.					
45	Kendim ders anlattıktan sonra kendi dersimle ilgili öğretmen adaylarından bana dönüt vermelerini isterim.					
46	Öğretmen adaylarının dil yetisi hakkında onlara dönüt veririm					
47	Öğretmen adaylarına sınıfta disiplini sağlama konusunda dönüt veririm.					
48	Öğretmen adaylarına sınıfta aktiviteleri düzenli ve uyumlu bir şekilde nasıl yürütebilecekleri konusunda onlara tavsiyede bulunurum.					
49	Öğretmen adaylarına sınıfta öğrencilerin ilgisini çekerek derse katabilmeleri konusunda dönüt veririm.					
50	Öğretmen adaylarına etkili sınıf yönetimi konusunda dönüt veririm.					

<b>Genel Değerlendirme</b>		<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
51	Her öğretmen adayını Açık öğretim Fakültesi tarafından belirlenen değerlendirme kriterlerine göre değerlendiririm					
52	Uygulama dönemi boyunca her öğretmen adayına ait gözlem, değerlendirme formları ve öğretmen adayına ait diğer belgeleri bulduran bir dosya tutarım					
53	öğretmen adaylarının uygulama dosyalarını uygulama dönemi boyunca belirli aralıklarla incelerim					
54	Her öğretmen adayını adil olarak değerlendiririm					
<b>Destek ve Cesaret sağlama</b>		<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
55	Ders planlama ya da ders anlatımı konularında cesaretleri kırıldığında öğretmen adaylarını cesaretlendiririm					
56	Herhangi bir sorunla karşılaştıklarında çözüm için onlara tavsiyelerde bulunurum					
57	Öğretmen adaylarına nasıl etkili öğretmen olunabileceği konusunda önerilerde bulunurum					
58	Öğretmen adaylarını kendi aralarında da etkileşim içinde olmaları, fikir ve deneyim kazanmaları için cesaretlendiririm					
<b>Kritik Düşünmeyi geliştirme</b>		<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
59	Öğretmen adayları hangi fikirlerinin daha etkili olup, hangilerinin olmadığı konusunda deneyim kazanabilmeleri için onları kendi fikirlerini sınıf içinde denemeleri konusunda cesaretlendiririm					
60	Ders sırasında herhangi bir problemle karşılaştıkları zaman, öğretmen adaylarının problemin olası kaynağı ve çözüm yolları konusunda birbirleriyle fikir alışverişinde bulunmaları konusunda onları yönlendiririm.					
61	Öğretmen adayları herhangi bir problemle karşılaştıkları zaman onlara hazır çözüm sunmak yerine ,onları problem üstünde düşündürerek çözüm yolları bulmaları konusunda cesaretlendiririm					
62	Öğretmen adaylarının ders öncesinde ve ders esnasında aldıkları kararları etkileyen faktörlerin farkına varmalarını sağlarım.					
63	Öğretmen adaylarına kendi öğretme stillerini geliştirmelerinde yardımcı olurum.					

## Appendix 9

**2006-2007 ÖĞRETİM YILI AÖF İÖLP OKUL DENEYİMİ II VE  
ÖĞRETMENLİK UYGULAMASI ÖĞRETMEN SAYILARI ( Bölgelere Göre)**

	Bölge	Lise Öğretmen Sayısı	İlköğretim Öğretmen sayısı	Lise Öğrenci Sayısı	İlköğretim Öğrenci sayısı
I	MARMAR BÖLGESİ				
1	Edirne	4	-	21	-
2	Kırklareli	3	-	15	-
3	Tekirdağ	3	-	17	-
4	İstanbul	32	-	196	-
5	Kocaeli	4	-	25	-
6	Yalova	-	-	-	-
7	Sakarya	2	-	13	-
8	Bilecik	1	-	2	-
9	Bursa	13	4	75	24
10	Balıkesir	6	-	36	-
11	Çanakkale	3	-	15	-
	<b>Toplam</b>	<b>71</b>	<b>4</b>	<b>415</b>	<b>24</b>

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II	EGE BÖLGESİ	Lise Öğretmen Sayısı	İlköğretim Öğretmen sayısı	Lise Öğrenci Sayısı	İlköğretim Öğrenci sayısı
1	İzmir	34	-	205	-
2	Manisa	10	-	61	-
3	Aydın	7	-	42	-
4	Denizli	7	-	41	-
5	Kütahya	5	-	27	-
6	Afyon	4	-	21	-
7	Uşak	5	-	29	-
8	Muğla	4	-	24	-
	<b>Toplam</b>	<b>76</b>	-	<b>450</b>	-

III	İÇ ANADOLU	Lise Öğretmen Sayısı	İlköğretim Öğretmen sayısı	Lise Öğrenci Sayısı	İlköğretim Öğrenci sayısı
1	Aksaray	2	-	8	-
2	Ankara	31	-	189	-
3	Çankırı	-	1	-	3
4	Eskişehir	74	7	455	36
5	Karaman	4	-	1	-
6	Kayseri	5	-	27	-
7	Kırıkkale	-	2	-	12
8	Kırşehir	1	-	4	-
9	Konya	7	-	39	-
10	Nevşehir	3	-	16	-
11	Niğde	1	-	5	-
12	Sivas	2	-	11	-
13	Yozgat	1	-	7	-
	<b>Toplam</b>	<b>135</b>	<b>10</b>	<b>762</b>	<b>51</b>

IV	AKDENİZ BÖLGESİ	Lise Öğretmen Sayısı	İlköğretim Öğretmen sayısı	Lise Öğrenci Sayısı	İlköğretim Öğrenci sayısı
1	Adana	16	-	94	-
2	Antalya	5	5	30	30
3	Burdur	2	-	12	-
4	Hatay	4	-	24	-
5	Isparta	5	--	28	-
6	İçel(Mersin)	13	4	75	24
7	Osmaniye	3	-	19	-
8	Kahramanmaraş	4	-	21	-
	<b>Toplam</b>	<b>52</b>	<b>9</b>	<b>303</b>	<b>54</b>

V	KARADENİZ	Lise Öğretmen Sayısı	İlköğretim Öğretmen sayısı	Lise Öğrenci Sayısı	İlköğretim Öğrenci sayısı
1	Rize	1	-	4	-
2	Trabzon	6	-	37	-
3	Artvin	1	-	3	-
4	Sinop	2	-	8	-
5	Tokat	-	4	-	21
6	Çorum	2	-	14	-
7	Amasya	2	-	8	-
8	Samsun	4	8	24	48
9	Zonguldak	4	-	23	-
10	Bolu	1	-	5	-
11	Düzce	2	-	11	-
12	Karabük	2	-	12	-
13	Bartın	1	-	5	-
14	Kastamonu	3	-	15	-
15	Bayburt	-	-	-	-
16	Giresun	2	-	10	-
17	Gümüşhane	-	-	-	-
18	Ordu	3	-	18	-
	<b>Toplam</b>	<b>35</b>	<b>12</b>	<b>197</b>	<b>69</b>

VI	GÜNEYDOĞU ANADOLU	Lise Öğretmen Sayısı	İlköğretim Öğretmen sayısı	Lise Öğrenci Sayısı	İlköğretim Öğrenci sayısı
1	Adıyaman	2	-	12	-
2	Batman	1	-	7	-
3	Diyarbakır	2	-	13	-
4	Gaziantep	5	-	27	-
5	Kilis	1	-	7	-
6	Mardin	1	-	4	-
7	Siirt	1	-	1	-
8	Şanlıurfa	1	-	4	-
	<b>Toplam</b>	<b>14</b>	-	<b>82</b>	-

VII	DOĞU ANADOLU	Lise Öğretmen Sayısı	İlköğretim Öğretmen sayısı	Lise Öğrenci Sayısı	İlköğretim Öğrenci sayısı
1	Ağrı	1	-	1	-
2	Ardahan	-	-	-	-
3	Bingöl	1	-	5	-
4	Bitlis	1	-	1	-
5	Elazığ	1	-	3	-
6	Erzincan	1	-	6	-
7	Erzurum	1	-	5	-
8	Hakkari	1	-	2	-
9	İğdır	-	-	-	-
10	Kars	-	-	-	-
11	Malatya	-	4	-	22
12	Muş	1	-	5	-
13	Tunceli	1	-	1	-
14	Van	1	-	5	-
15	Şırnak	-	-	-	-
	<b>Toplam</b>	<b>10</b>	<b>4</b>	<b>34</b>	<b>22</b>

**Bölgelere Göre Toplam Öğretmen Adayı ve Öğretmen Sayıları**

Bölgeler	Lise Öğretmen Sayısı	İlköğretim Öğretmen sayısı	Lise Öğrenci Sayısı	İlköğretim Öğrenci sayısı	Toplam Öğretmen sayısı	Toplam Öğrenci sayısı
I Marmara Böl.	71	4	415	24	75	439
II Ege Böl.	76		450		76	450
III İç Anadolu	135	10	762	51	145	813
IV Akdeniz Böl.	52	9	303	54	61	357
V Karadeniz	35	12	197	69	47	266
VI Güneydoğu	14		82		14	82
VII Doğu Anadolu	10	4	34	22	14	56
Toplam					432	2463

**Bölgelere Göre Toplam AÖF İÖLP Uygulama Öğretmen Sayıları**

Bölgeler	Lise Öğretmen Sayısı	İlköğretim Öğretmen sayısı	Toplam Öğretmen sayısı
I Marmara Böl.	71	4	75
II Ege Bölgesi	76		76
III İç Anadolu	135	10	145
IV Akdeniz Böl.	52	9	61
V Karadeniz	35	12	47
VI Güneydoğu	14		14
VII Doğu Anadolu	10	4	14
Toplam			432

**Bölgelere Göre Toplam AÖF İÖLP Öğretmen Adayı Sayıları**

Bölgeler	Lise Öğrenci Sayısı	İlköğretim Öğrenci sayısı	Toplam Öğrenci sayısı
I Marmara Böl.	415	24	439
II Ege Böl.	450		450
III İç Anadolu	762	51	813
IV Akdeniz Böl.	303	54	357
V Karadeniz	197	69	266
VI Güneydoğu	82		82
VII Doğu Anadolu	34	22	56
Toplam			2463

**Bölgelere Göre staj yapılan il sayıları**

	Bölgeler	Bölge sayısı	il	Staj yapılan il sayısı	Staj yapılmayan il sayısı	Toplam Öğretmen sayısı	Toplam Öğrenci sayısı
I	Marmara	11		10	1	75	439
II	Ege Bölğ.	8		8	-	76	450
III	İç Anadolu	13		13	-	145	813
IV	Akdeniz	8		8	-	61	357
V	Karadeniz	18		16	2	47	266
VI	Güneydoğu	8		8	-	14	82
VII	Doğu Anadolu	15		11	4	14	56
	<b>Toplam</b>	<b>81</b>		<b>74</b>	<b>7</b>	<b>432</b>	<b>2463</b>



**APPENDIX 10 Descriptives regarding the type of school teachers work at**

Factors		N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
						Lower Bound	Upper Bound		
1) Providing facilitative information	Elementary	30	4,3293	,51541	,09410	4,1368	4,5218	3,27	5,00
	Private college	5	4,5455	,29458	,13174	4,1797	4,9112	4,18	4,82
	Teacher High School	25	4,3564	,56525	,11305	4,1230	4,5897	3,00	5,00
	Anatolian high school	210	4,4078	,50532	,03487	4,3390	4,4765	2,60	5,00
	State High School	81	4,3085	,55351	,06150	4,1861	4,4309	2,55	5,00
	Science High School	6	4,5606	,48928	,19975	4,0471	5,0741	3,73	5,00
	Total	357	4,3796	,51873	,02745	4,3256	4,4336	2,55	5,00
2) Giving feedback on teaching performance	Elementary	30	4,5956	,45315	,08273	4,4263	4,7648	3,33	5,00
	Private college	5	4,7333	,38370	,17159	4,2569	5,2098	4,17	5,00
	Teacher High School	25	4,5307	,46834	,09367	4,3373	4,7240	3,33	5,00
	Anatolian high school	210	4,5694	,45930	,03169	4,5070	4,6319	2,17	5,00
	State High School	81	4,4115	,55345	,06149	4,2891	4,5339	2,67	5,00
	Science High School	6	4,5556	,55444	,22635	3,9737	5,1374	3,67	5,00
	Total	357	4,5352	,48498	,02567	4,4847	4,5856	2,17	5,00
3) Facilitating student teachers' autonomy	Elementary	29	4,4931	,45664	,08480	4,3194	4,6668	3,50	5,00
	Private college	5	4,3333	,62361	,27889	3,5590	5,1076	3,50	4,83
	Teacher High School	25	4,5307	,42426	,08485	4,3555	4,7058	3,33	5,00
	Anatolian high school	210	4,5087	,44979	,03104	4,4475	4,5698	3,17	5,00
	State High School	81	4,3967	,52524	,05836	4,2806	4,5128	2,33	5,00
	Science High School	6	4,6667	,40825	,16667	4,2382	5,0951	4,17	5,00
	Total	356	4,4837	,46879	,02485	4,4348	4,5325	2,33	5,00
4) Providing moral support	Elementary	30	4,7250	,29617	,05407	4,6144	4,8356	3,75	5,00
	Private college	5	4,9500	,11180	,05000	4,8112	5,0888	4,75	5,00
	Teacher High School	25	4,7200	,32532	,06506	4,5857	4,8543	4,00	5,00
	Anatolian high school	210	4,7187	,37681	,02600	4,6674	4,7699	3,50	5,00
	State High School	81	4,7315	,41791	,04643	4,6391	4,8239	3,00	5,00
	Science High School	6	4,6667	,37639	,15366	4,2717	5,0617	4,00	5,00
	Total	357	4,7246	,37392	,01979	4,6856	4,7635	3,00	5,00
5) Facilitating socialization with staff	Elementary	30	3,3889	,77846	,14213	3,0982	3,6796	1,67	5,00
	Private college	5	2,9333	,43461	,19437	2,3937	3,4730	2,33	3,33
	Teacher High School	25	3,7067	,91954	,18391	3,3271	4,0862	1,33	5,00
	Anatolian high school	210	3,4952	,85466	,05898	3,3790	3,6115	1,33	5,00
	State High School	81	3,5638	,79345	,08816	3,3883	3,7392	1,67	5,00
	Science High School	6	3,7222	,44305	,18088	3,2573	4,1872	3,00	4,33
	Total	357	3,5126	,83169	,04402	3,4260	3,5992	1,33	5,00
6) Assisting on lesson planning	Elementary	29	4,4253	,45335	,08419	4,2528	4,5977	3,33	5,00
	Private college	5	4,3333	,62361	,27889	3,5590	5,1076	3,67	5,00
	Teacher High School	25	4,6133	,48762	,09752	4,4121	4,8146	3,67	5,00
	Anatolian high school	210	4,4159	,58677	,04049	4,3361	4,4957	2,33	5,00
	State High School	81	4,3025	,60041	,06671	4,1697	4,4352	2,00	5,00
	Science High School	6	4,5556	,65546	,26759	3,8677	5,2434	3,33	5,00
	Total	356	4,4059	,57677	,03057	4,3458	4,4660	2,00	5,00

7) Mentor roles that were not pre-estimated	Elementary	30	4,3556	,77772	,14199	4,0651	4,6460	2,00	5,00
	Private college	5	4,2000	,86923	,38873	3,1207	5,2793	3,00	5,00
	Teacher High School	25	4,4867	,57317	,11463	4,2501	4,7233	3,00	5,00
	Anatolian high school	210	4,3651	,65545	,04523	4,2759	4,4542	2,00	5,00
	State High School	81	4,2716	,66898	,07433	4,1237	4,4195	1,67	5,00
	Science High School	6	4,5000	,45947	,18758	4,0178	4,9822	4,00	5,00
	Total	357	4,3515	,66272	,03507	4,2826	4,4205	1,67	5,00
8) Preparation for the mentor role	Elementary	30	4,0333	,61495	,11227	3,8037	4,2630	3,00	5,00
	Private college	5	3,6667	,97183	,43461	2,4600	4,8733	2,33	5,00
	Teacher High School	25	3,8667	,76376	,15275	3,5514	4,1819	1,67	5,00
	Anatolian high school	210	3,9873	,71929	,04964	3,8895	4,0852	2,00	5,00
	State High School	81	3,8745	,80688	,08965	3,6961	4,0529	2,00	5,00
	Science High School	6	4,2222	,45542	,18592	3,7443	4,7002	3,67	5,00
	Total	357	3,9566	,73432	,03886	3,8801	4,0330	1,67	5,00
9) Using observation forms	Elementary	30	4,6000	,54772	,10000	4,3955	4,8045	3,00	5,00
	Private college	5	3,4000	1,55724	,69642	1,4664	5,3336	1,50	5,00
	Teacher High School	25	4,4200	,71705	,14341	4,1240	4,7160	3,00	5,00
	Anatolian high school	210	4,2119	,85370	,05891	4,0958	4,3280	1,00	5,00
	State High School	81	4,1049	,83933	,09326	3,9193	4,2905	2,00	5,00
	Science High School	6	4,0000	,70711	,28868	3,2579	4,7421	3,00	5,00
	Total	357	4,2199	,84133	,04453	4,1323	4,3075	1,00	5,00
10) Interacting with other cooperating teacher	Elementary	30	3,7833	,84775	,15478	3,4668	4,0999	1,50	5,00
	Private college	5	3,1000	1,24499	,55678	1,5541	4,6459	1,00	4,00
	Teacher High School	25	3,6800	1,37598	,27520	3,1120	4,2480	1,00	5,00
	Anatolian high school	210	3,9405	,87770	,06057	3,8211	4,0599	1,00	5,00
	State High School	81	3,8457	,87193	,09688	3,6529	4,0385	2,00	5,00
	Science High School	6	3,5000	1,37840	,56273	2,0535	4,9465	1,00	5,00
	Total	357	3,8683	,93288	,04937	3,7712	3,9654	1,00	5,00

**Appendix 11**  
**Descriptives regarding the type of schools student teachers are having teaching practice**

		N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
Factors	Type od school					Lower Bound	Upper Bound		
1) Providing facilitative information	Elementary	158	4,2734	,63200	,05028	4,1741	4,3727	1,56	5,00
	Private college	29	4,0849	,50296	,09340	3,8936	4,2762	2,27	4,91
	Teacher High School	114	4,3278	,52633	,04930	4,2302	4,4255	2,27	5,00
	Anatolian high school	1096	4,2761	,55267	,01669	4,2433	4,3088	1,18	5,00
	State High School	424	4,2605	,54457	,02645	4,2086	4,3125	1,91	5,00
	Science High School	23	4,2755	,38989	,08130	4,1069	4,4441	3,55	4,82
	Total	1844	4,2725	,55407	,01290	4,2472	4,2978	1,18	5,00
2) Giving feedback on teaching performance	Elementary	158	4,5603	,42762	,03402	4,4931	4,6275	2,83	5,00
	Private college	29	4,3218	,51357	,09537	4,1265	4,5172	2,83	5,00
	Teacher High School	114	4,5380	,41897	,03924	4,4603	4,6158	3,17	5,00
	Anatolian high school	1094	4,4933	,48552	,01468	4,4645	4,5221	1,33	5,00
	State High School	423	4,4738	,49545	,02409	4,4265	4,5212	2,33	5,00
	Science High School	23	4,6232	,29395	,06129	4,4961	4,7503	3,83	5,00
	Total	1841	4,4963	,47856	,01115	4,4744	4,5182	1,33	5,00
3) Facilitating student teachers' autonomy	Elementary	158	4,4800	,56572	,04501	4,3911	4,5689	2,20	5,00
	Private college	28	4,3214	,36932	,06979	4,1782	4,4646	3,33	5,00
	Teacher High School	114	4,4716	,49507	,04637	4,3798	4,5635	3,00	5,00
	Anatolian high school	1091	4,4604	,51401	,01556	4,4298	4,4909	1,33	5,00
	State High School	423	4,4240	,54955	,02672	4,3714	4,4765	1,00	5,00
	Science High School	23	4,5000	,61134	,12747	4,2356	4,7644	2,50	5,00
	Total	1837	4,4527	,52517	,01225	4,4287	4,4768	1,00	5,00
4) Providing moral support	Elementary	158	4,6487	,47805	,03803	4,5736	4,7239	2,50	5,00
	Private college	29	4,5776	,43068	,07997	4,4138	4,7414	3,50	5,00
	Teacher High School	114	4,6228	,46354	,04341	4,5368	4,7088	3,00	5,00
	Anatolian high school	1096	4,6268	,50297	,01519	4,5970	4,6566	1,50	5,00
	State High School	424	4,6390	,49293	,02394	4,5919	4,6860	1,00	5,00
	Science High School	22	4,7727	,29790	,06351	4,6406	4,9048	4,00	5,00
	Total	1843	4,6322	,49296	,01148	4,6097	4,6547	1,00	5,00
5) Facilitating socialization with staff	Elementary	158	3,4103	,97121	,07727	3,2577	3,5630	1,33	5,00
	Private college	29	3,1437	1,04248	,19358	2,7471	3,5402	1,00	4,67
	Teacher High School	114	3,4444	1,11609	,10453	3,2373	3,6515	1,00	5,00
	Anatolian high school	1096	3,4927	,91614	,02767	3,4384	3,5470	1,00	5,00
	State High School	424	3,5814	,97284	,04725	3,4885	3,6742	1,00	5,00
	Science High School	23	3,7319	,76992	,16054	3,3989	4,0648	2,33	5,00
	Total	1844	3,5005	,94937	,02211	3,4572	3,5439	1,00	5,00

6) Assisting on lesson planning	Elementary	158	4,3903	,66235	,05269	4,2862	4,4944	1,00	5,00
	Private college	29	4,3448	,53067	,09854	4,1430	4,5467	3,00	5,00
	Teacher High School	114	4,4444	,50885	,04766	4,3500	4,5389	3,00	5,00
	Anatolian high school	1093	4,4881	,57639	,01743	4,4539	4,5223	1,33	5,00
	State High School	424	4,4454	,61070	,02966	4,3871	4,5037	2,00	5,00
	Science High School	23	4,4638	,44653	,09311	4,2707	4,6569	3,33	5,00
	Total	1841	4,4646	,58656	,01367	4,4378	4,4914	1,00	5,00
	Elementary	158	4,4778	,50967	,04055	4,3978	4,5579	3,00	5,00
	Private college	28	4,2857	,43238	,08171	4,1181	4,4534	3,67	5,00
	Teacher High School	114	4,4474	,51301	,04805	4,3522	4,5426	3,00	5,00
7) Mentor roles that were not pre-estimated	Anatolian high school	1091	4,4450	,57632	,01745	4,4108	4,4792	1,33	5,00
	State High School	423	4,3798	,59205	,02879	4,3232	4,4364	2,00	5,00
	Science High School	23	4,6739	,37765	,07875	4,5106	4,8372	3,50	5,00
	Total	1837	4,4334	,56798	,01325	4,4074	4,4594	1,33	5,00
	Elementary	158	4,3270	,55481	,04414	4,2398	4,4142	2,33	5,00
8) Preparation for the mentor role	Private college	29	4,2644	,52235	,09700	4,0657	4,4631	3,00	5,00
	Teacher High School	114	4,2953	,54087	,05066	4,1950	4,3957	3,00	5,00
	Anatolian high school	1096	4,3447	,57170	,01727	4,3109	4,3786	1,33	5,00
	State High School	424	4,2795	,63139	,03066	4,2192	4,3398	2,33	5,00
	Science High School	22	4,5606	,51830	,11050	4,3308	4,7904	3,00	5,00
	Total	1843	4,3265	,58199	,01356	4,2999	4,3530	1,33	5,00
	Elementary	158	4,3703	,77825	,06191	4,2480	4,4925	1,00	5,00
	Private college	29	4,0345	1,04310	,19370	3,6377	4,4313	1,00	5,00
	Teacher High School	114	4,2851	,72554	,06795	4,1505	4,4197	1,50	5,00
	Anatolian high school	1089	4,3393	,82576	,02502	4,2902	4,3884	1,00	5,00
9) Using observation forms	State High School	424	4,3184	,74538	,03620	4,2472	4,3895	1,00	5,00
	Science High School	23	4,3261	,93673	,19532	3,9210	4,7312	1,00	5,00
	Total	1837	4,3288	,80318	,01874	4,2920	4,3656	1,00	5,00
	Elementary	158	3,9082	,76099	,06054	3,7886	4,0278	2,00	5,00
	Private college	29	3,7931	,72601	,13482	3,5169	4,0693	1,50	5,00
10) Interacting with other cooperating teacher	Teacher High School	114	3,9079	,76008	,07119	3,7669	4,0489	1,00	5,00
	Anatolian high school	1093	3,9776	,76568	,02316	3,9321	4,0230	1,00	5,00
	State High School	423	3,9303	,77688	,03777	3,8560	4,0045	1,00	5,00
	Science High School	23	3,9783	1,09210	,22772	3,5060	4,4505	2,00	5,00
	Total	1840	3,9535	,77139	,01798	3,9183	3,9888	1,00	5,00

## Appendix 12

### List of the 112 Cooperating Schools in Turkey in 2006-2007

	Okul Adres
1	<b>Adana Erkek Lisesi Müdürlüğüne</b> <b>Turhan CEMAL BERİKER BULVARI KEMAL MATBAASI ARKASI</b> <b>SEYHAN/ADANA</b>
2	<b>ÇUKUROVA ELEKTRİK ANADOLU TEKNİK VE E.M.L. Müdürlüğüne</b> <b>Toros mahallesi Kenan Evren Bulvarı</b> <b>Seyhan-ADANA</b>
3	<b>İsmet İnönü Tek. L. ve E. M. L Müdürlüğüne</b> <b>İstiklal Mah.Ferit Celal Güven Cd. No:1</b> <b>Seyhan/ ADANA</b>
4	SABANCI ANADOLU TEKSTİL MESLEK LİSESİ MÜDÜRLÜĞÜNE Atatürk Caddesi NO:44 Seyhan-ADANA
5	Adıyaman Anadolu Lisesi Müdürlüğüne Karpınar Mahallesi Merkez/ADİYAMAN
6	<b>Milli Piyango Anadolu Lisesi Müdürlüğüne</b> <b>Yeşilyurt Mahallesi Uydukent PK 35</b> <b>Merkez/ AFYON</b>
7	Cumhuriyet Lisesi Müdürlüğüne Cumhuriyet Mah. PK04100 Merkez/AĞRI
8	Hazım Kulak Anadolu Lisesi Müdürlüğüne Bölcek Mah. Tatar Sok. Merkez/ AKSARAY
9	<b>Amasya Anadolu Öğretmen Lisesi Müdürlüğüne</b> <b>Gökmedrese Mah. Hal Yanı karşı</b> <b>AMASYA/MERKEZ</b>
10	<b>Atatürk Anadolu Lisesi Müdürlüğüne</b> <b>Konya Yolu Çiftlik Kavşağı Başkent Öğretmenevi arkası</b> <b>YENİMAHALLE / ANKARA</b>
11	<b>ÇağrıBey Anadolu Lisesi Müdürlüğüne</b> <b>Kazım Orbay Mahallesi 3. cadde</b> <b>Mamak / ANKARA</b>
12	HACI ÖMER TARMAN ANADOLU LİSESİ Müdürlüğüne Hoşdere Cad. No:111 Yukarıyancı Çankaya/ ANKARA

13	<b>HASAN ALİ YÜCEL ANADOLU. ÖĞRETMEN LİSESİ Müdürlüğüne</b> <b>ÇİĞDEM MAH.</b> <b>BALGAT / ANKARA</b>
14	<b>Mamak Anadolu Lisesi Müdürlüğüne</b> <b>Aşık Veysel Mahallesi Bağlar Başı Caddesi No:5 Abidin Paşa Ptt arkası-Mamak /ANKARA</b>
15	<b>Başöğretmen Atatürk İlköğretim Okulu Müdürlüğüne</b> <b>Sinan Mah.Cebesoy Cad.1284 Sok.</b> <b>Merkez/ANTALYA</b>
16	<b>HACİMELİKE MEHMET BİLEYDİ ANADOLU LİSESİ Müdürlüğüne</b> <b>Zerdalilik Mahallesi 1391 Sok. 07100</b> <b>ANTALYA-Merkez</b>
17	<b>Artvin Lisesi Müdürlüğüne</b> <b>Çarşı Mah . İnönü Cad. PK 08000</b> <b>ARTVİN- MERKEZ</b>
18	<b>SÜLEYMAN DEMİREL ANADOLU LİSESİ Müdürlüğüne</b> <b>ADNAN MENDERES MAH. AYDIN CAD. NO:35</b> <b>AYDIN- MERKEZ</b>
19	<b>Cumhuriyet Anadolu Lisesi Müdürlüğüne</b> <b>1.Gündoğan Mh. Gülban Cad.</b> <b>Merkez/ BALIKESİR</b>
20	<b>BARTIN ANADOLU ÖĞRETMEN LİSESİ Müdürlüğüne</b> <b>Ömertepesi Mevkii Kanlırmak Caddesi</b> <b>Merkez- BARTIN</b>
21	<b>ZİYA GÖKALP ANADOLU LİSESİ Müdürlüğüne</b> <b>Belde Mah. 3245 Sok . No 7.</b> <b>Merkez /BATMAN</b>
22	<b>ANADOLU ÖĞRETMEN LİSESİ Müdürlüğüne</b> <b>Beşiktaş Mahallesi Selöz Köyü Yolu 11100</b> <b>Merkez-BİLECİK</b>
23	<b>BİNGÖL ANADOLU LİSESİ Müdürlüğüne</b> <b>Şehir Stadyumu Karşısı</b> <b>Merkez-BİNGÖL</b>
24	<b>BİTLİS ANADOLU LİSESİ Müdürlüğüne</b> <b>Selami Yurda Cadd. Emniyet Karşısı</b> <b>BİTLİS -MERKEZ</b>
25	<b>İZZET BAYSAL ANADOLU LİSESİ Müdürlüğüne</b> <b>Sümer Mah. Cumhuriyet Cad.</b> <b>Merkez/BOLU</b>
26	<b>BURDUR ANADOLU LİSESİ Müdürlüğüne</b> <b>Özgür Mahallesi İsmet İnönü Blv. No:31 Burdur Anadolu Lisesi</b> <b>BURDUR –MERKEZ</b>

27	BURSA ANADOLU KIZ LİSESİ Müdürlüğüne İBRAHİMPAŞA MAHALLESİ KIZ OKULU CAD. NO :13 Osmangazi/ BURSA
28	SETBAŞI İLKÖĞRETİM OKULU Müdürlüğüne Karaağaç Mah. İpekçilik Cad. Yıldırım/BURSA
29	TOPHANE ANADOLU MESLEK-TEKNİK LİSESİ VE EML Müdürlüğüne Hastayurdu Cd.No:2 Osmangazi/ BURSA
30	İBRAHİM BODUR ANADOLU LİSESİ Müdürlüğüne BARBAROS MAH. ATATÜRK CAD ÇANAKKALE -MERKEZ
31	TOBB İLKÖĞRETİM OKULU Müdürlüğüne PK 18100 Merkez-ÇANKIRI
32	Atatürk Lisesi Müdürlüğüne Gazi Cad. No:89 Merkez/ ÇORUM
33	Kazım Kaynak Lisesi Müdürlüğüne Akkonak Mah. Fatih Cad. Merkez/DENİZLİ
34	Nevzat Erten Lisesi Müdürlüğüne Akkonak Mah. 1842 Sok. No. 5 Merkez/ DENİZLİ
35	DİYARBAKIR ANADOLU LİSESİ Müdürlüğüne Köşkler Mh.Şehitlik Cad. Merkez/ DİYARBAKIR
36	DÜZCE LİSESİ Müdürlüğüne Kültür Mahallesi PK 81100 Merkez/ DÜZCE
37	ANADOLU ÖĞRETMEN LİSESİ Müdürlüğüne Londra Asfaltı Merkez/ EDİRNE
38	ELAZIĞ ANADOLU LİSESİ Müdürlüğüne RİZAİYE MAH. İNÖNÜ CAD. NO:81 Merkez/ELAZIĞ
39	MİLLİYET ANADOLU ÖĞRETMEN LİSESİ Müdürlüğüne Başbağlar Mah. Merkez/ ERZİNCAN
40	CUMHURİYET LİSESİ Müdürlüğüne 50. Yıl Caddesi PK 25100 Merkez/ERZURUM
41	19 MAYIS ANADOLU LİSESİ Müdürlüğüne ALANÖNÜ MAH.GAZİ CAD.YAĞLI SK.NO:6 Merkez/ESKİŞEHİR

42	AHMET KANATLI LİSESİ Müdürlüğüne Basın şehitleri Cad.No: 337 ESKİŞEHİR –MERKEZ
43	ATATÜRK LİSESİ Müdürlüğüne Akcami Mh.Lise Cad.Malhatun Sk.No.20 ESKİŞEHİR -MERKEZ
44	CUMHURİYET LİSESİ Müdürlüğüne AKARBAŞI MAH. ŞEHİT ZEYNEL TOKÖZ SK. NO :45 Merkez-ESKİŞEHİR
45	ESKİŞEHİR ANADOLU LİSESİ Müdürlüğüne ULUÖNDER MAH.İSMET İNÖNÜ – 2 CD. NO: 81 ESKİŞEHİR -MERKEZ
46	FATİH ANADOLU LİSESİ Müdürlüğüne BASIN ŞEHİTLERİ (KÜTAHYA) CAD.ÇINAR DURAĞI KARŞISI NO.114-D Merkez/ ESKİŞEHİR
47	HOCA AHMED YESEVİ LİSESİ Müdürlüğüne Yenikent Mahallesi Özten Sokak No:17 Merkez-ESKİŞEHİR
48	KILIÇOĞLU ANADOLU LİSESİ Müdürlüğüne YENİKENT MAH.SİNAN ALAĞAÇ CAD.NO 38 Merkez- ESKİŞEHİR
49	MAT-FKB ÖZEL GELİŞİM LİSESİ Müdürlüğüne <b>MAT-FKB Özel Gelişim Okulları Keskin Yolu 1,5. km. Zincirlikuyu Mh. Çiftlikyolu Sk. No:36 ESKİŞEHİR</b>
50	MUZAFFER ÇİL ANADOLU LİSESİ Müdürlüğüne Şirintepe Mahallesi, Çoraklık Caddesi, No:142, 26200 ESKİŞEHİR
51	ÖZEL ATAYURT OKULLARI Müdürlüğüne Eskişehir-Bursa Karayolu 10. Km. Eskişehir
52	PR.DR.ORHAN OĞUZ AND. LİSESİ Müdürlüğüne KUMLUBEL MAHALLESİ TOPLUM SOKAK NO: 34 ESKİŞEHİR -MERKEZ
53	SALİH ZEKİ ANADOLU LİSESİ Müdürlüğü GÜLTEPE MAHALLESİ OKÇULAR SOKAK NO:3 (26040) ESKİŞEHİR
54	SOSYAL BİLİMLER LİSESİ Müdürlüğüne Uluönder Mahallesi Erzurum Kongresi Caddesi No: 4 Eskişehir-merkez
55	SÜLEYMAN ÇAKIR LİSESİ Müdürlüğüne Arifiye Mahallesi Süleyman Çakır Caddesi No :1 Merkez-ESKİŞEHİR



56	YUNUSEMRE LİSESİ Müdürlüğüne YENİDOĞAN MAH ASİL SOK.NO:5 YUNUSKENT ESKİŞEHİR -MERKEZ
57	GAZİANTEP ANADOLU LİSESİ Müdürlüğüne Güvenevler Mahallesi Köy Hizmetleri karşısı 27200 Şehitkâmil GAZİANTEP
58	HAMDİ BOZDAĞ ANADOLU LİSESİ Müdürlüğüne Gaziler Mah. 3. nolu Sok. Güre Mevkii PK 28200 Merkez/ GİRESUN
59	HAKKARİ ANADOLU LİSESİ Müdürlüğüne Gazi Mahallesi Merkez/ HAKKARİ
60	OSMAN ÖKTEN ANADOLU LİSESİ Müdürlüğüne Atatürk Caddesi İskenderun Yolu Üzeri Merkez-HATA Y
61	MİLLİ PİYANGO ANADOLU LİSESİ Müdürlüğüne S. demirel Eğitim Kompleksi Merkez-İSPARTA
62	DAVUTPAŞA LİSESİ Müdürlüğü Koca Mustafa Paşa Cad. No:14 Fatih-İSTANBUL
63	Kadıköy Anadolu Meslek ve Meslek Lisesi Müdürlüğüne Moda Caddesi Cem Sokak No:195 P.K.:34710 Kadıköy/İSTANBUL
64	KENAN EVREN ANADOLU LİSESİ Müdürlüğüne Recep Peker Cad. No:17 Kızıltoprak Kadıköy/ İSTANBUL
65	PERTEVNİYAL LİSESİ Müdürlüğüne Atatürk Bulvarı Fatih- İSTANBUL
66	ŞEHREMİNİ ANADOLU LİSESİ Müdürlüğüne Adres Millet Caddesi Dervişpaşa Sokak No:1 (Posta Kodu: 34104) Çapa – İSTANBUL
67	ATAKENT ANADOLU LİSESİ Müdürlüğüne 2039 Sokak No:2 Atakent Karşıyaka-İZMİR
68	BORNOVA MUSTAFA KEMAL LİSESİ Müdürlüğüne Özkanlar-Bornova İZMİR
69	BUCA HOCA AHMET YESEVİ LİSESİ Müdürlüğüne Göksu mah. 693/ 6 Sok.1 İZMİR

70	İZMİR KIZ LİSESİ Müdürlüğüne Mithat Paşa Cad. No:47 Karataş İZMİR
71	KONAK NAMIK KEMAL LİSESİ Müdürlüğüne Dr. Mustafa EnverBey cad. 1393 Sk No.35 Alsancak/İZMİR
72	ÇUKUROVA ELEKTRİK ANADOLU LİSESİ Müdürlüğüne Yunusemre Mah. Kadir Paşa Bulvarı No:1 Merkez-KAHRAMANMARAŞ
73	75.YIL ANADOLU LİSESİ Müdürlüğüne 70 Evler Mah. Merkez- KARABÜK
74	KARAMAN ANADOLU LİSESİ Müdürlüğüne Ziya Gökalp Mah. Hoca Ahmet Yesevi Cad. Merkez-KARAMAN
75	GÖL ANADOLU ÖĞRETMEN LİSESİ Müdürlüğüne Kuzeykent mah. Merkez- KASTAMONU
76	SAMİ YANGIN ANADOLU LİSESİ Müdürlüğüne Fevzi Çakmak Mah. Nil Cad. No:91 Kocasinan KAYSERİ
77	MİLLİ EĞİTİM VAKFI İLKÖĞRETİM OKULU Müdürlüğüne Bahçelievler Mah. J.Er Nejet Öcal Cad. Merkez-KIRIKKALE
78	KIRKLARELİ ANADOLU LİSESİ Müdürlüğüne Karakaş Mah. Sungur Bey Cad. Merkez- KIRKLARELİ
79	PROF.DR.İLHAN KILIÇÖZLÜ FEN LİSESİ Müdürlüğüne Ankara-Kayseri Yolu üzeri Kervansaray Mah. Anadolu Sok. No:6 Merkez- KIRŞEHİR
80	H.M.K. ANADOLU LİSESİ Müdürlüğüne İnönü Bulv. Gaziantep Yolu üzeri Emniyet Müdr. Yanı Merkez-KİLİS
81	İZMİT LİSESİ Müdürlüğüne İNÖNÜ CAD. VELİ AHMET MAH.NO: 103 Kocaeli/ İZMİT
82	SELÇUKLU ANADOLU LİSESİ Müdürlüğüne :Kaşkarlı Mahmut Mah. İbn-i Sina Cad. Selçuklu- KONYA
83	KILIÇASLAN ANADOLU LİSESİ Müdürlüğüne İSTASYON CADDESİ DSİ yanı KÜTAHYA- MERKEZ

84	İNÖNÜ İLKÖĞRETİM OKULU Müdürlüğüne Başharık Mah. 19.Sokak MALATYA
85	FATİH ANADOLU LİSESİ Müdürlüğüne Tevfikye Mah. Doğu Cad. No:8 Merkez- MANİSA
86	MANİSA ANADOLU ÖĞRETMEN LİSESİ Müdürlüğüne  2. Anafartalar Mahallesi. Tümen Cad. No : 29  MANİSA
87	MARDİN İMKB ANADOLU ÖĞRETMEN LİSESİ Müdürlüğüne Meslek Yüksek Okulu Arkası İstasyon MARDİN -MERKEZ
88	ATATÜRK LİSESİ Müdürlüğüne NUSRATİYE MAH. ÇİFTÇİLER CAD. MUHİT YOLU MERSİN
89	İLERİ İLKÖĞRETİM OKULU Müdürlüğüne Camişerif Mah.İstiklal Cad No.44 MERSİN-Merkez
90	ŞEVKET POZCU LİSESİ Müdürlüğüne Güvenevler mah, 1. cadde, Güven sitesi yani Pozcu- MERSİN
91	MUĞLA ANADOLU LİSESİ Müdürlüğüne Emirbeyazıt Mah. Emek Cad. 48000 MUĞLA
92	MUŞ ANADOLU ÖĞRETMEN LİSESİ Müdürlüğüne İstasyon Caddesi Zafer Mah.Yolayırımı Merkez-MUŞ
93	NEVŞEHİR LİSESİ Müdürlüğüne Lise Cad. Yenimahalle Merkez/ Nevşehir
94	NİĞDE ANADOLU LİSESİ Müdürlüğüne Hastaneler Cad. Öğretmenevi Arkası Merkez- NİĞDE
95	ORDU ANADOLU LİSESİ Müdürlüğüne Akyazı Mahallesi Huzur Sok.No:75-Ordu Anadolu Lisesi Merkez- ORDU
96	OSMANİYE FEN LİSESİ Müdürlüğüne TOBB Osmaniye Fen Lisesi Yüksek Okul Yolu Üzeri Merkez -OSMANİYE
97	ANADOLU ÖĞRETMEN LİSESİ Müdürlüğüne Engindere Mah. Merkez- RİZE

98	ATATÜRK LİSESİ Müdürlüğüne Çark Çaddesi No.105 Adapazarı- SAKARYA
99	100. YIL LİSESİ Müdürlüğüne Saitbey Mah. Kulaca Cad. No:25 Merkez- SAMSUN
100	23 NİSAN İLKÖĞRETİM OKULU Müdürlüğüne KALE MAH. İSTİKLAL CAD. NO:45 Merkez- SAMSUN
101	ATATÜRK ANADOLU LİSESİ Müdürlüğüne Merkez- SİİRT
102	SİNOP ANADOLU ÖĞRETMEN LİSESİ Müdürlüğüne İNCE DAYI MH.OKULLAR CAD.NO:49 Merkez- SİNOP
103	CUMHURİYET ANADOLU LİSESİ Müdürlüğüne SİVAS MERKEZ 3 Ferhatbostan Mah. Merkez- SİVAS
104	ÇEAŞ ANADOLU LİSESİ Müdürlüğüne ULUBATLI MAH. GAP CAD. Merkez/ ŞANLIURFA
105	TEKİRDAĞ ANADOLU LİSESİ Müdürlüğüne Hürriyet Mh. Dereağızı Mevkii 59030 Merkez- TEKİRDAĞ
106	VAKIFBANK NAMIK KEMAL İLKÖĞRETİM OKULU Müdürlüğüne Merkez- TOKAT
107	TEVFİK SERDAR ANADOLU LİSESİ Müdürlüğüne 1 NOLU ERDOĞDU MAHALLESİ KAYALIK TÜRBE SOKAK NO:40 Merkez- TRABZON
108	TUNCELİ ANADOLU LİSESİ Müdürlüğüne ATATÜRK MAH TEDAŞ ARKASI Merkez- TUNCELİ
109	UŞAK ANADOLU LİSESİ Müdürlüğüne KURTULUŞ MAH. BUĞDAYLI SOKAK NO:36 Merkez-UŞAK
110	VAN MİLLİ PİYANGO ANADOLU LİSESİ Müdürlüğüne Vali Mithat Bey Meh. Eski Sanayi Sitesi Merkez- VAN
111	Yozgat Anadolu Lisesi Müdürlüğüne Köseoğlu Mah. Adnan Menderes Bulvarı. No:17 Merkez- YOZGAT
112	MEHMET ÇELİKEL LİSESİ Müdürlüğüne Mehmet Çelikel Lisesi Terakki Mh.Lise Sk.No:4 ZONGULDAK -MERKEZ

### Appendix 13 Cover Letter

Sayın Okul Müdürü,

Anadolu Üniversitesince desteklenen ‘Anadolu Üniversitesi Açık Öğretim Fakültesi Uzaktan İngilizce Öğretmenliği Programındaki öğretmen adaylarının ve onların danışman öğretmenlerinin öğretmenlik uygulaması dönemindeki danışman rolleri konusundaki düşünceleri’ isimli doktora tez çalışması kapsamında okulunuza öğretmenlik uygulamasına gelen 4. sınıf AÖF İÖLP öğretmen adayları için ‘Öğretmen Adayı Anketi’ ve onlara danışmanlık yapan İngilizce uygulama öğretmenleri için ‘Uygulama Öğretmen Anketi’ hazırlanmıştır. Anketlerin ilgili öğretmen aday ve uygulama öğretmenlerine iletilmesi, ve aşağıda belirteceğim adrese Aras Kargo ile geri gönderilmesi konusunda yardımlarınızı rica ediyorum. Anketlerin geri dönüşümü ‘geri ödemelidir’ ve kargo ücreti AÜ tarafından ödenecektir.

İlgi, yardım, ve emekleriniz size, uygulama öğretmenlerine ve öğretmen adaylarına çok teşekkür eder, saygıları sunarım.

Ebru Melek KOÇ

Anadolu Üniversitesi Eğitim Bilimleri Enstitüsü Araş. Gör.&  
Proje görevlisi

Adres: Anadolu Üniversitesi Eğitim Bilimleri Enstitüsü

Yunus Emre Kampusu 26470

Tel: (0222) 335 05 80-3580

Ek 1: MEB Eğitim Araştırma ve Geliştirme Dairesi Başkanlığı tarafından anketin Türkiye’de bütün illerdeki okullarda uygulanabileceğine yönelik verilen anket uygulama izni



**APPENDIX 15****Uygulama Öğretmenleri için hazırlanan röportaj soruları**

- 1) Öğretmenlik uygulamasından önce öğrencilere yapacağınız danışmanlıkla ilgili her hangi bir eğitim aldınız mı? (ya dönem boyunca?)
- 2) Uygulama dönemi sırasında karşılaştığınız zorluklar neler?
- 3) Bu zorlukları nasıl aşıyorsunuz?
- 4) Öğretmen adaylarının staj boyunca danışmanlığı sırasında uygulama öğretmeninin rollerinin ne olduğunu düşünüyorsunuz? (Rolünüzü ne derece önemli buluyosunuz?)
- 5) Danışmanlık rolünüzle ilgili olarak en önemli ve en az önemli bulduklarınız hangileri?
- 6) Öğrencilerinizin hangi konularda zorluk yaşadığınız gözlemliyorsunuz?

## Appendix 16

### Öğretmen Adayları için hazırlanan röportaj soruları

- 1) Eğitiminiz sırasında uzaktan öğretim sistemi ile ilgili yaşadığınız sorunlar neler?
- 2) Uygulama dönemi sırasında karşılaştığınız zorluklar neler?
- 3) Bu zorlukları aşmanızda danışmanınızın rolü ne?
- 4) Öğretmenlik deneyiminiz süresince size danışmanlık yapan uygulama öğretmeninizin rollerinin ne olduğunu düşünüyorsunuz?
- 5) Size göre bu rollerden en önemlileri ve diğerlerine göre daha az önem taşıyanları hangileri?
- 6) Öğretmenlik deneyiminiz süresince uygulama öğretmeninizin gelişiminizdeki rolünün ne derce önemli olduğunu düşünüyorsunuz?
- 7) Bu rollerden en önemli ve en az önemli bulduklarınız hangileri?



## Appendix 17

### CTs' score with regard to 10 mentor role dimensions

Table 4.3 Mean scores of the CTQ with regard to each mentor role dimension, and the items under each role dimension

		<b>Mean</b>
<b>CTs' score with regard to 10 mentor role dimensions</b>		<b>4,22</b>
<b><i>Factor I: Providing facilitative information to enhance classroom performance</i></b>		<b>4,38</b>
23	I share with the student teachers information about the effective methods to use in establishing classroom discipline	4,399
43	I give feedback to the students teachers about how to establish classroom discipline.	4,397
27	I advice the student teachers on how to establish close relationship with the pupils	4,426
44	I give feedback to the student teachers about how to participate the learners to the lesson by taking their attention.	4,554
26	I provide with suggestions about effective classroom management techniques to the student teachers	4,403
14	I give information to the student teachers about the rules and policies they are to obey at the cooperating school	4,461
24	I assist the student teachers to compare the theory taught at the university with their observations at the cooperating school	4,303
45	I give feedback to the student teachers about how to organize classroom activities such as pair work and group work activities effectively.	4,374
25	I explain the principles underlying certain teaching techniques to the student teachers whenever s/he needs.	4,157
15	I share with the student teachers information about how to operate and use the technical equipments such as video, OHO, type-recorder, etc.	4,371
12	I share with the student teachers information about the interests, skills, and level of success of the pupils in the class	4,370
<b><i>Factor II: Giving feedback on teaching performance using feedback strategies</i></b>		<b>4,53</b>
39	I give feedback not only about the weaknesses of the student teachers , but also about their strong sides	4,629
38	I give detailed feedback to the student teachers about their teaching performance.	4,482
40	I let the student teachers ask me questions about the feedback I have provided them about their teaching performance	4,651
42	I give feedback to the student teachers about their language skills.	4,208
31	I observe the student teachers' lessons carefully when they are teaching in the classroom.	4,793
37	Before giving feedback to the student teachers about their teaching performance, I let them reflect about their own teaching performance	4,447

<b><i>Factor III: Helping ST's form a professional identity and be aware of their professional development</i></b>		<b>4,48</b>
52	I guide the student teachers in solving their own problems in the most proper way whenever they encounter a problem	4,559
51	I encourage the students in sharing their problems they encounter during their teaching practice and suggest solutions to each other on how to deal with these.	4,485
48	While evaluating the student teachers, I take into consideration their progress throughout the practicum	4,647
50	I encourage the student teachers in making their own decisions in the classroom so that they can gain experience on deciding which of them are effective and which ones are not.	4,360
54	I assist the student teachers in constructing their own teacher identities.	4,565
53	I help the student teachers to be aware of the factors which affect the decisions they make during their teaching practice.	4,287
<b><i>Factor IV: Providing moral support</i></b>		<b>4,72</b>
6	I encourage the students so that they believe in themselves	4,810
5	I create a trustful atmosphere in which the student teachers can share their thoughts with relief	4,731
8	I encourage the student teachers when they are discouraged about lesson planning or teaching a lesson in the class	4,777
7	I make the student teachers feel that they are a part of the teaching staff at the cooperating school	4,584
<b><i>Factor V: Facilitating socialization of the student teacher</i></b>		<b>3,51</b>
19	I arrange opportunities for the student teachers to observe other teachers' classrooms	3,073
10	I introduce the student teachers to the administrators, staff, co-teachers and other school employees	3,910
18	I invite the student teachers to the school activities and staff meetings.	3,564
<b><i>Factor VI: Scaffolding lesson planning</i></b>		<b>4,40</b>
29	I check the lesson plans of the student teachers and give feedback before they teach at the class	4,510
30	I check the lesson plans of the student teachers again in order to see whether they have edited their lesson plans according to my previous feedback	4,342
28	I assist the student teachers to reach necessary sources during their lesson preparations	4,378
<b><i>Factor VII: Facilitative information willingly offered by cooperating teachers</i></b>		<b>4,35</b>
55	I check the student teachers' all lesson plans and give feedback to the student teachers about them at the end of the teaching practice period	4,243
58	When the student teachers encounter a problem, I tell them how it could be solved	4,587
41	After I teach a lesson, I do reflection on my teaching performance so that the student teachers can take me as a model when they are reflecting their own teaching performance	4,237
<b><i>Factor VIII: Preparation for the mentor role</i></b>		<b>3,95</b>
1	I read the guide book about the teaching practicum which AÖF prepared for the student teachers and cooperating teachers	4,232
2	I interact with the cooperating school coordinator during the practicum	4,043
4	I investigate other sources to gain information about the responsibilities of a cooperating teacher during the practicum	3,598

<b><i>Factor IX: Using and understanding observation forms</i></b>		<b>4,22</b>
35	I give the completed observation/evaluation forms to the student teachers after filling them.	4,048
36	I explain to the student teachers how to make use of the completed observation and evaluation forms at the beginning of the school practice.	4,394
49	I compare the performance/ marks of my student teachers with the other cooperating teachers' students'.	3,309
3	I interact with other cooperating teachers who mentor other AÖF/IÖLP student teachers	4,449
<b><i>Factor IX: Interacting with pther cooperating teachers</i></b>		<b>3,86</b>
35	I give the completed observation/evaluation forms to the student teachers after filling them.	4,048
36	I explain to the student teachers how to make use of the completed observation and evaluation forms at the beginning of the school practice.	4,394
49	I compare the performance/ marks of my student teachers with the other cooperating teachers' students'.	3,309
3	I interact with other cooperating teachers who mentor other AÖF/IÖLP student teachers	4,449

## Appendix 18

### Summary of the Principal Component Analysis of the CTQ

Table 3.7. Means, standard deviations, Alpha Coefficients, and Varimax rotation loadings

	Items and Factors	Mean	SD	Varimax factor load
<b><i>Factor I: Providing facilitative information to enhance classroom performance (<math>\alpha=.897</math>)</i></b>				
23	I share with the student teachers information about the effective methods to use in establishing classroom discipline	4,399	0,785	0,768
43	I give feedback to the students teachers about how to establish classroom discipline.	4,397	0,735	0,732
27	I advice the student teachers on how to establish close relationship with the pupils	4,426	0,694	0,692
44	I give feedback to the student teachers about how to participate the learners to the lesson by taking their attention.	4,554	0,642	0,668
26	I provide with suggestions about effective classroom management techniques to the student teachers	4,403	0,670	0,626
14	I give information to the student teachers about the rules and policies they are to obey at the cooperating school	4,461	0,708	0,586
24	I assist the student teachers to compare the theory taught at the university with their observations at the cooperating school	4,303	0,770	0,561
45	I give feedback to the student teachers about how to organize classroom activities such as pair work and group work activities effectively.	4,374	0,699	0,505
25	I explain the principles underlying certain teaching techniques to the student teachers whenever s/he needs.	4,157	0,809	0,493
15	I share with the student teachers information about how to operate and use the technical equipments such as video, OHO, type-recorder, etc.	4,371	0,810	0,492
12	I share with the student teachers information about the interests, skills, and level of success of the pupils in the class	4,370	0,715	0,470
<b><i>Factor II: Giving feedback on teaching performance using feedback strategies (<math>\alpha=.823</math>)</i></b>				
39	I give feedback not only about the weaknesses of the student teachers , but also about their strong sides	4,629	0,621	0,680
38	I give detailed feedback to the student teachers about their teaching performance.	4,482	0,686	0,661
40	I let the student teachers ask me questions about the feedback I have provided them about their teaching performance	4,651	0,593	0,643
42	I give feedback to the student teachers about their language skills.	4,208	0,833	0,571
31	I observe the student teachers' lessons carefully when they are teaching in the classroom.	4,793	0,439	0,563
37	Before giving feedback to the student teachers about their teaching performance, I let them reflect about their own teaching performance	4,447	0,742	0,502

**Factor III: Helping ST's form a professional identity and be aware of their professional development ( $\alpha=.818$ )**

52	I guide the student teachers in solving their own problems in the most proper way whenever they encounter a problem	4,559	0,581	0,716
51	I encourage the students in sharing their problems they encounter during their teaching practice and suggest solutions to each other on how to deal with these.	4,485	0,664	0,662
48	While evaluating the student teachers, I take into consideration their progress throughout the practicum	4,647	0,556	0,564
50	I encourage the student teachers in making their own decisions in the classroom so that they can gain experience on deciding which of them are effective and which ones are not.	4,360	0,737	0,562
54	I assist the student teachers in constructing their own teacher identities.	4,565	0,618	0,519
53	I help the student teachers to be aware of the factors which affect the decisions they make during their teaching practice.	4,287	0,725	0,514

**Factor IV: Providing moral support ( $\alpha=.749$ )**

6	I encourage the students so that they believe in themselves	4,810	0,407	0,808
5	I create a trustful atmosphere in which the student teachers can share their thoughts with relief	4,731	0,498	0,718
8	I encourage the student teachers when they are discouraged about lesson planning or teaching a lesson in the class	4,777	0,456	0,605
7	I make the student teachers feel that they are a part of the teaching staff at the cooperating school	4,584	0,597	0,460

**Factor V: Facilitating socialization of the student teacher ( $\alpha=.634$ )**

19	I arrange opportunities for the student teachers to observe other teachers' classrooms	3,073	1,179	0,704
10	I introduce the student teachers to the administrators, staff, co-teachers and other school employees	3,910	0,961	0,643
18	I invite the student teachers to the school activities and staff meetings.	3,564	1,138	0,575

**Factor VI: Scaffolding lesson planning ( $\alpha=.721$ )**

29	I check the lesson plans of the student teachers and give feedback before they teach at the class	4,510	0,679	0,709
30	I check the lesson plans of the student teachers again in order to see whether they have edited their lesson plans according to my previous feedback	4,342	0,733	0,610
28	I assist the student teachers to reach necessary sources during their lesson preparations	4,378	0,733	0,595

**Factor VII: Facilitative information willingly offered by cooperating teachers ( $\alpha=.500$ )**

55	I check the student teachers' all lesson plans and give feedback to the student teachers about them at the end of the teaching practice period	4,243	1,202	0,702
58	When the student teachers encounter a problem, I tell them how it could be solved	4,587	0,689	0,635
41	After I teach a lesson, I do reflection on my teaching performance so that the student teachers can take me as a model when they are reflecting their own teaching performance	4,237	0,786	0,447

**Factor VIII: Preparation for the mentor role ( $\alpha=,566$ )**

1	I read the guide book about the teaching practicum which AÖF prepared for the student teachers and cooperating teachers	4,232	0,796	0,685
2	I interact with the cooperating school coordinator during the practicum	4,043	1,110	0,659
4	I investigate other sources to gain information about the responsibilities of a cooperating teacher during the practicum	3,598	1,080	0,495

**Factor IX: Using and understanding observation forms ( $\alpha=,582$ )**

35	I give the completed observation/evaluation forms to the student teachers after filling them.	4,048	1,161	0,690
36	I explain to the student teachers how to make use of the completed observation and evaluation forms at the beginning of the school practice.	4,394	0,797	0,575

**Factor X: Interacting with other cooperating teachers ( $\alpha=,505$ )**

49	I compare the performance/ marks of my student teachers with the other cooperating teachers' students'.	3,309	1,319	0,744
3	I interact with other cooperating teachers who mentor other AÖF/IÖLP student teachers	4,449	0,859	0,724

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(Extraction: Principal Component; Rotation: Varimax with Kaiser Normalization.)

## Appendix 19

### Skewness and Kurtosis values of the CTQ

Table 3.8. Descriptive statistics of the skewness and kurtosis values of the CTQ

		Statistic	Std. Error
Mean		186,957	0,825
95% Confidence Interval for Mean	Lower Bound	185,334	
	Upper Bound	188,580	
5% Trimmed Mean		187,832	
Median		186,957	
Variance		243,900	
Std. Deviation		15,617	
Minimum		113,000	
Maximum		215,000	
Range		102,000	
Interquartile Range		18,250	
Skewness		-0,910	0,129
Kurtosis		1,596	0,257

## Appendix 20

### A summary of KMO and Bartlett's Test Results

Table 3.4. A summary of KMO and Bartlett's Test results

Kaiser-Meyer-Oklin measure of sampling adequacy				,909
Bartlett's Test of Sphericity				
	Approximate $\chi^2$			5856,723
	Df			946
	Sig.			,001



## Appendix 21

### Summary of Principal Component Analysis

Table 3.5. Summary of principal component analysis results with regard to variance scores

Factor	Initial Eigen values			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	13,030	29,613	29,613	13,030	29,613	29,613	5,540	<b>12,591</b>	12,591
2	2,264	5,145	34,759	2,264	5,145	34,759	3,761	<b>8,547</b>	21,138
3	1,927	4,380	39,139	1,927	4,380	39,139	2,953	<b>6,712</b>	27,850
4	1,636	3,718	42,857	1,636	3,718	42,857	2,581	<b>5,867</b>	33,717
5	1,606	3,650	46,507	1,606	3,650	46,507	2,256	<b>5,127</b>	38,843
6	1,435	3,262	49,769	1,435	3,262	49,769	2,080	<b>4,727</b>	43,570
7	1,254	2,851	52,620	1,254	2,851	52,620	2,012	<b>4,572</b>	48,142
8	1,192	2,709	55,329	1,192	2,709	55,329	1,969	<b>4,475</b>	52,617
9	1,092	2,483	57,812	1,092	2,483	57,812	1,740	<b>3,954</b>	56,571
<b>10</b>	<b>1,049</b>	<b>2,384</b>	<b>60,196</b>	<b>1,049</b>	<b>2,384</b>	<b>60,196</b>	<b>1,595</b>	<b>3,625</b>	<b>60,196</b>
11	0,987	2,243	62,439						
12	0,956	2,172	64,611						
13	0,914	2,078	66,689						
14	0,860	1,954	68,643						
15	0,830	1,887	70,531						

Extraction Method: Principal Component

(Subsequent rows are deleted to save space)