

DEVELOPMENT AND EVALUATION OF AN ONLINE MENTOR TRAINING
PROGRAM IN PRE-SERVICE TEACHER EDUCATION

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PROGRAM IN PRE-SERVICE TEACHER EDUCATION

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DECLARATION OF ORIGINALITY

I, Gizem Mutlu Gülbak, certify that

- I am the sole author of this thesis and that I have fully acknowledged and documented in my thesis all sources of ideas and words, including digital resources, which have been produced or published by another person or institution;
- this thesis contains no material that has been submitted or accepted for a degree or diploma in any other educational institution;
- this is a true copy of the thesis approved by my advisor and thesis committee at Boğaziçi University, including final revisions required by them.

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ABSTRACT

Development and Evaluation of an Online Mentor Training Program in Pre-Service Teacher Education

The present study aims to design, implement and evaluate an online mentor training program in a pre-service language teacher education program. To this end, it consists of three phases. In the first phase, the expectations of university supervisors, mentors and student teachers from mentoring were investigated through questionnaires and interviews, which informed the content and design of the online mentor training program. In the second phase, the training program was implemented for a total of eight mentor teachers in the experimental group, whereas seven other mentors in the control group were engaged in usual practicum practices. The impact of program was investigated through the comparison of pre- and post-training interviews and surveys with two groups of mentors and their student teachers. In the third phase, the experimental group of mentors was asked to evaluate the designed training program for further improvement. The analysis and comparison of the responses given by the mentors and their student teachers showed that the online mentor training program made positive changes in mentors' understanding of their roles and especially in their observation and feedback practices. In addition, the mentors who participated in the training program were contented with the presented content and tasks and made suggestions related to the timing of implementation as well as the delivery mode of the training.

ÖZET

Hizmet Öncesi Öğretmen Eğitiminde Çevrimiçi Uygulama Öğretmeni Eğitimi Programı Geliştirilmesi ve Değerlendirilmesi

Bu çalışma, hizmet öncesi dil öğretmeni eğitimi programında çevrimiçi bir uygulama öğretmeni eğitim programı tasarlamayı, uygulamayı ve değerlendirmeyi amaçlamaktadır. Bu amaçla, çalışma üç aşamadan oluşmuştur. İlk aşamada, öğretim elemanları, uygulama öğretmenleri ve öğretmen adaylarının öğretmenlik uygulamalarından beklentileri anket ve görüşmeler yoluyla araştırılmış ve buna göre bir eğitim programı tasarlanmıştır. İkinci aşamada, deney grubunda yer alan toplam sekiz uygulama öğretmenine eğitim programı uygulanmış, kontrol grubundaki diğer yedi uygulama öğretmeni ise olağan öğretmenlik uygulamalarına devam etmiştir. Programın etkisi, deney ve kontrol grubundaki uygulama öğretmeni ve öğretmen adayları ile eğitim öncesi ve sonrası yapılan görüşmeler ve uygulanan anketlerin karşılaştırılması yoluyla araştırılmıştır. Üçüncü aşamada ise deney grubundaki uygulama öğretmenlerinin tasarlanan eğitim programını iyileştirebilmek için değerlendirmeleri istenmiştir. Uygulama öğretmenlerinin ve öğretmen adaylarının cevaplarının analizi ve karşılaştırması, çevrimiçi uygulama öğretmeni eğitim programının rollerini anlamalarında ve de özellikle gözlem ve dönüt uygulamalarında olumlu değişikliklere yol açtığını göstermiştir. Ayrıca eğitim programına katılan uygulama öğretmenleri sunulan içerik ve görevlerden memnun kalmış, eğitimin uygulanmasıyla ilgili zamanlaması ve sunuş şekli açısından önerilerde bulunmuştur.

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*...Oysa bir bardak su yetiyordu saçlarını ıslatmaya
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*Cemal Süreya, Aşk

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CHAPTER 1

INTRODUCTION

This chapter introduces the overall purpose and significance of the present study. It begins with the presentation of the background to the study to give a general overview of research on mentoring and mentor training. The following sections explain why the study is significant with its purpose and the research questions addressed.

1.1 Background to the study

Practicum has been frequently cited as the crucial part of teacher education programs since it is abundant in field-based experiences gained in the actual classroom environment (e.g. Borg, 2009; Farrell, 2008). It is the process that cultivates the transformation of student teachers into practicing teachers through opportunities to “observe and work with real students, teachers and curriculum in natural settings” (Huling, 1997, p. 1). Those opportunities give way for student teachers to be socialized into teaching environments, build theory-practice link and learn about the nature of learning and teaching under the supervision of their educators.

In language teacher education programs, the practicum process is arranged on a triadic basis of the partnership between student teachers, cooperating teachers and university supervisors. Cooperating teachers and university supervisors are the main sources of support for student teachers to improve their knowledge on teaching practices. According to Farrell (2001), the main support comes from especially

cooperating teachers because they have more contact with student teachers than university supervisors during this period. The availability of cooperating teachers for advice in the practicum process makes them inevitably the most influential person (Guyton & McIntyre, 1990).

The critical role of cooperating teachers, in other words, “mentor teachers”, in supporting student teachers has been well-acknowledged in the relevant literature (e.g. Chalies, Ria, Bertone, Trohel & Duran, 2004; Smith & Lev-Ari, 2005; Torrez & Krebs, 2012). Additionally, the efficiency of cooperating teachers in the practicum period has been embodied with roles they undertake such as supporter, assessor, collaborator, facilitator, counselor, friend, trainer and communicator (Ambrosetti & Dekkers, 2010). It is also a widely underlined assertion that the multiplicity and vitality of cooperating teachers’ roles require special preparation and training (e.g. Akcan & Tatar, 2010; Bullough & Draper, 2004; Guyton & McIntyre, 1990; Hudson, 2004; Orland, 2001).

1.2 Statement of the problem

International and local mentoring practices reveal that cooperating teachers are not provided with specific training, except for being chosen based on one or two criteria such as willingness and years of experience in most teacher education programs (Vasutova & Spilkova, 2011; Yamasaki, 2016). In Turkey, the roles and responsibilities of cooperating teachers are explained in official guides (e.g. the Directive of MoNE for the Teaching Practicum in Schools, the Faculty-School Cooperation Guide, HEC Guide) and a new criterion for assigning mentor teachers has been announced. As of 2018-2019 academic year, teachers are obliged to attend

MEBBİS (Milli Eğitim Bakanlığı Bilişim Sistemleri- Ministry of National Education Information Systems) seminars to be assigned as mentor teachers. During seminars, mentor teachers are shown how to use the online platform, MEBBİS, to keep the record of practicum practices (i.e. regular attendance of student-teachers, evaluations of their performance). Mentor teachers are also trained on mentoring practices based on Clinical Supervision Model, scheduled as 24 hours. Mentor teachers are made familiar with the basic concepts of the model through videos and cases. In practice, the seminars scheduled as 24 hours on paper are delivered in one day, limited with around eight hours, to meet the number of necessary mentors to assign at cooperating schools and teachers of all disciplines (science education, mathematics education, language education, etc.) received the same seminar although each discipline potentially requires different approaches to mentoring and has different needs regarding practice teaching.

1.3 Purpose of the study and research questions

Originated in the need for training mentor teachers, the present study aims to design, implement and evaluate an online mentor training program based on the needs in practicum practices in Turkish EFL context. The research questions addressed in the present study are as follows:

- 1- What are the expectations of university supervisors, mentor teachers and student teachers from mentoring in a language teacher education program?
- 2- What are the reported mentoring practices in the experimental and control group of mentors before and after the mentor training program, regarding their
 - a. knowledge of practicum procedures?

- b. knowledge of mentoring?
- c. observational skills?
- d. feedback skills?

3- Is there any statistically significant difference between the mentoring practices reported by the student teachers in the experimental and control group regarding their mentors’

- a. knowledge of practicum procedures?
- b. knowledge of mentoring?
- c. observational skills?
- d. feedback skills?

4- How do the mentors evaluate the proposed mentor training program, in terms of

- a. content?
- b. structure?
- c. mode of delivery?
- d. time allowed?

1.4 Significance of the study

Despite a large quantity of research into various issues related to practicum studies of student teachers, there have been very few investigations into the training of mentor teachers who are the main influencers in the practicum period. As highlighted in the related literature, it is believed that mentoring process and mentor training are of great significance and mentor training should be a component of practicum practices (e.g. Hudson, 2013). Therefore, as being among the few inquiries into mentor training in the field of English Language Teaching, the present study becomes

significant for its attempt to design, implement and evaluate a mentor training program for mentors of Turkish EFL student teachers.

The design of a mentor training program was planned to start with a needs analysis phase, in which student teachers, mentor teachers and university supervisors were asked questions about their expectations from mentoring. Investigation of the perceptions of all members of the practicum triad provided valuable insights into the nature of practicum in Turkey since the inclusion of all parties in research studies has been a very rare case. Moreover, the content of a training program that would grow out of the needs will be more addressing for the problems experienced in the practicum period.

As one of the few attempts to offer a mentor training program, the findings may possibly be useful in developing and implementing training programs in similar contexts or in other disciplines. Especially with the evaluation phase planned in the study, the findings may stimulate research on new ways to improve or modify to increase the effectiveness of training. It is also hoped that such a training program will be integrated into the practicum studies of Turkish EFL student teachers and it becomes compulsory for mentor teachers to receive such training prior to performing their mentoring roles.

1.5 Definition of key terms

The definitions of key terms according to how they are used for the purposes of this study are listed alphabetically below, to avoid the problem of definitional variance.

Cooperating teacher/Mentor teachers: Higher Education Council defines cooperating teachers as teachers teaching English to students at various grades in MNE schools. They are responsible for supervising and guiding student teachers at practicum schools during teaching practice components of teacher education programs (HEC,1998). The terms cooperating teachers and mentor teachers are used interchangeably in the study.

Higher Education Council (HEC): Higher Education Council is the administrative body that is responsible for universities and higher education in Turkey.

Mentoring: Ambrosetti and Dekkers (2010) define mentoring as a non-hierarchical, reciprocal relationship between mentors and student teachers working together for specific professional and personal outcomes within a specified timeframe. Mentoring includes the activities, roles and responsibilities undertaken by a mentor in connection with the teaching practice of student teachers.

Mentor training program: Mentor training program defines a kind of in-service training for teachers assigned as mentors with the aim of increasing awareness on student teachers' teaching experience and roles and responsibilities of mentors.

Online mentor training program (OMTP): Mentor training programs delivered through online platforms such as the one designed in this study.

Ministry of National Education (MNE): Ministry of National Education is the government department responsible for primary and secondary education in Turkey.

Practice teaching/practicum: It is the process in which student teachers practice teaching in real classrooms under the guidance of mentors and defined with a variety of terms in the literature such as practicum, field experience and internship (Gebhard, 2009). In Turkey, practicum is the compulsory component of the final year of teacher education programs.

Practicum schools: They are the primary and secondary schools under MNE, where student teachers have the opportunity to observe classrooms and practice teaching.

Pre-service teacher/student teacher/teacher candidate (PST/ST): Pre-service teachers are the group of senior students at English Language Teacher Education programs, who are in process of completing their practicum studies to receive BA degree. Pre-service teacher, student teacher and teacher candidate are the terms used interchangeably throughout the study to define this group.

University supervisor (US): University supervisors are the group of faculty members who pay regular visits to MNE schools and guide student teachers during practicum courses at teacher education programs. They work in cooperation with mentor teachers for the professional development of student teachers.

CHAPTER 2

LITERATURE REVIEW

The present study aims to design, implement and evaluate an online mentor training program for English teachers mentoring student teachers in the field of foreign language education. Therefore, the review of the literature in this chapter draws on the theoretical overview of two main areas: mentor teacher education and online training. The first part of the literature review is aimed to present the theoretical rationale behind the present study and discuss the mentor teachers'/cooperating teachers' roles, their relationship with student teachers, mentoring models and mentoring practices applied in teacher education programs, which is concluded with the presentation of mentor training practices and previous research in both global and local contexts. The second part reviews the literature on online training and design with a particular focus on mentoring.

2.1 In-service teacher education: Training the mentors

2.1.1 Theoretical framework: Critical constructivist teacher education

Student teachers are learners who are in the process of learning to teach using their practicum experience to formulate teaching philosophies. During the practicum, emergent teaching philosophies keep being nourished from not only student teachers' theoretical knowledge but also their own classroom experience. In understanding this learning to teach the process, the present study uses the theoretical lenses of critical constructivist teacher education through which seeks an answer for how mentor

teachers and student teachers navigate their way through the practicum experience for a successful learning context.

As a theory of learning, the constructivist perspective postulates that knowledge is constructed by learners based on mental activities; it is not transmitted but constructed through reflections on the experiences (Williams & Burden, 1997). Mental representations are generated to be further used to make sense of new experiences. In other words, existing representations are adjusted to accommodate new experiences and to internalize knowledge.

In the same line, the constructivist view of teacher education underlines the role of teacher candidates' existing knowledge, in contrast to earlier views of teacher education focusing on exhibiting prescribed classroom behaviors. The starting point for the candidates to learn is their personal theories; they develop self-awareness through interpreting input and their previous classroom experiences during the learning process (Roberts, 2016). Input received via training is filtered by student teachers to fit into their existing framework of teaching and prior experience.

In teacher education programs that follow this perspective, input interpretation is made available for student teachers through reflection, collaborative learning, posing relevant problem solving and cohort groups in which learning experiences are shared and meaningful dialogues about their beliefs and teaching practices are held (Rainer & Guyton, 2004). Additionally, relevant field placement, professional portfolios, and action research to assess teaching strategies are among the key features in constructivist teacher education programs. As an inquiry-based thinking process, reflection is considered to have a crucial role in the development of student teachers (Rainer, 2002), in that it encourages their own experience in applying knowledge to practice (Schön, 1993), develops a deeper understanding of

knowledge and strategies to teach better, and it results in informed decisions and confident actions (Akcan, 2011).

Critical constructivism, nourishing from the critical theory of Jurgen Habermas, considers constructivism within a social and cultural environment and adds a critical component to improve its success. Taylor (1996) explains critical constructivism as a social epistemology that “addresses the socio-cultural contexts of knowledge construction and serves as a powerful referent for cultural reform” (p.1). Learning that occurs as a conceptual change according to constructivism is seen to have a limited impact on the learner’s existing conceptual framework (West, 1982), and teachers are believed to have a narrow interpretation of constructivist principles in classroom practice (Rieber, 1993). Therefore, according to the critical constructivist perspective, it is the learning teacher that would perform actions for change. Critical constructivist teaching has an emancipatory potential and the main aim is to seek a change, regardless of being in a broader political sense or limited by a specific learning environment. It includes the “ability to take a step back from the world as we are accustomed to perceiving it and to see the ways our perception is constructed” (Kincheloe, 2005, p.11). Critical awareness can be seen as a key characteristic for teachers to have and to further foster in students.

To illustrate the reflection of critical constructivism in education, Taylor (1996) focuses on cultural insensitivity as a reason for the limited impact of the constructivist perspective in science education. He asserts that a critical constructive perspective could deconstruct “repressive myths” (Taylor, 1996, p.12) such as perceiving knowledge as a set of objective truths, teachers as a transmitter and deliverer of curriculum, and students as passive recipients, which are reflections of a culture that describes a constructivist classroom teaching and learning. Critical

constructivism enables the transformation of that culture through critical discourse, namely interpretative inquiry that is in concert with the disclosure of students' feelings, aims, and worldviews.

Teacher education programs that reconceptualize mentoring in critical constructive terms are influenced by displeasure with existing teacher knowledge, school cultures, and teaching practice (Wang & Odell, 2002). Knowledge of teaching is believed to need development through continuous collaborative inquiry into teaching practice (Feiman-Nemser & Reillard, 1996). Wang and Odell (2002) maintain that such mentoring is strongly shaped by two assumptions about learning: the ultimate aim of learning is the transformation of existing knowledge and knowledge is built by learners via active thinking. Regarding the first assumption, it is suggested that mentoring practices should concentrate on the critique of knowledge and culture of schooling, which makes mentors and teacher candidates learners and generators of new practices in this collaborative study. In relation to the second assumption, both parties are seen as agents of change with their commitment to develop and examine new ideas about teaching.

To achieve the general aim of mentoring programs influenced by critical constructivism, mentors are required to have experience in inquiring about classroom practices and be willing to reform teaching and education. When training such mentors, the main focus is on their engagement in studying teaching practice and inquiry into teaching and helping them learn new skills together with teacher candidates (Feiman-Nemser & Beasley, 1997). In addition to this assisted performance suggested as a practice for mentor training, it is possible to see some other suggestions from previous studies that examine mentoring settings influenced by critical constructivism such as questions to be used for student teachers to reflect

on their individual teaching (Ross, 1992), using an egalitarian structure in collaborative mentoring between teachers and student teachers to enable them to learn from each other (Bradbury, 2010) and orientating reflections towards the critique of roles, values and expected practice (Zeichner, 2009).

Mainly motivated by the interrogative nature of critical constructivism as a theoretical framework, the present study mainly aims to increase mentor teachers' awareness of their teaching environment, promote their critical thinking skills, and reflect on their own teaching practices and mentoring relationship with student teachers. It also aims to remind mentor teachers of the importance of collaboration and equal participation of the parties and the ability to foster the above-mentioned skills in student teachers to have a fruitful practicum process.

2.1.2. Mentor teacher

Since the mentoring practices undertaken by mentor teachers are the special interest to the present study, explaining the nature of such practices and the place of cooperating teachers as mentors are crucial. Cooperating teachers are referred to in the research literature and practice as experienced and practicing teachers who are assigned as the guide for student teachers in their classrooms. They are also referred to as "mentor teachers" because the relationship between cooperating teachers and student teachers is mostly explained within the frame of mentoring (Odel & Huling, 2000). With the teaching experience and skills, cooperating teachers are viewed as mentors who teach, encourage, and serve as role models to promote the student teachers' professional and personal development (Anderson & Shannon, 1988).

Regarding mentoring as a term, various definitions have been proposed (Ambrosetti & Dekkers, 2010; Ekiz, 2006) because mentoring has been practiced with different interpretations of the roles (Zantig, Verloop & Vermunt, 2001). Healy and Welchert (1990) assert that mentoring is “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” (p.17). Similarly, Eisenman and Thornton (1999) explain mentoring as the help provided by a knowledgeable person for a less knowledgeable one. Underlining the hierarchical relationship between mentor and student teacher, Smith’s (2007) definition is as follows: “a particular mode of learning wherein the mentor not only supports the mentee but also challenges them productively so that progress is made” (p. 277). From a different perspective, Malderez (2009) sees mentoring “as being supportive of the transformation or development of the mentee and of their acceptance to the professional community” through a process of “support for the person during their professional acclimatization (or integration), learning, growth, and development” (p. 260). Moreover, Wright (2010) puts emphasis on the collaboration and partnership between mentor and mentee as integral processes in mentoring.

According to Ambrosetti and Dekkers (2010), the definitions for mentoring should include all three components that lie in the nature of the mentoring, relationship, process, and context. Lai (2005) uses these three components to conceptualize mentoring. The researcher asserts that the relational dimension of mentoring is about the relationship between mentor and student teacher, the developmental dimension focuses on the mentoring behaviors and functions

performed for the personal and professional development and the contextual dimension is the effect of school culture on teacher learning. Drawing on this conceptualization, Ambrosetti and Dekkers (2010) proposed the following comprehensive definition:

Mentoring is a non-hierarchical, reciprocal relationship between mentors and mentees who work towards specific professional and personal outcomes for the mentee. The relationship usually follows a developmental pattern within a specified timeframe and roles are defined, expectations are outlined and a purpose is clearly delineated. (p. 52)

In this reciprocal relationship between mentor and student teacher, as also emphasized in other definitions, the ultimate aim is the professional and personal development of both mentor and student teacher, the development of the latter being more important. It is underlined that the two parties, context, nature of the relationship, and means to promote development have different roles in the realization of development. Means for personal and professional development involve extending the knowledge of student teachers on teaching, giving them social and psychosocial support related to work or career in face-to-face meetings (Bozeman & Feeney, 2007). These practices in turn promote the professional development of mentor teachers through the new responsibilities they undertake as those practices give mentors the ability to analyze their own teaching and environment from different perspectives. To gain better insight into mentoring, it is also necessary to understand the place of student teachers in this relationship.

2.1.2.1 Student teachers and mentoring

Student teachers are the senior year students of teacher education programs, who are assigned to a classroom for their practicum studies to improve their knowledge of classroom practice with the guidance of a mentor teacher and the supervision of a university instructor.

In contrast with a great deal of research into the role of mentors in mentoring, a relatively limited number of research have tapped into the place of student teachers in this relationship, which may be due to its nature perceived to be hierarchical. In most cases, student teachers have been the focus of studies aiming at understanding their expectations related to the practicum process (e.g. Akcan, 2015; Akyel & Demirkol, 2009; Ekiz, 2006; Gökçe & Demirhan, 2005; Hudson & Nguyen, 2008; Ilın, 2014; Koç, 2008; Iznidia, 2016). However, mentoring is a reciprocal and mutual process (Freeman, 2008) and it has the potential to transform the teachers involved, which makes the role of student teachers in mentoring as important as mentor teachers’.

As opposed to the popular belief that student teachers are the receivers of support and guidance provided by cooperating teachers during mentoring process, student teachers are actually active participants (Walkington, 2005). The synthesis of the literature on mentor and pre-service teachers’ roles given in Table 2.1 clearly pictures the interdependence of the two parties in a mentoring relationship (See Appendix A).

As revealed in Table 2.1, the reciprocal nature of the mentoring relationship is reflected in the connectedness of mentor and student teachers’ roles. There is a clear link between the roles of mentor and student teachers, which underlines that any professional development would take place bidirectionally. It is well-

documented in the literature that mentoring, on the one hand, has benefits for mentor teachers such as self-improved work ethic, enhanced collegiality, critical reflection on their own practices (Lai, 2005; McGee, 2001; Walkington, 2004). On the other hand, all these benefits serve as an important step that prepares student teachers for their future careers.

Some models of mentoring have been devised in the literature, which is an attempt to explain the important aspects of mentoring. They are presented in the following section along with the position of mentors in pre-service teacher education programs.

2.1.3 Mentoring models and teacher education programs

In this section, the mentoring process is first examined in relation to pre-service teacher education programs as mentoring roles are shaped in accordance with the principles of teacher education theories that these programs are based on. Then, three most cited models in mentoring proposed for educational contexts (The Clinical Supervision Model, Anderson and Shannon's Model, Furlong and Maynard's Model) are presented.

Three teacher training models parallel to the three main theories of teacher education (Brooks & Sikes, 1997) examined in this dissertation are Apprenticeship Model, the Competency-based Model, and the Reflective Practitioner Model. Also known as "The Craft Model", the Apprenticeship Model of pre-service teacher education is based on behaviorist principles and the mentor is perceived as the skilled craftsperson who models the desired teaching skills to be learned by student teachers (Wallace, 1991). The student teacher, in other words, "teacher trainee", is expected

to observe the experienced and expert teacher and then try to display the desired behaviors. The process is labeled as “teaching as doing” or “the behavioral view”. Although the real classroom practice could be mentioned as a strength of the model, it is very limited in that there is no active mentoring except for modelling behaviors. In such a case, it is very difficult to observe a standard for training of student teachers because each expert teacher may resort to different ways of displaying teaching behaviors. The model is also very conservative in nature, which does not give room for innovations or individual differences in the classroom.

The second model of teacher education, the Competency-based Model, is rooted in behaviorist and social cognitive perspectives. Scientific research and theoretical concepts form the basis of teacher training in this model (Wallace, 1991), that is, student teachers are expected to understand theoretical foundations, develop competencies relevant to teaching and learning, and then they are given the opportunity to apply what they have learned in the classroom (Freeman & Richards, 1993). According to this model, a mentor is a trainer and the model who helps student teachers to implement the competencies they acquired. Mentoring relationship between the student teacher and mentor teacher is similar to that of instructor and student in that mentor’s duties are to give instruction in teaching techniques, methods, and classroom management, correct teaching behaviors where necessary, provide feedback and assess whether the necessary competencies have been acquired by the student teacher. Although the model informs student teachers of which competencies and skills they need to develop to become a teacher, it is criticized for separating theory and practice and presenting teaching as a set of competencies. With this feature, it does not actually offer teaching skills except for

pre-prescribed competencies for the teacher trainee to apply to gain satisfactory learning outcomes.

The third model of teacher education, The Reflective Practitioner Model, is based on the theoretical frameworks related to reflective practices (e.g. Schön, 1983; Kolb, 1984). A mentor is perceived as a reflective practitioner who guides student teachers to acquire teaching skills. The relationship between the two parties is less hierarchical compared to other models and the focus is more on collaboration and cooperation. The student teacher is expected to develop their teaching skills through reflective practice, which refers to analyzing and reflecting on classroom practice. Reflective practice, as an experiential and cyclical process, becomes key to the professional development of trainees. Mentors are not only models to demonstrate what to do during teaching; they are responsible for fulfilling the duty of being reflective practitioners themselves and also guiding student teachers to become reflective. The collaboration between mentors and student teachers becomes more vital as the student teachers become more proficient. Thus, the mentoring process represents a social constructivist approach with the scaffolding of mentor for student teachers to construct their own meaning of classroom practice. It could be underlined here that the role and responsibilities of mentors are not straight in this type of teacher education, they have to develop necessary skills to be able to satisfy the student teachers' needs in relation to both their development and specific teaching situation.

2.1.3.1 The Clinical Supervision Model

The Clinical Supervision Model was developed by Morris Cogan and his colleagues during the 1960s at Harvard University upon the need for effective clinical supervision of teacher trainees (Bulunuz, Gürsoy, Kesner, Baltacı-Göktalay & Salihoğlu, 2014). The model has undergone many revisions since that time; mentor teachers and their training have gained much more importance.

The Clinical Supervision Model utilized for pre-service language teacher education is cyclical in nature and it includes five stages: pre-conference, observation and data collection, data analysis, post-conference and reflection (Gordon & Maxey, 2000). In the first stage, the mentor teacher and the student teacher hold a meeting to plan the lesson, specifically to decide the objectives, the activities and the points to focus on during observation. Based on this meeting, the mentor teacher observes the lesson in the second stage. In the data analysis stage, the mentor teacher analyses the data gathered in the observation stage and forms appropriate feedback to be delivered in the post-conference stage, where the two parties meet to go over the data together and discuss the student teacher's strengths and weaknesses. They also devise a plan for improvement in this stage and the mentor teacher uses this information to understand whether progress is made. In the final stage, reflection, the mentor teacher reflects upon his/her own observation and student teachers' performance and generates plans for improvement.

The Clinical Supervision Model, with its use of a cyclical reflective model, enables the strong collaboration between the parties of practicum including the university supervisor. One criticism directed against the model is that student teachers may adopt a defensive stance towards mentor teachers due to the pressure stemming from frequent observation and probing questions (Acheson & Gall, 2003).

The use of this model is quite new in pre-service teacher education programs in Turkey. Starting in 2018, teachers assigned as a mentor of pre-service teachers are required to receive training on this model through seminars delivered in collaboration with Ministry of National Education and use an online platform called the Ministry of National Education Information Systems (Milli Eğitim Bakanlığı Bilişim Sistemleri-MEBBİS). Detailed information about the seminars and the execution of training programs are given in section 2.1.4.2. which explains the mentoring practices in Turkey.

2.1.3.2 Anderson and Shannon's Model

Drawing on the character from Greek mythology, Mentor, Anderson and Shannon (1988) perceive mentoring as a nurturing process in which a more experienced or a skilled person who serves as a role model, “teaches, sponsors, encourages, counsels, and befriends a less skilled or less experienced person for the purpose of promoting the latter’s professional and/or personal development” (p.40).

The scholars maintain that there are five essential attributes in mentoring: a nurturing process, a role model, a focus on the personal and professional development of the student teacher, practicing the five mentoring functions, namely, teaching, sponsoring, encouraging, counseling and befriending, and a caring relationship. Regarding the functions to illustrate these attributes, modelling teaching techniques, observing and providing feedback, organizing meetings to support student-teacher are suggested as a few examples to be considered as basics of mentoring in educational settings. The scholars also suggest that mentor teachers should have dispositions such as being open to student-teachers, leading

incrementally, expressing care and concern for the student-teachers to be effective mentors.

In the complex process of mentoring, the model of Anderson and Shannon (1988) provides a well-analyzed conceptual basis. However, in order to design a mentoring program, functions and activities based on the concepts of this model should be clarified and specified.

2.1.3.3 Furlong and Maynard's model

Furlong and Maynard's (1995) model of mentoring emphasizes that mentoring strategies should match the needs of student teachers' developmental needs.

Mentoring process is taken into consideration from the perspective of mentoring roles and it consists of four phases that are based on the four roles mentors need to assume for an effective mentoring: model, reflective coach, critical friend and co-enquirer (Brooks & Sikes, 1997).

Beginning teaching is characterized by the role of the mentor as a model, in which critical mentoring strategies are observation and collaborative teaching focusing on rules and routines. In this first phase, student teachers are expected to increase knowledge on the teaching process by observing the teaching techniques of the mentor. In the second phase, supervised teaching, the mentor undertakes the role of reflective coach and focuses on the teaching competencies of student teachers. For student teachers to develop teaching skills, the mentor serves as a coach by guiding them in using reflection as a tool for self-development through necessary interventions to increase the meaningfulness of reflections and enhance the understanding of their teaching. During the third stage of the mentoring process,

from teaching to learning, the mentor becomes a critical friend and encourages student teachers to focus more on learners' needs than their performance. Through observations and examination of lesson plans, the student teacher is guided in incorporating learners' needs into teaching and planning. In the final phase, autonomous teaching, the mentor teacher collaborates with the student teacher and takes the role of co-enquirer. In other words, the relationship between mentor and student teacher is more of a partnership teaching. Having gained basic teaching competencies, student teachers are observed by the mentor teacher based on the areas of practice they decide prior to observation. The two parties together examine the results of the observation to decide on necessary actions to be taken.

The model provides opportunities for the gradual development of student-teachers. It requires student teachers to develop basic competencies, a repertoire of practices and also critical thinking skills to move on to the last stage which is inquiring about their own teaching. This reveals that both mentor and student teacher need to develop a wide range of skills, which requires systematic training in addition to the mentoring process. The model is criticized for being vague due to the lack of a theoretical basis (Jacobi, 1991) and definitional problems (Healy & Welchert, 1990). The review on the previous models of mentoring and the roles attributed to mentor teachers clearly shows that mentoring has a multi-faceted nature and is a complex activity requiring different professional skills on the part of the mentor; being an effective teacher does not guarantee effective mentoring. Although mentoring has been taken into consideration from different perspectives, the common ultimate aim is to provide student teachers with supportive foundations in their profession. However, it could be stated as one common drawback of these models and perspectives that they aroused from the needs observed in specific settings, such as

perceived problems of novice or student teachers, and thus reflect the nature of the setting where mentoring takes place. Each teaching-learning environment has its own culture and characteristics, which needs close examination and decisions for improving it accordingly.

2.1.4 Mentor training practices and previous research

In this section, current practicum programs in Turkey and worldwide are presented with a specific focus on mentoring practices. The presentation of practicum contexts is followed by previous research carried out both in local and international contexts.

2.1.4.1 Teacher education in international context

The practicum component of the teacher education programs has been vital since it introduces the real classroom environment to pre-service teachers. Thus, all teacher education programs around the world include practicum, even if the duration may differ across the contexts. In many countries, the practicum is included in every year of 4- or 5-year teacher education programs with increasing durations such as Israel (Smith & Lev-Ari, 2005), Finland (Niemi & Jakku-Sihvonen, 2011) and Netherlands (Snoek, 2011). In all practicum practices, student teachers are supervised by mentors and fulfill similar tasks: to observe classes, to assist the mentor who conducts the classes, to plan micro and macro teaching sessions both with peers and independently. Mentors also undertake similar tasks such as supporting student teachers, specifying topics for classes and providing feedback about teaching practices performed.

In most of the pre-service teacher education programs around the world, years of experience, good reputation or personal interest to guide student teachers are set as the criteria to be chosen as mentor teacher (e.g. Vasutova & Spilkova, 2011; Yamasaki, 2016) and they do not receive any special training for mentorship. However, in some countries, mentor quality is paid special attention and treated with great respect. For example, in the Netherlands, mentorship is seen as a separate profession. The supervision of mentor teachers even becomes more important during the six-month independent teaching practice of teacher candidates, which is a process designed to decrease the “practice shock” experienced at the very beginning of the profession. Thus, schools have close cooperation with teacher education institutes and both offer courses for their mentors (Snoek, 2011). In Singapore, National Institute of Education started a systematic training of mentor teachers in 1998 (Ngho, 1998). Training of mentor teachers was designed around the dispositions of effective mentors such as willingness to nurture another person, openness, empathy and flexibility, the skills for mentors such as conferencing skills, problem-solving skills and the knowledge for mentors such as teaching as a job, adult development and curriculum and teaching innovations. In some other countries, like Sweden, Norway and Australia, universities offer courses for mentors or mentors are chosen among the teachers who have further education in mentoring (Nilsen, 2011; Niklasson, 2011). In England, with a different perspective, teacher training practices were collected under ITT (Initial Teacher Training) to structure the teacher training institutions under a joint certificate and national standards were identified for the training of mentors in terms of personal qualities, teaching, professionalism, self-development and working in partnership (Teaching Schools Council, 2016). Since the ultimate aim is to meet the minimum requirements for teachers’ practice and

conduct explained in Teachers' Standards (Department of Education, 2011), these standards were also provided for aspiring mentors, trainee teachers, ITT providers and school leaders to fulfill their professional duties effectively. Thus, the training of mentors is considered teamwork, in which each party has to give and receive constant feedback for each other so that there is a continuous development for mentors through experience, guidance and support.

Regarding the training of mentor teachers, much of the focus has been on the induction rather than the pre-service phase, especially in some countries USA and Canada. Beginning teachers are obliged to go through induction programs, of which mentoring is an important feature. There are also certificate programs available for teachers who are interested in supporting teacher candidates (e.g. Gareis & Grant, 2014). Experienced teachers who participate in the certificate programs offered by universities are required to complete a number of modules or courses specifically designed to teach how to scaffold, observe and evaluate a teacher candidate in either the first year of their teaching or in the transition from teacher education programs to the first year of teaching.

The review of mentoring practices around the world clearly reveals that a systematic and well-established program to train mentors is a very rare case. Although training of mentor teachers is seen as a necessity to ensure effective professional development of teacher candidates (OECD, 2005), it is provided in the form of a certificate program or a university course and in most cases being experienced is assumed as a sufficient reason to serve as a mentor.

2.1.4.2 Teacher education in Turkey

In the last year of the current English Language Teaching undergraduate program, as it is in other pre-service teacher education programs, student teachers are offered two school practice courses (Practice Teaching I and II) through which they are introduced to the profession. In Practice Teaching I, student teachers are expected to observe a real class with a focus on teaching methods and techniques, perform micro-teaching practices individually or in groups, manage class, test, evaluate and reflect on their practices (HEC, 2018). In the other course, Practice Teaching II, teacher candidates prepare lesson plans and teach independently in addition to the skills they need to develop in the previous course. In both courses, lesson plans and teaching practices are evaluated by both their mentor teacher and the university supervisor. It is essential that teacher candidates, mentor teachers and university supervisors work collaboratively to help the candidates make a smooth transition from being a student to being a teacher and to make sure that they benefit from this process at a maximum level with the minimum number of problems.

The duties and responsibilities of each party involved in the practicum process are prescribed by MoNE (MNE, 1998). Among the three parties having the closest relationship in the process, the university supervisor has to prepare student teachers for the activities in practice teaching, plan the activities within the practicum together with the mentor teacher and coordinator, supervise student teachers regularly, provide necessary guidance and consultancy for student teachers and evaluate their performance in collaboration with a mentor teacher. The second party, the mentor teacher is responsible for preparing activities that student teachers are involved in the process together with the university supervisor and school coordinator, making sure that the activities are carried out successfully, monitoring

student teachers during the activities and evaluating student teachers' performance to submit the school coordinator. The third party, student teachers are expected to study regularly in accordance with the instructions of mentor teachers and university supervisors, keep a portfolio including their studies and reports during the practicum and make maximum effort to improve their personal and professional competencies. In addition to the Directive of MoNE for the Teaching Practicum in Schools, the Faculty-School Cooperation Guide (HEC, 1998) was published to clarify roles and responsibilities in the practicum period and strengthen the cooperation between universities and schools. The list of duties and responsibilities for mentor teachers in the HEC Guide can be summarized as providing guidance and counselling, evaluating student teachers' performance and collaborating with the faculty supervisor. However, the guidelines given in both official documents are far from explaining which exact skills and competencies mentors should have and how mentoring should be conducted.

As for mentor selection, the HEC Guide states that mentor teachers should have a minimum of three years of experience, be willing to contribute to the training of teachers, be successful at implementing teaching methods and their attitude must be a good example for student teachers. It is also stated that mentors are selected by the faculty coordinator who should collaborate with the school coordinator and they are supposed to attend a seminar at the beginning of the mentoring period. With this seminar, it is aimed that mentor teachers will be informed about the Faculty-School Cooperation Project, the requirements in the practicum course and the mentoring process. However, such seminars were found to be organized very rarely in practice (Cincioğlu, 2011; Yalın Ucar, 2008).

As of 2018-2019 academic year, a new criterion for mentor selection has been announced by MoNE, which is participating in MEBBİS seminars. Teachers are obliged to attend those seminars to be assigned as mentor teachers. The seminars are delivered by teachers who are certified by the Ministry. In those seminars, mentor teachers are shown how to use the online platform, MEBBİS, to keep a record of practicum practices such as the regular attendance of student teachers and evaluations of their performance. Additionally, mentor teachers are trained on mentoring practices in those seminars. As aforementioned, the training is designed based on Clinical Supervision Model. In the training scheduled as 24 hours, mentor teachers are made familiar with the basic concepts of model, pre-conference, observation and data collection, data analysis, post-conference and reflection. They are shown videos and cases that exemplify the techniques and methods to be used in mentoring practices. At the end of the seminar, mentor teachers take an exam about the issues covered during training and they are expected to answer at least half of the questions correctly to be able to complete the training process.

2.1.4.3 Research on mentoring

Mentoring in teacher training has received great interest in research studies conducted both in Turkey and abroad recently. The growing body of research on mentoring has touched upon issues such as the efficacy of mentoring (e.g. Gareis & Grant, 2014; Yavuz, 2011; Yıldırım & Örsdemir, 2014), mentoring roles (e.g. Hall, Draper, Smith & Bullough, 2008; Sağlam, 2007), mentor development (e.g. Ambrosetti, 2014; Hudson, 2013), expectations related to mentoring (e.g. Cincioğlu, 2011; Ekiz, 2006; Koç, 2008), mentoring relationship (e.g. Bal-Gezegin, Balıkcı &

Gümüřok, 2019; Borko & Mayfield, 1995; Pungur, 2007), e-mentoring (e.g. Ersin & Atay, 2021; Kaçar, 2018; Redmond, 2015) and design and implementation of mentoring programs (e.g. Altay, 2015; Örsdemir-Panpallı, 2016; Yalın Uçar, 2008).

Although the overview of research on mentoring, in general, reveals that mentoring and practicum are valuable experiences for teacher candidates (e.g. Ellis, Alonzo & Nguyen, 2020; Farrell, 2008), problems that hinder effective mentoring have also been frequently mentioned (e.g. Cincioğlu, 2011; Ekiz, 2006; Gareis & Grant, 2014; Koç, 2008; Sarıçoban, 2008, Pungur, 2007; Yavuz, 2011). One of those mentioned problems is the lack of coordination between practicum schools and the universities, which is necessary for both planning and during mentoring (Hughes, 2002). For example, Yavuz (2011) who examined perceptions and experiences about the concepts of ‘mentor’ and ‘mentoring’ for a mentor teacher and six ELT major student-teachers found that school-faculty partnership explained in the official document is not practiced efficiently and thus the participants suggested the organization of regular seminars for mutual sharing and understanding. Similar results were reported by other studies conducted in other disciplines, primary education (Azar, 2003; Ekiz, 2006) and science education (Ogan Bekiroğlu, Kahveci, İrez, Şeker & Çakır, 2010).

Mentor support is essential for the effective development of student teachers as revealed by Bullough (2012), who reviewed mentoring practices in several states of the USA. However, the studies conducted in Turkey have indicated a lack of mentor support. For example, Yeşilyurt and Semerci (2012) who examined the perceptions of student teachers from several departments and universities concluded that mentor teachers do not provide efficient support for teacher candidates. In the field of foreign language education, Sağlam (2007) and Yavuz (2011) reported that

student teachers experience problems especially receiving appropriate and critical feedback from their mentors. As a form of mentor support, the provision of a wide variety of teaching practices for student teachers to observe is another problem pointed out in previous research. For instance, involving teacher candidates of foreign language education in her study, Özçelik (2012) found that student teachers fail to observe different teaching competencies that would actually be stimulating for their careers, which actually results from negative attitudes towards mentoring (e.g. Eraslan, 2008) and being incognizant of mentoring roles (e.g. Seçer, Çeliköz, & Kaygılı, 2010).

Another common problem indicated in previous research is the lack of criteria for mentor selection and training. Since being a teacher is not sufficient for the guidance of student teachers, mentor selection and training have been a major concern in the relevant literature. Being experienced, willingness for mentoring (e.g. Hamilton, 2010; Hobson, Harris, Buckner-Manley & Smith, 2012) and having received training on mentoring are among the criteria suggested by the previous studies. Furthermore, the positive impact of training has been underlined by a great number of research studies (e.g. Altay, 2015; Delaney, 2012; Ligadu, 2008; Örsdemir Panpallı, 2016; Yalın Uçar, 2008). For example, training was found to increase mentor teachers' awareness of their roles (Yirci, 2009) and the difference between teaching and mentoring (Menegat, 2010). Gareis and Grant's study (2014) showed that mentors were able to evaluate the teaching performance of student teachers after receiving training. Moreover, many studies indicated that mentor teachers request such training for themselves (Hamilton, 2010; Inal, Kaçar & Büyükyavuz, 2014).

In addition to the mostly known social interaction-based form of mentoring practices, the advent of computer technology has enabled the use of the internet as a mentoring tool in “e-mentoring”. Eliminating time and space constraints, e-mentoring provides opportunities for mentors and mentees to meet for collaborative professional development. Among a few studies focusing on digital tools for mentoring, Redmond (2015) built online mentoring communities to develop discipline-specific knowledge, skills and confidence in the student teachers. In the study, the role of online mentors was undertaken by practicing teachers and they guided student teachers who were in regional, rural or remote areas. The analysis of the data collected through archived online discussions, interviews and surveys showed that participation in such mentoring communities was a positive experience for student teachers but synchronous meetings are necessary prior to the beginning of asynchronous online discussions and mentors in online communities should be selected based on the criteria of experience, social competence and online confidence. Kaçar (2018) reported the results of a similar e-mentoring project that aimed to investigate the methodological challenges encountered by Turkish student teachers and the benefits of online written feedback provision practices on their professional development. In the qualitative case study, the data was collected from 30 student teachers' online feedback samples, reflective journals, a questionnaire with open-ended items and focus group interviews. The analysis of the data indicated that student teachers managed certain methodological challenges related to constructive feedback and adjusting the feedback language in line with the proficiency level of diverse learner profiles and e-mentoring contributed to their professional development.

The flexibility of online mentoring has received attention especially after the Covid-19 outbreak in 2020. To meet the needs of student teachers who were not able to continue their practicum studies due to the closure of schools in Turkey, Ersin, Mede and Atay (2020) designed an “e-practicum” course in which university supervisors acted as “e-mentor”. The study showed that following social constructivist principles in online social interaction enables mentor-student teacher collaboration successfully and student teachers engaged in e-mentoring in the study found this form of mentoring helpful and collaborative for their developing practice. Ersin and Atay (2021) also aimed to explore online mentoring experience from the perspectives of student teachers. In their study with a qualitative design, 35 randomly selected student teachers were invited for focus group interviews following the completion of an eight-week online school experience course. The results showed that student teachers mostly had a positive online mentoring experience as they were provided with sufficient contextual and technological support but they expected their mentors to allocate more time and support, which could stem from the inadequacy of current training provided by MoNE.

To address the mentor training gap in Turkey, in primary education, Yalın Uçar (2008) attempted to determine the effect of a newly developed mentor training program on competence, attitudes and opinions of mentors regarding mentorship. The “Mentor Training Program” included nine learning modules (introduction to practice teaching, guidance, evaluation, observation, adult education, classroom management, communication, feedback and personal characteristics) that were shaped as a result of needs analysis research across the country. The training (30 hours) was used in the training of 15 primary school mentor teachers. In the study, there were also the mentors assigned as the control group who were given a daily

informative seminar. In addition to mentors, a total of 30 mentees they guided were also assigned to experimental and control groups. In the research, there were both quantitative and qualitative data, the former coming from the pretest – posttests, (the scale of mentor competence and the attitude scale regarding mentorship-developed by the researcher) and the latter coming from daily feedback cards, the diaries of the mentors, the interview forms administered to the experimental group during and after the training. At the end of the study, the competence level and attitudes of the mentors in the experimental group were found to be increasing. Also, the mentees guided by these mentors in the experimental group appreciated the competence of mentors better. The experimental group of mentors mentioned the change in their perceptions about their own competence after the training process regarding the sub-dimensions of mentors' competence scale "preparation for the teaching practice, observation, classroom management, adults training and personal characteristics", whereas the mentees in the experimental group find their mentors more adequate in all of the sub-dimensions except for the "observation and evaluation" sub-dimension. Similarly, the qualitative results obtained from the experimental group indicated a change for the mentors regarding issues such as professional development, refreshing yourself, being a participant, effective communication and an effective physical environment.

With similar concern, Bulunuz, et al. (2014) proposed using Clinical Supervision Model in their research project and conducted research on its effectiveness to improve the supervisory skills of mentor teachers in teacher education programs. The model was later applied and disseminated in collaboration with MoNE, as explained earlier, and mentor teachers from different disciplines were invited for seminars in which they were trained by the project researchers about the

model. In the earlier phase of the project, Gürsoy, et al. (2013) focused on the effectiveness of the model on the performance of student teachers who work with university supervisors and mentor teachers receiving training. In the “teaching practice program” the researchers named, they trained university supervisors, mentor teachers and student teachers on how to utilize the model for three days. Through an experimental research design, two videotaped teaching performances of student teachers in the experimental group that received training and in the control group that was not trained on the model. Independent raters scored the teaching performances and the scores were compared using t-tests and analysis of variance. According to the results, student teachers in the experimental group had significantly higher scores on both the first and second videotaped teaching than the student teachers in the control group, indicating that the use of the model by the parties was effective and observable in student teachers’ teaching practices.

In the field of English language teacher education, Altay (2015) conducted a needs analysis to inform the design of a mentor training program and also investigated the effects of the program on the parties involved. Based on the data obtained from 78 pre-service and 14 faculty supervisors, a mentor training program was designed around such themes as faculty-school cooperation program, mentoring, mentor-pre-service relationship, adult education, observing practice teaching, giving feedback and evaluating pre-service teachers’ performance. The training program was implemented for 11 mentor teachers in the form of a workshop for two hours in four days. An opinionnaire and open-ended questions were used to collect data from 11 mentors before and after training. The analysis of the quantitative data showed that the training yielded no statistically significant differences on the part of both mentors and the pre-service teachers. However, the analysis of the qualitative data

revealed positive attitudes towards mentor training and mentors experienced changes in their perceptions of mentor requirements, faculty-school cooperation and expectations.

In the same research field, Örsdemir-Panpallı (2016) conducted an action research study to explore the mentoring practices and needs in an English language teacher education context to design a mentor training program accordingly and to identify its effects on the mentoring practices of an EFL mentor who worked with three pre-service teachers. After identifying the nature of mentoring practices through literature review, document analysis and the needs through student journals and interviews, a 4 module-mentor training program was developed. The modules covered in the program were “Teaching Practicum: Defining Roles and Responsibilities”, “Mentor and Mentee Relations”, “Mentoring Language and Techniques”, and “A Good Mentor: Mentor and Student-Teacher Experiences”. The participant teacher did certain readings and watch scenario-based videos as the requirements of the program. The researcher followed both the mentor teacher and the three pre-service teachers under her guidance for ten weeks during the practicum period. The analysis of the data revealed favorable results for all participants in the study. The mentor was found to broaden her pedagogical knowledge and knowledge on what effective mentoring actually entailed. The mentor training program was evidenced to help the mentor teacher reshape her personal theories and develop an understanding of the reflective nature of mentoring. It was also found that the pre-service teachers attributed their extension of the range of teaching strategies and skills to the guidance provided by their mentors.

2.2 Online training

The two main delivery modes of education, face-to-face and distance education (Shave, 1998), could be accepted as complementary to each other due to their different natures in addressing different learning needs. However, distance education has recently started to substitute for the face-to-face format because of the reasons such as the increasing popularity of learning independent of time and space, the need for lifelong learning and cost-efficiency. Distance education is defined as “teaching and planned learning in which teaching normally occurs in a different place from [the] learning, requiring communication through technologies, as well as a special institutional organization” (Moore & Kearsley, 2011, p.2). In distance education, learning does not have to occur at a particular time and space and interaction among learner, instructor and content could be easily fostered. With its flexible and adaptable features, distance education has become a new norm for education that integrates technological means effectively to reach the vast number of learners and is embraced by many institutions around the world. Various types of courses are being delivered through the use of the Internet as a medium without waiting for learners’ onsite presence.

Distance education has taken different forms defined by various terms such as distance learning, online education, online learning, e-learning and virtual classroom. In principle, all terms focus on the arrangement of teaching and learning in the form that separates teacher and learner by geography and time (Williams, Paprock & Covington, 1999). Although it is possible to observe little differences in the mediums to link teacher and learner, the terms are roughly used as a synonym for distance education.

In understanding online training, the term training also needs clarification. Training differs from education in its perspective and purpose. Although both are concerned with learning, training includes information to perform a specific task and it is more narrowly focused with its duration determined by the content, unlike education that aims to prepare individuals for the society in a fixed time frame that informs the content (Morrison, Ross, Kalman & Kemp, 2013). Similar to the different modes of delivery of education, technological improvements have changed the nature of training in many organizations and institutions and allowed for many to be trained and specialized in their area of interest.

Given the distinctions between the concepts, the target program in the present study is defined as “online training”. The program is designed to be “training” in which mentor teachers are invited to improve their mentoring skills in the duration predicted by the required content based on mentors’ analyzed needs. In addition, it is an “online training” program as the delivery of training is planned on the internet through a learning management system.

2.2.1 Online mentor training

Teacher training has inevitably had its share of online approaches to the delivery of education. Offering schedule flexibility and cost-effectiveness, online teacher training make it possible for teachers to learn at their own pace, access to new learning platforms, and learn from many leading professionals in the world. Moreover, it has the potential to build community among a large number of teachers as well as across teacher communities. In addition, it is a motivating factor for teachers as it enables them to engage with their own professional growth.

The online method in training teachers has informed both pre-service and in-service teacher training. At the pre-service level, online training was approached mostly with the concern that online learning has established its value in the education system and future teachers should be prepared for contemporary classroom teaching (e.g. Stahl, et al., 2016; Duncan & Barnett, 2009). Therefore, teacher education programs have integrated online courses into their curriculum in which pre-service teachers are informed about and experience new digital learning tools, online learning activities and various ways to integrate technology into the classrooms (Barbour, et al., 2013). At the in-service level, the same concern has led the training of online teachers (e.g. Yılmaz, 2012; Zweig & Stafford, 2016) and also professional development seminars and trainings were made available through online delivery (e.g. Kang Shin, 2008; Dikilitaş & Erten, 2017).

With regard to mentor training, online or distance delivery is not a common practice given the few examples of well-designed training for mentors even in face to face format. Those few examples include the support for mentor teachers for a short time, which is offered within the frame of school-university cooperation (e.g. Chan, 2012). It is also possible to encounter mentor training practices or programs for novice teachers as a part of induction programs used in some countries such as the USA, Netherlands and Australia (Cullingford, 2006; Kelly, et al., 2014; Snoek, 2011), some of which are also made available with online versions. As for mentors assigned to guide pre-service teachers, online options are very scarce. One online mentor training program, to the best knowledge of the researcher, is offered by the Australian Institute for Teaching and School Leadership in a modular format to enhance teachers' knowledge and skills in guiding pre-service teachers (<https://www.aitsl.edu.au/tools-resources/resource/supervising-pre-service-teachers>).

The present study aims to contribute to the online delivery of training for teachers mentoring pre-service teachers and becomes exclusive in specifically addressing the needs and expectations in practicum studies of an English language teacher education program.

2.2.2 Online mentor training design

The review of literature and sample practices on online training suggest that effective training with greater learning gains requires well-designed instruction (e.g. Morrison, et al., 2013). In order to be able to create a significant change in the overall learning process and use time and resources effectively, it is imperative to utilize instructional principles and methods (Tüzün, 2001). Bridging the gap between content and learning through the evaluation of current state and learner needs, following instructional design models enables a systematic intervention to facilitate the determined instructional goals.

The instructional design models are basically structured on the processes of analyzing, designing, developing, implementing, and evaluating (ADDIE) (Gustafson & Branch, 1997). Dousay (2018) refers to ADDIE as a process rather than a model since the model is the personalized version of the generic functions for a specific context whereas the process is a series of necessary steps to take for an end result. Serving as the overarching framework to explain individual models, the phases in the ADDIE process are summarized by Branch (2009) as follows:

1. Analyze – identify the probable causes for a performance gap,
2. Design –verify the desired performances and appropriate testing methods,
3. Develop – generate and validate the learning resources,

4. Implement – prepare the learning environment and engage the students,
5. Evaluate – assess the quality of the instructional products and processes, both before and after implementation (p. 3).

Those ADDIE processes have informed many instructional design models such as Dick and Carrey’s model, The Kickpatrick Model, backward design and Morrison, et al.’s (2013) (MRK) Instructional Design Model. Among those models, Morrison, et al.’s (2013) (MRK) Instructional Design Model is used to inform the design of online mentor training program in the present study, which is illustrated in Figure 2.1 below.

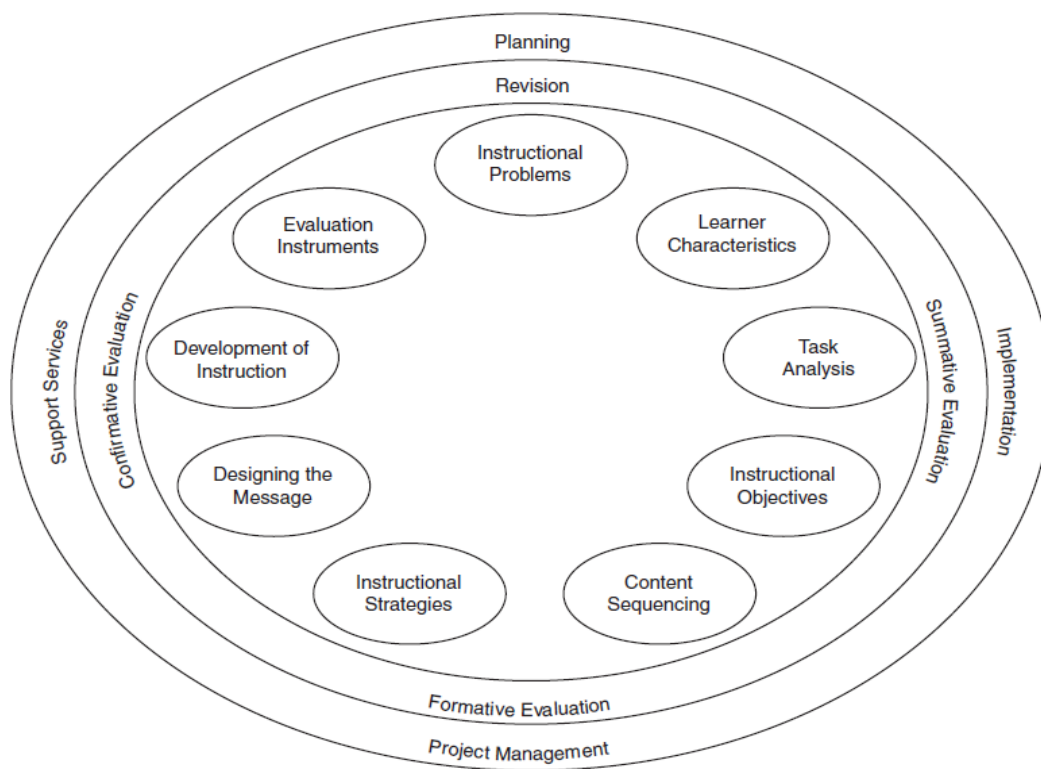


Figure 2.1 Morrison, Kemp and Ross Instructional Design Model (2013)

The MRK model has a circular structure indicating the nine elements are interdependent, which allows for ongoing revisions and adjustments. As represented in Figure 2.1, the inner oval shows the revision and formative evaluation processes to consider throughout the development process, whereas the outer oval describes the steps of a usual project: Planning, project management and support services, revision, summative and confirmative evaluation. Among the nine elements in the

inner oval, instructional problems are the first step to identifying problems or needs in a learning environment and the specification of the goals of the program. The second step, learners' characteristics, emphasizes the analysis of learners' characteristics that may influence the design process. In the task analysis step, the designer needs to determine what knowledge and procedures should be included to achieve the learning objectives, whereas instructional objectives remind that the learning objectives should be specified, which will provide a map for design. Content sequencing is about the order of content which should be logical for effective learning and affects the understanding of the information by the learner and instructional strategies concern creative and innovative ways of presenting the information to help learners in reaching learning goals. The step of designing the message is about the pattern of words and pictures to communicate with the learners varying from including graphics and texts to the use of typographical elements such as bold or italics to direct the learner's attention. After analysis and design, the development of instruction involves using all the resources to produce instructional materials. The last element in the inner oval, evaluation instruments involve both formative and summative evaluation instruments should be designed to assess learners' mastery of objectives.

The model has been one of the widely used instructional design models (Khodabandelou & Abu Samah, 2012) and proved to positively influence attitudes of learners and promote permanent learning (Göksu, Özcan, Çakır & Gökteş, 2014). For example, Bofill (2013), using constructivism as the learning theory and Morrison, Kemp and Ross's model as the instructional design framework, developed an online language learning lesson to enhance collaboration among students. Following the steps described in the model, the researcher was able to integrate collaborative tasks

and activities in line with the course aims and claimed that such courses teaching collaborative skills to students to use in their own classrooms would make the process and its resulting benefits pass on to a variety of students. Similarly, when proposing an iterative method for online instructional development, Kranch (2008) suggested integrating MRK model into the design of an online course since the model allows for constant development in the nonlinear instructional cycle through a continuous focus on fundamental components of instruction, learners, objectives, methods and evaluation. Simms and Knowlton (2008) also reported on the use of the model for creating computer-based instruction about fractions in mathematics education at the college level. Following the elements of the model in the design and delivery of their course, the researchers concluded that the model was effective in understanding the preferences of the learners to be able to design the course accordingly and assisting learners' development through constant feedback. It was also suggested that the theoretical robustness of the model have considerable potential to contribute to the learners' long-term success.

In the present study, Morrison, et al.'s (2013) Instructional Design Model is chosen for several reasons. First, the model has a circular structure rather than a linear one due to the belief that an effective design should be flexible and adaptable, without any obligation to follow or include each step (Morrison, et al., 1998). The second reason is that the model is easy to tailor for online delivery (Dousay, 2018). Another reason to use the model is that the instruction is approached from learners' perspective rather than content, which is essential for the training aimed to be designed according to the needs and expectations for effective mentoring. Additionally, it promotes the use of a critical lens in a detailed analysis of the learning context. For this study under the theoretical framework of critical

constructivist perspective in teacher education, such a model inevitably benefits the training design.

2.3 Summary

This chapter presented the related literature reviewed for the study. Although a large body of research concerning the importance of mentoring and mentor teachers in practicum exists, very little has been explored as to the training of mentor teachers, especially in the foreign language teacher education programs executed in Turkey. Based on the limited available research and the frame of online training design, the present study sought to contribute knowledge in the area.

CHAPTER 3

METHODOLOGY

The purpose of this chapter is to address the methods and procedures used in developing and conducting the present study. The chapter begins with research questions, design and the context of the study. The following sections present data collection tools, procedures and data analysis methods in each phase.

3.1 Research questions

This study attempted to design, implement and evaluate an online mentor training program for mentor teachers assigned to guide student teachers in the field of foreign language education. Particularly, it aimed to answer the following research questions:

- 1- What are the expectations of university supervisors, mentor teachers and student teachers from mentoring in a language teacher education program?
- 2- What are the reported mentoring practices in the experimental and control group of mentors before and after the mentor training program, regarding their
 - a. knowledge of practicum procedures?
 - b. knowledge of mentoring?
 - c. observational skills?
 - d. feedback skills?

3- Is there any statistically significant difference between the mentoring practices reported by the student teachers in the experimental and control group regarding the mentors’

- a. knowledge of practicum procedures?
- b. knowledge of mentoring?
- c. observational skills?
- d. feedback skills?

4- How the mentors evaluate the proposed mentor training program, in terms of

- a. content?
- b. structure?
- c. mode of delivery?
- d. time allowed?

3.2 Research design

The present study consists of three different phases in line with the aim of the study: designing, implementing and evaluating an online mentor training program.

Adopting a quasi-experimental research design, this multiphase study used a mixed method approach in collecting data (Nunan & Bailey, 2009), since design, implementation and evaluation of an intervention in the form of an online mentor training program necessitated the use of both qualitative and quantitative methods.

As summarized in Table 3.1 below, the quantitative methods benefitted from categorizing data and ordering these categories, and the qualitative methods were useful in providing a deeper and wider understanding of the perceptions of the respondents (Dörnyei, 2007). Additionally, the data were collected from a number of sources with the aim of providing supporting data for increased validity and reliability of the results (Mackey & Gass, 2005).

Table 3.1 Research Design and Data Collection

Data Collection					
Phases of the study	Dates	Tools	Data sources	N	Analysis
Designing mentor training program (RQ1)	November 2019-March 2020 (for data collection)	Questionnaire	Student teachers	79	Descriptive statistics
			Mentor teachers	37	
			University supervisors	6	
	April 2020-September 2021 (for material design)	Semi-structured interviews	Student teachers	8	Content analysis
			Mentor teachers	7	
			University supervisors	3	
Implementing mentor training program (RQ2-3)	November 2021-January 2022	Mentoring survey (as pre- and post-survey)	Student teachers	Control group: 15 Experimental group: 16	Descriptive and inferential statistics
		Semi-structured interviews (before and after training)	Mentor teachers	Control group: 7 Experimental group: 8	Content analysis
Evaluating mentor training program (RQ4)	January 2022-February 2022	Semi-structured interviews	Mentor teachers	8	Content analysis

The procedures followed in each phase of the study are presented in the following sections.

3.3 The research context

The context of the study was chosen as the Department of Foreign Language Education at Boğaziçi University (hereafter BU-FLED), İstanbul, Turkey where the researcher was working at the time of the study and had close contact with practicum studies. As commonly practiced in teacher education programs in Turkey, student teachers are involved in two terms of teaching practicum at BU-FLED. They are required to complete the practicum study in their final year with the courses “School

Experience in TEFL” in fall term and “Practice Teaching in EFL” in the spring term. In both practicum courses, teacher candidates are assigned to schools in groups where the school principal appoints a mentor to guide them for the duration of 12-week process. In the course “School Experience”, student teachers are made familiar with the schools in terms of instructional programs, materials, technical resources, administration and teaching. They perform structured observation tasks based on the discussions related to theoretical and experiential considerations in EFL. In the spring term course, “Practice Teaching”, student teachers experience teaching under the supervision of their mentor and the university supervisor. They prepare lesson plans and teach under the supervision of their mentor. The university supervisor also observes these teachings for evaluation. In addition to these two courses, a third course “Seminar on Practice Teaching in EFL” is also offered in the department. In this course, student teachers are provided with the opportunity to reflect on their school experience and use the feedback received from their supervisors and peers to develop their personal teaching styles.

The practicum studies executed at BU-FLED involve three parties, student teachers, mentor teachers and university supervisors who are in close contact throughout the practicum period. Therefore, the participants of the study consisted of three groups, chosen through convenience sampling among the purposeful sampling types (Patton, 1990), which is the most common form of nonprobability sampling (Merriam, 1998). The group of university supervisors was the instructors who offered the practicum courses in the department. Mentor teachers were the mentors who worked with those university supervisors in the practicum process and the student teacher participants of the study were fourth-year undergraduate students

who were enrolled in practicum courses. The detailed profile of participants is presented under each phase of the study in the following sections.

3.4 Phase 1: Designing the online mentor training program

The first phase of the study includes the design process of the intended online mentor training program. It first aims to understand the expectations of each group in the practicum process, which was used to decide the content and organization of the training program.

3.4.1 Phase 1: Participants

The participants of the study in this phase consist of the three groups chosen through convenient sampling in the research context. The first group of the participants, student teachers, were 79 senior year students at BU-FLED in the 2019-2020 academic year. At the time of the first phase of the study, the student teachers were registered in the practicum course offered in the fall semester and visiting practicum schools for the course requirements such as classroom observations, reflection reports, and discussion about the classroom practice of teaching English.

The second group of participants was 37 teachers who were assigned as mentor teachers at the practicum schools (seven private and eight state schools) that the department cooperated with for practicum studies in the same academic year. Their experience in teaching English ranged from six to thirty years, whereas the years of experience in mentoring were between three to twenty.

The third group of the participants was six university supervisors who were offering the practicum courses at the time of the study and thus cooperating with the

other two groups in the process. Offering various field-based courses for more than ten years at the department, the participating university supervisors had experience in teaching practicum courses for more than five years.

3.4.2 Phase 1: Data collection tools and procedures

In this phase of the study, all participants were invited to reflect on their needs and expectations from the practicum process with a special focus on mentor teachers. The data for this phase were collected through two different data collection tools to increase the credibility and validity of findings: questionnaires and interviews.

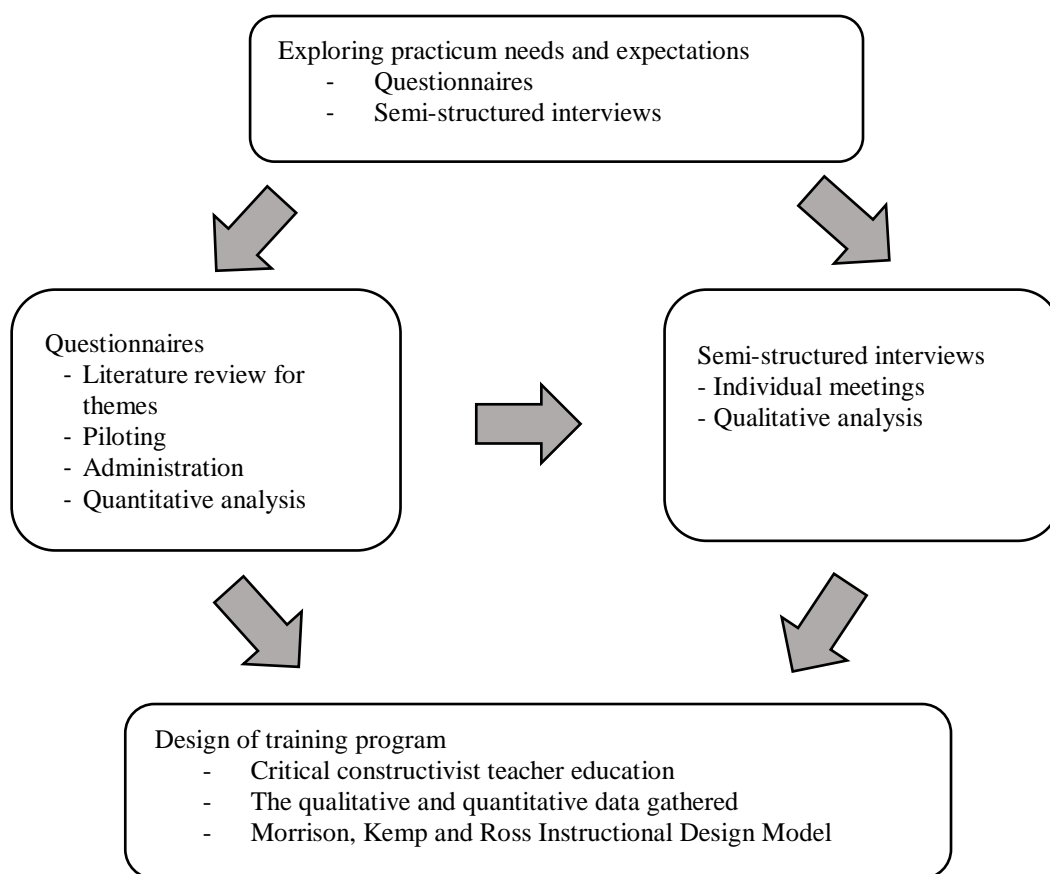


Figure 3.1 Data collection and procedures in Phase 1

The questionnaire was prepared by the researcher to understand what kind of issues should be covered in the mentor training program (See Appendices C, D and E). This

way was chosen for practical reasons because conducting in-depth interviews with each participant in each group (6 university supervisors, 37 mentor teachers and 79 student teachers) would be very time-consuming. As the first step, a literature review was carried out for the questionnaire items. The studies on the problems experienced during the practicum studies in Turkey conducted between 2006 and 2019 (about 50 studies) were reviewed. The beginning of the period to review studies was determined as 2006, the year language teacher education programs in Turkey took its current form with the latest revision that aimed to restructure the faculties of education (YÖK, 2007). In these studies, problems and expectations were reported from the perspectives of all three groups in the practicum process. During the literature review, the problems and expectations with specific reference to mentor teachers were gathered. Eight possible training themes were listed as a result of this process: giving feedback to student teachers, assessing student teachers' performance, observing student teachers, the orientation of student teachers (to the classroom, school culture, profession), motivation and attitude in mentoring, mentor-supervisor communication and cooperation of mentors, knowledge of practicum (procedures such as tasks, roles and responsibilities, official duties, etc.), knowledge of mentoring (i.e. what mentoring entails, personal attributes, pedagogical knowledge to support student teachers). All those themes were listed in the questionnaire and the participants were asked to rank those themes from the most important to the least important one. A consent form was added at the beginning of the questionnaire and participants were asked to provide information related to practicum school (in the questionnaire for student teachers and mentor teachers), years of experience both as a teacher and as a mentor teacher (in the questionnaire for mentor teachers). Additionally, another part was added to the end of the questionnaire for the

participants to indicate whether they were willing to take part in an interview about their responses.

Prior to administration, ethical approval was received from the Ethics Committee for Master and Ph.D. Theses in Social Sciences and Humanities (See Appendix F) and then the questionnaire was piloted with two university supervisors, ten mentor teachers and sixteen student teachers to check for comprehensibility. After making some small word changes, all the university supervisors offering practicum courses at BU-FLED, cooperating schools and mentor teachers collaborating with the department during the practicum and the student teachers taking practicum courses were listed and asked whether they were willing to share their thoughts via the questionnaire. As a result of this process, six university supervisors, 37 mentor teachers from fifteen different cooperating schools and 79 student teachers answered the questionnaire.

The administration of the questionnaire was followed by the semi-structured interviews to be able to understand the issue in depth from the participants' perspectives by establishing a greater rapport with them in a conversation (Phipps, 2010). In order to do that, the participants who indicated their willingness to take part in the in-depth interviews were contacted. Eight student teachers, seven mentor teachers and three university supervisors agreed to explain their needs and expectations about practicum studies. During the interviews, they were asked questions about the components of practicum that need to be improved and what kind of issues should be included in a mentor training program, with the intention to let them elaborate more on the answers they provided on the questionnaire. The semi-structured interviews were conducted individually and lasted for about 25 minutes. The language of the interviews was Turkish, the native language of the participants,

to reduce the risk of language blockage. The interviews were audio-recorded with the permission of the participants and transcribed verbatim by the researcher. To ensure reliability and accuracy, the researcher asked the participants to review and approve the transcripts.

In the meantime, several visits were paid to the practicum schools to observe student teachers during their practice teaching and in their feedback conferences with their mentors. The researcher also attended the practicum courses offered in the department to observe the same student teachers in those courses with the intention of listening to their comments related to their practicum studies. During all those observations, the researcher took notes of any information that possibly deepen the data gathered through questionnaires and interviews and thus benefit the content of the training.

3.4.3 Phase 1: Data analysis

To analyze the data gathered in the first phase, two different analysis procedures were used. For the quantitative data, the answers of all participants in the questionnaires were analyzed through SPSS 27.0 for the Windows software package. Descriptive statistics, namely frequencies, were utilized to understand the practicum themes that were found as the most important to cover in a mentor training program.

For qualitative data gathered through the semi-structured interviews, the transcripts of eighteen interviews in total (eight student teachers, seven mentor teachers and three university supervisors) were analyzed using content analysis. Miles, Huberman & Saldana (2013) suggest the use of three stages in content analysis: data reduction, data display and conclusion drawing. According to this

framework, data reduction includes the elimination of irrelevant information in the transcribed data and coding of the raw data into conceptual categories. In the second stage, 'data display', the data is represented in form of a table or chart and any possible connection between the categories is examined. In the last stage, which is 'conclusion drawing', the validity of the results is ensured by referring to field notes and conclusions were developed. Following this model, the researcher studied the transcriptions to identify and classify the participants' comments as practicum themes to include in a mentor training program. Then, the relationships between different themes were carefully checked whether they could be placed under the same theme. Finally, the researcher reexamined to ensure whether the emergent themes truly reflected the nature of its supporting data. As an important criterion for a scientific inquiry to be trustable (Merriam & Tisdell, 2015), reliability was ensured via intra-rater reliability, due to the successive phases of the study that confirmed one another throughout the process. Thus, for the intra-rater reliability, the same analysis process in the coding of the data was repeated by the researcher after three weeks. The first and second coding were compared to eliminate the differences and conclusions were drawn after minor revisions.

3.4.4 Phase 1: Design of training program

After collecting and analyzing the data in the first phase, an online mentor training program which is the main focus of the present study was designed. In the design of the online mentor training program (hereafter OMTP), three main sources were followed and utilized:

- The theoretical framework of the study: Critical Constructivist Teacher Education

- The qualitative and quantitative data gathered from all participants

- Morrison, Kemp and Ross Instructional Design Model

Among those three sources, the first two mainly informed the content and the choice of the materials, whereas the instructional model mapped out a route for the organization and delivery of the training.

As explained in the literature review section, the MRK model for instructional design basically consists of several ongoing processes and nine core elements. Therefore, the application of the model for the present study included two main components: ongoing processes and nine interdependent elements. The steps in the design of training were based on those elements of the instructional model and the design process is explained accordingly.

Among the ongoing processes in the model, planning and project management is determining the effort required for management and the amount of planning (Morrison, et al., 2013). Considering that the targeted OMTP was prototypical in nature and offered to a small number of mentor teachers, planning and project management processes were under the responsibility of the researcher. The schedule for training was determined within the scope of the dissertation sponsored by Boğaziçi University Research Council Project No: 20D06D2.

With regard to support services, sophisticated support such as typographers, video producers or graphic artists were not needed for this small project with a short time frame. Instead, required materials were chosen among the available ones and the experts in the field were consulted throughout the project.

For another ongoing process, formative evaluation and revision, the design and development of the training were evaluated at multiple points during the process. For example, this training was motivated by the need for training mentor teachers to be more effective in practicum and the project started with the problem identification step. For correct identification, the needs and expectations of all parties that have a role in the practicum process were explored before the design. The tasks and the objectives were continuously reviewed with the experts to understand whether the problem was correctly addressed. Prior to the delivery of training, two mentors were invited to test the comprehensibility and effectiveness so that revisions could be made to improve the quality of the training.

During the planning of the design, the implementation process was also planned by the researcher. That is, when planning, its possible effects on the implementation were considered to eliminate anticipated problems and improve the design. For example, in the modules of training, useful tips for effective mentoring with short sentences were also provided believing that mentor teachers were attracted by the practical information.

The last ongoing process suggested by the model includes summative and confirmative evaluation. Summative evaluation refers to the final evaluation of instruction after use, whereas confirmative one is made sometime after the training is completed to understand whether it is still applicable. Summative evaluation for this project was made by asking evaluation questions to the trainee mentors in post-interviews as well as post-tests in the form of Likert-type scales administered to determine the effectiveness of the training statistically. The confirmative evaluation was not planned in the present study.

Nine interdependent elements of the model were instructional problems, learners' characteristics, task analysis, instructional objectives, content sequencing, instructional strategies, designing the message, development of instruction, evaluation instruments. For instructional problems this element, Morrison, et al. (2013, p.27) proposes four questions to consider:

- What is the problem we are asked to solve?
- Will instruction solve the problem?
- What is the purpose of the planned instruction?
- Is an instructional intervention the best solution?

Based on these questions, the main problem that led to this design was the absence of a training program for mentors in the practicum component of teacher education programs in Turkey and a few training samples were encountered in the world. In Turkey, MNE started to offer short training for mentors and use a web-based system in 2018. However, it was designed to address all the disciplines with a "one size fits all" rationale, without taking specific needs that each discipline might have for practicum. The existence of these problems was also supported by the review of the literature. To help the identification of the problem, mentor teachers, university supervisors and student teachers were administered a questionnaire and also invited for an interview, results of which were listed to understand their exact needs and expectations related to practicum. An instructional intervention planned accordingly and designed on these results was the best option to solve the problem.

The second element of the model was learners' characteristics. The learners in this project were mentor teachers, the context was shaped by the practicum studies with specific requirements for completion and the classrooms in which mentor teachers worked with student teachers. In order to design an effective mentor training

program, motivation and experience were two main factors to consider. For that reason, the needs analysis data gathered prior to the design of the training were reviewed. Since mentor teachers already commented about their motivation to take part in such training during the individual interviews, it was believed that motivational problems did not exist for the expected effect of training. Additionally, based on the data, the mentor teachers with at least three years of experience in mentoring were invited for the training as the training occasionally asked them to reflect on their previous mentoring experiences.

It was suggested to consider according to the model that mentor teachers were adult learners and involved in the job of teaching which occupied an important amount of time. At this point, generalizations for adults by Knowles, et al. (2005) were paid special attention. The researchers suggest that adult learners appreciate clearly specified learning objectives and how training will benefit them. Thus, a training program description was prepared to explain the content, expected time of commitment and the learning objectives. Another generalization was about the issue of time to allocate for the training and the fact that they bring their experiences from their working lives. To address this point, the training was planned as online and asynchronous so as not to limit trainees in terms of space and time. The online training through a user-friendly LMS with a self-paced and modular design to be completed in a reasonable amount of time (around three weeks for each module) was planned. Thus, trainees were believed to be able to manage their own time to complete the modules and fulfil the required tasks whenever they had to do them. Their experiences were included in the tasks because it was believed that their experiences were considered as the start point to make this training program effective. In addition, the training context was their own teaching context providing

rich data for real-world scenarios that the trainees may refer to. Such an online and flexible design also automatically addressed other adult characteristics such as being self-directed and interdependent (Knowles, et al., 2005).

Another point the researchers directed attention to about adult learners was that adults may prefer to cooperate in groups and socialize. Considering this, discussion forums were included in the modules so that they could be interacting with other trainees, which formed a professional collaborative environment. Also, the trainees were in collaboration with an expert in the field who provided feedback for their tasks. As suggested by the critical constructivist teacher education, the main theoretical framework adopted in the study, collaboration and interaction is a must for inquiry to their teaching contexts for improvement of their mentoring skills.

In the task analysis step of instructional design, three task analysis methods were suggested by Morrison, et al. (2013), one or two of which could be chosen as a way to prepare the content and tasks for the training: Topic analysis, procedural analysis and critical incident method. Of these three methods, topic analysis, defining the facts, concepts, principles and rules that make up final instruction, and procedural analysis, analyzing tasks by identifying the steps required to complete them, were selected as appropriate methods for this process.

The first step, topic analysis, was conducted in the process of identifying needs and expectations related to practicum. That is, the topics to be covered in the training program came out when the university supervisors, mentor teachers and student teachers were asked questions about their needs in questionnaires and in-depth interviews. As a result of the analysis of the data coming from the participants, the following list of topics was determined since those were the issues mostly

mentioned by the participants (The results of the first phase are presented in detail in the Results chapter):

1. Practicum procedures
2. Understanding mentoring in pre-service language teacher education
3. Observation in pre-service language teacher education
4. Effective feedback in pre-service language teacher education

Following the identification of topics to include in the target training program, the second step of procedural analysis was conducted to “determine what knowledge and procedures needed to include in the instruction to help the learner master the objectives” (Morrison, et al., p. 15). In this process, the data obtained in the interviews, the related literature and sample mentoring programs were consulted. To illustrate, for the first topic, practicum procedures, details of practicum study conducted at the department such as roles and responsibilities of the parties (mentor teacher, student teacher, university supervisor) and the practicum courses delivered at the department were included since the interview data revealed that mentor teachers had difficult times in controlling the flow of practicum study. Regarding the second topic, knowledge of mentoring, the data, literature review and expert views indicated that mentoring duty is a crucial component in pre-service teacher education and effective mentoring requires both personal attributes and pedagogical knowledge (Hudson, 2009). Another topic, observation in practicum, was determined to include issues such as the importance of observation in practicum and its phases (co-planning with mentor, pre-observation conference and lesson observation) as suggested by the interview data and the related literature. Similarly, the same sources showed for mentor teachers to learn how to give effective feedback in a practicum that they should be aware of the role of feedback for pre-service teachers’ professional

development and the required steps to take when giving feedback. As a result of topic and procedural analysis process, the following outline was prepared for the content of the target training program:

1. Practicum procedure at BU-FLED
 - Introducing practicum study at BU-FLED
 - Practicum courses (the courses at the department, required tasks etc.)
 - Roles and responsibilities for this term
2. Understanding mentoring in pre-service language teacher education
 - Mentoring and mentor roles
 - Personal attributes in effective mentoring (being supportive, comfortable in talking about teaching practices, attentive listening etc.)
 - Communication strategies for mentoring student teachers
 - Pedagogical knowledge in effective mentoring
3. Observation in pre-service language teacher education
 - Classroom observation in practicum (its role and importance)
 - Phases of classroom observation
 - Co-planning with mentor & pre-observation conference
 - Lesson observation
4. Effective feedback in pre-service language teacher education
 - The role of feedback in practicum
 - Post-observation conference (feedback)
 - Reflection (feed-forward)

Regarding instructional objectives, Morrison, et al. (2013) suggest that they should be clearly stated to be able to evaluate whether learners achieved the expected outcomes. In addition, they should be distributed over different levels of learning in

three objective domains: cognitive, psychomotor and affective domains. The nature of training and the tasks did not require a test for evaluation in this training; rather, they aimed to make changes in mentoring practice which made it difficult to write objectives that could be tested through instruments. Therefore, the following objectives in Table 3.2 were formulated to mainly address cognitive domains varying from low level (knowledge) to high level (analysis, synthesis) of learning.

Table 3.2 Learning Objectives

At the end of	Mentor trainees will
First module (Practicum procedure at BU-FLED)	- Be informed about the procedures of practicum studies conducted at BU-FLED
Second module (Understanding mentoring in pre-service language teacher education)	- Comment on what mentoring entails, components of effective mentoring and the roles undertaken by mentors - Question what their roles as mentor teachers require based on their own social, cultural and teaching context - Apply different strategies to perform different mentoring practices (e.g. strategies such as co-planning, verbally reflecting on planning with the student teacher, and showing examples of the mentor teacher's planning for the practice of planning for teaching) and reflect on them
Third module (Observation in pre-service language teacher education)	- Explain the importance of observation for teachers' professional development and the steps to follow before and during the observation in practicum - Know how to observe student teacher during the class - Reflect on being observed and their own observation experiences
Fourth module (Effective feedback in pre-service language teacher education)	- Follow the steps necessary for an effective teaching practice after observing student teachers teaching (i.e. post-observation (written/oral feedback) and reflection (feed-forward)) - Be aware of the role of feedback and reflection in practicum process and give effective feedback using suggested tips - Reflect on receiving and providing feedback upon accomplishing the observation process

For the content sequencing element of the model, Morrison, et al., (2013) reviewed Posner and Strike's (1976) sequencing scheme, which was applicable for the training designed in this project. According to this scheme, the instructional designer should start with a learning-related scheme that considers learners' needs and continue with either a world-related or concept-related scheme. The mentor training program, thus, started with knowledge of mentoring first as it is an

identifiable skill for mentors to develop before performing observation and feedback skills. This sequencing was also in line with the concept-related scheme since the mentoring knowledge can be proposed as a prerequisite for developing observing and feedback skills. In addition, feedback is given upon observation of student teachers, which made it necessary for feedback to follow the observation module. In this sequencing, the practicum procedure module was kept separate from the other three modules. It was planned as an introduction that gave information about the practicum program at the department and thus it was kept as the reference part of the training with no task requirements. It was included to address the need for knowledge of practicum procedures. Mentor trainees were expected to review this module and refer to it as a guide in case of a question related to the procedures or the roles and responsibilities in the practicum process. The other three modules were planned to be the core of the training.

The instructional strategies element of instructional design consists of two levels: a delivery strategy that describes the general learning environment and instructional strategies that describe sequences and methods of instruction to achieve the objectives (Morrison, et al., 2013). For the delivery strategy, based on the learners' characteristics such as their age and work life, an online learning environment in the form of LMS was chosen since it provided flexibility for training. Several LMS platforms were tried in this stage and NeoLMS was chosen to upload the materials due to its professional layout and user-friendly nature. The layout and organization of the LMS is illustrated in Figure 3.3 below.

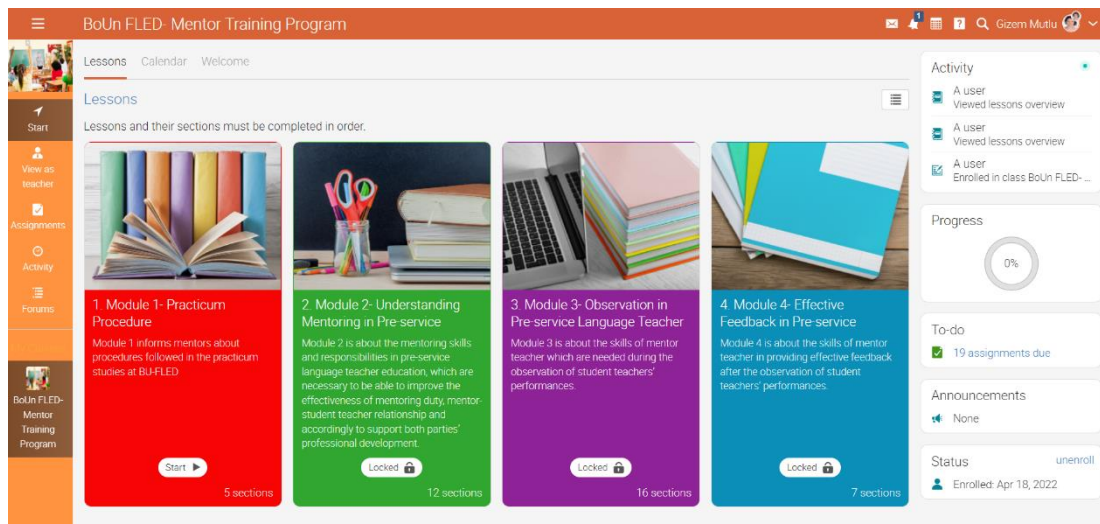


Figure 3.3 The Online Mentor Training Program delivered on NeoLMS

Regarding instructional strategy, the modules were designed based on a specific structure to achieve the learning objectives. The first introductory module had a different structure from other modules and it basically offered information about the practicum studies executed at the department without any tasks to complete. The other three modules, which were about mentoring, observing student teachers and giving feedback, started with a mentoring scenario, video or comment of a student teacher to activate the mentor teacher trainees' background knowledge and previous experiences on the issue. Creating active thinking in this step was used to raise their awareness before discussing it with other mentors for deeper questioning. The discussion was prompted by some questions to lead them in created discussion forums. Various sources of knowledge in the form of reading texts such as expert views and research articles were presented following discussion in order to help trainees fill the gaps in their existing knowledge, which was believed to make learning more meaningful. In order for mentor teacher trainees to apply the new knowledge, tasks followed the reading text and they were asked to write reflections under the guidance of given questions on these mentoring tasks. Reflections and feedback from an expert for their reflections were included specifically to ensure that

mentor teachers improved their reflective skills and experience changes in their mentoring practices. The structure of the modules in the training promoting this instructional strategy is more elaborated in the Table 3.3 (See Appendix B).

In the design of the instructional message step, a program description was provided to alert the trainees on what to expect throughout the training. In this description, trainees were explained the aim of the program, the learning objectives and the steps they should go through to complete the modules. Each module also had similar explanations specific to that module in the beginning. Within the core modules, as a means to signal the structure of information, the same layouts with the same typographical variations were used for the same parts of the modules. Another strategy used was preparing videos created out of the reading materials using Articulate Storyline 360 software. Those videos were placed in the modules as an alternative to the reading texts to save the modules from being full of dull texts. Additionally, in some of the modules, short sentences under the title of “Useful tips” were presented for mentor teachers to direct their attention.

In developing the instruction step of the instructional model, the online delivery mode was chosen to present the content and the tasks. As aforementioned, NeoLMS was used to host the course materials. The learning was designed to take place in the system asynchronously for two reasons. First, the training program was predicted to last about eight weeks and it was difficult to gather mentors working at a school for the training at the same time. Second, the training had tasks for mentor teachers to complete such as observing a student teacher which requires another scheduling in a school schedule. Not to limit mentors with different schedules, they were monitored by the researcher in the system. In the training, the mentor trainees were engaged in self-paced learning with deadlines settled to complete the modules.

As suggested by Morrison, et al. (2013), deadlines were settled to ensure self-discipline and each trainee started and finished each module at the same time. Interactions with other trainees in discussion forums and with the field expert (university instructor) who was responsible for giving feedback to reflections of mentor teachers were also ensured in this way.

The last element in the model, evaluation instruments were designed in three types in the study: formative, summative and end-of-module evaluations. As explained earlier, formative evaluation of course content was made by consulting experts in the field and also two mentor teachers were invited to check comprehensibility prior to training. In addition to that, mentor teachers in the experimental group receiving training were interviewed prior to the training program, as explained in Phase 2: Implementing Online Training Program. At the end of the training, the same participants were invited for post-training interviews to check whether any changes occurred in their mentoring practices. The pre-and post-training interviews were also repeated with the control group mentor teachers who did not participate in this training to be able to understand the effect of training clearly. Additionally, pre-and post-surveys were administered to student teachers guided by mentor teacher trainees to understand the effect of training from the perspective of student teachers. The mentor teachers receiving the training were also invited for interviews in which they were asked to evaluate the program in terms of content, structure, delivery and time allowed for further improvements in the program. For end-of-module evaluation, a self-evaluation format was adopted and mentor teacher trainees were asked to write their reflections on their learning gains by answering the questions given in the review part at the end of each module.

3.4.5 Phase 1: Piloting the OMTP

Before the implementation phase of the study, the designed mentor training program was piloted to eliminate any possible mistakes that may occur throughout the training. Two mentor teachers who were willing to examine training took part in piloting the training program. Both mentor teachers had mentoring experience of more than five years and worked with the student teachers at BU-FLED. One of them was working at a state primary school whereas the other was a teacher at a state high school.

For piloting, both mentor teachers subscribed to the OMTP website. They were explained how to progress and received a detailed explanation of what to examine in the program (such as any problems in navigation, playing videos, opening and reading written materials, understanding the instructions, time allowed for each task and appropriateness of the tasks). They were also instructed to take their time to complete to avoid time pressure. After they complete the training, two individual online meetings of 30-40 minutes were held with mentor teachers, in which they commented on the components of the training program in detail. This piloting stage of training lasted for about three weeks since the mentor teachers were not asked to complete the tasks as in the real implementation of the program (such as writing reflection reports of 300-500 words, organizing pre-observation conferences, etc.).

In the follow-up meetings, the mentor teachers reported that they found the materials and the content of the training useful and they enjoyed learning about the practicum processes. The teachers also made some comments about the content of the training for improvement. Based on their comments, spelling mistakes were corrected and more explanations were added to the program description document

provided in the training. A user manual was prepared for the mentor teachers to help them navigate through the website of training more easily and steps in each part of the modules were explained in detail. Additionally, the word limit of the reflection tasks in which the mentor teachers will be asked to write a report was changed from 300-500 words to around 300 words, as the mentor teachers commented that the word limit of 300-500 words may be intimidating. The time allowed for each module of the program was also changed as asked by the mentor teachers: For the second module, Understanding Mentoring in Pre-service Language Teacher Education, the allocated time for completion was changed from one to two weeks. For the third and fourth modules, Observation in Pre-service Language Teacher Education and Feedback in Pre-service Language Teacher Education, the allocated time for completion was changed from two to three weeks. In this way, the training program was designed for eight weeks in total. With these changes, the OMTP was made ready for implementation in the following semester.

3.5 Phase 2: Implementing the OMTP

The second phase of the study includes the implementation process of the designed mentor training program planned and organized for the fall semester in the 2021-2022 academic year. In this phase, mentor teachers were invited to receive the training and the effect of the training program on their reported mentoring practices were examined through different data collection tools.

3.5.1 Phase 2: Participants

In this phase of the study, the participants consisted of two groups of mentor teachers (i.e. experimental and control groups) and student teachers guided by those mentor teachers. The mentor teacher participants were chosen following a sampling procedure that is a combination of convenient and purposeful sampling. Since the implementation was planned for the fall semester in the 2021-2022 academic year, the practicum schools and the mentors in the practicum schools cooperating with the department were listed at the beginning of the 2021 fall semester. Out of 14 practicum schools (5 private and 9 state), the mentor teacher groups in five schools did not accept to take part due to their schedule and the teachers at one school had already taken part in the piloting phase. Then the mentor teachers working at the remaining 8 schools were listed and two main criteria were determined to choose the mentor teachers for the study: being motivated to receive training and having at least three years of experience in mentoring. During this phase, the university supervisors cooperating with those schools were consulted about mentor teachers who will be eager to take part in the training. Two tentative lists of mentor teachers, experimental and control groups separately, were prepared. The ones with three years of mentoring experience were contacted to explain the aim and details of the study, and to invite to either experimental or control group. As a result of this process, eight teachers took part in the experimental group, whereas seven agreed to be a part of the control group. The profile of the mentors in each group is given in the Table 3.4 below.

Table 3.4 Mentor Teacher Profiles

Experimental group				Control group			
Mentor teacher	School	Teaching experience	Mentoring experience	Mentor teacher	School	Teaching experience	Mentoring experience
EGMT1	State high school	20	4	CGMT1	State high school	26	15
EGMT2	State high school	25	6	CGMT2	Private primary school	6	4
EGMT3	State high school	20	3	CGMT3	State high school	19	3
EGMT4	State high school	21	5	CGMT4	Private primary school	8	6
EGMT5	State high school	20	3	CGMT5	State high school	10	3
EGMT6	State high school	24	7	CGMT6	State high school	20	5
EGMT7	State high school	25	6	CGMT7	State secondary school	22	3
EGMT8	State high school	19	6				

The mentor teachers in the experimental group were from three different state schools and taught English to different levels. Their teaching experience ranged from 19 to 25 years whereas they had three to seven years of experience in mentoring. In the control group, four mentor teachers were working at state high schools, whereas two were from private primary schools and one was working at state secondary schools. They had been teaching English for six to 26 years and had experience for three to fifteen years in mentoring student teachers of English.

The student teacher group of participants in the implementation phase was chosen through convenient sampling among the ones cooperating and working with the eight mentor teachers in the experimental and seven mentor teachers in the control group. 31 student teachers in total (16 student teachers were in the

experimental group and 15 student teachers were in the control group) accepted to provide their answers for the study.

3.5.2 Phase 2: Data collection tools and procedures

The data collection process in this phase was completed in two stages as shown in Figure 3.2 below. The first stage of data collection was before the implementation of the training program whereas the second stage was after the training was implemented. Prior to implementation, the mentor teachers in both groups were interviewed individually in Zoom meetings that lasted for about twenty minutes. Those interviews were semi-structured in nature and included questions related to the content of the training (their knowledge of procedures, what mentoring is, how they observe student teachers and give feedback, see Appendix G).

In the meantime, the student teachers working with those mentor teachers in both groups were administered a Likert-type mentoring survey with questions that aims to understand the effect of mentoring practices they were exposed to (See Appendix H). In the timing of the survey, the practices of student teachers at schools were specifically taken into consideration and the surveys were sent after their first teaching so as to make sure that they spent some time with and get to know their mentor teachers.

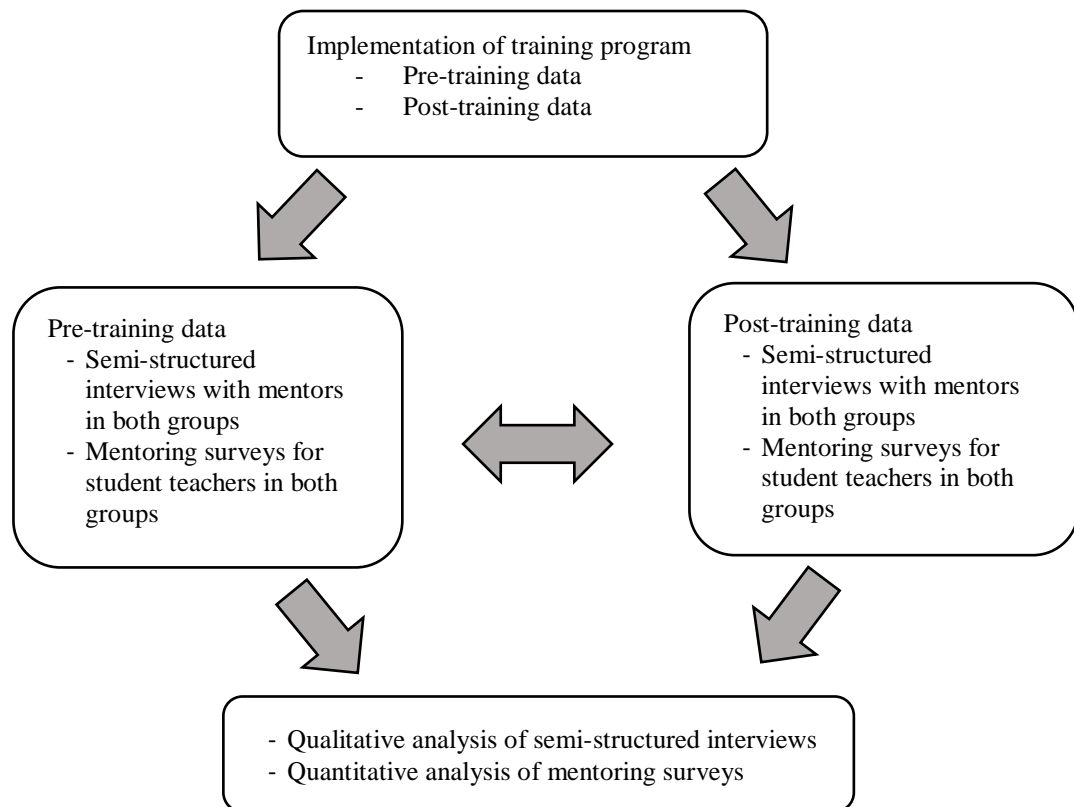


Figure 3.2 Data collection and procedures in Phase 2.

For the implementation of the designed training program, the official permissions were obtained from İstanbul National Education Directorate first (See Appendix K) and then the training started in November 2021 with the subscription of the mentor teachers. The activities of trainee mentor teachers were followed by the researcher. Their written reflections on tasks were given feedback by a field expert and the researcher provided comments, especially in discussion parts to keep the participants engaged. After the training started, it was decided to organize online reflection meetings to ensure participants' engagement and two reflection meetings were held throughout the training to establish rapport. In the first of those meetings, the participants asked for more time to complete the tasks due to their busy schedules. Thus, a few week-time was added to the training calendar, which changed the duration of training from eight to twelve weeks, and the training was completed at the end of January 2022.

The same semi-structured interviews and surveys were used after mentor teachers had completed the training so that the differences could give some insights with regard to the effect of training from the perspective of both mentor teachers and their student teachers.

The mentors in the experimental group were also invited for other semi-structured interviews in which they were asked to evaluate and make comments about the content, mode of delivery, structure and timing of the training program. Similar to the first phase of the study, the semi-structured interviews were conducted individually and lasted for 20-30 minutes. The language of all interviews was Turkish and they were audio-recorded with the permission of the participants and transcribed verbatim. After transcription, the researchers asked each participant to review and approve the transcripts to ensure reliability and accuracy.

3.5.2.1 Phase 2: Piloting mentoring survey

The mentoring survey designed for the student teachers was adapted from the Mentoring for English as a Foreign Language Teaching Scale that aims to articulate the existing mentoring practices linked to student teachers' mentoring experiences in the field of English language teaching during practicum (Hudson, Nguyen & Hudson, 2009) and the focus was on teaching writing in English. The original survey was proven to be valid and reliable, with 34 items based on Hudson's (2003) five-factor model of mentoring (i.e. personal attributes, system requirements, pedagogical knowledge, modeling and feedback). Response to each item was on a 5-point Likert Scale with 1 corresponding to "strongly disagree" and 5 corresponding to "strongly agree". It was adapted and validated by Rakıcıoğlu-Söylemez (2012) for teaching

English in the Turkish context. For the purposes of the study, first, the items reflecting the content of the training program were kept in the survey, such as the ones about personal attributes, pedagogical knowledge and feedback since those issues were covered in the training. Examples for the items kept are given in Table 3.5 below:

Table 3.5 Examples for the Items Kept in Mentoring Survey

During my field experience, my mentor assisted me to reflect on improving my English language teaching practices.	During my field experience, my mentor assists me to reflect on improving my teaching practices.
was supportive of me for teaching English.	is supportive of me for teaching English.

Next, the other items about system requirements and modeling were examined to understand whether they reflected the content of the training and they were removed if they did not, as exemplified in Table 3.6 below:

Table 3.6 Examples for the Items Removed from the Mentoring Survey

During my field experience, my mentor used English language from the current syllabus.
outlined national English curriculum documents to me.

Then, more items were added to make sure that the whole survey clearly reflected all the content covered throughout the training. At the end of this process, the survey was designed with 31 items in total.

Table 3.7 Examples for the Items Added in the Mentoring Survey

During my field experience, my mentor is aware of my roles and responsibilities as a student teacher.
is aware of the role of feedback in professional development as a teacher.

The last version of the survey with 31 items was examined by a field expert before its administration to the student teachers for piloting. After some minor changes in wording and adding the “no answer” option to the survey, a group of three students who were doing their practicum studies in the 2021 spring semester were interviewed regarding the clarity of the items. Based on the comments of those student teachers, some items were further explained with examples to ensure comprehensibility. Later,

the survey was transferred to an online form and sent to 79 student teachers at the department at the end of the 2021 spring semester. Out of 79 student teachers, responses were received from 36 student teachers. Reliability analysis was computed using SPSS 27.0. The reliability of the pilot study indicated that the overall reliability of the survey was high ($\alpha=.96$)

Table 3.8 Reliability Analysis of Mentoring Survey for the Pilot Study

Cronbach's Alpha	N of items
.96	31

According to the descriptive analysis of the scale, the mean value was 4.37 as shown in Table 3.9. The mean values for each survey item were in a range of 3.13 to 5.3 which showed that the participants were in a little agreement to a good agreement with the survey items. However, none of the participants were in strong agreement with any of the survey items.

Table 3.9 Summary Item Statistics of Mentoring Survey

	Mean	Min.	Max.	Range	Max / Min	Variance	N of Items
Item	4,372	3,139	5,361	2,222	1,708	,339	31
Means							

Item analysis indicated that each of 31 items was correlated with the total score of the survey. All the correlations were greater than .30 as shown in Table 3.10 (See Appendix L).

3.5.3 Phase 2: Data analysis

The data gathered from four groups of participants in this phase (i.e. mentor teachers in experimental and control groups, their student teachers in experimental and control groups) were analyzed with different procedures. The qualitative data obtained from mentor teachers in pre-and post-training interviews were analyzed

qualitatively using content analysis, whereas the quantitative data coming from the student teachers of those mentor teachers in mentoring surveys were analyzed quantitatively using SPSS 27.0.

For qualitative data gathered through the semi-structured interviews, the transcripts of 30 interviews in total (15 pre- and 15 post-interviews with mentor teachers in both groups) were examined using the same qualitative analysis procedures (i.e. Miles et al.'s (2013) content analysis framework). The quantitative data gathered through mentoring surveys from the student teacher participants were analyzed for descriptive and inferential statistics using SPSS 27.0. In descriptive terms, means and standard deviations were calculated for each item to understand the tendency of the sample. The inferential statistics were also computed to test whether the results related to the impact of the training on mentoring perceptions of the sample were generalizable enough. Since the data were ordinal and obtained from a small number of respondents, non-parametric procedures were followed (Dörnyei & Taguchi, 2009). Thus, the survey results across the groups of student teachers were compared using the Mann-Whitney U test before and after the training to understand the effect of the training program.

3.6 Phase 3: Evaluating the OMTP

The third phase of the study includes the evaluation of the implemented mentor training program with the aim of learning suggestions of mentor teachers for further improvement of training.

3.6.1 Phase 3: Participants

In this phase of the study, the participants consisted of eight mentor teachers who attended the mentor training program. The mentor teachers as participants of this phase were the ones in the experimental group, whose profiles were explained in the second phase.

3.6.2 Phase 3: Data collection tools and procedures

In this phase of the study, semi-structured interviews were conducted to be able to understand the mentor teachers' evaluations for the implemented training program. During the interviews, they were asked to evaluate and make comments about the content, mode of delivery, structure and timing of training (See Appendix J). Similar to the first phase of the study, the semi-structured interviews were conducted individually and lasted for around 20 minutes. The language of the interviews was Turkish and they were audio-recorded with the permission of the participants and transcribed verbatim. After transcription, the researchers asked each participant to review and approve the transcripts to ensure reliability and accuracy.

3.6.3 Phase 3: Data analysis

The data gathered through eight semi-structured interviews were analyzed using content analysis and similar procedures to the first phase data analysis were followed. The three stages of content analysis (Miles, et al., 2013), data reduction, data display and conclusion drawing were completed as performed in the analysis of data in previous phases.

CHAPTER 4

RESULTS

The purpose of this chapter is to present the results of the analyses explained in the preceding chapter. The first section addresses the first research question that aimed at understanding the needs and expectations of student teachers, mentor teachers and university supervisors in the practicum studies. The second section of the chapter explains the results regarding the second and third research questions about the reported mentoring practices before and after the designed online mentor training program from the perspective of mentors and their student teachers. The final section reports the results for the fourth research question related to the mentor teachers' overall evaluation of the training program in terms of its content, structure, delivery mode, and time allowed.

4.1 The expectations of university supervisors, mentors and student teachers from mentoring

The first phase of the study concerned the exploration of the needs and expectations of practicum studies to inform the design and content of the training program. It was aimed to answer the first research question:

1) What are the expectations of university supervisors, mentor teachers and student teachers from mentoring in a language teacher education program?

The responses of university supervisors, mentor teachers and student teachers on the questionnaires are given in Table 4.1 below. The answers of university supervisors revealed that they ranked the two themes, giving feedback to student teachers (50%) and knowledge of mentoring (mentorship, personal attributes and pedagogical knowledge) (33.3%), as the most important themes to be covered in the training of mentor teachers. Following those two themes, observing student teachers (33.3%) and knowledge of practicum (33.3%) were the other two themes equally perceived to be the most important.

Table 4.1 Questionnaire Results

THEMES	Rank			%		
	US	MT	ST	US	MT	ST
Theme 1 (feedback)	1	1	1	50	24.3	30.3
Theme 2 (assessment)	4	2	6	33.3	21.6	18.9
Theme 3 (observation)	3	1	5	33.3	37.8	18.9
Theme 4 (orientation of student teachers)	8	4	2	33.3	27	20.2
Theme 5 (motivation and attitude of mentors)	7	8	8	50	24.3	24
Theme 6 (communication between partners)	8	3	8	33.3	16	17.7
Theme 7 (practicum procedures)	3/6	6	1	33.3/33.3	16	25.3
Theme 8 (knowledge of mentoring)	1	1	1	33.3	35	34.17

Note: US: University supervisor, MT: Mentor teacher, ST: Student teacher

For the mentor teachers in the study, three different themes were ranked in the first place. Those themes were giving feedback to student teachers (24.3%), observing student teachers' performances (37.8%) and knowledge of mentoring (35%).

The student teachers, on the other hand, chose three themes as the first and the most important to be included in a mentor training program, namely giving feedback to student teachers (30.3%), knowledge of practicum (procedures) (35.3%) and knowledge of mentoring (34.17%). The prominent themes in each group are summarized in Table 4.2 below.

Table 4.2 The Prominent Themes in Each Group

University Supervisors	Mentor Teachers	Student Teachers
giving feedback to student teachers (50%)	giving feedback to student teachers (24.3%)	giving feedback to student teachers (30.3%)
knowledge of mentoring (33.3%)	observing student teachers' performances (37.8%)	knowledge on practicum (procedures) (35.3%)
	knowledge of mentoring (35%)	knowledge of mentoring (34.1%)

The summary of the themes chosen by each group showed that giving feedback to student teachers after their teaching practice and knowledge of mentoring was a common concern in practicum studies for all groups. In addition, observing student teachers and knowledge of practicum procedures were the two other important issues to be addressed in a mentor training program.

As for the interviews, the analysis of the qualitative data overall showed that the participants' comments were centered around similar themes given in the questionnaire. The overview of themes identified in interviews with each group of participants is given with the frequencies in Table 4.3 below.

Table 4.3 The Themes in Interviews

	Themes
University supervisors	Knowledge of feedback and observation (3) Knowledge of mentoring (2) Communication difficulties (2)
Mentor teachers	Knowledge of mentoring (4) Guidance in practicum (4) Collaboration between faculty and school (3)
Student teachers	Knowledge of feedback (5) Knowledge of mentoring (3) Collaboration between faculty and school (3)

As shown in Table 4.3, the university supervisors' comments regarding their expectations from mentoring in practicum were conceived under three themes, namely knowledge of effective feedback and observation, knowledge of mentoring and communication difficulties. The first of the themes, the mentor teachers' knowledge of effective feedback and observation, indicated the concerns about insufficient observation and feedback practices. The participating university

supervisors (US1, US2, US3) all referred to this theme. One of the university supervisors explained the mentors' practices based on her observation as follows:

Those mentor teachers we work with during the practicum process, unfortunately, do not know how to give feedback effectively. They are not aware of the benefits of reflective teaching practice, namely questioning their performances. Rather, they tend to list and say what they observed without a real dialogue with the student teacher. (Interview 2, US2)

The concern here was expressed as the way feedback is provided and the absence of reflection in feedback sessions. Similarly, another university supervisor emphasized that mentors prefer to focus on prescriptive feedback, rather than being critical and further explained: "Feedback and observation are complementary to each other, if you do not know what to observe it is very hard to know what to give feedback on" (Interview 3, US3). Therefore, according to university supervisors, mentor teachers need training on how to give constructive feedback to student teachers to be able to contribute to their professional development.

The second theme, knowledge of mentoring, referred to the mentors' incomplete understanding of their roles. Two university supervisors (US2, US3) emphasized that being a mentor teacher is not merely fulfilling the official duties. For example, one supervisor stated: "Mentor teachers are not aware of the fact that practicum is a type of training for student teachers. They think that giving feedback to a student teacher, communicating with them is a procedure to complete" (Interview 2, US2). They underlined that mentoring is beyond the duties and includes forming a professional relationship in which mentors should share their knowledge and experience. Thus, they believed that mentor teachers are in need of a clear explanation of their roles.

The third theme in interviews with university supervisors signified the communication difficulties between mentor teachers and student teachers. According

to university supervisors, communication is an important attribute that influences mentoring. Two university supervisors (US2, US3) reported that mentor teachers needed to know how to approach student teachers. The following extract exemplifies their position about the communication problem experienced:

I think they need to know how to communicate with student teachers. ... they need to introduce student teachers to their classrooms as a colleague, and should not ignore them in the class. Sometimes they express their ideas directly and offend student teachers. We expect emotional support. (Interview 3, US3)

From the perspective of university supervisors, the communication difficulties result from the attitude of mentors towards their student teachers. They drew attention to the importance of mentors' approach to student teachers as a colleague.

As indicated in Table 4.3, the mentor teacher participants' responses fell under the four themes, knowledge of mentoring, guidance for practicum studies, enthusiastic students and collaboration between faculty and school. Similar to the group of university supervisors, the theme of knowledge of mentoring indicated the mentors' limited knowledge of mentoring that resulted in unfortunate mentoring practices. Emphasizing their need to learn what mentoring entails, the mentors (MT1, MT2, MT4, MT6) reported the knowledge of mentoring as an important problem to address because they could only rely on their teaching experiences and intuitions when performing their mentoring roles. One of the teachers explained it with the following words:

When I am with student teachers, observe them, or give feedback to them, I rely on my intuitions and experiences that I had with that class. However, I do not know how much and what I should share. I am not sure whether what I say is correct or not (Interview 4, MT1).

Her comment showed that mentoring as a duty was perceived to include observing and giving feedback for which the mentors felt inadequate. Mentoring was also

believed to be beyond these two practices as shown by the word “sharing”, but they were unsure of their exact position. The comments indicated that the solution they found for this dilemma was their experience in teaching. For example, one mentor stated: “I do not know how much I talk, what points should I focus on when observing. Since I am working with two different [cooperating] schools, I thought it is good to compare and give examples from my teaching contexts” (Interview 7, MT4). In that way, the lack of knowledge about mentoring was replaced by the mentors’ own teaching practices as their reference points. Given that the only source for mentorship to be conceptualized in teachers’ minds was only their experiences, their knowledge about what mentoring entails, what kind of personal attributes and pedagogical knowledge it requires to be able to support student teachers was confined to their professional experience.

The theme guidance for practicum signified the mentors’ expectations for clear guidance to fulfill practice teaching procedures. The procedures referred to the roles and responsibilities as well as the mentors’ official duties. The mentors (MT1, MT2, MT3, MT4) believed that they sometimes had difficulties in understanding what was expected, as shown in the following extract:

The expectations for the practicum study are not clear to us. We have hard times reaching the faculty when we need to ask a question about what to do. We work with different universities and they may have different expectations. (Interview 5, MT2)

The mentor further suggested that the universities should compile a guidebook that mentors could use to find answers to their questions related to their roles and responsibilities. The suggestion was shared by the other mentors who further stated that the book may include the official documents to be filled in and explanations regarding the use of those documents. In addition, the explanations about the

practicum courses offered at the university were reported to be important to include in such a guidebook so that the mentors could follow the flow and relation of tasks carried out as a part of practice teaching.

The mentors' reported needs for guidance in practicum were supported by their responses under the theme of collaboration between the faculty and the cooperating schools during practicum. The theme signified the lack of collaboration between faculty and schools that leads to imperfect applications. Four mentors (MT2, MT5, MT6, MT7) mentioned that they had sometimes difficulty contacting the faculty. One mentor exemplified this problem as follows: "From time to time, I am lost. I do not know what to do with a student teacher who did not show up for the whole semester" (Interview 9, MT6).

In the last group of participants, as presented in Table 4.3, the student teachers' responses about their expectations from mentoring in practicum were categorized under three themes, knowledge of mentoring, knowledge of feedback, and the collaboration between faculty and cooperating schools. Similar to the concerns reported in the other participant groups, the first theme identified in student teachers' answers was knowledge of mentoring, which refers to the mentors' incomplete understanding of their roles. Three student teachers (ST1, ST6, ST7) believed that the mentor teachers carried out their duties for the sake of performing them, as shown in the following words:

I feel that my mentor teacher does not know her role as a mentor and she did mentoring just because she was assigned as a mentor. She also meant this by saying that she does not feel like a part of the practicum. (Interview 11, ST1)

The comment showed that the lack of knowledge on mentoring had consequences perceivable by student teachers. It was also reflected in the other theme that emerged in the student teachers' comments, knowledge of feedback, indicating the concern for

the absence of proper feedback after teaching. Five pre-service teachers (ST1, ST2, ST3, ST4, ST8) interviewed stated that it was very difficult for them to make sense of the feedback given by their mentor teachers as they were not detailed. The student teachers commented that they needed to hear more about the classes they held and how they should improve teaching. The following extract illustrates the student teachers' wishes:

After my macro teaching, my mentor teacher did only this [showed thumbs-up gesture]. We did not have a chat about my class. It was my first teaching. I was very excited. Yes... I felt very good after the class but I do not know what exactly went well or wrong. I would like to hear the details. (Interview 12, ST3)

The example given above revealed that the incomplete knowledge of feedback was a problem on the part of the student teachers as it was for the mentors in the previous comments. It indicated that the mentors' reported insufficient knowledge of how to give feedback was reflected in the unfortunate experiences of student teachers since they were not able to receive constructive detailed feedback.

The third theme that emerged in interviews with student teachers was the collaboration between faculty and cooperating schools. The theme included the views related to the lack of collaboration in practice teaching, as in the group of mentor teachers interviewed. Three student teachers (ST4, ST6, ST7) stated that the practicum schools did not have detailed information about the procedures of the practicum process, which sometimes lead the student teacher to experience difficulty in following the required tasks. The following quotation exemplifies this concern:

My mentor teacher does not know what to do as a mentor in this process. What I mean is we always have to remind her of the procedure such as how many hours we have to spend at school, her signatures, when the university supervisor will visit them, clerical work we should complete, etc. (Interview 15, ST6)

The comment showed that the mentors' need for guidance in practice teaching reported earlier was observable in the form of a lack of collaboration between faculty and schools in the eyes of student teachers. According to student teachers, the mentors' incognizance of the procedures stems from the absence of collaboration between the institutions, which should be ensured to overcome the problems experienced.

4.1.1 Summary

The first phase of the study sought answers to the first research question and investigated the expectations and needs of student teachers, mentor teachers and university supervisors in relation to practicum studies executed in a language teacher education program. The results of the questionnaires showed that the participants found the four themes the most important to be covered in the mentor training program: practicum procedures, knowledge of mentoring, how to observe student teachers and how to give feedback. In line with the questionnaire results, the participants referred to the same issues. The prominent themes in all three groups (lack of knowledge on mentoring and feedback, communication problem and need for guidance in practicum, and closer collaboration between faculty and school) supported the themes revealed in the questionnaire through the participants' further clarifications. Therefore, as a result of the first phase, the training program was designed based on the four themes and modules were titled accordingly: Practicum at BU-FLED, Understanding Mentoring in Effective Mentoring, Observation in Pre-service Language Teacher Education and Effective Feedback in Pre-service Language Teacher Education. The comments of the participants during the

interviews were considered and paid special attention to during the material choice and task design.

4.2 The reported mentoring practices before and after the OMTP

The second phase of the study was the implementation of the designed mentor training program. This phase aims to understand the effect of the online mentor training program from the perspectives of mentors and their student teachers. The research question that sought answers for the effect of the training on the part of the mentor teachers is as follows:

2) What are the reported mentoring practices in the experimental and control group before and after the mentor training program, regarding their knowledge of practicum procedures, knowledge of mentoring, observational skills, and feedback skills?

The results for this research question in each group of mentors prior to and after the implementation of the OMTP are summarized with the emergent themes in Table 4.4 and Table 4.5 below. In the tables, the main themes on the left are based on the training content and the emergent themes in participants' answers around those main themes are presented with the numbers of teachers. The details and comments for each group are given in the following sections.

Table 4.4 Pre-training Interview Themes

		Control group (<i>n</i> = 7)		Experimental group (<i>n</i> = 8)	
Practicum procedures	Aim of the program	Supporting student teachers (2)		Learning from more experienced teachers (1)	
	Roles & responsibilities	Observation and implementation of teaching skills (3)		Observing and evaluating student teachers (3)	
	Courses/tasks	Tasks (observing mentors (3))		Tasks (observing mentors (2))	
	Duration	Weekly schedules (7)		Weekly schedules (3)	
Knowledge of mentoring	Mentor & mentoring	Sharing information and experience (5)		Two-way development (3)	
		Updating oneself (2)		Moderator (1)	
		Guidance (2)		Modelling (1)	
		Role modeling (2)		Guidance (2)	
		Two-way development (1)		Transferring knowledge and experience (1)	
		Enhancing self-confidence in student teachers (1)			
	Personal attributes	Open-mindedness (3)		Effective communication skills (6)	
		Effective communication skills (3)		Role modelling (2)	
		Sense of responsibility (1)		Collaboration (1)	
		Love for teaching (1)		Feedback skills (1)	
	Pedagogical knowledge	Teaching techniques and implementation (1)		Being up-to-date (3)	
				Experience (1)	
Observation in practicum	Phases of classroom observation	Pre-conference	Lesson plans (3)		Lesson plans (2)
		Classroom observation	Fair/objective (2)	Use of form (2)	
			Use of form (2)	Field notes (3)	
Feedback in practicum	Feedback	Oral feedback	Features (4)	Positive (4)	Dialogue/informal (1)
					Positive (4)
		Content			Peer reflection (1)
			Use of materials (4)	Communication in the classroom (3)	
			Use of voice (2)	Use of materials (3)	
			Technological equipment (2)	Technological equipment (3)	
			Time management (2)		
	Feed-forward (reflection)	Written feedback		-	
		Oral & written feedback together (2)		Oral & written feedback together (2)	
		Reflective questions (3)		Reflective questions (1)	

Table 4.5 Post-training Interview Themes

		Control group (<i>n</i> = 7)		Experimental group (<i>n</i> = 8)
Practicum procedures	Aim of the program	Supporting student teachers (2)		Learning from more experienced teachers (1)
	Roles & responsibilities	Observation and implementation of teaching skills (3)		Observing and evaluating student teachers (2)
	Courses/tasks	Tasks (observing mentors (7))		Tasks (observing mentors (8))
	Duration	Weekly schedules (7)		Weekly schedules (8)
Knowledge of mentoring	Mentor & mentoring	Updating oneself (2)		Two-way development (3)
		Guidance (2)		Master-apprentice relationship (6)
		Role modelling (2)		Moderator (1) Modelling (1)
		Two-way development (1)		Guiding (2)
Knowledge of mentoring	Personal attributes	Enhancing self-confidence in student teachers (1)		Transferring knowledge and experience (1)
		Open-mindedness (3)		Effective communication skills (8)
		Empathy (1)		Role modelling (2)
		Responsible (1)		Patience (2)
Knowledge of mentoring	Pedagogical knowledge	Love for teaching (1)		Collaboration (5)
		Effective communication skills (5)		Reflection (4)
		Teaching techniques and implementation (1)		Feedback skills (6)
		Content knowledge (1)		Being up-to-date (5) Content knowledge (5)
Observation in practicum	Phases of classroom observation	Pre-conference	Lesson plans (6)	Lesson plans (8)
		Classroom observation	Fair/objective (2)	Use of form (8)
			Use of form (4)	Field notes (3)
			Field notes (3)	
Feedback in practicum	Feedback	Oral feedback	Features	Positive (3)
				Dialogue/informal (1)
				Positive (8)
		Written feedback	Content	Peer reflection (1)
			Use of materials (4)	Communication in the classroom (3)
			Technological equipment (2)	Use of materials (3)
Feedback in practicum	Feed-forward (reflection)	Time management (2)		Technological equipment (3)
		-		Sharing notes (8)
		Oral & written feedback together (6)		Oral & written feedback together (8)
		Reflective questions (3)		Reflective questions (8)

4.2.1 Practicum procedures

Table 4.6 below presents the themes that emerged in the category of practicum procedures during the pre- and post-training interviews with both groups of mentor teachers. Regarding the practicum procedures category, an overall examination of the answers revealed that both groups of mentors mainly focused on the aim of the practicum program, its duration, roles and responsibilities and tasks followed before and after the training was implemented. During the interviews, they were able to explain their knowledge related to the practicum process with some examples, without much detail.

Table 4.6 Pre- and Post-training Interview Themes - Practicum Procedures

		Control group ($n = 7$)	Experimental group ($n = 8$)
		Main themes	Subthemes
Before the OMTP	Aim of the program	Supporting student teachers (2)	Learning from more experienced teachers (1)
	Roles & responsibilities	Observation and implementation of teaching skills (3)	Observing and evaluating student teachers (3)
	Courses/tasks	Tasks (observing mentors (3))	Tasks (observing mentors (2))
	Duration	Weekly schedules (7)	Weekly schedules (3)
After the OMTP	Aim of the program	Supporting student teachers (2)	Learning from more experienced teachers (1)
	Roles & responsibilities	Observation and implementation of teaching skills (3)	Observing and evaluating student teachers (2)
	Courses/tasks	Tasks (observing mentors (3))	Tasks (observing mentors (8))
	Duration	Weekly schedules (7)	Weekly schedules (8)

The first main theme in the interviews was the aim of the program for which the two groups diverged in their focal points before the OMTP. In the control group of mentors, the aim of the practicum program was indicated by two mentor teachers (CGMT3, CGMT4) as supporting student teachers. Supporting student teachers was defined as the professional help for the student teachers, as can be seen in the following words: “It is a sort of a peer support for the candidates to prepare them for the exact class atmosphere in terms of different issues for their forthcoming professions” (Interview 21, CGMT4). In the experimental group of mentors, the aim

of the program was cited by one of the mentors (EGMT7) who emphasized it as learning from more experienced teachers. After the implementation of the training program, the same subthemes were detected within the groups and the participants in both groups used similar supportive sentences.

In the interviews conducted before the OMTP, the second common main theme between the groups was roles and responsibilities undertaken by student teachers. Under this theme, the control group of mentors indicated that practicum includes observation of mentors by the student teachers and the student teachers' responsibility for implementing teaching skills. Three mentors (CGMT1, CGMT3, CGMT5) in the group emphasized this theme as a part of student teachers' responsibility as:

This program includes observation and implementation of teaching skills that the student has learned theoretically so far. The students attend the classes on a regular basis for observation. Besides, they have to prepare a lesson plan and implement it in class. (Interview 20, CGMT3)

As shown in the comment, they preferred to focus on the responsibilities of student teachers. Although mentors and university supervisors have their own responsibilities, the process was perceived as a task to be completed by student teachers. In the experimental group of mentors, on the other hand, roles and responsibilities were explained by three of the mentors (EGMT3, EGMT5, EGMT6) as observing and evaluating student teachers, referring to the mentors' and university supervisors' responsibility of assessing student teachers' performances. One mentor explained her knowledge with the following sentences:

This year there has been a change in procedures. They will teach in both semesters. They were just observing us in previous years. The university supervisor will come to observe and evaluate the student twice. We are supposed to observe and evaluate other teachings alone. All these also should be recorded in MEBBIS. (Interview 27, EGMT3)

As indicated in the comment above, the mentors' knowledge of practicum procedures mainly consisted of teaching performance and its evaluation. The student teachers' position in practicum was explained through the task they needed to complete at cooperating schools. After the implementation of the OMTP, there was no change in the detected themes within the groups.

The interviews with both groups of mentors before and after the OMTP revealed two other common main themes, tasks followed and duration of the program. In the control group of mentors, tasks were cited by three of the teachers (CGMT3, CGMT5, CGMT7) mainly consisting of observing mentors, as underlined by one of them: "I know that the student teacher should observe my teaching six hours a week and also should ask questions to me about my teaching (Interview 24, CGMT7)". The duration of the program was another theme that emerged, indicating that the mentor teachers were knowledgeable about the duration of the program and the weekly schedules of students. All mentors in this group were able to explain that the practicum should be completed in twelve weeks and the student teacher should spend six class hours a week. The mentors' reports showed that they were cognizant of the procedure, but the knowledge was limited with the student teacher part of teaching practice and thus remained superficial in terms of their own position during the process. In the experimental group, as suggested in the subtheme of observing under the main theme of tasks, the participants (EGMT1, EGMT2) stated that they knew that the student teachers observed their teaching to complete their practicum courses. Similar to the control group, the last theme was identified as the duration of the practicum, referring to the timing requirements in the process. The subtheme of weekly schedules emerged in the comments of three mentor teachers (EGMT3, EGMT6, EGMT8) who reported that they were knowledgeable about the weekly

schedules and the time the student teachers should spend at school. After the OMTP was implemented, the theme tasks were available in all control group of mentors' answers and the tasks in their comments were still limited with student teachers' observation. In addition, weekly schedules subtheme again emerged in all the interviews. For the experimental group, the same emergent themes showed that although the training included a specific section on procedures aimed to serve as a detailed guide, the mentors commented that the section provided just a refreshment on what they knew. They mentioned the same issues as in the pre-training interviews with changes in the number of mentors stating two of the themes. In post-training interviews, all mentors talked about observing the tasks of student teachers and the weekly schedules followed during the practicum.

4.2.2 Knowledge of mentoring

Table 4.7 below presents the second category in the interviews, knowledge of mentoring, under which three main themes emerged: mentor and mentoring, personal attributes and pedagogical knowledge. The first main theme mentor and mentoring itself concerns the answers of the teachers about their definitions and understanding of mentoring, whereas the two other main themes, personal attributes and pedagogical knowledge, are related to the participants' answers about necessary personal attributes and pedagogical knowledge for the effective fulfillment of mentoring. Under each theme, the mentor teachers in both groups presented different opinions listed as subthemes.

Table 4.7 Pre- and Post-training Interview Themes - Knowledge of Mentoring

		Control group (<i>n</i> = 7)	Experimental group (<i>n</i> = 8)
	Main themes	Subthemes	Subthemes
Before the OMTP	Mentor & mentoring	Sharing information and experience (5) Updating oneself (2) Guidance (2) Role modeling (2) Two-way development (1) Enhancing self-confidence in student teachers (1)	Two-way development (3) Moderator (1) Modelling (1) Guidance (2) Transferring knowledge and experience (1)
	Personal attributes	Open-mindedness (3) Effective communication skills (3) Sense of responsibility (1) Love for teaching (1)	Effective communication skills (6) Role modelling (2) Collaboration (1) Feedback skills (1)
	Pedagogical knowledge	Teaching techniques and implementation (1)	Being up-to-date (3) Experience (1)
After the OMTP	Mentor & mentoring	Updating oneself (2) Guidance (2) Role modelling (2) Two-way development (1) Enhancing self-confidence in student teachers (1)	Two-way development (3) Master-apprentice relationship (6) Moderator (1) Modelling (1) Guiding (2) Transferring knowledge and experience (1)
	Personal attributes	Open-mindedness (3) Empathy (1) Responsible (1) Love for teaching (1) Effective communication skills (5)	Effective communication skills (8) Role modelling (2) Patience (2) Collaboration (5) Reflection (4) Feedback skills (6)
	Pedagogical knowledge	Teaching techniques and implementation (1) Content knowledge (1)	Being up-to-date (5) Content knowledge (5) Experience (1)

The mentors' answers for mentoring in pre-training interviews showed that three of the subthemes identified were common between the groups (two-way development, guidance and modelling), whereas there were five divergent subthemes (sharing information and experience, updating oneself, enhancing self-confidence in student teachers, moderator and transferring knowledge and experience). In the control group, the first of the common subthemes was referred to by one of the mentors (CGMT5) who stated that mentoring was a two-way improvement as she believed that practicum was a process not just for the professional improvement of student teacher but also a period in which mentor benefited from the presence of student teacher beside her: "Mentoring is encouraging and two-way development. It is

having two words before and after observing each other teaching. Having a conversation with them fuels me and my practices (Interview 22, CGMT5)". The mentors' emphasis on the development as a result of working with a student teacher showed their perception of mentoring as bidirectional. This subtheme was the most cited one in the experimental group. One of the three mentor teachers (EGMT1, EGMT3, EGMT5) citing the subtheme explained it as: "I see mentoring as a process of two-way development based on communication on all related knowledge and experiences" (Interview 25, EGMT1).

The second common subtheme, guidance, was cited by two teachers in the control group (CGMT3, CGMT6) who defined mentoring as a guide as shown in this comment: "It is guidance, leading. Not in a way that what mentor says is always true but in the sense of advising based on our experiences (Interview 23, CGMT6)". In the experimental group, guidance was used by two of the mentors (EGMT6, EGMT7) who expressed that it is a process of guiding student teachers in learning to teach. The other common subtheme of role modelling was underlined by two mentors in the control group (CGMT3, CGMT4) and explained as: "For professional development, a mentor helps mentee as being a role model (Interview 20, CGMT3)". It corresponded to the subtheme modelling in the experimental group where mentoring was defined as being a model for student teachers to understand the profession (EGMT4).

Among the divergent subthemes, sharing information and experience was emphasized by most of the teachers in the control group (CGMT1, CGMT2, CGMT3, CGMT5, CGMT6), who defined mentoring as professional sharing. One of the teachers exemplified the theme: "...I share objectively important, useful details about teaching and learning with my student teachers, ranging from classroom

management to teaching points, so my student teachers could get real-time experience for teaching” (Interview 18, CGMT1). The subtheme of updating oneself was another divergent subtheme used by the two mentors (CGMT2, CGMT5) who perceived mentoring as updating themselves by leading a younger colleague. For example, one mentor commented: “...It seems as if it is just sharing, sharing your ideas and experience, but you also learn from your trainees, you get new ideas from your trainees (Interview 19, CGMT2)”. The control group of mentors also used the other divergent subtheme, enhancing self-confidence in student teachers, presented as a different perspective by one of the mentors (CGMT4). She reported that mentoring is about enhancing the self-confidence of student teachers to teach in the class with the following words:

To me, a mentor is there to enhance the self-confidence as a teacher of the candidates rather than to improve their academic skills. Since every class consists of different types of students, a teacher is mostly in the position of manager in that class and that requires self-confidence. (Interview 21, CGMT4)

Unlike the control group of mentors, the experimental group of mentors used moderator and transferring knowledge and experience to define mentoring. The mentors preferred to define mentoring as being a moderator (EGMT2) in the sense of facilitating the teaching and school experience for student teachers and as transferring knowledge and experience, pointed out by one of the mentors (EGMT8) who stated:

This is not just academic knowledge, there are some unwritten rules, coming from experience. Mentoring is transferring all these. For example, how to use the board is not taught, but we do show how to do it. Another example, is the students at our school love to test the teacher. Student teachers cannot know this, we show it. (Interview 32, EGMT8)

The mentor believed that mentoring was a transferring process in which the mentor shares her knowledge generated out of experience in teaching and the school

environment. The mentors' answers displayed a variety of understanding of mentoring duty. The variety and low frequency of citation of each theme revealed different perspectives of mentors in interpreting their own positions in the practicum process.

After the training was implemented, the same definitions and explanations given by the control group of mentor teachers, showing that their repertoire and understanding of mentoring duty did not change over their experience in the semester. In the experimental group, in addition to the same subthemes as in pre-training interviews, master-apprentice relationship was added by the mentors as a new subtheme referred to by most of the mentors (EGMT1, EGMT2, EGMT4, EGMT5, EGMT6, EGMT8). For example, one mentor used the expression as in these sentences: "I like the expression master-apprentice relationship in the articles. I want to use it this time. It defines our relationship but master also learns from apprentice" (Interview 29, EGMT5). Her comment showed that the training had an influence on mentors' understanding of their role and added another definition to their repertoire.

The mentors' answers for the necessary personal attributes for effective mentoring revealed one common subtheme, effective communication skills, cited by most of the mentors. In the control group, communication skills were mentioned as an important skill by three mentors (CGMT2, CGMT3, CGMT6) in the sense that it bridges the gap between the student teacher and the mentor. As stated by one of the mentors, "Communication is important, the exchange of ideas... I try to be nice and sincere when talking to them" (Interview 23, CGMT6), the appropriate exchange of ideas was possible through open communication. Similarly, communication skills were addressed by a great majority in the experimental group (EGMT2, EGMT3,

EGMT4, EGMT5, EGMT7, EGMT8) as one of the most important and necessary personal attributes for mentoring. According to those mentors, effective communication skills were a must in mentorship. One of the mentors explained it in the following extract:

Communication skills are the most important ones. The student teachers are very young, in their 20s. They should not be offended and alienated from the profession. We should not use offensive language. I always try to focus on the positive sides of this process. (Interview 27, EGMT3)

As shown in the comment, the language used by the mentors was perceived to require great care since the way of communicating with student teachers might lead to discouragement.

The divergent subthemes detected under the theme of personal attributes were open-mindedness, sense of responsibility, love for teaching, role modelling, feedback skills and collaboration. According to the mentors in the control group, open-mindedness is an ability for a mentor that allows keeping oneself updated. One of the three mentor teachers (CGMT1, CGMT2, CGMT4) who emphasized open-mindedness stated: “A mentor should search and learn all about own area, and she has to be open-minded about new teaching, learning methods. She should be able to criticize herself from time to time” (Interview 18, CGMT1). Therefore, open-mindedness was seen as a key to professional development and accordingly to mentoring a student teacher. Sense of responsibility and love for teaching was also referred by one of the mentors (CGMT1) who thought that they completed each other: “It requires being responsible. You take on the responsibility of caring for a student teacher. Also, you should love to teach and learn because you learn together” (Interview 18, CGMT1). In the experimental group of mentors, role modelling was cited by two mentor teachers (EGMT5, EGMT6) who commented that they had to be

good role models for the student teachers in their journey. The other subtheme, feedback skills, indicated the ability of mentors to show the way for improvement and was cited by one of the mentors (EGMT6). As for the last subtheme that emerged in the experimental group, collaboration, one of the mentors underlined the reason behind stating this skill as: “Collaboration. This is a teamwork. Not just between the mentor and teacher candidates but also collaboration among mentors. You can only be complete when you know how to collaborate with the others” (Interview 32, EGMT8). Her comment revealed that mentoring was beyond the relationship between the mentor and student teachers and thus required collaborative skills not only to collaborate with the student teachers but also with the other mentor colleagues to discuss and share the ways for effective fulfilment of mentoring.

After the OMTP, same subthemes, open-mindedness, responsible, love for teaching and effective communication skills emerged as the skills required for effective mentoring in the control group. Among those themes, effective communication skills were cited by more mentors (CGMT1, CGMT2, CGMT3, CGMT4, CGMT7), showing that the practicum experience over the semester increased their emphasis on communication. The only new subtheme identified at the end of the semester was empathy. One of the mentors explained it in the following extract:

As a mentor, you also need to empathize with the student teachers. They sometimes look tired in their exam week and cannot obviously concentrate on what is going on in the class. Instead of being angry at their actions, it is necessary to understand the reasons behind their lost interest. (Interview 38, CGMT5)

The mentor’s comment indicated that specific experience with the student teachers added empathy as a necessary skill in mentoring.

In the post-training interviews with experimental group of mentors, the subthemes for personal attributes were effective communication skills (all mentors), role modelling (EGMT5, EGMT6, EGMT7), collaboration (EGMT1, EGMT2, EGMT3, EGMT4, EGMT8) and feedback skills (EGMT2, EGMT3, EGMT4, EGMT5, EGMT7, EGMT6). The increase in frequency, especially in subthemes collaboration and feedback, pointed to the change in the focus of the participants after the training. In addition, there were two new subthemes emerged in the post-training interviews: patience and reflection. Two mentors (EGMT3, EGMT5) preferred to add patience to their list of mentoring skills. One mentor stated: “Patience is very important. They [the student teachers] were too young and sometimes might be careless. We should be patient and think that they need time for improvement” (Interview 42, EGMT3), indicating the effect of training and practicum experience over the semester. The other new emergent subtheme was reflection. One of the four mentors (EGMT1, EGMT3, EGMT4, EGMT8) touching upon this skill stated:

One of the most important skills I learned in this training process was reflection. Whenever I was with the trainees and I was teaching, I always thought about my own actions. I asked questions to myself first. Did I model it right? Did I choose the correct strategy? Was I able to make myself clear as a teacher? (Interview 40, EGMT1)

The comment revealed that training had an influence on the mentors’ own reflective practices and led her to think about her own acts more.

In pre-training interviews, only one subtheme was identified for pedagogical knowledge in the control group, teaching techniques and implementation. One of the teachers (CGMT3) commented on the teaching techniques and implementation in her following sentences: “...a mentor teacher should be a good role model in teaching. She should be well aware of the approaches and techniques and also skilled in

implementing them” (Interview 20, CGMT3). She drew attention to the importance of modelling teaching methods in a classroom and pointed the pedagogical knowledge as a necessary skill to demonstrate.

In the experimental group, under the main theme of pedagogical knowledge, the subthemes were found as being experienced and up-to-date. Being experienced referred to the skill of mentors based on teaching experience. One of the mentors (EGMT2) emphasized experience as a skill as she believed that mentoring depended on the ability to share knowledge that came from experience in teaching. The second subtheme being up-to-date used to describe the mentors’ up-to-date knowledge of teaching methodology. For three of the mentors (EGMT1, EGMT7, EGMT8), being up-to-date in terms of teaching methodology was important in mentoring and also something they learned from their student teachers. One of those mentors stated:

I personally try to keep myself updated about the new techniques and methods, especially the use of technology. When I have a student teacher, I can negotiate about all teaching-related issues. Actually... being up-to-date is necessary but it is also something you gained in this process. (Interview 27, EGMT3)

The up-to-date knowledge in teaching was thought of both as a necessary skill and as learned in the practicum process itself. It was believed that the new knowledge improves mentors and mentoring.

After the OMTP, in addition to the same subtheme of teaching techniques and implementation, content knowledge was detected as a new subtheme in the control group. Content knowledge indicated teachers’ knowledge in their own field as can be seen in one of the mentors’ comments: “A mentor teacher should be qualified enough within his/her academic discipline ... S/he can direct and inspire the candidates about the activities applied in the classrooms” (Interview 36, CGMT4). She explained that teachers’ content knowledge was also necessary to be able to hold student teachers in

learning about the profession. In the experimental group, on the other hand, three different themes were found related to the necessary pedagogical knowledge for mentoring after they received the training. Two of the themes, being up-to-date and experience were present in the pre-training interviews. The mentors (EGMT1, EGMT5, EGMT6, EGMT7, EGMT8) cited more and put more emphasis on updating oneself in terms of recent teaching strategies as a necessity for mentoring. The subtheme experience was also mentioned in the post-training interviews and, as in the control group, content knowledge emerged as a new theme after training and it was underlined by five teachers in the group (EGMT1, EGMT2, EGMT6, EGMT7, EGMT8) as seen in the following statement:

I do not see mentoring as the same as I perceive being a teacher. It is a different dimension of teaching. So, I feel I need to refresh myself in terms of field knowledge and raising student teachers. Mentoring is more professional. (Interview 47, EGMT8)

The comment exemplified the change in reports of most of the mentors and showed that they realized the importance of field knowledge for effective fulfilment of mentoring duty.

4.2.3 Observation in practicum

Table 4.8 below summarizes the list of themes detected during the analysis of data in the category of observation in practicum. In this category, the main themes centered around the phases of classroom observation which consist of the pre-observation conference and classroom observation itself. The subthemes for each main theme explain the reported practices of mentors in these two phases before and after the implementation of the OMTP.

Table 4.8 Pre- and Post-training Interview Themes - Observation

		Control group (<i>n</i> = 7)		Experimental group (<i>n</i> = 8)
Main themes		Subthemes		Subthemes
Before the OMTP	Phases of classroom observation	Pre-conference	Lesson plans (3)	Lesson plans (2)
		Classroom observation	Fair/objective (2)	Use of form (2)
			Use of form (2)	Field notes (3)
			Field notes (3)	
After the OMTP	Phases of classroom observation	Pre-conference	Lesson plans (6)	Lesson plans (8)
		Classroom observation	Fair/objective (2)	Use of form (8)
			Use of form (4)	Field notes (3)
			Field notes (3)	

During the interviews with control group of mentors in the beginning of the practicum semester, a few of them (CGMT4, CGMT5, CGMT6) mentioned that pre-observation meetings were necessary. As suggested by the subtheme, lesson plans, the main practice in those meetings was the examination of lesson plans. One mentor explained: “I examine the lesson plan beforehand. If I have a suggestion, I tell the student before the class” (Interview 23, CGMT6). When it comes to the observation phase, their practices varied. The subthemes identified suggested that they made use of field notes and observation forms with a fair and objective attitude. Based on their comments, while the student teacher was teaching, they gave importance to being objective and some of them were using ready-made observation forms whereas the others used fieldnotes. Two mentors (CGMT1, CGMT4) reported that objectiveness was important for successful observation as shown in this comment: “When I observe them, I should be objective and clear. Of course, being so makes my observation trustful and fair. I think a mentor should be careful enough” (Interview 18, CGMT1). Although observation requires keeping the written record in different forms to be able to use in the post-observation phase, it was not a usual practice among mentors. Three mentors (CGMT3, CGMT5, CGMT6) mentioned that they took some notes during observation on a blank page randomly whereas the other two

(CGMT1, CGMT2) used forms provided by the university: “The students bring a form with them. I use that form. Other than that, I just talk about what took my interest” (Interview 19, CGMT2). Therefore, the reports indicated that the written record of observation was not a favorable practice since the mentors preferred to rely on their memory during observation.

For the experimental group of mentors, the interviews conducted before the training showed that pre-observation meetings were necessary according to the mentors. Similar to the control group, the subtheme that emerged related to the pre-observation conference showed that the main practice in those meetings was the examination of lesson plans of student teachers (EGMT3, EGMT7). One mentor explained it as: “I examine their lesson plans and give suggestions on what to do in case of specific reactions of students to remind them that they should always have a B plan” (Interview 27, EGMT3). She underlined that she practiced reviewing student teachers’ lesson plans in the form of suggesting different ways for teaching.

With regard to their practices during observation, the mentors’ answers indicated two different subthemes. The participants talked about the use of ready-made observation forms or fieldnotes. Two mentors (EGMT1, EGMT8) reported that they used observation forms as they believed the use of forms was necessary: “I have to use a form not to miss anything to note down” (Interview 32, EGMT8). The feeling of necessity was not common in all mentors’ comments. Some stated that it was not necessary if not asked by the department as they thought that the evaluation was to be only made by the university supervisor. Nevertheless, three of the mentors (EGMT3, EGMT5, EGMT6) explained that they took fieldnotes for themselves to use and share in the post-observation phase.

In post-training interviews with control group of mentors, it was found for pre-observation conferences that examining lesson plans was cited by more mentors (CGMT1, CGMT2, CGMT3, CGMT4, CGMT5, CGMT6) revealing that they engaged in examining student teachers' lesson plans more after their experience in the practicum semester. Being objective during observation, according to the participants, was an important point to be able to observe student teachers effectively, as also touched upon in the first interviews. In terms of using any procedure in observation, the emergent subthemes showed that field notes and evaluation forms were used. The use of the form provided by the university was cited more in comparison to the first interview (CGMT1, CGMT3, CGMT4, CGMT5), which indicated they practiced using forms more this semester.

For the experimental group, the main difference between the pre- and post-training interviews was seen as the increase in their perceptions about the pre-observation conference and the use of forms. According to their comments, the review of lesson plans and discussion about it was being practiced by all mentors who were also using forms during observations. Regarding the use of forms, one mentor teacher specifically explained her attitude toward using forms:

The forms were very helpful for me. I was sometimes confused about what to note down or may miss important things in the class. I looked at all the forms and chose one depending on my aim for observation. I also used them for the student teachers coming from other universities. (Interview 40, EGMT1)

As exemplified by the comment above, the training had an influence on the mentors' observation practices. They organized pre-observation conferences more and used a procedure to follow the student teacher during teaching.

4.2.4 Feedback in practicum

Table 4.9 below presents the themes under the category of feedback practices used by the mentors before and after the implementation of the OMTP. The main themes included feedback and reflection, and the former was divided into oral and written practices. The emergent subthemes showed that they mainly used oral feedback, including written feedback in rare cases.

Table 4.9 Pre- and Post-training Interview Themes - Feedback

		Control group (<i>n</i> = 7)		Experimental group (<i>n</i> = 8)
Main themes		Subthemes		Subthemes
Before the OMTP	Feedback	Oral feedback	Features (4)	Dialogue/informal (1) Positive (4) Peer reflection (1)
			Content	Use of materials (4) Use of voice (2) Technological equipment (2) Time management (2)
		Written feedback	-	-
		Oral & written feedback together (2)		Oral & written feedback together (2)
	Feed-forward (reflection)	Reflective questions (3)		Reflective questions (1)
	Feedback	Oral feedback	Features	Dialogue/informal (1) Positive (8) Peer reflection (1)
After the OMTP			Content	Communication in the classroom (3) Use of materials (3) Technological equipment (3)
		Written feedback	-	-
		Oral & written feedback together (6)		Oral & written feedback together (8)
	Feed-forward (reflection)	Reflective questions (3)		Reflective questions (8)
	Feedback	Oral feedback	Features	Dialogue/informal (1) Positive (8) Peer reflection (1)

For oral feedback, subthemes were categorized as features and content.

The mentors in both groups referred to both features of the language they used and what they focused on during oral feedback sessions. In the control group, four mentors (CGMT3, CGMT4, CGMT5, CGMT7) focused on the features of language

they used when giving feedback. According to those teachers, mentors should use positive language in a way that motivates the student teacher: “I choose my words carefully not to humiliate and demotivate my student teachers. Firstly, I tell the positive sides of his/her teaching style and praise him/her” (Interview 20, CGMT3). With regard to the content of their feedback, mentors preferred to talk about different components of teaching. Four teachers (CGMT2, CGMT4, CGMT6, CGMT7) stated that they considered the use of materials when giving feedback as could be seen in the following comment: “I specifically pay attention to whether the materials he uses are appropriate to the level of students and he uses enough supplementary materials. I told them to bring as many materials as they can to the class” (Interview 19, CGMT2). In addition to the use of materials, two teachers emphasized that the use of technological equipment (CGMT5, CGMT6) in the class was a matter they always touched upon when they gave feedback to their student teachers. Student teachers’ use of voice (CGMT2, CGMT7) and time management (CGMT4, CGMT6) were the other two feedback themes that emerged in the comments of mentor teachers in the control group.

In the pre-training interviews with mentors in the experimental group, the overall observation about the answers was that the mentors mainly used oral feedback, but the use of both was practiced by only two mentors. For oral feedback, as shown in the emergent subthemes, some of the teachers preferred to focus on the features, whereas the others explained the content of their feedback. One of the mentors (EGMT1) stated that her feedback sessions were in the form of a dialogue and an informal conversation. One other mentor (EGMT8) expressed that she preferred the form of peer reflection. She asked her student teachers to observe each other and meet all in the post-observation conference for them to give feedback to

each other before she gave hers. Being positive and using positive language were emphasized by four of the mentor teachers (EGMT3, EGMT4, EGMT5, EGMT7).

One mentor explained it in the following extract:

...I never judge their performances and I avoid criticizing or comparing their effort. I appreciate their effort so much because it's their very first-time teaching experience. I give oral feedback. I usually talk about the things I love in class. If students' participation is good, I say this to them, e.g. "The students all participated, the activities were fun and engaging" I avoid giving negative feedback. (Interview 31, EGMT7)

As shown in the comment above, the negative points were not discussed in the meetings after student teachers' performances and positive language were used to encourage student teachers.

With regard to the content of their feedback, the subthemes detected were communication in the classroom, use of materials, technological equipment, each describing their focus in giving feedback. Three teachers (EGMT1, EGMT6, EGMT7) stated that they took the use of materials into consideration when giving feedback. One of the mentors stated that she tried to model the use of materials in her own teaching and thus focused on this aspect of teaching when giving feedback: "I personally try to be more careful when teaching and using materials. I try different ways to show how to develop B and C plans. So, I expect them to show the same thing" (Interview 25, EGMT1). In addition to the use of materials, the use of technological equipment in the class was emphasized by three mentors (EGMT1, EGMT4, EGMT6) who stated that the integration of technological equipment should be practiced in each class to take the students' attention and always supported by backup plans. Communication in the classroom was another subtheme in the comments of mentor teachers. One of the three mentors referring to this theme (EGMT2, EGMT4, EGMT8) explained it: "Their communication with the students

and the way they address the students are the foci for me. It is an important ability because we work with teenagers” (Interview 28, EGMT4). She explained that her student teachers should receive feedback on communicating with teenagers due to the students’ profiles in her classroom.

As for written feedback, none of the mentors reported that they only used written feedback. If written feedback was used, it always accompanied oral feedback. Among the eight teachers, two mentors (EGMT6, EGMT8) thought that written feedback was necessary and commented that they gave importance to providing written feedback in the form of notes in addition to oral feedback: “I took notes when I observe and give them those notes after we talk about their teaching” (Interview 30, EGMT6).

In reports of the mentors in the control group, similar to the first interview, the subthemes centered around the features and content of their feedback at the end of the semester. Using positive language was again underlined by the teachers, but it was less cited in the answers. Another difference found in the second interview was that the mentors reported that the use of materials and technological equipment were important for them when giving feedback, but the use of voice and time management were absent in the second interview. Instead, time management emerged as a new theme cited by two mentors (CGMT4, CGMT7). One mentor explained it in the following words:

... class management is another part to be considered. It is important to accomplish a lesson as a whole from the very beginning by increasing attention towards the topic to the last minute which includes summary and assigning homework. (Interview 36, CGMT4)

As shown by the subthemes in the table, according to the participants in this group, the written feedback accompanied oral feedback for more mentors compared to the

first interview and the written feedback was limited to the comments they wrote in the space given in the evaluation form provided by the department.

In post-training interviews with experimental group of teachers, the use of written and oral feedback together became a norm among the teachers after training. All the teachers stated that they were not aware of the importance of giving written feedback and they started to provide written feedback to their student teachers. In addition, the increase in the subthemes found in post-training interviews showed that the focus of the mentor teachers when explaining their ideas shifted from the features and content of their feedback to the importance of written and oral feedback and discussions after observation. After the training, all mentors mentioned that feedback should be provided in both written and oral modes. One of the mentors explained: “I did not know that written feedback is that much important. I was only talking to them after they teach, but now I also write my ideas and share” (Interview 44, EGMT5).

In addition to feedback, the reflective practices were cited by the mentors. In the control group, three of the mentors (CGMT3, CGMT5, CGMT6) stated that they usually started their post-observation meetings with some questions asked in a way that helped the student teacher think about his/her own class first and then they talked about their own evaluation with the student, as seen in the comment below:

I try to give feedback one to one, in a friendly manner, try to make him or her reflect on their teaching. I would ask questions such as Why did you do that? Did you reach your goal? I do not say, you did this, it was wrong. I would try to understand his or her activity. After they make their own evaluation, I make mine and say I think you need to take this and this into consideration, it will be better if you do this and this. (Interview 22, CGMT5)

The comment showed that some of the mentors were aware of the importance of reflection for the development of student teachers and thus tried to integrate it into their post-observation meetings through questions.

Before the implementation of the OMTP, the use of reflective questions was a rare case in the experimental group and one mentor (EGMT8) reported that she used reflective questions in post-observation meetings. She stated that she first asked her student teachers to talk about the class through questions such as “What took your attention most? What did you like about your own teaching? Why did you choose to use that material? Did it work well?” (Interview 32, EGMT8). Through such questions, she promoted her student teachers’ thinking about their classes, which was later followed by her own evaluation.

At the end of the semester, reflective questions as a feed-forward practice was used by the same mentors in the control group. As in the first interview, the same mentors reported that they asked questions to student teachers for them to think about their actions in the classroom during post-observation conferences held after the student teachers’ performances. In the experimental group, however, an increase was found in the frequency of subthemes related to using reflective questions. Although asking questions to student teachers about their own ideas on their teaching was practiced by only one teacher in the pre-training interviews according to their reports, all eight teachers attending training stated that they started to use this practice and ask questions to their trainees for reflection. The mentors specifically underlined that they used the information given in the training about reflective questions, as explained by one teacher: “I downloaded the useful tips for the post-observation conference in the feedback module and exactly used those questions to make my student teachers talk about their experience” (Interview 40, EGMT1). Thus, based on the mentors’ reports, it can be stated that the mentors who participated in the training integrated reflective questions into their practices.

4.2.5 Summary

The reported mentoring practices of all mentors before and after the OMTP were analyzed under the four main categories, practicum procedures, knowledge of mentoring, observation and feedback. The control group of mentor teachers had overall similar opinions at the beginning and end of the practicum semester regarding the practicum procedures, mentoring, observation and feedback, with very few different ideas between the two interviews. The subthemes found in the category of practicum procedures showed that the control group of mentor teachers again explained the practicum as a process to support the student teachers and the roles and responsibilities consisted of student teachers' observation and implementation skills. Similar themes were also found in relation to the practicum tasks and duration, they again stated that student teachers' task was observing their mentors and they were knowledgeable about the duration of the practicum. Similarly, the experimental group of mentors' opinions did not differ much about practicum procedures. The teachers used similar themes and explained that the student teachers aimed to learn from more experienced teachers and their roles and responsibilities consisted of observing and evaluating student teachers after training. They explained the duration of practicum and stated in the interviews that student teachers' task was observing their mentors.

Updating oneself, guidance, role modelling, two-way development and enhancing self-confidence in student teachers were similar themes related to understating mentoring in post-training interviews with control group of mentors. As for necessary personal attributes, open-mindedness, responsible, love for teaching and effective communication skills were the same themes with the pre-training interviews, and communication was emphasized more in post-training interviews. In

addition, empathy emerged as a new theme among personal attributes. In post-training interviews, the mentors again commented about teaching techniques and implementation as required pedagogical knowledge and then added content knowledge.

The mentor teachers in the experimental group defined mentoring as two-way development, moderating, modelling, guiding and transferring knowledge and experience before the training and the master-apprentice relationship as a new theme in their definitions after the training. Effective communication skills, role modelling, collaboration and feedback were reported as necessary personal attributes for mentoring and emerged with an increase in frequency after training in addition to the new themes, patience and reflection. The mentors reported being up-to-date and experienced as required pedagogical knowledge in the pre-training interviews and added content knowledge to the list after the training was completed.

For observation, it was found that there was a slight increase in the frequency of previous themes detected for the control group, which were examining lesson plans in the pre-observation conference, being objective during observation, using observation forms or fieldnotes. According to their reports, the mentors did not change their feedback practices over the semester and they mostly gave oral feedback. For the oral feedback, the mentors expressed that they used positive language and focused on the use of materials, use of voice, technological equipment and time management in the interviews. Likewise, reflective questions that promote student teachers to think about their own experiences were practiced by three mentors, without a change over the semester.

In the experimental group, for observation, the themes (i.e. examining lesson plans in the pre-observation conference, being objective during observation, using

observation forms or fieldnotes) found before the training was found almost in the comments of all teachers at the end of the training. The most important change was observed in mentors' reports about feedback practices. The employment of written feedback became common for all teachers according to the mentors' reports. For the oral feedback, the mentors continued to use positive language in informal dialogues or peer reflections and focused on communication in the classroom, use of materials, and technological equipment. Likewise, reflective questions were practiced more by all mentors, as can be inferred from the themes that emerged in the post-training interviews.

4.3 The mentoring practices reported by the student teachers

The effect of the training program in the second phase of the study was also investigated from the perspective of student teachers. The research question that sought answers for the effect of the training on the part of the student teachers is as follows:

3) Is there any significant difference between the mentoring practices reported by student teachers in the experimental and control group regarding their mentors' knowledge of practicum procedures, knowledge of mentoring, observational and feedback skills?

The results for this research question in each group of student teachers are summarized in the following sections.

4.3.1 The mentoring practices reported by the student teachers before the OMTP

In order to understand whether training led to any significant difference in mentoring practices from the perspective of student teachers, the student teachers' reports were first investigated before the training program was implemented. The results of the surveys were compared using the Mann-Whitney U test to establish whether there was a statistically significant difference between the two groups at the beginning of the practicum study. The descriptive statistics that define their reports of mentoring practices related to the training content (i.e. practicum procedures, understanding mentoring, observing and giving feedback) and the Mann-Whitney U test results are given in Table 4.10 (See Appendix M).

The first category in the surveys used for student teachers was practicum procedures which included the first four items. As presented in Table 4.10, the participants' answers about practicum procedures items did not differ significantly between the two groups. The student teachers' ratings for the items were above the median value ($Mdn = 2.50$) and there was an overall tendency to agree or strongly agree with the items, revealing that the mentors were aware of the practicum procedures from the perspective of their student teachers.

The second category of items consisted of skills required for mentoring, namely personal attributes (items 5-10) and pedagogical knowledge (items 11-21). The ratings for items 5, 6 and 7 were above the median value and did not reveal a significant difference between the groups. These ratings showed that the mentors' support for teaching, talking with the student teachers about teaching and instilling a positive attitude towards teaching were agreeable for the student teacher participants. For items 8 and 9, the mean value was slightly below the median value for the control group of student teachers, indicating that they were unsure of their mentors'

assistance for reflection on teaching ($M = 2.93$, $SD = 2.219$) and making the student teachers feel confident as a teacher ($M = 2.93$, $SD = 2.374$). On the other hand, the experimental group agreed with these two items with higher means ($M = 4.00$, $SD = 1.265$, $M = 3.69$, $SD = 1.922$ respectively). For item 10, both groups were in a kind of agreement with the item, showing that their mentors listened to them attentively on teaching matters ($M = 4.67$, $SD = .900$, $M = 3.69$, $SD = 1.922$ respectively).

As for the pedagogical knowledge, the analysis of the student teachers' ratings indicated that their reports overall did not differ significantly. A more detailed examination of the ratings showed that the mentors' assistance for timetabling was disagreed by the control group ($M = 2.27$, $SD = 2.154$) whereas the experimental group was unable to take a position about this assistance ($M = 3.06$, $SD = 1.611$). A reverse situation was observed for item 12, the mentors' developing strategies for teaching ($M = 3.33$, $SD = 1.718$, $M = 2.81$, $SD = 1.682$ respectively), and for item 13, guiding in planning to teach ($M = 3.00$, $SD = 1.604$, $M = 2.94$, $SD = 1.914$ respectively), due to higher ratings obtained from the control group. Item 14 received lower ratings from all student teachers, showing that they disagreed with the statement "My mentor guides me in lesson preparation" ($M = 2.07$, $SD = 2.251$, $M = 2.69$, $SD = 1.702$ respectively). About the mentors' discussion of classroom management strategies (Item 15), questioning skills for effective teaching (Item 17) and content knowledge (Item 18), the groups' overall tendency was agreement. Similarly, the ratings for items 19 and 20 showed the student teachers' agreement with their mentors' provision of strategies to solve teaching problems and new viewpoints. For the mentors' demonstration of how to assess student learning, the student teachers were between disagreement and unsure ($M = 2.47$, $SD = 2.100$, $M = 3.19$, $SD = 1.834$ respectively).

The third category in the survey was observing student teachers. The first item in this category which was about the role of observation was agreed by all participants with higher means above the median value. The lower ratings for item 23 revealed that the participants were almost disagreed about the organization of pre-observation conferences by their mentors. For item 24, “My mentor holds professional dialogues with me about my observation of their teaching”, the student teachers in the groups were unsure as inferred from their reports between disagreement and uncertainty ($M = 2.27$, $SD = 2.154$, $M = 3.75$, $SD = 1.612$ respectively). For item 25, the participants’ position on their mentors’ use of the observation procedure was disagreement.

The last category of statements in the survey consists of items related to giving feedback. From the perspective of the student teachers in both groups, their mentors were aware of the role of the feedback since they rated item 26 higher than the median value. However, for the remaining items in this category, items 27, 28, 29, 30 and 31, the means were all below the median value. This showed that the student teachers had a tendency to disagree about their mentors’ discussion of the evaluation of their teaching, providing oral and written feedback, articulating what needed to be done for improvement and promoting reflection.

4.3.2 The mentoring practices reported by the student teachers after the OMTP

In order to understand whether training led to any significant difference in mentoring practices from the perspective of student teachers, the student teachers’ reports were also investigated after the training program was implemented. The survey results of both groups were compared using the Mann-Whitney U test to establish whether

there was a statistically significant difference between the two groups as a result of the implemented training program. The descriptive statistics of their reports related to the training content (i.e. practicum procedures, understanding mentoring, observing and giving feedback) and the Mann-Whitney U test results are given in Table 4.11 (See Appendix N).

As presented in Table 4.11, the first category of the survey, practicum procedures (Items 1, 2, 3 and 4), received higher ratings from the participants' answers without a significant difference between the two groups. Similar to the first administration of the survey, the student teachers' ratings for the items indicated that the mentors were aware of the practicum procedures from the perspective of their student teachers.

With regard to the first part of mentoring skills category, the ratings of the student teachers above four showed that they were in a stronger agreement with their mentors' personal attributes (Items 5, 6, 7, 8, 9 and 10). The results revealed that, according to the student teachers, their mentors were supportive ($M = 4.33$, $SD = 1.291$, $M = 4.56$, $SD = .512$ respectively) and comfortable in talking about teaching ($M = 4.73$, $SD = .594$, $M = 4.56$, $SD = .727$ respectively), they instilled positive attitudes towards teaching ($M = 4.80$, $SD = .561$, $M = 4.44$, $SD = .727$ respectively), assisted to reflect on improving teaching practices ($M = 4.00$, $SD = 1.414$, $M = 4.44$, $SD = .512$ respectively) and made them feel confident as a teacher ($M = 4.27$, $SD = 1.335$, $M = 4.31$, $SD = .704$ respectively). Item 10, for which the perceptions differed significantly in the first implementation of the survey in favor of the control group, was rated with a stronger agreement by all participants after the OMTP ($M = 4.27$, $SD = 1.335$, $M = 4.31$, $SD = .704$ respectively)

In the second part of mentoring skills category, the mentors' pedagogical knowledge received similar ratings except for the two items. For items 11, 12, 14, 15, 16, 17, 18, 19, 20 and 21, the overall tendency was closer to agreement in the answers of the student teachers in both groups. According to the student teachers, their mentors, regardless of the attendance in the training, listened the student teachers attentively on teaching matters ($M = 4.60$, $SD = .828$, $M = 4.50$, $SD = .516$ respectively), helped developing strategies for teaching ($M = 3.07$, $SD = 1.580$, $M = 3.81$, $SD = 1.471$ respectively), provided guidance with lesson preparation ($M = 3.33$, $SD = 1.543$, $M = 3.88$, $SD = 1.310$ respectively), discussed classroom management strategies ($M = 3.80$, $SD = 1.265$, $M = 4.19$, $SD = 1.109$ respectively), assisted in the implementation of teaching strategies ($M = 3.60$, $SD = 1.242$, $M = 3.88$, $SD = 1.204$ respectively), discussed questioning skills ($M = 3.07$, $SD = 1.438$, $M = 3.50$, $SD = 1.633$ respectively), content knowledge ($M = 3.07$, $SD = 1.486$, $M = 3.63$, $SD = 1.455$ respectively), problem-solving strategies ($M = 3.40$, $SD = 1.502$, $M = 4.13$, $SD = .806$ respectively), new viewpoints ($M = 3.27$, $SD = 1.486$, $M = 3.81$, $SD = 1.276$ respectively) and assessment of student learning ($M = 3.13$, $SD = 1.767$, $M = 3.25$, $SD = 1.291$ respectively). Among the pedagogical knowledge statements, item 11 received significantly different ratings in favor of the experimental group ($p < .05$). That is, according to the student teachers of the mentors who attended the OMTP, their mentors were more assistive in timetabling the lessons. In addition, the significance value for Item 13 was closer to p value, which allows for the interpretation that the experimental group of mentors provided more guidance in planning to teach ($p = .066$).

In the third category, observation in practicum, items 22 and 24 were agreed by the participants with means above the median value. For the student teachers,

regardless of their attendance in the training, the mentors were aware of the importance of observation ($M = 4.47$, $SD = 1.187$, $M = 4.44$, $SD = .814$ respectively) and held professional dialogues ($M = 3.20$, $SD = 1.699$, $M = 4.25$, $SD = 1.125$ respectively). On the other hand, items 23 and 25 received significantly different ratings in favor of the experimental group ($p = .012$, $p = .008$ respectively), showing that, from the perspective of the student teachers, the mentors who attended the OMTP organized meetings before observation ($M = 4.00$, $SD = 1.265$) and used observation procedures more ($M = 4.38$, $SD = 1.258$).

In the category of feedback, items 26, 30 and 31 were rated above the median value, without a significant difference. Thus, it can be inferred from the student teachers that their mentors were aware of the importance of the feedback in practicum ($M = 3.53$, $SD = 1.552$, $M = 4.56$, $SD = .512$ respectively), clearly articulated what the student teachers needed to improve their teaching ($M = 3.40$, $SD = 1.805$, $M = 4.38$, $SD = .500$ respectively) and used reflective questions ($M = 3.40$, $SD = 1.805$, $M = 4.13$, $SD = .619$ respectively). However, the examination of items 27, 28 and 29 showed that the groups differed significantly in their perceptions in favor of the experimental group ($p = .019$, $p = .014$, $p = .009$ respectively). It indicated that the mentors who attended the OMTP were perceived as performing mentoring practices such as discussing the evaluation of teaching by the student teachers ($M = 4.63$, $SD = .500$), providing oral ($M = 4.81$, $SD = .403$) and written feedback more ($M = 4.00$, $SD = 1.461$).

4.3.3 Summary

From the perspective of student teachers, the mentors in both groups were aware of the practicum procedures before the OTMP. Regarding personal attributes, they reported that their mentors' support for teaching, talking with the student teachers about teaching and instilling a positive attitude towards teaching were agreeable for all student teacher participants. For the mentors' assistance for reflection on teaching and making the student teachers feel confident as a teacher, the groups were either unsure or agreed. In addition, the groups agreed that their mentors listened to them attentively on teaching matters. With regard to the mentors' pedagogical knowledge, the student teachers were in between disagreement and unsure about the mentors' assistance for timetabling and guiding in planning to teach. On the other hand, they disagreed that their mentors guided them in lesson preparation. About the mentors' discussion of classroom management strategies, questioning skills for effective teaching and content knowledge, the groups' overall tendency was to agree. Similarly, the student teachers reported an agreement with their mentors' provision of strategies to solve teaching problems and new viewpoints. However, the groups were between disagreement and uncertainty about their mentors' demonstration of how to assess student learning. It was also found before the implementation of the OMTP that all student teachers agreed that their mentors were aware of the importance of observation, although they disagreed about the organization of pre-observation conferences by their mentors. Related to the professional dialogues between the mentors and the student teachers themselves, the control group disagreed but the experimental group was closer to an agreement. The student teachers' answers also showed that the mentors' use of observation procedure was disagreed by all. According to the student teachers in both groups, their mentors

were aware of the role of the feedback but they tended to disagree about their mentors' discussion of the evaluation of their teaching, providing oral and written feedback, articulating what was needed for improvement for teaching and promoting reflection.

After the implementation of the OMTP, the student teachers reported that their mentors were knowledgeable about practicum procedures, as in the first surveys. They also reported that their mentors were supportive and comfortable in talking about teaching and instilled positive attitudes towards teaching. Compared to the first administration of the survey, the student teachers increased their ratings for the mentors' assistance to reflect on improving teaching practices and making them feel confident as a teacher. The groups were also in a stronger agreement with the statement "My mentor listens to me attentively on teaching matters". For pedagogical knowledge, the ratings for the items increased and the mentors, regardless of the attendance in the training, were perceived as listening to the student teachers attentively on teaching matters, helping develop strategies for teaching, providing guidance with lesson preparation, discussing classroom management strategies, assisting in the implementation of teaching strategies, discussing questioning skills, content knowledge, problem-solving strategies, new viewpoints and assessment of student learning. However, according to the student teachers of the mentors who attended the OMTP, their mentors were more assistive in timetabling the lessons and provided more guidance in planning to teach. For the student teachers, the OMTP did not create a difference and the mentors were aware of the importance of observation and held professional dialogues. On the other hand, the mentors who attended the OMTP organized meetings before observation and used observation procedures more. Regarding feedback practices, the mentors were reported as being aware of the

importance of the feedback in practicum, clearly articulating what the student teachers needed to improve their teaching and using reflective questions. However, the mentors who attended the OMTP were perceived as more performing mentoring practices such as discussing the evaluation of teaching by the student teachers and providing oral and written feedback.

4.4 The evaluation of the OMTP

The third and last phase of the study was the evaluation of the designed mentor training program. It was aimed to find an answer for the fourth research question:

4) How do the mentors evaluate the proposed mentor training program, in terms of content, structure, delivery, and the time allowed?

The themes that emerged in the interviews are summarized in Table 4.12 below, with the number of teachers stating the themes in their comments.

Table 4.12 Interview Themes for the Evaluation of the OMTP

	Themes		
	Positive	Negative	Suggestions for improvement
Content	Comprehensive (8) Refreshment (4)	Insufficient discussions (5)	Shorter reflection reports (1) Forming online trainee communities (1)
Structure	Applicable (8)	-	Badges for modules (1)
Time	Feasible (8)	-	Rearrangement in line with school calendars (8)
Delivery method	-	-	Hybrid method (8) More control (8)

As shown in Table 4.12, the mentor teachers who participated in the training provided their opinions on the content, time, delivery method and structure of the training in different ways. For all categories in the evaluation of training, almost all teachers shared the same ideas, mostly differing in their suggestions for improvement. Regarding content, the mentors stated that the materials and tasks were very comprehensive. One of the teachers explained this idea: “...actually I did not know that there are so many things to know about mentoring. I have seen that it is something much deeper” (Interview 53, EGMT6). They specifically stated that

materials in the form of videos and useful tips, as well as the observation and reflection forms available for use, were some parts of the content they benefitted most. Among those teachers, four of them (EGMT1, EGMT3, EGMT5, EGMT8) explained that the content was a kind of refreshment, providing the theoretical background they needed to base their intuitions on:

The content was actually like a refreshment for us. The first module, for example, was a reminder. The other modules were like a refreshment, too. We knew them based on our experience, of course with some missing parts, but it is good to see that they were supported somehow theoretically. (Interview 55, EGMT8)

However, most of the teachers (EGMT1, EGMT3, EGMT5, EGMT6, EGMT7) thought that discussion parts were insufficient in serving the aim since the teachers wrote their comments in discussion parts to complete the task, but did not provide further comments for the others' posts. With regard to discussion tasks, one of the teachers (EGMT1) suggested that those parts should be kept active in a future implementation by forming an online community (e.g. Facebook group) in which the trainees would feel belong and could chat anytime they want to share information. Another suggestion for the content by one of the mentors (EGMT7) was that they should be left free in deciding how much they would like to explain since writing a reflection report of around 300 words was demanding.

The modular system was found as applicable. All participants stated that presenting the content in modules, rather than a whole unit, was reasonable and the completion of modules gave a sense of achievement. One of the teachers, however, suggested that modules should be labeled with a badge to strengthen the sense of achievement: "The training could be gamified with badges. I suggest you use badges, you believe you achieve something and it is fun" (Interview 49, EGMT2).

The timing of the training was found feasible by all mentors. Although the mentors were given eight weeks at the beginning, which was extended to twelve weeks upon the request of the mentors in the reflection meetings, the training was completed in time without a need for an extension. They stated that the expected time for all modules was doable, but they had concerns about completion due to their busy schedules. For this reason, they suggested that the timing should be in line with the school calendars, or the training should be divided into two parts as theory and practice, the former being covered before the classes begin and the latter being left for the school times. One of the teachers' comments given below summarizes this theme and the related suggestion:

I did want to put more effort but it was very hard for me to spend time in the training. Within-semester breaks were very good times for this training... or the seminar times at the beginning of the academic year could be used. Considering that the university calendar works in a different way, we may work with student teachers after doing the readings. (Interview 51, EGMT4)

When they were asked their opinions about the delivery method, all of the mentors were contented with online and asynchronous features. Nevertheless, they suggested that the training needed a hybrid system or at least weekly online meetings to promote the trainees' engagement. They expressed that the training needed some control because teachers had the potential to lose track with such a self-paced program. A hybrid system or weekly meetings were stated as some ways to provide control over the participants' progress.

4.4.1 Summary

In this evaluation phase of the study, it was found that the training was overall well received by the participants. The content was comprehensive for the mentors who

thought that it provided refreshment and confirmation for their knowledge constructed on their experiences and intuitions. The participants suggested that discussion parts should be kept active, the length of reflection reports could be shortened and online communities were needed for future implementations. The structure, timing and delivery method were found reasonable. Using badges for the completion of modules, rearrangement of timing in line with school calendars and teachers' schedules as well as providing some control over the trainees' progress with a hybrid method were among the suggestions made by the mentor teachers.

CHAPTER 5

DISCUSSION AND CONCLUSION

This final chapter presents a discussion of the findings reported in the preceding chapter. In each of the following sections, a brief summary of the results that pertain to the particular research question is discussed through the interpretation of the results with reference to the related literature. The chapter ends with implications of the study, limitations and recommendations for further research.

5.1. The expectations of university supervisors, mentors and student teachers

In the first phase of the study, the first research question addressed the expectations and needs of student teachers, mentor teachers, and university supervisors in relation to practicum studies. The analysis of data showed that their needs and expectations clustered around four themes, practicum procedures, knowledge of mentoring, how to observe student teachers and how to give feedback to student teachers in the process of practice teaching.

The findings obtained in this phase were as expected especially because the themes listed in the questionnaire were drawn from the existing literature, namely, the studies focusing on the problems experienced during the practicum studies in teacher education programs in Turkey (e.g. Cincioğlu, 2011; Ekiz, 2006; Koç, 2008). Therefore, the findings obtained in this phase supported the previous findings. One of the important findings in Kasapoğlu's (2015) review of studies on practicum problems was that the school experience was not implemented in accordance with

the goals set by the universities and cooperating schools, pointing out the failure in fulfillment of practicum procedures such as official requirements, tasks and the responsibilities. The possible reason behind this problem is the lack of cooperation between the schools and universities (Hughes, 2002), which was also emphasized during the interviews in the present study. The lack of cooperation between the school and universities also reflects negatively on the relationship between mentors and student teachers, causing communication problems between the two.

Another important finding in this phase, the need for knowledge of mentoring duty was revealed in many studies earlier (e.g. Akcan & Tatar, 2010; Menegat, 2010), indicating that mentoring is a duty that necessitates a comprehensive understanding of mentoring, especially the necessary skills such as personal attributes and pedagogical knowledge to approach student teachers. The participants' comments reflected the findings of previous studies that the absence of mentorship knowledge results in problematic experiences of mentors in guiding student teachers in lesson planning, orienting, and supporting them for the profession (Bülbül & Akyel, 2015) or in providing the instructional support student teachers need throughout practice teaching (Rakıcıoğlu-Söylemez & Eröz, 2014). One important reason behind the lack of knowledge on mentoring is the lack of motivation and interest in the role (e.g. Atay, 2007; Koç, 2008), paving the way to question the selection of mentors. In the absence of motivation and interest in mentoring, the practice teaching is perceived traditionally, as a task in which student teachers only observe and conduct a lesson for a few hours, and attendance is considered the most important criterion in assessment. However, practice teaching is a process that should be framed by collaboration with great motivation and interest to be able to promote the development of both parties. Years of teaching experience as a criterion for

mentor selection does not provide a proper solution for motivation problems and thus remains insufficient. Given that motivation is an important factor in mentors' behavior and accordingly practices, it is an important criterion to include in the list of criteria to be developed based on research in the field. Besides, mentoring is beyond accepting the student teachers into the classroom for observation and the knowledge of mentoring includes various skills including personal attributes, pedagogical knowledge, system requirements, modelling, and feedback (Hudson, 2003), which requires special preparation. The preparation for the mentoring role is also needed to eliminate the risk that the contribution of mentors to the professional development of student teachers is only based on their personal experience and common sense instead of theoretical and pedagogical knowledge.

The other important finding directly related to the knowledge of mentoring is the participants' reports about the inefficiency of observation and feedback given by the mentors, echoing the results of the previous research (e.g. Kiraz & Yildirim, 2007; Merç, 2015; Yavuz, 2011). Given that teacher learning and development is not achievable when teachers are on their own (Darling-Hammond & Baratz-Snowden, 2005) and it is a social process depending on dialogue and interaction, observing the student teachers and giving feedback are the two key elements that shape the professional growth. It was seen that the incognizance of the requirements of mentorship is inevitably reflected in the unfortunate experiences of all three groups (i.e. university supervisors, mentors and student teachers) regarding the mentors' feedback practices. The possible reasons could be mentors' availability and their concerns about providing proper feedback to their student teachers. During the short school visits and interviews, the researcher observed that teachers usually have busy schedules and mentoring is added as another burden to their to-do list. Unfortunately,

for most of them, the schedules hinder the sufficient time the mentor must find to give feedback (Hobson, 2002). In addition, as suggested by Clarke et al. (2013), mentors may have concerns about their feedback skills and they may not be able to trust their pedagogical content knowledge to provide various viewpoints. This reason was evidenced by the teachers' comments in the study, stressing that they just trust their experience and intuitions in mentoring. The results, therefore, highlight the importance of training on the part of the mentor, which was also underlined by mentors themselves in previous studies (e.g. Hamilton, 2010).

5.2. The mentoring practices before and after the OMTP

In this phase of the study, the second research question aimed at capturing possible influences of the designed online mentor training program on mentoring practices that were investigated from the perspective of mentors in two groups and their student teachers. The findings revealed different experiences of the participants regarding each component of the training.

When the control and experimental groups of mentor teachers were compared in terms of their knowledge of practicum procedures, it was seen that there was no substantial change reported in their mentoring practices at the beginning and end of the practicum semester. According to the mentors, practice teaching was a process in which the student teachers were supported and learned from more experienced teachers, indicating that they were quite aware of the importance of the process in the teaching profession underlined in the relevant literature (e.g. Farrell, 2008). As evidenced in the comments of teachers in both groups, the other components, the roles and responsibilities of all parties and tasks were about the student teachers'

observation, implementation of teaching skills, and evaluation of their performance. Although details about the roles and responsibilities were provided in the training for the experimental group, the mentors continued to focus on the most important ones for themselves in the post-training interviews, possibly because of the fact that the duties they mostly and actively engaged in have been observation and evaluation. The mentors' knowledge of the duration of practicum was also clear and they were able to explain the procedures clearly on both occasions they were asked since the cooperating schools were sent a document and/or e-mail by the department at the beginning of the semester to explain the steps in the completion of the practicum. Both groups of student teachers' answers in the surveys for the practicum procedure-related questions were compatible with their mentors as they stated that their mentors were aware of the practicum procedures. Although the inclusion of practicum procedures in the training content was decided after finding out in the first phase that the theme was among the prominent ones, the training did not have an impact on the participants' answers. They commented that the first part of the training was just a refreshment for their existing knowledge, addressing the need for the redesign of the practicum guide in the training.

During the interviews, mentorship was defined by the mentors in both groups through the roles listed in the literature (Ambrosetti & Dekkers, 2010), they used the words role modelling, guiding, moderating, and transferring knowledge and experience. They also included updating oneself and two-way development in their comments, indicating that they were aware of the reciprocal development effect of mentorship (Freeman, 2008). The answers of the mentors clearly reflect different interpretations of their roles (Zantig, Verloop & Vermunt, 2001), as the rationale behind the various definitions of mentoring proposed (e.g. Healy & Welchert, 1990;

Smith, 2007; Wright, 2010). The experimental group of the mentor teachers, on the other hand, added the master-apprentice relationship as a popular answer to their definitions after the training. The theme was covered in the readings provided and the use showed that the training broadened their repertoire. In addition, they elaborated on the theme of the master-apprentice relationship as a process not only the apprentice learned from the master but also the master learned from the apprentice. Thus, their elaboration indicated that the training deepened their understanding of mentorship leading them to focus more on the collaborative side of their duty (Bullough, et al. 2003; Walkington, 2005).

Apart from a deeper understanding, mentorship requires certain skills framed in two different categories, personal attributes and pedagogical knowledge (Hudson, 2003). The most important personal attribute for all mentors was stated as communication skills by all mentors during the interviews. Since mentoring basically depends on the relationship between mentor and mentee (Fairbanks, et. al. 2000), the mentors' emphasis on communication skills is sound, especially given that they had experienced the relationship for at least three years. The mentors listed other personal attributes as peripheral, putting communication skills at the center, which is reported as a crucial skill for mentors to possess (e.g. Örsdemir Panpallı, 2016). From the perspective of the student teachers in the control group, the mentors' emphasis on communication skills was embodied through talking about teaching comfortably, instilling positive attitudes towards teaching, and listening to them attentively on teaching matters. Furthermore, the student teachers of experimental group mentors thought that the experience in this semester made their mentors more supportive of teaching, assisted more in reflection on improving teaching practices, and made them feel more confident, revealing that the centrality of communication skills was

actually reciprocated with a variety of satisfactory mentor attitudes that were encouraging for the student teachers (e.g. Hudson, et al., 2005). The reflection of the mentors' emphasis on communication on the student teachers' answers as a favorable reception might be their tendency to value the personal attributes of the mentor. As indicated in Yıldırım and Orsdemir's (2014) study, the student teachers mostly value mentoring practices related to personal attributes rather than pedagogical knowledge or feedback when asked to articulate their views about the mentoring they received. It is notable that the practice of communication seems to be in need of special care and investigation because communication between mentor and mentee was among the most important issues articulated as needs in the first phase of the present study. In addition, communication was continuously reported as an obstacle during the practicum process in the Turkish context (e.g. Kiraz, 2002; Sağ, 2008; Rakıcıoğlu-Söylemez, 2012), contradicting with the importance attached by the mentors.

The other personal attributes reported were collaboration and feedback skills, the most referred to in the answers of the experimental group of mentor teachers. Empathy and patience added by the mentors in the second interview extended the range of necessary skills and showed that the mental representation of mentoring directly influences mentors' perceptions of necessary skills, pointing to the role of cognition mentors rely on (Borg, 2006). Additionally, the experimental group of mentors mentioned reflection as an important skill after the training, which was promoted during the training through readings and tasks. Their emphasis on reflection indicates that the content of training served the intended aim of enhancing mentors' inquiry skills to make them agents of change (Feiman-Nemser & Reillard, 1996). This finding was also supported by the responses of the student teachers in the experimental group because the training program was observed to be specifically

influencing the mentors' practice of listening to the student teachers attentively on teaching matters after the implementation of the OMTP. The responses of student teachers added more to the mentors' interpretations of necessary skills and thus provided valuable details to figure out the nature of mentorship performed within the dual and interdependent relationship (Ambrosetti, 2010; Izadinia, 2016).

As for pedagogical knowledge skills, the mentors commented about teaching techniques and implementation, stressing the modelling of a variety of teaching strategies for student teachers. The mentors' comments also pointed to the need for updating themselves in terms of their strategies, especially in integrating technology. The findings of pedagogical knowledge in the first interviews were not consistent with the previous research reporting mentors' lack of pedagogical knowledge (e.g. Yeşilyurt & Semerci, 2012). However, pedagogical knowledge required for mentoring is much broader and it includes planning for teaching, timetabling, preparation, teaching strategies, classroom management, questioning skills, assisting with problem-solving, content knowledge, implementation assessment, and providing viewpoints (Hudson, 2013). The mentors' reported pedagogical knowledge was limited to implementation and teaching strategies. At the end of the semester, both groups of mentors added content knowledge to their lists, indicating that the change in their pedagogical repertoire is not attributable to the training, in contrast to previous findings (e.g. Gareis & Grant, 2014; Örsdemir Panpallı, 2016). On the other side, the recurring low means given by the student teachers in both groups pointed at the mentors' infrequent use of pedagogical practices such as assistance for timetabling, guiding in planning to teach, lesson preparation and assessment. In contrast, they seemed to quite agree that their mentors displayed practices of discussing classroom management strategies, questioning skills for effective teaching

and content knowledge, providing problem-solving strategies and new viewpoints. The student teachers' uncertain responses indicated rare occasions for observing different applications of pedagogical knowledge, as portrayed in the relevant literature (e.g. Wallace, 1991; Walkington, 2005). After the OMTP was implemented, from the perspective of student teachers, the mentors improved their practices and they were specifically more assistive in timetabling the lessons and provided more guidance in planning to teach, showing that the trainee mentors were able to use the new knowledge in their practices even if it was not observable in their answers. This finding was against the aforementioned portrait in the literature. That is, the mentors could model and share their pedagogical knowledge when trained and it results in many occasions for the student teachers to gain insights for their future profession.

Regarding observation, the mentors in both groups commented on similar procedures (i.e. examining lesson plans in the pre-observation conference, being objective during observation, using observation forms or fieldnotes), however the frequency in the application of those procedures increased more in the experimental group. Specifically, examining lesson plans in pre-observation conferences became more commonly practiced, observations were made more objectively and observation forms or fieldnotes were utilized more, which shows that the designed training effectually changed the mentors' observation practices. The reports revealing the mentors' development of multiple methods of classroom observation is in line with the research in different contexts claiming that mentors can develop their observation skills through formal training (e.g. Altay, 2015; Delaney, 2012; Fletcher, 2000). The influence of training in terms of observation acts was also evident in the student teachers' answers. The experimental group of student teachers

thought that their mentors held pre-observation conferences more after training and the practices improved in terms of holding professional dialogues and using an observation procedure.

The related literature suggests that the development of classroom observation skills through formal training help mentors further refine and develop their conferencing and feedback skills (Malderez & Bodoczky, 1999; Fletcher, 2000). Parallel to this suggestion, the present study found that the mentors improved their feedback skills after training based on the differences between the two groups of mentors in terms of their reported feedback practices. In the first interviews, both groups mostly gave oral feedback, but the experimental group of mentors increased their employment of written feedback after the training. The student teachers provided similar reports as the control group indicated that they were not sure about their mentors' attitude toward feedback over the practicum semester in contrast to the experimental group responding that their mentors' evaluation of teaching, providing written and oral feedback improved after the mentors' participation in the training program. Therefore, the reports of the participants reveal that the designed online mentor training program helped the mentors' feedback practices which is one of the needs mostly reported by student teachers (e.g. Beck & Kosnik, 2002).

The content of the mentors' feedback was shaped by positive language and included a focus on the use of materials, use of voice, technological equipment, and time management, as reported in the interviews. The mentors participating in the training continued to use positive language in informal dialogues or peer reflections and focused on communication in the classroom, use of materials, and technological equipment. The variety of focal points in feedback supports the claim that mentoring practices are context-dependent and unique to each experience (Richards, 2008;

Farrell, 2012). Besides, it indicates that mentoring practices are knowledge- and cognition-dependent. The participant mentors' pedagogical knowledge was mainly shaped around teaching strategies, implementation, and content knowledge in the interviews. Accordingly, their feedback focused on this knowledge during the articulation of their observation notes in post-observation meetings with their student teachers, as evidence of the link between their mentoring knowledge and practice.

Likewise, the new experience of the mentor training program improved the mentors' feedback and reflective practices. It was found in the present study that reflective questions were practiced by a few mentors in the control group, with a small improvement in the eyes of the student teachers over the semester, whereas there was a favorable increase in the use of oral and written feedback as well as reflective questions by all mentors after their participation in the training, which found strong support by their student teachers' answers. This implies that the mentors became reflective practitioners (Schön, 1987). The content of training designed with a critical constructivist perspective made the trainee mentors gain the "ability to take a step back from the world as we are accustomed to perceiving it" (Kincheloe, 2005, p.11). This finding is consistent with previous research concluding that trained mentors were better at demonstrating reflectivity on practice (Gibelhouse et al., 2002). Moreover, such a change in the nature of the mentors' reflective practices has the potential to lead to the professional development of the student teacher through a set of broadened perspectives on teaching and learning (Brookes & Sikes, 1997).

To recapitulate, through the comparison of mentor teachers who attended the online mentor training program and those who did not as well as their student teachers, the study showed that the training had a positive influence on the mentoring

practices, especially regarding observation of teaching performances and provision of feedback to enhance student teachers' teaching. The positive impact of training is underlined by a great number of research studies (e.g. Altay, 2015; Delaney, 2012; Ligadu, 2008; Yalın Uçar, 2008) reporting evidence-based support for the urgent need for mentor training that will address their needs and expectations.

5.3. Evaluation of the OMTP

In this phase, the online mentor training program was evaluated by the trainee mentors who answered questions related to the training content, timing, structure and delivery. According to their comments, it was noticeable that the training was overall well received by the participants. The content was comprehensive for the mentors who thought that it provided a refreshment, improvement and confirmation for their knowledge constructed on their experiences and intuitions. This general consensus in favor of the necessity and positive effects of the training is also strongly reflected in the literature (e.g. Delaney, 2012; Menegat, 2010; Yavuz, 2011). It is possible to base the motivation and satisfaction with the training program on two reasons, the first of which is the mentors' own desire attendance in such programs reported by previous research (e.g. Inal, et. al., 2014). The second is the approach adopted in the design of the training. It was designed with consideration for a particular context and participants (Hudson, et. al., 2010), with the purpose of addressing their specific needs and expectations. Besides, the structure (i.e. modular format) and delivery method (i.e. online and asynchronous) were chosen based on their personal and professional characteristics.

Aside from the reported contentment, the participants made some suggestions for improvement and future implementations of the training. Since teachers were not actively involved in the discussion parts of the modules, they suggested that discussion parts should be kept active in the future, which might be achieved through creating online communities. Although the researcher herself provided comments for the discussions to maintain the continuity, the mentors were mainly concerned about the completion of that part and made a contribution limited to their exact answers to the questions. The limited contributions as well as their suggestions for shortening reflection reports were probably due to their busy schedules as an important obstacle in the implementation and planning of such training programs.

The other features of the training under investigation were its structure, delivery method and time allowed. The structure and online mode of delivery were found successful by the trainee mentors, in line with the previous studies on the online forms of mentoring (Ersin, Mede & Atay, 2020; Ersin & Atay, 2021; Kaçar, 2018; Redmond, 2015). The finding shows that mentoring practices should have their share from the advent of computer technology since it provides opportunities for collaborative professional development by eliminating time and space constraints. Nevertheless, the participants were of the opinion that a certain level of control over their progress should be provided with a hybrid method. They commented that periodical face-to-face or virtual meetings should be included in the training for the trainee mentors not to lose track, which would be a solution for the discussion parts as well. In terms of timing, the mentor training program was found to be long enough but the mentors requested the rearrangement of timing in line with school calendars and teachers' schedules. Despite the fact that online training gives flexibility in timing (Moore & Kearsley, 2011), the accomplishment of training might be difficult

when combined with regular professional duties. Therefore, as suggested by the participants, the seminar weeks allocated by MoNE for teachers could be used in the careful planning of further implementations as an attempt to eliminate the reported mentorship problems.

5.4. Implications of the study

This study has provided several implications for teaching practice and mentoring. Given the improvement in mentoring practices according to the results obtained, providing training programs for mentors should be given priority. The training program proposed in this study could be improved in the light of recommendations and made available for mentors in the field in addition to the current MoNE training. For the provision of the training, careful planning of practicum calendars should be supported by a closer relationship between the schools and universities at the macro level and between mentors, supervisors and student teachers at the micro level. One way for planning the practicum calendars with a training program could be by inviting mentors for online readings and discussion tasks in the seminar weeks before the start of academic calendars. That process might be followed by real-time practices with the start of class teaching and the presence of student teachers at schools, which will be accompanied by weekly online asynchronous and synchronous discussions with university supervisors. Such planning will strengthen the cooperative relationship among the parties and accordingly the one between universities and schools. Besides, the mentors can form their own online community for sharing experiences and information in that way.

For the effective fulfillment of mentoring duty, a set of objective criteria should be developed to assign mentors. In addition to motivation and years of experience in teaching, one other criterion can be to attend such field-based training programs for one practicum year. The time needed for carrying out mentoring student teachers should be considered as part of the teacher's workload in order for such professional development programs not to be perceived as a burden.

It is believed that this research could be a starting point to support mentors' ongoing learning and development process. The proposed training could be a model for the mentors who cooperated in teacher education programs in other fields. Its tasks could be adapted and sample teaching experiences in teaching other subject matters can be added. Its design elements give the opportunity for adaptation and easy dissemination. A larger online community with mentors in different fields will also be very valuable to exchange professional ideas, during the nurturance of future teachers.

5.5. Limitations and recommendations for further research

The present study investigated the needs and expectations of university supervisors, mentor teachers and student teachers in the practicum process, designed an online mentor training program accordingly, and evaluated the influence of training on mentoring practices. Through a mixed-method study design, it provided valuable insights into the design of a training program for mentors in the field of English language teacher education and evidence of positive influences of training mentors. Yet, it has some limitations that will serve as recommendations for further studies.

First of all, it is limited to a specific English language teacher education program. The needs and expectations investigated in the first phase of the study were specific to that context. It is recommended that further studies should be conducted in different contexts to validate and generalize the results. In addition, questionnaires and interviews should be triangulated with long-term observations to understand whether the real practices reflect the same needs and expectations.

Secondly, the study has a small sample size with a small group of mentor teachers and their student teachers were invited to the training program. The replication of the study with a larger group of participants might reveal different and broader findings related to the effect of training mentors through an online program. Due to the Covid-19 pandemic, the mentoring practices could not be observed on-site and conclusions were drawn based on the mentors' and the student teachers' reports. Therefore, observation of mentoring practices on site is definitely needed in further studies to be able to gain deeper insight into the impact of the training. In addition, the study only reported the immediate effects of the training program on mentoring practices, leaving the long-term effects unexplained. Thus, further research studies should focus on long-term effects through confirmative evaluation procedures.

Finally, the content of the training program was designed as prototypical, including only the most prominent themes among the reported expectations about practice teaching. The other themes emerged out of the literature review on the problems experienced in practicum studies (i.e. assessing student teachers' performance, the orientation of student teachers (to the classroom, school culture, profession), motivation and attitude in mentoring, mentor-supervisor communication and cooperation of mentors) were not covered in the training. Design and

implementation of a more comprehensive training program with all emerged themes may yield different results in terms of its impact on mentoring practices.

APPENDIX A

MENTOR AND STUDENT TEACHER ROLES

Table 2.1 Mentor and Student teacher Roles (Ambrosetti & Dekkers, 2010, pp. 50-51)

Mentor Roles	Associated Pre-service Teacher Role
Supporter	<p>Role: Being Open</p> <p>The pre-service teacher:</p> <ul style="list-style-type: none"> • Listens to the mentor • Implements or enacts advice and suggestions from the mentor (Greene & Putzer, 2002) • Brings their own perceptions and beliefs to the relationship (Walkington, 2005a) • Alters and develop new perceptions and beliefs (Walkington, 2005a) • Take risks (Greene & Puetzer, 2002).
	<p>Role: Performs tasks</p> <p>The pre-service teacher:</p> <ul style="list-style-type: none"> • Performs tasks and actions within the work or learning environment. • Uses guidance and support from the mentor to guide the how they perform the tasks (Lai, 2005) • Uses feedback from the mentor to develop their practice (Lai, 2005).
	<p>Role: Documents own progress</p> <p>The pre-service teacher:</p> <ul style="list-style-type: none"> • Is responsible for documenting their learning journey and outlining goals to achieve (Walkington, 2005a).
Role model	<p>Role: Observer</p> <p>The pre-service teacher:</p> <ul style="list-style-type: none"> • Watches how a task or action is completed by their mentor. • Keeps observation notes • Discusses observations in order to develop skills and knowledge that pertains to the job (Lai, 2005).
	<p>Role: Reflector</p> <p>The pre-service teacher:</p> <ul style="list-style-type: none"> • Oral and written discussions which focus on own learning • Reflects on own practice to develop skills and knowledge (Walkington, 2005a).
	<p>Role: Develops own personal growth plan</p> <p>The pre-service teacher:</p> <ul style="list-style-type: none"> • Documents own future development - experiences, goals and aspirations (Lai, 2005).
Facilitator	<p>Role: Active participant</p> <p>The pre-service teacher:</p> <ul style="list-style-type: none"> • Takes opportunities to develop professional skills and knowledge • Initiates tasks to complete • Volunteers for performance tasks • Creates opportunities to participate (Walkington, 2005a).
	<p>Role: Reflector</p> <p>The pre-service teacher:</p> <ul style="list-style-type: none"> • Reflection on their own performance of the task or action (Walkington, 2005a) • Discuss reflection with the mentor in order to clarify and develop professional progress (Lai, 2005).

	<p>Role: Performs tasks</p> <p>The pre-service teacher:</p> <ul style="list-style-type: none"> • Makes use of opportunities facilitated by the mentor • Performs tasks that may be scheduled or unscheduled (Kamvournias et al., 2006).
	<p>Role: Documents own progress</p> <p>The pre-service teacher:</p> <ul style="list-style-type: none"> • Takes responsibility for their own learning. • Set goals and work towards achieving the goals through facilitated opportunities. (Lai, 2005).
Collaborator	<p>Role: Works with others (mentors, peers, other organisation staff)</p> <p>The pre-service teacher:</p> <ul style="list-style-type: none"> • Share ideas through conversations and actions (Fairbanks et al., 2000) • Plans, participates in joint performance of a task, drawing on another for ideas or help (Laker, Laker & Lea, 2008) • Initiates opportunities to work with others • Willing participant in sharing circles • Listens and takes advice.
	<p>Role: Works in the role or job</p> <p>The pre-service teacher:</p> <ul style="list-style-type: none"> • Takes on the role of the profession and begins to ‘do the job’. • Works alongside of the mentor to perform the associated roles and tasks of the work (Bullough et al., 2003).
Assessor	<p>Role: Performs tasks</p> <p>The pre-service teacher:</p> <ul style="list-style-type: none"> • Is familiar with the assessment criteria and uses this to guide their task performance (Bray & Nettleton, 2006).
	<p>Role: Performs self-assessment</p> <p>The pre-service teacher:</p> <ul style="list-style-type: none"> • Performs critical reflection in order to make self-assessments about task performance. • Uses feedback from mentor with critical reflection to determine their own progress (Le Maistre et al., 2006).

APPENDIX B

THE STRUCTURE OF THE MODULES

Table 3.3 The Structure of the Modules

Content in the modules (Module 1,2 and 3)	Reason to use
Introduction	The modules start with an explanation of the issues covered in general and present the expected learning outcomes. It includes the main terms and focus, enabling a smooth transition to the core issues emphasized throughout the module.
Discussion Prompt	The Critical Constructivist Teacher Education emphasizes the importance of critical awareness in the teaching context. In order to raise mentor teachers' awareness of their own mentoring contexts, it is essential for them to have a good start through a sample practice to be able to develop this skill. For this reason, each core part in each module uses a real-world scenario to activate background knowledge, analyze the situation given and accordingly promote discussion. The materials described here with the phrase "real world scenario" have different forms in the modules, varying from a video to a comment written by a student teacher.
Collaborative Inquiry	Following the presentation of real-world scenarios to be analyzed and thought about by mentor teachers, the modules include a critical analysis section as a complementary to achieve the aim explained above. Here, the mentor trainees are given some questions to guide them in their analysis. They are expected to answer the questions and comment on each other's answers in a discussion forum. It is aimed to engage them in the analysis of the situation given and also their previous related experiences. With the forum, they will be able to learn about other perspectives on the same issue, which is believed to feed their own analysis in turn.
Resources for knowledge	After engagement with analysis skills, the mentor trainees have presented the expert views in different formats such as research articles, teacher magazine articles or useful tips from a teacher trainer. This part specifically aims to provide necessary academic or practical information that will help them improve their mentoring practices. References and suggestions for further reading are always included.
Mentoring task	This part of the module asks mentor teachers to apply the new knowledge in their own mentoring context in the light of the characteristics of their context and previous experiences. Through the given tasks, they are expected to engage in professional dialogue, collaborating and exchanging ideas with student teachers they guide. The main aim of the tasks is to remind mentor trainees of the importance of collaborative dialogue in practice teaching, mutual understanding and egalitarian relationship between mentor and student teacher and participatory nature of practicum that enables learning of both parties. These are all elements promoting the critical constructivist approach to teacher education.

Reflection on task	<p>In this part of the structure of the modules, the mentor teachers are asked to reflect on the task they have completed. As suggested by the main framework adopted in the present training program, reflection enables mentor teachers to challenge and broaden their perspectives, detect their mistakes, and modify, refine or replace their practices. By helping mentor teachers to develop this skill, it is aimed for them to reinforce student teachers' reflective skills, which are emphasized throughout their undergraduate teacher education and especially in the practicum process. In the training program, the understanding of reflection is informed by a comprehensive review of key researcher and theorist in reflective teaching, Schön (1983, 1987), specifically his term "reflection on action". Within the scope of mentor training, reflection on action refers to mentors' thinking on their past mentoring practice through a critical interrogation of the situation so that they can change or improve their actions. To be able to reflect effectively, the mentor teachers are presented some questions in modules to guide them in their journey to understand their actions. Their reflection is asked in the form of writing after which they will receive feedback from an expert in the field (university instructor) to make their reflection meaningful for the improvement of their mentoring skills.</p>
Review	<p>In this final part, mentor teachers are expected to review their learning gains by focusing on what they have accomplished with the intention of improving or changing their future mentoring practices. Reviewing section is informed by the term "reflection for action" (Killion & Todnem, 1991) that describes guiding future action based on past thoughts and experiences. The mentor teachers here are asked to note down their reviews by answering the questions at the end of modules.</p>

APPENDIX C
QUESTIONNAIRE FOR THE STUDENT TEACHERS

Consent for Participation in Research

Development and Evaluation of an Online Mentor Training Program in Pre-service
Teacher Education

Dear Participant,

I am working as research assistant at the Department of Foreign Language Education at Boğaziçi University and conducting my PhD research on “the development and evaluation of an online mentor training program” under the supervision of Prof.

Sumru Akcan.

This research aims to tap into the needs of mentor teachers during practicum studies conducted in language teacher education departments and develop an online training program accordingly. For the study, we need your opinions related to the problematic issues that should be addressed in a mentor training program.

In this questionnaire, the issues discussed in mentor training literature regarding the problems experienced in practicum are listed. To inform the design of training program, we would like you to rank those issues from the most important to include in the training to the least important one.

Your answers will be kept strictly confidential and your names will be changed in all materials and the possible future publications that may be produced on the data you provided. You can withdraw from the research at any time. At the end of this process, all the data will be stored in a locked file cabinet.

Please sign and return this consent form to take part in the research. Feel free to contact if you have any questions, comments, or requests for additional information.

Sincerely,

Gizem Mutlu-Gölbak

Boğaziçi University

I, the undersigned, have understood the above explanation, and accept to participate in the study “Development and Evaluation of an Online Mentor Training Program in Pre-service Teacher Education”.

Signature of the participant

Date

PLEASE TURN THE PAGE

Questionnaire on Mentor Training Issues

Your practicum school:

Below, eight possible issues that could be included in an online mentor training program are given. Please rank those issues from the most important to be included in the training to the least important one by numbering 1 (the most important) to 8 (the least important).

- Giving feedback to student teachers
- Assessing student teachers' performance
- Observing student teachers
- Orientation of student teachers
- (to the classroom, education system, profession)
- Motivation and attitude in mentoring
- Mentor-supervisor communication and cooperation of mentors
- Knowledge of practicum
- Knowledge of mentoring (mentorship, personal attributes and pedagogical knowledge)

☐ *Please tick if you agree to be interviewed regarding the content of mentor training program.*

For interview, please note

Name-Surname:

Contact info:

This is the end of the questionnaire

Thank you ☺

APPENDIX D
QUESTIONNAIRE FOR THE UNIVERSITY SUPERVISORS

Consent for Participation in Research

Development and Evaluation of an Online Mentor Training Program in Pre-service
Teacher Education

Dear Participant,

I am working as research assistant at the Department of Foreign Language Education at Boğaziçi University and conducting my PhD research on “the development and evaluation of an online mentor training program” under the supervision of Prof.

Sumru Akcan.

This research aims to tap into the needs of mentor teachers during practicum studies conducted in language teacher education departments and develop an online training program accordingly. For the study, we need your opinions related to the problematic issues that should be addressed in a mentor training program.

In this questionnaire, the issues discussed in mentor training literature regarding the problems experienced in practicum are listed. To inform the design of training program, we would like you to rank those issues from the most important to include in the training to the least important one.

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Please sign and return this consent form to take part in the research. Feel free to contact below if you have any questions, comments, or requests for additional information.

Sincerely,

Gizem Mutlu-Gölbak

Boğaziçi University

I, the undersigned, have understood the above explanation, and accept to participate in the study “Development and Evaluation of an Online Mentor Training Program in Pre-service Teacher Education”.

Signature of the participant

Date

PLEASE TURN THE PAGE

Development and Evaluation of an Online Mentor Training Program in Pre-service Teacher Education

Questionnaire on Mentor Training Issues

Below, eight possible issues that could be included in an online mentor training program are given. Please rank those issues from the most important to be included in the training to the least important one by numbering 1 (the most important) to 8 (the least important).

- Giving feedback to student teachers
- Assessing student teachers' performance
- Observing student teachers
- Orientation of student teachers
- (to the classroom, education system, profession)
- Motivation and attitude in mentoring
- Mentor-supervisor communication and cooperation of mentors
- Knowledge of practicum
- Knowledge of mentoring (mentorship, personal attributes and pedagogical knowledge)

☐ *Please tick if you agree to be interviewed regarding the content of mentor training program.*

For interview, please note

Name-Surname:

Contact info:

*This is the end of the questionnaire
Thank you ☺*

APPENDIX E
QUESTIONNAIRE FOR THE MENTOR TEACHERS

Consent for Participation in Research

Development and Evaluation of an Online Mentor Training Program in Pre-service
Teacher Education

Dear Participant,

I am working as research assistant at the Department of Foreign Language Education at Boğaziçi University and conducting my PhD research on “the development and evaluation of an online mentor training program” under the supervision of Prof.

Sumru Akcan.

This research aims to tap into the needs of mentor teachers during practicum studies conducted in language teacher education departments and develop an online training program accordingly. For the study, we need your opinions related to the problematic issues that should be addressed in a mentor training program.

In this questionnaire, the issues discussed in mentor training literature regarding the problems experienced in practicum are listed. To inform the design of training program, we would like you to rank those issues from the most important to include in the training to the least important one.

Your answers will be kept strictly confidential and your names will be changed in all materials and the possible future publications that may be produced on the data you provided. You can withdraw from the research at any time. At the end of this process, all the data will be stored in a locked file cabinet.

Please sign and return this consent form to take part in the research. Feel free to contact if you have any questions, comments, or requests for additional information.

Sincerely,

Gizem Mutlu-Gölbak

Boğaziçi University

I, the undersigned, have understood the above explanation, and accept to participate in the study “Development and Evaluation of an Online Mentor Training Program in Pre-service Teacher Education”.

Signature of the participant

Date

PLEASE TURN THE PAGE

Questionnaire on Mentor Training Issues

Your school:

Years of experience as a teacher:

Years of experience as a mentor:

Below, eight possible issues that could be included in an online mentor training program are given. Please rank those issues from the most important to be included in the training to the least important one by numbering 1 (the most important) to 8 (the least important).

- Giving feedback to student teachers
- Assessing student teachers' performance
- Observing student teachers
- Orientation of student teachers
- (to the classroom, education system, profession)
- Motivation and attitude in mentoring
- Mentor-supervisor communication and cooperation of mentors
- Knowledge of practicum
- Knowledge of mentoring (mentorship, personal attributes and pedagogical knowledge)

☐ *Please tick if you agree to be interviewed regarding the content of mentor training program.*

For interview, please note

Name-Surname:

Contact info:

This is the end of the questionnaire

Thank you ☺

APPENDIX F
ETHICAL APPROVAL

T.C.
BOĞAZİÇİ ÜNİVERSİTESİ
Sosyal ve Beşeri Bilimler Yüksek Lisans ve Doktora Tezleri Etik İnceleme Komisyonu

Sayı: 2019 - 67


30 Ekim 2019

Gizem Mutlu Gülbak
Yabancı Diller Eğitimi

Sayın Araştırmacı,

"Hizmet Öncesi Öğretmen Eğitiminde Çevrimiçi Danışman Öğretmen Eğitimi Programının Geliştirilmesi ve Değerlendirilmesi" başlıklı projeniz ile ilgili olarak yaptığınız SBB-EAK 2019/60 sayılı başvuru komisyonumuz tarafından 30 Ekim 2019 tarihli toplantıda incelenmiş ve uygun bulunmuştur.


Prof. Dr. Feyza Çorapçı


Doç. Dr. Mehmet Yiğit Gürdal


Doç. Dr. Ebru Kaya


Dr. Öğr. Üyesi İnci Ayhan

APPENDIX G

INTERVIEW QUESTIONS

- What do you know about practice teaching program at BU-FLED?
- What is mentoring in your own words?
- What kind of skills do you think a mentor teacher should have?
- How should a mentor observe the student teachers' teaching? What makes an observation successful for you? What do you think a mentor should be careful about when observing s student teacher's teaching performance?
- What do you take into consideration when giving feedback to your student teachers? What type of feedback do you give to your student teachers? Any example?

APPENDIX H

MENTORING SURVEY

Directions: Please indicate your opinion about each of the statements below by marking any one of the five responses in the columns on the right side, ranging from (N/A) “No Answer” (0 point) to (SA) “Strongly Agree” (5 points) as each represents a degree on the continuum.

Please respond to each of the questions by considering the combination of your current ability, resources, and opportunity to do each of the following in your present position.

Key: NA= no answer (0 pt), SD = strongly disagree (1 pt), D = disagree (2 pts), U = uncertain (3 pts), A = agree (4 pts), SA = strongly agree (5 pts)

In my field experience my mentor:

1. is aware of their own roles and responsibilities as a mentor.	NA ()	SD ()	D ()	U ()	A ()	SA ()
2. is aware of my roles and responsibilities as a student teacher.	NA ()	SD ()	D ()	U ()	A ()	SA ()
3. is aware of university supervisors' roles and responsibilities.	NA ()	SD ()	D ()	U ()	A ()	SA ()
4. is aware of the procedures to follow.	NA ()	SD ()	D ()	U ()	A ()	SA ()
5. is supportive of me for teaching.	NA ()	SD ()	D ()	U ()	A ()	SA ()
6. seems comfortable in talking with me about teaching.	NA ()	SD ()	D ()	U ()	A ()	SA ()
7. instills positive attitudes in me towards teaching.	NA ()	SD ()	D ()	U ()	A ()	SA ()
8. assists me to reflect on improving my teaching practices.	NA ()	SD ()	D ()	U ()	A ()	SA ()
9. makes me feel more confident as a teacher.	NA ()	SD ()	D ()	U ()	A ()	SA ()
10. listens to me attentively on teaching matters.	NA ()	SD ()	D ()	U ()	A ()	SA ()

11. assists me with timetabling my lessons.	NA ()	SD ()	D ()	U ()	A ()	SA ()
12. develops my strategies for teaching.	NA ()	SD ()	D ()	U ()	A ()	SA ()
13. gives me clear guidance for planning to teach.	NA ()	SD ()	D ()	U ()	A ()	SA ()
14. guides me with lesson preparation.	NA ()	SD ()	D ()	U ()	A ()	SA ()
15. discusses with me classroom management strategies.	NA ()	SD ()	D ()	U ()	A ()	SA ()
16. assists me towards implementing teaching strategies.	NA ()	SD ()	D ()	U ()	A ()	SA ()
17. discusses with me questioning skills (i.e. what type of questions teacher could ask) for effective teaching.	NA ()	SD ()	D ()	U ()	A ()	SA ()
18. discusses with me the content knowledge I needed for teaching.	NA ()	SD ()	D ()	U ()	A ()	SA ()
19. provides strategies for me to solve my problems for teaching.	NA ()	SD ()	D ()	U ()	A ()	SA ()
20. gives me new viewpoints on teaching to students.	NA ()	SD ()	D ()	U ()	A ()	SA ()
21. shows me how to assess' students learning.	NA ()	SD ()	D ()	U ()	A ()	SA ()
22. is aware of the importance of observation in professional development as a teacher.	NA ()	SD ()	D ()	U ()	A ()	SA ()
23. organizes a meeting to discuss my plans before observing my teaching.	NA ()	SD ()	D ()	U ()	A ()	SA ()
24. holds professional dialogues with me about my observation of their teaching.	NA ()	SD ()	D ()	U ()	A ()	SA ()
25. uses an observation procedure (i.e. checklist, seating chart, fieldnotes) to observe me teaching.	NA ()	SD ()	D ()	U ()	A ()	SA ()
26. is aware of the role of feedback in professional development as a teacher.	NA ()	SD ()	D ()	U ()	A ()	SA ()
27. discusses the evaluation of my teaching.	NA ()	SD ()	D ()	U ()	A ()	SA ()
28. provides oral feedback on my teaching.	NA ()	SD ()	D ()	U ()	A ()	SA ()
29. provides me with written feedback on my teaching.	NA ()	SD ()	D ()	U ()	A ()	SA ()
30. clearly articulates what I needed to do to improve my teaching.	NA ()	SD ()	D ()	U ()	A ()	SA ()
31. promotes reflection with their questions after observing me teaching.	NA ()	SD ()	D ()	U ()	A ()	SA ()

APPENDIX J

EVALUATION OF MENTOR TRAINING PROGRAM- QUESTIONS

Questions about content:

- What kind of expectations did you have before participating in this training?
Has the content (i.e. procedure, mentoring in pre-service teacher education, observing student teachers during their teaching performance, giving feedback to student teachers) covered in training program met your expectations? If yes, how? If not, what type of topics/issues do you think should be covered?
- Were the materials provided reader-friendly and appropriate for your needs?
- Did you enjoy participating in this training?
- Do you have any suggestions for the improvement of the training in terms of its content?

Questions about structure:

- Do you find the structure of training (the flow of the modules: introduction, discussion, reading, task and review) useful for your mentorship skills, knowledge, and experience?
- Would you want to make any changes in the flow of the training?
- Do you have any suggestions for the improvement of the training in terms of its structure?

Questions about delivery method:

- How do you evaluate online delivery for this training program? If you were to evaluate it on a scale from one to five, what points would you give for the training?
- Has the online delivery met your expectations or would you prefer it to be face to face?
- Do you have any suggestions for the improvement of the training in terms of the delivery method?

Questions about time allowed for the completion of the program:

- Is the time allowed for the program enough to complete it?
- Do you have any suggestions for the improvement of the training in terms of timing?

APPENDIX K

APPROVAL OF PROVINCIAL DIRECTORATE OF NATIONAL EDUCATION



T.C.
İSTANBUL VALİLİĞİ
İl Millî Eğitim Müdürlüğü

GÜNLÜDÜR

19.11.2021

Sayı : E-59090411-44-37247461
Konu : Anket ve Araştırma İzni (Gizem MUTLU
GÜLBAK)

BOĞAZİÇİ ÜNİVERSİTESİ REKTÖRLÜĞÜNE
(Sosyal Bilimler Enstitüsü Müdürlüğü)

İlgi : a) Yenilik ve Eğitim Teknolojileri Genel Müdürlüğünün 21.02.2020 tarihli ve 2020/2 sayılı genelgesi.
b) Valilik Makamının 16.11.2021 tarihli ve 37043072 sayılı oluru.

Valilik Makamının Anket ve Araştırma İzni konulu ilgi (b) oluru ve kullanılması uygun görülen ölçme araçlarının Müdürlüğümüzce mühürlenmiş örnekleri ekte gönderilmiştir.

İlgi (a) genelgenin 28. maddesinde; "Araştırma uygulama izni alan kamu kurum ve kuruluşları, uluslararası kuruluşlar, üniversiteler, sivil toplum kuruluşları ve araştırmacılar tamamladıkları bilimsel araştırma ile ilgili sonuç raporlarını, izni aldıkları ilgili birime çalışma bitiminden itibaren 30 gün içerisinde göndereceklerdir." ifadesi yer almaktadır.

Olur gereğince işlem yapılması ve araştırma sonuç raporunun ekte sunulan örneğe göre Müdürlüğümüz Strateji Geliştirme Şubesine gönderilmesi hususlarında gereğini arz ederim.

Yıldız ÇARDAK
İl Millî Eğitim Müdürü a.
Şube Müdürü

Ek:
1- Valilik Oluru (1 Sayfa)
2- Rapor Örneği
3- Ölçekler

APPENDIX L

ITEM-TOTAL STATISTICS OF MENTORING SURVEY

Table 3.10 Item-total Statistics of Mentoring Survey

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
My mentor is aware of their own roles and responsibilities as a mentor.	130,69	974,561	,720	,964
My mentor is aware of my roles and responsibilities as a student teacher.	130,50	995,000	,468	,966
My mentor is aware of university supervisors' roles and responsibilities.	130,83	989,000	,434	,966
My mentor is aware of the procedures to follow.	130,69	1000,504	,368	,966
My mentor is supportive of me for teaching.	130,31	990,390	,607	,965
My mentor seems comfortable in talking with me about teaching.	130,17	989,000	,680	,965
My mentor instills positive attitudes in me towards teaching.	130,19	992,333	,648	,965
My mentor assists me to reflect on improving my teaching practices.	131,03	951,171	,812	,963
My mentor makes me feel more confident as a teacher.	130,58	977,164	,636	,965
My mentor listens to me attentively on teaching matters.	130,36	984,123	,730	,964
My mentor assists me with timetabling my lessons.	130,69	999,818	,391	,966
My mentor develops my strategies for teaching.	131,81	958,161	,785	,964
My mentor gives me clear guidance for planning to teach.	131,33	961,200	,844	,963
My mentor guides me with lesson preparation.	131,25	986,707	,574	,965
My mentor discusses with me classroom management strategies.	131,61	946,644	,814	,963
My mentor assists me towards implementing teaching strategies.	131,44	947,968	,868	,963
My mentor discusses with me questioning skills (i.e. what type of questions teacher could employ) for effective teaching.	131,92	960,936	,738	,964
My mentor discusses with me the content knowledge I need for teaching.	131,08	968,479	,702	,964
My mentor provides strategies for me to solve my problems for teaching.	131,56	949,683	,809	,963
My mentor gives me new viewpoints on teaching to students.	131,44	945,111	,820	,963

My mentor shows me how to assess students' learning.	131,92	961,621	,679	,964
My mentor is aware of the importance of observation in professional development as a teacher.	130,69	973,361	,750	,964
My mentor organizes a meeting to discuss my plans before observing my teaching.	131,72	988,435	,394	,966
My mentor holds professional dialogues with me about my observation of their teaching.	130,97	968,542	,745	,964
My mentor uses an observation procedure (i.e. checklist, seating chart, fieldnotes) to observe me teaching.	132,03	964,485	,614	,965
My mentor is aware of the role of feedback in professional development as a teacher.	131,08	950,993	,879	,963
My mentor discusses evaluation of my teaching.	131,39	939,959	,848	,963
My mentor provides oral feedback on my teaching.	131,03	967,113	,644	,965
My mentor provides me with written feedback on my teaching.	132,39	970,359	,513	,966
My mentor clearly articulates what I needed to do to improve my teaching.	131,58	942,593	,824	,963
My mentor promotes reflection with their questions after observing me teaching.	131,53	946,028	,814	,963

APPENDIX M

STATISTICS FOR SURVEY RESULTS BEFORE THE OMTP

Table 4.10 Statistics for Survey Results before the OMTP

	Control group (<i>n</i> = 15)		Experimental group (<i>n</i> =16)		
Items	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>P</i> *
My mentor					
1. is aware of their own roles and responsibilities as a mentor.	4.40	.632	4.38	.885	.800
2. is aware of my roles and responsibilities as a student teacher.	4.73	.594	4.37	.619	.110
3. is aware of university supervisors' roles and responsibilities.	4.67	.617	3.88	1.408	.101
4. is aware of the procedures to follow.	4.40	.632	4.31	.873	.984
5. is supportive of me for teaching.	3.07	2.282	4.19	1.377	.216
6. seems comfortable in talking with me about teaching.	4.40	.632	4.06	1.692	.740
7. instills positive attitudes in me towards teaching.	4.00	.926	3.81	1.377	.953
8. assists me to reflect on improving my teaching practices.	2.93	2.219	3.56	1.750	.545
9. makes me feel more confident as a teacher.	2.93	2.374	4.00	1.265	.626
10. listens to me attentively on teaching matters.	4.67	.900	3.69	1.922	.093
11. assists me with timetabling my lessons.	2.27	2.154	3.06	1.611	.358
12. develops my strategies for teaching.	3.33	1.718	2.81	1.682	.281
13. gives me clear guidance for planning to teach.	3.00	1.604	2.94	1.914	.892
14. guides me with lesson preparation.	2.07	2.251	2.69	1.702	.495
15. discusses with me classroom management strategies.	3.80	1.014	3.31	1.493	.338
16. assists me towards implementing teaching strategies.	3.60	1.121	2.94	2.016	.626
17. discusses with me questioning skills (i.e. what type of questions teacher could employ) for effective teaching.	3.40	1.454	3.69	1.448	.520
18. discusses with me the content knowledge I need for teaching.	3.47	1.356	3.19	1.940	.953
19. provides strategies for me to solve my problems for teaching.	3.73	1.163	3.50	1.751	.953
20. gives me new viewpoints on teaching to students.	3.60	1.183	3.69	1.493	.740

21. shows me how to assess students' learning.	2.47	2.100	3.19	1.834	.401
22. is aware of the importance of observation in professional development as a teacher.	4.40	1.121	4.31	.946	.654
23. organizes a meeting to discuss my plans before observing my teaching.	1.93	1.792	3.00	1.966	.188
24. holds professional dialogues with me about my observation of their teaching.	2.27	2.154	3.75	1.612	.078
25. uses an observation procedure (i.e. checklist. seating chart. fieldnotes) to observe me teaching.	1.13	1.846	2.31	2.024	.151
26. is aware of the role of feedback in professional development as a teacher.	3.53	1.356	4.25	.931	.188
27. discusses the evaluation of my teaching.	1.80	2.111	2.63	1.962	.358
28. provides oral feedback on my teaching.	1.73	2.052	2.75	2.145	.188
29. provides me with written feedback on my teaching.	1.13	1.846	1.69	1.922	.470
30. clearly articulates what I needed to do to improve my teaching.	1.67	2.059	2.88	1.928	.129
31. promotes reflection with their questions after observing me teaching.	1.60	2.028	2.75	2.049	.188

* $p \leq .05$

APPENDIX N

STATISTICS FOR SURVEY RESULTS AFTER THE OMTP

Table 4.11 Statistics for Survey Results after the OMTP

	Control group (<i>n</i> = 15)		Experimental group (<i>n</i> = 16)		
Items	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>p</i> *
My mentor					
1. is aware of their own roles and responsibilities as a mentor.	3.80	1.265	4.06	.680	.861
2. is aware of my roles and responsibilities as a student teacher.	4.73	.594	4.69	.602	.830
3. is aware of university supervisors' roles and responsibilities.	4.13	.915	4.25	.683	.830
4. is aware of the procedures to follow.	4.33	.724	4.00	.730	.247
5. is supportive of me for teaching.	4.33	1.291	4.56	.512	.984
6. seems comfortable in talking with me about teaching.	4.73	.594	4.56	.727	.599
7. instills positive attitudes in me towards teaching.	4.80	.561	4.44	.727	.423
8. assists me to reflect on improving my teaching practices.	4.00	1.414	4.44	.512	.682
9. makes me feel more confident as a teacher.	4.27	1.335	4.31	.704	.545
10. listens to me attentively on teaching matters.	4.60	.828	4.50	.516	.358
11. assists me with timetabling my lessons.	2.87	1.767	4.06	1.063	.019*
12. develops my strategies for teaching.	3.07	1.580	3.81	1.471	.299
13. gives me clear guidance for planning to teach.	3.20	1.474	4.19	.834	.066*
14. guides me with lesson preparation.	3.33	1.543	3.88	1.310	.299
15. discusses with me classroom management strategies.	3.80	1.265	4.19	1.109	.401
16. assists me towards implementing teaching strategies.	3.60	1.242	3.88	1.204	.572
17. discusses with me questioning skills (i.e. what type of questions teacher could employ) for effective teaching.	3.07	1.438	3.50	1.633	.318
18. discusses with me the content knowledge I need for teaching.	3.07	1.486	3.63	1.455	.338

19. provides strategies for me to solve my problems for teaching.	3.40	1.502	4.13	.806	.232
20. gives me new viewpoints on teaching to students.	3.27	1.486	3.81	1.276	.318
21. shows me how to assess students' learning.	3.13	1.767	3.25	1.291	.770
22. is aware of the importance of observation in professional development as a teacher.	4.47	1.187	4.44	.814	.346
23. organizes a meeting to discuss my plans before observing my teaching.	2.13	1.885	4.00	1.265	.012*
24. holds professional dialogues with me about my observation of their teaching.	3.20	1.699	4.25	1.125	.101
25. uses an observation procedure (i.e. checklist. seating chart. fieldnotes) to observe me teaching.	3.33	1.543	4.38	1.258	.008*
26. is aware of the role of feedback in professional development as a teacher.	3.53	1.552	4.56	.512	.163
27. discusses the evaluation of my teaching.	3.27	1.751	4.63	.500	.019*
28. provides oral feedback on my teaching.	3.47	1.685	4.81	.403	.014*
29. provides me with written feedback on my teaching.	2.33	2.024	4.00	1.461	.009*
30. clearly articulates what I needed to do to improve my teaching.	3.40	1.805	4.38	.500	.247
31. promotes reflection with their questions after observing me teaching.	3.40	1.805	4.13	.619	.495

* $p \leq .05$

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