

**AN INVESTIGATION INTO PRE-SERVICE TEACHERS' PERSPECTIVES
ABOUT THE EFFECTIVENESS OF THE INTERNSHIP PROGRAM AND
THEIR VISIONS ABOUT THEIR FUTURE TEACHING**

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PERSPECTIVES ABOUT THE EFFECTIVENESS OF THE
INTERNSHIP PROGRAM AND THEIR VISIONS ABOUT THEIR
FUTURE TEACHING

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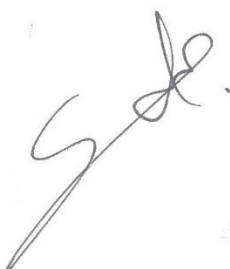
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TEZ ETİK VE BİLDİRİM SAYFASI

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Veysel KARSLI

ÖZET

YÜKSEK LİSANS TEZİ

STAJYER ÖĞRETMENLERİN STAJYERLİK PROGRAMININ ETKİLİLİĞİ VE GELECEKTEKİ YETERLİLİKLERİNE OLAN ETKİSİNE BAKIŞ AÇILARI ÜZERİNE BİR ÇALIŞMA

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Hizmet öncesi öğretmen eğitiminde teori ve uygulama arasında denge sağlamak uzun zamandır tartışılan bir konu olmuştur. Hizmet öncesi öğretmen eğitimi uygulamalarının kalitesi değişkenlik göstermektedir ve öğretmenlik uygulamasının uzunluğu ve danışmanlığın etkililiği gibi değişkenlere bağlıdır. Bu çalışma Atatürk Üniversitesi İngiliz Dili Eğitimi Bölümünde verilmekte olan öğretmen yetiştirme programının hizmet öncesi öğretmenler tarafından nasıl algılandığını araştırmaktadır. Hizmet öncesi öğretmenler üniversite eğitimlerinin son yılında “Stajyer Öğretmen” olarak belirlenen okullarda görev almaktadırlar. Bu süre zarfında haftalık olarak mesleki gelişim aktivitelerinde yer almaktadırlar. Bu yıllardır süre gelen bir uygulamadır. Fakat bu uygulamanın etkililiği üzerine çok fazla bilgi bulunmamaktadır veya hiç yoktur. Bu yüzden bu çalışma hizmet öncesi öğretmenlerin öğretmen yetiştirme programının etkililiğine olan bakış açılarını incelemektedir. Çalışmanın katılımcıları Atatürk Üniversitesi İngiliz Dili Eğitimi Bölümü son sınıf öğrencileridir. Katılımcılarla kapalı uçlu sorular içeren bir anket uygulanmış ve katılımcıların 8 tanesi ile de görüşme yapılmıştır. Bu sayede hem nicel hem de nitel veri toplanmıştır. Nicel veriler SPSS 2000 programı kullanılarak, nitel veriler ise içerik analizi kullanılarak analiz edilmiştir. Çalışmanın bulguları hizmet öncesi öğretmenlerin kendilerine sunulan öğretmen yetiştirme programının etkililiği hakkında olumlu olduğunu göstermektedir. Bu tez ayrıca çalışmanın anahtar bulgularından yola çıkarak Eğitim Fakültesine öğretmen kalitesini artırma konusunda tavsiyeler sunmaktadır.

Anahtar Kelimeler: Hizmet öncesi öğretmen eğitimi, mesleki gelişim, öğretmenlik deneyimi, danışmanlık, staj programı

ABSTRACT

MASTER THESIS

AN INVESTIGATION INTO PRE-SERVICE TEACHERS' PERSPECTIVES ABOUT THE EFFECTIVENESS OF THE INTERNSHIP PROGRAM AND THEIR VISIONS ABOUT THEIR FUTURE TEACHING

Veysel KARSLI

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Achieving a balance between the theoretical and practical components of pre-service teacher education has been a long debated issue. The quality of pre-service teacher practicum vary, and are dependant on various such as the duration of the practicum and the quality of the mentoring and feedback. This study investigates an Internship Program offered at the Department of English Language Teaching at Ataturk University and its perceived effectiveness by the pre-service teachers. As an “Intern Teacher”, pre-service teachers spend their final year of academic education working at selected schools with a mentor. Throughout the year they participate in weekly professional development sessions. However there is no information about the effectiveness of the Internship Program that is offered to pre-service teachers. Hence, this study tries to find out the perceptions of pre-service teachers on the effectiveness of the Internship Program that they are offered in their final academic year. The participants were final year students of English Language Teaching Department at Ataturk University. A questionnaire with close-ended questions was conducted with the participants. Then interviews with 8 of them were conducted. Hence, both quantitative and qualitative data were collected. Quantitative data were analyzed by SPSS 2000 and qualitative data were analyzed by using content analysis. The results showed that pre-service teachers were quite positive about the effectiveness of the Internship Program that they were offered. This thesis also makes recommendations based on the study’s key findings and these recommendations may be of interest to the Department of Education in improving teacher quality.

Key Words: Pre-service teacher education, professional development, practicum, mentoring, internship program

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ABBREVIATIONS

ELT	: English Language Teaching
U.S	: The United States of America
PDS	: Professional Development Schools

CHAPTER ONE

1. INTRODUCTION

This thesis discusses the effectiveness of the Internship Program offered in English Language Teaching Department of Ataturk University. Final year students of English Language Teaching Department, in addition to their courses, spend their final year of education working as “intern teachers” at state schools. This study investigated the perceptions of English Language Teaching (ELT) pre-service teachers who completed the Internship Program, on the effectiveness of Internship Program that they are offered at Ataturk University. Perceptions about the strenghts and weaknesses of the Internship Program were also collected through interviews with six participating pre-service teachers.

1.1. Background

Internship program in pre-service teacher education is of great importance in training professional teachers, it provides pre-service teachers real-life teaching experience and understanding of the teaching profession (Fetherston, 2009). It is very important for any country to improve the quality of their teachers therefore the quality of education and students (Goodlad, 1991). However, each country has its own approaches and methods to achieve this goal and even the structure of courses is different in each country (Justin, 2011; Keown & McPherson, 2004; Wendy, 2006). In Australia, as in Turkey, pre-service teacher education courses are mostly coordinated by universities and also they provide practicum experience to pre-service teachers by working with schools (Sim, 2006, pp. 2-4). In England and Wales, on the other hand, inexperienced teachers are allowed to be employed in public schools after recent pre-service teacher education reform (Mulholland, 2012).

According to research conducted on the effectiveness of internship program in pre-service teacher education, it has generally been assumed that the quality of internship program in education determines the quality of teachers. Large scale studies indicate that there is a strong relationship between the effectiveness of pre-service teacher education

program and the quality of teacher (Ramsey, 2000; Darling-Hammond & Bransford, 2005; Levine, 2006). Draper, O'Brien and Christie (2004) indicate that the initial professional training of teachers is of great importance in the field of teacher training. Parveen (2012) assumes that an effective and improved internship program is required in developing pre-service teachers as true professionals in the field of education. However it is a matter of debate what teacher training programs should focus on. Freiberg (2002) asserts that the focus of teacher training program should be on pedagogical knowledge while Smaldino, Lowther and Russel (2007) states the focus should be on the knowledge of instructional theories. On the other hand, Twomey (2007) states that teaching practicum should be the main focus of teacher training programs. He found that "The more effective the practicum component of the pre-service teacher program, the greater the likelihood of retaining new graduates in the profession" (p. 63).

The internship program used in ELT Department of Ataturk University offered a traditional approach to pre-service teacher education. It is a model that offered a year-long internship to pre-service teachers. It also provided mentoring and practicum to pre-service teachers.

As Figure 1 on page 3 shows, there are five stakeholders either contributing to the implementation of the Internship Program or being affected by the Internship Program; Intern Teachers, Mentor Teachers, Internship Schools, University Partners, School Staff. Internship schools that employ pre-service teachers, without any doubt, are the key stakeholders of Internship Program. Because they are in the center of the Internship Program by offering real life teaching practice and mentorship to pre-service teachers. In other words they have an effect on the quality of pre-service teachers, therefore on the quality of education and its main components; students. Mentor teachers and Intern teachers are the operational parameters of the Internship Program. Mentor teachers are expected to spend most of their time to the mentoring practice. They transfer their experiences to pre-service teachers by supporting and guiding them during internship. Intern teachers are the main focus of the Internship Program. They are expected to finish their tasks and responsibilities given by both their university and internship schools. They are expected to both observe and practice the act of teaching to be prepared for professional teaching when they get the profession of teaching. The Internship Program first began with the agreement of university with internship schools. University, Faculty

of Education, created a partnership with target internship schools and school staff. Therefore university established a link with public school and found practicum venues for its pre-service teachers.

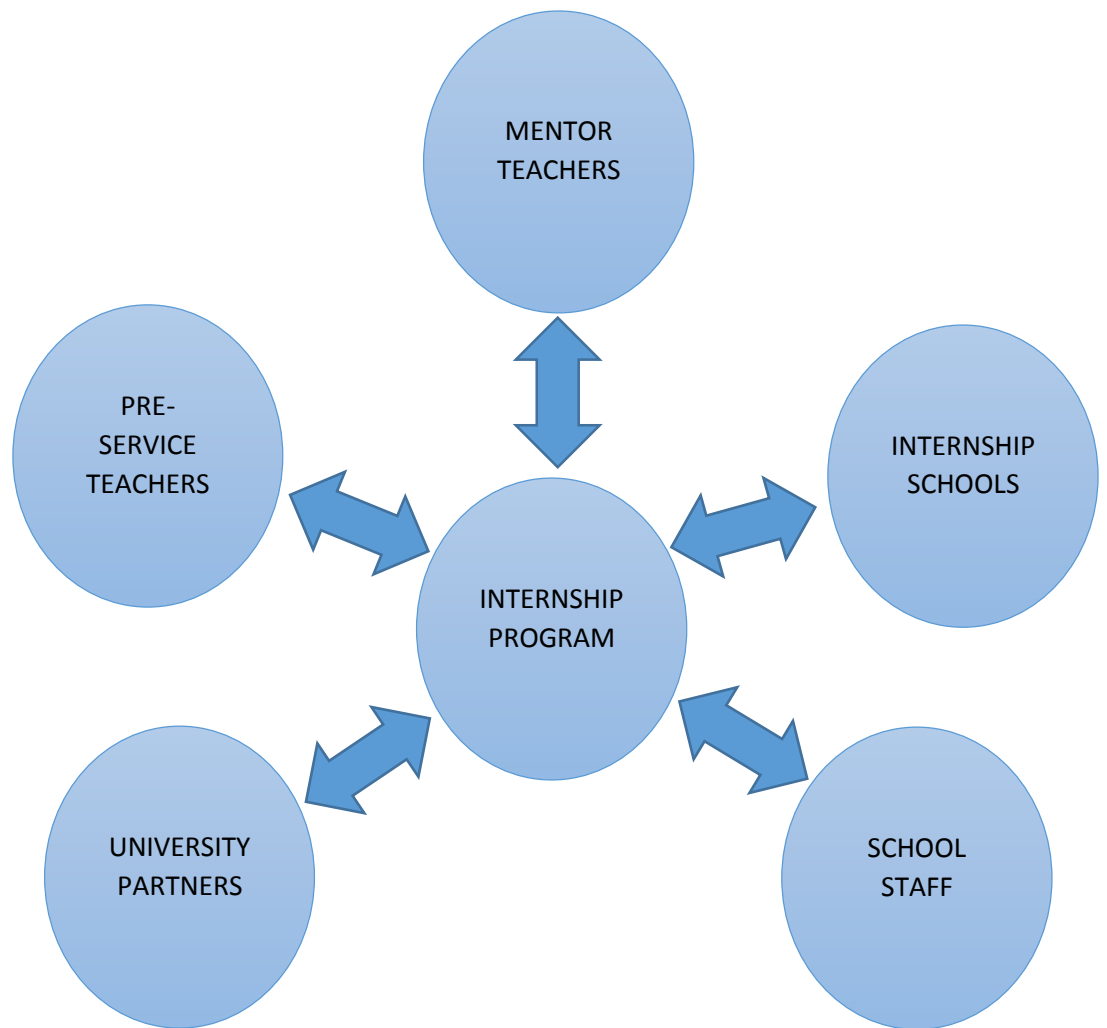


Figure 1.1. The Stakeholders of the Internship Program

1.2. Purpose of the Study

The primary aim of this study is to find answers to the five research questions with methods that supply reliable and valid data. Secondary aims focus on the implications of emerging statistically significant results, such as the impact of the effectiveness of Internship Program on pre-service teachers' perceptions and visions about their professional development and teaching profession. Finally, the third aim is to highlight if further research on pre-service teachers' perceptions on the effectiveness of the Internship Program that they are offered and their visions about future teaching profession, would make any contribution to the field of pre-service teacher education.

1.3. Significance and Relevance of the Study

This study is relevant because it may help pre-service teacher education policy makers justify effectiveness and involvement of stakeholders in future internship programs. The findings may also provide some useful information to policy makers while developing new practicum models. This study is unique in that it only focuses on the effectiveness of the internship program in terms of the perceptions of pre-service teachers and their visions about their future teaching profession.

It is very important to understand the perceptions and performance of pre-service teachers who completed the Internship Program. The perceptions of pre-service teachers are vital in determining identifiable differences. In 2014-2015 academic year, ELT pre-service teachers started their final year of university education as "intern teachers" at several state schools. They both observed and practiced the act of teaching at those internship schools along with the theoretical internship course that they received from ELT Department of University. Until now, there has been no information about pre-service teachers' perceptions about the effectiveness of the Internship Program. This study offers valid and reliable data to be used by the Ataturk University Department of Education for determining and shaping pre-service teacher education policy of Department of Education.

1.4. Research Questions

The aim of this study is to investigate, identify and analyze the perceptions of pre-service teachers on the effectiveness of internship program that they are offered in the final year of their university education. It aims to find answer to the following three research questions.

- (1) What are pre-service teachers' perceptions about the effectiveness of the pre-service teacher education?
- (2) What are the perceived weaknesses and strengths of pre-service teacher education program?
- (3) What are pre-service teachers' vision about their future teaching?
- (4) Is there a difference between the responses of the participants in terms of their ages and genders?
- (5) Is there a significant relationship between the dimensions of the scale and how they affect each other?

1.5. Limitations

The research is limited to the perceptions of pre-service teachers at ELT Department of Ataturk University. The study was conducted with 65 pre-service teachers and this number is limited for quantitative data.

Another limitation is that this study solely focused on the perceptions of pre-service teachers on the effectiveness of the Internship Program. Involving other stakeholders and program designers of the Internship Program can provide more valid, accurate and reliable results.

1.6. Key Terminology

Pre-service Teacher: Pre-service teacher is a college, university or graduate student who is teaching under the supervision of a certified in order to qualify for a degree in education.

Practicum: Practicum, in other words teaching practice, is a temporary period of teaching in a school by a pre-service teacher. It also creates a balance between theory and practice (Ngwaru, 2013).

Pre-service Teacher Education: Pre-service teacher education is training student teachers to professional teaching before they graduate.

Mentoring: Mentoring is a face-to-face and a long-term relationship between a supervisory adult and a novice student that fosters the mentee's professional, academic, or personal development (Donaldson, Ensher, & Grant-Vallone, 2000).

1.7. Conclusions

This chapter highlighted the background information about the problem of the study. It gives information and explanations about the significance, relevance and purpose of the study. It also gives explanation about the limitations of the study and key terminology related to the study. The second chapter reviews the literature related to the study. It investigates the studies on the effectiveness of pre-service teacher education and examines the reforms made in the field of pre-service teacher education. The third chapter explains the methodology of the study. Research design, data collection methods, participants of the study and data analysis are explained. Fourth chapter presents the results of the data and these result are discussed in detail. The fifth and the final chapter gives the summary of the findings and makes recommendations and suggestions.

CHAPTER TWO

2. LITERATURE REVIEW

In this chapter, the literature related to the research is examined. Educational process of pre-service teacher education and the reforms made in the field of pre-service teacher education in the global context and in Turkey will be examined. Also the importance of practicum and its key components and emerging concepts related to the education of pre-service teachers.

2.1. Theoretical Framework for Pre-service Teacher Education

2.1.1. The Need, Significance and Objectives of Teacher Education

The need and significance of teachers and teacher education

Education has been a vital concept since the existence of human beings. Every country has its own education system according to their values such as culture, society and policy and they shape their education system in terms of these values. To achieve a successful education system, teachers play the key role (Azar, 2011). Therefore training of teachers is of great significance in increasing the quality of education at schools.

The teachers are the most valuable assets of a nation and their place in the community is the most important one (Yogendra, 2002). Yogendra (2002) also states that “to build a civilisation of caring and thoughtful people we need good teachers”. The American Commission on Teacher Education indicates the need and significance of teachers and their education as:

“The quality of a nation depends upon the quality of its citizens. The quality of its citizens depends not exclusively, but in critical measure upon the quality of their education, the quality of their education depends more than upon any single factor, upon the quality of their teacher.”

In addition, in 1996 Bill Clinton emphasized the significance of teacher training by stating:

“Every community should have a talented and dedicated teacher in every classroom. We have enormous opportunity for ensuring teacher quality well into the 21st century if we recruit promising people into teaching and give them the highest quality preparation and training”.

In the Turkish context, the founder of Turkish Republic and headteacher Mustafa Kemal Atatürk indicated the significance of teachers with his famous words:

"Teachers, new generation will be your legacy"

Albert Einstein and Don Rather on the other hand indicated their views about the significance of teachers with the following statements:

“Those who educate children well are more to be honored than parents, for these only gave life, those the art of living well” (Albert Einstein).

“Everyone who remembers his own education remembers teachers, not methods and techniques. The teacher is the heart of the educational system” (Don Rather).

The objectives of teacher education

Similar to other professions, education of teachers have some objectives. Education Faculty of Ataturk University (2015) lists the objectives of teacher education as follows and teacher education aims to train:

- Teachers with scientific understanding
- Modern, democratic and productive teachers
- Teachers sensitive to the the country and world issues
- Teachers with future visions
- Teachers with teamwork, leadership and communication skills
- Teachers with self-confidence and tolerance
- Teachers sensitive to culture and art
- Teachers at peace with itself and its surroundings
- Teachers combining theory and practice
- Teachers with a sense of dedication to the profession
- Teachers with critical thinking

In the light of these objectives it is aimed to train quality teachers and to contribute to the solution of educational problems in our country and around the world.

2.1.2. General Competencies of Teaching Profession

Teacher competencies are determined for various purposes such as; to contribute to the promotion of national education goals, to compare the quality of teachers, to raise the status of teachers in society, to create the quality assurance for parents and the community, etc. (Meb, 2010).

Ministry of Education indicates that general competencies of teaching profession consist of 6 competency areas and 31 sub-competencies. These competencies and sub-competencies are given below.

Competency Areas and Sub-competencies

A) Personal and Professional Values-Professional Development

- Valuing, understanding and respecting students
- Believing students can learn and succeed
- Attaching importance to national and global values
- Making self-evaluation
- Ensuring personal development
- Monitoring and contribution to professional development
- Making Contribution to school improvement and development
- Monitoring professional law, fulfillment of professional duties and responsibilities

B) Student Recognition

- Recognition of the development characteristics
- Consideration of needs and interests
- Valuing students
- Guiding students

C) Teaching and Learning Process

- Planning Course
- Material preparation

- Organising learning environments
- Arranging extracurricular activities
- Diversing the education by taking into consideration individual differences
- Time management
- Behavior management

D) Monitoring and Evaluation of Learning, Development

- Identifying testing and assessment methods and techniques
- Assessment of student learning by using different assesment techniques
- Data analysis and interpretation, providing feedback
- Reviewing the Teaching-Learning Process Review according to the results

E) Family-School and Community Relations

- Orientation
- Use of environmental opportunities
- Making the school a cultural center
- Neutrality in family relations and family recognition
- Ensuring family involvement and cooperation

F) Program and Content Knowledge

- The Turkish National Education goals and principles
- Specific curriculum information and application skills
- Specific curriculum monitoring, evaluation and development

2.1.3. The Changing Context of Teacher Education in the Global Scenario

New Zealand

In New Zealand, major reform in the field of education occurred with the change of government in 1983. The concept and nature of pre-service teacher preparation changed and it was aimed to increase teacher quality and reduce inequity (Keown & McPherson, 2004, p. 164). The governments in the years between 1990 and 2010, made formal investigations to evaluate pre-service teacher preparation in the country and its'

effects on teacher quality. These investigations showed the problems associated with the quality of beginning teachers and their preparation for teaching profession. Therefore some politicians of that time gave the idea to prepare teachers in universities (Grudnoff & Williams, 2010, p. 33).

In this time, the number of teacher preparation providers rose from 6 teacher preparing colleges to 16 teacher preparing institutes (Keown & McPherson, 2004). However, they had to find a solution to the inadequate number of teaching practicum placements to schools. To overcome this problem, as a project they changed the practicum structure and defined a partnership between school and university. Teachers in practicum schools were assigned as “mentor teachers” and pre-service teachers were sent to practicum schools under the coordination of a school staff. Pre-service teachers were also in contact with a university faculty member during the practicum. The findings of this project were highlighted in the study *Pushing Boundaries: Reworking School-University Practicum Relationships* (Grudnoff & Williams, 2010). Although workload of school staff rose considerably, the feedback of school principals and mentor teachers were quite positive (Grudnoff & Williams, 2010).

“It does align the school more with the faculty and it does provide those relationships. The communication we have can only make it better for the school because you have this connection and the conversations and the clarity about what’s happening.” (Principal, School B) (Grudnoff & Williams, 2010, p. 37).

“We have these discussions. It’s about how do we co-construct effective practice together. And it’s about everyone’s input being important, everyone’s input being valued.” (Adjunct Lecturer, School D) (Grudnoff & Williams, 2010, p. 38).

The benefits of school-university partnership to schools, were indicated by the principles and supported by teachers in their comments. It is evident that with the increase in collaboration as the project offered, it was possible to create a professional learning environment. Although this project did not offer extended practicum, the feedback of both school principals and teachers were quite positive. However, some researchers emphasizes the significance of extended practicum experience (M. Levine, 2002; Hagger & McIntyre, 2006). The practicum and its significance emerge as a key concept when studying pre-service teacher education.

The United States of America

The United States of America (the U.S.) has a variety of non-traditional pre-service teacher preparation models. Anyone who wants to learn to teach have different options depending on the state of their residence. For instance there are six alternatives that offer teaching certification in Florida, New York, Texas, Kansas, California and Georgia (U.S. Department of Education, 2013). In general, they have a teacher preparation structure that offers teacher candidates to learn and practice teaching while they are working and for which they are funded. Moreover, for candidates those willing to teach in poverty areas and those wishing to take up teaching after they finish a career in the military, there are some specific programs that offer accelerated entry into teaching profession (U.S. Department of Education, 2013).

Majority of universities offer a four-year teaching degree with teaching certification. However, in some states there is a pre-service teacher education model which is called Professional Development Schools (PDS). This model focuses on the close link between university and school, as in the New Zealand project (Grudnoff & Williams, 2010). Pre-service teachers, at the final year of their education, are accepted into a PSD and they work as “intern teacher”. During this period they practice teaching profession with the guidance of the mentor and teachers of the school. The PDS was also supporting the idea of increasing the length of practicum. It provided shared responsibility to both universities and schools for teacher preparation by. Moreover it supported the development of teaching skills and required co-operation between colleagues (National Council for Accreditation of Teacher Education, 2011).

A short summary of how a PDS operates is given below:

In a PDS setting, pre-service teachers work in schools for a whole semester. During this period, they do the activities that characterize a professional teacher, such as instruction and curriculum planning, managing classroom, etc. Pre-service teachers, while doing all these activities, are always under the supervision of cooperating and mentoring teachers. This process, provides pre-service teachers with professional teaching experience, therefore they face little or no problems when they take up teaching profession (Watson, Miller, Johnston, & Rutledge, 2006).

In the year 2002 Marsha Levine examined the performance of teachers who were both educated conventionally and educated in PDS in the United States of America. He found out that after all measures, teachers educated in PDS schools performed better than conventionally educated teachers (Levine, 2002, p. 78). he based his findings on Research on Professional Development Schools (Foster, 1999, p. 512). this research was conducted in the state of Texas in the U.S. Pre-service teachers from PDS and non-PDS were tested and observed by the state of Texas to assess their teaching knowledge, and teaching effectiveness.

Watson et al. (2006) supported these results and findings by conducting a research with principals to rates PDS and non-PDS educated teachers. He found that:

“The results of this study are supportive of the view that teachers who are trained through PDS programs are judged by principles to be more capable than graduates of similar programs that do not include a PDS experience. Differences in ratings of knowledge, skills, and behaviors on 19 comparisons between PDS and non-PDS graduates were all statistically significant. Of the 19, 3 were judged to have large effect sizes and 14 were judged to have medium effect sizes. This finding represents a difference in perception that is difficult to ignore” (Watson, et al., 2006, p. 84).

The results and findings of this study shows that school principals prefer to employ teachers who are educated in PDS (Hobson, et al., 2009).

In the United States, the benefits of extended teaching practice models is not limited with undergraduate courses (Vaishali, 2008). The study of The Evaluation Center of the University of Colorado Denver’s School Education and Human Development highlighted that students who were trained through the ‘residency’ model (the Colorado Boettcher Teacher Residency Model) were more successful than conventionally trained students. In this model, pre-service teachers worked for a year in a school under the mentorship of a teacher and completed masters-level coursework in their own time. In the study it was found that:

“Reading test score gains for students of Boettcher teachers were approximately 70% higher than the reading scores of students taught by non-Boettcher trained

new teachers in similar schools, representing a statistically significant difference. In other words, a student who was performing better than 20% of peers is now performing better than 24.5% of peers, suggesting that for the student's rate of learning accelerated. For high-need students gains like this are critical to closing achievement gaps....Students of Boettcher teachers showed gains across all other tested subjects, although only reading gains were statistically significant....Schools with high concentrations of Boettcher teachers showed greater gains than the state median in at least two subjects. For 2009, all five training site schools showed rates of student growth that exceeded the state median.” (Barret, Hovde, Hahn, & Rosqueta, 2011, p. 14).

Australia

The PDS model, used in the U.S. and that focuses on collaboration between school and university, has been accepted to be successful in creating high quality teachers (Kelly, 1997; Kenneth, 1999; Ross, 2001; M.Levine, 2002; Watson, et al., 2006). Deer and Williams (1995) claimed that PDS in the U.S. could benefit pre-service teacher education quality in Australia. In their study, they assert that through collaboration between school and university, teacher candidates could gain experience from experienced teachers of practicum schools (Deer & Williams, 1995).

In Australia, to get the qualified primary school teacher status, teacher candidates must complete compulsory practicum. During this practicum they both observe a teacher and experience teaching (Vick, 2006). In the 19th century, schools had the key role in pre-service teacher education in Australia, then universities and teaching colleges were given the responsibilities to train pre-service teachers. Now, Australia is trying establish a balance between university and school (Aspland, 2006). Universities in Australia are responsible of updating their teaching degrees and they stick to the guidelines; Early Childhood Development and Youth Affairs which is set by the Ministerial Council for Education (2011). According to this guideline, pre-service teaching undergraduates who are over four years must be in schools for at least 80 days which is equal to 16 weeks out of 160 school weeks. For post graduate pre-service teachers, 60 days in a school is required (Ministerial Council for Education, Early Childhood Development and Youth Affairs, 2011). Now, the the time of practicum that pre-service

teachers spend at schools vary from university to university. For instance, Curtin University students are required to complete 10 weeks of practicum (Curtin University, 2015) while University of Western Australia students complete 6 weeks of practicum (University of Western Australia, 2015).

2.1.4. The Changing Context of Teacher Education in the Turkish Scenario

The history of modern teacher education in Turkey, dates back to 1848, tanzimat reform era (Akyüz, 2008). There has been many changes and developments in teacher education since that year. However, before this it is not possible to mention about a systematical or professional teacher education. The first teacher education in Turkey started as a job performed by ecclesiastics (Yüksel, 2011). After the Tanzimat Era, some western schools were constructed and to meet the need for teachers to these schools, a teacher's training school named "Darülmüallimin-i Rüşdi" was opened in 1848. These schools operated as the only teacher training schools until the construction of teacher's training school for males in 1868 and the construction of teacher's training school for females in 1870 (Akyüz, 2009).

After the Turkish War of Independence, with the establishment of Turkey, many reforms were made in various fields and the need for education increased considerably as the literacy level of the people in the first years of Turkish Republic was %10 (Akyüz, 2009). Teacher training schools remaining from the Ottoman period, training school for males and training school for females, continued their existence during the first years of the Republic. To meet the need for teachers to these schools, the board of education published a regulation. According to this regulation two courses, course "A" and course "B" would be given to teacher candidates and current teachers to improve them in the teaching profession. However this regulation only increased the quantity not the quality. Therefore many undergraduate and graduate students were sent to abroad to develop themselves. Then they served in the Ministry of Education and played significant role in developing education policy of the country (Yüksel, 2012).

In the first years of Republic period, the life styles of people living in city centers and villages were different and it was difficult to teach in villages. The Board of Education invited John Dewey to get recommendations about this problem and in 1926

“Village Teacher’s Training Schools” were opened. However as they were thought to be not efficient enough, they were shut down in 1932 and 1933. Four years later, in 1937, they were re-opened and converted to the Village Institutes in 1940 (Tangülü, Karadeniz ve Ateş, 2010). Basic law of national education in 1973 made it obligatory for teachers to have higher education and Village Institutes were converted to Institute of Education (Akyüz, 2009). Education Institutes were responsible from the training of teachers in the however this responsibility, then, was given to higher teacher education school and finally to the universities. The names of higher teacher education schools changed to “Education Faculty” and they were connected to the universities in 1982. The quality of these schools were not enough to give quality education and develop good teachers (Kavcar, 2002).

The “Teacher Training and Education Faculties” report of Council of Higher Education (YÖK) (2007), from the year when the responsibility to train teachers were given to the universities to 2007, three basic regulations were made for the Faculty of Education:

1. Education period of class teacher training colleges were extended to 4 years in 1989 and some of these colleges were converted to Education Faculties in 1992. However, as this was not systematical and was not planned properly, these schools could not produce class teacher graduates for many years. To meet the need for class teachers, various faculty graduates were given pedagogical formation courses and were appointed as class teachers.
2. Council of Higher Education and Ministry of Education worked together to make regulations in 1997. Major area courses were taken from Faculty of Science and Letters and the courses related to teaching of major were taken from Education Faculties. The focus was given to the teaching practice.
3. In 2006, general knowledge courses of teacher candidates were increased, teacher candidates were given the opportunity to get elective courses and the course hours of applied courses were decreased.

After these regulations made in the field of teacher education in Turkey, in 2010 Council of Higher Education made a controversial regulation. According to this regulation, graduates of Faculty of Science and Letters, when they complete pedagogical

formation courses, have the right to work as a teacher (Özoğlu, 2010). This decision also led to debates whether pedagogical formation courses would be enough or satisfying to develop quality teachers.

2.1.5. Limitations of Teacher Education

Despite the fact that many developed countries have made significant progress in the field of teacher education, underdeveloped countries face some challenges in the field of teacher education. These challenges are summarized below.

First, in underdeveloped countries students have inadequate access to education. In some of these countries due to their cultural, political and economical structures, women have little or no access to education (Britannica, 2015).

Secondly, insufficient number of teachers when compared to developed countries is one of the greatest challenge faced by underdeveloped countries in the field of teacher education (Moon, 2010).

The third limitation is the quality of teachers in underdeveloped countries as they are not trained well enough because of the low quality of education and limited access to education (Perraton, Creed & Robinson, 2002).

The fourth and the last limitation is related to the lack of policies for teacher education and the lack of attention and importance given to teacher education (Perraton, Creed & Robinson, 2002).

Considering these limitations, teacher education needs to be given priority and attention to facilitate the development of these underdeveloped countries to increase their education quality and thereby the quality of their civilization.

2.1.6. The Importance of Practicum and Its Key Components

Pre-service teacher education approaches of some countries have been discussed in this chapter. These approaches showed concepts emerging as having strong relationship with models that use extended practicum. First, the role of practicum and how it affects the quality of teacher should be understood. Literature (Edwin, 2003; Rakow, Reynolds, & Ross, 2002; Vaishali, 2008) is very supportive of extended

practicum models stating that pre-service teachers should experience teaching as much as possible and the more they practice teaching the more quality teachers they can be. An effective practicum requires components such as effective mentoring and professional learning communities (Sudeck, et al., 2008). These components are important aspects of pre-service teacher education as they have effect on teacher quality. The practicum component of pre-service teacher education is accepted to be very significant in the field of teacher education (Beck & Kosnik, 2002; Wyckoff, Grossman, Boyd, Lankford, & Loeb, 2009; Grudnoff, 2011). “The teacher-education program, particularly its clinical or practical component, continues to play a significant role in changing student teachers’ beliefs in a positive way” (deLeon-Carillo, 2007, p. 37). As mentioned above effective mentoring and professional learning communities are two significant components of an effective practicum and literature (Edwin, 2003; Rakow, Reynolds, & Ross, 2002; Vaishali, 2008) supported extended practicum models. However it is not possible to say that the quality of teacher is directly related to the length of teaching practicum. There are other factors affecting the quality of teachers, such as the quality of teaching practicum rather than the quantity of teaching practicum (Haigh & Ward, 2004). Grudnoff (2011) on the other hand emphasizes the significance of collegiate relationships, he states that pre-service teachers should think they are a valuable part of the community during practicum (p. 227). This idea was supported in the study (Beck & Kosnik, 2002) that the quality of support and relationship was appreciated by pre-service teachers and they felt valuable in the community during teaching practicum.

Quality mentoring can be defined as a significant component of practicum that affects the quality of pre-service teacher education, and thereby the quality of teachers (Roehrig, et al., 2008; Wyckoff, et al., 2009). They suggest the feedback of mentor teachers is also important. Currently, mentor teachers are given a feedback form related to the performance of pre-service teachers during practicum by universities. Then they give feedback to universities about the progress of pre-service teachers by grading them according to their performance during the practicum. Studies conducted on the effects of mentor teachers on pre-service teachers (Edwin, 2003; Evans & Abbott, 1997; Sim, 2011) show that the effects and contributions of mentor teachers to pre-service teachers vary substantially from mentor to mentor. For instance, some pre-service teachers feel their practicum is given limited value by their mentor teachers (Ralph, 2000) while some pre-

service teachers feel that mentoring to be very efficient, adding support and experience during practicum (Hrncir, 2007).

The collegiate relationship of pre-service teachers with their mentor teachers and other school staff is important in improving the quality of practicum experience. Classrooms are lonely and isolated places for pre-service teachers and in order to avoid pre-service teachers' feeling of loneliness and isolation, mentor teachers and school staff should work collaboratively with pre-service teachers during the practicum (Sudeck, et al., 2008). Professional learning communities are important in that they offer pre-service teachers reflective teaching practice and also learning opportunities through experience (Voulalas & Sharpe, 2005). Also they benefit pre-service teachers by allowing them to observe professional teachers while they are teaching and learn from their experiences and also to get reflective feedback of their teaching practice. Reflective feedback is important in pre-service teacher education however, as pre-service teachers may feel that they are being assessed and they may be criticized for their mistakes they do during the practicum, they may feel uncomfortable and be scared of making mistakes, therefore they may not be able to learn from their mistakes (Fogarty & Yarrow, 1994).

2.2. Studies on Pre-service Teacher Perceptions

Pre-service teacher education has been exist for a long time and there are many studies conducted in this field. However, there are a few studies on the perceptions of pre-service teachers related to the Internship Program and their visions about their future teaching. Therefore it is difficult to find studies on pre-service teachers' perceptions and future visions. However there are a few studies whose results are worth to be adressed. For example, Gürbüztürk, Duruhan and Şad (2009) found that there is a significant relationship between pre-service teachers' vision about future teaching and their school experiences during their education. Their findings seem in to be supported by the relevant literature (Hollingsworth, 1989; Pajares, 1992; Stuart & Thurlow, 2000; Zeichner & Liston, 1987), which claim that teachers' beliefs about teaching are affected by their experiences in their previous education. Thus, in this study, too, it has been investigated whether there is a relationship between pre-service teachers' visions about their future teaching and the Internship Program that they were offered. Öztürk and Yıldırım (2014), on the other hand, found that beginning teachers' perceptions on the pre-service teacher

training were not positive and their perceptions changed depending on the length of practicum and mentorship support that they received during their pre-service years. They also found that pre-service teacher education did not respond the needs of the teachers in their pre-service years. The findings of this study suggested similar points with Levine's (2006) study. In her study, conducted with 80 pre-service teachers and 5 principals of collaborative schools, Parveen (2012) found that pre-service teachers view internship program as a real opportunity to refine and improve their teaching skills in actual school setting. In the interviews conducted with principals of collaborative schools, she also found that internship program is of great significance and it has positive effect on pre-service teachers' performance.

Studies mainly indicate that pre-service teacher education provides professional development and affects pre-service teachers' perceptions and future visions. However some reforms might be needed to eliminate the problems that affect the perceptions and future visions of pre-service teachers.

2.3. Conclusion

The literature review began with the goal of understanding the need, significance and the objectives of teacher education. It shows that teachers and their education are of great significance for the quality of education given to students. However it can be concluded that it is still no consensus on what the focus of teacher education should be. While Freiberg (2002) states the focus should be on the pedagogical knowledge and Smaldino, Lowther and Russel (2007) states the focus should be on the knowledge of instructional knowledge, Wills (2002) states that teaching practicum should be the main focus of teacher training programs.

Many countries that made reforms in the field of teacher education focused on extended teaching practicum. However in order to incorporate an extended practicum, there are key features of a practicum that affects its success. Pre-service teachers need to have the opportunity to belong to a professional learning community also the quality of mentorship they receive and the collegiate relationships during internship can be considered to be the key features of a practicum.

Teacher quality is another concept commonly discussed in teacher education. Twomey (2007) predicted that the likelihood of retaining a graduated teacher would be directly proportional to the quality of practicum that they experienced (p. 63). This shows the significance of the teaching practicum in pre-service teacher education.

This chapter discussed the significance of teacher education and how it affects the quality of education and the teaching profession. The reforms and studies in the field of teacher education were reviewed. This study focuses on the perceptions of pre-service teachers on the effectiveness of the Internship Program. The method, data collection instruments, participants and data analysis of this research that were used to identify the pre-service teachers' perceptions on the effectiveness of the Internship Program will be discussed in the next chapter.

CHAPTER THREE

3. METHODOLOGY

Internship Program in pre-service teacher education is very important as it affects the quality of the teaching profession. In this study it is aimed to determine what are the perceptions of pre-service teachers of ELT Department at Ataturk University about the effectiveness of the Internship Program that they were offered. In this chapter the method and the instruments that were used to find answer to this question will be highlighted.

3.1. Method

In this study a mixed research was carried. In mixed research both quantitative and qualitative research is used and their combination can be in terms of data collection methods and data analysis. Mixed type research allows a researcher to have better understanding through the combination of both quantitative and qualitative research (Johnson, Onwuegbuzie & Turner, 2007). Both qualitative and quantitative research is used in mixed research. Also both qualitative and quantitative data analysis and data collection tools can be used in a mixed research. Qualitative and quantitative research have their own characteristics and are important research designs. However they both have weaknesses when they are used as the only research design. Choy (2014) identifies the weaknesses of both qualitative and quantitative research as follows:

Weaknesses of quantitative research;

- No human perception and beliefs
- Lack of resources for large scale research
- No depth experience description (p. 101).

Weaknesses of qualitative research;

- No objectively verifiable result
- Skillful requirement for interviewers
- Time consuming during interviewing process and intensive category process (p. 101).

In order to avoid these weaknesses mixed research is used. Despite the fact that mixed research has weaknesses such as being challenging and time-consuming, these weaknesses are not related to the validity and credibility of mixed research. There are many benefits of using the mixed research. Mirigo & Magangi (2011) indicate the benefits of using mixed research as follows:

- It is possible to match the purpose of the study to the need in the study
- It allows researcher to assure and increase the validity of the data
- Both qualitative and quantitative data clarify one another throughout the study and this increases the effectiveness of the research.

Other researchers have given different examples of the benefits to use this methodology. The ability to explain contradictory and complex responses given to questionnaires are beneficial and using different processes in the study may lead to the emerging of new themes, perceptions and information that would not otherwise emerge (Driscoll, Appiah-Yeboah, Salib & Rupert, 2007). “We end with the assumption that the combination of methods provides a better understanding than either the quantitative or qualitative method alone” (Creswell, 2009).

3.2. Participants

3.2.1. Participants of the questionnaire

The participants of this study were 65 undergraduate pre-service teachers at English Language Teaching Department at Ataturk University. The criteria for selecting participants was that they had School Experience and Teaching Practice courses in their final year of education. The profile of the participants were as; 26 of them were male and 39 of them were female. These 65 pre-service teachers took part in the questionnaire.

3.2.2. Participants of the interview

8 pre-service teachers were chosen as participants. They also participated in pilot study and the questionnaire. They were chosen according to their willingness and voluntariness during the process. Participants who are willing to participate and who are

not willing to participate in the process were chosen in order to ensure objectivity and get reliable results. 4 female and 4 male pre-service teachers were chosen as participants.

3.3. Instruments

3.3.1. The Questionnaire

A questionnaire is a means of eliciting the feelings, beliefs, experiences, perceptions, or attitudes of some sample of individuals. In this study, it is aimed to find out the pre-service teachers' perceptions on the effectiveness of the Internship Program that they were offered in the final year of their university education. Using a questionnaire in this study was advantageous. Ackroyd and Hughes (1981) list the advantages of questionnaires as follows:

- They are practical
- Large amounts of data can be collected in a short time
- Cost effective
- More objective
- Can be analyzed more scientifically and objectively
- Can be used to compare and contrast other studies

The questions of the questionnaire were formulated based on studies of Caires and Almeida (2007) and Schmidt et al (2009). The questionnaire was revised by 2 colleagues and 4 experts. The questionnaire consisted of 30 close-ended questions. These questions were devised with Likert scale. The scales ranged from 1 to 5 and each statement ranging from “strongly disagree” to “strongly agree”. Each number indicated the level of agreement or disagreement of the pre-service teachers with the statements. “Strongly disagree” corresponded to 1, “Disagree” to 2, “Neither disagree nor agree” to 3, “Agree” to 4, and “Strongly agree” to 5. The reliability of the questionnaire was calculated as 0.81.

3.3.2. The Interview

Interviews were done with 8 pre-service teachers who participated in the Internship Program offered in the English Language Teaching Department at Ataturk University and took part in the questionnaire. Questionnaires are necessary when the

researcher needs to attain more personalized data, and to make detailed exploration (Gray, 2004). These needs stimulated the use of interviews in this study. Seidman (2006) indicates that if the aim of the study is to understand what the thoughts, perceptions and experiences of the participants, interviews are good tools of inquiry. The interviews used to collect qualitative data were semi-structured and consisted of 9 questions.

3.4. Data Collection Procedure

In order to find out pre-service teachers' perceptions on the effectiveness of the Internship Program that they were offered at the ELT Department of Ataturk University at the final year of their academic education, pre-service teachers needed to participate in and complete the Internship Program. Pre-service teachers, at the final year of their academic education, were sent to several state schools as "intern teachers" by the university. Their internship continued for the whole academic year, involving both terms. In the first term of the academic year, pre-service teachers were expected to go to internship schools and attend the courses of their mentor teachers. They were expected to observe their mentor teachers while they were teaching in terms of focusing on some key points, such as; "students motivation", "peer correction", "body language and voice quality of teacher", "equality attention", "self correction", "error correction", "verbal-nonverbal reinforcement", "movement", "posture", "eye contact" and "gestures of teachers". Each week pre-service teachers focused on one of these key points and each week they kept reports of their observations. At the end of the term they were required to compile their observation reports into a file and submit them to the ELT Department. Then they were graded according to these reports. In the second term, on the other hand, pre-service teachers were expected to put what they learnt through their observations into practice. For the whole term they practiced teaching as much as possible. Before the end of the second term and the Internship Program, pre-service teachers were informed about this study and its significance by the researcher and they were told about the questionnaire. A few days later the questionnaire was conducted with the participants. They were asked to fill in the questionnaire according to their perceptions about the effectiveness of the Internship Program that they were offered. After the completion of the questionnaires, participants were also informed about the interview and 8 pre-service teachers were chosen. Before conducting the interview, each participant signed a consent

form. In the interviews, in order to avoid anxiety while speaking and to increase the accuracy of the process, Turkish was used as the language of the interviews. The interviews were also audio-recorded. After conducting all 8 interviews, audio-recordings were listened carefully then transcribed and translated into English. Two colleagues checked the inconsistency of the translations.

3.5. Data Analysis

3.5.1. Analysis of the Qualitative Data

The qualitative data gathered through the interviews were analyzed using content analysis the approach was inductive. Hsieh and Shannon (2005) define content analysis as “a research method for the subjective interpretation of the content of text data through the systematic classification process of coding and identifying themes or patterns”. In this study, interview was used in order to understand the perceptions of the pre-service teachers on the effectiveness of the Internship Program. To analyze the data, first coding then categorizing of the data was done. Then the themes for the codes and categories were shaped. The codes, categories and the themes were reviewed many times and the codes also reviewed by an expert inter-coder.

3.5.2. Analysis of the Quantitative Data

The quantitative data obtained from the questionnaire was analyzed using Windows SPSS 20. As the first phase of the analysis, in order to find out the reliability of the quantitative data, Cronbach’s Alpha Reliability Coefficient was calculated and explained. In the analysis, the data were examined in terms of the general descriptives including means, minimum-maximum scores, and frequencies. In the analysis, independent sample t-test was used to find out whether there were differences between the responses of the participants in terms of gender variable. In order to find out whether there were any differences between the responses of the participants according to age variable, One-Way ANOVA was used. It was also tried to find out whether there were significant correlations between the dimensions of the questionnaire. For this purpose, Bivariate Correlation was used. Finally, in order to determine whether there were any mutual effects of the dimensions of the questionnaire, Linear Regression was used.

CHAPTER FOUR

4. RESULTS AND DISCUSSIONS

4.1. Results of the Qualitative Data Analysis

The qualitative data were collected with interviews. In order to analyze the data content analysis was used. The data were examined in detail by the researcher and codes, categories and themes were formed. As a result of the data, 6 themes emerged.

4.1.1. Results of the Qualitative Data Analysis Obtained from the Interviews

In the analysis of the interviews done with 8 pre-service teachers, 8 themes emerged. The themes are related to the effectiveness of the Internship Program in terms of the participants' perceptions. The themes emerged from the qualitative data will be explained below with some extracts of the interviewees. The interviewees will be numbered from 1 to 8 while presenting the extracts.

Theme 1: First feelings and thoughts about the Internship Program

The first theme is related to the first feelings and thoughts of the pre-service teachers about the Internship Program. The first question of the interview, what was your first impression of the Internship Program, formed the categories of this theme. Pre-service teachers' first impressions were both positive and negative. Therefore the categories of this theme were divided into two as positive and negative. The categories and the codes of the first theme can be seen in the Table 4.1.

Table 4.1.
The First Thoughts and Feelings on the EPOSTL

Theme 1: First Feelings and Thoughts about the Internship Program	
Categories	Codes
Positive feelings and thoughts	I felt excited
	I thought it would be fun
	I thought it would develop me professionally
	I thought it would be a good experience
	I felt impatient to start practicing teaching
Negative feelings and thoughts	I felt worried
	I had no idea about the Internship Program
	I thought it would be a waste of time

Most of the participants stated their first feelings about the Internship Program as positive. Some of the participants stated that they were excited about the Internship Program. *Participant 1* expresses the reason of feeling excited by stating:

“I felt very excited because I was going to practice teaching in a real life situation and to real group of students”.

On the other hand *Participant 7* stated:

“My first impression was that for many year I was a learner and with the Internship Program I was going to be the teacher not the learner. This made me feel very excited”.

Some of the participants stated that the Internship would be a good experience for them. For instance *Participant 2* stated:

“Firstly, I thought that it would be a good experience for me as I was going to practice what I knew and learnt”.

The following statements of the participants can be given as examples for their positive impressions of the Internship Program:

“I felt impatient to start practicing teaching. Being in front of students and trying to teach something to them is invaluable for me” (Participant 4).

“I thought that it would be beneficial for my professional development. I would learn new strategies of teaching and learn from my mistakes” (Participant 5).

On the other hand some of the participants had some negative impressions about the Internship Program. The following extracts can be given as examples for the negative impressions of the participants about the Internship Program:

“I had no idea what it could be and how useful it could be when I heard of it for the first time. Because it was a new concept for me after three years of education at the university” (Participant 3).

“At the very beginning, I felt worried about the Internship Program. Because I thought that I was not capable enough to teach and I was scared of making mistakes while teaching” (Participant 6).

One notable and maybe one of the most interesting impression was that one of the participants stated that the Internship Program would be a waste of time. *Participant 8* expressed this thought with its reasons as follows:

“I thought it would be a waste of time for me. Because I thought that I would not learn anything through the Internship Program as It is seen as just a compulsory process to be able to graduate, not as a process to develop us as good teachers”.

Generally pre-service teachers had positive opinions about the Internship program. Some of them felt excited about the Internship Program and some of them thought it would be a good experience for them. On the other hand as it was a new concept for pre-service teachers and they had little knowledge about it, a few participants had negative impressions about the Internship Program.

Theme 2: Internship Program for Teaching Practice

Teaching practice or in other words; practicum is one of the main component of the Internship Program. The participants expressed their feelings about the teaching program that they experienced during their internship and their evaluations and perceptions formed this theme (see Table 4.2)

Table 4.2.

Internship Program for Teaching Practice

Theme 2: Internship Program for Teaching Practice	
Categories	Codes
Pedagogical competences	I learnt how to assess student performance
	I learnt to teach different types of learners
	I learnt how to teach a subject
	I learnt how to select the suitable teaching method
	I know how to organize and maintain classroom management
Teaching approaches and methods	I can use different teaching approaches in a classroom
	I learnt how to prepare my classes
	I learnt how to adapt my teaching style to different learners
	I learnt how to use different teaching strategies
	I learnt how to teach effectively

Pre-service teachers thought that they developed themselves in many aspects with the help of the Internship Program. They stated that they improved their pedagogical competences such as teaching to different types of learners, organizing and maintaining classroom management, using the suitable teaching method and approach, etc. Their perceptions related to their improvements in pedagogical competences can be exemplified in the comments of the pre-service teachers as follows:

“I learnt how to manage a classroom, how to prepare to lessons and how to use teaching approaches more effectively” (Participant 1).

“To be honest, before practicing teaching I was thinking that I would never teach a subject to students because I had no experience in teaching. After I practiced teaching I realized that I could teach any subject to any students” (Participant 6).

“One of the benefits of the teaching experience was to learn how to understand whether I taught effectively to students and whether they learnt or not by learning to assess their performances” (Participant 7).

On the other hand, pre-service teachers indicated that teaching practice contributed them in using teaching methods and approaches while teaching. They learnt using different teaching methods and approaches. They learnt using these methods and approaches more effectively. Moreover they learnt how to teach to different types of learners. Their perceptions can be seen in the following statements:

“I learnt how to manage a classroom, how to prepare to lessons and how to use teaching approaches more effectively” (Participant 1).

“The internship program made me aware of other teaching strategies. For example, I learnt how to teach to different types of learners by experiencing it in my teaching practices. At first I had trouble with this but after a few practices I overcame this problem” (Participant 2).

“The biggest contribution of the internship program during my teaching practice was that I learnt how to make a lesson plan and prepare to my classes. This will help me too much when I start to teach professionally in my future life” (Participant 4).

Theme 3: Strengths and Weaknesses of the Internship Program

The participants were asked about the strengths and the weaknesses of the Internship Program. The responses of the pre-service teachers were analyzed and the categories and the codes of this theme emerged. The Table 4.3 shows the categories and codes of this theme according to the responses of the participants.

Table 4.3.

Strengths and Weaknesses of the Internship Program

Theme 3: Strengths and Weaknesses of the Internship Program	
Categories	Codes
Strengths	Beneficial for professional development A useful way to practice teaching Makes pre-service teachers feel like a teacher
Weaknesses	Disorganized Length of the practicum Lack of mentorship support

The pre-service teachers indicated the strengths and weaknesses of the Internship Program. They mainly mentioned about the strengths of the Internship Program. The following statements can summary pre-service teachers' perceptions about the strengths of the Internship Program:

“It helped me to improve myself professionally and as person. I also think it was the first step of being a real teacher and it allowed me practicing what I learnt in the classroom” (Participant 1).

“One of the main benefit of the Internship Program was allowing me to practice what I learnt. So I was able to see my strengths and weaknesses” (Participant 7).

“When I was teaching in front of students and seeing them learning from me, I started to think that I am ready to be a teacher” (Participant 6).

“The teaching practice was a good and beneficial experience for my future teaching. I learnt new strategies of teaching and how to cope with difficulties” (Participant 2).

While most of the responses of the participants were related to the strengths of the Internship Program, they also mentioned about some of the weaknesses of the Internship Program by stating:

“My mentor was a very cold person and usually ignored me when I asked help or guidance. I usually experienced communication problems with my mentor teachers. I felt very worthless” (Participant 8).

“It should be organized be organized better. Because at the beginning, the day of the Internship changed a few times and I felt demotivated” (Participant 2).

“The organization of the Internship Program was awful at the very beginning. Our schedule changed a few times and it was annoying” (Participant 4).

“I do not think I was able to practice teaching sufficiently. It was only one day a week” (Participant 4).

The results show that the Internship Program has many strengths according to the perceptions of the pre-service teachers. However they also mentioned about the weaknesses of the Internship Program such as lack of mentorship support, insufficient length of teaching practice and disorganization of the Internship Program.

Theme 4: Mentorship Support

The participants were asked about the support that they received from their mentor teachers during the Internship Program. They gave both positive and negative opinions about the mentorship support. The categories and codes of their responses are shown in the Table 4.4.

Table 4.4.

Mentorship Support

Theme 4: Mentorship Support	
Categories	Codes
Benefits	I learned too much from mentor teacher Timely feedback Mentor teacher gave useful advices Guided me in the planning and the preparation of the lessons
Shortcomings	Interruption of my mentor teacher made me demotivated I had communication problems with my mentor teacher My mentor teacher did not leave the whole control of the classroom My mentor teacher sometimes ignored me

The relationship developed between pre-service teachers and their mentor teachers play important role in the professional development of pre-service teachers and when they feel the support of their mentor teachers they improve their teaching experience (Patrick, 2013). Supporting this view pre-service teachers were in the view that mentorship support from their mentor teachers were vital for their professional development. While majority of them felt that they got positive support from their mentors, some of the participants stated that they did not get enough support from their mentor teachers during their internship. The positive support of the mentor teachers are expressed in the following statements of the participants:

“I learned too much from my mentor teacher, who was very helpful, kind and patient. In the first term, when I was supposed to observe my mentor teacher, I learnt from his teaching approaches and techniques. I also learned how to manage classroom. In the second term he helped me a lot while practicing teaching. He gave advice and feedback about my teaching practice and it was very beneficial for my professional development” (Participant 1).

“My mentor teacher helped me with preparing to the lesson. Also warned me about the mistakes that I did while teaching and always encouraged me” (Participant 4).

“I learnt new teaching strategies of effective teaching when I observed my mentor teacher teaching. Classroom management was a real problem for me but my mentor teacher gave some useful advises and now I can maintain discipline and manage the classroom” (Participant 5).

“After practicing teaching my mentor teacher gave timely feedback about my experience. This allowed me to correct my mistakes and teach more effectively” (Participant 6).

Participants also had some negative impression for the support they received from their mentor teachers. *Participant 2 and Participant 8* expressed their negative impressions for the mentorship support of their mentor teachers as follows:

“My mentor was a very cold person and usually ignored me when I asked for help or guidance. I usually experienced communication problems with my mentor teachers. I felt very worthless” (Participant 2).

“While I was trying to practice teaching my mentor always interrupted me for the mistakes I did and warned me in front of the students. I was also not given the full control of the classroom. This made me feel demotivated and I even forgot what to say and what to do. My mentor affected me badly” (Participant 8).

The above negative comments from the pre-service teachers' views on the mentorship support that they received during their internship indicate that pre-service teachers need more guidance from their mentor teachers. For example Hawkey (1998) indicates that pre-service teachers need to feel sufficiently supported by their mentor teachers to improve their internship experiences.

Theme 5: Evaluation of the Internship Program

The participants were asked about their general evaluation of the Internship Program. The Table 4.5 shows the categories and codes of this theme according to the responses of the participants.

Table 4.5.

Evaluation of the Internship Program

Theme 5: Evaluation of the Internship Program	
Categories	Codes
The role of the Internship Program	Beneficial for professional development
	Allows me to practice what I have learnt
	It makes you feel like a real teacher
	Gives chance to empathy teachers
General impressions	Good experience
	Beneficial for my future teaching
	Challenging
	Beneficial
	Enjoyable

Pre-service teachers are of the opinion that the Internship Program is beneficial for them in many aspect. As they practice what they have learnt, they see it beneficial for their professional development. The following extract can be given as examples for this view:

“I think it was very significant and useful process. It helped me to improve myself professionally and as person. I also think it was the first step of being a real teacher and it allowed me practicing what I learnt in the classroom. For instance, I learnt how to manage a classroom, how to prepare to lessons and how to use teaching approaches more effectively” (Participant 1).

“One of the main benefit of the Internship Program was allowing me practice what I learnt. So I was able to see my strengths and weaknesses” (Participant 7).

The Internship Program gave pre-service teachers the opportunity to understand the teaching profession. They empathized with teachers and experienced the teaching profession, this can be understood from the following statements:

“Even if I do not think I adequately improved content and pedagogical knowledge, I am beginning to feel like a teacher. I can not wait to start teaching after I graduate” (Participant 1).

“During the internship I understood the feeling of being a teacher. I also understood the difficulties that teachers faced while teaching” (Participant 5).

“When I was teaching in front of students and seeing them learning from me, I started to think that I am ready to be a teacher” (Participant 6).

The participants also stated their general impressions about the Internship Program as positive. They were of the positive opinion of the effectiveness and usefulness of the Internship Program. The following statements express their opinions:

“I think It was a very enjoyable experience for me. I both practiced teaching and learnt new thinks. It improved me in many good aspects” (Participant 4).

“I think it was very significant and useful process. It helped me to improve myself professionally and as person” (Participant 1).

“The teaching practice was a good and beneficial experience for my future teaching. I learnt new strategies of teaching and how to cope with difficulties” (Participant 2).

One of the participant was in the opinion that the Internship Program was a challenging process and had difficulties in some aspects. *Participant 8* this idea by expressing:

“I think it was a challenging experience for me. I had many difficulties during the internship. I felt very excited while teaching and sometimes I forgot what to say and what to do. Sometimes I thought I would not be a teacher in future”.

The difficulties that *Participant 8* faced during the internship were not related to the Internship Program. They were all related to personal factors such as over excitement and self confidence.

Majority of the participants were positive about the Internship Program. It is reported to be beneficial and useful for professional development of the pre-service teachers. It allows pre-service teachers to understand the teaching profession by empathizing with teachers. Another notable point is that it is thought as a good and enjoyable experience for the pre-service teachers. Considering these findings as a whole,

the Internship Program is useful and beneficial for preparing pre-service teachers to their future teaching experiences.

Theme 6: Suggestions for the Internship Program Developers

The participants were asked about their suggestions for the Internship Program. The categories and codes of their responses are shown in the Table 4.6

Table 4.6.

Suggestions for the Curriculum Developers

Theme 6: Suggestions for the internship program developers	
Categories	Codes
Process of the Internship Program	It should start from the 1st grade
	The length of the practicum should be extended
	Pre-service teachers should be more active
	The interns should not be interrupted
	The observation part should be shortened
	It should be better organized
Introduction of the Internship Program	I should be more active
	Pre-service teachers should be given information about the process at the beginning
	Pre-service teachers should be made aware of the significance of the Internship Program

One of the main challenges that pre-service teachers faced was the disorganization of the process. One of the main reason for this was the uncertainty of the internship day as it changed several times. The following statemens can be given as examples to this challenge and pre-service teachers' suggestions:

“It should be organized better. Because at the beginning, the day of the internship change a few times and I felt demotivated” (Participant 2).

“The organization of the Internship Program was awful at the very beginning. Our schedule changed a few times and it was annoying” (Participant 4).

Another suggestion was related to the length of the practicum. Participants thought they could not experience teaching well enough. They suggested to extend the length of the practicum by stating:

“I do not think I was able to practice teaching sufficiently. It was only one day a week” (Participant 4).

“I think we should start from the 1st grade. It would be more effective” (Participant 7).

“I suggest using the last year only for internship. One year of internship and teaching practice would be great experience” (Participant 8).

Pre-service teachers also made recommendations for removing the observation part of the Internship Program that they participated in the first term. They also wanted to be more active during their internship. Three participants stated their opinions as follows:

“The observation was too long and boring period. It would be better if we practiced teaching instead” (Participant 1).

“We wasted our time with observations and this lasted for a whole term. I would like to practice teaching instead of just observing and keeping reports” (Participant 8).

“I think we should be more active during our internship. We should be the center of the internship program and we should not be just sitting and observing, we should be teaching” (Participant 6).

Being interrupted by their mentor teachers was one of the things they complained during the internship. *Participant 1* expressed this idea by stating:

“My mentor was very kind and supportive of me but he sometimes interrupted me while I was teaching and this demotivated me”.

The findings show that pre-service teachers have four suggestions for the Internship Program. The first one is related to the disorganization of the process. They suggested to organize the process better. The second one is related to the length of the teaching practice. They complained about the insufficient chance given for practicing. They suggested to extend teaching practice. The third one is related with the observation part that they participated in the first term. They suggested to decrease the length of the observation part or suggested to remove it completely. The last suggestion is related to their desire to be more free during the internship. They do not want to be interrupted while they are teaching as they think it demotivates them.

4.2. Results of the Quantitative Data Analysis

4.2.1. Reliability of the Quantitative Data

“Reliability, can be identified as the internal consistency between the responses given to the questionnaire” (Büyüköztürk, 2008, p.169). In order to find out the reliability of the questionnaire Cronbach’s Alpha Reliability Coefficient was calculated. The reliability coefficient values range from 0 to 1.0. The reliability coefficient of 0 means no reliability while 1.0 means perfect reliability (Ural & Kılıç, 2013, p. 280). The meaning of reliability coefficient value ranges are shown in the Table 4.7.

Table 4.7.

The Values for Reliability Coefficients and Reliability Levels

Cronbach’s Alpha Coefficient	Reliability Level
0,00-0,40	No reliability
0,40-0,60	Low reliability
0,60-0,80	Very reliable
0,80-1,00	Perfect reliability

According to the analysis of the quantitative data, the Cronbah’ Alpha Reliability Coefficient was found as 0,81. This means the questionnaire used to collect quantitative data of the study has perfect reliability.

4.2.2. Demographic Information of the Participants

In order to find out the demographic information of the participants, frequency analysis was made. The frequency of the participants in terms of their gender and age is shown in the Table 4.8.

Table 4.8.

Demographic Information and Frequency of the Participants

		Frequency	%
Gender	Female	39	60,0
	Male	26	40,0
	Total	65	100
Age	20-23	44	67,7
	24-27	19	29,2
	28-31	2	3,1
	32-Above	0	0
	Total	65	100

According to the table 4.8, the population of this study consisted of 65 participants. It can be understood from the table that 39 of the participants with a percentage of %60 were female, and 26 of the participants were male with a percentage of %40. The table also shows that 44 of the participants were aged between 20 and 23 with %67,7, 19 of them aged between 24 and 27 with %29,2 and 2 of them were aged between 28 and 31 with %3,1. However it can be seen from the table that there were no participants aged 32 and above.

4.2.3. Minimum, Maximum Scores, Means and Standard Deviations of the Questionnaire

The participants' responses to the items of the questionnaire, were examined in terms of the minimum, maximum and mean scores, and standard deviations of the items. The results are shown in the Table 4.9.

Table 4.9.

Minimum, Maximum Scores, Means and Standard Deviation of the Questionnaire

	N.	Min.	Max.	M.	S.D.
I know how to assess student performance in a classroom.	65	2,00	5,00	4,2769	,67332
I can adapt my teaching based-upon what students currently understand or do not understand	65	3,00	5,00	4,2769	,54508
I can adapt my teaching style to different learners.	65	2,00	5,00	3,9231	,85344
I can assess student learning in multiple ways.	65	2,00	5,00	4,0615	,70438
I can use a wide range of teaching approaches in a classroom setting (collaborative learning, direct instruction, inquiry learning, problem/project based learning etc.).	65	2,00	5,00	3,7846	,81953
I am familiar with common student understandings and misconceptions.	65	3,00	5,00	4,2615	,71320
I know how to organize and maintain classroom management.	65	2,00	5,00	4,2923	,63055
I know how to select effective teaching approaches to guide student thinking and learning in language learning.	65	2,00	5,00	3,8615	,89925
I'm developing the necessary skills for the autonomous and competent exercise of teaching	65	1,00	5,00	3,8923	,77304
Teaching practice was sufficiently varied to prepare me for the different challenges of the teaching profession	65	1,00	5,00	3,6615	,98864
Teaching practice is an important complement of the first years of Initial Teacher Education	65	2,00	5,00	4,3538	,79904
The first years of teacher education have prepared me for the demands of the teaching practice	65	2,00	5,00	4,1538	,83349
The teaching practice has contributed to my personal growth	65	3,00	5,00	4,2615	,73478
The teaching practice is positively affecting my self concept and self efficacy	65	1,00	5,00	4,0923	,91384

Table 4.9. (continuation)

The teaching practice has been responsible for high levels of physical weariness	65	1,00	5,00	3,5231	1,17404
The teaching practice has been responsible for high levels of psychological weariness	65	1,00	5,00	3,7231	1,11113
I've been having sleeping problems during the teaching practice (insomnias, nightmares, insufficient hours of sleep...)	65	1,00	5,00	2,2923	1,27136
The teaching practice has been causing disturbances on my diet patterns (schedules, appetite, type of food consumed...)	65	1,00	5,00	2,6154	1,48632
Working closely with experienced teachers has been very important to my learning process	65	1,00	5,00	4,1538	1,17567
It's difficult to develop team work in the school were I teach	65	1,00	5,00	3,0154	1,05315
I'm satisfied with the resources that the school provided for my teaching activities	65	1,00	5,00	3,4154	1,36808
I feel welcome in my school	65	2,00	5,00	3,9692	,80950
I've got a good relationship with the school board	65	1,00	5,00	4,0615	1,05885
My teaching practice is being closely followed by my supervisors.	65	1,00	5,00	3,3846	1,35430
The supervision has been an important source of emotional support	65	1,00	5,00	3,7385	1,00432
There is a good articulation between the university and school supervisor	65	1,00	5,00	3,3385	1,29031
I'm beginning to feel like a teacher	65	1,00	5,00	4,4000	,93207
If I could go back, I would have chosen another course/profession.	65	1,00	5,00	2,0462	1,38554
The teaching practice experience is making me believe that I have no vocation to be a teacher	65	1,00	5,00	2,4462	1,29941
I think that teaching may fulfill my expectations in terms of: Personal satisfaction/ Social status/Professional satisfaction/Economical stability/ Quality of life (holidays, free time...)	65	3,00	5,00	4,1692	,62673

Table 4.9 shows the minimum, maximum scores, means and standard deviations of the answers for each question. It can be seen that Item 27 has the second highest mean score of 4.40. It is seen that pre-service teachers believe that the Internship Program that they are offered is useful for their professional development and they feel ready for their future teaching experience. Item 11 has the second highest mean score: 4.35. This shows that most of the pre-service teachers are aware of the significance of teaching practicum and its benefits to their development. Moreover, the third highest mean belongs to Item 7 with the mean score of 4.29 and the fourth highest mean can be seen in Item 1 and Item 2 with the mean score of 4.27. These scores indicate that pre-service teachers are aware of the competences they had developed.

On the other hand, according to the table Item 28 has the lowest mean score of 2,04. This value is very low when compared with all other questions. Pre-service teachers seem to be happy with their choices in determining their profession and they are less eager to change their profession if they have a chance of doing this. The second lowest mean score belongs to Item 17 with the value of 2.29. Many pre-service teachers are in the opinion that teaching practice does not affect their daily life in a bad way. It can be also seen that Item 29 has the third lowest score according to the Table 4.23 This means pre-service teachers are positive about their teaching practice and they see themselves as teachers in the future.

It can be understood from the table that pre-service teachers had positive perceptions about the Internship Program that they were offered. They believed that the Internship Program benefited them in various aspects. One of the most important benefit of the Internship Program was making them aware of the significance of teaching practicum.

4.2.4. Differences between the Responses of Female and Male Pre-service Teachers

In the analysis, independent sample t-test was used to find out whether there were differences between the responses of the participants in terms of gender variable. The results are shown in the Table 4.10.

Table 4.10.

Differences between the Answers of Female and Male Students

Group Statistics (Independent-Sample T-test)						
	GENDER	N	M	Std. D.	Std.Err. M.	Sig. (2-Tailed)
Pedagogical Knowledge	Female	39	3,9519	,40006	,06406	,004
	Male	26	4,3029	,54103	,10611	,007
Learning and Professional Development	Female	39	4,0769	,51425	,08235	,818
	Male	26	4,0462	,54054	,10601	,820
Socio-Economical Aspects	Female	39	3,2821	,75772	,12133	,641
	Male	26	3,2000	,57689	,11314	,623
Professional and Institutional Socialisation	Female	39	3,7282	,67354	,10785	,939
	Male	26	3,7154	,63036	,12362	,938
Support/Resources/Supervision	Female	39	3,4786	1,04796	,16781	,938
	Male	26	3,5000	1,10855	,21741	,938
Vocational Aspects	Female	39	3,3333	,46359	,07423	,187
	Male	26	3,1635	,55652	,10914	,204

Table 4.10 shows that there are no significant differences ($p > 0,05$) between the scores of the participants in 5 dimensions of the questionnaire; “Learning and Professional Development”, “Socio-Economical Aspects”, “Professional and Institutional Socialization”, “Support/Resources/Supervision” and “Vocational Aspects”. This shows that the responses of the participants to the questions of these dimensions have no change depending on their gender. However, it can be seen from the table that “Pedagogical Knowledge” dimension of the questionnaire has significant differences ($p < 0,05$) between the scores of the participants from the questionnaire evaluating the perceptions of pre-service teachers on the effectiveness of the Internship Program. According to the table, this significant difference between the scores of the participants, show that the perceptions of male participants on the dimension “pedagogical knowledge” are more positive ($m=4,3029$) than that of female participants (3,9519).

4.2.5. Differences in Responses between Age Groups of Pre-service Teachers

In order to find out whether there were any differences between the responses of the participants according to age variable, One-Way ANOVA was used. The results are shown in the Table 4.11.

Table 4.11.

Differences in Responses Between Age Groups of Pre-service Teachers

Group Statistics (One-Way ANOVA)						
	AGE	N	M	Std. D.	Std. Error	Sig. (Between Groups)
Pedagogical Knowledge	20-23	44	4,0199	,41759	,06295	,228
	24-27	19	4,2434	,62288	,14290	
	28-31	2	4,2500	,35355	,25000	
	32-Above	0	0	0	0	
Learning and Professional Development	20-23	44	4,0000	,41372	,06237	,342
	24-27	19	4,2105	,71639	,16435	
	28-31	2	4,1000	,42426	,30000	
	32-Above	0	0	0	0	
Socio-Emotional Aspects	20-23	44	3,2455	,70462	,10623	,953
	24-27	19	3,2421	,69787	,16010	
	28-31	2	3,4000	,28284	,20000	
	32-Above	0	0	0	0	
Professional and Institutional Socialization	20-23	44	3,6864	,64324	,09697	,790
	24-27	19	3,7895	,71328	,16364	
	28-31	2	3,9000	,14142	,10000	
	32-Above	0	0	0	0	
Support/ Resources/ Supervision	20-23	44	3,6288	,92960	,14014	,277
	24-27	19	3,1579	1,33041	,30522	
	28-31	2	3,5000	,70711	,50000	
	32-Above	0	0	0	0	
Vocational Aspects	20-23	44	3,3807	,44620	,06727	,021
	24-27	19	3,0000	,56519	,12966	
	28-31	2	3,2500	,35355	,25000	
	32-Above	0	0	0	0	

Table 4.11 shows that there are no significant differences ($p>0,05$) between the groups depending on the first 5 dimensions of the questionnaire. According to the table, the participants' responses to the questionnaire are irrespective of their ages. However, the last dimension "Vocational Aspects" seems to have significant differences depending on the ages of the participants. These differences are shown in the table 4.26.

Table 4.12.

Multiple Comparisons of "Vocational Aspects"

(I) AGE	Mean	J (AGE)	Sig.
20-23	3,3807	24-27	,015
		28-31	,926
24-27	3,0000	20-23	,015
		28-31	,766
28-31	3,2500	20-23	,926
		24-27	,766

According to the Table 4.12, there are significant differences ($p<0,005$) between only the ages group 20-23 and 24-27. Therefore the mean scores of these two groups were compared. The mean score of the age group 28-31 was not taken into account as there were no significant differences ($p>0,05$) between other age groups. Table 3.6 shows that the participants with the age 20-23 have a higher mean score (3,3807) than that of with the age 24-27 (3,0000). This means that participants with the age 20-23 have more positive perspectives on "Vocational Aspects" than that of with the age 24-27.

4.2.6. Correlations among the Dimensions

In the study it was also tried to find out whether there were significant correlations between the dimensions of the questionnaire. For this purpose, Bivariate Correlation was used. Table 4.13 shows the results.

Table 4.13.

Correlations Among Dimensions

	Correlation Coefficient (r)	Pedagogical Knowledge	Learning and Professional Development	Socio-Economic Aspects	Professional and Institutional Socialization	Support/ Resources/ Supervision	Vocational Aspects
Pedagogical Knowledge	r	1	,716**	,394**	,411**	,244	-,284*
	p		,000	,001	,001	,050	,022
Learning and Professional Development	r	,716**	1	,405**	,562**	,316*	-,122
	p	,000		,001	,000	,010	,331
Socio-Economic Aspects	r	,394**	,405**	1	,288*	,165	,007
	p	,001	,001		,020	,190	,957
Professional and Institutional Socialization	r	,411**	,562**	,288*	1	,521**	,077
	p	,001	,000	,020		,000	,541
Support/ Resources/ Supervision	r	,244	,316*	,165	,521**	1	,158
	p	,050	,010	,190	,000		,210
Vocational Aspects	r	-,284*	-,122	,007	,077	,158	1
	p	,022	,331	,957	,541	,210	

** Correlation is significant at the 0,01 level (2-tailed).

* Correlation is significant at the 0,05 level (2-tailed).

Table 4.13 shows the correlations between the dimensions of the questionnaire. It can be seen from the table that “pedagogical knowledge” has significant correlation with all the dimensions except for the dimension “support/ resources/ supervision”. The table also shows that the dimension “pedagogical knowledge” has positive correlation with “learning and professional development”, “socio-economic aspects” and “professional

and institutional socialization” dimensions of the questionnaire. On the other hand, it can be seen that “pedagogical knowledge” has negative correlation with “vocational aspects” dimension of the questionnaire.

“Learning and professional development” has significant correlation with all of the dimensions of the questionnaire except for “vocational aspects” of the questionnaire. It can be understood that “Learning and professional development” has positive correlations with “pedagogical knowledge”, “socio-economic aspects”, “professional and institutional socialization” and “support/ resources/ supervision” dimensions of the questionnaire.

“Socio-economic aspects” has significant correlation with “pedagogical knowledge”, “learning and professional development” and “professional and institutional socialization” dimensions of the questionnaire. It has positive correlation with these dimensions. Moreover, “Socio-economic aspects” has no significant correlation with “support/ resources/ supervision” and “vocational aspects”.

“Professional and institutional socialization” has significant correlation with all of the dimensions of the questionnaire except for “vocational aspects” dimension of the questionnaire. It can be seen from the table that “professional and institutional socialization” has positive correlation with “pedagogical knowledge”, “learning and professional development”, “socio-economic aspects” and “support/ resources/ supervision” dimensions of the questionnaire.

Another notable point of the table is that “support/ resources/ supervision” has significant correlation with “learning and professional development” and “professional and institutional socialization”. These correlations are positive. However, “support/ resources/ supervision” has no significant correlation with “pedagogical knowledge”, “socio-economic aspects” and “vocational aspects”.

“Vocational aspects” has significant correlation only with “pedagogical knowledge” and it is negative.

4.2.7. Regression among the Dimensions

In order to determine whether there were any mutual effects of the dimensions of the questionnaire, Linear Regression was used. The results can be seen from Table 4.14.

Table 4.14
Regressions Among Dimensions

Independent Variable	Regression Coefficient (B)	Dependent Variable					
		Pedagogical Knowledge	Learning and Professional Development	Socio-Economic Aspects	Professional and Institutional Socialization	Support/ Resources/ Supervision	Vocational Aspects
Pedagogical Knowledge	B	1	,763	,553	,547	0	-,294
	p		,000	,001	,001	,050	,022
Learning and Professional Development	B	,673	1	,534	,703	,646	0
	p	,000		,001	,000	,010	,331
Socio-Economic Aspects	B	,280	,307	1	,273	0	0
	p	,001	,001		,020	,190	,957
Professional and Institutional Socialization	B	,309	,449	,303	1	,850	0
	p	,001	,000	,020		,000	,541
Support/ Resources/ Supervision	B	0	,155	0	,319	1	,0
	p	,050	,010	,190	,000		,210
Vocational Aspects	B	-,275	0	0	0	0	1
	p	,022	,331	,957	,541	,210	

*0 means no regression

Table 4.14 shows that “pedagogical knowledge” has positive effect on “learning and professional development” (.763), “socio-economic aspects” (.553) and “professional and institutional socialization” (.547) dimensions of the questionnaire. Moreover,

“pedagogical knowledge” has negative effect on “vocational aspects” (-,294). However, according to the table another notable point is that as there is no significant correlation ($p=,050$) between “pedagogical knowledge” and “support/ resources/ supervision”, the effect of “pedagogical knowledge” on “support/ resources/ supervision”, was ignored.

As it can be seen from the table “learning and professional development” has positive effect on “pedagogical knowledge” (.673), “socio-economic aspects” (.534), “professional and institutional socialization” (.703) and “support/ resources/ supervision” (.646) dimensions of the questionnaire. On the other hand, as there is no significant correlation ($p=,331$) between “learning and professional development” and “vocational aspects”, there is no regression.

“Socio-economic aspects” has positive effect on “pedagogical knowledge” (.280), “learning and professional development” (.307) and “professional and institutional socialization” (.273). However, “socio-economic aspects” has no significant correlation ($p=,190$ and $p=,957$, respectively) with “support/ resources/ supervision”, the regression among these dimensions were not taken into account.

It can be also understood from the table that “professional and institutional socialization” has positive effect on “pedagogical knowledge” (.309), “learning and professional development” (.449), “socio-economic aspects” (.303) and “support/ resources/ supervision” (.850). Furthermore, as “professional and institutional socialization” has no significant correlation ($p=,541$) with “vocational aspects” the regression among these dimensions were not calculated.

The table also shows that “support/ resources/ supervision” has positive effect on “learning and professional development” (.155) and “professional and institutional socialization” (.319). The regression scores “support/ resources/ supervision” and “pedagogical knowledge” ($p=,50$), “socio-economic aspects” ($p=,190$) and “vocational aspects” ($p=,210$) were not calculated as there are no significant correlation between these dimensions.

Finally, it can be concluded from the Table 4.14, “vocational aspects” has effect on only “pedagogical knowledge” and this effect is negative (-,275). Moreover, as there is no significant correlation between “vocational aspects” and “learning and professional

development” (p=,331), “socio-economic aspects” (p=,957), “professional and institutional socialization” (p=,541) and “support/ resources/ supervision” (p=,210)

4.3. Conclusion

In this chapter, the analysis of the data obtained from questionnaires and interviews were examined. Both qualitative and quantitative results of the data were explained separately under two titles. The results of the qualitative data showed that the pre-service teachers are very positive about the Internship Program. They indicated in the interviews that during the process of the Internship Program, especially when they practiced teaching, they gained new experiences. For instance, they learnt how to manage a classroom, how to use different teaching approaches and methods. Another notable point was that the Internship Program increased their awareness about the significance of the pre-service teacher education. On the other hand, pre-service teachers complained about the insufficient length of the teaching practice as they stated they had the chance to practice teaching only one day a week. The results also showed that the length of the observation part of the Internship Program was not an enjoyable period for the pre-service teachers as they stated that they felt bored during the observation part. The results of the qualitative data were supported by the results of the quantitative data. It was found that pre-service teachers’ perceptions about the Internship Program were positive and they found it effective for their professional development and their future teaching experience. And the quantitative data showed that there was no significant difference between the responses of the participants in terms of their genders except for the “pedagogical knowledge” dimension of the questionnaire. However, it was found that there was a significant difference between the responses of the participants in terms of their age groups only in “vocational aspects” dimension and it was between 20-23 and 24-27 age groups. The results also highlighted that there were direct proportion between most of the dimensions of the questionnaire and they affected each other in a positive way. The only inverse proportion was between “pedagogical knowledge” and “vocational aspects” perceptions of the participants.

This chapter also covered the strengths and weaknesses of the Internship Program and the suggestions of the pre-service teachers for the program. The next chapter will

summarize the study, its findings, pedagogical implications and suggestions for further research.

CHAPTER FIVE

5. CONCLUSION

This study investigated the effectiveness of the Internship Program offered to the pre-service teachers at the Department of English Language Teaching at Ataturk University. The study focused on the perceptions and visions of the pre-service teachers to determine the effectiveness of the Internship Program. In order to achieve this, it was aimed to find answer to the following research questions:

- (1) What are pre-service teachers' perceptions about the effectiveness of the pre-service teacher education?
- (2) What are the perceived weaknesses and strengths of pre-service teacher education program?
- (3) What are pre-service teachers' vision about their future teaching?
- (4) Is there a difference between the responses of the participants in terms of their ages and genders?
- (5) Is there a significant relationship between the dimensions of the scale and how they affect each other?

The answers found to the research questions are summarized in this chapter and it also gives pedagogical implications. This chapter ends with suggestions for further research.

5.1. Summary

This study was conducted with the aim of determining the perceptions of the pre-service teachers on the effectiveness of the Internship Program that they were offered in the final year of their academic education. For this aim both qualitative and quantitative data were collected. In order to collect qualitative data, interviews were used and to collect quantitative data, a questionnaire was used. The interviews were semi-structured and done with 8 pre-service teachers. The questionnaire was conducted to 65 pre-service

teachers. It consisted of two parts. The first part aimed to find demographic information about the participants. The second part aimed to determine their perceptions about the Internship Program.

- (1) What are pre-service teachers' perceptions about the effectiveness of the pre-service teacher education?
- (2) What are the perceived weaknesses and strengths of pre-service teacher education program?
- (3) What are pre-service teachers' vision about their future teaching?

The analysis of the qualitative data has shown that pre-service are very positive about the effectiveness of the Internship Program. They believe that the Internship Program provides them with a chance to put into practice what they have learnt and it also helps them to be aware of the significance of the teaching practice for their professional development. The results of the study shows that the Internship Program contributes to their professional development as it:

- 1) allows them to practice what they have learnt
- 2) helps them to teach more effectively
- 3) helps them to use different teaching approaches and methods
- 4) helps them to organize and maintain classroom management
- 5) helps them to assess student performance

The results also indicates the weaknesses and the strengths of the Internship Program according to the perceptions of the pre-service teachers. The strengths of the Internship Program can be summarized as follows:

- 1) it makes pre-service teachers feel like a teacher
- 2) it is beneficial for improving teaching skills
- 3) it gives chance to empathat teachers and understand the teaching profession

The weaknesses of the Internship Program also can be summarized as follows:

- 1) the length of the practicum is not sufficient
- 2) pre-service teachers are not active enough during their internship
- 3) observation part is too long

4) the process is not well organized

On the other hand one of the points of the results is the visions of the pre-service teachers about their future teaching experience. Most of the participants have given positive feedback about their future teaching. They are very optimistic and enthusiastic about their future teaching experience as professional teachers. The following statements of the participants can be given as examples of supporting this idea:

“Even if I do not think I adequately improved content and pedagogical knowledge, I am beginning to feel like a teacher. I can not wait to start teaching after I graduate” (Participant 1).

“When I was teaching in front of students and seeing them learning from me, I started to think that I am ready to be a teacher” (Participant 6).

The quantitative data gathered through the questionnaire aimed to get information about the pre-service teachers’ perceptions about the Internship Program. As a first step, the reliability of the questionnaire was determined. It was found to have perfect reliability with the score 0,81. Then, the demographic information of the participants were taken into consideration. The obtained demographic data were analyzed using frequency analysis and examined. It was found the number of female pre-service teachers were more than the male pre-service teachers. %60 of the participants were female with a number of 39 participants and %40 of the participants were male with 26 participants. According to the age frequency of the participants, most of the participants aged between 20-23 and there were no participants aged 32 and above.

In order to identify the perceptions of the pre-service teachers, the minimum-maximum scores and mean analysis of their responses to the questionnaire were done. The results shows that pre-service teachers are aware of the significance of the Internship Program and the teaching practice. The Internship Program affects them in a positive way and they state that it develops them professionally. It also gives positive impressions to the pre-service teachers for their future teaching experiences. Moreover, majority of the pre-service teachers are content with their profession and they would not change their profession even if they had a chance to do. They also state that the Internship Program does not affect their daily life badly.

In order to find answer to the question *“Is there a difference between the responses of the participants in terms of their ages and genders?”* of the research, the differences between the responses of the participants in terms of their gender, independent sample t-test was used. To identify the differences between the responses of the participants in terms of their age groups, One-Way ANOVA was used. The results of the analysis shows that there are no significant differences between the responses of the participants in terms of their genders. However, the results shows that the participants aged between 20-23 and 24-27 has significant differences between their responses. According to the One-Way ANOVA, the participants aged between 20-23 have more positive perceptions on “Vocational Aspects” than the participants aged between 24-27.

Another question of the research was *“Is there a significant relationship between the dimensions of the scale and how they effect each other?”* and to find answer to this question Bivariate Correlation analysis was used to identify the relationship between the dimensions of the questionnaire and to identify how the dimensions of the questionnaire affect each other Linear Regression analysis was used. The results highlight that there are direct proportion between most of the dimenstions of the questionnaire. They affect each other in a positive way. The only inverse proportion is between “pedagogical knowledge” and “vocational aspects” perceptions of the participants. On the other hand, “vocational aspects” has no effect on any dimension except for “pedagogical knowledge” dimesion. “Professional and institutional socialization” perceptions of the participants have the highest effect on their perceptions on “support/resources/supervision” while “support/resources/supervision” perceptions of the participants have the lowest effect on their perceptions on “learning and professional development”.

5.2.Pedagogical Implications

This study highlighted the perceptions of the pre-service teachers on the effectiveness of the Internsip Program. It is revealed that the Internship Program is necessary and beneficial for pre-service teachers’ professional development. It has also been found that the effectiveness of the Internship Program shapes the visions and perceptions of the pre-service teachers about their future professional teaching.

Despite of the positive feedbacks for the Internship Program, the suggestions and negative views of the pre-service teachers indicated the need for an extended practicum

model. Ewart and Straw (2005), in their study supported this idea by stating “placing the students in an extended field experience gives them the opportunity to assume the responsibilities of a practising teacher”. Moreover the PDS model, underpinned by extended practicum has been found to be efficient in the preparation of high quality teachers (Kelly, 1997). Hence the in the study it is suggested to extend the length of the practicum experience.

5.3. Suggestions and Further Research

This study was conducted with 65 pre-service teachers studying at ELT Department at Ataturk University. This study can be repeated with more participants in different places. In this study only the perceptions of the pre-service teachers were focused to determine the effectiveness of the Internship Program. Other stakeholders of the Internship Program were not targeted and this can be the focus of another research.

This research can also be repeated with beginning teachers in order to determine the impact of the Internship Program on their teaching as a professional teacher. Moreover according to the suggestions of the participants of this study, a research on the effectiveness of the extended practicum internship models can be conducted.

Considering the perceptions of the participants, the Internship Program can be developed. The age factor of the pre-service teachers can be taken into consideration while shaping the program. Also some changes can be made in the Internship Program to improve the “vocational aspects” perceptions of the pre-service teachers.

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APPENDICES

APPENDIX I-QUESTIONNAIRE

Questionnaire on the effectiveness of the Internship Program

Dear Participant,

This questionnaire was devised with the of finding out your perceptions about the effectiveness of the Internship Program offered at the Department of English Language Teaching in Erzurum Ataturk University. Please anser each question to the best of your opinion. Please read the statements and choose your answers ranging from “strongly disagree” to “strongly agree”. Your thoughtfulness and candid responses will be greatly appreciated. Your responses will be kept confidential and will be used just for research purposes.

DEMOGRAPHIC INFORMATION	
AGE	<input type="checkbox"/> 20-23 <input type="checkbox"/> 24-27 <input type="checkbox"/> 28-31 <input type="checkbox"/> 32-Above
GENDER	<input type="checkbox"/> Female <input type="checkbox"/> Male

		Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
Pedagogical Knowledge	I know how to assess student performance in a classroom					
	I can adapt my teaching based-upon what students currently understand or do not understand					
	I can adapt my teaching style to different learners					
	I can assess student learning in multiple ways					
	I can use a wide range of teaching approaches in a classroom setting (collaborative learning, direct instruction, inquiry learning, problem/project based learning etc)					
	I am familiar with common student understandings and misconceptions					
	I know how to organize and maintain classroom management					
	I know how to select effective teaching approaches to guide student thinking and learning in language learning					

		Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
Learning and Professional Development	I'm developing the necessary skills for the autonomous and competent exercise of teaching					
	Teaching practice was sufficiently varied to prepare me for the different challenges of the teaching profession					
	Teaching practice is an important complement of the first years of Initial Teacher Education					
	The first years of teacher education have prepared me for the demands of the teaching practice					
	The teaching practice has contributed to my personal growth					
Socio-Emotional Aspects	The teaching practice is positively affecting my self concept and self efficacy					
	The teaching practice has been responsible for high levels of physical weariness					
	The teaching practice has been responsible for high levels of psychological weariness					
	I've been having sleeping problems during the teaching practice					
	The teaching practice has been causing disturbances on my diet patterns (appetite, type of food consumed)					

		Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
Professional and Institutional Socialisation	Working closely with experienced teachers has been widely important to my learning process					
	It's difficult to develop team work in the school where I teach					
	I'm satisfied with the resources that the school provided for my teaching activities					
	I feel welcome in my school					
	I've got a good relationship with the school board					
Support/Resources/Supervision	My teaching practice is being closely being followed by my supervisors					
	The supervision has been an important source of emotional support					
	There is a good articulation between the university and school supervisor					
Vocational Aspects	I'm beginning to feel like a teacher					
	If I could go back, I would have chosen another course/profession					
	The teaching practice experience is making me believe that I have no vocation to be a teacher					
	I think that teaching may fulfill my expectations in terms of: Personal satisfaction/Social Status/Professional satisfaction/Economical stability/Quality of life					

APPENDIX II- CONSENT FORM FOR THE INTERVIEW

INFORMED CONSENT FORM

Title: The effectiveness of the Internship Program.

As a participant in this study, I know this study is about the effectiveness of the Internship Program that is offered at ELT Department at Ataturk University.

I understand that my participation in this study is entirely voluntary.

I understand that I have the full right to withdraw my consent and end my participation in the study at any time.

I understand the procedures in the study and I understand what will be required of me as a participant.

I understand that all my oral responses will be completely anonymous.

I hereby wish to give my consent for participation in this study. I acknowledge that I received a copy of the information consent form.

For further questions, please contact Veysel KARSLI
(veysokarsli@hotmail.com)

.....

Participant's Signature

.....

Researcher's Signature

APPENDIX III- INTERVIEW QUESTIONS

- 1) What was your first impression of the Internship Program?
- 2) What do you think about the necessity and the role of the Internship Program in your education and your professional development?
- 3) How useful was the Internship Program for you as a whole?
- 4) Have your expectations of the Internship Program been fulfilled?
- 5) To what extent were you able to make links between theory and practice of teaching in the classroom?
- 6) How helpful were the mentor teachers and the university advisors in assisting you in the planning and preparation of your lessons?
- 7) What are the challenges that you encountered during your internship?
- 8) Do you feel adequately prepared with the content and pedagogical knowledge to teach after you graduate?
- 9) What are your suggestions about the Internship Program?

APPENDIX IV- SAMPLE TRANSCRIPTION

04.05.2015

R (The Researcher): Hello, Mrs....., welcome.

I 1: Hi, thank you Sir.

R: You know the Internship Program. You have been a part of the Internship Program for almost a year. Now, I would like to learn your opinions about the Internship Program.

I 1: Sure.

R: Well, first of all, at the very beginning of the Internship Program, what was your first impression of the Internship Program?

I 1: At the very beginning, I felt very excited because I was going to practice teaching in a real life situation and to real group of students. I thought it would be very entertaining process.

R: So, how useful was the Internship Program for you as a whole?

I 1: Hmm, Sir,... I think it was very significant and useful process. It helped me to improve myself professionally and as person. I also think it was the first step of being a real teacher and it allowed me practicing what I learnt in the classroom. For instance, I learnt how to manage a classroom, how to prepare to lessons and how to use teaching approaches more effectively.

R: Well, have your expectations of the Internship Program been fulfilled?

I 1: Hmm.. To be honest, I could not fulfill my expectations, and I was expecting more from the Internship Program. I could not practice teaching well enough, I practiced teaching only one day a week. Also in the first term, we were supposed to observe our mentor teachers while they were teaching. It was a too long and boring period. It would be better if we practiced teaching instead.

R: You mean you had insufficient time for teaching practice.

I 1: Yes, surely.

R: So, to what extent were you able to make links between theory and practice of teaching in the classroom?

I 1: Like I said, in the first term we only observed our teacher while he is teaching and we kept observation reports. In the second term I had the chance to practice what I learnt but It was not enough, only one day a week. Therefore I could not put into practice everything I learnt theoretically.

R: Ok. How helpful were the mentor teachers and the university advisors in assisting you in the planning and preperation of your lessons?

I 1: I learned too much from my mentor teacher, who was very helpful, kind and patient. In the first term, when I was supposed to observe my mentor teacher, I learnt from his teaching approaches and techniques. I also learned how to manage classroom. In the second term he helped me a lot while practicing teaching. He gave advice and feedback about my teaching practice and it was very beneficial for my professional development. My university advisor on the other hand helped and guided me whenever I needed assistance about the process and requirements of the Internship Program.

R: So, you say your mentor teacher and university advisor helped you a lot during your internship process.

I 1: Yes, absolutely.

R: Well, after a long period of Internship Program, what are the challenges that you encountered during your internship?

I 1: The main challenge was the disorganization of the Internship Program. At the very beginning, I did not know what to do and I felt very confused. When I started to go to internship school, the day of internship changed a few times. This led to some problems with our university courses. Some courses conflicted with the day of internship. Then this problem was fixed. Another challenge was that although my mentor teacher was very kind and supportive of me but he sometimes interrupted me while I was teaching and this sometimes demotivated me.

R: I am also concerning your vision about your future teaching, Do you feel adequately prepared with the content and pedagogical knowledge to teach after you graduate?

I 1: Even if I do not think I adequately improved content and pedagogical knowledge, I am beginning to feel like a teacher. I can not wait to start teaching after I graduate. I can say that, despite some weaknesses and challenges of the It, the Internship Program made me love teaching more and more.

R: So, you mean the Internship Program had some positive effects on you.

I 1: Yes, certainly.

R: Well, as a final question, what are your suggestions about the Internship Program?

I 1: Hmm.., Well, the length of teaching practice should be extended. If possible, we should start teaching practice from the 1st grade. Also it should be better organized.

R: Ok. Is there anything that you would like to add?

I 1: I just want to thank you for including me in this study.

R: Well, thank you for your participation.

CURRICULUM VITAE

The author was born in Kastamonu in 1990. He completed his primary education in Elazığ, Kırşehir and Bayburt, respectively. He graduated from Niğde Anatolian Teacher High School in 2008. In the same year, he started his university education at Dokuz Eylül University, the Department of English Language Teaching. He started ELT MA program at Çağ University in 2013 and transferred his MA program to Ataturk University in 2014. Then he started to work as a research assistant at Ataturk University. Now, he still works as a research assistant at Ataturk University.