



A Comparison of Preservice Teachers and Stakeholders' Perception of ELT Practicum at Farhangian University

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Abstract

Despite its recognized importance in preparing prospective teachers for the realities of the classroom, the practicum in Iranian TEFL programs faces several challenges that can significantly impact its effectiveness and hinder the development of competent and confident TEFL teachers in the country. This study, characterized as a comprehensive nationwide triangulated project, aimed at exploring and comparing the perception of the Iranian TEFL Preservice Teachers (PSTs) and the corresponding stakeholders on major issues, problems and challenges of the practicum program at Farhangian University. To these ends, a researcher-made practicum evaluation questionnaire was distributed among the participants (including 230 PSTs and 215 stakeholders) whose answers were analyzed through factor analysis. Based on factor loadings, nine major extracted factors in the two participant groups were compared through Independent Samples *t*-tests. The results showed that PSTs and stakeholders shared common perceptions on six factors while they held different perceptions only on three other factors. A semi-structured interview was additionally designed and conducted with 15 PSTs and 15 stakeholders. Finally, 10 practicum courses were observed to obtain an accurate understanding of the current situation of ELT PSTs' internship education in Iran. The findings uncovered major issues and challenges with regard to ELT practicum including (a) limited adaptability and innovation in instructional approaches, resources, and materials utilized by the cooperating teachers who served as a role model for PSTs, (b) insufficient collaboration between educational institutions and universities, (c) lack of proper supervision by university advisors, d) insufficiency of time allotted to PSTs for teaching, and e) huge gap between theoretical concepts related to the practicum principles studied in university courses with the practical realities faced by PSTs in the school environment, to name a few. The findings of the study might firstly give some insight to universities and schools in developing and implementing high-quality practicum programs that might contribute to the advancement of ELT teacher education programs. Moreover, the study can contribute to our understanding of the extent to which PSTs can integrate theoretical knowledge into their teaching practices.

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Introduction

Teaching practicum is characterized as a multifaceted endeavor that involves PSTs, cooperating teachers, university supervisors, school and university administrators, as well as students. Teaching practicum requires PSTs to engage in different activities such as lesson planning, observing in-service teachers' classes, writing observation reports, supervised teaching, being observed by mentors, and being visited by supervising professors. According to Izadinia (2016), what makes a particular practicum different from one context to another is the extent to which this core course is taken seriously by the host education system. Moreover, the practicum differs greatly from other courses in language teacher education programs where PSTs are taught collective conceptual knowledge about language learning and teaching.

During the teaching practicum, PSTs put into practice whatever they have learned in their teacher education program. They enroll in the course to gain advantages from observing lessons, learn from the cooperating teachers and university supervisors' supervision, communicate with other school staff, and their fellow in-service teachers (Gan, 2014). In Iran, ELT teachers' preservice syllabus includes a practical aspect in which they get an opportunity to enhance their teaching skills by observing their mentor teacher, preparing lesson plans, writing lessons, and participating in practical classroom management training.

Thus, the present study deals with evaluating the practicum as one of the most influential components of ELT teacher training program in the context of Iran. In Iran, Farhangian university is a specialized university mainly responsible for training the future teachers including English preservice teachers who will be recruited to teaching enterprise by the government. However, other universities in Iran may also be engaged in teacher training, but the practicum course is not taken very much seriously there because of the lack of employment orientations.

However, despite its significance, the practicum in Iranian ELT programs faces several challenges that can hinder its effectiveness. These challenges, if left unresolved, can significantly impact the effectiveness of the practicum and ultimately hinder the development of competent and confident TEFL teachers in Iran. Therefore, it is crucial to recognize and tackle these challenges in order to improve the practicum experience and ultimately improve the standards of English language education throughout the country.

Given this, it could be argued that exploring the characteristics of ELT practicum could be of paramount importance and worth investigation which will enhance PSTs, stakeholders and decision makers' awareness of the explored characteristics. However, before embarking on the issue, an elaboration on the conceptual framework behind the study and a review of the practicum-related studies in ELT education are deemed essential.

Literature Review

Conceptual Framework

The main objective of the practicum is to give PSTs practical classroom experience. This is necessary for them to improve their teaching abilities and begin gathering experiences to

broaden their perspective as professionals. In this view, ELT practicum could be situated within the framework of the social constructivist theory (SCT) of learning. SCT is a social learning theory which was formulated by Russian psychologist Le Vygotsky (1978). Vygotsky suggested that individuals actively participate in the construction of their own knowledge (Schreiber & Valle, 2013). In his view, learning occurs primarily within social and cultural contexts. This is in contrast with other learning theories which propose learning mainly takes place within the individual (Schreiber & Valle, 2013). By the same token, in an actual teacher education setting, PSTs' obtained theories can be integrated with their professional real-life practices. In this view, the practicum can be regarded as an experience developing enterprise that holds a crucial role in teacher education programs. Since it provides extensive opportunities to make sense of actual teaching scenarios. In this sense, thus, the practical priority of the practicum is deemed to be rooted in Kolb's (1984) experiential learning theory as well as John Dewey's learning-by-doing or progressive education concept.

Based on the experiential view of learning, the practicum can be simply put as an attempt to integrate theory and practice in the PSTs' education. In fact, it prepares the PSTs to be competent teachers. Kolb's experiential learning theory highlights the importance of learners' active engaging in their education by utilizing their skills to derive meaning and applying the knowledge acquired to future experiences.

Additionally, according to Dewey (1964), "the purpose of education and the final assessment of its worth lies in its practical use and application towards enhancing the collective existence of all individuals" (p. 3). Dewey's hands-on approach of human learning places him in the pragmatic philosophy of education. For pragmatists, reality must be experienced.

Similarly, in ELT, learning involves a continuous cycle of acquiring and reacquiring knowledge that is susceptible to change and adventurous experiences over time. Therefore, in teacher education, the practicum can be regarded as the central and possibly the only course that offers such opportunities.

Related Studies

The scholars have focused on various aspects related to the analysis of the practicum program, such as the viewpoints and anticipations of both PSTs and cooperating teachers, as well as the models of mentorship connections. Researchers have looked exclusively at cooperating teachers' perceptions (Draves, 2008), PSTs' perceptions (Zanting et al., 2001; Caires & Almeida, 2007), and each side's perspectives (Abell et al., 1995; Levin & Rock, 2003; Bates et al., 2011). Abell et al. (1995), for example, identified how cooperating teachers and PSTs' responsibilities were viewed and modified after interviewing with 29 cooperating teachers and PSTs. In their research, respect and trust were shown to be the two elements which were the most important in forming the mentoring relationship that must be maintained.

Despite its significance, the practicum in Iranian ELT programs faces several challenges that can hinder its effectiveness. These issues have been addressed by some scholars and researches. For example, Izadinia (2016) looked into the commonalities and discrepancies between cooperating teachers and PSTs' opinions on the key elements of a successful mentoring relationship and how it influenced the ways PSTs built their identities. The

participants were to describe the mentoring connection using metaphors in addition to responding to the interview questions. Her research revealed no substantial disagreements between their ideas. Moreover, both sides were found to value feedback, effective communication, support, and motivation as the most crucial components.

In a qualitative case study research, [Khatib and Rahgoshay \(2021\)](#) explored the merits and demerits of the ELT practicum courses at Farhangian University. The findings of their study, though not large in its scope, revealed interesting results. Their findings confirmed that the practicum courses at Farhangian University were successful in making the student teachers ready for their real teaching practices as well as in preparing them how to overcome their negative attitudes and feelings about the teaching profession. However, they emphasized that the ELT practicum program needed some revision with respect to evaluation, quality of placement schools, and the collaboration among cooperating teachers, university supervisors and student teachers. Similarly, [Masoumpanah et al. \(2017\)](#) made a critical needs analysis of the ELT practicum courses in the same setting. The purpose of their investigation was to assess the attainment of the course objectives outlined in the practicum, as well as to evaluate the fulfillment of students' needs from the viewpoint of the stakeholders. Compared to the results of [Khatib and Rahgoshay \(2021\)](#), their findings were more pessimistic since it had revealed more major problems with practicum courses at Farhangian University.

Finally, [Lawson et al.'s \(2015\)](#) systematic review research is worth mentioning here as they examined 114 articles that had been published on the subject to examine the school practicum research. Their research sought to pinpoint the key problems as well as to present a current image of the practicum in terms of its objectives, key participants, methodology, and key findings. The findings of their investigation revealed that many of the research they analyzed included PSTs as their primary subjects. The evaluation further indicated that numerous practicum inquiries were limited in scope as they primarily consisted of qualitative research and that their conclusions were drawn from a relatively limited pool of participants. This raises the possibility of conducting additional, extensive fieldwork to gain more knowledge about the teaching practicum.

Therefore, this study sought to find answers to the following research questions:

1. What are the characteristics of Iranian ELT practicum from the PS TEFL teachers' perspective?
2. What are the characteristics of Iranian ELT practicum from the perspective of such stakeholders as in-service teachers, cooperating teachers, and supervising professors?
3. In what ways do these two groups' perceptions of Iranian ELT practicum converge and/or diverge?

Method

Research Design

The present study employed both qualitative and quantitative techniques for collecting, analyzing, and interpreting data. As [McEvoy and Richards \(2006\)](#) put it, the mixed methods research design that blends different methodologies produces a more extensive outcome.

Additionally, this study adopted a sequential explanatory mixed-methods research design (Creswell, 2009), where the participants completed a questionnaire, sat an interview and were also observed. One group of the participants included the preservice teachers and the other included in-service teachers, cooperating teachers, and supervising professors.

Participants

The sample of the study included a pool of 445 participants including pre-service, in-service, and cooperating teachers as well university professors teaching practicum course. In actuality, 514 participants were invited to take part in the study; however, 445 of them agreed with consent to participate. As the main tool of the study, a researcher-made questionnaire called Practicum Evaluation Perception Questionnaire (PEPQ) was distributed among PS ELT teachers and the stakeholders involved in the ELT practicum program at different branches of Farhangian University. The mean age of the PSTs was 22.36 studying BA degrees in ELT. The sample of stakeholders included in-service teachers (N=140), cooperating teachers (N=60), and university supervisors (N=11).

A total number of 15 PS TEFL teachers and 15 stakeholders who had already completed the questionnaire survey were randomly selected and asked to attend a semi-structured interview on issues related to ELT practicum. Teaching practice of ten PSTs was recorded for observation purposes. However, since the interview and observation participants were randomly selected, it was not possible to ensure an equal number of male and female participants. The participants who were available and whose consent was obtained, took part in the study. Consequently, a portion of the participants (14%) who declined to take part in the study were graciously acknowledged and subsequently excluded from the study. The participants' demographic information is presented in Table 1.

Table 1. DEMOGRAPHIC Information of the Participants

	Preservice Teachers		Inservice Teachers				Cooperative Teachers						University professors					
	BA		BA		MA		PhD		BA		MA		PhD		MA		PhD	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
Total sample	115	119	31	36	22	28	1	2	8	12	16	19	3	2	8	5	11	7
Interviewed sample	8	7	0	1	1	1	1	1	1	1	1	0	1	1	1	1	2	1

Note. M= Male, F= Female, BA= Bachelor of Arts, MA= Master of Arts, PhD= Doctor of Philosophy

Instrumentation

The Practicum Evaluation Perception Questionnaire

To fulfill the triangulation purposes of the study, three different instruments were used in this study. The first and the most important instrument to assess PSTs and stakeholders' perceptions of the characteristics of Iranian ELT practicum program was a researcher-made questionnaire called Practicum Evaluation Perception Questionnaire (PEPQ) (Appendix A). The questionnaire consisted of two main sections namely, the demographic information section and the respondents' perceptions section which examined the quality of Iranian ELT practicum experienced by student teacher and stakeholder respondents. This five-response Likert scale

questionnaire consisted of 59 items and was used to allow the participants to express how much they agreed or disagreed with the given item's content ranging from Strongly agree (5), Agree (4), No Idea (3), Disagree (2), to Strongly Disagree (1). The questionnaire items were developed in a manner that tapped the features of both respondent groups, thereby, making the comparison of the two groups' perceptions possible and logical.

As there was no single questionnaire that fitted the purpose and context of the study, the questionnaire items were developed by the researchers themselves. The questionnaire underwent a pilot test involving a cohort of 80 participants who shared similar characteristics. These individuals were asked to provide their feedback on the questions and to identify any ambiguities present in the items.

Subsequently, the validity of the questionnaire was assessed by conducting a Varimax rotation, the results of which confirmed its validity, as indicated by a KMO measure of Sampling Adequacy of 0.91 and Bartlett's Test of Sphericity being significant ($=0.000$). Finally, to evaluate the internal consistency of the questionnaire, Cronbach's Alpha reliability was calculated yielding a value of 0.93.

Semi-structured Interviews

To address the first two research questions in depth, two semi-structured focused-group interviews were employed. This instrument included one version for PSTs and another for stakeholders. To avoid any misunderstandings, the interviews with the PSTs were conducted in Persian while for the stakeholders' group, it was conducted in English. The interview validity, in terms of its content and questions, was judged by two experts in the field of TEFL.

Observation

In addition to interviews, observation was another tool to address the first two research questions of the study more deeply. After receiving the required permissions, ten classes in practicum placement schools were randomly selected and observed. For this purpose, PSTs' practice-teaching sessions were audio-recorded. Non-participant observation was used. The observation was of the semi-structured type. A researcher-made questions list was used as a guide to systematically observe the audio-recorded sessions. The content and questions of the observations were evaluated for validity purposes by two experts in the relevant field of TEFL.

Procedure for Data Collection and Analysis

This study adopted an explanatory sequential mixed-methods research design (Creswell, 2009) as mentioned earlier. The participants included two groups; one group included the PSTs and the other involved in-service teachers, cooperating teachers, and supervising professors.

The very first step in the procedure of the study was the preparation of an ELT PEPQ. The items were obtained from some already-validated questionnaires and also focus group discussions with a pool of 20 in-service teachers, cooperating teachers and university supervisors. Three experts were then asked to give their opinions on the items to be included or excluded. After pilot testing the questionnaire and checking it for any ambiguity, it underwent a principal component factor analysis with Varimax rotation for revalidation purposes.

During the second step, the researcher-made questionnaire was distributed among the PSTs who had currently taken the practicum course as an applied course of study at Farhangian University as well as the stakeholders involved in the ELT practicum program. They filled the instrument and the collected data were analyzed then. For the analysis of the questionnaire data, an exploratory factor analysis was run by SPSS version 25. The items which were loaded under a common category of factors were interpreted using the interview information. Based on factor loading results, nine major extracted factors in the two participant groups were compared through Independent Samples *t*-tests.

During the third and fourth steps of the study, the interview content and observation sessions which were recorded using an audio device, were transcribed, and assessed for content analysis. The observation of PSTs' performance in the real classroom environments at schools and their interaction with the cooperating teachers were monitored by one of the researchers. Subsequently, the collected data were organized and analyzed in terms of frequency based on the premises of grounded theory. In order to investigate the potential discrepancies between participants' beliefs regarding the practicum course and their actual practices within the classroom, the PSTs were interviewed again throughout the fifth phase.

Results

Identifying the PSTs and Stakeholders' Perception of the Characteristics of ELT Practicum

To address the first and second research questions of the study, which were designed to identify the Iranian TEFL PSTs and the corresponding stakeholders' perception of the characteristics of ELT practicum program, a Likert-scale questionnaire (i.e. PEPQ) was developed. The results of the questionnaire data were analyzed by means of factor analysis. Specifically, factor analysis with varimax rotation was employed to assess the underlying structure of the 59 items included in the questionnaire during the study phase. The calculations included communalities, factor loadings for the items of the PDPQ, eigenvalues, and the percentage of variance explained by each factor.

Using Varimax Rotation, the main factors were extracted. The factor loadings of 11 extracted factors, that is, the correlations between factors and questions were calculated. The minimum significant factor loading in this study came to be 0.40. Ultimately, after rotation, nine factors accounted for 66.274% of the total variance of the questionnaire. The first factor accounted for 13.079%, the second factor 8.822%, the third factor 8.033%, the fourth factor 7.339%, the fifth factor 6.328%, the sixth factor 6.114%, the seventh factor 5.852%, the eighth factor 5.496% and the ninth factor explained 5.212% of the total variance. Finally, to account for the internal consistency of the questionnaire, Cronbach's alpha reliability of the questionnaire was estimated which turned out to be 0.93. Consequently, considering 9 factors for this questionnaire, PEPQ proved to be a reliable and valid model/inventory for measuring EFL PSTs and stakeholders' perception of practicum program.

Descriptive statistics of the extracted factors of PSTs and stakeholders are presented in Table 2.

Table 2. Descriptive statistics of the extracted factors of PSTs and stakeholders

	Type of respondents	N	Mean	Std. Deviation	Std. Error Mean
factor1	PST	230	3.50	.98	.06
	Stakeholders	215	3.74	1.02	.06
factor2	PST	230	3.57	.88	.05
	Stakeholders	215	3.77	.93	.06
factor3	PST	230	3.40	.89	.05
	Stakeholders	215	3.18	1.07	.07
factor4	PST	230	3.53	1.02	.06
	Stakeholders	215	3.29	1.24	.08
factor5	PST	230	3.69	.96	.06
	Stakeholders	215	3.70	.99	.06
factor6	PST	230	3.18	.99	.06
	Stakeholders	215	2.97	1.09	.07
factor7	PST	230	3.34	.79	.05
	Stakeholders	215	3.54	.71	.04
factor8	PST	230	3.30	.90	.05
	Stakeholders	215	3.41	.93	.06
factor9	PST	230	3.36	.90	.05
	Stakeholders	215	3.71	.80	.05
Total	PST	230	3.41	.50	.03
	Stakeholders	215	3.58	.52	.03

According to Table 2, the total mean difference 0.17 between the two groups indicates the similarity of PSTs and stakeholders' views on the characteristics of the ELT practicum at Farhangian University. However, stakeholders expressed more agreement in evaluating the program in 5 factors regarding factors 1,2,7,8, and 9 while PSTs weighed the program only in 3 factors of 3, 4, and 6 higher than stakeholders. In factor number 5, the respondents' mean was somehow the same for both groups.

Moreover, in order to shed more light on the characteristics of the practicum program, the descriptive statistics of the respondents' answers to every single item of the questionnaire were extracted, comprising frequency, mean, standard deviation, and factor loading of the items included in every factor. Examining the average mean for every single item of the questionnaire in each factor also yielded interesting results; Table 3 demonstrates the descriptive statistics of the four items with the highest and lowest mean (extreme items) among 59 items.

Table 3. Frequency, mean, standard deviation, and factor loading of the extreme items

Item	S. D	D	N. I	A	S. A	Mean	SD	Factor Category	Factor loading
15	23	22	72	69	259	4.17	1.17	5	.74
	5.2%	4.9%	16.2%	15.5%	58.2%				
	6.3%	6.7%	23.1%	26.7%	37.1%				
26	26	24	91	110	194	3.94	1.17	5	.83
	5.8%	5.4%	20.4%	24.7%	43.6%				
	7.0%	7.9%	20.2%	22.7%	42.2%				
22	69	78	155	94	49	2.95	1.20	6	.76
	15.5%	17.5%	34.8%	21.1%	11.0%				
	77	73	142	74	79				
58	17.3%	16.4%	31.9	16.6	17.8	3.01	1.31	5	.56
			%	%	%				

As indicated in Table 3, differences in specific characteristics were identified between the two groups in only four items (i.e. items 15, 22, 26, and 58) out of a total of 59 items in the questionnaire, each addressing a particular teacher characteristic. The remaining items did not display significant differences between the two groups and are therefore not naturally dealt with in this paper. As illustrated in Table 3, the means for the items varied from 2.95 to 4.17, indicating that all items received moderate to high mean scores. The results suggest that the respondents generally agreed or strongly agreed with the majority of the items, with item 15 having the highest mean score ($M=4.17$), '*The current ELT practicum leads to identifying the most necessary and appropriate skills of content knowledge (English proficiency enhancement)*' followed by item 26 ($M=3.94$), '*Pre-service English teachers' knowledge of working and cooperating with others can be increased by the ELT Practicum.*'. The next lowest mean belongs to item 22 ($M=2.95$), '*In the current ELT practicum work, the cooperating teachers facilitate the teaching process and make it fun for the pre-service English teachers*' followed by item 58 ($M=3.01$) '*The English cooperating teachers see their mentoring role as an interruption of their teaching and time*'.

It is clear from Table 3 that 73.7% of the teachers indicated their agreement or strong agreement with item 15, which states that '*PD activities can help EFL teachers to enhance their knowledge of methodology of teaching (i.e. pedagogical knowledge)*'. In contrast, only 10.1% expressed disagreement or strong disagreement with this statement. A similar trend is observed for item 26, where 68.3% of the teachers agreed or strongly agreed while merely 11.2% disagreed or strongly disagreed.

Items 15, 26, and 58 having the highest, the second highest, and the second lowest means, respectively, were loaded under the same factor, i.e. factor number 5, which seemed to index *effect of the practicum on the educational system*. It accounted for 6.32% of the total variance. The mean of 3.69 for the items of this factor indicates both groups' high agreement with the effect of the practicum on the educational system. Factor loading of item 15 was .74, item 22 and 58 had factor loadings of .76 and .56, respectively.

The second lowest item mean was for item 22 which belonged to factor number 6 which seemed to index the role of the cooperating teachers in the success of the practicum. This factor accounted for 6.11% of the overall variance. The mean of 2.95 for the items of this factor specifies two groups' lowest amount of agreement with the impact of the cooperating teacher on the effectiveness of the practicum. Factor loading of item 22 was .76.

Overall comparison of preservice and stakeholders' perception based on questionnaire results

To address the third research question which sought to explore whether, overall, there were any significant differences between students and teachers' perception of ELT practicum characteristics at Farhangian University, an Independent Samples *t*-test was conducted to compare the means, the results of which are presented in Table 4.

Table 4. Independent Samples *t*-test Comparing the Means of PSTs and Stakeholders

Factor	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	t	df	Sig. (2- tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Factor1	.17	.67	-2.51	443	.01	-.23	.09	-.42	-.05
Factor2	1.10	.29	-2.33	443	.02	-.20	.08	-.37	-.03
Factor3	1.99	.06	2.29	443	.02	.21	.09	.03	.39
Factor4	2.10	.05	2.18	443	.02	.23	.10	.02	.44
Factor5	.00	.95	-.04	443	.96	-.00	.09	-.18	.17
Factor6	2.94	.08	2.09	443	.03	.20	.09	.01	.40
Factor7	.91	.33	-2.77	443	.00	-.19	.07	-.33	-.05
Factor8	.09	.76	-1.25	443	.21	-.10	.08	-.28	.06
Factor9	.77	.37	-4.29	443	.00	-.34	.08	-.50	-.18
Total	1.19	.27	-3.37	443	.00	-.16	.04	-.26	-.06

As indicated in Table 4, there was a significant difference between PSTs and stakeholders in four factors, which include factor n1, the *effect of practicum on educational and teaching competence*, factor n2, the role of the university in the success of practicum, factor n3, *the effect of practicum on teacher training*, and factor n4, *the effect of practicum on the interaction among stakeholders*. In these four factors, stakeholders' evaluation of the practicum program was more optimistic than PSTs'.

On the other hand, as shown in Table 4, a significant difference was observed between the two groups in three factors namely factor n5, *the impact of practicum on students' personal and social lives*, factor n6, *the impact of practicum on students' professional development*, and factor n7, *the role of the cooperating teacher in the success of the practicum* ($p < 0.05$), meanwhile in these three latter factors, PSTs were more optimistic than the stakeholders. However, there was no significant difference between the two groups in the impact of practicum courses on the educational system and providing feedback ($p > 0.05$) and both groups have evaluated the impact of these two factors equally.

The Results of Interview and Observation with PSTs and Stakeholders

To further validate the data and enhance the understanding of the findings from the questionnaire, 15 PSTs and 15 stakeholders participated in individual semi-structured interviews consisting of 12 questions. The responses provided by the interviewees were audio-recorded, transcribed, subjected to content analysis, coded, and ultimately converted into quantitative data. Additionally, according to Soodmand Afshar and Ghasemi (2018), as the agreement of teachers stated beliefs and their practices in the classrooms might not have always been found to be in accordance with each other, it was decided to observe 10 PSTs and stakeholders' practices in their practicum practice placements. The findings from the interviews and observations, along with the discrepancies identified between them and the outcomes of the Chi-square analyses, which assisted the researcher in addressing the third research question of the study, are encapsulated in Table 5.

Table 5. *The Results of Interviews and Observations*

Question Title	PST				Stakeholders							
	Intv.		Obs.		Pearson Chi-Square	sig.	Intv.		Obs.		Pearson Chi-Square	sig.
	F	P	F	P			F	P	F	P		
1. Who is the most influential figure in the success of the practicum?												
1. PST themselves	2	13.33	3	20	1.38	.71	4	26.33	3	20	.11	.99
2. University supervisor	4	26.33	5	33.33			8	53.33	5	33.33		
3. Cooperating teacher	8	53.33	7	46.66			4	26.33	3	20		
4. Other school staff	1	6.66	0	0			2	13.33	1	6.66		
2. What is the most dominant teaching style during the current ELT practicum?												
8. Learner-centered	3	20	3	20	.88	.64	5	33.33	3	20	7.92	.01
9. teacher-centered	10	66.66	8	53.33			5	33.33	8	53.33		
10. Both	2	13.33	4	26.66			5	3.33	4	26.66		
3. What is the most important requirement for the PSTs to learn after the current practicum course?												
11. communication skills	2	13.33	2	13.33	2	13.33	2	13.33	2	13.33	4.26	.37
12. Reflective thinking	1	6.66	2	13.33			2	13.33	2	13.33		
13. Teaching methodology	10	66.66	6	40			5	33.33	6	40		
14. Testing skills	1	6.66	2	13.33			3	20	2	13.33		
15. how to adapt themselves to educational system	1	6.66	3	20			3	20	3	20		
4. Which medium of instruction works better during ELT practicum?												
16. English	5	33.33	4	26.66	.55	.75	8	53.33	4	26.66	10.44	.00
17. Persian	5	33.33	7	46.33			2	13.33	7	46.33		
18. Both	5	33.33	4	26.66			5	33.33	4	26.66		
5. Do you think PSTs are provided with enough feedback (by cooperating and/or university teachers)?												
19. Yes	3	20	5	33.33	.68	.40	12	80	5	33.33	13.03	.00
20. No	12	80	10	66.66			3	20	10	66.66		
6. Do you think Practicum time is enough in Iranian TEFL curriculum?												
21. Yes	6	40	4	26.66	.60	.43	8	53.33	4	26.66	8.36	.00
22. No	9	60	11	73.33			7	46.66	11	73.33		

Note. Q= Question, Intv. = Interview, Obs.= Observation, F= Frequency, P= Percent

The comparison of the interviews and observations illustrated in Table 5 reveals several noteworthy results. The beliefs and practices of the participants included six main categories scattered in 22 separate items. The results of the Chi-square analyses indicated that significant differences existed between the interview and observation results for the PSTs across all categories. In contrast, the stakeholders exhibited significant differences in their interviews and observations in only two instances.

The overall conclusion drawn from this analysis is that there is a notable discrepancy between the interviews and observations, particularly regarding practicum evaluation beliefs and practices. For the PSTs, discrepancies were identified in all cases, while the stakeholders' group showed mismatches in only two instances. This finding is further corroborated by the quantitative aspects of the study. A comprehensive list of all interview questions can be found in Table 5, and the results from both interviews and observations are discussed thematically in detail, with triangulation against the findings from the Chi-square analyses.

The findings from the Chi-square analyses presented in Table 5 indicate that there were notable discrepancies between the statements made by the PSTs during the interviews and the actual observations recorded in their practicum courses. The most pronounced mismatch between the two groups pertained to considering university supervisors as the single most important figure in the practicum program. More than half of the stakeholders (53%) believed in the role university professors played in the practicum program, while in practice, this case was only observed by 33%.

The results of Chi-square analyses in Table 5 shows that both groups believed in the dominance of teacher-centered teaching style in the practicum program. However, the obtained P value for the PSTs group is more than 0.05 and for stakeholders is less than 0.05 which shows the mismatch between PSTs' interview and observation results whereas stakeholders' beliefs and observed practices completely match. The most significant difference is seen in both groups' beliefs in the dominance of teacher-centered approaches. While 66% of PSTs reported this approach was the most prevailing teaching method, only 33% of the stakeholders believed this teaching method as the most central teaching style of practicum program.

Both preservice teachers and stakeholders believed that the most necessary skill needed to be learned by the PSTs after the current TEFEL practicum program was teaching methodology. Sixty-six percent of the PSTs and 33% of the stakeholders reported this factor as the main skill to be learned after the program. The interesting finding was that observation results were somehow in constant for this case in both groups, 33% for both groups, so the cause of mismatches must be sought in the other three skills.

Moreover, it was indicated that the preferred medium of instruction for each group differed; whereas, 33% of PSTs group' main choice was Persian, 53% of the stakeholders favored English. In addition, the interesting finding is that the percentage of PSTs in interview is quantitatively very close to the actual practice in exclusive use of English or Persian.

According to the results of Table 5, the highest amount of mismatch was found with respect to feedback provision in the TEFL practicum; while 80% of the PSTs believed that they were not provided with enough feedback, just 20% of the stakeholders had the same belief.

Comparing it to the actual 33% of feedback provision in ELT practicum, it seems that the PSTs' prediction was more exact. There is no statistically significant relationship between the beliefs and observed practice time of PSTs as the p-value for this question was found to be 60.

Finally, sixty percent of PSTs and 46% of the stakeholders believed that there was enough time for the practicum program. However, in practice, the observed lack of time in covering the practicum syllabus was 73%.

Discussion

The first research question of the present study aimed to investigate the perceptions of Iranian EFL PSTs regarding the ELT practicum and the second research question of the present study aimed to discover stakeholders' perceptions of the Iranian ELT practicum. To answer these two questions and in order to deeply scrutinize and analyze the characteristics of the practicum in more detail and specificity on the basis of its main features, and to highlight its strong points as well as to pinpoint exactly where and in which areas the ELT practicum program was failing and was, thus, in need of attention and revision, a researcher-made evaluation inventory was developed. Soodmand Afshar and Hosseini Yar (2019) assert that while the significance of certain concepts in EFL education is recognized, the method of evaluating those concepts is of utmost importance. Similarly, despite the fact that the significance of the practicum has been acknowledged by many scholars, the method of its evaluation is still a determining factor. That being so, a comprehensive examination and discussion of the factors of the researcher-made practicum questionnaire of the present study and the findings of interview and observation enquiries are presented to shed more light on the characteristics of the ELT practicum program at Farhangian University.

The first factor which seemed to index *the effect of practicum on educational and teaching competence* is much related to the concept of pedagogical competence as one the aspects of the teacher traits explored by Mozafarianpour et al. (2023) who developed an instrument for measuring students' trust. Theories related to teaching competence include the concepts of linguistic, learning, educational, social, and technological competences, which are positively related to innovative teaching performance.

In this study, by teaching and learning we meant the teacher's ability to articulate concepts clearly to the student. the subject of the study, their adequate knowledge of different teaching theories and language teaching and assessment methods and techniques, their ability to teach flexibly in a way that best fit students' age and linguistic levels, their knowledge of classroom management hints and techniques. Questionnaire results showed that the majority of the participants believed that improving teaching skills was of utmost importance for PSTs in the practicum, however, interview data showed that nearly two thirds of the PST's expectation regarding this factor was not fulfilled whereas the stakeholders believed that the practicum was successful enough in modelling teaching and testing methods for PSTs. However, one of the interviewees spoke very highly of his former cooperating teacher as follows:

As an in-service teacher with more than 20 years of teaching experience, I still owe what I know about teaching methodology not to the books I studied and courses I took in the University, I learned everything about teaching when I was a student-teacher in a

placement school with Mr. Amini who was my cooperating teacher then. He was a perfect teacher. Good old days!

The second and sixth factors seemed to index *the role of university* and *the cooperating teachers in the success of the practicum*, respectively. These two factors somehow represent theory and practice in Deweyan experiential learning theory. When it comes to the practicum, theory and practice are thick as thieves, that is to say no one can be favored over the other. Accordingly, it was decided to discuss them together here. For successful practicum outcomes, a good relationship between the PSTs and their mentors is a necessity. According to Zeichner (2002), a safe practicum environment provides them with sufficient emotional support. It is in such a safe and sound setting that, the university as well as the placement school that the would-be-teachers' voice is well heard and their freedom of action could be guaranteed. However, according to Ulvik and Smith (2011), for ensuring the success of any innovation a careful equilibrium must be maintained between providing support and presenting challenges. Zeichner (2002) asserts that cooperating teachers play a crucial role in influencing the quality of education received by student teachers. (p. 59). Therefore, a high-quality university program serving as the theoretical source of practicum knowledge as well as a knowledgeable and skillful cooperating teacher activating and enriching the practical aspect of a practicum course can be regarded as the primary factors that significantly influence the learning and development of PSTs.

The third factor which seemed to index *the impact of practicum on students' personal and social lives* echoes the recommendations made by Abell et al. (1995). According to their findings, respect and trust were shown to be the two elements which are the most important in forming the mentoring relationship. Social and moral constructs like respect, trust, honesty, discipline, and punctuality can be formed in the practicum thereby making it as a real-life enterprise. Likewise, Gan (2013) and Yuan and Lee (2014) posited that the practicum experience could influence the belief systems, as well as the future emotions and choices, of student teachers. Therefore, practicum can provide PSTs with a great opportunity to practice social and personal lives. According to Khatib and Rahgoshay (2021), this happens solely through being in constant and constructive interaction with the school community including other teachers, school staff, students, and even students' parents.

The fourth factor which indexed *professional development in the practicum* and the fifth factor that indexed *the effect of the practicum on the educational system* were among the most significant characteristics of any practicum program. According to the questionnaire results, the advantage of PD in heightening the PSTs' methodological knowledge of teaching was evident. The findings uncovered that most of the PSTs believed that PD related activities in the practicum will boost their teaching quality. In support of this stance, one of the university supervisors stated,

To the extent of my knowledge and experience, most teachers' perception of PD is an integral part of their teaching and testing methods.

Therefore, it can be concluded that for most teachers, PD activities are mostly synonymous with pedagogical knowledge. Accordingly, it is also wise to conclude that in practicum, teachers would be more likely to seek for the PD opportunities only if they were made aware

of the significance of the issue, a responsibility which is needed to be burdened collaboratively by both cooperating teachers and university professors. Numerous comparable studies conducted on the subject have also expressed these concerns. Avidov-Ungar (2016) determined that some of the teachers sought professional development to enhance their understanding of teaching methodologies, which was viewed as a goal for lateral development. Berliner (2001) posits that teachers who favor this approach have reached the pinnacle of professional development. Other similar studies like the one by Soodmand Afshar and Ghasemi (2018) have also demonstrated that teachers perceived PD helped them expand their pedagogical knowledge subsequently leading to the quality of educational system. One of the participants who was the dean of a branch of Farhangian University asserted that:

They did whatever they could not let this university be recognized as a pilot for teacher training and education in the country, but we could convince them and the authorities that teacher training is more of practice than theory. Actually, what makes us different and recognized from other rival universities is our realistic and high-quality practicum program. It is really our trump card. The reason is that we are in constant touch with schools. Most of our lecturers and faculty members were once school teachers. Here the practicum is the core. It has always been taken much more seriously than any other universities.

In this sense, if implemented properly with high standards and satisfactory quality, the practicum can be regarded as an attempt to make effect on the whole education system. As it was evident from the last interview extraction and based on the survey done by the researcher on the history of establishment of this university, it was obvious that one of the main motifs for entrusting teacher education to Farhangian University was the ingenuity, originality, and seriousness with which this university has been offering the practicum program over time. Moreover, since here the emphasis is put on 'performance, the agency of the theory-oriented-universities, if not totally undermined, will be reduced to a large extent. This implies Biesta's (2015) use of qualification in teacher education on how knowledge, skills and actions are combined to make the ultimate goal of education.

The seventh factor seemed to index *the effect of practicum on teacher training* which is in line with the findings of Beck and Kosnik (2002) and La Boskey and Richert (2014) who highlighted the significance of the setting, the supervisors, and the perception of teacher education, which includes the practical training. However, as Blömeke and Pain (2008) specify, there is a lack of consensus regarding the most effective methods for training teachers which raises the question of required knowledge type as well as the venue where teachers best gain that. Here, according to Ulvik and Smith (2011), Aristotle's notions of episteme, techné, and phronesis hold significant value. Episteme refers to the realm of general knowledge and can be synonymous to the theoretical knowledge preservice teachers are expected to gain in the university setting though this kind of knowledge according to Eisner (2002) does not change over time and/or place. Techné is the metacognitive knowledge and refers to strategies or techniques taught in practically-oriented sites. This kind of less theoretical knowledge is the experience that cooperating teacher is going to transfer to PSTs. Phronesis or the practical wisdom, is developed by practice and connects episteme and techné (Brunstad, 2009 as cited

in Ulvik & Smith, 2011). Phronesis thus is what makes connection between practical and theoretical knowledge in practice and, in a sense, is parallel to what happens in a quality practical teacher training program, i.e. the practicum.

The eighth factor seemed to index *the feedback*. Highlighting this, Izadinia (2016) revealed that the most crucial components in building professional identity of PSTs was feedback. In her research, she examined cooperating teachers and PSTs' perceptions of the key elements of a successful mentoring relationship in shaping the PSTs' professional identity. However, it should be added that the quality of the cooperating teacher's feedback is also of utmost importance. In contest to university professor's feedback which comes to be more theoretical than practical, cooperating teacher's teaching quality serves as the most enduring feedback in the PSTs' mind. This latter issue is more related to the first extracted factor of this study that seemed to index '*educational and teaching qualifications*'. However, high-quality feedback may neither solely come from a cooperating teacher who has a somehow limited theoretical knowledge, nor can it be descended from a university supervisor with partial practical abilities. Hence, talking about feedback entails not only theoretical and practical aspects, but also modeling and teaching methodology as recommended by Ulvik and Smith (2011). In this sense, comprehensive feedback as a kind of modelling is an issue of reasoning on the part of PST by venturing in the work of reflection on action and going beyond mere imitation. Achieving this level of PST autonomy demands more dialogs between the cooperating teacher and university supervisor, the missing link in the practicum.

The ninth factor indexed *interaction among stakeholders* in the practicum. There was a high agreement between the two groups of participants' perception on interaction factor among stakeholders in the practicum. One of the challenges of practicum which was complained by the majority of the PSTs was the lack of enough and adequate interactions between stakeholders themselves and with the PSTs. One of the PSTs who was interviewed complained that,

It seemed there was no contact between them [i.e., the cooperating teacher and the university supervisor] except for my introductory session when they first and last met each other.

Moreover, based on the evidence from the interview data, it can easily be understood that the amount and quality of interactions between cooperating teachers and the university supervisors were not satisfactory. This drawback will not be without consequences for PSTs' social life. The assumption underlying this fact is that if the cooperating teacher believes in the student teacher and takes their presence and position more seriously, it will change their mentoring approaches for better, which will then facilitate their practicum learning. The problem with insufficient interaction or lack thereof among practicum members does not seem to be confined to the Iranian context. In the same vein, the findings of a qualitative case study by John and Gilchrist (2006) showed that, professional learning of the PSTs was so much effected by the dynamics, qualities and characteristics of the verbal interchange between the PST and the cooperating teacher.

Without doubt, practicum makes effect on social life of the PSTs. In fact, attending practicum, PSTs practice how to interact well with school community members. In a real

school atmosphere, they have this opportunity to meet school staff as well as the student's parents and get familiar with their expectations. Pursuing for the causes of the inadequate patterns of interaction among the practicum member, power relation was found to be a determining factor hindering the interaction between the PSTs and the whole school community. One of the PSTs regarded power issue as the main cause of her weak interaction with the school community. In justifying her observed miscommunications and limited interaction occurring among her, her students, other school staff, the cooperating teacher and the university supervisor, she stated that,

Nor these guys neither the students have high opinion of us, when my cooperating teacher looks at me like one of her students what can you expect from the tutors? All in all, nobody take[s] us seriously here.

These statements here are in line with the findings of the case study of Hyland and Lo (2006). Their research focused on the interaction patterns between six English as a Second Language (ESL) student teachers and their university mentors throughout their teaching practicum. By analyzing the influence of the mentors' feedback, they underscored the ways in which the student teachers' responses were shaped by the existing power relations.

Exploring the difference between PSTs and Stakeholders perceptions of the ELT practicum was the second issue that was examined in the present study which was posed by formulating the third research question of the study. The results of data analysis indicated a significant difference between the PSTs' viewpoints and those of the Stakeholders in 6 areas with respect to the extracted factors explored by running an exploratory factor analysis which was then subjected to an independent samples *t*-test.

A significant difference was found between PSTs and stakeholders in 4 factors, including the *effect of practicum on educational and teaching competence*, the role of the university in the success of practicum, *the effect of practicum on teacher training*, and *interaction among stakeholders*. However, stakeholders evaluated the practicum more influential than PSTs. However, a significant difference was also found between the two groups in three factors namely *the impact of practicum on students' personal and social lives*, *professional development*, and *the role of the cooperating teacher in the success of the practicum*; meanwhile, PSTs were more satisfied with these three factors than the stakeholders. Yet, there was no significant difference between the two groups in the impact of practicum courses on the educational system and providing feedback as both groups evaluated these two factors equally.

One reason for this mismatch is due to the fact that in these three first areas, the stakeholders are in charge and it is thus natural for them to evaluate stakeholder-related issues more positively. While in the three latter cases, the PSTs are the beneficiaries. Moreover, as these factors deal with expanding PST's pedagogical knowledge, it was decided to subsume and discuss them under the factor *extending the pedagogical and didactic competence*.

Interview and observation extracted results also echoed these mismatches as half of the stakeholder informants believed in the role of practicum in extending teaching and testing knowledge of the PSTs, nearly half endorsed the role of university professor in the success of

the practicum and more than one third highlighted the influence of practicum in teacher training achievements. Stakeholders emphasize that the practicum is a great opportunity for the PSTs to put into practice whatever theoretical knowledge they have gained in the university especially teaching and testing methods thereby leading to influential teacher training. One of the stakeholders supported this by stating,

At university, PSTs are well taught about teaching-learning theories; nonetheless, unless they experience the actual school climate, the teacher education mission will not be accomplished.

It is evident from the above extract that teacher training is a common practice of university and the practicum placement schools. These are in line with the argument made by Zeichner (2010) whose findings regarded the loose interaction between the cooperating teacher and the university supervisor as the major drawback in teacher training program. In the same vein, based on the findings of other studies in the literature (e.g., Stanulis & Russell, 2000; Ulvik & Smith, 2011; Khatib & Rahgoshay, 2012), one of the most important issues in the practicum tended to be the quality of relationship that PSTs had with their cooperating teachers. One of the PSTs stated that,

The most important thing for me, even more vital than learning to be a qualified teacher, is feeling of getting welcomed and accepted by the school staff and students.

To be included in the school culture is also voiced by Ulvik and Smith (2011). In the second period of their practicum program, student teachers emphasized the quality of mentoring more than the first phase of offering the program. Similarly, a university supervisor commented that,

Mentoring is a mutual responsibility. On one side are university and cooperating teachers and on the other side are the PSTs. Our role is clear but PSTs are also needed to be mentally and academically ready to enter the program.

In this sense, it can be concluded that in the practicum, mentoring is a responsibility that should be shouldered by both cooperating teachers and university supervisors collaboratively and simultaneously not separately and one after the other, i.e. not first on campus, then at schools. This latter case highlights the importance of the interaction between university and school. Moreover, being active, knowledgeable and motivated participant in the program are the requirements and demands made on the PSTs. Doing so according to Ulvik and Smith (2011) the practicum changes to a *training arena* rather than a mere education pitch.

Conclusion and Implications

The practicum, an integral component of PST education, plays a pivotal role in preparing prospective teachers for the challenges and requirements of the educational environment. By providing PSTs with hands-on teaching experiences in real-world school settings, the practicum fosters their development as effective educators and bridges the disparity between theoretical understanding and practical implementation. The role of the ELT practicum in the education of PSTs during their teacher training program is widely recognized as extremely important. During this practical course, PS ELT teachers need serious backing. In this regard, cooperating teachers are considered as the central source of this support. Cooperating teachers play an influential role in a PST's training and teaching practice (Allen, 2011). Nonetheless,

the English language teaching program in Iran lacks adequate research that explores the different viewpoints and experiences of PS ELT teachers regarding the assistance they anticipate, require, and receive throughout their practicum experience, let alone the researches' comparing the stakeholders' perceptions with those of the PSTs both worldwide and in Iran (Gholami & Qurbanzada, 2016).

The practicum holds utmost significance in teacher training programs as it serves as the central and potentially exclusive course that assures numerous opportunities to establish significance in an actual teaching environment. Consequently, the practicum stands out from the rest of the courses in a language teacher education program as it enables PSTs to acquire collaborative and theoretical knowledge about learning and teaching of language. Accordingly, identification of the challenges and barriers that PSTs and their cooperating teachers as well as supervising professors may encounter, will make practicum more practical and serious for the decision makers. Consequently, findings of the present study can benefit the way this practical course is offered and implemented both at schools and universities. Moreover, the authorities in charge at universities and schools should enhance their understanding of the practical significance of the teacher training process.

The findings of the present study also indicate that certain characteristics of ELT practicum in Iran should be considered when implementing practical changes even though these characteristics may not be atypical to this particular context. First and foremost, PSTs' voices need to be heard and negotiated by different stakeholders involved. Thus, in order to call for a constructive change in practice and an accurate evaluation of the ELT practicum, all beneficiaries' perceptions should be taken into account. Thus, as the results of the questionnaire, interview and observation indicated, decision makers in the realm of teacher education should take the practicum more seriously if they want to establish a bridge between theory and practice. To reach this goal, a more serious collaboration between the university supervisors, PSTs and cooperating teachers is required. University supervisors should not be detached from the school community. Moreover, by providing PSTs with useful feedback, cooperating teachers need to keep their pedagogical knowledge more updated, and PSTs also need to be motivated and willing in taking the professional development adventure. They can get best of the practicum as a learning opportunity to boost their social and professional life. A practicum program like this can make changes not only in PST's future professional life but in the education system as a whole.

This study extended the literature by conducting empirical research that developed a questionnaire for critically evaluating the ELT practicum. Furthermore, the results of this study hold significant practical implications for the daily practices of PSTs and educators. According to the findings of the study that were discussed above, two major challenges of the ELT practicum were found to be lack of enough interaction between PSTs and stakeholders. The other most important problem was inadequate feedback from university supervisors and cooperating teachers. Therefore, it is recommended that both before and after the beginning of the semester, a tripartite meeting is convened by the university supervisors with the PSTs and the cooperating teacher. During this meeting, critical information regarding the collaborative

teaching approach, student training, teacher evaluation system, and associated challenges is addressed.

On the institutional level, the findings of this study might also have some broad implications for teacher education policy makers, practicum syllabus designers, and practicum placement school communities. In this regard, adding two phases, one before and one after the practicum is deemed to be useful. Pre-practicum and post-practicum programs increase the efficiency of the practicum program at Farhangian University. The first program serves as a preparatory and the last as a follow up stratum in adding to the quality of the main program. It behooves teacher educators and school administrators and helps to take PSTs considerations more seriously.

Rea-Dickins and Germaine (1992, as cited in Kiely & Rea-Dickins, 2009), rightly maintained that ‘accountability’ along with the ‘development’ and ‘improvement’ of the program are very crucial in any evaluation and assessment. In this sense, according to Soodmand Afshar and Movassagh (2016), accountability is an attempt to explicitly take into account and document the issues highlighted by numerous stakeholders, particularly the PSTs, are of significant importance. The findings of this program evaluation thus help teacher educators, the practicum syllabus designers and stakeholders and even PSTs to feel more responsibility in themselves for their roles in the program. Accordingly, this consciousness can especially help PSTs to negotiate their needs, concern and expectations of the program.

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Appendix

Practicum Evaluation Perception Questionnaire (PEPQ)

Dear respondent,

This questionnaire is aimed at evaluating ELT Practicum Experience in Iran.

Please read each section instruction and answer accordingly. Your careful completion of the questionnaire will contribute to obtaining real data which is crucial for more accurate findings. The information will be kept confidential and will be used merely for research purposes.

Thank you in advance for your cooperation,

Hassan Soodmand Afshar, Professor of Applied Linguistics, Bu-Ali Sina University, Hamedan

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Respondent's Background

Gender: Male..... Female..... Age: Teaching Experience: years

Degree: B.A. M.A. Ph.D Candidate Ph.D holder

Major: TEFL Linguistics..... Literature Translation..... Other.....

I teach mainly at: Institutes..... Schools..... Universities.....

Please specify you are filling this questionnaire as a/n.....

a. pre-service English teacher (student teacher)

b. in-service school teacher

c. practicum university supervisor

d. school cooperating teacher (is defined an experienced teacher who is mentoring (guiding) a teacher candidate in the area in which the candidate is earning his/her certification.

e. school staff

No.	Questions	Strongly disagree	Disagree	No idea	Agree	Strongly Agree
1	The current ELT practicum raises pre-service English teachers' awareness of their own weaknesses and strengths in teaching.					
2	The current ELT practicum develops pre-service English teachers' attitudes toward teaching as a profession.					
3	The current ELT practicum develops pre-service English teachers' awareness of the choices for different learner levels.					
4	The university supervisors and cooperating teachers are always very helpful, well-organized and encouraging.					
5	The supervisors' and cooperating teachers always have supportive manners especially during the feedback sessions.					
6	The dominant teaching style during the current ELT practicum can best be described as learner-centered.					
7	The dominant teaching style during the current ELT practicum can best be described as teacher-centered.					
8	The current ELT practicum work is well-organized enough.					
9	In the current ELT practicum work, the teacher training time is used efficiently.					
10	There are adequate resources to conduct the current ELT practicum project.					

11	In the current ELT practicum work, the cooperating teachers are available to answer the pre-service English teachers' questions.					
12	In the current ELT practicum work, there is enough communication among the Cooperating Teacher, Faculty Advisor and the Pre-service English Teacher.					
13	The current ELT practicum enhances the pre-service teachers' self-satisfaction.					
14	The current ELT practicum leads to identifying the most necessary and appropriate skills for language teaching.					
15	The current ELT practicum leads to identifying the most necessary and appropriate skills of content knowledge (English proficiency enhancement).					
16	The current ELT practicum gives pre-service English teachers an awareness of the necessary and appropriate facilities and the means for teaching.					
17	The current ELT practicum expands pre-service English teachers' skills and knowledge in implementing the educational softwares that support teaching.					
18	The various courses taught at university are enough for the pre-service teachers to teach appropriately. There is no need for practicum programs.					
19	The English cooperating teachers' feedback is always very helpful during the current ELT practicum.					
20	In the current ELT practicum work, the English cooperating teachers are knowledgeable enough to deal with pre-service teachers and run the training program.					
21	In the current ELT practicum work, the workshops held at college for discussing teaching key issues are sufficient.					
22	In the current ELT practicum work, the cooperating teachers facilitate the teaching process and make it fun for the pre-service English teachers.					
23	The university supervisors can properly explain the tasks required for ELT practicum.					
24	In the current ELT practicum work, the university supervisors are able to encourage the pre-service English teachers to ask questions enabling them to develop their teaching skills.					
25	The assessment methods utilized in evaluating the pre-service English teachers' skills in the current ELT practicum is fair and appropriate.					
26	The current ELT practicum expands pre-service English teachers' skills and knowledge in language assessment techniques.					
27	In the current ELT practicum, the pre-service English teachers receive sufficient supervision from their cooperating teachers.					
28	I think the duration of the ELT practicum should be longer.					
29	I think the current ELT practicum should be more intensive.					
30	I think the cooperating teachers should be more friendly and patient with the presence of the pre-service English teacher.					
31	During the ELT practicum, the school principal should ask for lesson plan notebook.					

32	The ELT practicum should teach pre-service English teachers how to plan their work and how to work their plan by providing a real teaching context.					
33	The university supervisors should specify in advance the topics to be discussed each week in ELT practicum.					
34	A preparatory stage is essential before entering the ELT practicum program.					
35	The ELT practicum should lead to identifying appropriate skills for cultural awareness of the target language, i.e., English culture.					
36	The ELT practicum should develop pre-service English teachers' communication skills with parents as well as students.					
37	The ELT practicum can provide the pre-service English teachers some opportunities to reflect on their teaching and performance.					
38	The ELT practicum can raise pre-service English teachers' self-confidence.					
39	The ELT practicum can help pre-service English teachers to develop and shape their teaching strategies and gain more insight about teaching.					
40	The ELT practicum can teach the pre-service English teachers to work closely with other teachers, e.g., to share materials or discuss teaching ideas.					
41	The pre-service English teachers can be encouraged to apply knowledge and skills from ELT practicum coursework in their professional development.					
42	The ELT practicum can give adequate opportunities of working well with others at the practicum site.					
43	The quality of English pre-service teachers' performance and thereby quality of the ELT practicum work can improve more by peer observations.					
44	The quality of English pre-service teachers' performance and thereby quality of the ELT practicum work can improve more by cooperating teacher observation and evaluation.					
45	The quality of English pre-service teachers' performance and thereby quality of the ELT practicum work can improve more by university supervisors observation and evaluation.					
46	Knowledge and appreciation of the school laws and regulations can be derived from the ELT practicum.					
47	The ELT practicum can provide the situation for practicing the teaching profession in real context.					
48	The ELT practicum can lead to identifying the appropriate skills of classroom management.					
49	Pre-service English teachers' knowledge of working and cooperating with others can be increased by the ELT Practicum.					
50	The ELT practicum can develop pre-service English teachers' communication skills by enrolling in the ELT practicum.					
51	The current ELT practicum suffers from lack of support in terms of materials and equipment.					
52	The current ELT practicum mostly suffers from the course book-related problems (e.g. the ELT course books lack adequate communicative exercises).					

53	The current ELT practicum suffers from the student-related problems (e.g. students' lack of interests and their weak general English background).					
54	The current ELT practicum suffers from the curriculum-related problems (e.g. curriculum seems not to offer adequate language skills).					
55	Having an easy communication with cooperating teachers is not always possible for pre-service teachers in the current ELT practicum.					
56	Having an easy communication with university supervisors is not always possible for pre-service teachers in the current ELT practicum.					
57	The schools see the ELT practicum as a burden.					
58	The English cooperating teachers see their mentoring role as an interruption of their teaching and time.					
59	<i>During your ELT practicum, who was the most helpful to you? Circle.</i> a. Fellow first-year teachers b. More experienced teachers in school c. School staffs d. University supervisor e. Your Cooperating Teacher (CT) f. Others					