REPUBLIC OF TURKEY
ÇUKUROVA UNIVERSITY
THE INSTITUTE OF SOCIAL ACIENCES
DEPARTMENT OF ENGLISH LANGUAGE TEACHING

PRACTICUM STRESS AND COPING STRATEGIES OF PRE-SERVICE LANGUAGE TEACHERS

Farzaneh MAHMOUDI

A PhD DISSERTATION

ADANA / 2017

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Farzaneh MAHMOUDI

ABSTRACT

PRACTICUM STRESS AND COPING STRATEGIES OF PRE-SERVICE LANGUAGE TEACHERS

Farzaneh MAHMOUDI

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As the leading position of English as the world's primary language for international communication has evidently been continuing for several decades, English language teacher education is getting more and more important. One of the most major components of teacher education programs is the practicum that requires senior pre-service language teachers to observe classes and do practice teaching before actual teaching profession. Recently, there has been increasing research focusing on identifying practicum-related stress sources and their coping strategies in order to maximize the efficiency of practicum. Based on a mixed-method research design with pragmatism research paradigm, this study constitutes an example of a multiple case study which aimed to investigate the pre-service language teachers' stresses and their coping strategies throughout the second term of the practicum.

This study was conducted with the participation of fifteen senior pre-service language teachers who were selected by convenience sampling. The data for the study were collected through questionnaires, reflective journals, focused group and one-to-one interviews, observation visits, video-taping of formal micro-teaching performances, and field notes. The quantitative data of the study was analyzed by SPSS 18 and the qualitative data was analyzed through content analysis. The sources of practicum-related stresses were discussed under seven categories: classroom management, social factors, school mentors' attitude, affective factors, ELT methods and techniques, textbook, and professional factors. The highest source of stress was associated with classroom management. In coping with practicum-related stresses, the most frequently used strategies by pre-service language teachers (from high to low) during the second term of practicum were maintaining discipline, following interesting activities, ignoring,

and negotiating with university supervisor. Also, the most effective stress coping strategy was negotiating with university supervisor. It is suggested that stress generating factors and the strategies that pre-service language teachers employ should be discussed and reflected upon in pre-service language teacher education programs.

Keywords: Pre-service language teacher education, practicum, stress, stress-coping strategies, mixed method study design

ÖZET

HİZMET ÖNCESİ YABANCI DİL ÖĞRETMEN ADAYLARININ STAJDA YAŞADIĞI STRES VE STRESLE BAŞA ÇIKMA STRATEJİLERİ

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Doktora Tezi, İngiliz Dili Eğitimi Anabilim Dalı
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Kasım 2017, 215 sayfa

İngilizce'nin uluslararası iletişimde, yıllardır açık bir şekilde dünyadaki birincil dil olarak lider pozisyonunu sürdürmesiyle İngiliz dili eğitimi de gitgide daha çok önem kazanmaktadır. Öğretmen eğitimi programlarının en önemli öğelerinden biri, son sınıftaki yabancı dil öğretmen adaylarının, asıl öğretme işine başlamalarından önce ders gözlemlemelerini ve pratik yapmalarını gerektiren staj programıdır. Son zamanlarda, staj programının verimliliğini artırmak amacıyla, staj dönemi ile ilgili stres kaynaklarını ve adayların bununla baş etme stratejilerini belirlemeye odaklanan çalışma sayısında bir artış gözlemlenmektedir. Pragmatik araştırma yaklaşımlı karma araştırma desenini temel alan bu çalışma, staj programının ikinci dönemi boyunca yabancı dil öğretmen adaylarının yaşadıkları stres ve bununla baş etme stratejilerini araştırmayı amaçlayan birçok durum çalışması örneği içermektedir.

Bu çalışma, kolay ulaşılabilir durum örneklemesi yöntemiyle seçilen on beş son sınıf yabancı dil öğretmen adayının katılımıyla gerçekleştirilmiştir. Çalışma verileri anketler, yansıtıcı günlükler, odak grubu ve bire bir görüşmeler, gözlem ziyaretleri, resmi mikro-öğretim performanslarının video kaydı ve saha notları aracılığıyla elde edilmiştir. Çalışmanın nicel verileri SPSS 18 kullanılarak ve nitel veriler ise içerik analizi yoluyla analiz edilmiştir. Staj dönemi ile ilgili stresin kaynakları yedi kategori altında incelenmiştir: sınıf yönetimi, sosyal etmenler, okul Milli Eğitim tarafından atanan danışman öğretmenin davranışları, duygusal etmenler, İngilizce dili eğitimi metot ve teknikleri, ders kitabı ve profesyonel etmenler. Stresin en büyük kaynağı sınıf yönetimi ile ilişkilendirilmiştir. Staj programının ikinci döneminde, bu program ile ilgili stresle başa çıkmada, yabancı dil öğretmen adaylarının en çok kullandığı stratejiler (en çoktan en aza) disiplin ortamını korumak, ilginç etkinliklerde bulunmak, göz ardı etme

ve üniversite ortamında danışmanıyla görüşmede bulunmak olarak ortaya konmuştur. Ayrıca, en etkili stresle baş etme stratejisi ise üniversite ortamında danışmanıyla görüşmek olarak belirlenmiştir. Strese sebep olan etmenlerin ve öğretmen adaylarının kullandığı stratejilerin tartışılması ve yabancı dil öğretmen adaylarının eğitim programlarında yer bulması gerekmektedir.

Anahtar kelimeler: Hizmet öncesi yabancı dil öğretmen eğitimi, staj programı, stres, stresle baş etme stratejileri, karma araştırma deseni

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CHAPTER I

INTRODUCTION

1.1. Overview

It is important to pay special attention to teachers and their practice teaching (practicum) in teacher education programs. As Slick (1998) and Intrator (2006) describe, practicum gives pre-service teachers an opportunity to become aware of the realistic nature of the teaching profession. However, teaching is placed among the professions which cause a lot of stress compared to the other professions. According to MacDonald (1993), practicum is a source of considerable stress and pre-service teachers encounter a range of stressful experiences during this period. Though, successful practicum application entitles a stress free atmosphere (Coşkun, 2013).

Taking teachers' stress into consideration from different perspectives, different definitions have been proposed. Kyriacou (2001) defines teacher stress as the experience by the teacher of unpleasant, negative emotions, such as anger, anxiety, dissatisfaction or depression that result from some aspect of their work as a teacher. In Wisniewski and Gargiulo's (1997) view, stress is the outcome of how well teachers are able to meet the demands required in their professional roles. Kyriacou and Sutcliffe (1979) have explained that:

> Stress is a reaction to a negative affect usually accompanied by potentially pathogenic physiological and biochemical changes because of some aspects of the teacher's job and mediated by the view that the demands made upon the teacher make up a threat to his-esteem and well-being and by coping mechanisms activated to decrease the perceived threat (p.89).

Stress can come from different sources. The significance of identifying sources of pre-service teachers stress lies in the evidence that stress affects teachers' behaviour and this consecutively decreases classroom effectiveness, that is, it decreases pupil achievement and increases their levels of anxiety (Murray-Harvey, 1999). According to Gupta (1981) sources of stress which are termed as stressors may be classified as individual, organizational, and environmental. Individual source of stress arises from

characteristics of the person who experiences the stress and contains family responsibility, personality, age, and etc. (Gupta, 1981). Organizational stress arises from work place circumstances and contains characteristics of supervisors, occupations, etc. (Gupta, 1981). Environmental stress arises from conditions outside of the work place and includes clients, examiners, parents, the community, etc. (Gupta, 1981). Regarding this classification, Nahavandi and Malekzadeh (1999) explained that it is possible to divide stressors into two groups as individual and organizational. Organizational stress also called professional stress is defined as the interaction between working circumstances and the working person in situations in which the work demand surpasses the skills of the worker. The main factors of stress in organization are organizational policies, the structure and the atmosphere of the organization, physical conditions, and process (Luthans, 1995). Typical stressors consist of serious demands on pre-service teachers' time and energy, carrying out written requirements, conforming to mistrusted practices, understanding the cooperating teachers' expectations, being evaluated, fear of not satisfying self-expectations, establishing a positive relationship with the cooperating teacher and university supervisor, and managing difficult behavior in the classroom.

Although teacher stress is an extensively recognized problem, only a little attention is given in teacher education programs for pre-service teachers (Greer & Greer, 1992). According to Jelinek (1986), excessive or extended stress can have negative impact on professional performance and role satisfaction of pre-service teachers. Also it should not be forgotten that whether or not pre-service teachers perceive control over different stressors in practicum, complexities occur as stressors and perceived control interact with each other (Brown & Nagel, 2012). For example, teachers may have control in the overall management of the classroom, but as systems undergo a variety of changes and reforms at the legislative level, teachers have a limited voice in a process that propagates stress. Teachers have major roles in the establishment of relationships among colleagues but school leadership influences the climate of the school that can potentially mediate stress levels of teachers (Pahnos, 1990).

1.2. Statement of the Problem and Purpose of the Study

MacDonald (1993) confirmed that while pre-service teachers regard the teaching practicum as a valuable and precious experience in their teacher education program, they also consider it to be the most stressful experience. MacDonald's (1993) research

showed that sources of stress were mostly caused by inconsistencies in the way students were evaluated by teachers, varying expectations of students' performances and conformity between teachers, and also in the quality of feedback given to students by their supervisor teachers. Stress affects teachers' behavior and reduces classroom effectiveness MacDonald's (1993). Eklerton (1984) encouraged teacher educators to identify pre-service teachers' stresses and then to help them to cope with these stresses. In a study, Morton, Vesco, Williams, and Awender (1997) explained that the role of teachers and university supervisors must change from a directive to collaborative to reduce pre-service teachers stress in practicum. There is broad agreement that "associate", "co-operating", or "mentor" teachers who supervise pre-service teachers in practicum setting are key contributors to pre-service teacher education (Glickman & Bey, 1990, cited in Beck & Kosnik, 2010).

Hence the purpose of this study is to investigate the stresses of pre-service language teachers at practicum. More specifically, this study refers to using strategies that pre-service language teachers employ to cope with their stresses related to practicum.

1.3. Significance of and Justification for the Study

This study is justified by the fact that paying attention to pre-service teachers and their practicum in teacher education programs is very important. According to Bowers, Eichner, and Sacks (1982), not enough attention is paid to the psychological readiness of pre-service teachers in practicum. They also suggested that in practicum the focus is more on methodology and less on preparing pre-service teachers to cope with the inevitable anxieties and stresses related to learners' roles, relationships, and responsibilities of teaching. It is generally recognized that low level of stress can increase the quality of teaching performance. And coping strategies are regarded as vital to compensate for stress in practicum.

1.4. Research Questions

1. Do pre-service language teachers have any stress during practicum? If yes, what are they? How do these stresses change during practicum?
2. Do micro-teachings have any effects on stress level of pre-service language teachers during practicum?

3. How do pre-service language teachers perceive practicum stress related to the existence of mentors and the level of the class?
4. What are the relationships between pre-service language teachers stress level and their micro-teaching performances?
5. What strategies are employed by pre-service language teachers to cope with practicum stresses?
6. Which strategies are perceived to be more effective in coping with practicum stress?

CHAPTER II

REVIEW OF THE RELATED LITERATURE

2.1. Introduction

This chapter is dedicated to bringing together the information about teacher education program, teacher education in Turkey, stress, sources of stress, stress coping strategies as well as providing information about the studies that have been carried out both in Turkey and around the world.

2.2. Teacher Education

The quality of teachers depends on the training and preparation they receive as much as on their natural aptitudes, devotion, and other personal qualities such as intelligence and attitude towards teaching (Pretorius, 2012). Teachers are the single most important factor in teaching processes who see that educational programs are successfully implemented by organizing and managing the learning experiences and environments (Shiundu & Omulando, 1992). Seyd Azizi, Ramayah, and Tan (2003) describe teachers as valuable human resources that a nation can count upon to mold and foster its young minds. Teachers are at the heart of the education around the world and teaching according to Hough and Duncan (1997) is a unique professional, rational, and human activity in which a number of people innovatively and imaginatively use themselves and their knowledge in order to raise the learning and welfare of other people. Shulman (2009) believes that "teaching is a combination of an art, a craft, and a science. Knowing what to teach, how to teach and what methods and techniques to use with particular topics, with particular types of students and in particular settings all combine to form the knowledge and skills that define teaching expertise" (p. 110).

Therefore, teachers require effective and appropriate preparation to be able to sufficiently fulfill their roles and duties. Teacher education program is an important component of education and it provides professional expertise to prospective teachers (Murray-Harvey, Slee, Lawson, Silins, Banfield, & Russel, 2000). Kafu (2003) states that teacher education program is evidently designed, developed, and administered to produce teachers for the established system of education. Loughran (2006) considers teacher education program as the pre-service and in-service teacher preparation where

pre-service teachers pursue to develop knowledge and skills of teaching to apply them in practice. Furthermore, Lucas (1972) believes that school teachers who are considered mentors of every society are prepared and produced through teacher education program. According to UNESCO (2002), four basic objectives should be sought while designing teacher education program: (1) improving the general educational background of pre-service teachers, (2) increasing their knowledge and awareness of the subjects and topics they want to teach, (3) understanding the pedagogy of students, and (4) learning and developing practical and useful skills. (p. 8)

2.2.1. Practicum

Practicum has come to be known as one of the most important components of teacher education program (Farrell, 2003). It is also known in a variety of terms, such as "teaching practicum, teaching practice, practice teaching, field experience, apprenticeship, practical experience, and internship" (Gebhard, 2009). According to Leshem and Bar-Hama (2008), practicum is the application of the practical pedagogical knowledge acquired during the instructive lessons and workshops.

Every pre-service teacher in a teacher education program is expected to do practicum. Practicum is often defined by pre-service teachers as "the most worthwhile part of my program", and "where I really learned to teach" (McNay, 2003, p.1). According to Rozelle and Wilson (2012), practicum has a significant impact on pre-service teachers' future careers. It grants pre-service teachers experience in the actual teaching and learning situations (Ngidi & Sibaya, 2003). As stated by Lingam (2002), the success of teachers does not rely on only theoretical knowledge, but also it relies on meaningful practicum too. Perry (2004) believes that pre-service teachers should experience the excitement of being a part of a real classroom, of getting to know learners, of planning and forming the classroom assignments. Accordingly, Shulman (1987) believes that knowledge of teaching differs from knowledge about teaching. He continues that it might be possible to learn about teaching in theoretical courses, but the knowledge of teaching can only be obtained by active engagement in teaching process. Practicum allows pre-service teachers to discover their abilities, to understand the reality of teaching, and to find out about the problems and difficulties of teaching that they may deal with in their future careers (Tuli & File, 2009). Tisher (1987) explains that:

> The practicum has an acknowledged central place in teacher education programs. Pre-service teachers consider it the most important, satisfying, relevant, practical, worthwhile feature of their pre-service education. They believe they gain from it; they say it is the most realistic feature in their courses; and, they want its quantity and quality increased. Teacher educators state that, ideally, the practicum allows trainees to apply, refine and reconstruct the 'theoretical' learning developed in method and foundation studies. It is also generally accepted that the practicum has the potential to affect trainees' management and other teaching skills and, for some supervising teachers it may well be an important and effective form of in-service education. (p. 81)

On the word of Smith and Lev-Ari (2005), practicum not only functions as a bridge between theory and practice in the learning of teaching, but also it functions as an environment in which pre-service teachers develop their personal teaching competences. Darling-Hammond (2006) also emphasizes on the effectiveness and usefulness of practicum and defines it as "the glue for powerful preparation" (p. 152). Daresh (1990) considers practicum as an opportunity for students to:

1. Apply knowledge and skills in a practical setting,
2. Develop competencies through participation in a variety of real-world experiences,
3. Assess their commitment to a career,
4. Gain insight into professional practice, and
5. Evaluate the development and identify areas where more personal and professional development is needed. (p. 4)

According to Rush, Blair, Chapman, Codner, and Pearce (2008), the practicum is generally the ultimate evaluation of pre-service teacher education program.

2.2.1.1. Purposes of Practicum

There are different views about the purposes of practicum. For example, Price (1987) believes that “the main purpose of the practicum is to connect previously obtained theory with practice by providing organized and supervised opportunities for pre-service teachers to apply and test knowledge, skills, and attitudes developed mostly in campus-based studies to the real world of the school and the school community” (p.

109). In contrast, Schön (1990) claims that the aim of the practicum is to raise problems and issues which are used to investigate related theory and knowledge. Gebhard (2009) states that the goal of the practicum for pre-service teachers includes:

1. Achieving practical classroom experience,
2. Putting theories into practice,
3. Learning from observing experienced teachers,
4. Increasing awareness about setting goals,
5. Expanding lesson planning skills,
6. Improving skills in designing and developing educational materials,
7. Expanding questioning techniques, and
8. Reflecting on their own teaching. (p. 36)

However, preparing pre-service teachers to become professional educators is challenging but rewarding (Rush et al., 2008, p. 128).

2.2.1.2. Models of Practicum

Practicum is generally a part of a particular educational system and should be discussed concerning that specific system. There are four models of practicum which Mattsson, Eilertsen, and Rorrison (2012) refer to as:

1. **The master-apprentice model:** From a historical viewpoint, by this model the pre-service teachers have been introduced into the teaching profession. The novice teachers learn the profession from a master one in the teaching profession (Mattsson et al., 2012, p. 8).

2. **The laboratory model:** In this model the pre-service teachers are exposed to practicum learning in a University Teacher Training School that has established by the university or teacher training institute. The idea behind this model is that pre-service teachers should be offered practicum learning in an appropriate educational environment by outstanding and qualified professional teachers (Mattsson et al., 2012, p. 8).

3. **The partnership model:** This model is based on agreement between a university and local schools that have been carefully selected. The local schools offer

opportunities and good educational environment for practicum learning. Local mentors and supervisors are chosen for pre-service teachers (Mattsson et al., 2012, p. 8).

4. **The community development model:** This model is common in rural settings. The idea behind this model of practicum is that pre-service teachers during their practicum should bring new ideas and methods to schools and teachers in need of refining their pedagogical standard. Pre-service teachers learn teaching profession as they are exposed to problems in real setting (Mattsson et al., 2012, p. 8).

2.2.1.3. Processes of Practicum around the World

Different institutions, procedures, and agents are involved in establishing practicum in teacher education programs in different national settings. Moreover, different resources are allocated in terms of person, time, equipment, and economy in different parts of the world. Also, the way of evaluating pre-service teachers during the practicum depends on the situation in which the practicum is administered. According to Mattsson et al. (2012), in rural Australia pre-service teachers are involved in community projects and learning teaching profession by helping the development of local schools. Similarly, in some part of China, pre-service teachers go to the poor rural areas to do their practicum for a full semester and contribute the development of local education. In Sweden, as explained by Mattsson et al. (2012), pre-service teachers are led by Stockholm Institute for teacher education program. All school authorities, school leaders, and teachers are involved in teacher education program and share their experiences with pre-service teachers. During the practicum, pre-service teachers focus on and discuss common professional subjects and problems with experienced teachers. In northern parts of Norway, pre-service teachers take part in dialogue conferences. In dialogue conferences problems of teaching profession are identified, analyzed, and theories are developed in order to improve practicum (Mattsson et al., 2012). On the other hand, in South Australia, colleges of education send their pre-service teachers to schools one day a week, for a period of 14 weeks to observe and analyze the teaching practices of cooperative teachers. Then, they send these pre-service teachers one day a week to practice teaching under the supervision of cooperative teachers.

2.2.1.4. Processes of Practicum in Turkey

In Turkey, the preparation of pre-service teachers for their teaching profession is one of the important responsibilities of university departments of education. Pre-service teachers start their practicum at the beginning of the fourth year of their university studies. It means that they begin to work in schools in their seventh and eighth semesters. Every semester lasts for a period of 14 weeks in Turkey. The university assigns pre-service teachers to spend their practicum in specific schools and also chooses supervisors for them. In the seventh semester, pre-service teachers start their practicum as observers in the assigned classrooms under the supervision of their school mentors. They spend a day each week at school to be acquainted with teaching profession and school environment. During this semester, pre-service teachers have structured observations and steadily involve in the controlled teaching practice. After these teaching practices, they receive feedback from their school mentors about their teaching performance. They also have some feedback sessions with their university supervisors in the department.

In the eighth semester, pre-service teachers work in assigned schools for their practicum two days a week. They start to partially teach in different classes and levels and achieve experiences under the supervision of their mentors and supervisors. In this semester, they prepare lesson plans on various topics and skills also they provide motivating and stimulating materials outside the school book for their teaching practice. After every teaching performance their mentors give oral or written feedback to them. In this semester they also have feedback sessions with their supervisors in the department. At the end of the practicum, pre-service teachers' performance is formally evaluated by their mentors and supervisors from the university.

2.2.1.5. Micro-teaching

Micro-teaching is acclaimed as one of the effective methods in training pre-service and in-service teachers, and it has been widely used in many teacher education programs. It can be used for a range of functions from teacher education to teacher employment and in-service courses (Baytekin, 2004). Micro-teaching was invented by Dwight Allen as a training technique at Stanford University in 1960s to prepare medicine students for their internships and then it was applied in teacher training for the same purposes (He & Yan, 2011). The original model of micro-teaching was cyclical

since it involved “plan, teach, observe, critique” followed by the repetition of some steps after the whole process was revised (Bell, 2007). The theoretical basis of micro-teaching was initially related to the psychological theory of behaviorism.

Micro-teaching plays an important role in teacher education programs because of its potential to emphasize the relationship between theories and practice (Ajayi-Dopemu & Talabi, 1986). In micro-teaching that is a part of a group activity in teacher education programs, a pre-service teacher prepares a short lesson plan focusing on a specific subject matter and presents the lesson in a period of 10-15 minutes to a group of fellow pre-service teachers, then the instructor and the peers give their feedback (Richards & Farrell, 2011). Micro-teaching is also called feedback method because it involves immediate feedback (Ananthakrishnan, 1993). According to Allen and Eve (1968), micro-teaching is a system of controlled practice that makes it possible to focus on specific teaching behavior and to practicum under controlled conditions. Gorgen (2003) says that micro-teaching is an outstanding factor used in teaching practices for pre-service teachers. Also, Schelfhout, Dochy, Janssens, Struyven, Gielen, and Sierens (2006) explain that pre-service teachers need to have experiences that will enable them to make decisions about their future teaching practice. Micro-teaching is one of the ways of promoting and encouraging self-learning in undergraduate and postgraduate students (Clifford & Edward, 1975; Kamboj, Kamboj, George, & Jha, 2010). Gorgen (2003) states that pre-service teachers can experience real teaching situations with micro-teaching, also they can transfer their teaching knowledge that they learned during four years of education at the university into practice by this method.

Kılıç (2010) states that in micro-teaching, pre-service teachers find opportunities to develop their skills in preparing lesson plans, deciding on their teaching goals, taking students’ attention, speaking in front of public, asking questions, managing time effectively, and also assessing techniques. Minton (1997) believes that micro-teaching is very useful strategy in teacher education programs because it allows pre-service teachers to practice techniques on a small scale without the fear of failure. Micro-teaching reduces the complexities of normal classroom teaching and allows pre-service teachers to focus on the acquisition of teaching skill (Bush & Allen, 1967). Allen (1967) mentioned the effectiveness of micro-teaching in that it provides teachers with information about their teaching and acts as a means of changing perceptions about teaching behavior in very short time.

However, teachers are expected to use many skills such as classroom and time management, material utilization, and all these at the same time. This makes the real classroom environment rather complex. As a result of this, many pre-service and novice teachers in the first years of their profession, experience what is called "reality or practice shock" (Stokking, Leneders, Dj Jong & Van Turtwijk, 2003).

The aim of all pre-service teacher education programs is to expose pre-service teachers to effective teaching strategies and also experiences. Micro-teaching is one of the ways of promoting self-learning in undergraduate and postgraduate students (Clifford & Edward, 1975), and one of the effective methods to enhance and develop communication, problem-solving, and critical-thinking skills of pre-service teachers (Popovich & Katz, 2009). Van Manen (1991) argues that "the experience of reflecting on past pedagogical experience enables me to enrich and to make more thoughtful my future pedagogical experience" (p. 205). Micro-teaching provides a friendly and supportive situation for all pre-service teachers to practice their instructional skills, receive feedback about their performance, reflect on that feedback, and use this information to improve their teaching skills (Wilkins, Shin, & Ainsworth, 2009). It also provides an opportunity for pre-service teachers to think critically about their performances, and maybe to change some of their teaching techniques and strategies. Amobi (2005) believes that in many teacher education programs, micro-teaching has developed from its original focus of helping pre-service teachers to master different teaching skills and to give them the complete teaching experience.

2.2.1.6. The University Supervisor's Role in Practicum

One of the important issues in practicum is the quality of supervision. Pre-service teachers learn better how to teach by participating in practicum during which they are directed by their university supervisor and school mentor (Murray-Harvey et al., 2000). According to Farrel (2008), pre-service teachers need a lot of educational and emotional help and support during their practicum from their supervisors. Gebhard (2009) believes that supervisors are needed to help the pre-service teachers achieve their "ideal teaching behavior." As Carifio and Hess (1987) point out, the ideal supervisor is one who has positive interpersonal skills such as empathy, respect, and honesty; who has knowledge and experience about therapy and supervision; who efficiently organizes and handles supervision by setting concrete goals for pre-service teachers; and who

makes a balance between direction and autonomy. In Bailey's (2006; as cited in Ong'ondo & Borg, 2011) view:

> The supervisor's role in practicum is to assist pre-service teachers to make connections between the material in their training courses and the classroom settings they meet. The supervisor also helps pre-service teachers to link the theories they have studied to the realities of the classroom teaching. So, as well as providing practical tips, supervisors' feedback can promote reflective practice and introduces pre-service language teachers into the professional and qualified discourse community. (p. 240-244)

Mensah (1991) also states that the purpose of practicum in teacher education program is generally to offer opportunities under supervision for pre-service teachers to develop and evaluate their competencies in major areas of teaching. In this regard, the supervisors' feedback about pre-service teachers' performances during their practicum should not be underestimated. The quality of the feedback and guidance given by the supervisors is very important (Beck & Kosnik, 2002) because these feedback are considered as a process of evaluating pre-service teachers to determine their strengths and weaknesses in order to help them become a qualified teachers in their future career. Farrant (1983) argues that the supervisors' feedback help pre-service teachers to find their way in their future profession and improve their classroom teaching. Knowles and Cole (1996) argue that insufficiency in the supervisors' guidance and training reduces the effectiveness of practicum.

2.2.1.7. The School Mentor's Role in Practicum

In many teacher education programs, university supervisors monitor the practicum, but the responsibility for the practicum is given to mentors in school. Merriam (1983) describes mentoring as "a powerful emotional interaction between an older and younger person, in a relationship in which the older mentor is trusted, loving, and experienced in the guidance of the younger" (p. 162). A mentor provides pre-service teacher with knowledge, information, recommendation, challenge, guidance, and support in the pre-service teacher's pursuit of becoming an appropriate and qualified member of a particular occupation (Clark, Harden, & Johnson, 2000).

According to Cross (1995) mentor is a selected member of staff who is responsible for a novice one over a particular duration within the classroom and beyond. Effective mentors have particular personality characteristics and interpersonal traits (Clark et al., 2000). In terms of personality, appropriate mentors are intelligent, caring, flexible, empathic, patient, and possess good and appropriate sense of humor (Clark et al., 2000). Appropriate mentors are interpersonally supportive and encouraging (Clark et al., 2000). Providing educative mentoring for pre-service teachers is explained as "individualized professional development" that combines showing and telling, asking and listening (Norman & Feiman-Nemser, 2005). It includes helping pre-service teachers to survive their first experience of teaching and explain their teaching lives, and create a professional relationships based on dialogue and reflection (Fairbanks, Freedman, & Kahn, 2000). According to Feiman-Nemser (2012), mentors are 'co-thinkers' as well as 'co-learners' with their novices. Co-thinking in terms of supervisory skill refers to the ability of the mentor to use indirect conversation methods such as investigating, summarizing and replying to novice teacher input and concerns (Crasborn, Hennissen, Brouwer, Korthagen, & Bergen, 2008). Mentor co-learning with novices implies using mentoring as a place for professional learning and development for themselves (Ginkel, Verloop, & Denessen, 2016). Clement (1996) states that mentors benefit from working with pre-service teachers. Andrews (1987) offers five benefits that mentors experience from their professional interactions as they take a role as a mentor: Mentors (1) achieve constructive and useful feedback on their own teaching, (2) experience peer supervision, (3) take advantage of curriculum management expertise, (4) achieve experience in educational consultancy, and (5) encourage critical reflection in teaching.

2.2.1.8. The Pre-service Teacher's Role in Practicum

When pre-service teachers start their practicum they often feel indecisive. They want to work and learn in their future profession but they are also afraid of being failed, not being accepted by their school mentors and students, and lastly they have concerns about class and time management (Hascher, Cocard, & Moser, 2004). According to Goodlad (1990), pre-service teachers tend to be passive in their roles as student and they are also unwilling to challenge the current situation (Pajares, 1992). During theoretical courses of university education pre-service teachers observe their teachers and

internalize values, beliefs, and practices of them (Anderson & Piazza, 1996). Therefore, they do not realize the importance of challenging their beliefs. Borg (2006) says that pre-service teachers approach teacher training programs with unrealistic or unsuitable beliefs. Lasely (1980) also states that pre-service teachers have wrong and naive beliefs about what it takes to be a fruitful teacher. In this regard, Pajares (1992) explains that teaching is viewed as a simple process of transferring knowledge and of arranging information. These beliefs may slow the progress of pre-service teachers in classroom practices (Anderson & Piazza, 1996). Pre-service teachers view moving from being a university student to being a teacher more as an occupational than as an intellectual dominance (Goodlad, 1990). They find it difficult to link their practicum experiences to particular course content (Allsopp, DeMarie, Alvarez-McHatton, & Doone, 2006). Thus, "learning to practice in practice with expert guidance is necessary to becoming a great teacher of students with a wide range of needs" (Darling-Hammond, 2010, p.40). Taylor and Littleton (2006) assert that "as pre-service teachers learn to teach during their teaching practicum they repeatedly renovate their perceptions and beliefs of the teaching profession as well as their understanding of the tasks of teaching" (p. 22).

2.3. Teacher Education in Turkey

The system of education and the system of teacher education in Turkey were inherited from the Ottomans. The first Turkish teacher training institution, known as Darulmuallimin, was opened in 1848 in Istanbul. Totally, there were 21 institutions of teacher training when the Republic of Turkey was established in 1923 (Okçabol, 2012). From these institutions, 20 schools were for primary education and one for secondary education. The number and type of teacher training schools increased after the establishment of the Republic of Turkey. Teacher training schools for primary education, village institutes, higher village institutes, two-year institutes of education, and higher vocational schools for teacher training developed to be the main sources of teacher education under control of the Ministry of National Education (Çakıroğlu & Çakıroğlu, 2003). Ministry of National Education was the main authority in all important educational policy and administrative decisions from the curriculum to teacher training and teacher appointments (Çakıroğlu & Çakıroğlu, 2003).

In 1926, two types of teacher education schools were designed to satisfy the demands of the country: (a) teacher training schools for primary education which

educated teachers for urban areas and (b) village institutes for educating teachers for rural areas (Çakıroğlu & Çakıroğlu, 2003). The difference between institutes was because of the enormous gaps between the educational needs of people in the rural and urban areas at the time. Village institutes were designed to improve the educational level of people in rural "Anatolia" and were based on the practical needs of village people, principles of democracy, community collaboration, and problem solving in real life situations (Çakıroğlu & Çakıroğlu, 2003). However, the separation of teacher education according to urban and rural schools was ended in 1954 (Sakaoğlu, 2003).

Two major changes have been made in teacher education policies in Turkey. First one came into existence by the acceptance of "Basic Law of National Education" in 1973. This law indicated that teaching is a special profession and teachers should be educated in programs in higher education institutions taking general cultural subjects, specialized subject matter courses that a person will teach, and pedagogy courses (Okçabol, 2012). The second major change in teacher education was made by the introduction of the Council of Higher Education in 1981. With the foundation of the Council of Higher Education, all the responsibilities of higher teacher education programs were transferred from the Ministry of National Education to the universities through the Higher Education Council with the aim of providing a united curriculum for all programs (Çakıroğlu & Çakıroğlu, 2003).

After the changes mentioned above, departments of education and teacher training schools which were training secondary school teachers were transformed into schools of education and those that train primary school teachers were transformed into two-year higher schools of education at universities (Okçabol, 2012). Those teacher training schools that were training vocational and technical school teachers were transformed into schools of vocational and technical education (Okçabol, 2012). By this unified higher education system, all academies and teacher training institutions integrated into the universities. It was assumed that the quality of education would be better and higher at the universities (Güven, 2008). However, as a result of this unification, faculties started to suffer from increase in the number of admissions, lack of physical space, equipment, and faculty so the quality of teachers educated at the universities became worse (Güven, 2008). To fill the faculty gap, many of the academic staffs of arts and science faculties were transferred to education faculties (Güven, 2008). Also, the curricula for all these teacher training institutions which were operating under the Higher Education Council were set by the Council itself (Okçabol, 2005). Curricula

were based on courses which provide teaching skills, general cultural courses, and subject matter courses. At the same time, the close connection between the institutions of teacher training and schools as well as the relationship between teacher education programs and the Ministry of National Education was ended (Çakıroğlu & Çakıroğlu, 2003).

In 1997, a project called Development of National Education with financial support of World Bank introduced to the teacher education program in Turkey. The main purpose of this project was to reform faculties of education by benefitting from technical support of British Council and Arizona State University. Under this project, some graduate students were sent abroad for getting master's and doctoral degrees in order to form the future teaching staff of the new teacher education system in Turkey. In the new model, the administrative structure of the faculties of education altered. Though some departments were united, some new ones were opened. Also, the length of teacher education programs changed based on the field of study and a new curriculum was designed (CoHE, 2007). The earlier curricula of faculties of education were criticized because they did not meet the needs of the students (CoHE, 2007). According to Şimşek and Yıldırım (2001), the faculties of education had developed an institutional culture which gave more importance to the subject matter knowledge than the pedagogy of teaching. Therefore, graduate students of faculties of education were like graduates of faculties of arts and sciences who were good at the subject matter, but did not know much about teaching (Güven, 2008).

The novel model was seriously criticized in that not all faculties of education were asked for advice in this process. Also, this model did not rely on any research about the needs of the faculties of education and it did not solve their problems (Okçabol, 2012). Another important criticism against this model was the omission of key courses of educational sciences like educational sociology and educational philosophy from the pre-service teacher education program (Okçabol, 2005).

In 2006, some major changes have been made in teacher training programs by the Council of Higher Education (CoHE, 2007). The main points of the teacher development program of 2006 were: Programs will have a ratio of 50-60% branch theory and technique, 25-30% professional teaching theory and technique, and 15-20% general cultural information (Eraslan, 2008). In agreement with the demands of faculties of education, practice-oriented courses were reduced because it was difficult to find cooperative schools for practice teaching (CoHE, 2007). Also, a community service

course was added to the program so that the pre-service teachers have a role in developing projects related to solving the problems of the community.

Presently, all faculties of education in Turkey apply the program that was introduced in 2007. This program allows faculties of education to modify their programs in line with the needs of their students. On the other hand, for choosing employees a nationwide standardized test called KPSS (Kamu Personeli Seçme Sınavı) was introduced in 2002. Administering of this test had a negative effect on the prospective teachers' understanding of their job because they concentrated more on the knowledge which has a place in the centralized exam than professional and educational knowledge in itself (Yıldırım, 2013). Recently, the Ministry of National Education has developed a national teacher education strategy in order to supply high quality teachers for new generation in Turkey (MoNE, 2011). According to this strategy, teachers should be intellectual and be able to solve problems of their classrooms and pupils, have good communication skills, and continuously develop themselves (MoNE, 2011). The aims of the national teacher education strategy for educating high quality teachers are:

1. selecting the most successful students for teacher education programs,
2. improving the pre-service teacher education programs,
3. choosing the best ones from the pool of candidates to appoint as teachers,
4. assuring the continuous professional development of teachers, and
5. improving professional development and reward systems to develop the institutional image of the Ministry as well as communication strategies (MoNE, 2011, pp. 12-16).

In spite of the reform movements, it is obvious from the recent attempts of the Ministry of National Education that there are still many issues concerning teacher education in Turkey. The lack of teacher in Turkey has always been one of the big problems. To meet this gap, the Ministry of National Education created alternative routes of teacher education such as certification programs to assign university graduates as teachers that were not qualified as teachers (Çakıroğlu & Çakıroğlu, 2003). Therefore, the quality criteria were sacrificed for quantity. Another problem was that teacher education programs in Turkey usually focus on Western-based theories and educational materials, which are not applicable for the Turkish context because cultural

and economical realities of communities should not be ignored (Çakıroğlu & Çakıroğlu, 2003).

2.3.1. Foreign Language Teacher Education in Turkey

As Soruç and Çepik (2013) state "Turkish pre-service foreign language teacher education program experienced a difficult problems until 1980s" (p. 321). When Turkish Republic was founded in 1923, Turkish foreign language teacher education program targeted to be standardized. For this purpose, all schools including foreign language schools were structured under the control of the Ministry of National Education. In 1926, a two-year teacher education school named "Gazi Teacher Education School" was founded and trained teachers until 1946, when it was also renamed as "Gazi Institution of Education". According to Demircan (1988), three foreign language departments (French, English, & German) were educating teachers in Gazi Institution of Education in 1940s.

Moreover, Istanbul University was founded in 1933, within the structure of which two-year foreign language teacher education school was also opened in the next years (Demircan, 1988). To satisfy the needs, a number of language teacher education departments were established in 1946 within the structure of Institution of Education in Diyarbakir, Eskisehir, Konya, Bursa, Erzurum, and Izmir. Also the graduates of philology, language, and history-geography departments got the opportunity to teach foreign languages during these years. After 1962, all two-year Institutes of Education providing foreign language teacher education were increased their years of studies into three years. However, when this law was passed, no student teacher graduated for one year and it caused a gap for schools because they had to wait for another third year when students would graduate. Again in 1978, all Institutes of Education changed their years of studies to four and were transformed into Higher Teacher Education schools (Demirel, 1991). In 1982, all schools of Ministry of National Education were restructured and moved to universities and their names were changed as 'Faculty of Education' in 1992 (Duman, 1998).

According to Soruç and Çepik (2013), the reform of 1997 was a revolution in pre-service Teacher education program. Turkish Council of Higher Education was dissatisfied with Teacher education program and its outdated curricula. Thus, the pre-service Teacher education programs in Faculties of Education were restructured in the

1997-1998 academic years. As a result of new changes, schools became a bridge for pre-service teachers to put their theoretical knowledge into practice by taking School Experience I and II and Practice teaching in third, seventh, and eighth semesters, respectively.

The new program also included pedagogical courses like Introduction to teaching profession, Classroom management, Teaching methods, Textbook analysis, and Testing. Also, courses such as Literature, Linguistics, and Introduction to translation were replaced by methodology courses and the number of credits decreased from 186 to 143 and weekly class hours reduced from 23.2 to 17.9 as in Europe (Saly, 2008).

The new program provided pre-service teachers to develop both their theoretical and practical knowledge and to catch up with the courses in Europe by means of Erasmus Exchange program. Meanwhile, the new program let pre-service teachers observe classes and schools and practice teaching in authentic classrooms. As a result, the gaps between Faculties and schools were approximately closed (Soruç & Çepik, 2013).

However, this program was not without problems. For example, cooperation between schools and Higher Education staff and the consistency between schools' curricula and those of Higher education were not carefully planned. Furthermore, the roles and responsibilities of pre-service teachers, supervisors, and cooperating teachers were inadequately defined, thus it caused poor communication and role confusion between triad members (Roberts, 1998). Cooperating teachers were not trained and pre-service teachers were not informed about what to observe in classes. University supervisors could not visit schools frequently enough to give feedback to pre-service teachers. Also, the number of pre-service teachers for every cooperating teacher was not well-balanced. Selemani-Meke and Rembe (2013) in their recent study found that age, type of pre-service teacher training program, qualification and gender of the teachers were some factors of failure of this program. Seferoğlu (2006) in his study indicated that pre-service teachers were feeling bored and hopeless of observing repetitive activities and the same mentor teachers. Number of observations was limited and they did not get adequate help and feedback from their cooperating teachers. Moreover, the connections between course contents and real life classroom situations were not formed and pre-service teachers did not have enough practice teaching.

In 2007, pre-service Teacher education program in Turkey was restructured and a new curriculum started to be implemented at the universities. But by applying the new curriculum, some problems started to occur at schools by pre-service teachers and supervisors. So, the faculties of education asked the Council of Higher Education to decrease the number of practicum courses (CoHE, 2007). Therefore, one practicum course was removed from the program in 2007. The new program included two practicum courses. Also, some courses such as Teaching language skills and Second foreign language were added to the program and some courses like phonetics and semantics were removed (Yavuz & Zehir-Topkaya, 2013).

In a study, Yavuz and Zehir-Topkaya (2013) evaluated the perceptions of foreign language teacher educators regarding the 2007 program. They found that teacher educators had positive attitudes towards some of the changes of the program such as extension of some courses to two terms, the introduction of some new courses, and removal of some other courses. Teacher educators also criticized that the views of teacher educators and pre-service teachers were not considered in the process of curriculum development. In another study, Coşkun and Daloğlu (2010) investigated the 2007 program. The results of their study revealed that the pre-service teachers were critical about insufficiency of the practice opportunities and the lack of correspondence between the new program and their needs. However, most of the pre-service teachers explained that the program helped them become reflective teachers and gave them a theoretical knowledge of English language teaching.

2.4. Stress

The first and most universal definition of stress is suggested by Selye (1976): "Stress is the nonspecific response of the body to any demand" (p.15). Kyriacou (1989) defines stress as an unpleasant emotional state which according to Dunham (1992) happens when there are prolonged, increasing or new pressures that are considerably greater than the coping resources. Mandler (1993) explains that stress is any demand on the body that leads to sympathetic nervous system provocation and the consequential efforts to remove it. Wisniewski and Gargiulo (1997) define stress as the result of how well people are able to satisfy the demands which they are responsible for them in their professional roles. Also, Kruger (1992) believes that stress is a phenomenon which demonstrates itself in people as a result of different stressors that originate from the self

and the environment. As we know, stress is defined differently by different people in different situations. Therefore, stress affects people according to the way in which they attribute meaning to the events, stimuli or demands affecting them, and in accordance with the way in which they experience and control such events, stimuli or demands (Kruger, 1992). Goodall and Brown (1980) make distinction between two types of stressors: (1) those that originate within the individual person which involve personal values, attitudes, and self-concepts and (2) those which originate outside the individual person, which involve environmental and job-related stressors. Seyle (1974) explains that stress is caused by physiological, psychological, and environmental demands. He continues that when human body is confronted with stressors, it creates extra energy and if all available energy is not used, stress will emerge.

Claxton (1989) clarifies that stress refers to both pressures and demands from the environment which a person is exposed to and the results of these stressors on the individual's performances, emotions, and physical well-beings. Claxton continues that when the duties and wishes are higher than the limitations of the work, the demands are created and when the gap between duties and wishes and limitations rise, the situation becomes more demanding and results in overload and pressure in the individuals (Claxton, 1989). Figure 1 summarizes the concept of stress and what it results in on *The Stress Cycle* (Claxton, 1989).

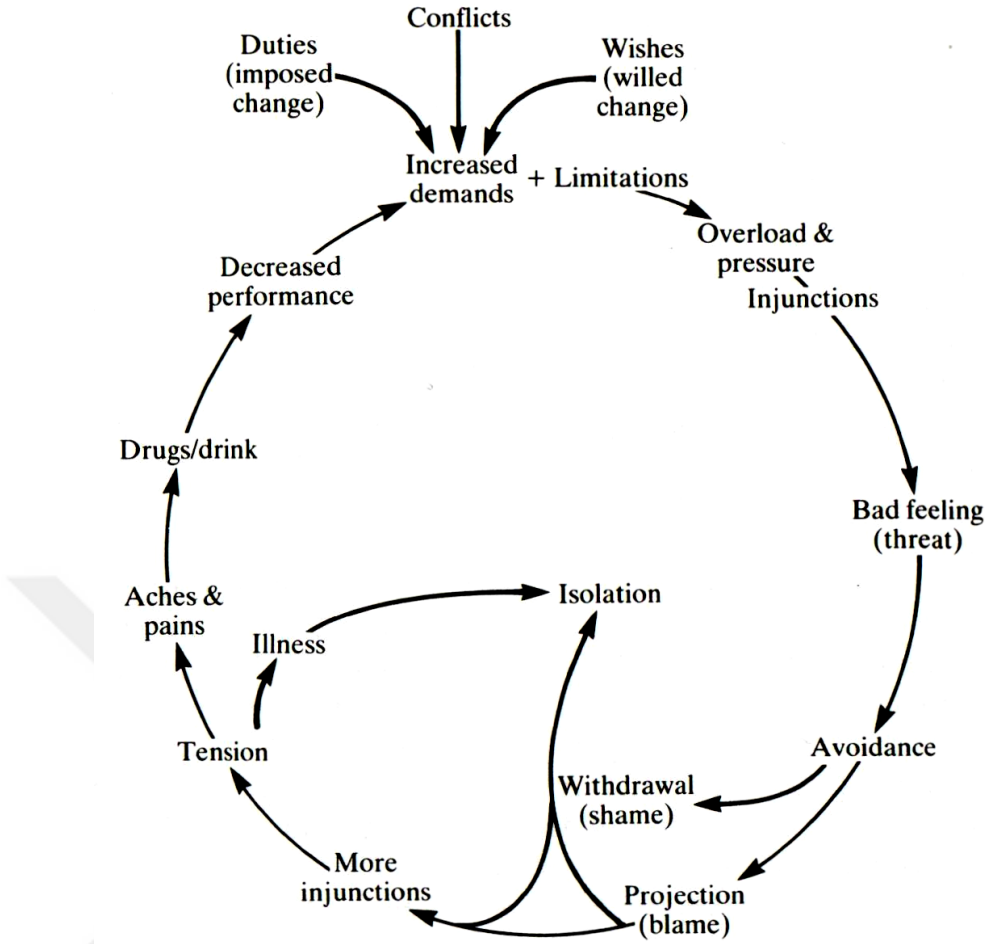


Figure 1. The stress cycle (Claxton, 1989)

2.4.1. Job Stress

Teaching has regularly been ranked as a high stress occupation (Beer & Beer, 1992; Borg, Riding, & Falzon, 1991; Johnson, Cooper, Cartwright, Donald, Taylor, & Millet, 2005). By reviewing literature about job stress it can be understood that the terms stress, stressors, strain, and burnout should be differentiated from each other. "Teacher stress" is often connected to the concept of "burn out" but these terms are completely separate (Howard & Johnson, 2004). Burnout is defined as the final reaction to frequent and intense periods of stress, which is described as a negative psychological experience in response to prolonged job related stress (Maslach, Jackson, & Leiter, 1996). According to Maslach (1981) burn out can be considered as one kind of job stress that happens among those professionals who have to deal with the needs of other people. Hurrell, Nelson, and Simmons (1998) believe that job stressors are work related environmental situations or exposures that can affect the psychological, social, and

physical health of an individual. Stressors can be measured subjectively (i.e., a worker's perceptions of the environment) or objectively (i.e., actual characteristics of the environment). The negative psychological, social, physical, and behavioral consequences associated with exposure to stressors are defined by the term strain (Hurrell et al., 1998).

2.4.2. Teacher Stress

The term "teacher stress" had appeared in the topic of an essay in 1977 when Kyriacou published a review of a research based on his own experiences as a teacher in the United Kingdom. Until that time it was difficult to find the term "stress" in teaching context (Kyriacou, 2001). Only a few researchers (Borg, 1990; Kyriacou, 1987) explored the field until the early 1990s. Studies conducted in the United States, United Kingdom, Australia, and Malta showed not only cross-cultural interest in this phenomenon, but recognized internationally the severity of the problem as well (Borg & Riding, 1991).

Nowadays, stress and stress generating factors associated with teacher education programs have been the center of attention all over the world. According to Pithers (1995) teaching is regarded as a highly stressful profession due to interpersonal demands that accompany this job and also heavy task demands and expectations. Numrich (1996) explains that some stress generating factors in teaching profession are those that relate to time management, giving obvious directions, answering to students' various needs, teaching grammar, and assessing learners' learning. Also, some researchers (Timperley & Robinson, 2000; Travers & Cooper, 1996; Wilson, 2002) state that the most frequently reported factors that cause stress among teachers are students' disruptive manners, workload, school ethos, lack of resources, lack of knowledge about the content being taught, and lack of support from colleagues and management. On the word of Kyriacou (1989), teacher stress is a negative feeling or unpleasant emotional state resulting from work as a teacher which can have serious physical and psychological results such as exhaustion, tension, depression, anxiety, poor teaching performance, and low job satisfaction. Punch and Tuettmann (1990) believe that stress can cause physical sickness, absence, and early retirement from teaching profession or even quitting it. They also list some related physical symptoms such as skin rashes and cardiovascular disease, behavioral alterations such as progressive

deterioration of relationships and work performance, and psychological reactions such as anxiety, panic, phobias, muddled thinking, and feeling insufficient. Also, Head (1996) believes that too little stress in teachers can cause boredom while too much stress can lead to psychological and physical sickness, lack of sleep, poor concentration and low performance. Because of the job stress in teaching profession, the number of people who apply for teaching job has reached alarming proportions in some parts of the world (Chaplain, 2008; Kyriacou & Kunc, 2007).

2.4.3. Pre-service Teacher's Stress during Practicum

Although pre-service teachers view the teaching practicum as a precious part of their teacher education program, they also consider it to be the most stressful (D'Rozario & Wong, 1996; MacDonald, 1993). Pre-service teachers are susceptible to stress because they go into a field in which the professional and skilled teachers are highly stressed (Wilhelm, Dewhurst-Savellis & Parker, 2000). According to Fogarty and Yarrow (1994) there are a variety of factors that are regarded as potential stressors for pre-service teachers. Sorensen and Halpert (1968, as cited in Fogarty & Yarrow, 1994) believe that professional relationships that pre-service teachers must establish with school personnel is one of the stressors during practicum. Stress as a result of professional relationships may be caused by incompatible advice given by supervising teachers and university personnel to pre-service teachers during practicum (Sinclair & Nicoll, 1981, as cited in Fogarty and Yarrow, 1994). They also indicate the unclear status of pre-service teachers as a probable cause of stress. Pettigrew and Wolf (1982, as cited in Fogarty & Yarrow, 1994) consider the evaluation of pre-service teachers by administrators and also standards set by supervising teachers as another sources of stress during teaching practicum.

Eklerton (1983, as cited in Fogarty & Yarrow, 1994) found that interaction with students may be a stressor for pre-service teachers. He states that regardless of pre-service teachers' degree of experience, they are stressed by concern for their relationships with their students. Fogarty and Yarrow (1994) consider preparation and implementation of lessons as one of the causes of stress for pre-service teachers because mastery of subject matters according to Thompson (1963, as cited in Fogarty & Yarrow, 1994) is essential in teaching so it can cause anxiety during teaching practicum for them. The standard that pre-service teachers set for themselves is the last factor of

stressors in Fogarty and Yarrow's list. According to Caruso (1977, as cited in Fogarty & Yarrow, 1994) pre-service teachers are regularly frustrated during their teaching practicum since they are incapable of achieving the standards of perfection that they have established.

In practicum the attention is paid more on methodology and less on preparing pre-service teachers to cope with the inevitable anxieties and stresses related to learners' roles, relationships, and responsibilities of teaching (Bowers, Eichner, & Sacks, 1982). Excessive or continuous stress can influence professional performance, role satisfaction, and well-being of pre-service teachers (Chan, 1998). Luthans (1995) explains that performance usually drops off when there is high level of stress. Stress generating factors for pre-service teachers identified by MacDonald (1993) as follows: inconsistency in the way of pre-service teachers' evaluations, varying expectations of school mentors and university supervisors about pre-service teachers' performance and conformity between teachers, and variations in the quality of feedback given to pre-service teachers by their mentors and supervisors. Identifying pre-service teachers stress is essential since it affects their behavior and this sequentially reduces classroom effectiveness especially it declines pupil achievement and also increases pupil anxiety (Murray-Harvey et al., 2000). Eklerton (1984) encourages teacher educators to study and investigate stresses related to practicum and assist pre-service teachers to cope with these stresses effectively.

2.5. Sources of Stress

There are many different sources of stress which do not all relate to other people or they are not all job-related (Alley, 1980). Gupta (1981) explains that "a single culprit cannot be pinpointed as the unique cause of stress in all cases" (p. 5). Kyriacou (2010) states that "the main sources of stress experienced by a particular teacher will be unique to him or her and will depend on the specific complex interaction between their personality, values, skills, and conditions" (p. 29). According to Alley (1980), an event that causes unlimited distress for one person may be regarded as just a minor event by another. Furthermore, there are differences in the main sources of teacher stress between countries based on the specific features of national education systems, the specific conditions of teachers and schools in different countries (Kyriacou, 2010).

According to Gupta (1981), sources of stress which are termed as stressors are classified under three main headings: (1) environmental stressors, (2) organizational stressors, and (3) individual stressors.

2.5.1. Environmental Stressors

This kind of stressor originates from circumstances outside the work place (Gupta, 1981). This stressor includes the clients, auditors, parents, and the community.

2.5.2. Organizational Stressors

This type of stressor originates from circumstances at the work place (Gupta, 1981). Characteristics of the job, relationships with others, and general properties of the school can be sources of stress for teachers.

2.5.2.1. Characteristics of the Job

These stressors arise from particular job responsibilities that the teachers carry out, and from the role of teachers in the school environment (Gupta, 1981). There are many job related stressors such as "role conflict, role ambiguity, role overload, role insufficiency, role under load, responsibility for people, repetitiveness, and autonomy" (Gupta, 1981, p. 6).

1. **Role conflict:** It is one of the most common sources of stress. Generally, role conflict happens when the teacher receives conflicting requests from people about what s/he is assumed to do (Gupta, 1981). According to Motseke (1998), role conflict occurs when the school provides information about teachers' roles and duties that conflict with the actuality of the regular professional life. Sometimes, the school principle expects teachers to do one thing and parents of the students expect another. Occasionally, discordant expectations from teachers cause role conflict. For example, school administrators not only want teachers to run their classes quietly but also they want them to encourage students to have active participation during lessons. These kinds of inconsistencies can be an obvious source of stress.

2. **Role ambiguity:** When a teacher is uncertain about what is expected of him/her in the school, role ambiguity occurs. Cooper (2001) believes that role ambiguity arises when the responsibilities of teachers are ambiguous and indefinite and it may also contain a lack of information required to carry out a certain role. According

to Gupta (1981), sometimes teachers do not know what to expect in their jobs from one day to another. So, these kinds of feelings cause teachers' stress.

3. **Role overload:** Another potential source of stress is role overload that refers to having too much work to do in the existing time, or having work that is too difficult for the skills and abilities of a teacher (Gupta, 1981). Another type of role overload happens when teachers do not have the skills and experiences to do their jobs effectively. As stated by Gupta (1981), teachers can learn how to handle themselves and their students in class only by achieving experience in class environments.

4. **Role insufficiency:** It is somehow related to role overload and happens when teachers do not have enough materials, information, equipment, etc. to perform their jobs appropriately (Gupta, 1981). Lack of enough desks in the classroom to seat all the students is one of the examples.

5. **Role under load:** It happens when the skills and abilities that were acquired by teachers through experience or in school are not being used on the occupation (Gupta, 1981). For instance, some teachers teach subjects that are not related to their field of study.

6. **Responsibility for other people:** Teaching profession includes a great deal of responsibility and teachers can form the socio-emotional and the intellectual growth of their students (Gupta, 1981).So, feeling responsibility for all the aspects of the students' growth causes teachers to be stressed.

7. **Repetitiveness:** According to Gupta (1981), "repetitive job is often stressful" (p. 9). Doing the same ting frequently without any breaks and changes can exert untold pressure on person. For example, teachers teach one subject over and over again and this makes them incredibly bored.

8. **Autonomy:** It is also termed as decision-making authority on the job and is related to stress in various ways. According to Gupta (1981), decision-making authority can be stressful but it can also reduce the adverse effects of other stresses. For example, if the teacher has decision-making authority, s/he can cope with the conflicts and ambiguities of the occupation.

2.5.2.2. Relationships with Others

It comprises the second group of organizational stressors that involve school administrators, colleagues, and students (Gupta, 1981).

1. **School administrators:** School principals and other school administrators have important roles in determining whether the working lives of teachers are stressful or not (Gupta, 1981). For instance, some administrators are very critical, make one-sided decisions, transfer the duties to subordinates, or care only about performance of subordinates and not their socio-emotional needs.

2. **Colleagues:** According to Gupta (1981), colleagues can affect the amount of stress that teachers experience. Colleagues can help teachers to relieve their stress or can be one of the reasons of their stress. For instance, excluding some teachers from the teachers' group can make them to feel isolated and this in turn leads to their being stressed.

3. **Students:** In Gupta's (1981) view, students are one of the latent stressors. If students are amendable, respectful, and academically-motivated, then teachers will not experience stress in their classes. But sometimes lack of consistency about discipline problems in the schools weakens their authority with students. Discipline problems and the way that they are managed by the administration, are among the most influential stressors (Gupta, 1981).

2.5.2.3. General Properties of the School

It is the third group of organizational stressors and perhaps the least powerful cause of stress (Gupta, 1981). For example, school size can be placed in this group of organizational stressors.

2.5.3. Individual Stressors

These kinds of stressors originate from characteristics of the person experiencing the stress (Gupta, 1981). As stated by Claxton (1989), there are great differences about how people are stressed, what makes them stressed, and about the amount of pressure that every individual can overcome. That is to say "a situation that causes a stress reaction in an individual may not necessarily cause it in another" (Adams, 2001, p. 229). According to Alley (1980), stress is what we do to ourselves, our internal fears, internal drives, ambitions, expectations etc. No direct interaction is needed with others for these stressors to affect our lives (Alley, 1980). According to Kyriacou and Sutcliffe (1978), in studying the relationship between stressors and stress, the personality traits

rather than the biographical traits of the individual are considered more important factor of individual differences in teacher stress.

2.5.3.1. Personality Traits

In a study done by Fontana and Abouserie (1993), it is found that teachers who show characteristics such as troublesomeness, aggressiveness, moodiness, hostility, and introversion experience higher levels of stress than extroverts and friendly teachers. The typical extrovert teachers are sociable, have very strong desire for excitement, take chances and act at the drop of a hat and such characteristics allow the extrovert teachers to respond to professional stressful conditions quite effectively (Fontana & Abouserie, 1993). Conversely, the introvert teachers are quiet, shy, reserved and unfriendly except towards their close, friends, somehow pessimistic, have fewer tendencies towards excitement and give great value on ethical standards (Fontana & Abouserie, 1993). Consequently, such people can be easily affected by life events and can endure more stress from their professional work.

According to Welford (1974), introverts have better performance under monotonous and repetitive situations than extroverts while extroverts try to find stimulation and have better performance under stress. Johnstone (1989) made a distinction between Type A and Type B personalities. She stated that "Type A personalities are aggressive, competitive, ambitious, and restless while Type B personalities are all personalities that are not so categorized" (p. 26). Moreover, Singer (2010) explains that Type A personalities tend to experience more stress than others. They also have behaviors of "sense of time urgency, all-or-nothing thinking, work addiction, free-floating hostility, low self-esteem, unconscious drive toward self-destruction, and need to be in control all the times" (p. 58). Type B personalities do not worry about time and often give themselves free time to relax and energize. They are optimistic and positive and not annoyed by negative situations. They have self-esteem so they can deal with stress more successfully than Type A personalities (Singer, 2010).

2.5.3.2. Locus of Control

Another main stress factor is the person's perceived locus of control. Locus of control is concerned with the question of "whether or not an individual believes that his own behavior, skills, or internal dispositions determine what reinforcements he

receives" (Rotter, Julian, Chance, June, Phares, & Jerry, 1972, as cited in Mcintyre, 1984, p. 235). As stated by Mcintyre (1984), there is a distinction between people who believe that they are effective in controlling their destiny, i.e. a belief in internal control; and those who believe that things in their life are generally beyond their control and are primarily influenced by complex and predictable forces, chance, luck, and powerful others outside themselves i.e. a belief in external control. In a study, Kyriacou and Sutcliffe (1979) investigated the relationship between locus of control and teacher stress and they found that teachers with an internal locus of control understand that they are effective and accept the responsibility for their actions and they work hard to attain educational goals. Therefore, they are less stressed than those who saw control as external.

2.6. Coping Strategies

As stated by Black-Branch and Lamont (1998), helping pre-service teachers to find or develop strategies to cope with practicum stress will contribute to the practicum to be a more beneficial learning experience. It is proved that in-service courses developed to help pre-service teachers improve their skills to satisfy the demands of teaching profession, containing how to recognize sources of stress, how to cope with these stresses, and how to use effective and appropriate coping strategies and techniques, are more effective than strategies and techniques designed to reduce the stress (Black-Branch & Lamont, 1998).

Unfortunately, there is less research on how pre-service teachers deal with stress. Few studies have searched about the strategies that pre-service teachers use in their practicum to cope with stress. In this regard, MacDonald (1993) investigated the pre-service teachers' perspectives on techniques they used to cope with practicum stresses and he found that pre-service teachers dealt with practicum stress by using communication, conformity, showing initiative, goal setting, and relaxation techniques. Also, Morris and Morris (1980) state that since most of teacher preparation programs do not systematically prepare pre-service teachers to handle stress during their practicums, university supervisors and school mentors must take the responsibility for assisting pre-service teachers to find or develop coping strategies. For that reason, they made eight suggestions with regard to how the university supervisors and school mentors can aid pre-service teachers to cope with practicum stress. These include: (1) create and

maintain open communications among the pre-service teachers, university supervisor, and school mentor, (2) encourage pre-service teachers to devote some time for themselves every day, (3) provide opportunities for pre-service teachers to share their experiences, (4) encourage pre-service teachers to get adequate amounts of exercise, rest, and sleep, (5) encourage or even require pre-service teachers prepare unit and lesson plans beforehand, (6) encourage pre-service teachers to take part in regular, in-depth self-evaluation, (7) provide in-service programs and opportunities for university supervisors and school mentors to develop competencies in evaluating classroom environments for sources of stress, identifying stress symptoms, and helping pre-service teachers in developing coping skills, and (8) provide a comprehensive orientation program to pre-service teachers teaching (p. 60).

One of the most important studies about coping strategies of practicum stress was done by Murray-Harvey et al. (2000). In this study, four categories of coping strategies were identified as: (1) personal, (2) professional, (3) social, and (4) institutional which these categories themselves include some subcategories too.

2.6.1. Personal Coping Strategies

This category consists of five subcategories (Murray-Harvey et al., 2000, p. 28).

1. **Cognitive strategies:** These include positive thinking, setting realistic and convincing expectations, pragmatism, and hindering the negative.

2. **Physical strategies:** These contain activities like recreation, sport and exercise.

3. **Behavioral strategies:** These include activities that do not need thinking such as walking or doing housework.

4. **Emotional strategies:** These contain use of self-deprecation, that is, a capacity of pre-service teachers to laugh at themselves.

5. **Rational/time organization strategies:** It means giving priorities for work and free time. Pre-service teachers mostly stressed the significance of making time for themselves during the practicum.

2.6.2. Professional Coping Strategies

Being prepared for lessons and the general duties of teaching profession are strategies that aid pre-service teachers in avoiding practicum stress. This category includes three subcategories (Murray-Harvey et al., 2000, p. 28):

1. Being familiar with the curriculum, knowing the structure, organization, and culture of the school help pre-service teachers be relax in that environment.
2. Using self-management skills such as preparation and planning, and also using of organizational skills help pre-service teachers to avoid the practicum stress.
3. Professional qualities are strategies that are adaptive.

2.6.3. Social Coping Strategies

This category includes only one subcategory (Murray-Harvey et al., 2000, p. 28): Discussion with people (family and friends) in times of predicament.

2.6.4. Institutional Coping Strategies

This category is divided into two subcategories (Murray-Harvey et al., 2000, p. 28):

1. At the school level, the support of the school mentor, other teachers and pre-service teacher peers offer a human contact when the stress occurs.
2. At the university level, the university supervisor provides a human point of contact while the stress happens

2.7. Related Empirical Studies

There are some previously done research studies concerning the practicum stress and coping strategies of pre-service language teachers e.g. (Çelik, 2008; Coşkun, 2013; Kızıltepe, 2007; Merç, 2011; Paker, 2011; Sabanci, 2011) in Turkey and (Abebe & HaileMariam 2011; Brackenreed, 2011; Chaplain, 2008; Fogarty & Yarrow, 1994; Hockley & Hemmings, 2001; Kim & Kim, 2004; Klassen & Chiu, 2011; Kyriacou & Chien, 2004; Kyriacou & Stephens, 1999; MacDonald, 1993; Murray-Harvey, 2001; Murray-Harvey et al., 2000; Nigidi & Sibaya, 2003; Schwab, 1989) in different parts of

the world. But these researches have different results that indicate the need for further research studies.

2.7.1. Studies in Turkey

Çelik (2008) investigated pre-service EFL teachers' reported concerns and stress for practicum in Turkey. In this study, the concerns that 133 pre-service EFL teachers experienced during practicum were examined. A questionnaire comprising of 40 statements showing concerns and stressful experiences was applied to the pre-service teachers. Stress causing areas were analyzed under six categories: personal, communication-centered, evaluation-based, external, lesson preparation and teaching related. The results of this study showed that about half of these stress areas are at the medium level. Also, the personal concerns create the highest level of stress and the evaluation-based concerns result in the lowest level of stress.

Another study conducted by Coşkun (2013) examined the causes of stress in each of stakeholders who were involved in the process of English language teaching practicum. Thirty one school mentors, seven university supervisors working in three different state universities, 68 last year pre-service teachers, 11 school administrators, and 28 high school students taught by pre-service teachers took part in this study and shared their opinions about the stress generating factors in the practicum. The data of this study was collected by means of open-ended surveys and interviews based on the question "Are there any practicum-related problems causing stress for you, if yes, what they are?" Content analysis was used in analyzing the data to identify common themes in the participants' responses and the similar perspectives were grouped based on common themes. The results of this study indicated that although most of the school administrators and high school students explained that they did not feel stressed because of the practicum, most of the school mentors, university supervisors, and pre-service teachers expressed the reasons of their stress during the practicum. School mentors explained that the high amount of paper work, lack of pre-service teachers' motivation and interest in the practicum, pre-service teachers' poor class management skills, pre-service teachers unfamiliarity with students' English levels and age, and lastly being observed by pre-service teachers were the five reasons of their stress. Similar to these findings, pre-service teachers expressed that poor classroom management skills, the high amount of paper work, being observed by the peers, mentors, and the supervisors,

lack of mentor and supervisor support, lack of financial support to meet practicum-related expenses, and finally not being able to estimate students' English levels were the stress causing factors during their practicum. Sources of stress for the supervisors in this study were mentor-student conflict, heavy work load, lack of pre-service teachers' motivation and enthusiasm about the practicum.

The study by Kızıltepe (2007) reported high stress levels among teachers in Istanbul. One hundred fifty two teachers from three different schools participated in this study. Fifty two of the teachers were from the private high school, 22 were working in the state high school, and 78 of them were teaching at the preparatory school. Eighty eight of the teachers were female while 64 were male. Sixty two of the participating teachers were single, 81 were married, and eight were "other." Turkish translation of the Teacher Stress Inventory developed by Fimian (1988, as cited in Kızıltepe, 2007) which involved 49 questions was used to measure the stress level of teachers. The findings revealed that teachers perceived their role as influenced by a heavy workload, low salary, and poor student work ethic. Also, female teachers experienced higher stress levels than males and married teachers felt more stressed than singles. Moreover, the analysis of the results indicated that there are differences in stress levels of teachers working in state, private, and university.

Merç (2011) explored the sources of foreign language pre-service teacher anxiety experienced during the teaching practicum. The participants were 150 ELT pre-service teachers who were completing their practicum at Anadolu University, Turkey. The data of this study were gathered by weekly diaries kept by pre-service teachers and semi-structured interviews conducted with only 30 of the participants. Analysis of the qualitative data obtained through diary keeping of the pre-service teachers showed that there are six main categories as the sources of foreign language pre-service teachers' anxiety. These categories were students and classroom profiles, classroom management, teaching procedures, being observed, mentors, and miscellaneous, respectively.

A research by Paker (2011) aimed to find out pre-service teachers anxiety concerning the practicum, what the possible sources of anxiety for pre-service teachers are, and how different genders are affected. The participants of this research were 73 females and 28 males pre-service teachers. All of the participants were last year ELT students. The data of this study obtained by applying the Student Teacher Anxiety Scale developed by Hart (1987) right after their teaching practicum and a semi-structured interview that was conducted with 25 randomly selected pre-service teachers before and

after their teaching practicum. The analysis of the data revealed that pre-service teachers were anxious about factors such as evaluation, classroom management, pedagogy, and staff relations. Moreover, pre-service teachers were more anxious about evaluation and classroom management than pedagogy and staff relations. Also, female pre-service teachers were more anxious than males during their teaching practicum. The results of this study also indicated that pre-service teachers' anxiety before and while doing their teaching practicum may be caused by some contradictions like the way pre-service teachers are assessed and evaluated, different expectations of school mentors and university supervisors during their teaching practicum, lack of conformity among school mentors concerning their approach to teaching practicum, and lastly, the poor quality of feedback given to pre-service teachers by their mentors and supervisors.

Sabanci (2011) examined the relationship between teacher stress and a healthy school organization. The population of this study comprised of 129 state primary school principals, 240 assistant principals, and 3980 teachers from a primary school in Antalya, Turkey. Two questionnaires were used to collect the data of this study. The first questionnaire was Organizational Health Inventory developed by Akbaba (1997) and consisted of 53 items and the second one was developed to measure teachers' stress by Acar Baltaş and Zuhal Baltaş (Baltaş & Baltaş, 1987) and comprised 43 items. According to the findings of this study, all the stress factors (physical environment stressors, social interaction stressors, work related stressors, and stressors related to self-perception) were correlated significantly with organizational health factors (organizational leadership, environmental integration, organizational integration, organizational identity, organizational product) and there were negative correlations between stress factors and organizational health factors. Moreover, the results indicate that managers and teachers believe that teachers experience moderate levels of stress and organizational health is high.

2.7.2. Studies around the World

A study conducted by Abebe and HaileMariam (2011) investigated specific teaching events which pre-service and cooperating teachers found stressful as well as the remedies that they may suppose useful for dealing with stress. Participants of this study comprised of 42 pre-service teachers and 40 cooperating teachers from two metropolitan cities. A questionnaire, Rating Pre-service Teacher Events for Stress

which was developed by Robert Wright (1980) was applied in order to evaluate teacher stress and potential remedies. Pre-service teachers and cooperating teachers were required to rate a set of classroom events that may be a source of stress for them and also the possible remedies for the events. The analysis of the data obtained from this study revealed that both pre-service teachers and cooperating teachers were stressed by student discipline problems, time management, unmotivated students, lecturing, university supervisors' visit, pre-service teacher-parent relationship, inconsistent student behavior, and cooperating teachers' demand, respectively. In addition, pre-service teachers found getting paid for student teaching, doing fewer lessons planning and grading, and increasing university supervisors' visits as remedies for stress more than cooperating teachers. On the other hand, cooperating teachers showed increasing physical security would decrease their stress more than pre-service teachers.

The study by Brackenreed (2011) tried to identify teachers' strategies for coping with perceived stressors in inclusive classrooms. The population of this study was teachers who were teaching students with exceptionalities in the regular classroom in Ontario, Canada. Inclusive Education Teacher Stress and Coping Questionnaire (Forlin, 2001, as cited in Brackenreed, 2011) was adapted from the original questionnaire and applied in this study. The questionnaire consisted of four parts. Part A asks information about students in the classroom, part B requests information about potential stressors related to inclusive education, part C involves different coping strategies that might be employed by the teacher, and part D concerned with general information on external variables such as demographic details of the school and personal teaching data. Participants of the study required to respond each part in an open-ended question. After analyzing the qualitative data, a sum of 35 strategies was presented. Seventeen items fell within the realm of personal, 3 professional, 2 social, and 13 institutional coping strategies. Ninety four percent of the teachers reported that they feel maintaining a sense of humor is the most useful coping strategy. Ninety three percent of the teachers in this study showed that drawing on past experiences, ninety two percent making a plan of action and following it, eighty one percent looking on the bright side, seventy eight percent developing interests outside of the school, and sixty eight percent indicated that engaging in physical activities were useful coping strategies for them.

In another study, Chaplain (2008) explored the relationships between stress and psychological distress among a group of trainee secondary school teachers in England. A group of 343 full-time trainee teachers taking a secondary postgraduate certificate in

education participated in this study. The Self-report Stress Scale developed by Freeman (1986) was applied to investigate teacher stress immediately after the participants completed their final practicum. Also, an abbreviated version of the General Health Questionnaire developed by (Goldberg, 1978) was used to measure psychological distress. The results of this study showed that experiencing high levels of stress, caused by disruptive students, high workload, and feeling unsupported during the practicum, may result in trainees become demotivated, suffer ill health, decide not to teach, or leave teaching forever. About 38% of the participants of this study reported that their teaching experience was very or extremely stressful. At the same time, almost 46% of the participants based on the observation in school said that the job of a secondary teacher was very or extremely stressful.

Fogarty and Yarrow (1994) conducted an action research on pre-service teachers stress during the practicum. After completing a study about the causes of stress on teacher education students during practicum, some members of the team who participated in the project wanted to certify that the findings made some differences to the lives of students. So, the action plan was developed by a group of people that comprised a student counselor, teachers and university lecturers. Then, the action plan was applied in three schools. The number of students in the three schools totaled 24 and one university lecturer was considered as a supervisor for the students in all three schools. In order to determine whether or not an action plan had made some difference to the lives of the students at the three schools, they were required to complete the same questionnaire applied in the earlier study. Students were asked to reply to each item in terms of frequency and degree of stress to them. The analysis of the results of the study revealed that most frequently occurring stressors were heavy workload, lack of time for preparation prior to each block practice period, easier to achieve well in some schools than others, doing work that contributes minimal marks, number of assignments and activities, different expectations from teachers, school administrators and lecturers concerning the performance, lack of progressive feedback about assessment, expenses, mental tiredness, and lastly teachers unsure of their supervisory role. By comparison of the results of the earlier study and those of the action research project it was understood that on seven items, the frequency of stress has decreased and also on six items, the degree of stress has lessened.

Hockley and Hemmings (2001) studied sources of stress and coping strategies related to rural-based practicum. Fifty four pre-service teachers from New South Wales,

Australia, participated in this study and four of them took part in an in-depth case study involving interviews and diary accounts. Contrasting method was used to gather and analyze the data in this study. The study consisted of three semi-structured and informal interviews at the beginning, in the middle, and towards the end of the practicum. The researchers asked pre-service teachers to talk about their early experiences and perspectives on the practicum. In addition to the interviews, participants were required to keep diary to record critical incidents which occurred during each day of the practicum and also practicum experiences and concerns. Furthermore, a questionnaire was implemented to collect the data from the participants. This questionnaire consisted of three parts. The first part was asking about the personal information of the participants. The second part involved some open-ended questions concerning stressors experienced by the pre-service teachers during the practicum. The last part consisted of the 29 item SPS as developed by D'Rozario and Wong (1996). The results of this study yielded four categories of stress: university evaluation, school evaluation, managing workload and roles, and catering for individual differences. Content analysis of the open-ended questions yielded four main stress-related themes: teaching roles and responsibilities, management of time and workload, costs and living away from home, and student behavior. Also, five strategies for dealing with stress were identified: communicating with others, self-help, relaxation and recreation, teaching and managing techniques, and organization.

Kim and Kim (2004) investigated the sources and symptoms of anxiety in classroom teachers with regard to teaching foreign languages in Korea. A scale named Foreign Language Teaching Anxiety Scale (FLTAS) was developed to measure the participants' anxiety. By analyzing the results, it was found that some of participants had experienced anxiety in foreign language classrooms. Participants of this study reported that they felt stress while speaking English during teaching sessions, while they were teaching speaking and listening skills, while they had classes with unmotivated students, while they were not able to control and manage the class appropriately and lastly while they were being observed. Also, it was found that not being prepared for the lesson, having limited English proficiency, lack of confidence, fear of negative evaluation, and lack of teaching experience were some sources of stress in this study.

Klassen and Chiu (2011) explored the occupational commitment and quitting intention of practicing and pre-service teachers from a large public university in western Canada who had completed the first of two practicum experiences in the final year of

their undergraduate education program. A cross-sectional survey design was applied to examine the impact of teachers' self-efficacy, job stress, and contextual factors on occupational commitment and quitting intention of 434 practicing teachers and 379 pre-service teachers. The results obtained from this study showed that self-efficacy, job stress, and teaching context influence the occupational commitment and quitting intention of practicing and pre-service teachers.

Kyriacou and Chien (2004) tried to investigate the teachers' stress in Taiwanese primary schools. For this purpose, a questionnaire was designed to search the general level of teacher stress, the sources of teacher stress, the coping strategies used by teachers, and the strategies the teachers think could be taken by schools and the government to lessen teacher stress. A Chinese version of the questionnaire was sent to teachers in 22 primary schools by emails and about 203 questionnaires were received. The sample comprised 72% females and 28% males. Twenty six percent of the participants reported that being a teacher was either very or extremely stressful. Also, the results showed that the main source of stress was the changing education policies of the government. The most effective coping strategy identified was having a healthy home life. In addition, participating teachers reported that the most effective strategy that schools or the government could take to decrease stress was to reduce teachers' workload.

In another study conducted by Kyriacou and Stephens (1999) the concerns of pre-service teachers during teaching practice was examined. Sixteen pre-service teachers from York University who were preparing to teach either English or History were invited to take part in this study. Six meetings were arranged and a total of 13 students attended on one or more occasions. During the focused group interviews, the pre-service teachers were required to talk about on how things were going at the practicum and the interviewers asked them to elaborate on issues that arose during the ensuing conversation. Nine main factors of concern were identified. There were: not being regarded as a real teacher, dealing with disruptive behavior, becoming a disciplinarian, getting the teaching right, getting the planning right, teaching about sensitive issues, coping with a heavy workload, having too little preparatory teaching practice, and being assessed. Moreover, three main categories of accomplishments were recognized by participants of this study. These were: taking responsibility, developing confidence, and creating an orderly classroom.

MacDonald (1993) in a study investigated the causes of stresses and the coping strategies of 11 pre-service teachers during practicum. Focused group interviews, observation visits, and journal reflections used to gather the data. The analyses of the data demonstrated that pre-service teachers experienced stress due to role clarification, expectations, conformity, time, evaluation, assignments, peer discussions, and feedback. Also, the results of MacDonald's (1993) study revealed that pre-service teachers reported identified communication, conformity, initiative, goal setting, and relaxation techniques as strategies for coping with practicum stress.

Murray-Harvey (2001) examined how teacher education students cope with practicum concerns. At the time of this study, in Flinders University, Australia, the professional development component of the teacher education program was concerned into the final two years of the four-year undergraduate degree. Within this two-year program, the students participated in two eight-week practicums. In total, 173 students in the first practicum and 183 students in the second practicum participated in this study. Students completed the Perceptions of Teaching Survey on two occasions, first, at the end of their first practicum and again after their second and final practicum. This questionnaire consisted of three parts. The first part reproduced the Survey of Practicum Stresses (SPS) developed by D'Rozario and Wong (1996) and consisted of 29 items representing experiences related to the practicum that students may find stressful and the students were required to indicate how often the experiences may have stressed them. In the second part, the students were asked to answer the question "What coping strategies did you use to cope with any stress that you may have encountered during the practicum?" The last part of the questionnaire were nine strategy categories emerged by analyzing the second part of the questionnaire and students were asked to rank the five strategies that were the most important for them. In this study, the pre-service teachers reported that the reason caused stress either most or all the time was having high expectations of their teaching performance. Also, coping with teaching workload, managing the classroom and maintaining discipline, striking a balance between the practicum and personal responsibilities, and managing the time were the issues which continuously caused stress for most of pre-service teachers. By analyzing the data obtained from this study, four main categories of coping strategies were identified: personal, professional, social, and institutional. In addition, students consistently reported that seeking support from the teacher was their primary coping strategy. The

results of this study showed that an affective student-supervising teacher relationship is critical for student practicum success.

Murray-Harvey et al. (2000) investigated the concerns and coping strategies of teacher education students. Two groups of teacher education students took part in this survey and provided information about their practicum concerns and the strategies that they applied to deal with these concerns. The aim of this study was to identify the factors in the practicum that concerned students most and least, study the students' experiences of stress in relation to their gender, age, and degree status, define strategies that students found them useful in coping with practicum stress, and examine the relationship between stress and teaching performance of the teacher education students. The analysis of the data depicted that the events that caused most of teacher education students to fell stressful were high expectations of their teaching performance, dealing with the teaching load, managing the class, maintaining discipline, creating a balance between the practicum and personal commitments, and finally managing the time. Also, the results of data analysis showed no significant differences in reported levels of stress between the two groups of students, between males and females, younger and older student groups or between graduate-entry and undergraduate students. Though, for all the students the first practicum was significantly more stressful than the second practicum. The results also revealed a significant reduction in stress from the first practicum to the second one and this confirmed that the teaching experience itself might act as an effective strategy in coping of the stress. Moreover, the students reported that student-supervising teacher relationship was their principal coping strategy.

In a study, Nigidi and Sibaya (2003) tried to investigate the extent to which pre-service teachers experience anxiety with regard to practicum related factors. In addition, they wanted to determine whether there was any relationship between pre-service teachers' personality factors and anxiety levels regarding practicum related factors. Also, they tried to explore interaction effects of pre-service teachers' biographical variables such as gender, age, and grade placement in relation to the nature of practicum related factors. Participants of this study were 23 male and 52 female students from Zululand University, South Africa, who were registered for the senior secondary teacher diploma, university education diploma, and university primary education diploma. The questionnaire that was applied in this study comprised of three parts. The first part consisted of pre-service teachers' biographical information. The second part consisted of the Student Teacher Anxiety Scale (STAS) developed by Hart (1987) and aimed to

assess pre-service teachers anxieties related to practicum. The third part consisted of the Eysenck Personality Questionnaire (EPQ) developed by Eysenck and Eysenck (1975) and its aim was to investigate extraversion and neuroticism subscales to describe the personality of participating pre-service teachers. The pre-service teachers were asked to complete the questionnaire before, during, and after the practicum. The analysis of the data revealed that pre-service teachers do not differ in the extent to which they experience anxiety from factors related to practicum. However, a higher percentage of pre-service teachers (44%) reported a moderate level of anxiety. Also, the results indicated that neurotic personality causes anxiety related to professional preparation and an unsuccessful lesson. This shows that neurotic rather than stable pre-service teachers seem to be more prone to anxiety related to professional preparation and an unsuccessful lesson. In addition, the findings revealed that gender, age, and grade placement interactions had an effect on pre-service teachers' perception of evaluation.

In an exploratory study done by Schwab (1989), the effectiveness of extended teacher education program was studied. For this purpose, 82 pre-service teachers were chosen from New Hampshire University. This study was administered in midpoint of the second practicum. The participants were asked to complete the questionnaire which consisted of three sections. The first section involved some questions about background characteristics of the participants and the degree of their satisfaction with different aspects of the practicum. The second section of the questionnaire asked the participants to complete the Maslach Burnout Inventory (Maslach, Jackson, & Schwab, 1986) which was a valid and reliable instrument to measure three aspects of educator burnout: emotional exhaustion, depersonalization, and personal accomplishment. The last section consisted of questions adapted from Pines, Aronson, and Kafry's (1981, as cited in Schwab, 1989) instrument to access functions of an individual's support network. The results of the study showed that pre-service teachers viewed their practicum experience very positively and the overall positive responses to the practicum aspects of the New Hampshire University support the adaptation of extended programs for preparing teachers. Also, the overall low levels of job-related stress showed that the supportive situation that could be developed over the year helps practice teachers enter their profession on a positive note.

CHAPTER III

METHODOLOGY

3.1. Introduction

This chapter describes the research methodology employed in the present dissertation and is dedicated to providing information about the research paradigm, research design, the participants with whom the study was conducted, the setting where the study was carried out, the data collection procedure followed to investigate the stresses of pre-service language teachers at practicum and the strategies that they employed to cope with their stresses, and the qualitative and quantitative data collection tools employed to gather the data of the study. Moreover, this chapter gives information about the statistical and content analysis of the data in order to reply the research questions of the study.

3.2. Research Paradigm

According to Patton (1990), paradigm is "a worldview, a general perspective, and a way of breaking down the complexity of the real world" (p.37). It shows a worldview that expresses the nature of the world, the individual's place in the world, and the variety of possible relationships to that world and its parts (Guba & Lincoln, 1994). The research paradigm of a study offers a framework for the researcher and shapes all the decisions made over the course of the process and also represents the ideology of the researcher while planning and conducting a research. According to Creswell (2007), the research paradigm constituted by ontology (nature of reality), epistemology (how reality should be understood), axiology (what is valuable to study), and methodology (the process of research) reflects the ideology of the researcher. Thus, a research paradigm is related to how the researcher observes, interprets, and evaluates the world.

According to Creswell (2014), there are four types of paradigms that researchers bring to study: a) post-positivism, b) constructivism, c) transformative, and d) pragmatism.

1. **Post-positivism**: This paradigm is also called "scientific method" or "science research". It is based on assumptions that hold true more for quantitative research than qualitative research and also it adopts a deterministic approach based on cause-effect relationship. Post-positivism holds a deterministic philosophy to identify and assess the causes that have an influence on outcomes such as found in experiments. The knowledge develops based on careful observation and measurement of the objective reality. Developing numeric measurements of observations is essential in post-positivist approach. In this type of paradigm, the researcher begins with a theory, gathers data that either support or rejects the theory, and then makes required revisions and conducts additional tests.

2. **Constructivism:** This paradigm is also named as "social constructivism" and often combined with interpretivism. Constructivism paradigm is seen as an approach to qualitative research. It believes that individuals try to understand the world in which they live and work. So they develop subjective meanings of their experiences. The main purpose of this paradigm is to rely as much as possible on the participants' views of the situation being studied. The researcher's purpose is to make sense of the meanings others have about the world. In contrast to post-positivism that starts with a theory, constructivism creates or inductively develops a theory.

3. **Transformative:** This paradigm holds that research inquiry needs to be intertwined with politics and a political change agenda to oppose social persecution at every level (Mertens, 2010). Transformative pays attention to the needs of the groups and individuals in the society that may be relegated or disenfranchised. Therefore, theoretical perspectives may be mixed with the philosophical assumptions that make a picture of the issues being inspected, the people to be studied, and the changes that are required.

4. **Pragmatic:** Pragmatism comes out of actions, conditions, and results rather than antecedent situations as in post-positivism. As a philosophical base for mixed methods studies, pragmatism focuses on the research problem in social science research and then uses pluralistic approaches to obtain information about the problem (Tashakkori & Teddlie, 2010). Pragmatism is not dedicated to any one system of philosophy and reality. It is applied to mixed methods research in that the researcher freely uses both quantitative and qualitative data, choses the method, techniques, and procedures of the research that best meet their needs and purposes (Creswell, 2014). Pragmatists do not perceive the world as an absolute unity. In a similar way, mixed

methods researchers look to many approaches for collecting and analyzing data (quantitative & qualitative) rather than using only one way (Creswell, 2014). The pragmatist researchers look to the "what" and "how" to research based on the expected results.

The research stance I have adopted in this study is the pragmatic research paradigm which instead of focusing on methods, researchers put emphasis on the research problem and use all accessible approaches to understand the problem (Rossman & Wilson, 1985). As a pragmatist researcher, I have adopted mixed method research design in this research as will be explained below.

3.3. Research Design

This study is mixed-methods study design involving two data sets: (1) quantitative and (2) qualitative.

3.3.1. Mixed-methods Research Design

The specific purposes of the present study required different kinds of research questions, which required collecting and analyzing different types of data. Patton (1990) describes the importance of using various data collection techniques and research strategies in order to bring together different findings and impressions from the same situation or research setting. According to Johnson and Onwuegbuzie (2004), mixed-methods research involves combining techniques, methods, approaches, and language of both qualitative and quantitative tradition in a single study. Creswell (2014) defines mixed-method as "an approach to research in the social, behavioral, and health sciences in which the investigator gathers both quantitative (closed-ended) and qualitative (open-ended) data, integrates the two, and then draws interpretations based on the combined strength of both sets of data to understand research problems"(p. 2). Mixed-methods research follows the usual research procedures which are complemented by some supplementary stages such as decision making and justification of method mixing, explaining the aim of method mixing, selecting the means of method mixing, and finally the interpretation of combined results (Johnson & Onwuegbuzie, 2004). In Creswell and Plano Clark's (2007) view, the importance of mixed-methods research is that "the use of qualitative and quantitative approaches in combination provides for a better understanding of research problem" (p. 7). Also, because all methods of data collection

have some limitations, using of mixed-methods can neutralize or counteract some of the weaknesses of certain methods (Creswell, Plano Clark, Gutmann, & Hanson, 2003). Therefore, mixing different types of methods can make studies stronger (Greene & Caracelli, 1979). The comparison of quantitative methods, mixed-methods, and qualitative methods are summarized in Table 1 (Creswell, 2014).

Table 1

Comparison of Quantitative, Mixed, and Qualitative Methods

Quantitative methods	Mixed-methods	Qualitative methods
Pre-determined	Both pre-determined and emerging methods	Emerging methods
Instrument based questions	Both open-ended and closed-ended questions	Open-ended questions
Performance data, attitude data, observational data, and census data	Multiple forms of data drawing on all possibilities	Interview data, observation data, document data and audiovisual data
Statistical analysis	Statistical and text analysis	Text and image analysis
Statistical interpretation	Across databases interpretation	Themes, patterns interpretation

Source: Creswell, 2014, p. 45

According to Creswell (2014), the combination of quantitative and qualitative methods allows us to:

- Gain different perspectives and take advantage of both closed-ended response data (quantitative) and open-ended personal data (qualitative),
- Achieve a more comprehensive view and more data about the problem than either the quantitative or the qualitative viewpoint,
- Add to instrument data (quantitative data) details about the setting, place, and context of personal experiences (qualitative data),

- Do initial exploration with individuals (qualitative research) to verify that instruments, measures, and intervention (quantitative research) are actually suitable for the participants and site being studied, and
- Add qualitative data to the experimental trials (quantitative research). (p. 15)

Creswell (2014) identified three basic types of mixed-methods designs: a) convergent design, b) explanatory sequential design, and c) exploratory sequential design.

1. **Convergent design:** In this kind of design, the aim of the research is to gather both quantitative and qualitative data, analyze both sets of data, and then combine the results of the two sets of data analysis with the purpose of comparing the results.

2. **Explanatory sequential design:** In this kind of design, the aim of the research is firstly to use quantitative methods and then qualitative methods to help explain the quantitative results in more depth. It is an easy straightforward design.

3. **Exploratory sequential designs:** In this kind of design, the aim of the research is firstly to explore a problem with qualitative methods. Secondly, the researcher uses the qualitative findings of the initial exploration to build a second quantitative stage of the research. This stage may include designing an instrument to measure variables in the research, developing activities for an experimental intervention, or designing a typology that is then measured using existing instruments. In the third stage, the quantitative instrument, intervention, or variables are used in a quantitative data collection and analysis procedure.

According to Creswell (2014), there are also three advanced types of mixed-methods designs: a) intervention designs, b) social justice or transformative designs, and c) multistage evaluation designs.

1. **Intervention designs:** In intervention designs, the researcher uses a convergent design, an explanatory design, or an exploratory design within a larger experimental framework. That is, the researcher collects qualitative data at some stage during the study, for example, before, during, or after the trial. In intervention designs, integration involves embedding the qualitative data within an experimental trial.

2. **Social justice or transformative designs:** In these types of designs, the researcher includes a social justice framework that surrounds the convergent, explanatory, or exploratory design. This framework moves into the mixed-methods study at different points.

3. **Multistage evaluation designs:** These types of designs are longitudinal studies involving many stages that conducted over time with the main purpose of a continued line of inquiry. Within this type of designs would be the use of multiple mixed-methods studies using convergent, explanatory, or exploratory designs. In this type of design, integration involves expanding one stage into other stages over time.

The present study utilized the convergent mixed-methods research design, which is one of the three basic types of mixed-methods research design identified by Creswell and Plano Clark (2011). As one of the basic types of mixed-methods research design, the convergent mixed-methods research design aims to concurrently collect and combine both qualitative and quantitative data in order to provide a comprehensive understanding of the research problem (Creswell, 2012). The researcher collects both quantitative and qualitative data, analyses both data types separately, compares the results obtained from the analysis of both data types, and then interprets the results in order to recognize whether the results agree or disagree with each other (Creswell, 2012). Characteristically, the convergent mixed methods research design considers both types of data as equally important. The present study chose to present the quantitative and qualitative data results side by side to ensure a better understanding of the results.

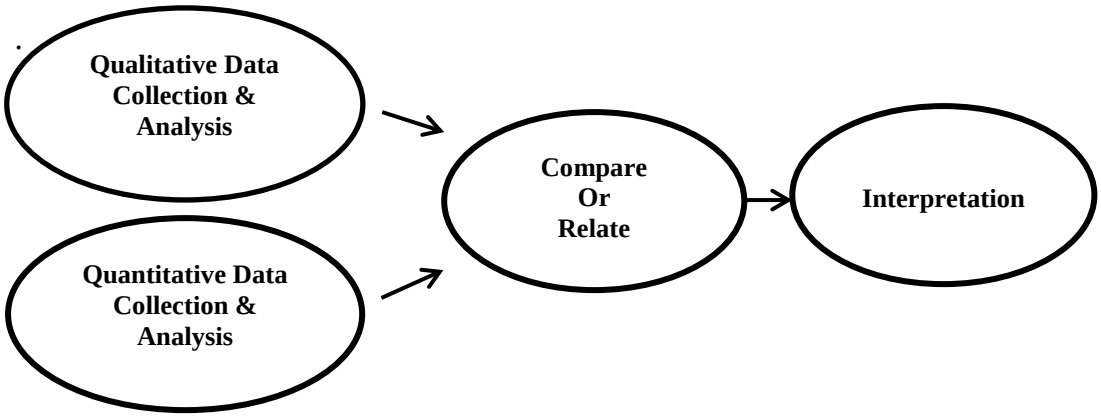


Figure 2. The process in a convergent mixed-methods design study
Source: Creswell, 2012

3.3.2. Case Study Design

Case study design was selected for the present study. The case is defined as a "bounded system" (Merriam, 2009). As stated by Stake (1995), "a case study is both the process of learning about the case and the product of our learning" (p.37). In Creswell's (1998) view, case study is an exploration of a "bounded system" (a case) or "multiple bounded systems" (cases) over time through a circumstantial and comprehensive data collection procedure involving multiple sources of information such as, observations, interviews, document analysis, and reports. Yin (2009) explains that "case study is an empirical inquiry that investigates a contemporary phenomenon in depth and within its real-life context, especially when the boundaries between phenomenon and context are not clearly evident" (p. 18). According to Yin (2009), case study can be employed to explain, describe, or explore an event or phenomenon in the everyday context in which it occurs. Yin (2003) and Stake (1995) used different terms for describing various types of case studies. Stake (1995) categorizes case studies as a) intrinsic, b) instrumental, and c) collective.

1. **Intrinsic:** The intrinsic case study is undertaken in order to learn about a unique phenomenon. The researcher should describe the uniqueness of the phenomenon, which discriminates it from the others. The case itself is of primary interest.

2. **Instrumental:** The instrumental case study investigates a particular case to obtain a broader appreciation of a phenomenon. The case is of secondary interest and has supportive role and increases our understanding of something else.

3. **Collective:** It is also called multiple case studies and includes studying multiple cases simultaneously or sequentially in order to create a broader appreciation of a specific phenomenon. Multiple cases are selected from a larger collection of cases to have a better understanding of a phenomenon.

Yin (2003) identifies case studies as a) explanatory, b) exploratory, and c) descriptive.

1. **Explanatory:** This type of case study would be employed if you were trying to find an answer to a question that wanted to explain the presumed casual relationships in real-life interventions that are too complex for the survey or experimental strategies.

2. **Exploratory:** This type of case study is employed to explore those situations in which the intervention being evaluated has no clear, perfect, and single set of results.

3. **Descriptive:** This type of case study is employed to describe an intervention or phenomenon and the real-life context in which it happened.

Stake (2005) explains that a case study researcher is the creator of the clearer view of the phenomenon being studied through explanation and thick descriptions as well as integrated interpretations of situations and contexts.

This dissertation research was designed as a multiple case study. Numerous case study features and characteristics can be seen in this research. Firstly, it was conducted with a group of pre-service teachers (n=15) studying as seniors at ELT department and not with a single case. Secondly, the process of the research has been applied in a fixed-period of time, an academic year of one semester (practice teaching). Thirdly, the investigation has been conducted in the pre-service teachers' real-life context through multiple sources of data collection procedures including qualitative (focused group and one-to-one interviews, weekly reflective journals by pre-service language teachers, observations by researchers, and video-tapings of micro-teachings) and quantitative (questionnaires) data and data analysis procedures involving content analysis and statistical analysis.

3.4. Context of the Study

3.4.1. Setting

The present study was conducted in the undergraduate program of English Language Teaching Department at Çukurova University in Adana, Turkey. This university was founded in 1973 with two faculties (Agriculture & Medicine) and then expanded rapidly. At the present time, the university educates knowledgeable and qualified individuals via 17 faculties, three institutes, four colleges, 12 vocational schools, one state conservatory, and 35 research and application centers. The university carries out its academic programs with approximately 2100 academic staffs and 49.700 students (44.000 undergraduate & 5000 graduate students). The medium of instruction in most of the departments of Çukurova University is Turkish. The Department of Business Administration offers two programs one with English as the medium of instruction and one with Turkish as the medium of instruction. Only the Departments of English Language Teaching, International Relations, and most of the departments in the Faculty of Engineering and Architecture offer sole English-medium instruction.

The department of English Language Teaching at Çukurova University was founded in 1982. The department offers a B.A program in English Language Teaching and graduate programs leading to M.A and Ph.D. degrees. The department aims to train (1) high-quality and knowledgeable teachers who follow the newest professional developments in their field, (2) well equipped teachers with the required skills to use their knowledge to create interdisciplinary interactions, (3) encourage teachers to do research in the field of English language teaching, (4) educate teachers to become critical educators who are able to synthesize knowledge and provide premises to develop new theories (http://egitim.cu.edu.tr/tr/detay.aspx?pageid=1621).

The undergraduate English Language Teaching Program lasts four years (eight semesters) at the end of which a B.A degree is offered to graduates. The curriculum is designed and inspected by the Higher Education Council of Turkey. Upon entering university, students majoring in departments where the medium of instruction is only English are required to take a proficiency test administered by the School of Foreign Languages. The students from the departments of International Relations, Engineering, Architecture, and Business Administration are required to study in a one-year English preparatory program unless they score at least 60 from 100 on the proficiency test. The required score for English Language Teaching students is 80 from 100. According to

the results of this test, students can skip English preparatory program or they have to take it for one year because they do not have the desired level of proficiency to start their education from the first grade (http://yadyo.cu.edu.tr/tr/detay.aspx?pageId=1471.).

In the first year of undergraduate English Language Teaching Program, pre-service teachers are expected to gain general knowledge of major language skills, their sub-skills, and to develop awareness about them. Through "Advanced Reading and Writing" courses (1 & 2), pre-service teachers are expected to learn analyzing and producing of different types of writings and also develop and strengthen writing skills and sub-skills. In "Contextual Grammar" courses (1 & 2), pre-service teachers are expected to analyze language structures within contexts in order to create relations between form and text type. The aim of "Listening and Pronunciation" courses (1 & 2) is to teach fundamentals of listening and phonetics specifically vowels, consonants, stress in words, rhythm, and intonation. In addition, they aim to give information related to the sub-skills of listening such as note-taking, extracting precise and detailed information and guessing meaning from context. Pre-service teachers become familiar with communicative tasks like debates, role-plays, and presentations through "Oral Communication Skills" courses (1 & 2). Moreover, pre-service teachers need to take some educational courses such as "Introduction to Education Science" and some other compulsory courses.

In the second year of undergraduate English Language Teaching Program, "Linguistics" (1 & 2) are offered to pre-service teachers in order to teach basic concepts in linguistic analysis, the nature, structure, and use of language through awareness raising activities and error analysis. In addition, "English Language and Literature" courses (1 & 2) with the purpose of teaching cultural history of British and American literature and literary works written in English, important movements and periods in literature written in English are offered to pre-service teachers in the second year of their study. "English-Turkish Translation" is another essential course which teaches theories and approaches in the science of translation. Through this course, pre-service teachers learn translating a variety of different genre of authentic English texts into Turkish. With the aim of familiarizing pre-service teachers with basic issues and processes in ELT such as differentiating among approach, method, and technique, "Approaches to ELT" courses (1 & 2) are offered in the second year. Also, "Special Teaching Methods" I, and "Scientific Research Methods" are the courses which pre-service teachers are required to take in the second year.

In the third year, “Teaching English to Young Learners” courses (1 & 2) with the purpose of giving general understanding about the differences between young learners and learners at other age groups are offered to pre-service teachers. Furthermore, “Teaching Language Skills” courses (1 & 2) give essential information about techniques used in the classroom, phases of teaching reading, writing, and grammar to language learners at various age groups with different language proficiency levels, and integration of different language skills. Additionally, “Turkish-English Translation, Special Teaching Methods II, Classroom Management, and Testing and Evaluation” courses are offered in the third year of undergraduate English Language Teaching Program.

In the fourth year, “Language Teaching Materials Adaptation and Development” course with the aim of teaching theories and principals of ELT material design is offered. Moreover, Pre-service teachers are required to take “English Language Testing and Evaluation” course to learn theories and principals of classroom based assessment. “Teaching Turkish as a Second Language” courses (1 & 2) are other necessary courses that pre-service teachers must take in their last year of university education. Pre-service teachers are also offered elective courses each semester in addition to the main courses.

In the last year of the undergraduate English Language Teaching Program, pre-service teachers are expected to gain teaching experience through practicum. So, they take “School Experience” course in the first semester and “Practice Teaching” course in the second semester. School experience course aims at increasing pre-service teachers’ understanding of the complexity and difficulty of real teaching contexts by observation. During the first semester, pre-service teachers are expected to observe one primary, one lower secondary, and one upper secondary class in a school which is assigned by the university. The purpose of this course is to prepare pre-service teachers for full teaching practice. Pre-service teachers complete both observation tasks and application tasks under the collaborative supervision of both their university supervisors and their school mentors. Practice teaching course following experience course, aims at helping pre-service teachers gain authentic experience in teaching. In the second semester, pre-service teachers do teaching practice in the classes they have observed in the first semester again under the supervision of their assigned university supervisors and school mentors. Pre-service teachers are supposed to have at least two micro-teaching sessions during this semester which involves preparing lesson plans and developing appropriate materials regarding the level of students at school for real teaching sessions. These

micro-teachings are monitored and evaluated by both university supervisor and school mentor and the pre-service teachers receive feedback about their teaching performance. As stated by Smith and Lev-Ari (2005), practicum not only functions as a bridge between theory and practice in the learning of teaching, but also it functions as an environment in which pre-service teachers develop their personal teaching competences (http://eobs.cu.edu.tr/ProgDersPlan_tr.aspx?ProgID=30).

3.4.2. Participants

The present study comprised a total 15 senior pre-service language teachers (9 females and 6 males) at ELT Department of Çukurova University in Adana, Turkey. Fourteen of the participants were native-speakers of Turkish and had been learning and using English as a foreign language. Only one of the participants was from Nigeria and was the native-speaker of English. The participants of this study were selected through convenience sampling (Creswell, 2012). Convenience sampling is a strategy which permits researchers to select participants identified with willingness and availability to be studied. In other words, this sampling strategy involves getting participants wherever they are found and wherever is convenient. In convenience sampling no inclusion criteria identified previous to the selection of participants. According to Creswell (2012), convenience sampling can offer useful information for producing enriched answers to the research questions of a study.

Before starting this study, the researcher informed participants about the process and procedures of the study. They also gained information about the responsibilities and the tasks they would carry out in the study. Participants were expected to keep weekly reflective journals, participate in focused group and one-to-one interviews, do at least two micro-teachings, and complete questionnaires during the study. Then, every participant signed a written consent form to show their willingness to participate. Also, in the consent form the researcher confirmed the participants that all the personal data they would submit would be kept private and they could recede from the study any time they wished.

As criteria for this dissertation, the present study ensured that all of the 15 participants had completed the compulsory methodology courses before the practicum placement and had no teaching experience. Also, the participants were all enrolled in

the last year of their teacher education program and took “School Experience” and “Practice Teaching” courses in the fall and spring semesters, respectively.

3.5. Data Collection Tools and Procedures

3.5.1. Data Collection Tools

This mixed-method study employed both quantitative and qualitative data collection tools. Extensive use of both types of data in combination with one another would clearly provide a more enriched and comprehensive understanding of the points of interest than either type could do by itself (Creswell, 2012). While the researcher administered the Survey of Practicum Stresses (D’Rozario & Wong, 1996) to elicit quantitative data, she also used weekly reflective journals by pre-service language teachers, focused group and one-to-one interviews, observation of two micro-teachings by the researchers, and video-taping of micro-teachings as sources of qualitative data collection. The following sections provide the detailed explanations of each tool used for data collection.

3.5.1.1. Piloting of the Questionnaire

According to Creswell (2007) the researcher should have a critical view towards the phenomenon under study and maintain that attitude through the course of the study. This critical view is sustained through several strategies applied in the data collection and data analysis processes. Therefore, before applying the SPS questionnaire to the participants of the study, a pilot study was carried out. The SPS questionnaire was administered to 16 fourth grade pre-service language teachers attending English Language Teaching Department at the Faculty of Education of Çukurova University. After analyzing the SPS questionnaire data, it was revealed that the coronbach’s alpha value was 87%.

3.5.1.2. Survey of Practicum Stresses

According to Brown (2001), questionnaires are any written instruments offered to respondents with a number of questions or statements to which they react either by writing their answers or selecting from among existing answers. The quantitative data collection of this study was done by using the Survey of Practicum Stresses (SPS)

questionnaire that adapted from D'Rozario and Wong (1996) and was completed by pre-service language teachers at the beginning and at the end of the second term.

The first section of this questionnaire (please see Appendix 2) consists of 29 items and examines areas of stress experienced by pre-service language teachers. The pre-service language teachers' responses show how often they have stress on a 5-point Likert scale:

- 0 = Not applicable
- 1 = Never stressed me
- 2 = Stressed me some of the time
- 3 = Stressed me most of the time
- 4 = Stressed me all the time

The possible range of responses to the 29 items on the questionnaire is from a minimum score of 29, indicating that the pre-service language teacher experienced no stress on any item (score = 1) to a maximum score of 116, indicating that the pre-service language teacher was always stressed (score = 4) in relation to every item.

In the second section of the questionnaire (please see Appendix 2) that was developed by the researchers of the study and is based on the related literature, pre-service language teachers are asked to respond four open-ended questions. This section asks about the pre-service language teachers' stresses, the strategies that they employed to cope with their practicum stresses, the support or training that they have received in order to cope with their practicum stresses, and finally the similarities and differences of their stresses with their peers who took part in the same practicum.

The third section of the questionnaire (please see Appendix 2) also developed by D'Rozario and Wong (1996), provides nine coping strategies and asks the pre-service language teachers to rank the strategies from the most important to the least important.

The SPS has been used by numerous researchers (D'Rozario & Wong, 1996; Murray-Harvey et al., 1999) in investigating pre-service teachers' stresses throughout the practicum and has been identified as a high reliable and high validity questionnaire.

3.5.1.3. Reflective Journals

According to Richards and Ho (1998), following the rising interest in Schön's (1983) notion of reflective practitioners, reflective journals have been introduced as one of the most favorable methods for helping teachers to adopt a critically reflective approach to their practices. Reflective journals provide an opportunity for teachers to document, analyze, and reflect on classroom events through their own perspectives. Reflective journals can contain different information, take different forms, and can be used for different purposes (Toms & Duff, 2002). The type of data that reflective journals are asked to record can be as varied as the type of reflective journals themselves. Tom and Duff (2002) also explained that the reflective journals can encapsulate a long-lasting, mostly non-observable process. As stated by Richards and Ho (1998), keeping reflective journals is not a mere matter of storytelling. Rather, it involves teachers in reflective analysis of their practices which increases their awareness and understanding about critical events that may otherwise go unobserved and thus, raise teachers' professional development. With this regard, the present study required the pre-service language teachers to write weekly reflective journals about their experiences in the second term of the practicum.

A number of researchers (Britton & Anderson, 2010; Vidmar, 2006; Wynn & Kromrey, 2000) stated that providing sample tools such as a list of questions especially at the beginning of the study could do a major service to foster reflection. Therefore, the researchers in the present study developed a template for reflective journals so as to increase the participants' critical reflection on the practicum experiences. The researchers developed a template (please see Appendix 3) corresponding to the specific practicum experiences of pre-service language teachers. This template consisted of two questions: The first one was asking pre-service language teachers about the factors that were causing stress at practicum and the second one was asking about the coping strategies which they were using to deal with the practicum stresses. The pre-service language teachers were asked to write weekly reflective journals in their practice teaching and answer these two questions in details.

3.5.1.4. Focused Group Interviews and One-to-One Interviews

The attractiveness of interview in social science research and educational research lies in its capacity to create a holistic understanding of the subjective lived

experience of the participants (Girvan & Savage). Interviewing is one of the major data collection methods of qualitative research as it focuses on people's lived experiences, individual perceptions, attitudes, and viewpoints (Creswell, 2009, 2013). Interview is an influential and flexible tool for data collection which allows for investigating events and situations through the viewpoints of the actors themselves (Cohen et al., 2007). It allows researchers to delve deeper into interviewees' world as it allows for asking further explanation spontaneously and thus, minimizes possible misunderstandings.

According to Denzin and Lincoln (2000), the group interview is a qualitative data collection technique that "relies upon the systematic questioning of individuals simultaneously in a formal or informal setting" (p. 651). In group interviews, the interaction occurs between the researcher and the participants. As a subcategory of group interviews, focused group interview is one of the carefully planned interviews which is conducted with a group of 6-8 participants who share the same experiences and backgrounds in a non-restrictive and non-threatening situation in order to gather information about perceptions, feelings, opinions, and attitudes of participants on a determined issue (Krueger & Casey, 2000). A focused group interview according to Lederman (1990) is a technique involves the use of in-depth group interviews in which participants are selected because they are a purposive, although not necessarily representative, sampling of a specific population, this group being "focused" on a given topic. One of the important aspects of this type of interview is its group dynamics; hence the type and range of data produced through the social interaction of the group are often deeper and richer than those obtained from one-to-one interviews (Thomas, MacMillan, McColl, Hale, & Bond, 1995). Focused group interviews aim to understand how a particular group of people with the same or similar contexts experience the subject of inquiry and to provide solutions for old and new problems (Denzin & Lincoln, 2000). In focused group interviews, the researcher's role is like a moderator who explains the purpose of the interview and opens up the questions then the participants lead the direction of the conversation (Krueger, 1994). Therefore, focused group interviews allow participants to learn from each other and to come up with ideas that would not be possible to achieve on an individual basis (Krueger & Casey, 2000).

Taking into consideration, issues like practicum stress relies mostly on subjective interpretations of the classroom events, the researcher perceived it necessary to conduct focused group interviews in order to probe into the participants' mind and reflect their interpretations of the practicum experiences through their own words.

Therefore, the researchers conducted an extensive review of studies (Britton & Anderson, 2010; Capel, 1998) in order to determine interview questions appropriate for this study's research questions. Focused group interview questions of this study (please see Appendix 4) comprised four questions about the sources of participants' practicum stresses, the strategies that they employed during practicum in order to cope with these stresses, the effects of micro-teachings on stress level of the participants, and lastly the effect of the existence of mentors and the level of the class on pre-service language teachers stress level. The researcher audio-taped and transcribed verbatim all the interviews for further analysis.

The present study employed both focused group interviews and one-to-one interviews because of the relative strengths of each type of interviews. As stated by Creswell (2012), focused group interviews are useful when the participants are reluctant to disclose opinions in one-to-one interviews. The focused group interviews in the present study were conducted after the second formal micro-teaching performances and each interview lasted about one and half hour. On the other hand, the present study also included one-to-one interviews conducted with all the participants in the last week of the second term immediately after their second formal micro-teaching performances. Every one-to-one interview lasted about 20 minutes. The same questions (please see Appendix 5) were asked in both focused group interviews and one-to-one interviews. The purpose of conducting one-to-one interviews was to provide the participants with freedom from group thinking and foster sharing of individual opinions (Cohen et al., 2007). Also, one-to-one interviews aimed to allow the participants to comfortably share their individual opinions about the practicum experiences especially practicum stresses, stress coping strategies and personal interpretations of possible strengths or weaknesses in their own teaching experiences in practice teaching.

3.5.1.5. Observations of Micro-teachings

Observation is a useful qualitative data collection tool for researchers in a variety of ways. It provides researchers with the ways to check for nonverbal expression of feelings, determine who interacts with whom, grasp how participants communicate with each other, and checks for how much time is spent on various activities (Schmuck, 1997). Marshal and Rossman (1989) defined observation as "the systematic description of events, behaviors, and artifacts in the social setting chosen for study" (p.79).

Observation allows the researchers to describe existing situations using the five senses, providing a "written photograph" of the situation under study (Erlandson, Harris, Skipper, & Allen, 1993). Participant observation is utilized as a way of increasing the validity of the study, because observations may help the researchers have a better understanding of the context and phenomenon under the study (DeWalt & DeWalt, 2002).

Hays (2004) pointed out that observation data may be gathered in both formal and informal forms. Formal forms “usually require tallies of different types of observed behavior” (p. 230). Conversely, informal observations allow the researchers to openly observe the environment and record all of the events within it.

In the present study, each participant had two formal micro-teaching performances, one regarded and evaluated as a mid-term performance and the second one as a final performance. There were 30 micro-teaching sessions in total. Each of these micro-teachings was observed by three researchers. In addition, the performances of all the participants in micro-teachings were evaluated and scored according to “Teaching Practicum Evaluation Form” placed in department practicum booklet utilized by university supervisors, school mentors, and pre-service language teachers. All micro-teachings were video-taped and transcribed verbatim by the researchers for further analysis.

3.5.1.6. Video-taping of Micro-teachings

Samuels and Betts (2007) explained that video-taping offers opportunities to revise incidents and also provides time to think more and expand the initial view. Kpanja (2001) also recommended all teacher training institutions to include micro-teaching with video-taping equipment in their pre-service teacher education programs which is highlighted in Jurich’s (2008) study where four main objectives are stated: (1) to assess pre-service teachers’ overall teaching skills, (2) to identify skills that require improvement, (3) to provide a system for practicing the skills, and (4) to monitor the skill development process.

Since video-taping captures all the events and realities of the classroom, including the nonverbal acts of pre-service teachers and classroom students, the researcher decided to video-tape all the micro-teachings. In the present study, 30 formal micro-teaching sessions (15 as mid-term and 15 as final performances) were conducted by 15 pre-service language

teachers and all the micro-teachings were video-taped by the researcher in order to investigate the pre-service language teachers' performances in more details.

The relevant data collection tools are presented in Table 2 below.

Table 2

Data Collection Tools Used to Answer the Research Questions

Research Questions	Data Collection Tools
1. Do pre-service language teachers have any stress during practicum? If yes, what are they? How do these stresses change during practicum?	Questionnaires Reflective journals Focused group interviews One-to-one interviews
2. Do micro-teachings have any effects on stress level of pre-service language teachers during practicum?	Reflective journals Focused group interviews
3. How do pre-service language teachers perceive practicum stresses related to the existence of mentors and the level of the class?	Reflective journals Focused group interviews One-to-one interviews
4. What are the relationships between pre-service language teachers stress level and their micro-teaching performances?	Reflective journals Observations
5. What strategies are employed by pre-service language teachers to cope with practicum stresses?	Questionnaires Reflective journals
6. Which strategies are perceived to be more effective in coping with practicum stresses?	Questionnaires Reflective journals Focused group interviews One-to-one interviews

3.5.2. Procedures

This study was conducted in the spring semester of the academic year of 2015-2016. Before starting the practice teaching, a meeting was held with the participants of the study. In this meeting, the researcher and the supervisor of the study informed the pre-service language teachers about the purpose of the study and the details of the data collection procedures that would be followed. Also, in this meeting, every participant signed a written consent form to show their willingness to participate. The practicum in the context of pre-service teacher education where the present study was carried out

engages pre-service teachers in practicum placement for two semesters, with a minimum of 10-12 weeks in the practicum schools in each semester. The data collection procedure lasted eight weeks of the spring semester of the academic year 2015-2016 due to a variety of reasons including: (1) the formal correspondence between the university and practicum schools for practicum to start, (2) nationwide holidays or special days or events in the practicum schools coinciding with the day the participants visited the school, (3) the one week mid-term exams break requiring the participants to spend a whole week at the university, and lastly (4) the KPSS (Kamu Personeli Seçme Sınavı) exam that was held that year one month earlier than before. Once the participants were determined and assigned to the study, the researcher and the supervisor of the study took all the participants to the practicum school in order to introduce them to the school mentors they would work with, the administrators, and other staffs in the school. At the beginning of the spring term of 2016, second meeting was held with the participants in the department meeting hall and they completed the SPS questionnaire and responded the open-ended questions within this questionnaire. The participants were informed about the ethical considerations to make sure that they would feel comfortable about the confidentiality and anonymity of their responses. Also, an email was sent to all participating pre-service language teachers about keeping weekly reflective journals. In this email, the questions to be responded and all details about the reflective journals were included (Please see Appendix 3)

By starting the spring semester of 2016, participants started their practice teaching in a state school in Adana where they were assigned to take part in practice teaching. Every week they took part in practice teaching sessions and started to write weekly reflective journals. Before sending their first reflective journal, the researcher asked them whether they would like to write weekly reflective journals in Turkish or in English, and most of them voted for Turkish as they thought they would feel more relaxed and it would be easier for them to express their opinions without any language barrier within the allocated time. So, some of them sent their weekly reflective journals in Turkish and some in English. The researcher collected all the reflective journals via email. The deadline for submitting the reflective journals was no later than the day after the participants visited the practicum school. The researcher intentionally kept the deadline short because too long a time interval between teaching/observation practices and submitting reflective journals might lead to ignoring or forgetting some critical events or exaggerating some experiences.

In the first formal micro-teaching session (as mid-term performance), all the participants were observed by the researcher, the university supervisor, and the school mentors. In addition, the micro-teaching performances of all the participants were evaluated and scored by three observers according to "Teaching Practicum Evaluation Form" created and utilized at ELT department of Çukurova University. All micro-teachings were video-taped and transcribed verbatim by the researcher for further analysis. After these micro-teaching sessions, the researcher immediately asked the pre-service language teachers to write about their micro-teaching experiences and submit them to the researcher as a reflective journal.

After a week, the researcher emailed the participants to learn about their availability for focused group interviews. Focused group interviews were scheduled to be conducted one week after the second formal micro-teaching sessions.

In the last week of practice teaching, the second formal micro-teaching sessions (as final performance) were held. Every participating pre-service language teacher performed their micro-teaching and the performances were observed by the researcher, the university supervisor, and the school mentors. Again, the micro-teaching performances of the participants were evaluated and scored by three observers according to "Teaching Practicum Evaluation Form". All micro-teachings were video-taped and transcribed verbatim by the researcher for further analysis. After this micro-teaching session, the researcher immediately asked the pre-service language teachers to write about their micro-teaching experiences and submit them to the researcher as a reflective journal. Also, one-to-one interviews were held in the day of each pre-service language teacher's micro-teaching performance in the practicum school. All of participating pre-service language teachers took part in one-to-one interviews and discussed in detail about the sources and causes of practicum stresses and their coping strategies, about the effects of the existence of mentors and also the level of the class in their stress level, and about the effectiveness of some coping strategies. The interviews were conducted in Turkish and each interview lasted approximately 20 minutes. In the beginning of each interview, the researcher once again reminded the participants of the purpose of the study. All the interviews were audio-taped by the researcher for further investigation.

A week after finishing the practice teaching, a meeting was held with the participants at ELT department of Çukurova University. In this meeting, the participating pre-service language teachers completed the SPS questionnaire and

responded the open-ended questions in the second part of this questionnaire. Also, the focused group interviews were held and the pre-service language teachers answered the interview questions. The interviews were conducted in Turkish and each interview took approximately one and half hour. For conducting focused group interviews, the participants were divided into two groups, one with seven participants and one with eight participants. In the beginning of each interview, the researcher once again reminded the participants about the purpose of the study. The researcher audio-taped each interview, and did not take any notes during the interviews in order not to distract participants' concentration and cause any communication breakdowns. These interviews also were audio-taped and were transcribed verbatim for further investigation.

3.6. Data Analysis

The present study used both quantitative and qualitative techniques to analyze the data collected through various instruments. Table 3 below summarizes the data analysis tools that were used to respond the six research questions.

Table 3

Data Analysis Tools Used to Answer the Research Questions

Research Questions	Data Analysis Tools
1. Do pre-service language teachers have any stress during practicum? If yes, what are they? How do these stresses change during practicum?	SPSS Content analysis
2. Do micro-teachings have any effect on stress level of pre-service language teachers during practicum?	SPSS Content analysis
3. How do pre-service language teachers perceive practicum stresses related to the existence of mentors and the level of the class?	Content analysis
4. What are the relationships between pre-service language teachers stress level and their micro-teaching performances?	Content analysis
5. What strategies are employed by pre-service language teachers to cope with practicum stresses?	SPSS Content analysis
6. Which strategies are perceived to be more effective in coping with practicum stresses?	SPSS Content analysis

To analyze the quantitative data, the present study employed a couple of statistical tests through SPSS Version 18.

. The following statistical procedures were followed:

1. Descriptive statistics, including means, median, standard deviations, minimum, and maximum were computed to summarize the learners' scores in the first section of SPS questionnaire (stressful experiences in practicum) both in pre- and post-practicum.
2. With the purpose of investigating the normal distribution of variables in the SPS questionnaire administered in pre- and post-practicum, Kolmogorov-Smirnov test was used.
3. Paired samples *t*-test was used to compare stress level in pre- and post-practicum SPS questionnaire.
4. Friedman test was used for ranking of variables (strategies in coping with practicum stresses) in the third section of SPS questionnaire both in pre- and post-practicum.

To analyze the qualitative data, however, content analysis was conducted. Webber (1990) defines content analysis as "a research method that uses a set of procedures to make valid inferences from text" (p.9). In other words, content analysis is a systematic, replicable technique for reducing many words of text into fewer content categories according to explicit rules of coding (Webber, 1990). According to Creswell (2007), qualitative data analysis involves the preparing and organizing the data for analysis, reducing the data into themes through a process of coding and shortening the codes, and lastly demonstrating the data in tables, figures, and discussion. As stated by Coffey and Atkinson (1996), qualitative data analysis cannot be governed by universal rules because of its dependent nature on the interpreter and the context of the study and may reflect variations and adaptations as the study progresses and the data develops. Weber (1990) argued that researchers should make use of both quantitative and qualitative analysis in analyzing texts in order to generate high-quality reports.

Qualitative data analysis of this study started as the participants started to submit their weekly reflective journals to the researcher. As stated by Huberman and Saldana (2014), implementing an all-at-one-time approach to data analysis would affect the robustness of qualitative data and quality of analysis negatively. In a similar way, Merriam (2002) explained that simultaneous data collection and data analysis help the researcher to make modifications and adaptations along the way that allows the

researcher to collect more reliable and valid data. Analyzing the qualitative data while data collection process was in progress helped the researcher gain an awareness of the events that participants came across during the practicum.

However, the formal analysis of the qualitative data started when the data collection completely ended following the focused group and one-to-one interviews. I adopted "thematic analysis" method to interpret the data in this dissertation due to its flexible nature and independent stance from certain theories, which pave the way for the researcher to self-regulate the research process. According to Braun and Clarke (2006), thematic analysis is considered as "a foundational method for qualitative analysis" (p.4). Also, they defined thematic analysis as "a method for identifying, analyzing, and reporting patterns (themes) within data" (p.6). Braun and Clarke (2006) used several terms to indicate the components of data analysis. They used, for instance, "data corpus" to indicate all data collected for a specific research study; "data set" to indicate all data from the corpus being used for a particular analysis; and finally "data extract" to indicate an individual coded piece of data, which has been identified within and extracted from data to capture the essence of the themes. Braun and Clarke (2006) explained that a theme captures something important about the data regarding the research question and depicts some level of patterned response or meaning within the data set. There is no hard-and-fast response or explanation of what counts as a theme but it is the researcher judgment that is necessary to determine what a theme is. Braun and Clarke (2006) provided an outline to guide the researchers through the six steps to carry out thematic analysis. The first step is "familiarizing yourself with your data" which means that the researchers need to immerse themselves in the data to the extent that they are familiar with the complexity and extensiveness of the content. In this dissertation, as I had collected the data myself as the researcher through different research tools such as focused group and one-to-one interviews, observations, and weekly reflective journals, I had the knowledge of the data when I initiated the data analysis process. As I mentioned before, qualitative data analysis of this study started as the participants started to submit their weekly reflective journals to the researcher so I ceaselessly read the data I collected during the data collection process. Then, I started to transcribe the verbal data obtained from the interviews and it was another opportunity for me to familiarize myself with the qualitative data. Although the process of transcription is seen time-consuming, frustrating, and boring, it is an admirable way to start familiarizing yourself with the data (Riessman, 1993). The second step is

"generating initial codes" in which the researcher produces the initial codes from the raw data. Codes are different from themes and determine a feature of the data that seems interesting to the researcher and refer to the most basic segment or element of the raw data (Boyatzis, 1998). In this process, I went through all my qualitative data including focused group and one-to-one interviews, weekly reflective journals, open-ended questions of the questionnaires, and observations reports and I started to code manually using colored pens, post-it notes and writing notes on the texts to indicate potential patterns and segments of data. The third step is "searching for themes" which starts when all the data have been initially coded and collated. It includes sorting the initial codes which are identified into potential themes and matching them with all the relevant coded data extracts. In this process, I focused on how different codes could be connected to form a meaningful theme by making use of visual representations such as tables to sort different codes into themes. The fourth step is "reviewing themes" which starts when the researcher develops a set of candidate themes and includes refinement of those themes. During this process, I recognized that some of the candidate themes were not really themes and there were lack of data to support them. Also, I combined some distinct themes to form one comprehensive theme as well as I broke down one theme into two distinct themes. At the end of this process, I had a clear idea of what my themes, subthemes, and relevant data extracts are and how they fit together. The fifth step is "defining and naming themes" which starts when the researcher has an acceptable thematic map of data and involves identifying the essence of what each theme focuses on. In this process, I turned back to the data and found the data extracts to identify what is important about them and why. I also gave my themes complete, brief, and comprehensive titles. The final step is "producing the report" which starts when the researcher has a set of completely worked-out themes and involves telling the entire story of the data in a way representing the merit and validity of the analysis. It is crucial that the analysis report provides a concise, coherent, logical, and comprehensive account of the data. In this process, I utilized tables to show the themes clearly. Also, I presented relevant extracts below each table with discussions of them.

In this dissertation, an "inductive" data analysis strategy was employed to analysis the qualitative data of the study. It means that I initiated with particular data units and then created codes, themes, and categories to make a broad picture of the phenomenon under study. Secondly, this study was based on a "simultaneous" data analysis process that means while I was gathering the data, I was also analyzing the

previously gathered data to make necessary adjustments as the data analysis proceeded. Thirdly, the analysis of this study involved "iterative" processes, which means I went back and forth between data collection and data analysis. During the data analysis process, I read the data several times in order to understand them deeply. Lastly, the data analysis process was "interpretive" in nature, which means I made personal evaluation of the data gathered to interpret the participants' meaning constructions.

It is noteworthy to say that all reflective journals which were written in Turkish by pre-service language teachers and also all transcriptions of focused group and one-to-one interviews which were conducted in Turkish were translated by the researcher. In a similar way, tenses, subjects, verbs, articles, plurals, syntactic order, word order and the mechanics of the reflective journals which were written in English by the participants were amended and controlled by the researcher. Then these verbatim were checked by two other experts in the field.

CHAPTER IV

FINDINGS

4.1. Introduction

This chapter is dedicated to providing the results obtained from the analyses of the quantitative and qualitative data within the framework of the research questions, shown and supported by Tables (4-53) to present and interpret the results clearly. SPSS 18 was used for the analyses of the quantitative data and the analysis of qualitative data was conducted by content analysis. The analyses were presented in the order of the research questions.

4.2. Findings Related to Research Question 1

This research question of the study was organized as "Do pre-service language teachers have any stress during practicum? If yes, what are they? How do these stresses change during practicum?"

The tools that were used in data collection procedure in order to answer the first research question were: a) SPS questionnaires, b) weekly reflective journals, c) focused group interviews, and d) one-to-one interviews.

4.2.1. SPS Questionnaires Analyses

4.2.1.1. First Section of SPS Questionnaires Analyses

Table 4 indicates the descriptive statistics of pre- and post-practicum stress scores including mean, median, standard deviation, minimum, and maximum for the participants of the study. The mean for pre-practicum stress score is 54.93 and for post-practicum stress score is 60.53.

Table 4

Descriptive Statistics for Pre- and Post-practicum Stress Scores

		N	Mean	Median	Std. Deviation	Minimum	Maximum
Stress	Pre-practicum	15	54.93	52.00	15.149	38	86
	Post-practicum	15	60.53	61.00	11.606	46	88

In order to be able to use *t*-test, the normality of distribution of the stress scores on the pre- and post-practicum SPS questionnaires was checked and the results legitimized using *t*-test. The normality of the distribution of the scores was calculated through Kolmogorov-Smirnov Test. Table 5 shows the normality of the distribution among the stress scores of pre- and post-practicum SPS questionnaires.

Table 5

One-Sample Kolmogorov-Smirnov Test for Pre- and Post-practicum Stress Scores

		N	Kolmogorov-Smirnov Z	Asymp. Sig. (2-tailed)
Stress	Pre-practicum	15	.529	.942
	Post-practicum	15	.836	.487

To compare the stress scores in pre- and post-practicum, paired samples *t*-test was used. The mean of stress score in pre-practicum is 54.93, in post-practicum is 60.53, and the significance value is 0.149 (Table 6). Regarding to this study, the significance value of paired samples *t*-test is greater than .05. Therefore, there is no significance difference between the stress level of pre-service language teachers in pre- and post-practicum levels.

Table 6

The Findings of Paired Samples t-Test for Stress Scores

		N	Mean	Std. Deviation	Mean difference	t	df	Sig. (2-tailed)
Stress	Pre-practicum	15	54.93	15.149	-5.600	-1.528	14	.149
	Post-practicum	15	60.53	11.606				

4.2.1.2. Second Section of SPS Questionnaires Analyses

In this section, the responses of the participants to four open-ended questions which elicited the pre-service language teachers' stresses, the stress coping strategies, the support that they have received to cope with their stresses, and the similarities and differences of their stresses with their peers are displayed in Tables 7 – 8.

Table 7

Participants' Elicited Views Regarding Sources of Stress in Pre-practicum

Sources of stress	*f*
1. Classroom management	**10**
- Noise	4
- Rate and pace of speech	3
- Time management	2
- Classroom language	1
2. School mentors' attitude	**3**
- Teacher's authority	2
- Tactlessness of the school mentor	1
3. Affective factors	**7**
- Feeling of threat	5
- Low self-confidence	2
4. Textbook	**1**
- Adherence to the textbook	1
5. Professional factors	**1**
- Lack of Information Communication Technology (ICT) skills	1

Regarding sources of stress, five themes (a. classroom management, b. school mentors' attitude, c. affective factors, d. textbook, and e. professional factors) and related subthemes were elicited from participants' responses to the first question of the pre-practicum SPS questionnaire (Table 4.4). Four subthemes emerged under the *classroom management* theme: (1) noise, (2) rate and pace of speech, (3) time

management, and (4) classroom language. Theme 2, *school mentors' attitude*, emerged with two subthemes: (1) teacher's authority and (2) tactlessness of the school mentor. As for the third theme, *affective factors*, two subthemes appeared: (1) feeling of threat and (2) low self-confidence. Theme 4, *textbook*, came up with only one subtheme: adherence to the textbook. Finally the fifth theme, *professional factors*, emerged with one subtheme: lack of ICT skills.

Table 8

Participants' Elicited Views Regarding Sources of Stress in Post-practicum

Sources of stress	*f*
1. Classroom management	**17**
- Noise	6
- Classroom language	3
- Students' disruptive behavior	3
- Time management	3
- Rate and pace of speech	1
- Discipline	1
2. School mentors' attitude	**1**
- Teacher's authority	1
3. Affective factors	**4**
- Feeling of threat	3
- Low self-confidence	1
4. Textbook	**1**
- Adherence to the textbook	1
5. Professional factors	**1**
- Lack of ICT skills	1

Table 8 shows the responses of pre-service language teachers to the first question of the post-practicum SPS questionnaire with regard to the sources of stress that they experienced during the second term. Five themes (a. classroom management, b. school mentors' attitude, c. affective factors, d. textbook, and e. professional factors) with related subthemes emerged from participants' responses. Theme 1, *classroom management*, came up with six subthemes: (1) noise, (2) classroom language, (3) students' disruptive behavior, (4) time management, (5) rate and pace of speech, and (6) discipline. As for the second theme, *school mentors' attitude*, one subtheme emerged: teacher's authority. *Affective factors*, Theme 3, appeared with two subthemes. These are: (1) feeling of threat and (2) low self-confidence. The fourth theme, *textbook*, came up with only one subtheme: adherence to the textbook. *Professional factors*, Theme 5, emerged with one subtheme: lack of ICT skills.

Table 9

Participants' Elicited Views Regarding Sources of Stress in Pre- and Post-practicum

Sources of stress	Pre-practicum	Post-practicum
1. Classroom management	**10**	**17**
- Classroom language	1	3
- Noise	4	6
- Students' disruptive behavior	0	3
- Rate and pace of speech	3	1
- Classroom environment	0	0
- Discipline	0	1
- Classroom size	0	0
- Time management	2	3
2. Social factors	**0**	**0**
- Identity	0	0
3. School mentors' attitude	**3**	**1**
- Tactlessness of the school mentor	1	0
- Teacher's authority	2	1
4. Affective factors	**7**	**4**
- Low self-confidence	2	1
- Feeling of threat	5	3
- Lack of enthusiasm	0	0
- Peer pressure	0	0
5. ELT methods and techniques	**0**	**0**
- Using of traditional methods only	0	0
- Conflict between school mentors' and pre-service teachers' methods of teaching	0	0
6. Textbook	**1**	**1**
- Adherence to the textbook	1	1
- Lack of flexibility	0	0
7. Professional factors	**1**	**1**
- Lack of teaching experience	0	0
- Lack of ICT skills	1	1

Table 9 compares the responses of the participants to the first question of the SPS questionnaire in pre- and post-practicum.

Table 10

Participants' Elicited Views Regarding Stress Coping Strategies in Pre-practicum

Sources of stress		Coping strategies	*f*
1. Classroom management			**10**
- Noise	-	Negotiating with school mentor	2
	-	Observing experienced teachers	1
	-	Ignoring	1
- Rate and pace of speech	-	Professional development	2
	-	Exposure to videos	1
- Time management	-	Preparing lesson plan	2
- Classroom language	-	Insisting on using English	1
2. School mentors' attitude			**3**
- Teacher's authority	-	No strategy	2
- Tactlessness of the school mentor	-	No strategy	1
3. Affective factors			**7**
- Feeling of threat	-	No strategy	1
	-	Preparing lesson plan	1
	-	Negotiating with school mentor	1
	-	Ignoring	1
	-	Professional development	1
- Low self-confidence	-	No strategy	1
	-	Professional development	1
4. Textbook			**1**
- Adherence to the textbook	-	Creating extra materials	1
5. Professional factors			**1**
- Lack of ICT skills	-	Professional development	1

According to Table 10, three stress coping strategies were elicited by pre-service language teachers under the first subtheme of *classroom management* theme, *noise*. These are (1) negotiating with school mentor, (2) observing experienced teachers, and (3) ignoring. As for the second subtheme, *rate and pace of speech,* two coping strategies emerged: (1) professional development and (2) exposure to videos. There displayed only one coping strategy with the third subtheme, *time management*: preparing lesson plan. The fourth subtheme, *classroom language*, came up with a single coping strategy: insisting on using English. As for both subthemes of *school mentors' attitude* theme, no strategy was identified by the participants. The *affective factors* theme came up with two subthemes. There are five coping strategies for the first subtheme, *feeling of threat*. These are (1) no strategy, (2) preparing lesson plan, (3) negotiating with school mentor, (4) ignoring, and (5) professional development. There are two coping strategies for *low self-confidence* subtheme: (1) no strategy and (2) professional development. For *adherence to the textbook*, subtheme of *textbook* theme, only one stress coping strategy was mentioned by pre-service language teachers: creating extra materials.

Table 11

Participants' Elicited Views Regarding Stress Coping Strategies in Post-practicum

Sources of stress		Coping strategies	*f*
1. Classroom management			**17**
- Noise	-	Following interesting activities	5
	-	Using voice and intonation effectively	1
- Classroom language	-	No strategy	2
	-	Professional development	1
- Students' disruptive behavior	-	Openness	1
	-	Ignoring	1
	-	Negotiating with university supervisor	1
- Time management	-	Preparing lesson plan	1
	-	Professional development	1
	-	No strategy	1
- Rate and pace of speech	-	Professional development	1
- Discipline	-	Negotiating with university supervisor	1
2. School mentors' attitude			**1**
- Teacher's authority	-	Professional development	1
3. Affective factors			**4**
- Feeling of threat	-	Ignoring	2
	-	Professional development	1
- Low self-confidence	-	Negotiating with university supervisor	1
4. Textbook			**1**
- Adherence to the textbook	-	Creating extra materials	1
5. Professional factors			**1**
- Lack of ICT skills	-	Professional development	1

For the first subtheme of *classroom management* theme, *noise*, two stress coping strategies were utilized by the pre-service language teachers. These are (1) following interesting activities and (2) using voice and intonation effectively (Table 11). There displayed two coping strategies with the second subtheme, *classroom language*: (1) no strategy and (2) professional development. The third subtheme, *students' disruptive behavior*, came up with three strategies: (1) openness, (2) ignoring, and (3) negotiating with university supervisor. Subtheme 4, *time management,* appeared with three coping strategies: (1) preparing lesson plan, (2) professional development, and (3) no strategy. Subtheme 5, *rate and pace of speech*, involved only one coping strategy: professional development. *Discipline,* the last subtheme of *classroom management* theme, emerged with one coping strategy: negotiating with university supervisor.

For the first and last subtheme of *school mentors' attitude* theme, *teacher's authority*, one stress coping strategy was mentioned: professional development.

Affective factors as the third source of stress for pre-service language teachers during the second term has two subthemes. For its first subtheme, *feeling of threat,* two coping strategies were introduced: (1) ignoring and (2) professional development. As

for the second subtheme, *low self-confidence*, there emerged only one strategy: negotiating with university supervisor. There is one coping strategy for *adherence to the textbook*, the only subtheme of *textbook* theme: creating extra materials. Professional development was introduced by the participants as a coping strategy for *lack of ICT skills* as the only subtheme of *professional factors* theme.

Table 12

Participants' Responses of Receiving Support to Cope with Stress in Pre-practicum

Number	Yes		No
	From university supervisor	From school mentor	
15	2	3	10

According to Table 12, two participants received support from the university supervisor and three of the participants received support from school mentor to deal with the stress in pre-practicum period. Also, ten of the pre-service language teachers explained that they did not receive any support from their university supervisor or school mentor in pre-practicum period.

Table 13

Participants' Responses of Receiving Support to Cope with Stress in Post-practicum

Number	Yes		No
	From university supervisor	From school mentor	
15	8	2	5

Table 13 displays the number of participants who received or not received support from their university supervisors and school mentors. According to the data depicted in Table 13, eight pre-service language teachers received support from the university supervisor and two of the participants received support from the school mentor to cope with the stress during the second term. Also, five participants mentioned that they did not receive any support from their university supervisor or the school mentor during the second term.

Table 14

Participants' Views about the Similarities and Differences of their Stresses with their Peers in Pre- and Post-practicum

	Number	Pre-practicum	Post-practicum
Similar	15	11	11
Different	15	4	4

Table 14 shows that 11 out of 15 participants both in pre- and post-practicum have mentioned that they had experienced the same kind of stresses as their peers. Also, four participants both in pre- and post-practicum explained that they and their peers had experienced different kinds of stresses.

4.2.1.3. Third Section of SPS Questionnaires Analyses

In this section, the pre-service language teachers were required to rank nine stress coping strategies from the most important to the least important both in pre-practicum SPS questionnaire and post-practicum SPS questionnaire. To rank the coping strategies according to participants' responses, Friedman Test was used. Table 15 displays the mean and mean rank of nine coping strategies in pre-practicum SPS questionnaire. The Chi-square is 13.260, the degree of freedom is 8, and the significance value is 0.103.

Table 15

Results of Friedman Test for Ranking of Stress Coping Strategies in Pre-practicum

Variables	N	Mean	Mean Rank	Chi-square	df	Asymp. Sig.
1. Support from your university supervisor	15	2.53	3.9			
2. Behavior management strategies	15	2.6	4.13			
3. Self-reflection	15	2.73	4.33			
4. Support from your school mentor	15	2.93	4.9			
5. Making time to relax	15	2.93	5			
6. Curriculum knowledge and subject content	15	2.87	5.13			
7. Collegial/peer support	15	3.2	5.2			
8. Diversions	15	3.2	5.93			
9. Family support	15	3.6	6.47	13.260	8	.103

Table 16 below shows the mean and mean rank of nine stress coping strategies in post-practicum SPS questionnaire. The strategy that had the lowest mean rank was the most important coping strategy and the strategy which had the highest mean rank was the least important one for pre-service language teachers.

Table 16

Results of Friedman Test for Ranking of Stress Coping Strategies in Post-practicum

Variables	N	Mean	Mean Rank	Chi-square	df	Asymp. Sig.
1. Support from your university supervisor	15	2.2	3.67			
2. Curriculum knowledge and subject content	15	2.27	3.77			
3. Behavior management strategies	15	2.4	4.13			
4. Collegial/peer support	15	2.67	4.87			
5. Support from your school mentor	15	2.87	5.33			
6. Self-reflection	15	2.87	5.33			
7. Diversions	15	3.07	5.73			
8. Family support	15	3.13	5.8			
9. Making time to relax	15	3.27	6.17	15.785	8	.046

4.2.2. Weekly Reflective Journals Analyses

The content analyses of weekly reflective journals of pre-service language teachers are shown in Tables 17-32 from the first week to the eighth week.

Table 17

Participants' Elicited Views Regarding Sources of Stress in the First Week

Sources of stress	*f*
1. Classroom management	**33**
- Classroom language	10
- Noise	9
- Students' disruptive behavior	8
- Rate and pace of speech	2
- Classroom environment	1
- Discipline	1
- Classroom size	1
- Time management	1
2. Social factors	**1**
- Identity	1
3. School mentors' attitude	**5**
- Tactlessness of the school mentor	4
- Teacher's authority	1
4. Affective factors	**12**
- Low self-confidence	5
- Feeling of threat	4
- Lack of enthusiasm	2
- Peer pressure	1
5. ELT methods and techniques	**4**
- Using of traditional methods only	2
- Conflict between school mentors' and pre-service teachers' methods of teaching	2
6. Textbook	**2**
- Adherence to the textbook	1
- Lack of flexibility	1
7. Professional factors	**2**
- Lack of teaching experience	1
- Lack of ICT skills	1

Regarding sources of stress for the first week of the second term, seven themes (a. classroom management, b. social factors, c. school mentors' attitude, d. affective factors, e. ELT methods and techniques, f. textbook, and g. professional factors) and related subthemes emerged within the participants' reflective journals (Table 17). There are eight subthemes emerged under the *classroom management* theme: (1) classroom language, (2) noise, (3) students' disruptive behavior, (4) rate and pace of speech, (5) classroom environment, (6) discipline, (7) classroom size, and (8) time management. As for the second theme, *social factors*, one subtheme emerged: identity. The third theme, *school mentors' attitude*, emerged with two subthemes: (1) tactlessness of the school mentor and (2) teacher's authority. *Affective factors*, Theme 4, emerged with four subthemes: (1) low self-confidence, (2) feeling of threat, (3) lack of enthusiasm, and (4) peer pressure. Theme 5, *ELT methods and techniques*, came up with two subthemes: (1) using of traditional methods only and (2) conflict between school mentors' and pre-

service teachers' methods of teaching. There emerged two subthemes with sixth theme, *textbook*. These are (1) adherence to the textbook and (2) lack of flexibility. The seventh theme, *professional factors,* appeared with two subthemes: (1) lack of teaching experience and (2) lack of ICT skills.

The first week stress coping strategies of pre-service language teachers are depicted in Table 18 below.

Table 18

Participants' Elicited Views Regarding Stress Coping Strategies in the First Week

Sources of stress		Coping strategies	*f*
1. Classroom management			**33**
- Students' disruptive behavior	-	Following interesting activities	3
	-	Negotiating with school mentor	2
	-	Ignoring	1
	-	Following academia	1
	-	Observing experienced teachers	1
- Classroom environment	-	Ignoring	1
- Noise	-	Maintaining discipline	2
	-	Following interesting activities	2
	-	Negotiating with university supervisor	2
	-	Openness	1
	-	Exposure to videos	1
	-	No strategy	1
- Classroom language	-	Using of L1	5
	-	Exposure to videos	1
	-	Reviewing of theoretical background	1
	-	No strategy	1
	-	Negotiating with school mentor	1
	-	Insisting on using English	1
- Discipline	-	Negotiating with school mentor	1
- Rate and pace of speech	-	No strategy	1
	-	Negotiating with university supervisor	1
- Classroom size	-	No strategy	1
- Time management	-	No strategy	1
2. Social factors			**1**
- Identity	-	Natural and unbiased way of teaching	1
3. School mentors' attitude			**5**
- Teacher's authority	-	Negotiating with university supervisor	1
- Tactlessness of the school mentor	-	Following academia	2
	-	Relaxing herself by relaxing words	1
	-	Focusing on positive things	1
4. Affective factors			**12**
- Low self-confidence	-	Maintaining discipline	3
	-	Negotiating with university supervisor	2
- Feeling of threat	-	No strategy	1
- Peer pressure	-	Negotiating with peers	3
	-	Negotiating with university supervisor	1
- Lack of enthusiasm	-	No strategy	1
	-	Negotiating with university supervisor	1
5. ELT methods and techniques			**4**
- Using of traditional methods only	-	Exposure to videos	1
	-	Reviewing of theoretical background	1
- Conflict between school mentors' and pre-service teachers' methods of teaching	-	No strategy	1
	-	Creating extra materials	1
6. Textbook			**2**
- Adherence to the textbook	-	No strategy	1
- Lack of flexibility	-	No strategy	1
7. Professional factors			**2**
- Lack of teaching experience	-	Professional development	1
- Lack of ICT skills	-	Following interesting activities	1

Five stress coping strategies were elicited by pre-service language teachers under the first subtheme of *classroom management* theme, *students' disruptive behavior*: (1) following interesting activities, (2) negotiating with school mentor, (3) ignoring, (4) following academia, and (5) observing experienced teachers. Ignoring was perceived as the only coping strategy for the second subtheme, *classroom environment*: There displayed six coping strategies with the third subtheme, *noise*. These are (1) maintaining discipline, (2) following interesting activities, (3) negotiating with university supervisor, (4) openness, (5) exposure to videos, and (6) no strategy. The fourth subtheme, *classroom language*, came up with six coping strategies: (1) using of L1, (2) exposure to videos, (3) reviewing of theoretical background, (4) no strategy, (5) negotiating with school mentor, and (6) insisting on using English. The fifth subtheme, *discipline*, appeared with only one coping strategy: negotiating with school mentor. Subtheme 6, rate and pace of speech, involved two coping strategies: (1) no strategy and (2) negotiating with university supervisor. As for subtheme 7, *classroom size*, no strategy was mentioned by the participants. The eighth subtheme of *classroom management* theme, *time management*, correlated with no coping strategy.

Natural and unbiased way of teaching was described as a stress coping strategy for the subtheme of *social factors* theme, *identity*. As for the first subtheme of *school mentors' attitude* theme, *teacher's authority*, negotiating with university supervisor was identified as a coping strategy and for the second subtheme, *tactlessness of the school mentor*, three strategies were employed by the participants: (1) following academia, (2) relaxing herself by relaxing words, and (3) focusing on positive things. The *affective factors* theme appeared with four subthemes. For the first subtheme, *low self-confidence*, two stress coping strategies were introduced: (1) maintaining discipline and (2) negotiating with university supervisor. No strategy was identified for the second subtheme of *affective factors* theme, *feeling of threat*. For the third subtheme, *peer pressure*, two coping strategies were utilized by pre-service language teachers: (1) negotiating with peers and (2) negotiating with university supervisor. There are two coping strategies for *lack of enthusiasm* subtheme: (1) no strategy and (2) negotiating with university supervisor.

ELT methods and techniques as one of the sources of stress for pre-service language teachers in practicum emerged with two subthemes which for every subtheme a number of coping strategies were identified. For its first subtheme, *using of traditional methods only*, two coping strategies were introduced: (1) exposure to videos and (2)

reviewing of theoretical background. For *conflict between school mentors' and pre-service teachers' methods of teaching* subtheme, there emerged two strategies: (1) no strategy and (2) creating extra materials. For both subthemes of *textbook* theme: *adherence to the textbook* and *lack of flexibility*, no strategy was emerged. For *lack of teaching experience* subtheme of *professional factors* theme, there is only one coping strategy mentioned by pre-service language teachers: professional development. Following interesting activities was introduced by pre-service language teachers as a coping strategy for *lack of ICT skills* as a second subtheme of *professional factors* theme.

Table 19

Participants' Elicited Views Regarding Sources of Stress in the Second Week

Sources of stress	*f*
1. Classroom management	**21**
- Noise	6
- Students' disruptive behavior	5
- Classroom language	4
- Rate and pace of speech	2
- Classroom environment	1
- Discipline	1
- Classroom size	1
- Time management	1
2. School mentors' attitude	**3**
- Tactlessness of the school mentor	2
- Teacher's authority	1
3. Affective factors	**5**
- Low self-confidence	2
- Feeling of threat	1
- Lack of enthusiasm	1
- Peer pressure	1
4. ELT methods and techniques	**6**
- Conflict between school mentors' and pre-service teachers' methods of teaching	5
- Using of only traditional methods	1
5. Textbook	**2**
- Adherence to the textbook	1
- Lack of flexibility	1
6. Professional factors	**1**
- Lack of teaching experience	1

Table 19 above displays the sources of stress for the second week of the second term as mentioned by pre-service language teachers. Six themes (a. classroom management, b. school mentors' attitude, c. affective factors, d. ELT methods and techniques, e. textbook, and f. professional factors) and related subthemes developed within participants' reflective journals. The first theme, *classroom management*,

appeared with eight subthemes: (1) noise, (2) students' disruptive behavior, (3) classroom language, (4) rate and pace of speech, (5) classroom environment, (6) discipline, (7) classroom size, and lastly (8) time management. Theme 2, *school mentors' attitude*, came up with two subthemes: (1) tactlessness of the school mentor and (2) teacher's authority. The third theme, *affective factors*, emerged with four subthemes: (1) low self-confidence, (2) feeling of threat, (3) lack of enthusiasm, and (4) peer pressure. As for the fourth theme, *ELT methods and techniques*, two subthemes emerged: (1) conflict between school mentors' and pre-service teachers' methods of teaching and (2) using of traditional methods only. *Textbook*, Theme 5, emerged with two subthemes: (1) adherence to the textbook and (2) lack of flexibility. There emerged one subtheme with sixth theme, *professional factors*: lack of teaching experience.

Table 20

Participants' Elicited Views Regarding Stress Coping Strategies in the Second Week

Sources of stress		Coping strategies	*f*
1. Classroom management			**21**
- Noise	-	Maintaining discipline	2
	-	Following interesting activities	2
	-	Using voice and intonation effectively	1
	-	Negotiating with peers	1
- Students' disruptive behavior	-	Negotiating with school mentor	2
	-	Following interesting activities	1
	-	Reviewing of theoretical background	1
	-	Using voice and intonation effectively	1
- Classroom language	-	Using of L1	3
	-	No strategy	1
- Rate and pace of speech	-	Professional development	1
	-	Negotiating with school mentor	1
- Classroom environment	-	Students' involvement	1
- Discipline	-	Following interesting activities	1
- Classroom size	-	No strategy	1
- Time management	-	No strategy	1
2. School mentors' attitude			**3**
- Tactlessness of the school mentor	-	Negotiating with university supervisor	1
	-	Ignoring	1
- Teacher's authority	-	Negotiating with university supervisor	1
3. Affective factors			**5**
- Low self-confidence	-	Negotiating with school mentor	2
- Feeling of threat	-	Ignoring	1
- Peer pressure	-	Negotiating with peers	1
- Lack of enthusiasm	-	Following interesting materials	1
4. ELT methods and techniques			**6**
- Conflict between school mentors' and pre-service teachers' methods of teaching	-	Creating extra materials	3
	-	Using gestures, facial expressions, and body language	2
- Using of traditional methods only	-	Creating extra materials	1
5. Textbook			**2**
- Adherence to the textbook	-	Creating extra materials	1
- Lack of flexibility	-	Creating extra materials	1
6. Professional factors			**1**
- Lack of teaching experience	-	Reviewing of theoretical background	1

In the second week of the second term, four stress coping strategies were described by pre-service language teachers under the first subtheme of *classroom management* theme, *noise*: (1) maintaining discipline, (2) using interesting activities, (3) using voice and intonation effectively, and (4) negotiating with peers. There displayed four coping strategies with the second subtheme, *students' disruptive behavior.* They are (1) negotiating with school mentor, (2) using interesting activities, (3) reviewing of theoretical background, and (4) using voice and intonation effectively. The third

subtheme, *classroom language*, came up with two coping strategies: (1) using of L1 and (2) no strategy. *Rate and pace of speech* as the fourth subtheme of *classroom management* theme appeared with two coping strategies: (1) professional development and (2) negotiating with school mentor. Students' involvement was perceived as the only coping strategy for the *classroom environment* subtheme. Subtheme 6, *discipline*, involved only one coping strategy: using of interesting activities. No strategy was mentioned for seventh (*classroom size*) and eighth (*time management*) subthemes of *classroom management* theme.

For the first subtheme of *school mentors' attitude* theme, *tactlessness of the school mentor*, two coping strategies were identified by pre-service language teachers. These are: (1) negotiating with university supervisor and (2) ignoring. For the second subtheme, *teacher's authority*, only one strategy was employed by the participants: negotiating with university supervisor. *Affective factors* as the third source of stress for pre-service language teachers in the second week of the second term appeared with four subthemes and their coping strategies. For its first subtheme, *low self-confidence*, only one coping strategy was mentioned: negotiating with school mentor. Ignoring was described as a coping strategy for *feeling of threat* subtheme. For the third subtheme, *peer pressure*, one coping strategy was utilized by pre-service language teachers: negotiating with peers. No coping strategy was mentioned for *lack of enthusiasm* subtheme.

Two stress coping strategies were elicited by pre-service language teachers under the first subtheme of *ELT methods and techniques* theme, *conflict between school mentors' and pre-service teachers' methods of teaching*: (1) creating extra materials and (2) using gestures, facial expressions, and body language. As for the second subtheme, *using of traditional methods only*, one coping strategy was utilized: creating extra materials. For *adherence to the textbook* and *lack of flexibility* as two subthemes of *textbook* theme, creating extra materials was mentioned as a coping strategy. Reviewing of theoretical background was elicited as a coping strategy by pre-service language teachers for *lack of teaching experience* as the only subtheme of *professional factors* theme.

Table 21

Participants' Elicited Views Regarding Sources of Stress in the Third Week

Sources of stress	*f*
1. Classroom management	**20**
- Classroom language	5
- Noise	4
- Students' disruptive behavior	4
- Time management	3
- Classroom size	2
- Rate and pace of speech	1
- Discipline	1
2. School mentors' attitude	**6**
- Tactlessness of the school mentor	3
- Teacher's authority	3
3. Affective factors	**3**
- Low self-confidence	2
- Lack of enthusiasm	1
4. ELT methods and techniques	**6**
- Conflict between school mentors' and pre-service teachers' methods of teaching	4
- Using of traditional methods only	2

Regarding sources of stress for the third week of the second term, four themes (a. classroom management, b. school mentors' attitude, c. affective factors, and d. ELT methods and techniques) and their related subthemes emerged within participants' reflective journals (Table 21). Seven subthemes appeared under the *classroom management* theme: (1) classroom language, (2) noise, (3) students' disruptive behavior, (4) time management, (5) classroom size, (6) rate and pace of speech, and (7) discipline. As for the second theme, *school mentors' attitude*, two subthemes emerged: (1) tactlessness of the school mentor and (2) teacher's authority. *Affective factors*, Theme 3, emerged with two subthemes: (1) low self-confidence and (2) lack of enthusiasm. The last theme, *ELT methods and techniques*, came up with two subthemes: (1) conflict between school mentors' and pre-service teachers' methods of teaching and (2) using of traditional methods only.

Table 22

Participants' Elicited Views Regarding Stress Coping Strategies in the Third Week

Sources of stress		Coping strategies	*f*
1. Classroom management			**20**
- Classroom language	-	Using of L1	3
	-	Negotiating with university supervisor	2
- Noise	-	Following interesting activities	2
	-	Negotiating with school mentor	2
- Students' disruptive behavior	-	Following interesting activities	2
	-	Negotiating with university supervisor	1
	-	Maintaining discipline	1
- Time management	-	Preparing lesson plan	2
	-	Maintaining discipline	1
- Classroom size	-	No strategy	2
- Rate and pace of speech	-	Maintaining discipline	1
- Discipline	-	No strategy	1
2. School mentors' attitude			**6**
- Tactlessness of the school mentor	-	Negotiating with university supervisor	2
	-	Focusing on positive things	1
- Teacher's authority	-	Following academia	2
	-	Ignoring	1
3. Affective factors			**3**
- Low self-confidence	-	Maintaining discipline	2
- Lack of enthusiasm	-	Following interesting activities	1
4. ELT methods and techniques			**6**
- Conflict between school mentors'	-	Creating extra materials	2
and pre-service teachers' methods of	-	Reviewing of theoretical background	1
teaching	-	Negotiating with university supervisor	1
- Using of traditional methods only	-	Creating extra materials	2

Table 22 above depicts the coping strategies that pre-service language teachers used in the third week of the second term. There are two stress coping strategies under the first subtheme of *classroom management* theme, *classroom language*: (1) using of L1 and (2) negotiating with university supervisor. The second subtheme, *noise*, came up with two coping strategies: (1) following interesting activities and (2) negotiating with school mentor. There displayed three coping strategies with the third subtheme, *students' disruptive behavior*. These are (1) following interesting activities, (2) negotiating with university supervisor, and (3) maintaining discipline. For *time management* subtheme, two coping strategies were utilized by the participants: (1) preparing lesson plan and (2) maintaining discipline. No strategy was mentioned for the fourth subtheme of *classroom management* theme, *classroom size*. Maintaining discipline was perceived as the only coping strategy for the *rate and pace of speech* subtheme. The last subtheme of *classroom management* theme, *discipline*, came up with no coping strategy.

School mentors' attitude theme as the second source of stress for pre-service language teachers emerged with two subthemes in the third week of the second term. For its first subtheme, *tactlessness of the school mentor*, two coping strategies were identified: (1) negotiating with university supervisor and (2) focusing on positive things. The second subtheme of *school mentors' attitude* theme, *teacher's authority*, also appeared with two coping strategies: (1) following academia and (2) ignoring. As for the first subtheme of the *affective factors* theme, *low self-confidence*, one stress coping strategy was introduced: maintaining discipline. For its second subtheme, *lack of enthusiasm*, following interesting activities was mentioned by pre-service language teachers as a stress coping strategy. The fourth theme, *ELT methods and techniques,* appeared with two subthemes in the third week. *Conflict between school mentors' and pre-service teachers' methods of teaching,* as the first subtheme appeared with three coping strategies: (1) creating extra materials (2) reviewing of theoretical background and (3) negotiating with university supervisor. Creating extra materials was introduced by pre-service language teachers as the only coping strategy for *using of traditional methods only* subtheme.

Table 23

Participants' Elicited Views Regarding Sources of Stress in the Fourth Week

Sources of stress	*f*
1. Classroom management	**19**
- Noise	7
- Students' disruptive behavior	5
- Classroom language	3
- Rate and pace of speech	3
- Time management	1
2. Affective factors	**6**
- Feeling of threat	4
- Low self-confidence	2
3. Textbook	**2**
- Adherence to the textbook	1
- Lack of flexibility	1

Sources of stress for the fourth week of the second term are shown in Table 23 above. Three themes (a. classroom management, b. affective factors, and c. textbook) and related subthemes emerged within pre-service language teachers' reflective journals. There are five subthemes emerged under the *classroom management* theme: (1) noise, (2) students' disruptive behavior, (3) classroom language, (4) rate and pace of

speech, and (5) time management. The second theme, *affective factors,* appeared with two subthemes: (1) feeling of threat and (2) low self-confidence. As for the third theme, *textbook,* two subthemes emerged: (1) adherence to the textbook and (2) lack of flexibility.

Table 24

Participants' Elicited Views Regarding Stress Coping Strategies in the Fourth Week

Sources of stress	Coping strategies	*f*
1. Classroom management		**19**
- Noise	- No strategy	3
	- Negotiating with school mentor	1
	- Using voice and intonation effectively	1
	- Openness	1
	- Professional development	1
- Students' disruptive behavior	- Openness	2
	- Following interesting activities	1
	- Maintaining discipline	1
	- Negotiating with school mentor	1
- Classroom language	- Using of L1	3
- Rate and pace of speech	- Professional development	2
	- No strategy	1
- Time management	- Preparing lesson plan	1
2. Affective factors		**6**
- Feeling of threat	- Negotiating with school mentor	2
	- Ignoring	1
	- Following academia	1
- Low self-confidence	- Negotiating with university supervisor	2
3. Textbook		**2**
- Adherence to the textbook	- Creating extra materials	1
- Lack of flexibility	- Negotiating with university supervisor	1

In the fourth week of the second term, five stress coping strategies were mentioned by participants under the first subtheme of *classroom management* theme, *noise*: (1) no strategy, (2) negotiating with school mentor, (3) using voice and intonation effectively, (4) openness, and (5) professional development. Subtheme 2, *students' disruptive behavior*, involved four coping strategies: (1) openness, (2) following interesting activities, (3) maintaining discipline, and (5) negotiating with school mentor. There displayed one coping strategy with the third subtheme, *classroom language*: using of L1. The fourth subtheme, *rate and pace of speech*, came up with two coping strategies: (1) professional development and (2) no strategy. Subtheme 5, *time management*, involved only one coping strategy: preparing lesson plan.

For the first subtheme of *affective factors* theme, *feeling of threat*, three coping strategies were identified by pre-service language teachers. These are: (1) negotiating with school mentor, (2) ignoring, and (3) following academia. For the second subtheme, *low self-confidence*, only one strategy was employed: negotiating with university supervisor. Creating extra materials was elicited by participants as a stress coping strategy under the first subtheme of *textbook* theme, *adherence to the textbook.* As for the second subtheme, *lack of flexibility*, only one coping strategy was utilized: negotiating with university supervisor.

Table 25

Participants' Elicited Views Regarding Sources of Stress in the Fifth Week

Sources of stress	*f*
1. Classroom management	**19**
- Noise	4
- Students' disruptive behavior	4
- Time management	4
- Classroom language	3
- Rate and pace of speech	1
- Classroom size	1
2. School mentors' attitude	**3**
- Teacher's authority	2
- Tactlessness of the school mentor	1
3. Affective factors	**5**
- Feeling of threat	2
- Lack of enthusiasm	2
- Low self-confidence	1
4. ELT methods and techniques	**1**
- Conflict between school mentors' and pre-service teachers' methods of teaching	1
5. Textbook	**2**
- Adherence to the textbook	2
6. Professional factors	**2**
- Lack of teaching experience	1
- Lack of ICT skills	1

Table 25 depicts the sources of stress for the fifth week of the second term as mentioned by the participants. Six themes (a. classroom management, b. school mentors' attitude, c. affective factors, d. ELT methods and techniques, e. textbook, and f. professional factors) and related subthemes developed within pre-service language learners' reflective journals. *Classroom management* theme came up with six subthemes: (1) noise, (2) students' disruptive behavior, (3) time management, (4) classroom language, (5) rate and pace of speech, and (6) classroom size. The second theme, *school mentors' attitude*, appeared with two subthemes: (1) teacher's authority

and (2) tactlessness of the school mentor. Theme 3, *affective factors,* emerged with three subthemes: (1) feeling of threat, (2) lack of enthusiasm, and (3) low self-confidence. As for the fourth theme, *ELT methods and techniques*, only one subtheme emerged: conflict between school mentors' and pre-service teachers' methods of teaching. *Textbooks*, Theme 5, appeared with one subtheme: adherence to the textbook. Theme 6, *professional factors*, came up with two subthemes: (1) lack of teaching experience and (2) lack of ICT skills.

Table 26

Participants' Elicited Views Regarding Stress Coping Strategies in the Fifth Week

Sources of stress		Coping strategies	*f*
1. Classroom management			**17**
- Noise	-	Maintaining discipline	2
	-	Following interesting activities	2
- Students' disruptive behavior	-	Maintaining discipline	2
	-	Using voice and intonation effectively	2
- Time management	-	Preparing lesson plan	3
	-	Maintaining discipline	1
- Classroom language	-	Using of L1	3
- Rate and pace of speech	-	Professional development	1
- Classroom size	-	Maintaining discipline	1
2. School mentors' attitude			**3**
- Teacher's authority	-	Ignoring	2
- Tactlessness of the school mentor	-	Ignoring	1
3. Affective factors			**5**
- Feeling of threat	-	Ignoring	1
	-	Focusing on positive things	1
- Lack of enthusiasm	-	Following interesting activities	2
- Low self-confidence	-	Negotiating with school mentor	1
4. ELT methods and techniques			**1**
- Conflict between school mentors' and pre-service teachers' methods of teaching	-	Creating extra materials	1
5. Textbook			**2**
- Adherence to the textbook	-	Creating extra materials	2
6. Professional factors			**2**
- Lack of teaching experience	-	Reviewing of theoretical background	1
- Lack of ICT skills	-	Professional development	1

Table 26 shows the sources of stress and the related coping strategies which pre-service language teachers mentioned in their reflective journals in the fifth week of the second term. Two stress coping strategies elicited by participants for the first subtheme of *classroom management* theme, *noise*: (1) maintaining discipline and (2) following interesting activities. There displayed two coping strategies with the second subtheme, *students' disruptive behavior.* These are (1) maintaining discipline and (2) using voice

and intonation effectively. Subtheme 3, *time management*, came up with two stress coping strategies: (1) preparing lesson plan and (2) maintaining discipline. For the fourth subtheme, *classroom language*, only one coping strategy was mentioned: using of L1. *Rate and pace of speech* as the fifth subtheme of *classroom management* theme appeared with one coping strategy: professional development. Maintaining discipline was mentioned as the only coping strategy for the last subtheme of *classroom management* theme, *classroom size*.

For the first and second subthemes of *school mentors' attitude* theme, *teacher's authority* and *tactlessness of the school mentor*, only one strategy was employed: ignoring. *Affective factors* as the third source of stress in the fifth week of the second term appeared with three subthemes. For its first subtheme, *feeling of threat*, two coping strategies were mentioned: (1) ignoring and (2) focusing on positive things. Following interesting activities was stated as the only coping strategy for *lack of enthusiasm*, second subtheme. For the third subtheme, *low self-confidence*, one coping strategy was utilized by the participants: negotiating with school mentor. Creating extra materials was the only stress coping strategy that was elicited by pre-service language teachers under the only subtheme of *ELT methods and techniques* theme, *conflict between school mentors' and pre-service teachers' methods of teaching.* For *adherence to the textbook* as the only subtheme of *textbook* theme, creating extra materials was mentioned as a coping strategy. Theme 6, *professional factors*, came up with two subthemes. For its first subtheme, *lack of teaching experience*, one coping strategy was elicited by the participants of the study: reviewing of theoretical background. Also, professional development was mentioned as the only coping strategy for the second subtheme of *professional factors* theme, *lack of ICT skills*.

Table 27

Participants' Elicited Views Regarding Sources of Stress in the Sixth Week

Sources of stress	*f*
1. Classroom management	**28**
- Time management	7
- Classroom language	5
- Noise	5
- Students' disruptive behavior	4
- Rate and pace of speech	3
- Classroom size	3
- Classroom environment	1
2. Affective factors	**15**
- Feeling of threat	9
- Lack of enthusiasm	3
- Low self-confidence	2
- Peer pressure	1
3. Professional factors	**3**
- Lack of ICT skills	2
- Lack of teaching experience	1

Regarding sources of stress for the sixth week of the second term, three themes (a. classroom management, b. affective factors, and c. professional factors) and their related subthemes emerged within participants' reflective journals (Table 27). There are seven subthemes emerged under the *classroom management* theme: (1) time management, (2) classroom language, (3) noise, (4) students' disruptive behavior, (5) rate and pace of speech, (6) classroom size, and (7) classroom environment. Theme 2, *affective factors*, came up with four subthemes: (1) feeling of threat, (2) lack of enthusiasm, (3) low self-confidence, and (4) peer pressure. There emerged two subthemes with third theme, *professional factors*. These are: (1) lack of ICT skills and (2) lack of teaching experience.

Table 28

Participants' Elicited Views Regarding Stress Coping Strategies in the Sixth Week

Sources of stress	Coping strategies	*f*
1. Classroom management		**28**
- Time management	- Maintaining discipline	6
	- Following academia	1
- Classroom language	- Using gestures, facial expressions, and body language	3
	- Insisting on using English	2
- Noise	- Maintaining discipline	3
	- Following interesting activities	2
- Students' disruptive behavior	- Following interesting activities	2
	- Maintaining discipline	2
- Rate and pace of speech	- Professional development	2
	- No strategy	1
- Classroom size	- No strategy	3
- Classroom environment	- Ignoring	1
2. Affective factors		**11**
- Feeling of threat	- Ignoring	5
	- Focusing on positive things	4
- Lack of enthusiasm	- Following interesting activities	2
	- Using of L1	1
- Low self-confidence	- Professional development	2
- Peer pressure	- Ignoring	1
3. Professional factors		**3**
- Lack of ICT skills	- Professional development	2
- Lack of teaching experience	- Professional development	1

Table 28 displays the coping strategies which participants utilized in the sixth week of the second term. There are two stress coping strategies under the first subtheme of *classroom management* theme, *time management*: (1) maintaining discipline and (2) following academia. The second subtheme, *classroom language*, came up with two coping strategies: (1) using gestures, facial expressions, and body language and (2) insisting on using English. There displayed two coping strategies with the third subtheme, *noise*. These are (1) maintaining discipline and (2) following interesting activities. For *students' disruptive behavior* subtheme, two coping strategies were utilized by the pre-service language learners: (1) following interesting activities and (2) maintaining discipline. For the fifth subtheme of *classroom management* theme, *rate and pace of speech* two coping strategies were elicited: (1) professional development and (2) no strategy. No strategy was mentioned for the *classroom size* subtheme. Ignoring was perceived as the only coping strategy for the last subtheme of *classroom management* theme, *classroom environment.*

Affective factors theme as the second source of stress for pre-service language teachers emerged with four subthemes in the sixth week of the second term. For its first subtheme, *feeling of threat*, two coping strategies were identified: (1) ignoring and (2) focusing on positive things. Its second subtheme, *lack of enthusiasm*, appeared with two coping strategies: (1) following interesting activities and (2) using of L1. As for its third subtheme, *low self-confidence*, one stress coping strategy was introduced: professional development. For the fourth subtheme of *affective factors* theme, *peer pressure*, ignoring was mentioned by the participants as a stress coping strategy. As for both subthemes of *professional factors* theme, *lack of ICT skills* and *Lack of teaching experience*, professional development was elicited as a stress coping strategy by the pre-service language teachers in the sixth week of the second term.

Table 29

Participants' Elicited Views Regarding Sources of Stress in the Seventh Week

Sources of stress	*f*
1. Classroom management	**9**
- Students' disruptive behavior	3
- Classroom language	2
- Noise	2
- Rate and pace of speech	2
2. School mentors' attitude	**2**
- Tactlessness of the school mentor	1
- Teacher's authority	1
3. Affective factors	**4**
- Peer pressure	2
- Low self-confidence	1
- Feeling of threat	1

For the seventh week of the second term, three sources of stress were mentioned by the pre-service language teachers. Three themes (a. classroom management, b. school mentors' attitude, and c. affective factors) and related subthemes emerged within participants' reflective journals (Table 29). Four subthemes appeared under the *classroom management* theme: (1) students' disruptive behavior, (2) classroom language, (3) noise, and (4) rate and pace of speech. As for the second theme, *school mentors' attitude*, two subthemes emerged: (1) tactlessness of the school mentor and (2) teacher's authority. Theme 3, *affective factors,* emerged with three subthemes: (1) peer pressure (2) low self-confidence, and (3) lack of enthusiasm.

Table 30

Participants' Elicited Views Regarding Stress Coping Strategies in the Seventh Week

Sources of stress		Coping strategies	*f*
1. Classroom management			**9**
- Students' disruptive behavior	-	Maintaining discipline	2
	-	Ignoring	1
- Classroom language	-	Using gestures, facial expressions, and body language	1
	-	Using of L1	1
- Noise	-	Following interesting activities	1
	-	Openness	1
- Rate and pace of speech	-	Professional development	2
2. School mentors' attitude			**2**
- Teacher's authority	-	Negotiating with peers	1
- Tactlessness of the school mentor	-	Focusing on positive things	1
3. Affective factors			**4**
- Peer pressure	-	Ignoring	2
- Low self-confidence	-	Negotiating with university supervisor	1
- Lack of enthusiasm	-	Negotiating with school mentor	1

According to Table 30, two stress coping strategies were elicited by the participants under the first subtheme of *classroom management* theme, *students' disruptive behavior*: (1) maintaining discipline and (2) ignoring. There displayed two coping strategies with the second subtheme, *classroom language*. These are (1) using gestures, facial expressions, and body language and (2) using of L1. Subtheme 3, *noise* came up with two coping strategies: (1) following interesting activities and (2) openness. The fourth subtheme, *rate and pace of speech,* appeared with only one coping strategy: professional development.

As for the first subtheme of *school mentors' attitude* theme, *teacher's authority*, negotiating with peers was mentioned as a coping strategy and for the second subtheme, *tactlessness of the school mentor*, one coping strategy was employed by the participants: focusing on positive things. The *affective factors* theme appeared with three subthemes. For the first subtheme, *peer pressure*, only one coping strategy was utilized by the participants: ignoring. For the second subtheme, *low self-confidence,* also one coping strategy was employed by pre-service language teachers: negotiating with university supervisor. For *lack of enthusiasm* subtheme, there emerged one coping strategy: negotiating with school mentor.

Table 31

Participants' Elicited Views Regarding Sources of Stress in the Eighth Week

Sources of stress	*f*
1. Classroom management	**18**
- Noise	6
- Students' disruptive behavior	5
- Time management	5
- Classroom language	1
- Classroom size	1
2. Affective factors	**15**
- Feeling of threat	7
- Lack of enthusiasm	4
- Low self-confidence	3
- Peer pressure	1

Regarding sources of stress, two themes (a. classroom management and b. affective factors) and related subthemes emerged within participants' reflective journals in the eighth week of the second term (Table 31). Five subthemes emerged under the *classroom management* theme: (1) noise, (2) students' disruptive behavior, (3) time management, (4) classroom language, and (5) classroom size, As for the second theme, *affective factors*, four subthemes emerged: (1) feeling of threat, (2) lack of enthusiasm, (3) low self-confidence, and (4) peer pressure.

Table 32

Participants' Elicited Views Regarding Stress Coping Strategies in the Eighth Week

Sources of stress		Coping strategies	*f*
1. Classroom management			**18**
- Noise	-	Following interesting activities	4
	-	Using voice and intonation effectively	2
- Students' disruptive behavior	-	Maintaining discipline	3
	-	Using voice and intonation effectively	2
- Time management	-	Maintaining discipline	4
	-	Negotiating with university supervisor	1
- Classroom language	-	Using gestures, facial expressions, and body language	1
- Classroom size	-	No strategy	1
2. Affective factors			**15**
- Feeling of threat	-	Ignoring	5
	-	Negotiating with university supervisor	1
	-	Negotiating with peers	1
- Lack of enthusiasm	-	Following interesting activities	3
	-	Negotiating with university supervisor	1
- Low self-confidence	-	Negotiating with university supervisor	2
	-	Professional development	1
- Peer pressure	-	Negotiating with university supervisor	1

In the eighth week of the second term, two stress coping strategies were elicited by the participants under the first subtheme of *classroom management* theme, *noise*: (1) following interesting activities and (2) using voice and intonation effectively. There displayed two coping strategies with the second subtheme, *students' disruptive behavior:* (1) maintaining discipline and (2) using voice and intonation effectively. The third subtheme, *time management*, emerged with two coping strategies: (1) maintaining discipline and (2) negotiating with university supervisor. *Classroom language* as the fourth subtheme appeared with only one coping strategy: using gestures, facial expressions, and body language. No strategy was mentioned for the fifth subtheme, *classroom size.*

There are three coping strategies under the first subtheme of *affective factors* theme, *feeling of threat*. They are (1) ignoring, (2) negotiating with university supervisor, and (3) negotiating with peers. As for the second subtheme, *lack of enthusiasm*, two coping strategies were mentioned by pre-service language teachers: (1) following interesting activities and (2) negotiating with university supervisor. For subtheme 3, *low self-confidence*, two coping strategies were elicited: (1) negotiating with university supervisor and (2) professional development. For the fourth subtheme,

peer pressure, one coping strategy was utilized by pre-service language teachers: negotiating with university supervisor.

Table 33

Participants' Elicited Views Regarding Sources of Stress from the First Week to the Eighth Week

Sources of stress	W1	W2	W3	W4	W5	W6	W7	W8
1. Classroom management	**33**	**21**	**20**	**19**	**17**	**28**	**9**	**18**
- Classroom language	10	4	5	3	3	5	2	1
- Noise	9	6	4	7	4	5	2	6
- Students' disruptive behavior	8	5	4	5	4	4	3	5
- Rate and pace of speech	2	2	1	3	1	3	2	0
- Classroom environment	1	1	0	0	0	1	0	0
- Discipline	1	1	1	0	0	0	0	0
- Classroom size	1	1	2	0	1	3	0	1
- Time management	1	1	3	1	4	7	0	5
2. Social factors	**1**	**0**	**0**	**0**	**0**	**0**	**0**	**0**
- Identity	1	0	0	0	0	0	0	0
3. School mentors' attitude	**5**	**3**	**6**	**0**	**3**	**0**	**2**	**0**
- Tactlessness of the school mentor	4	2	3	0	1	0	1	0
- Teacher's authority	1	1	3	0	2	0	1	0
4. Affective factors	**12**	**5**	**3**	**6**	**5**	**15**	**4**	**15**
- Low self-confidence	5	2	2	2	1	2	1	3
- Feeling of threat	4	1	0	4	2	9	0	7
- Lack of enthusiasm	2	1	1	0	2	3	1	4
- Peer pressure	1	1	0	0	0	1	2	1
5. ELT methods and techniques	**4**	**6**	**6**	**0**	**1**	**0**	**0**	**0**
- Using of traditional methods only	2	1	2	0	0	0	0	0
- Conflict between school mentors' and pre-service teachers' methods of teaching	2	5	4	0	1	0	0	0
6. Textbook	**2**	**2**	**0**	**2**	**2**	**0**	**0**	**0**
- Adherence to the textbook	1	1	0	1	2	0	0	0
- Lack of flexibility	1	1	0	1	0	0	0	0
7. Professional factors	**2**	**1**	**0**	**0**	**2**	**3**	**0**	**0**
- Lack of teaching experience	1	1	0	0	1	1	0	0
- Lack of ICT skills	1	0	0	0	1	2	0	0
Total	**59**	**38**	**35**	**27**	**30**	**46**	**15**	**33**

Table 33 above shows the sources of stress that pre-service language teachers mentioned in their weekly reflective journals from the first week to the eighth week of the second term. Also, the Figure 3 below depicts the frequencies of pre-service language teachers' stress clearly.

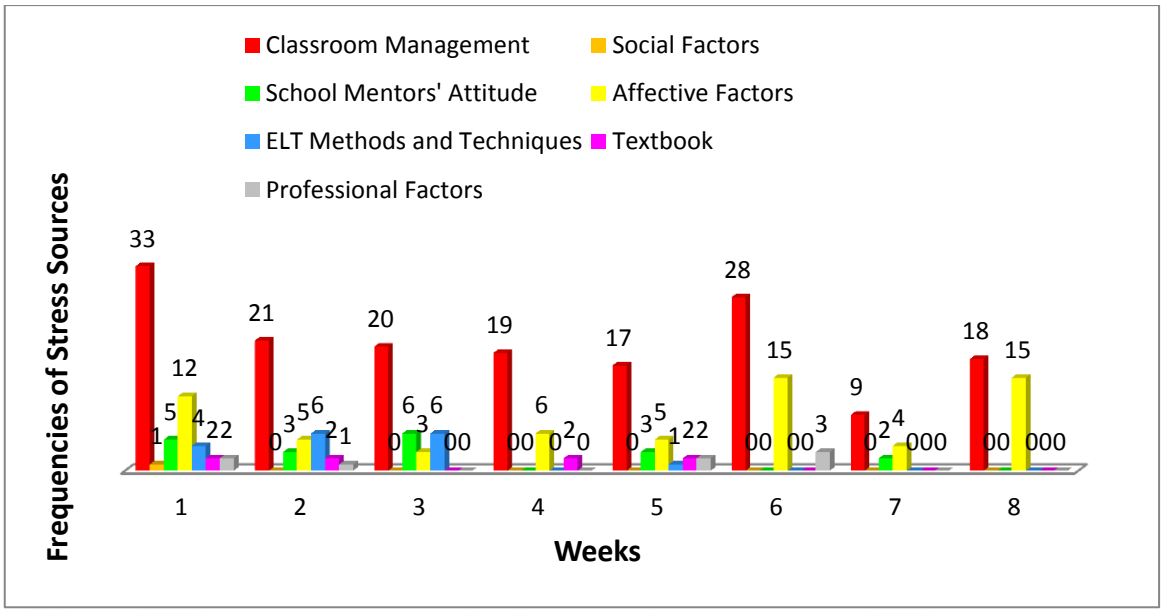


Figure 3. Frequency of pre-service teachers' stress throughout eight weeks of practicum

The Figure 4 below indicates how the pre-service language teachers' stress changes during the eight weeks of practicum.

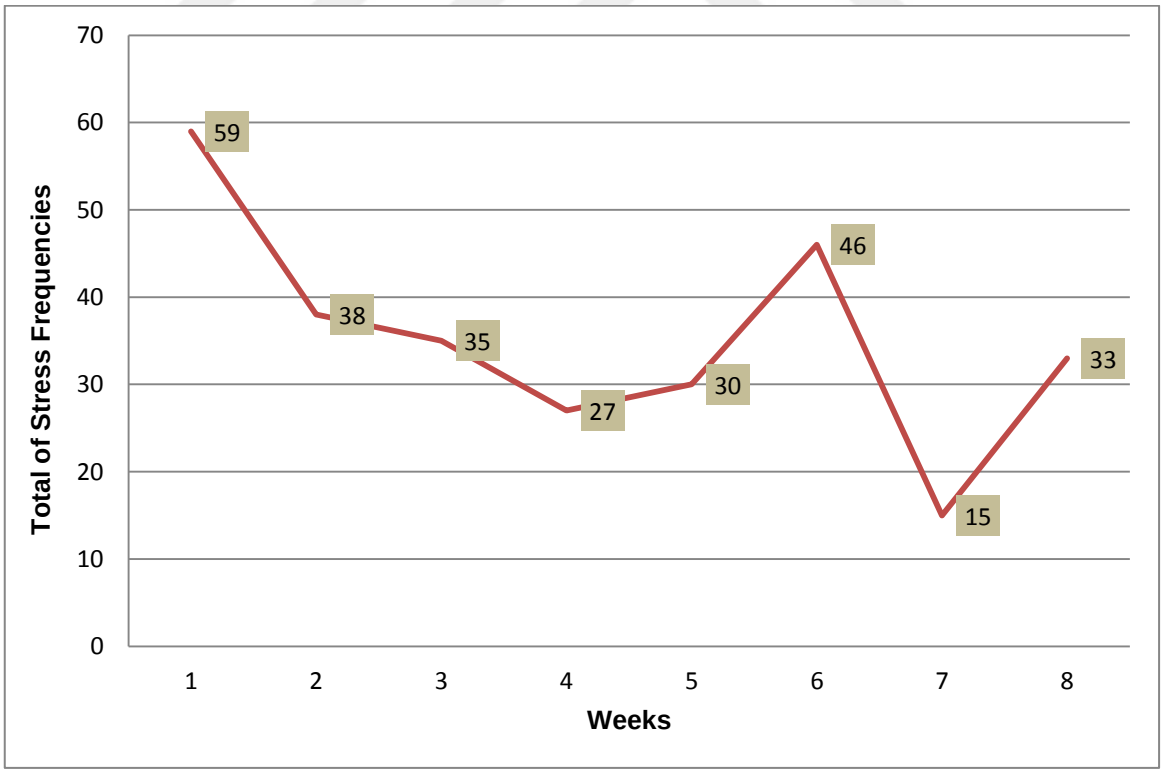


Figure 4. Pre-service teachers' stress changes during the eight weeks of practicum.

Table 34

The Total of Participants' Elicited Views Regarding Sources of Stress from the First week to the Eighth Week

Sources of stress	*f*
1. Classroom management	**165**
- Noise	43
- Students' disruptive behavior	38
- Classroom language	33
- Time management	22
- Rate and pace of speech	14
- Classroom size	9
- Classroom environment	3
- Discipline	3
2. Affective factors	**56**
- Feeling of threat	22
- Low self-confidence	18
- Lack of enthusiasm	14
- Peer pressure	6
3. School mentors' attitude	**19**
- Tactlessness of school mentor	11
- Teacher's authority	8
4. ELT methods and techniques	**17**
- Conflict between school mentors' and pre-service teachers' methods of teaching	12
- Using of traditional methods only	5
5. Textbook	**8**
- Adherence to the textbook	5
- Lack of flexibility	3
6. Professional factors	**8**
- Lack of teaching experience	4
- Lack of ICT skills	4
7. Social factors	**1**
- Identity	1

Table 34 displays the total frequency of stress sources which pre-service language teachers have experienced during the second term from the first week to the eighth week. The themes and their related subthemes are written from the most stressful one to the least stressful one.

Table 35

Participants' Elicited Views Regarding Stress Coping Strategies from the First Week to the Eighth Week

Stress coping strategies	W1	W2	W3	W4	W5	W6	W7	W8
- Maintaining discipline	5	2	5	1	5	11	2	7
- Following interesting activities	6	4	5	1	4	6	1	7
- Ignoring	2	2	6	1	4	7	3	5
- Negotiating with university supervisor	8	2	6	3	0	0	1	6
- No strategy	10	3	3	4	0	4	0	1
- Using of L1	5	3	3	3	3	1	1	0
- Negotiating with school mentor	4	6	2	4	1	0	1	0
- Creating extra materials	1	6	4	1	3	0	0	0
- Professional development	1	1	0	3	1	5	2	1
- Focusing on positive things	1	0	1	0	1	4	1	0
- Following academia	3	0	2	1	0	1	0	0
- Negotiating with peers	3	2	0	0	0	0	1	1
- Using gestures, facial expressions, and body language	0	2	0	0	0	3	1	1
- Reviewing of theoretical background	2	2	1	0	1	0	0	0
- Openness	1	0	0	3	0	0	1	0
- Exposure to videos	3	0	0	0	0	0	0	0
- Insisting on using English	1	0	0	0	0	2	0	0
- Observing experienced teachers	1	0	0	0	0	0	0	0
- Natural and unbiased way of teaching	1	0	0	0	0	0	0	0
- Relaxing herself by relaxing words	1	0	0	0	0	0	0	0
- Students involvement	0	1	0	0	0	0	0	0

Table 35 depicts the frequency of all the strategies that pre-service language teachers utilized every week from the first week to the eighth week to cope with their practicum stresses. Stress coping strategies in Table 35 are written from the most frequently used one to the least frequently used one.

Table 36

The Total of Participants' Elicited Views Regarding Stress Coping Strategies from the First Week to the Eighth Week

Stress coping strategies	*f*
- Maintaining discipline	38
- Following interesting activities	34
- Ignoring	25
- No strategy	25
- Negotiating with university supervisor	25
- Using of L1	21
- Negotiating with school mentor	18
- Creating extra materials	17
- Professional development	14
- Using voice and intonation effectively	9
- Following academia	7
- Negotiating with peers	7
- Using gestures, facial expressions, and body language	7
- Reviewing of theoretical background	6
- Focusing on positive things	5
- Openness	5
- Exposure to videos	3
- Observing experienced teachers	1
- Insisting on using English	1
- Natural and unbiased way of teaching	1
- Relaxing herself by relaxing words	1
- Students involvement	1

Table 36 shows the total frequency of the all strategies that were used by the participants in order to deal with the stress during the second term. The strategies are written in order from the most frequently used one to the least frequently used.

4.2.3. Focused Group Interviews and One-to-One Interviews Analyses

In this part, the responses of the participants to the interview questions and their content analyses are displayed. The content analyses of the qualitative data obtained from focused group and one-to-one interviews yielded interesting expressions about the sources of stress and their coping strategies in the second term.

Regarding sources of stress, six themes (a. classroom management, b. school mentors' attitude, c. affective factors, d. ELT methods and techniques, e. textbook, and f. professional factors) and their related subthemes elicited from the content analyses of participants responses in focused group and one-to-one interviews.

4.2.3.1. Classroom Management

Classroom management theme appeared with six subthemes in focused group and one-to-one interviews: (1) classroom language, (2) noise, (3) students' disruptive behavior, (4) rate and pace of speech, (5) classroom size, and (6) time management. Excerpts 1-12 illustrated how the participants experienced stress about *classroom management* in the second term of practicum.

4.2.3.1.1. Classroom Language

Pre-service language teachers reported that the students were not familiar with speaking of English and did not understand the lesson while the lessons were taught in English. Excerpts 1-2 illustrated how the classroom language affected pre-service language teachers teaching and made them stressful.

"I could not manage the classroom while I was talking in English because most of the students did not understand me. Their teacher used Turkish (L1) in the classroom for teaching English and they did not have more practice". (Excerpt 1, Classroom language)

"At the beginning of the practicum, I tried to use English but no one was familiar with using of English in the classroom. I gave the instructions of activities in English and I tried to help them to understand what we were doing. But they could not understand me and little by little they lost their motivation. So, I began to use Turkish (L1) for doing activities". (Excerpt 2, Classroom language)

4.2.3.1.2. Noise

The participants stated that the noise was one of the serious problems of their classes in practicum schools. They reported that they could not control the class because of the noise. Excerpts 3-4 exemplified the pre-service teachers' stresses because of the noise in the classroom.

"My class was very crowded and noisy. Students were talking each other most of the times and I had difficulty to stop them. Some of the students refused to join the lesson all the times". (Excerpt 3, Noise)

"I could not manage the time because of the noise. I could not focus so I had to delay my plans most of the times". (Excerpt 4, Noise)

4.2.3.1.3. Students' Disruptive Behavior

Pre-service language teachers reported that students' disruptive behavior during the lesson had negative effects on their teaching performance and classroom management and the practicum difficult for them. Excerpts 5-6 reflected how students' disruptive behavior affected the pre-service language teachers teaching performance.

"Sometimes, some of the students made ridiculous jokes to each other. This made me crazy because I was attempting to teach the lesson. Some of the students were like looking for trouble and this issue caused some classroom management problems which I could not manage and stop them". (Excerpt 5, Students' disruptive behavior)

"Some of the students wanted to participate in activities just for fun. They did not know the answer but they just wanted to walk in the classroom". (Excerpt 6, Students' disruptive behavior)

4.2.3.1.4. Rate and Pace of Speech

Some of the participants explained that they could not adjust their voice while teaching in the classroom and it created some classroom management problem for them. Excerpt 7-8 reflected how the problem in controlling the voice while teaching made the pre-service language teachers stressful.

"At practicum, I had problems with my tone of voice. I could not adjust it, and it caused classroom management problems because when the students did not hear me, they started talking each other. As I could not prevent their talking, I could not teach them the topic, either". (Excerpt 7, Rate and pace of speech)

"From the early days of practicum, I had problem in controlling my tone of voice. I have very weak voice in general and this was a big problem for a teacher with noisy students. (Excerpt 8, Rate and pace of speech)

4.2.3.1.5. Classroom Size

Pre-service language teachers stated that crowded classes were very difficult to be controlled and it was impossible to teach in such crowded and noisy classes. Excerpts 9-10 indicated how the class size had an effect on classroom management.

"It was impossible to do pair works or group works in the classroom because the class was very crowded and controlling all the students was very difficult". (Excerpt 9, Classroom size)

"Controlling the classes with young learners was very difficult. It was like a nightmare for me because I could not do anything in those classes". (Excerpt 10, Classroom size)

4.2.3.1.6. Time Management

The participants' responses to the interview questions illustrated that most of them had problems in time management. They explained that many factors such as noise, classroom size, students' disruptive behaviors, and classroom language affected them not to be able to control the time while they were teaching in practicum school. Excerpts 11-12 depicted how time management affected the pre-service language teachers to feel stressful during their teaching.

"At the beginning of the second term, I had difficulty in time management. I was either finishing my lesson earlier than I expected or the bell was ringing before I finished my lesson so I was always stressed about that". (Excerpt 11, Time management)

"Although I always prepared lesson plan, I always had problems in time management". (Excerpt 12, Time management)

4.2.3.2. School Mentors' Behavior

School mentors' behavior theme appeared with two subthemes in focused group and one-to-one interviews: (1) teacher's authority and (2) tactlessness of the school mentor. Excerpts 13-16 shed light on how the *school mentors' attitude* affected the participants and caused stress for them during the second term.

4.2.3.2.1. Teacher's Authority

Pre-service language teachers reported that they had no authority in their classrooms. They explained that their mentor teacher did not allow them use their own methods and techniques or their materials in the classrooms. Excerpts 13-14 showed how teacher's authority in the classroom made the participants stressful.

"Most of the times, the school mentor interrupted us and made some corrections in front of the students and our peers and that caused us to have low self-confidence". (Excerpt 13, Teacher's authority)

"Sometimes, our school mentor did not let us teach the lesson. She just gave us some simple responsibilities such as checking homework. That was stress causing factor for me and my peers because we needed practice". (Excerpt 14, Teacher's authority)

4.2.3.2.2. Tactlessness of the School Mentor

The participants stated that the tactlessness of the school mentor was very annoying and that situation made them sad because they believed that it was not a good method in managing the classroom. Excerpts 15-16 illustrated how tactlessness of school mentor had negative effect on the pre-service language teachers' performance in the classroom.

"The school mentor was always yelling and insulting noisy and disturbing students and it was really annoying and made me stressful during the lessons". (Excerpt 15, Tactlessness of the school mentor)

"My school mentor did not treat the students in an appropriate way while they were making noise. They were very young and I think the mentor's behavior had negative influence on their performance". (Excerpt 16, Tactlessness of the school mentor)

4.2.3.3. Affective Factors

Affective factors theme appeared with three subthemes in focused group and one-to-one interviews: (1) low self-confidence, (2) lack of enthusiasm, and (3) feeling of threat. Excerpts 17-22 explicated that pre-service language teachers experienced stress during second term due to *affective factors*.

4.2.3.3.1. Low Self-confidence

Some of the participants reported in their interviews that they had problems in classroom management because of low self-confidence. It was because of not being accepted as an authority in the classroom by the students. The participants also added that the school mentor introduced them to the students as their brother and sisters so the students never saw them as their real teachers in the classroom. Excerpts 17-18 depicted how low self-confidence affected pre-service language teachers' performances during the second term of the practicum.

"Most of the students did not want to sit down during lesson. They wanted to wander around the class and talk to each other. The reason was that they did not accept us as an authority in the classroom". (Excerpt 17, Low self-confidence)

"Students saw their own teacher as an authority in the classroom and they did not accept us as a real teacher so we could not manage the classroom. When we could not control the classroom, we could not teach and move according to our lesson plans". (Excerpt 18, Low self-confidence)

4.2.3.3.2. Lack of Enthusiasm

Pre-service language teachers explained that most of the students were reluctant to participate in the activities that were done in the classroom. Excerpts 19-20 showed how the students with lack of enthusiasm made some problems for pre-service language teachers in the classroom.

"Sometimes, I had awful classes. My students did not participate in the lessons. They were not active in repetitions, doing activities, and even they did not answer little question-answer parts. I could not draw their attention to the activities. They seemed to busy themselves with other things". (Excerpt 19, Lack of enthusiasm)

"Not all the students were active during the lessons. They were doing something else while I was teaching. So, they could not respond the questions or do activities". (Excerpt 20, Lack of enthusiasm)

4.2.3.3.3. Feeling of Threat

Most of the pre-service language teachers reported that they really felt stressful when they were being observed by someone in the classroom. Excerpts 21-22 illustrated how being observed by someone especially the university supervisor affected the pre-service language teachers performance.

"I was very nervous whenever my school mentor, my university supervisor, and my peers were observing me. This issue made me stressful all the times. When I was teaching while being observed, I could not concentrate on my teaching and I had a lot of questions in my mind such as what are they thinking about me? How is my teaching?" (Excerpt 21, Feeling of threat)

"I felt stressful when I was being observed by my university supervisor, my mentor, or my peers. So, I could not act normally in my teaching. Whenever I was alone in the classroom, I acted more effectively". (Excerpt 22, Feeling of threat)

4.2.3.4. ELT Methods and Techniques

ELT methods and techniques theme appeared with only one subtheme in focused group and one-to-one interviews: conflict between school mentors' and pre-service teachers' methods of teaching. Excerpts 23-24 highlighted the views of the participants about one of the other stress sources in the second term of the practicum, *ELT methods and techniques*.

4.2.3.4.1. Conflict between School Mentors' and Pre-service Teachers' Methods of Teaching

Pre-service language teachers explained in their interviews that the school mentors did not let them use the methods different from their own methods of teaching. They added that the school mentors preferred to use more traditional methods of teaching and also the students did not use to their teaching methods. Excerpts 23-24 showed how the conflict between school mentors' and pre-service teachers caused pre-service teachers to be stressful during the second term of the practicum.

"We had difficulty in teaching to students because they did not use to our teaching methods. The reason was that our methods of teaching and the school

mentors' methods were completely different. She was an experienced teacher and adopted more traditional techniques but we wanted to use more up to date methods and techniques of teaching and that caused some problems and stress for us". (Excerpt 23, Conflict between school mentors' and pre-service teachers' methods of teaching)

"I felt stressful because I was forced to use more traditional methods of teaching like Grammar Translation Method. I had successfully taken and passed the methodology courses that I learned various theories and approaches to teaching English but now in practicum I had to obey what the school mentor asked me to do. The second term was the only place for me to put my knowledge into practice". (Excerpt 24, Conflict between school mentors' and pre-service teachers' methods of teaching)

4.2.3.5. Textbook

Textbook theme came up with only one subtheme in focused group and one-to-one interviews: lack of flexibility. Excerpt 25-26 illustrated that *textbook* was another source of stress for pre-service language teachers during the second term.

4.2.3.5.1. Lack of Flexibility

Some of the participants reported that they were stressful during the second term of the practicum because they had not enough freedom in choosing and applying the materials in the classroom. They stated that the materials they prepared to use in their teaching were useless because the school mentor did not allow them to use those kinds of materials and the only source of material was the book that was chosen by the ministry of the education. Excerpts 25-26 depicted how the lack of flexibility affected the pre-service language teachers teaching.

"Lack of good materials always made me stressful during the second term. We were forced to use a book that was chosen by the ministry of education. Class teacher asked me and my peers to follow the book. We did not have much flexibility to use our methods and materials. Our purpose of going to the practicum school was to utilize the methods and techniques that we had been taught in theoretical courses like methodology course and when we were facing these kinds of problems, we could not do anything". (Excerpt 25, Lack of flexibility)

"The book that was utilized in state schools for teaching English was selected by the ministry of education and there was not flexibility in adapting another book so we had to follow and teach those books. All the instructions of the book and the smart board were in Turkish language (L1)". (Excerpt 26, Lack of flexibility)

4.2.3.6. Professional factors

Professional factors theme appeared with two subthemes in focused group and one-to-one interviews: (1) lack of teaching experience and (2) lack of ICT skills. Excerpts 27-30 pointed to *professional factors* which made the participants stressful during the second term.

4.2.3.6.1. Lack of Teaching Experience

Some of the pre-service language teachers explained that they experienced stress because of the lack of the experience. They stated that they did not know how to react in some conditions in the classroom. Excerpts 27-28 depicted how lack of the experience influenced the pre-service language teachers to be stressful during practicum.

"I had problems about classroom management and time management because I did not have enough experience. Before, I did not know anything about disruptive and noisy students. I thought I will go to the class and I will start my teaching in a comfortable environment according to my lesson plan. But, after starting my real teaching in a real classroom, I understood that everything was different. Observing a class was different from teaching in that class. Participating in practicum was a precious experience but in my view it was not enough to be a teacher. Every problem that made me stressful during the second term had a connection with another problem. For example, I could not manage the time because I was not able to manage the class". (Excerpt 27, Lack of teaching experience)

"I did not have enough experience in teaching and I did not know what to do at certain situations. It was difficult to decide about a problem immediately so it made me stressful while I was teaching. For example, I did not know what to do with a disturbing student in the middle of an activity or teaching process". (Excerpt 28, Lack of teaching experience)

4.2.3.6.2. Lack of ICT Skills

Some of the participants reported that they were stressful during their practicum because of the lack of ICT skills. They stated that they were not familiar with using of smart boards and also some computer programs so they felt stressful while teaching in the classroom. Excerpts 29-30 showed how lack of ICT skills had negative effects on pre-service language teachers teaching performance.

"I had technical problems with using smart board in the classroom. It was the first time that I was using the smart board so I could not utilize it effectively. This problem led to major drawbacks in all my teachings because I could not immediately adjust it. I was so embarrassed in front of students". (Excerpt 29, Lack of ICT skills)

"I don't use the computer frequently and I can say that I am so traditional one. Therefore, I could not use the computer programs effectively and quickly in the classroom and this resulted in some problems". (Excerpt 30, Lack of ICT skills)

4.2.3.7. Coping Strategies for Classroom Management as a Source of Stress

Regarding the coping strategies for above mentioned stress sources, pre-service language teachers explained their techniques and coping strategies which they used to deal with these practicum stresses. Excerpts 31-42 illustrated how the participants tried to cope with the *classroom management* source of stress.

4.2.3.7.1. Coping Strategies for Classroom Language as a Source of Stress

Some of the participants reported that what bothered them in the second term of the practicum was definitely the classroom language. They stated that it was the major problem in their classrooms because the students did not use to utilize English in the class. They added that in the first weeks they insisted on using English but in that way they could not teach because the students began to make noise and talk to each other because they did not understand them. Excerpts 31-32 illustrated how pre-service language teachers dealt with classroom language source of stress.

"I did the best to motivate the students to use English during the lessons. I tried different ways like using different gestures, facial expressions, and body language. Also,

I prepared interesting activities appropriate for their age and grade. I was somehow successful after some weeks". (Excerpt 31, Coping strategy for classroom language)

"I tried to be stricter to the students because some of the students insistently wanted to use Turkish language (L1). So, I maintained some disciplines for using Turkish (L1) during the lessons". (Excerpt 32, Coping strategy for classroom language)

4.2.3.7.2. Coping Strategies for Noise as a Source of Stress

Some of the participants stated that they used different interesting activities to motivate the students to join the lesson. Excerpts 33-34 depicted how the participants coped with the noise in the classroom.

"In my view, teaching for a few weeks is not enough for being an effective teacher. For example, I tried some ways to avoid noise in the class but because of my students' age and especially because my class was very crowded, I could not manage the class and time in order to teach effectively. I did not find myself strong enough to be a mere authority in the class. I had serious problems with my class and yet I could not solve the problems". (Excerpt 33, Coping strategy for noise)

"I always tried to make lessons attractive for all the students. Because when the lesson was not attractive, some of the students began to make noise. So, I tried hard to find more interesting activities in order to manage the class and deal with the noisy ones". (Excerpt 34, Coping strategy for noise)

4.2.3.7.3. Coping Strategies for Students' Disruptive Behavior as a Source of Stress

Some of the pre-service language teachers explained that they tried different ways to cope with students' disruptive behavior but the most effective ones were ignoring those kinds of behaviors and in some cases maintaining discipline. Excerpts 35-36 showed how pre-service language teachers dealt with students' disruptive behavior.

"I was paying attention to control the class in a good way but there were some disturbing students who looked for trouble. I decided to ignore them because they only wanted to make me mad and laugh. So, I continued my teaching and did not pay

attention to them and it worked". (Excerpt 35, Coping strategy for students' disruptive behavior)

"The issue of disturbing students made me stressful in the first weeks of the second term. Most of the times, they tried to put me in trouble by asking irrelevant questions. Because I was not experienced and I did not know what to do, I became angry and could not focus on my teaching. But, after some weeks I realized that if I did not allow them to ask me questions, they could not disturb my teaching. Therefore, I maintained a discipline in the class and I said all the students to ask for permission by raising hand before asking a question. Also, I said if the question was not relevant to our lesson you should write it on the paper for one hundred times. That way I could control the disturbing students". (Excerpt 36, Coping strategy for students' disruptive behavior)

4.2.3.7.4. Coping Strategies for Rate and Pace of Speech as a Source of Stress

Some of the participants who had problems in controlling their voice in the classroom e**x**plained that they coped with this source of stress by practicing. Excerpts 37-38 illustrated how pre-service language teachers dealt with this source of stress during their practicum.

"My major problem during practicum was my voice. I had the other problems like time management and class management but the root of these problems in my class was my voice. When I started to talk, my voice began to shake and became weaker. So, the students could not hear me and sometimes they mentioned me that we cannot hear your voice. It was the beginning point of noise in the class. At first, I asked for advice from my school mentor and my university supervisor and they advised me to practice at home in front of the mirror and they also said that I should ignore the people in the class including my peers. Little by little, I could deal with this problem and now my voice is better than before". (Excerpt 37, Coping strategy for rate and pace of speech)

"At the beginning of the second term I had a serious problem with my tone of voice but I gradually solved this problem by practicing the teaching at home or in front of my peers". (Excerpt 38, Coping strategy for rate and pace of speech)

4.2.3.7.5. Coping Strategies for Classroom Size as a Source of Stress

Some of the pre-service language teachers complained about the size of the classes in the practicum school. They stated that it was impossible to teach in crowded classes with young and noisy students. Excerpts 39-40 depicted how the participants dealt with the crowded classes during the practicum.

"Classroom management was very challenging for me and my peers. It was very difficult to control overactive students in a crowded class. Even our classroom mentor that was an experienced teacher had difficulty in controlling them. We asked her opinion about managing crowded classes and she only recommended traditional strategies like yelling at the students or giving them punishment when they made noise. We were not successful in managing crowded classes". (Excerpt 39, Coping strategy for classroom size)

"Controlling classes with young learners was very difficult. They did not want to sit and listen to the lesson. They were wandering all the time and I had serious problem in managing my crowded class. I tried to make them quiet by maintaining some discipline and it somehow worked". (Excerpt 40, Coping strategy for classroom size)

4.2.3.7.6. Coping Strategies for Time Management as a Source of Stress

The participants reported that they coped with time management problem by preparing lesson plan and being strict in doing the activities. Excerpts 41-42 showed how pre-service teachers dealt with their time management as one of the sources of stress during the practicum.

"At the beginning of the second term, I had difficulty in time management. I was either finishing my lesson earlier than I expected or the bell was ringing before I finished my lesson. So, I decided to prepare a good lesson plan for every week. I began to study the lessons and determine the difficulty level of activities in order to allot appropriate time for each activity". (Excerpt 41, Coping strategy for time management)

"I decided to be strict while giving the instructions of the activities to the students. Also, I tried to be disciplined about the allocated time to each activity". (Excerpt 42, Coping strategy for time management)

4.2.3.8. Coping Strategies for School Mentors' Attitude as a Source of Stress

Regarding the coping strategies for practicum stress sources, pre-service language teachers explained the coping strategies which they used to cope with them. Excerpts 43-46 documented how pre-service language teachers dealt with *school mentors' attitude* as one of the sources of their stresses during the second term.

4.2.3.8.1. Coping Strategies for Teacher's Authority as a Source of Stress

The pre-service language teachers reported that in some situations they could not deal with the practicum stresses regarding the teacher's authority because they were the real teachers of the classrooms and it was impossible not to obey them. In some cases ignoring was the best strategy to deal with the stress coming from the teacher's authority. Excerpts 43-44 illustrated how the participants coped with their stresses related to the teacher's authority.

"Our school mentor did not allow us to utilize different kinds of activities and materials and wanted us to follow the course book and constantly warned us about preparing our lesson plans according to the curriculum. But, the course book was boring for our young learners. In my view, if more materials had been used in the classrooms, the better the students could have learned the subjects. In this issue, I could not deal with the problem and I just obeyed my school mentor". (Excerpt 43, Coping strategy for teacher's authority)

"My problem was interfering of my school mentor in my teaching, for example when I was teaching a grammatical point, she stopped me and explained that grammatical issue again as if I taught something incorrectly or in another situation she shouted on a noisy student in the middle of my teaching. She could take notes and gave me feedback at the end of the class. I asked my university supervisor for help and she said ignore these kinds of happenings in the classroom and continue your teaching". (Excerpt 44, Coping strategy for teacher's authority)

4.2.3.8.2. Coping Strategies for Tactlessness of the School Mentor as a Source of Stress

The participants stated that the only way to cope with the stress coming from the tactlessness of the school mentor was ignoring that kind of behavior. Excerpts 45-46 depicted how pre-service language teachers coped with their stresses originated from the tactlessness of the school mentor.

"Our school mentor was always shouting and insulting to noisy students that was annoying. I and my peers could not do anything. We talked to our university mentor to give us some advices and she recommended us to be careful about our behavior in our classes and ignore the school mentor's behaviors". (Excerpt 45, Coping strategy for tactlessness of the school mentor)

"Sometimes our school mentor's behavior was very bothering and that situation made me stressful. I decided to ignore her behavior and focus on my teaching". (Excerpt 46, Coping strategy for tactlessness of the school mentor)

4.2.3.9. Coping Strategies for Affective Factors as a Source of Stress

Excerpts 47-52 illustrated how pre-service language teachers tried to cope with *affective factors* that stressed them during the second term.

4.2.3.9.1. Coping Strategies for Low Self-confidence as a Source of Stress

Pre-service language teachers explained that by maintaining discipline in the classroom they could cope with their stresses originated from their low self-confidence. They added that their school mentor caused them to have low self-confidence by introducing them to the students as their brothers and sisters which resulted in some difficulties in managing the classroom. Excerpts 47-48 showed how the pre-service language teachers dealt with their stresses related to low self-confidence.

"My and most of my friends' problem in practicum started when our school mentor introduced us to the class for the first time. She said to the students that they are your brothers and sisters. So, the students did not accept us as an authority in the classroom. Even when our school mentor was not in the classroom, the students did not see us as their real teacher and this subject made us stressful because we could not

control the students and could not teach them. We consulted our university supervisor and she recommended us to maintain some discipline in the classroom and show them your authority". (Excerpt 47, Coping strategy for low self-confidence)

"When I started teaching in the second term, the students did not accept me as an authority in the classroom. I was stressful because I could not establish my authority. Then, I negotiated with my university supervisor and she recommended me to practice more and also to follow academia. Therefore, I did my best and I became successful in this issue. The practicum showed me that if I try more, I can make the students silent by using different strategies like following interesting activities or maintaining discipline. So, gradually I showed my authority to the students and I could manage the class and the time". (Excerpt 48, Coping strategy for low self-confidence)

4.2.3.9.2. Coping Strategies for Lack of Enthusiasm as a Source of Stress

The participants reported that to cope with their stresses related to students, who had lack of enthusiasm, they decided to use interesting activities to motivate the students to take part in the lesson. Excerpts 49-50 illustrated how pre-service language teachers dealt with the stresses originated from the students' lack of enthusiasm.

"The practicum showed me that I had difficulty with students who did not participate in the activities or join the lesson. I thought that to be a good teacher, all the students should be able to respond to the questions and take part in the activities. So, I looked for alternatives and I decided to use interesting activities like role-plays and games and involve those students in groups". (Excerpt 49, Coping strategy for lack of enthusiasm)

"I was doing my best to involve all the students in the activities, but some of the students were reluctant to join the lesson. I negotiated with my school mentor and my university supervisor and then I decided to be patient about introvert students because in my view they were clever enough to answer the questions and the activities but all they needed was a little patience". (Excerpt 50, Coping strategy for lack of enthusiasm)

4.2.3.9.3. Coping Strategies for Feeling of Threat as a Source of Stress

Pre-service language teachers reported that they coped with their stresses related to being observed by someone else, they consulted with their university supervisor and

then they decided to ignore the people who were observing them during their teaching performance. Excerpts 51-52 depicted how pre-service language teachers coped with their stresses related to being observed.

"I felt under pressure when I was being observed by someone because I wanted to show my best and thus I panicked. I asked my school mentor to help me in this issue and she recommended me to ignore the observers and also she said that asking for feedback from my university supervisor or my peers after teaching will help me to improve my teaching. So, I decided to see the positive side of being observed". (Excerpt 51, Coping strategy for feeling of threat)

"My problem was being observed especially from my peers. Whenever my peers were observing me, I could not focus on my teaching and I forgot something to explain or do. I consulted to my university supervisor and she said it is very beneficial to observe each other. She recommended me to prepare good lesson plans in order not to forget the tasks during teaching in the classroom and said to me before starting to teach ask your peers to take notes about your teaching and consult with them after every lesson. Following her recommendations I could cope with my problem". (Excerpt 52, Coping strategy for feeling of threat)

4.2.3.10. Coping Strategies for ELT Methods and Techniques as a Source of Stress

Excerpt 53-54 illustrated the coping strategies that the participants used during the second term in order to relive their practicum stress.

4.2.3.10.1. Coping Strategies for Conflict between School Mentors' and Pre-service Teachers' Methods of Teaching as a Source of Stress

Pre-service language teachers reported that they dealt with their stresses originated from the conflict between their methods of teaching and their school mentors' by finding or creating some interesting activities. That way they could somehow change the traditional method that was being used by the school mentor during the years. Excerpts 53-54 showed how the pre-service language teachers coped with their stresses.

"My problem was the difference between my method of teaching and the school mentor's method. While I was teaching in the class, the students always said things like 'our teacher does not say in this way, we never do the activities like it, or we do not understand you'. These things panicked me a lot because I did not know what to do. At first, I searched the internet and I found some essays about my problem. After reading the essays I found out that creating or finding some interesting activities, games, or videos that are appropriate for my students' grades may be beneficial. This way I could solve my problem". (Excerpt 53, Coping strategy for conflict between school mentors' and pre-service teachers' methods of teaching)

"I was stressful because most of the times I had to teach according to the method that my school mentor asked me. The practicum was my only chance to implement all the methods and techniques that I had learned in my theoretical courses. Only when my school mentor was not in the class I could teach in a way that I wanted and I realized that the students enjoyed my method of teaching. I talked about this with my mentor but she said we must follow our curriculum because of some exams that students were going to take". (Excerpt 54, Coping strategy for conflict between school mentors' and pre-service teachers' methods of teaching)

4.2.3.11. Coping Strategies for Textbook as a Source of Stress

Excerpt 55-56 documented which stress coping strategies were used by participants in order to cope with stresses that *textbook* created.

4.2.3.11.1. Coping Strategies for Lack of Flexibility as a Source of Stress

The participants explained that to cope with their stresses related to the lack of flexibility, they found or created interesting activities in order to make the materials more enjoyable for the students. Excerpts 55-56 illustrated how the participants dealt with their stresses related to the lack of flexibility in using the textbooks.

"Lack of flexibility in using books and materials in the practicum school was the problem of most of pre-service teachers. The school mentors did not allow us to adapt another book so we decided to create our own materials which were very close in their content and difficulty level to the textbook which were used in the practicum school. For example, we used songs or some painting activities for teaching of some words instead

of teaching them in a traditional way from the book". (Excerpt 55, Coping strategy for lack of flexibility)

"I and my peers decided to create our own materials in order to make the lesson more enjoyable. So, we searched the internet and also different books and lastly we could gather some appropriate materials to use in our classrooms". (Excerpt 56, Coping strategy for lack of flexibility)

4.2.3.12. Coping Strategies for Professional Factors as a Source of Stress

Excerpt 57-60 hinted on how pre-service language teachers could deal with some *professional factors* like lack of teaching experience or lack of ICT skills.

4.2.3.12.1. Coping Strategies for Lack of Teaching Experience as a Source of Stress

Pre-service language teachers explained that they coped with their stresses related to the lack of teaching experience by following the academia and reading the essays related to teaching. They stated that at first it looked useless but after a while they could apply the things that they had read in the essays in their classes but again they reported that it was not enough. Excerpts 57-58 illustrated how the pre-service language teachers could cope with their stresses related to their lack of teaching experience.

"Every week we were facing with new problems and we tried to cope with them. In my view, the root of all the problems that made us stressful during the second term was lack of experience. The practicum was the only place for me and my peers to gain experience about teaching but I think it was not sufficient. We needed more time to fix our mistakes. We could not learn the names, the characteristics, and the level of all the students in our classes in such a short time. Our university supervisor recommended us to follow academia and read the essays about teaching but we need real classes and real students to gain experience". (Excerpt 57, Coping strategy for lack of teaching experience)

"I had difficulty in managing the classroom from the beginning of the second term of the practicum. I could not control the class and teach the lesson. It was because I did not have enough experience in teaching. My university supervisor and some of my peers recommended me to read the essays related to teaching profession. At first, I

thought it was not useful but after some time I realized that I could apply them in my classes". (Excerpt 58, Coping strategy for lack of teaching experience)

4.2.3.12.2. Coping Strategies for Lack of ICT Skills as a Source of Stress

Pre-service language teachers stated that they dealt with their stresses related to the lack of ICT skills by practicing and asking help from their peers. Excerpts 59-60 showed how they coped with their stresses.

"I had problems about using smart board in the classroom and that continued for some weeks and made me stressful a lot while teaching in the classroom. For motivating students to join the activities I always tried to use videos or songs and this was not possible without using smart board. So, I asked one of my peers to help me so we went to the school before the students came for some days and he showed me how to use it but it took some time to learn and use it effectively". (Excerpt 59, Coping strategy for lack of ICT skills)

"I did not use the computer a lot before but this time it was impossible to do some things in the classroom without the technologies related to the computer. So, I started to practice and use some of the programs in order to continue my teaching in my classes". (Excerpt 60, Coping strategy for lack of ICT skills)

4.3. Findings Related to Research Question 2

The second research question of the study was organized as "Do micro-teachings have any effects on stress level of pre-service language teachers during practicum?"

The tools that were utilized in data collection procedure in order to answer the second research question were: a) weekly reflective journals, and b) focused group interviews.

4.3.1. Weekly Reflective Journals Analyses

As mentioned earlier in Chapter three, the participants had two formal micro-teachings during the second term of practicum and they were required to document their stress experiences immediately after their micro-teaching performances. Table 37 compares the stress sources of the participants during their first and second micro-teaching performances.

Table 37

Participants' Elicited Views Regarding Sources of Stress in the First and Second Micro-teaching Performances

Sources of stress	First micro-teaching	Second micro-teaching
1. Classroom management	**28**	**18**
- Time management	7	5
- Classroom language	5	1
- Noise	5	6
- Students' disruptive behavior	4	5
- Rate and pace of speech	3	0
- Classroom size	3	1
- Classroom environment	1	0
2. Affective factors	**15**	**15**
- Feeling of threat	9	7
- Lack of enthusiasm	3	4
- Low self-confidence	2	3
- Peer pressure	1	1
3. Professional factors	**3**	**0**
- Lack of ICT skills	2	0
- Lack of teaching experience	1	0

Regarding sources of pre-service language teachers' stress in the first micro-teaching performance, three themes (a. classroom management, b. affective factors, and c. professional factors) and related subthemes emerged from their self-reflections (Table 4.34). Seven subthemes appeared under the *classroom management* theme: (1) time management, (2) classroom language, (3) noise, (4) students' disruptive behavior, (5) rate and pace of speech, (6) classroom size, and (7) classroom environment. Four subthemes emerged under *affective factors* theme: (1) feeling of threat, (2) lack of enthusiasm, (3) low self-confidence, and (4) peer pressure. The third theme, *professional factors*, came up with two subthemes. These are: (1) lack of ICT skills and (2) lack of teaching experience.

Regarding sources of pre-service language teachers' stress in the second micro-teaching performance, two themes (a. classroom management and b. affective factors) and their related subthemes emerged within participants' self-reflections for their micro-teaching performances (Table 37). Five subthemes emerged under the *classroom management* theme: (1) noise, (2) students' disruptive behavior, (3) time management, (4) classroom language, and (5) classroom size, As for the second theme, *affective factors*, four subthemes emerged: (1) feeling of threat, (2) lack of enthusiasm, (3) low self-confidence, and (4) peer pressure.

4.3.2. Focused Group Interviews Analyses

The content analyses of the qualitative data obtained from the participants responses to the focused group interview questions illustrated whether micro-teachings had any effects on stress level of pre-service language teachers or not. Regarding the effects of micro-teachings on participants stress level, one theme, *affective factors*, with one subtheme emerged: *feeling of threat*. Excerpts 61-71 illustrated how *feeling of threat* had an effect on stress level of pre-service language teachers.

"I felt under pressure while I was being observed by my university supervisor and school mentor in my micro-teaching performance. I was worry about not making a mistake while speaking English and answering the students' questions. So, I could not focus on time management and the activities remained unfinished". (Excerpt 61, Feeling of threat)

"I was stressed because my university supervisor was observing and evaluating my performance. I wished to do my best and thus, I panicked. The students were very noisy so I tried to control them by using my voice intonation appropriately in order to show my authority in the classroom. But, the class was very crowded and controlling all of them was very difficult. There was lots of questions about my performance evaluation in my mind while teaching so I could not concentrate to what I was doing". (Excerpt 62, Feeling of threat)

"During the second term I tried to use English in my lessons as much as possible and also our university supervisor had recommended us to teach only in English. But, most of the students in my class could not understand me when I was using English and they lost their motivation. Because of this reason, I had to utilize Turkish (L1). I asked my university supervisor for help and she said to me insist on using English. During micro-teaching performance, despite preparing a good lesson plan and interesting activities, I was stressful about my performance. I was being observed by my university supervisor and I knew that she was grading me so I was totally stressed. I tried to use more gestures and body language in giving instructions to students but again some of them had difficulty to understand me". (Excerpt 63, Feeling of threat)

"During the practicum, I and my peers gained a lot of experiences about classroom management and time management. Also, we faced with unexpected problems from disruptive and noisy students, but being observed by some people

including our university supervisor and school mentor was another stress making event. In my both micro-teachings, I was panicked because of being evaluated. So, my voice was shaking during my teaching performances and I could not control my voice. The students who were sitting at the back of the classroom could not even hear me and that caused some classroom management problems". (Excerpt 64, Feeling of threat)

"During my micro-teaching performance, I was very stressful because of being observed by my teachers. They were experienced and I was in a huge lack of experience. Before, I had many presentations in front of my classmates at the university but teaching in a real classroom for real students was very different. At the university, our classmates never made noise or disturbed me during my presentations. But, in the practicum I could not show immediate reactions to disruptive students or sometimes I could not answer the students' questions. Before and during my both micro-teachings, I was thinking about these issues and that made me really stressful". (Excerpt 65, Feeling of threat)

"During the second term that we began to teach in the practicum school, most of the times our mentor teacher was not in the classroom and I and my peer controlled the class. So, nobody gave us feedback about our teaching performances. Therefore, we started to read essays and books about how to teach to young learners, how to manage the classroom, and how to manage the time but they were not enough for improving our classroom management skill and our teaching performance. For these reasons, we had problems about classroom management during our micro-teaching performances and knowing that we were being evaluated by our university supervisor had increased our stress during our micro-teaching performances". (Excerpt 66, Feeling of threat)

"I was anxious about my micro-teachings because I had not achieved all the experiences during the practicum. I had many unsolved problems that they could be solved only by gaining an experience and it was not possible in such a short time. In the first weeks of second term, I had difficulty in classroom management and time management but gradually by my university supervisor's recommendations and my peer's help I could improve myself. But, still I had another problem, classroom language that seemed impossible to be solved. The students were taught in Turkish (L1) during their lessons by their teacher and they did not understand me when I was using English. Even thinking about micro-teaching performance made me stressful because I was being observed and assessed by my university supervisor". (Excerpt 67, Feeling of threat)

"What bothered me during practicum was definitely being observed by someone. I could not control the class while I was not the sole authority of the classroom. In micro-teaching performances, I was being observed by my university supervisor and school mentor and I knew that micro-teachings were important because my teachers were evaluating my performance. This issue stressed me a lot that I forgot the order of the activities and so I panicked and wasted a lot of time". (Excerpt 68, Feeling of threat)

"Our mentor teacher did not care much about our performances during the second term and also our micro-teachings but being observed and evaluated by our university supervisor made us stressful during our micro-teachings because micro-teachings were the end point of our one year practicum". (Excerpt 69, Feeling of threat)

"I think the issue of being observed by someone gives the feeling of stress to all the students. During the practicum, I could gain some experiences about teaching and classroom management because I started teaching from the very beginning of the first practicum. I understood the nature of the real classroom and I could cope with my practicum stresses such as classroom management with the help of my university supervisor and school mentor. But, being observed formally in order to being graded made me feel panicked and stressed during my both micro-teachings". (Excerpt 70, Feeling of threat)

"To know that I will be evaluated by my university supervisor and school mentor was stressing me before and during my micro-teaching performances because I did not have enough experience for doing that performance. I still had problems in classroom management and that made me stressful". (Excerpt 71, Feeling of threat)

4.4. Findings Related to Research Question 3

The third research question of the study was organized as "How do pre-service language teachers perceive practicum stress related to the existence of mentors and the level of the class?"

The tools that were used in data collection procedure in order to answer the third research question of the study were: a) weekly reflective journals, b) focused group interviews, and c) one-to-one interviews.

4.4.1. Weekly Reflective Journals Analyses

The content analyses of the qualitative data obtained from pre-service language teachers in the form of weekly reflective journals yielded invaluable information about the relation of the existence of mentors and the level of the class with pre-service language teachers practicum stress. Table 38 illustrates the mentors' related stresses of pre-service language teachers during the second term.

Table 38

Participants' Elicited Views Regarding Mentors' Related Stresses

Sources of stress	W1	W2	W3	W4	W5	W6	W7	W8
1. School mentors' attitude	**5**	**3**	**6**	**0**	**3**	**0**	**2**	**0**
- Tactlessness of the school mentor	4	2	3	0	1	0	1	0
- Teacher's authority	1	1	3	0	2	0	1	0
2. Affective factors	**9**	**3**	**2**	**6**	**3**	**11**	**1**	**10**
- Low self-confidence	5	2	2	2	1	2	1	3
- Feeling of threat	4	1	0	4	2	9	0	7
3. ELT methods and techniques	**4**	**6**	**6**	**0**	**1**	**0**	**0**	**0**
- Using of traditional methods only	2	1	2	0	0	0	0	0
- Conflict between school mentors' and pre-service teachers' methods of teaching	2	5	4	0	1	0	0	0
4. Textbook	**2**	**2**	**0**	**2**	**2**	**0**	**0**	**0**
- Adherence to the textbook	1	1	0	1	2	0	0	0
- Lack of flexibility	1	1	0	1	0	0	0	0

Regarding the participants' stresses related to the existence of mentors, four themes (a. school mentors' attitude, b. affective factors, c. ELT methods and techniques, and d. textbook) and related subthemes developed within participants' reflective journals. The first theme, *school mentors' attitude,* came up with two subthemes: (1) tactlessness of the school mentor and (2) teacher's authority. Theme 2, *affective factors,* emerged with two subthemes: (1) low self-confidence and (2) feeling of threat. As for the third theme, *ELT methods and techniques,* two subthemes emerged: (1) using of traditional methods only and (2) conflict between school mentors' and pre-service teachers' methods of teaching. *Textbook,* Theme 4, emerged with two subthemes: (1) adherence to the textbook and (2) lack of flexibility.

Table 39

Participants' Elicited Views Regarding Stresses Related to the Students' Level

Sources of stress	W1	W2	W3	W4	W5	W6	W7	W8
1.Classroom management	**29**	**17**	**18**	**16**	**16**	**24**	**7**	**18**
- Classroom language	10	4	5	3	3	5	2	1
- Noise	9	6	4	7	4	5	2	6
- Students' disruptive behavior	8	5	4	5	4	4	3	5
- Time management	1	1	3	1	4	7	0	5

Table 39 indicates the pre-service language teachers' stresses related to the level of students in the practicum school. Related to this, one theme (a. classroom management) and its related subthemes emerged within participants' reflective journals. The *classroom management* theme emerged with four subthemes: (1) classroom language, (2) noise, (3) students' disruptive behavior, and (4) time management.

4.4.2. Focused Group Interviews and One-to-One Interviews Analyses

The qualitative data elicited from focused group interviews and one-to-one interviews unveiled the participants' stresses related to the existence of mentors and the class level. In this regard, one theme (a. classroom management) and its related subthemes emerged in relation to the level of the class and four themes (a. school mentors' attitude, b. affective factors, c. ELT methods and techniques, and d. textbook) and their related subthemes unfolded from the content analyses of participants' responses to the interview questions in relation to the existence of mentors in the class. Excerpts 72-75 illustrated how the level of the class caused the participants to experience stress in the second term and the excerpts 76-83 depicted how the existence of the school mentor was the reason for the participants' stresses in the second term of the practicum.

4.4.2.1. Classroom Management

From the responses of the pre-service language teachers to the interview questions, *classroom management* theme came up with four subthemes: (1) classroom language, (2) noise, (3) students' disruptive behavior, and (4) time management.

4.4.2.1.1. Classroom Language

Pre-service language teachers reported that when they started to teach the lesson in English, the students began to make noise. There were two reasons for this. The first one was that their teacher never used English in teaching the lessons and the second one was that the students were very young and they did not have enough instruction in English. Excerpt 72 illustrated how the classroom language made pre-service language teachers feel stressed during their practicum.

"Unfortunately, in classes with very young learners, it was impossible to teach in English because nobody understood me or the instructions that were given in English. So, I could not finish the activities on time and this made me very stressful because I really did not know what to do. There were two reasons for the problem of not understanding English language. The first one was that their teachers did not use English while teaching and the other one was that they were too young and they did not have much English instructions". (Excerpt 72, Classroom language)

4.4.2.1.2. Noise

Pre-service language teachers explained that the noise in the classroom was one of the big problems in classes with young learners. Excerpt 73 depicted this problem from the view of one of the pre-service language teachers.

"My class was very noisy and vulnerable to unexpected events because of the students' age and my biggest weakness was controlling them. For example while doing an activity or asking a question, all of them wanted to answer and came in front of the class even when they did not know the correct answer". (Excerpt 73, Noise)

4.4.2.1.3. Students' Disruptive Behavior

The participants reported that students' disruptive behavior was very outstanding in low level classes. They added that their students were very energetic and did not want to sit. Excerpt 74 showed how the level of the students was one of the stress sources in the practicum.

"My young learners were crazily energetic. Most of them were overactive and likely to cause some new problem at any moment. They were interested in various things at the same time. It was very difficult to make them sit. While I was teaching, they were babbling and teasing each other continuously". (Excerpt 74, Students' disruptive behavior)

4.4.2.1.4. Time Management

Pre-service language teachers explained that one of their serious stress sources during practicum was time management. According to them, this problem had different reasons such as classroom language, noise, and students' disruptive behavior which in turn did not let the pre-service language teachers control the class and teach the lesson especially in classes with very young learners. Excerpt 75 illustrated how the pre-service language teachers had problem about time management in low level classes.

"From the first week of the second term, I had problems in class and time management. My problem originated from my young students. They made a lot of noise and were very naughty. So, I could not control them and teach. Although I prepared lesson plan and attractive activities in order to engage them in learning, I was unable to manage them and finish my lesson before the bell ring. This problem affected me to have low self-confidence and be stressful all the times during the second term". (Excerpt 75, Time management)

4.4.2.2. School Mentors' Attitude

From the analysis of the pre-service language teachers' responses to the interview questions, *school mentors' attitude* theme emerged with two subthemes: (1) tactlessness of the school mentor and (2) teacher's authority.

4.4.2.2.1. Tactlessness of the School Mentor

Pre-service language teachers stated that the existence of their mentors in the class was affecting their teaching negatively. They reported that their mentors always shouting and insulting the young students because of making noise. Excerpt 76

exemplified one of the pre-service language teacher's viewpoint about the existence of school mentors in the class.

"Our school mentor was always yelling and insulting to the students in order to make them silent. Her behavior was not acceptable against students and amplified my stress during the practicum process. In my view, it was not a good strategy to make the young learners quiet and it only caused them to make more noise and show more disruptive behaviors". (Excerpt 76, Tactlessness of the school mentor)

4.4.2.2.2. Teacher's Authority

Pre-service language teachers reported that most of the times their school mentors did not allow them to teach in the class. They also stated that they could not use their own materials or methods in their teachings. Excerpt 77 illustrated how school mentors' existence made pre-service language teachers stressful in their classes.

"Our school mentor was one of the sources of our stress during the second term. Firstly, she did not let us teach new lessons most of the times and she only gave us some minor responsibilities such as controlling the home assignments or doing some repetition tasks. Secondly, when she allowed us to teach, she sometimes interrupted us in the middle of our teaching and made some corrections. Thirdly, because she was not the fan of new methods of teaching and also technology, she did not let us utilize different types of materials in the class and said us we are in a lack of time". (Excerpt 77, Teacher's authority)

4.4.2.3. Affective Factors

From the analysis of the pre-service language teachers' responses to the interview questions, *affective factors* theme emerged with two subthemes: (1) low self-confidence and (2) feeling of threat.

4.4.2.3.1. Low Self-confidence

Pre-service language teachers explained that their low self-confidence in the second term of the practicum had some reasons. One of them was their school mentor who never gave appropriate feedback about their teaching and did not help them when

they faced with problem in the classroom. Excerpt 78 depicted one of the pre-service language teachers report about the negative effects of the existence of the school mentor in the classroom.

"One of our major problems was low self-confidence, but it was because of our school mentor. In the first week of the practicum, she introduced us as a big brother and sister to our class students. So, the students never accepted us as their real teachers in the classroom. For example, when we were teaching, they acted as if no teacher was in the classroom. Without showing our authority to the students in the classroom, we could not control them and they did not listen to us". (Excerpt 78, low self-confidence)

4.4.2.3.2. Feeling of Threat

The participants reported that they were stressful mostly because of being observed by their school mentors in their classes because they wanted to be the only authority in their classes. Excerpt 79 illustrated how the existence of the school mentor in the classroom affected pre-service teachers teaching performance.

"Contrary to my peers that wanted our school mentor sit in the class and help them when it was necessary, I never wanted to be observed by my school mentor. When I was the only authority in the class, I could manage the class better and I could freely use my own methods and strategies". (Excerpt 79, Feeling of threat)

4.4.2.4. ELT Methods and Techniques

From the responses of the pre-service language teachers to the interview questions, *ELT methods and techniques* theme came up with two subthemes: (1) using of traditional methods only and (2) conflict between school mentors' and pre-service teachers' methods of teaching.

4.4.2.4.1. Using of Traditional Methods Only

Pre-service language teachers explained that heir school mentors did not let them utilize new methods of teaching in their classrooms. Excerpt 80 showed how the school mentors affected the pre-service language teachers teaching performance in their classes.

"My school mentor was an experienced and traditional teacher. She seemed to take no risk of trying something new. Also, she did not let me use technology and up to date activities or materials such as games or videos in the classroom. She preferred to teach in her own traditional way and asked me to follow the course book activities". (Excerpt 80, Using of traditional methods only)

4.4.2.4.2. Conflict between School Mentors' and Pre-Service Teachers' Methods of Teaching

Pre-service language teachers stated that their school mentors always asked them to adjust their lessons to severely fit with the curriculum and the course book. Also, the school mentors did not like the new methods of teachings which pre-service language teachers were using in their classes. Excerpt 81 illustrated one of the pre-service language teachers' viewpoints about the effects of the existence of the school mentors in the classroom.

"We had difficulty in teaching to students because they did not use to our methods of teaching. The reason was that our methods of teaching and the school mentors' methods were different. She had been teaching for several years and adopted more traditional techniques but we wanted to use more up to date methods and techniques of teaching. That's why she was of little help to see our mistakes and deficiencies and that caused some problems and stress for us". (Excerpt 81, Conflict between school mentors' and pre-service teachers' methods of teaching)

4.4.2.5. Textbook

From the content analysis of the pre-service language teachers' responses to the interview questions, *textbook* theme emerged with two subthemes: (1) adherence to the textbook and (2) lack of flexibility.

4.4.2.5.1. Adherence to the Textbook

Pre-service language teachers stated that their school mentors did not allow them to use another book or materials in their classes. Excerpt 82 showed how the existence of the school mentor in the classroom had negative effect on the performance of the pre-service language teachers.

"Our school mentor asked us to adjust our lessons to severely fit with the curriculum and the course book. In this way, we could not use our creativity and also we could not make modifications in the activities and plans". (Excerpt 82, Adherence to the textbook)

4.4.2.5.2. Lack of Flexibility

Pre-service language teachers explained that when their school mentor was in the classroom, they could not use the materials and the methods that they preferred. Excerpt 83 exemplified this issue from the viewpoint of one of the pre-service language teachers.

"The practicum was the only place where we could learn how to teach, we were struggling to find our ways and so we were doing our best to find or even create our own materials in order to teach efficiently to the students. But, not having flexibility in this issue was a big problem. Sometimes, our school mentor did not let us use our materials or activities in the classroom and asked us to follow only the course book". (Excerpt 83, Lack of flexibility)

4.5. Findings Related to Research Question 4

The fourth research question of the study was organized as "What are the relationships between pre-service language teachers stress level and their micro-teaching performances?"

The tools that were used in data collection procedure in order to answer this research question were: a) self-reflections and b) observations.

4.5.1. Self-reflections and Observation Analyses

The content analyses of the qualitative data collected from participants' self-reflections about their second micro-teachings, Teaching Practicum Evaluation Forms (please see Appendix 6) which were required to be completed by both university supervisor and the school mentors to evaluate the pre-service language teachers' performances, the researcher's notes about the participants' performance in their second micro-teachings, and the participants performance videos (recorded by the researcher) unveiling the relationships between pre-service language teachers' stress level and their performances. The researcher summarized and explained in detail different data

collected from various resources regarding participants' self-reflections about their micro-teaching performances, the university supervisor and the school mentors' evaluation forms, the researcher's observation notes, and the participants' micro-teaching performance videos. Each paragraph below involved each participant's related data results.

Participant 1 wrote in his self-reflection that the sources of his stress were classroom language and noise. Also, the analyses of the university supervisor and the school mentor's evaluation forms verified that he had problem in classroom management because he was unable to have good interaction with the students and also in giving clear instructions to the students to do the activities. The evaluation forms depicted that these problems resulted in noise in the classroom. Also, the analyses of the second micro-teaching performance video of Participant 1 and the researcher's observation notes showed that the participant's stress that was originated from classroom language and noise highly influenced his performance and he could not manage the time effectively to complete the activities before the class ended.

Participant 2 explained in his self-reflection that she felt stressed because of being observed by her university supervisor and being evaluated. In a similar way, the university supervisor and the school mentor reported that she was very stressed during micro-teaching performance and it led to some mistakes while answering the students' questions and she skipped warm up stage due to feeling of stress. Also, the analyses of her performance video and the researcher's observation notes illustrated that her stress about being observed had some other effects on her performance, for example, she wrote the spelling of some words incorrectly on the board.

Participant 3 was d to have felt stressed because of being observed by her both university supervisor and school mentor, and peers. Due to the noise in the class she could not manage the time effectively during her micro-teaching performance. Also, the analyses of the university supervisor and school mentor's reports in evaluation forms depicted that she also had problems about her use of voice. The students who were sitting at the back of the class could not hear her voice. Therefore, they began to make noise and talk to each other. She could not make the students calm down, which resulted in ineffective use of time. It was obvious from the researcher's observation note that although the pre-service language teacher had prepared effective materials related to the lesson, she could not apply them appropriately because of her high level of stress during micro-teaching.

Participant 4 reported that he did not experience any kind of stress during his micro-teaching performance and he believed that he was prepared for his performance. However, the university supervisor and school mentor's reports showed that he omitted the warm up stage before starting his teaching and also he did not involve all the students in the activities. According to the observation notes of the researcher and the data from videos, it was revealed that this pre-service language teacher ignored the students who were sitting at the back of the class and he did not involve all the students while doing the activities.

Participant 5 explained in his self-reflection that he was stressed during micro-teaching performance because of the noise and the students' lack of enthusiasm to join the lesson and learn English that in turn caused time management problem as well. The university supervisor and the school mentor reported in their evaluation forms that this participant could not use the time appropriately while doing activities. In addition, they reported that he did not pay attention to the pronunciations and the responses of the students for the activities. The researcher's notes and the video of the participant's micro-teaching performance displayed that the participant had a high level of stress which led to poor performance in terms of using accurate English and responding students' questions appropriately.

Participant 6 wrote in his self-reflection that he had stress stemming from low self-confidence, being observed by the university supervisor, and student's disruptive behavior. Correspondingly, the university supervisor and the school mentor reported in their evaluation forms that despite his proper teaching and speaking English, he had very low self-confidence. His hands were shaking and he could not maintain eye contact with the teachers sitting at the back of the class. Also, the researcher's observation report and the video of the participant's micro-teaching performance showed that this pre-service language teacher fulfilled a satisfactory performance but it was full of signs of stress.

Participant 7 explained in her self-reflection that she experienced a high level of stress due to the class size and the noise. Also, the university supervisor and school mentor reported in their evaluation forms that this pre-service language teacher could not manage the classroom and the time as well. She could not use English language fluently and accurately during giving instructions of the activities. Also, she could not utilize the materials and the technology such as smart board efficiently in her teaching. In a similar way, the researcher's observation report and the video of the participant's

performance depicted a high level of stress in her performance. The researcher reported that her performance was not acceptable in spite of her properly prepared materials and lesson plan. She was not able to manage the students and because she could not use the English language appropriate to the level of the students, they did not understand the instruction of a group activity and this situation resulted in a real mess.

Participant 8 reported in her self-reflection that she had stress during her micro - teaching performance because of being observed and evaluated by her university supervisor and the school mentor. In addition, she explained that lack of students' enthusiasm in participating in activities and answering questions made her feel stressful while her teaching. Similarly, the university supervisor and the school mentor described that she had a real problem in taking students' attention to the lesson. They pointed out that using of unsuitable activity and not giving clear instruction about that was the source of this problem. According to the researcher's report and the participant's micro-teaching video, it was revealed that some of the students started to color the pictures of fruits instead of writing their names and they wanted to continue the coloring so they did not pay attention to the lesson. This condition influenced the participant's performance negatively and made her feel stressful.

Participant 9 reported in her self-reflection that she was stressful during her micro-teaching performance because of students' disruptive behavior. Also, the university supervisor and school mentor's reports verified this problem. They also added that she could not use her voice efficiently during her teaching and the students who were sitting at the back of the classroom could not hear her voice clearly. The researcher notes and the available video showed that this pre-service language teacher ignored the students at the back of the class and she only asked questions from some of the students in the very front rows.

Participant 10 wrote in his self-reflection that he was very stressful because of classroom management and being observed and evaluated by his university supervisor. In addition, he pointed out that the noise and students' disruptive behaviors made him totally stressful while his micro-teaching performance. The university supervisor and the school mentor reported that he could not show his authority in the classroom and also he could not deal with the noise and disruptive behaviors of the students. They added that most of the students were wandering in the classroom while his teaching instead of focusing on the lesson content. Also, the researcher explained that this pre-service language teacher's performance was affected mostly because of the level of the

students and their disruptive behaviors. She added that the pre-service language teacher could not integrate technology into his lesson and do interesting activities to take the students attention to the lesson.

Participant 11 wrote in her self-reflection that she felt stressed during her micro-teaching performance due to students' noise, students' disruptive behavior, and being observed and evaluated by university supervisor. Both her university supervisor and school mentor reported in their evaluation forms that she had low self-confidence and also she could not use her voice effectively while teaching. She sounded very weak for such a crowded classroom. In addition, they explained that she had problem in classroom management as well. She stood only in front of the class and never approached the other parts of the class so most of the students could not hear her properly. Also, the researcher's report and the video of the participant's performance showed that this pre-service language teacher could not manage the time and she could not complete the lesson and the related activities on time.

Participant 12 reported in her self-reflection that she felt stressed due to being observed and evaluated by her university supervisor. She also explained that students' lack of enthusiasm caused her to have problem in time management as well. Similarly, the university supervisor and the school mentor mentioned in their evaluation forms that she could not take all the students attention to the lesson and had some problems in time management. In this regard, the researcher reported that this pre-service language teacher allocated more time than necessary to some activities so she could not complete the targeted activity.

Participant 13 reported in his self-reflection that he felt stressful during his micro-teaching performance due to students' disruptive behavior and their lack of enthusiasm. Also, the university supervisor and the school mentor wrote in their evaluation forms that he ignored some of the students and could not involve all of them in the activities. They added that he also could not follow the order in the lesson plan. In a similar way, the researcher explained that this participant was very stressful and this caused him not to concentrate on leading the activities and involving the students in class.

Participant 14 reported in her self-reflection that she had low self-confidence during her micro-teaching and it made her not to concentrate on her teaching. The university supervisor and the school mentor reported in their evaluation forms that she started her teaching appropriately and used proper materials to continue the lesson but

while doing activities she could not control the noise in the class and it caused her to experience a high level of stress. The researcher also explained that this pre-service language teacher had satisfactory performance when she was teaching and in warm up stage but at presentation stage she lost the control of the class due to the high anxiety level mentioned by the participant herself.

Participant 15 reported in his self-reflection that he felt stressful during his micro-teaching performance due to students' lack of enthusiasm and ineffective use of time. In a similar way, the university supervisor and the school mentor reported that he did not allocate appropriate time to the activities. Also, the researcher explained that he spent more than necessary time on one of the activities and thus he could not complete the following activities. The supervisor and mentor commented on dividing time according to the length and importance of the activities.

4.6. Findings Related to Research Question 5

The fifth research question of the study was organized as "What strategies are employed by pre-service language teachers to cope with practicum stress?"
The tools that were used in data collection procedure in order to answer this research question were: a) SPS questionnaires and b) weekly reflective journals.

4.6.1. SPS Questionnaires Analyses

The third section of SPS questionnaires required pre-service language teachers to rank nine stress coping strategies from the most important one to the least important one, both in pre- and post-practicum SPS questionnaires. For this purpose, Friedman Test was utilized. Table 40 indicates the mean and the mean rank of nine coping strategies in pre-practicum SPS questionnaire. The Chi-square is 13.260, the degree of freedom is 8, and the significance value is 0.103.

Table 40

Results of Friedman Test for Ranking of Stress Coping Strategies in Pre-practicum

Variables	N	Mean	Mean Rank	Chi-square	df	Asymp. Sig.
1. Support from your university supervisor	15	2.53	3.9			
2. Behavior management strategies	15	2.6	4.13			
3. Self-reflection	15	2.73	4.33			
4. Support from your school mentor	15	2.93	4.9			
5. Making time to relax	15	2.93	5			
6. Curriculum knowledge and subject content	15	2.87	5.13			
7. Collegial/peer support	15	3.2	5.2			
8. Diversions	15	3.2	5.93			
9. Family support	15	3.6	6.47	13.260	8	.103

Table 41 below displays the mean and the mean rank of nine stress coping strategies in post-practicum SPS questionnaire. The strategy that had the lowest mean rank was the most important coping strategy and the strategy which had the highest mean rank was the least important one for pre-service language teachers.

Table 41

Results of Friedman Test for Ranking of Stress Coping Strategies in Post-practicum

Variables	N	Mean	Mean Rank	Chi-square	df	Asymp. Sig.
1. Support from your university supervisor	15	2.2	3.67			
2. Curriculum knowledge and subject content	15	2.27	3.77			
3. Behavior management strategies	15	2.4	4.13			
4. Collegial/peer support	15	2.67	4.87			
5. Support from your school mentor	15	2.87	5.33			
6. Self-reflection	15	2.87	5.33			
7. Diversions	15	3.07	5.73			
8. Family support	15	3.13	5.8			
9. Making time to relax	15	3.27	6.17	15.785	8	.046

4.6.2. Weekly Reflective Journals Analyses

The content analyses of weekly reflective journals clarified the sources of pre-service language teachers' practicum stress and also the coping strategies that they had used to cope with those stresses. The coping strategies that pre-service language teachers applied to deal with their practicum stress are shown in Tables 42-49 from the first week to the eighth week.

Table 42

Participants' Elicited Views Regarding Stress Coping Strategies in the First Week

Sources of stress		Coping strategies	*f*
1. Classroom management			**33**
- Students' disruptive behavior	-	Following interesting activities	3
	-	Negotiating with school mentor	2
	-	Ignoring	1
	-	Following academia	1
	-	Observing experienced teachers	1
- Classroom environment	-	Ignoring	1
- Noise	-	Maintaining discipline	2
	-	Following interesting activities	2
	-	Negotiating with university supervisor	2
	-	Openness	1
	-	Exposure to videos	1
	-	No strategy	1
- Classroom language	-	Using of L1	5
	-	Exposure to videos	1
	-	Reviewing of theoretical background	1
	-	No strategy	1
	-	Negotiating with school mentor	1
	-	Insisting on using English	1
Discipline	-	Negotiating with school mentor	1
- Rate and pace of speech	-	No strategy	1
	-	Negotiating with University supervisor	1
- Classroom size	-	No strategy	1
- Time management	-	No strategy	1
2. Social factors			**1**
- Identity	-	Natural and unbiased way of teaching	1
3. School mentors' attitude			**5**
- Teacher's authority	-	Negotiating with university supervisor	1
- Tactlessness of the school mentor	-	Following academia	2
	-	Relaxing herself by relaxing words	1
	-	Focusing on positive things	1
4. Affective factors			**12**
- Low self-confidence	-	Maintaining discipline	3
	-	Negotiating with university supervisor	2
- Feeling of threat	-	No strategy	1
- Peer pressure	-	Negotiating with peers	3
	-	Negotiating with university supervisor	1
- Lack of enthusiasm	-	No strategy	1
	-	Negotiating with university supervisor	1
5. ELT methods and techniques			**4**
- Using of traditional methods only	-	Exposure to videos	1
	-	Reviewing of theoretical background	1
- Conflict between school mentors'	-	No strategy	1
and pre-service teachers' methods of teaching	-	Creating extra materials	1
6. Textbook			**2**
- Adherence to the textbook	-	No strategy	1
- Lack of flexibility	-	No strategy	1
7. Professional factors			**2**
- Lack of teaching experience	-	Professional development	1
- Lack of ICT skills	-	Following interesting activities	1

The first week stress coping strategies of pre-service language teachers are depicted in Table 42. Five stress coping strategies were elicited by pre-service language teachers under the first subtheme of *classroom management* theme, *students' disruptive behavior*: (1) following interesting activities, (2) negotiating with school mentor, (3) ignoring, (4) following academia, and (5) observing experienced teachers. Ignoring was perceived as the only coping strategy for the second subtheme, *classroom environment*: There displayed six coping strategies with the third subtheme, *noise*. These are (1) maintaining discipline, (2) following interesting activities, (3) negotiating with university supervisor, (4) openness, (5) exposure to videos, and (6) no strategy. The fourth subtheme, *classroom language*, came up with six coping strategies: (1) using of L1, (2) exposure to videos, (3) reviewing of theoretical background, (4) no strategy, (5) negotiating with school mentor, and (6) insisting on using English. The fifth subtheme, *discipline*, appeared with only one coping strategy: negotiating with school mentor. Subtheme 6, *rate and pace of speech*, involved two coping strategies: (1) no strategy and (2) negotiating with school mentor. *Classroom size*, subtheme 7, emerged with one coping strategy: no strategy. The eighth subtheme of *classroom management* theme, *time management*, correlated with no strategy.

Natural and unbiased way of teaching was described as a stress coping strategy for the subtheme of *social factors* theme, *identity*. As for the first subtheme of *school mentors' attitude* theme, *teacher's authority*, negotiating with university supervisor was identified as a coping strategy and for the second subtheme, *tactlessness of the school mentor*, three strategies were employed by the participants: (1) following academia, (2) relaxing herself by relaxing words, and (3) focusing on positive things. The *affective factors* theme appeared with four subthemes. For the first subtheme, *low self-confidence*, two stress coping strategies were introduced: (1) maintaining discipline and (2) negotiating with university supervisor. No strategy was identified for the second subtheme of *affective factors* theme, *feeling of threat*. For the third subtheme, *peer pressure*, two coping strategies were utilized by pre-service language teachers: (1) negotiating with peers and (2) negotiating with university supervisor. There are two coping strategies for *lack of enthusiasm* subtheme: (1) no strategy and (2) negotiating with university supervisor.

ELT methods and techniques as one of the sources of stress for pre-service language teachers in practicum had two subthemes which for every subtheme a number of coping strategies were identified. For its first subtheme, *using of traditional methods*

only, two coping strategies were introduced: (1) exposure to videos and (2) reviewing of theoretical background. For *conflict between school mentors' and pre-service teachers' methods of teaching* subtheme, there emerged two strategies: (1) no strategy and (2) creating extra materials. For both two subthemes of *textbook* theme: *adherence to the textbook* and *lack of flexibility*, no strategies were emerged. For *lack of teaching experience* subtheme of *professional factors* theme, only one coping strategy was mentioned by pre-service language teachers: professional development. Following interesting activities was introduced by pre-service language teachers as a coping strategy for *lack of ICT skills* as a second subtheme of *professional factors* theme.

Table 43

Participants' Elicited Views Regarding Stress Coping Strategies in the Second Week

Sources of stress		Coping strategies	*f*
1. Classroom management			**21**
- Noise	-	Maintaining discipline	2
	-	Following interesting activities	2
	-	Using voice and intonation effectively	1
	-	Negotiating with peers	1
- Students' disruptive behavior	-	Negotiating with school mentor	2
	-	Following interesting activities	1
	-	Reviewing of theoretical background	1
	-	Using voice and intonation effectively	1
- Classroom language	-	Using of L1	3
	-	No strategy	1
- Rate and pace of speech	-	Professional development	1
	-	Negotiating with school mentor	1
- Classroom environment	-	Students' involvement	1
- Discipline	-	Following interesting activities	1
- Classroom size	-	No strategy	1
- Time management	-	No strategy	1
2. School mentors' attitude			**3**
- Tactlessness of the school mentor	-	Negotiating with university supervisor	1
	-	Ignoring	1
- Teacher's authority	-	Negotiating with university supervisor	1
3. Affective factors			**5**
- Low self-confidence	-	Negotiating with school mentor	2
- Feeling of threat	-	Ignoring	1
- Peer pressure	-	Negotiating with peers	1
- Lack of enthusiasm	-	Negotiating with school mentor	1
4. ELT methods and techniques			**6**
- Conflict between school mentors'	-	Creating extra materials	3
and pre-service teachers' methods of	-	Using gestures, facial expressions, and body	2
teaching		language	
- Using of traditional methods only	-	Creating extra materials	1
5. Textbook			**2**
- Adherence to the textbook	-	Creating extra materials	1
- Lack of flexibility	-	Creating extra materials	1
6. Professional factors			**1**
- Lack of teaching experience	-	Reviewing of theoretical background	1

In the second week of the second term, four stress coping strategies were described by pre-service language teachers under the first subtheme of *classroom management* theme, *noise*: (1) maintaining discipline, (2) using interesting activities, (3) using voice and intonation effectively, and (4) negotiating with peers. There displayed four coping strategies with the second subtheme, *students' disruptive behavior.* They are (1) negotiating with school mentor, (2) using interesting activities, (3) reviewing of theoretical background, and (4) using voice and intonation effectively. The third

subtheme, *classroom language*, came up with two coping strategies: (1) using of L1 and (2) no strategy. *Rate and pace of speech* as the fourth subtheme of *classroom management* theme appeared with two coping strategies: (1) professional development and (2) negotiating with school mentor. Students' involvement was perceived as the only coping strategy for the *classroom environment* subtheme. Subtheme 6, *discipline*, involved only one coping strategy: using of interesting activities. No strategies were mentioned for seventh (*classroom size*) and eighth (*time management*) subthemes of *classroom management* theme.

For the first subtheme of *school mentors' attitude* theme, *tactlessness of the school mentor*, two coping strategies were identified by pre-service language teachers. These are: (1) negotiating with university supervisor and (2) ignoring. For the second subtheme, *teacher's authority*, only one strategy was employed: negotiating with university supervisor. *Affective factors* as the third source of stress for pre-service language teachers in the second week of the second term appeared with four subthemes and their coping strategies. For its first subtheme, *low self-confidence*, only one coping strategy was mentioned: negotiating with school mentor. Ignoring was described as a coping strategy for *feeling of threat* subtheme. For the third subtheme, *peer pressure*, one coping strategy was utilized by pre-service language teachers: negotiating with peers. No coping strategy was mentioned for *lack of enthusiasm* subtheme.

Two stress coping strategies were elicited by pre-service language teachers under the first subtheme of *ELT methods and techniques* theme, *conflict between school mentors' and pre-service teachers' methods of teaching*: (1) creating extra materials and (2) using gestures, facial expressions, and body language. As for the second subtheme, *using of traditional methods only*, only one coping strategy was utilized: creating extra materials. For *adherence to the textbook* and *lack of flexibility* as two subthemes of *textbook* theme, creating extra materials was mentioned as a coping strategy. Reviewing of theoretical background was elicited as a coping strategy by pre-service language teachers for *lack of teaching experience* as the only subtheme of *professional factors* theme.

Table 44

Participants' Elicited Views Regarding Stress Coping Strategies in the Third Week

Sources of stress		Coping strategies	*f*
1. Classroom management			**20**
- Classroom language	-	Using of L1	3
	-	Negotiating with university supervisor	2
- Noise	-	Following interesting activities	2
	-	Negotiating with school mentor	2
- Students' disruptive behavior	-	Following interesting activities	2
	-	Negotiating with university supervisor	1
	-	Maintaining discipline	1
- Time management	-	Preparing lesson plan	2
	-	Maintaining discipline	1
- Classroom size	-	No strategy	2
- Rate and pace of speech	-	Maintaining discipline	1
- Discipline	-	No strategy	1
2. School mentors' attitude			**6**
- Tactlessness of the school mentor	-	Negotiating with university supervisor	2
	-	Focusing on positive things	1
- Teacher's authority	-	Following academia	2
	-	Ignoring	1
3. Affective factors			**3**
- Low self-confidence	-	Maintaining discipline	2
- Lack of enthusiasm	-	Following interesting activities	1
4. ELT methods and techniques			**6**
- Conflict between school mentors'	-	Creating extra materials	2
and pre-service teachers' methods of	-	Reviewing of theoretical background	1
teaching	-	Negotiating with university supervisor	1
- Using of traditional methods only	-	Creating extra materials	2

Table 44 above depicts the coping strategies that pre-service language teachers used in the third week of the second term. There are two stress coping strategies under the first subtheme of *classroom management* theme, *classroom language*: (1) using of L1 and (2) negotiating with university supervisor. The second subtheme, *noise*, came up with two coping strategies: (1) following interesting activities and (2) negotiating with school mentor. There displayed three coping strategies with the third subtheme, *students' disruptive behavior*. These are (1) following interesting activities, (2) negotiating with university supervisor, and (3) maintaining discipline. For *time management* subtheme, two coping strategies were utilized by the participants: (1) preparing lesson plan and (2) maintaining discipline. No strategy was mentioned for the fourth subtheme of *classroom management* theme, *classroom size*. Maintaining discipline was perceived as the only coping strategy for the *rate and pace of speech* subtheme. The last subtheme of *classroom management* theme, *discipline*, came up with no coping strategy.

School mentors' attitude theme as the second source of stress for pre-service language teachers emerged with two subthemes in the third week of the second term. For its first subtheme, *tactlessness of the school mentor*, two coping strategies were identified: (1) negotiating with university supervisor and (2) focusing on positive things. The second subtheme of *school mentors' attitude* theme, *teacher's authority*, also appeared with two coping strategies: (1) following academia and (2) ignoring. As for the first subtheme of the *affective factors* theme, *low self-confidence*, one stress coping strategy was introduced: maintaining discipline. For its second subtheme, *lack of enthusiasm*, following interesting activities was mentioned by pre-service language teachers as a stress coping strategy. The fourth theme, *ELT methods and techniques,* appeared with two subthemes in the third week. *Conflict between school mentors' and pre-service teachers' methods of teaching,* as the firs subtheme appeared with three coping strategies: (1) creating extra materials, (2) reviewing of theoretical background, and (3) negotiating with university supervisor. Creating extra materials was introduced by pre-service language teachers as the only coping strategy for *using of traditional methods only* subtheme.

Table 45

Participants' Elicited Views Regarding Stress Coping Strategies in the Fourth Week

Sources of stress		Coping strategies	*f*
1. Classroom management			**19**
- Noise	-	No strategy	3
	-	Negotiating with school mentor	1
	-	Using voice and intonation effectively	1
	-	Openness	1
	-	Professional development	1
- Students' disruptive behavior	-	Openness	2
	-	Following interesting activities	1
	-	Maintaining discipline	1
	-	Negotiating with school mentor	1
- Classroom language	-	Using of L1	3
- Rate and pace of speech	-	Professional development	2
	-	No strategy	1
- Time management	-	Preparing lesson plan	1
2. Affective factors			**6**
- Feeling of threat	-	Negotiating with school mentor	2
	-	Ignoring	1
	-	Following academia	1
- Low self-confidence	-	Negotiating with university supervisor	2
3. Textbook			**2**
- Adherence to the textbook	-	Creating extra materials	1
- Lack of flexibility	-	Negotiating with university supervisor	1

In the fourth week of the second term, five stress coping strategies were mentioned by participants under the first subtheme of *classroom management* theme, *noise*: (1) no strategy, (2) negotiating with school mentor, (3) using voice and intonation effectively, (4) openness, and (5) professional development. Subtheme 2, *students' disruptive behavior*, involved four coping strategies: (1) openness, (2) following interesting activities, (3) maintaining discipline, and (5) negotiating with school mentor. There displayed one coping strategy with the third subtheme, *classroom language*: using of L1. The fourth subtheme, *rate and pace of speech*, came up with two coping strategies: (1) professional development and (2) no strategy. Subtheme 5, *time management*, involved only one coping strategy: preparing lesson plan.

For the first subtheme of *affective factors* theme, *feeling of threat*, three coping strategies were identified by pre-service language teachers. These are: (1) negotiating with school mentor, (2) ignoring, and (3) following academia. For the second subtheme, *low self-confidence*, only one strategy was employed: negotiating with university supervisor. Creating extra materials was elicited by participants as a stress coping strategy under the first subtheme of *textbook* theme, *adherence to the textbook.* As for the second subtheme, *lack of flexibility*, only one coping strategy was utilized: negotiating with university supervisor.

Table 46

Participants' Elicited Views Regarding Stress Coping Strategies in the Fifth Week

Sources of stress	Coping strategies	*f*
1. Classroom management		**17**
- Noise	- Maintaining discipline	2
	- Following interesting activities	2
- Students' disruptive behavior	- Maintaining discipline	2
	- Using voice and intonation effectively	2
- Time management	- Preparing lesson plan	3
	- Maintaining discipline	1
- Classroom language	- Using of L1	3
- Rate and pace of speech	- Professional development	1
- Classroom size	- Maintaining discipline	1
2. School mentors' attitude		**3**
- Teacher's authority	- Ignoring	2
- Tactlessness of the school mentor	- Ignoring	1
3. Affective factors		**5**
- Feeling of threat	- Ignoring	1
	- Focusing on positive things	1
	- Following interesting activities	2
- Lack of enthusiasm	- Negotiating with school mentor	1
- Low self-confidence		
4. ELT methods and techniques		**1**
- Conflict between school mentors' and pre-service teachers' methods of teaching	- Creating extra materials	1
5. Textbook		**2**
- Adherence to the textbook	- Creating extra materials	2
6. Professional factors		**2**
- Lack of teaching experience	- Reviewing of theoretical background	1
- Lack of ICT skills	- Professional development	1

Table 46 shows the sources of stress and the related coping strategies which pre-service language teachers mentioned in their reflective journals in the fifth week of the second term. Two stress coping strategies elicited by participants for the first subtheme of *classroom management* theme, *noise*: (1) maintaining discipline and (2) following interesting activities. There displayed two coping strategies with the second subtheme, *students' disruptive behavior.* These are (1) maintaining discipline and (2) using voice and intonation effectively. Subtheme 3, *time management*, came up with two stress coping strategies: (1) preparing lesson plan and (2) maintaining discipline. For the fourth subtheme, *classroom language*, only one coping strategy was mentioned: using of L1. *Rate and pace of speech* as the fifth subtheme of *classroom management* theme

appeared with one coping strategy: professional development. Maintaining discipline was mentioned as the only coping strategy for the last subtheme of *classroom management* theme, *classroom size*.

For the first and second subthemes of *school mentors' attitude* theme, *teacher's authority* and *tactlessness of the school mentor*, only one strategy was employed: ignoring. *Affective factors* as the third source of stress in the fifth week of the second term appeared with three subthemes. For its first subtheme, *feeling of threat*, two coping strategies were mentioned: (1) ignoring and (2) focusing on positive things. Following interesting activities was stated as the only coping strategy for *lack of enthusiasm,* second subtheme. For the third subtheme, *low self-confidence*, one coping strategy was utilized by the participants: negotiating with school mentor. Creating extra materials was the only stress coping strategy that was elicited by pre-service language teachers under the only subtheme of *ELT methods and techniques* theme, *conflict between school mentors' and pre-service teacher's methods of teaching.* For *adherence to the textbook* as the only subtheme of *textbook* theme, creating extra materials was mentioned as a coping strategy. Theme 6, *professional factors*, came up with two subthemes. For its first subtheme, *lack of teaching experience*, one coping strategy was elicited by the participants of this study: reviewing of theoretical background. Also, professional development was mentioned as the only coping strategy for the second subtheme of *professional factors* theme, *lack of ICT skills*.

Table 47

Participants' Elicited Views Regarding Stress Coping Strategies in the Sixth Week

Sources of stress		Coping strategies	*f*
1. Classroom management			**28**
- Time management	-	Maintaining discipline	6
	-	Following academia	1
- Classroom language	-	Using gestures, facial expressions, and body language	3
	-	Insisting on using English	2
- Noise	-	Maintaining discipline	3
	-	Following interesting activities	2
- Students' disruptive behavior	-	Following interesting activities	2
	-	Maintaining discipline	2
- Rate and pace of speech	-	Professional development	2
	-	No strategy	1
- Classroom size	-	No strategy	3
- Classroom environment	-	Ignoring	1
2. Affective factors			**11**
- Feeling of threat	-	Ignoring	5
	-	Focusing on positive things	4
- Lack of enthusiasm	-	Following interesting activities	2
	-	Using of L1	1
- Low self-confidence	-	Professional development	2
- Peer pressure	-	Ignoring	1
3. Professional factors			**3**
- Lack of ICT skills	-	Professional development	2
- Lack of teaching experience	-	Professional development	1

Table 47 displays the coping strategies which participants utilized in the sixth week of the second term. There are two stress coping strategies under the first subtheme of *classroom management* theme, *time management*: (1) maintaining discipline and (2) following academia. The second subtheme, *classroom language*, came up with two coping strategies: (1) using gestures, facial expressions, and body language and (2) insisting on using English. There displayed two coping strategies with the third subtheme, *noise*. These are (1) maintaining discipline and (2) following interesting activities. For *students' disruptive behavior* subtheme, two coping strategies were utilized by the pre-service language learners: (1) following interesting activities and (2) maintaining discipline. For the fifth subtheme of *classroom management* theme, *rate and pace of speech* two coping strategies were elicited: (1) professional development and (2) no strategy. No strategy was mentioned for the *classroom size* subtheme. Ignoring was perceived as the only coping strategy for the last subtheme of *classroom management* theme, *classroom environment.*

Affective factors theme as the second source of stress for pre-service language teachers emerged with four subthemes in the sixth week of the second term. For its first subtheme, *feeling of threat*, two coping strategies were identified: (1) ignoring and (2) focusing on positive things. Its second subtheme, *lack of enthusiasm*, appeared with two coping strategies: (1) following interesting activities and (2) using of L1. As for its third subtheme, *low self-confidence*, one stress coping strategy was introduced: professional development. For the fourth subtheme of *affective factors* theme, *peer pressure*, ignoring was mentioned by the participants as a stress coping strategy. As for both two subthemes of *professional factors* theme, *lack of ICT skills* and *Lack of teaching experience*, professional development was elicited as a stress coping strategy by the pre-service language teachers in the sixth week of the second term.

Table 48

Participants' Elicited Views Regarding Stress Coping Strategies in the Seventh Week

Sources of stress		Coping strategies	*f*
1. Classroom management			**9**
- Students' disruptive behavior	-	Maintaining discipline	2
	-	Ignoring	1
- Classroom language	-	Using gestures, facial expressions, and body language	1
	-	Using of L1	1
- Noise	-	Following interesting activities	1
	-	Openness	1
- Rate and pace of speech	-	Professional development	2
2. School mentors' attitude			**2**
- Teacher's authority	-	Negotiating with peers	1
- Tactlessness of the school mentor	-	Focusing on positive things	1
3. Affective factors			**4**
- Peer pressure	-	Ignoring	2
- Low self-confidence	-	Negotiating with university supervisor	1
- Lack of enthusiasm	-	Negotiating with school mentor	1

According to Table 49, two stress coping strategies were elicited by the participants under the first subtheme of *classroom management* theme, *students' disruptive behavior*: (1) maintaining discipline and (2) ignoring. There displayed two coping strategies with the second subtheme, *classroom language*. These are (1) using gestures, facial expressions, and body language and (2) using of L1. Subtheme 3, *noise* came up with two coping strategies: (1) following interesting activities and (2)

openness. The fourth subtheme, *rate and pace of speech,* appeared with only one coping strategy: professional development.

As for the first subtheme of *school mentors' attitude* theme, *teacher's authority*, negotiating with peers was mentioned as a coping strategy and for the second subtheme, *tactlessness of the school mentor*, one coping strategy was employed by the participants: focusing on positive things. The *affective factors* theme appeared with three subthemes. For the first subtheme, *peer pressure*, only one coping strategy was utilized by the participants: ignoring. For the second subtheme, *low self-confidence*, also one coping strategy was employed by pre-service language teachers: negotiating with university supervisor. For *lack of enthusiasm* subtheme, there emerged one coping strategy: negotiating with school mentor.

Table 49

Participants' Elicited Views Regarding Stress Coping Strategies in the Eighth Week

Sources of stress		Coping strategies	*f*
1. Classroom management			**18**
- Noise	-	Following interesting activities	4
	-	Using voice and intonation effectively	2
- Students' disruptive behavior	-	Maintaining discipline	3
	-	Using voice and intonation effectively	2
- Time management	-	Maintaining discipline	4
	-	Negotiating with university supervisor	1
- Classroom language	-	Using gestures, facial expressions, and body language	1
- Classroom size	-	No strategy	1
2. Affective factors			**15**
- Feeling of threat	-	Ignoring	5
	-	Negotiating with university supervisor	1
	-	Negotiating with peers	1
- Lack of enthusiasm	-	Following interesting activities	3
	-	Negotiating with university supervisor	1
- Low self-confidence	-	Negotiating with university supervisor	2
	-	Professional development	1
- Peer pressure	-	Negotiating with university supervisor	1

In the eighth week of the second term, two stress coping strategies were elicited by the participants under the first subtheme of *classroom management* theme, *noise*: (1) following interesting activities and (2) using voice and intonation effectively. There displayed two coping strategies with the second subtheme, *students' disruptive behavior:* (1) maintaining discipline and (2) using voice and intonation effectively. The third subtheme, *time management*, emerged with two coping strategies: (1) maintaining discipline and (2) negotiating with university supervisor. *Classroom language* as the

fourth subtheme appeared with only one coping strategy: using gestures, facial expressions, and body language. No strategy was mentioned for the fifth subtheme, *classroom size.*

There are three coping strategies under the first subtheme of *affective factors* theme, *feeling of threat*. They are (1) ignoring, (2) negotiating with university supervisor, and (3) negotiating with peers. As for the second subtheme, *lack of enthusiasm*, two coping strategies were mentioned by pre-service language teachers: (1) following interesting activities and (2) negotiating with university supervisor. For subtheme 3, *low self-confidence*, two coping strategies were elicited: (1) negotiating with university supervisor and (2) professional development. For the fourth subtheme, *peer pressure*, one coping strategy was utilized by pre-service language teachers: negotiating with university supervisor.

Table 50

Participants' Elicited Views Regarding Stress Coping Strategies from the First week to the Eighth Week

Stress coping strategies	W1	W2	W3	W4	W5	W6	W7	W8
- Maintaining discipline	5	2	5	1	5	11	2	7
- Following interesting activities	6	4	5	1	4	6	1	7
- Ignoring	2	2	6	1	4	7	3	5
- Negotiating with university supervisor	8	2	6	3	0	0	1	6
- No strategy	10	3	3	4	0	4	0	1
- Using of L1	5	3	3	3	3	1	1	0
- Negotiating with school mentor	4	6	2	4	1	0	1	0
- Creating extra materials	1	6	4	1	3	0	0	0
- Professional development	1	1	0	3	1	5	2	1
- Focusing on positive things	1	0	1	0	1	4	1	0
- Following academia	3	0	2	1	0	1	0	0
- Negotiating with peers	3	2	0	0	0	0	1	1
- Using gestures, facial expressions, and body language	0	2	0	0	0	3	1	1
- Reviewing of theoretical background	2	2	1	0	1	0	0	0
- Openness	1	0	0	3	0	0	1	0
- Exposure to videos	3	0	0	0	0	0	0	0
- Insisting on using English	1	0	0	0	0	2	0	0
- Observing experienced teachers	1	0	0	0	0	0	0	0
- Natural and unbiased way of teaching	1	0	0	0	0	0	0	0
- Relaxing herself by relaxing words	1	0	0	0	0	0	0	0
- Students involvement	0	1	0	0	0	0	0	0

Table 50 depicts the frequency of all the strategies that pre-service language teachers utilized every week from the first week to the eighth week to cope with their stresses during the second term. Stress coping strategies in Table 4.46 were written from the most frequently used one to the least frequently used one.

Table 51

The Total of Participants' Elicited Views Regarding Stress Coping Strategies from the First week to the Eighth Week

Stress coping strategies	*f*
- Maintaining discipline	38
- Following interesting activities	34
- Ignoring	25
- No strategy	25
- Negotiating with university supervisor	25
- Using of L1	21
- Negotiating with school mentor	18
- Creating extra materials	17
- Professional development	14
- Using voice and intonation effectively	9
- Following academia	7
- Negotiating with peers	7
- Using gestures, facial expressions, and body language	7
- Reviewing of theoretical background	6
- Focusing on positive things	5
- Openness	5
- Exposure to videos	3
- Observing experienced teachers	1
- Insisting on using English	1
- Natural and unbiased way of teaching	1
- Relaxing herself by relaxing words	1
- Students involvement	1

Table 51 shows the total frequency of the all strategies that were used by the participants in order to deal with the stress during the second term. The strategies are written in order from the most frequently used one to the least frequently used.

4.7. Findings Related to Research Question 6

The sixth research question of the study was organized as "Which strategies are perceived to be more effective in coping with practicum stress?"

The tools that were used in data collection procedure in order to answer this research question were: a) SPS questionnaire, b) weekly reflective journals, c) focused group interviews, and d) one-to-one interviews.

4.7.1. SPS Questionnaire Analysis

Table 52 below displays the SPSS analysis of the third section of post-practicum SPS questionnaire that required the participants to rank nine coping strategies from the most important one to the least important one at the end of the second term.

Table 52

Results of Friedman Test for Ranking of Stress Coping Strategies in Post-practicum

Variables	N	Mean	Mean Rank	Chi-square	df	Asymp. Sig.
1. Support from your university supervisor	15	2.2	3.67			
2. Curriculum knowledge and subject content	15	2.27	3.77			
3. Behavior management strategies	15	2.4	4.13			
4. Collegial/peer support	15	2.67	4.87			
5. Support from your school mentor	15	2.87	5.33			
6. Self-reflection	15	2.87	5.33			
7. Diversions	15	3.07	5.73			
8. Family support	15	3.13	5.8			
9. Making time to relax	15	3.27	6.17	15.785	8	.046

4.7.2. Weekly reflective journals analyses

Table 53 shows the total frequency of the stress coping strategies that were used by the pre-service language teachers during the second term.

Table 53

The Total Frequency of Participants' Elicited Views Regarding Stress Coping Strategies from the First week to the Eighth Week

Stress coping strategies	*f*
- Maintaining discipline	38
- Following interesting activities	34
- Ignoring	25
- No strategy	25
- Negotiating with university supervisor	25
- Using of L1	21
- Negotiating with school mentor	18
- Creating extra materials	17
- Professional development	14
- Using voice and intonation effectively	9
- Following academia	7
- Negotiating with peers	7
- Using gestures, facial expressions, and body language	7
- Reviewing of theoretical background	6
- Focusing on positive things	5
- Openness	5
- Exposure to videos	3
- Observing experienced teachers	1
- Insisting on using English	1
- Natural and unbiased way of teaching	1
- Relaxing herself by relaxing words	1
- Students involvement	1

4.7.3. Focused Group Interviews and One-to-One Interviews Analyses

The analyses of the qualitative data collected from the participants via focused group and one-to-one interviews clarified that six strategies (a. negotiating with university supervisor, b. following interesting activities, c. maintaining discipline, d. ignoring, e. using voice and intonation effectively, f. using gestures, facial expressions, and body language) were perceived by pre-service language teachers as effective strategies in coping with practicum stresses.

4.7.3.1. Negotiating with University Supervisor

Excerpts 84-85 illustrated how *negotiating with university supervisor* contributed the pre-service language teachers to cope with their practicum stress.

"During the second term, we confronted with a lot of stressful situations in our classrooms that made us feel helpless and frustrated sometimes. For example, in our

crowded and noisy classes we were unable to manage the classroom. We asked help from our university supervisor and she suggested us to use the activities which could interest our young learners and also introduced some of these activities. After that we could solve our classroom management problem with following interesting activities like games in our classrooms". (Excerpt 84, Negotiating with university supervisor)

"Sometimes, our school mentor did not allow us to teach lessons and we were forced to observe her teaching which was not very useful for us because she was a traditional type school teacher. This condition made us feel stressed so we shared our problem with our university supervisor. She suggested trying some methods such as teaching to our peers, watching videos, and reading essays about practicum problems and their coping strategies. She directed us to improve ourselves in teaching and also coping with practicum problems". (Excerpt 85, Negotiating with university supervisor)

4.7.3.2. Following Interesting Activities

Excerpts 86-87 exemplified the pre-service teachers' satisfaction of *following interesting activities* in their classrooms in order to deal with practicum stresses.

"One way of keeping the students active without making much noise is following interesting activities such as role-plays or guessing activities in the classroom. Some of the students were very silent and passive during the lessons and doing activities so I tried to use the activities that involve and interest all the students in the lessons and fortunately I got positive reactions". (Excerpt 86, Following interesting activities)

"The students' course books used in the schools for teaching English were very boring and this reason caused students to be reluctant to join the lessons and doing the activities. Also, we as pre-service teachers were not allowed to adopt new books. Therefore, we began to find and use the activities which could arouse our students' interests to join the lessons. This way we could deal with this problem". (Excerpt 87, Following interesting activities)

4.7.3.3. Maintaining Discipline

Excerpts 88-89 illustrated how *maintaining discipline* in the classroom was considered by pre-service language teachers as one of the effective strategies in coping with practicum stresses.

"When I started teaching in practicum school, I was unable to keep the students under control. Therefore, I could not teach appropriately because of low self-confidence. The problem was that some of the students had disruptive behaviors like interrupting me to ask irrelevant questions or telling jokes to their friends while I was teaching and causing them to laugh. I thought I should show my authority in the classroom so I maintained some disciplines and finally I achieved to teach them confidently and successfully". (Excerpt 88, Maintaining discipline)

"During the first weeks of the second term, I and my peer were really losing our hope to be a good teacher. No body accepted us as an authority in the classroom. We had difficulty in managing the classroom and also teaching to the students. We negotiated with our university supervisor and she suggested us to show our authority to the students by maintaining disciplines appropriate to the students' age and classroom situation. Gradually, by maintaining disciplines and being stricter, the students started to accept us as their teachers and we felt we can be effective teachers". (Excerpt 89, Maintaining discipline)

4.7.3.4. Ignoring

Excerpts 90-91 shed light on how *ignoring* was used by the participants as a strategy for dealing with practicum stresses.

"My voice was shaking when someone was observing me while I was teaching. This problem continued until my first formal micro-teaching. Before, I tried to overcome this problem but all the strategies that I utilized were useless. After my first micro-teaching, both my school mentor and university supervisor asked me to ignore the presence of the observers in the classroom while teaching performance and they said that my performance was great. This encouraged me to cope with my stress by ignoring the issue of being observed". (Excerpt 90, Ignoring)

"From the first term of the practicum that we were observing our school mentors in the practicum school, I was uncomfortable about my school mentors' behavior with the students. She always yelling and shouting to the students when they made noise and even sometimes insulted some of them. I always felt stressed and upset about that because I believed that students could lose their interest to learning English. Therefore, I negotiated with my peers and I found out that we had the same problem. In

a meeting that we had with our university supervisor, we shared our problem with her and she asked us to ignore that problem and focus on our own teaching. I applied this strategy and I think it was beneficial". (Excerpt 91, Ignoring)

4.7.3.5. Using Voice and Intonation Effectively

Excerpts 92-93 highlighted how *using voice and intonation effectively* in the classroom helped pre-service language teachers in coping with their practicum stress.

"My main problem during the second term was classroom management. The students were very naughty and controlling all of them was very difficult. Also, the presence of their teacher in the classroom was another problem. The students never take me serious because they knew their teacher as an authority in the classroom. I had the theoretical knowledge in my mind but I had not put it into practice before. I was confused about which strategies to try. Finally, I decided to change my tone of voice continuously while I was teaching in order to attract the students' attention to the lesson. Sometimes, I was talking very loudly for example when giving the instructions or asking questions. Sometimes, I was whispering while they did not pay attention to the lesson. This way I could take their attention and it was very interesting to them". (Excerpt 92, Using voice and intonation effectively)

"I used the strategy of using my voice and intonation effectively for managing the classroom during the second term. My classroom was crowded and some of my students were unwilling to take part in lessons and doing activities. One of my peers suggested me to use this strategy and said me to watch some videos about that. I tried it and I was successful". (Excerpt 93, Using voice and intonation effectively)

4.7.3.6. Using of Gestures, Facial Expressions, and Body Language

Excerpts 94-95 showed how *using of gestures, facial expressions, and body language* while teaching in the classroom was regarded as one of stress coping strategies by pre-service language teachers during the second practicum.

"I think using of gestures, facial expressions, and body language was one of the most effective strategies which I used during the second term. Most of my students did not understand me while I was teaching lessons in English. So, I used gestures, facial

expressions, and body language to help them to understand the lesson. At first, it took a lot of time to teach and to do the activities but then the students began to get used to it". (Excerpt 94, Using of gestures, facial expressions, and body language)

"Not understanding English language was the serious problem of the students in practicum school because their English teachers always used Turkish language (L1) to teach them. Their knowledge of English was not sufficient to understand me while I was teaching. Therefore, I started to use gestures and body language as one of my peers had suggested me and little by little my students began to understand me and also could do the activities when I was giving instructions in English language". (Excerpt 95, Using of gestures, facial expressions, and body language)

CHAPTER V

DISCUSSION

5.1. Introduction

This chapter presents a detailed discussion of the findings providing answers to the research questions by comparing and contrasting them with the findings of other studies which have been conducted in order to investigate the practicum stress and coping strategies of pre-service language teachers. In doing so, this chapter follows the order of the research questions of the present study.

5.2. Discussion Related to Research Question 1

The first research question of this study aims at figuring out whether pre-service language teachers have any stress during practicum and if yes, what they are and how these stresses change during practicum.

The statistical analysis of the quantitative data obtained from the first section of SPS questionnaire was conducted by implementing paired samples *t*-test. The results obtained from *t*-test revealed that there was no significant difference between the participants' stress level in pre- and post-practicum stages. These results were correlated to a similar study by Kim and Kim (2004). In their study, they claimed that there were no significant differences among participants' stress level in three different time periods of the practicum. This means that at any stage of practicum, how much experience the pre-service teachers are supposed to have achieved, their stresses are observed to continue till the end of the practicum.

The content analysis of the qualitative data related to the first question of the second section of SPS questionnaire illustrated that pre-service language teachers had experienced stress before starting and during the second term of practicum. It was revealed that the sources of the participants' stresses before and during the second term of practicum were: classroom management, school mentors' attitude, affective factors, textbook, and social factors. From these sources of stress, classroom management was recognized to be the most stressful one both in pre- and post-practicum stages. Some of the students expressed that affective factors were the causes of their stresses and some others introduced school mentors' attitude as the main sources of their stresses.

Participants were least stressed by textbook and professional factors. The present study echoed the findings of previous studies (Çakır & Cesur, 2014; Çakmak, 2008; Chepyator-Thomson & Liu, 2003; Kyriacou & Stephens, 1999; Paker, 2011; Reupert & Woodcock, 2010; Veenman, 1984) which showed that classroom management was the most frequently reported and the most serious problem among pre-service teachers during the practicum experience. Çakır and Cesur (2014) found that pre-service teachers were significantly stressed about being evaluated and dealing with classroom management. Çakmak (2008) asserted that the reason for the high number of concerns in practicum was related to classroom management which could be revised according to the needs and expectations of the pre-service teachers.

In another study, Chepyator-Thomson and Liu (2003) maintained that pre-service teachers gained experience to manage the classroom in an eight-week practicum but most of these pre-service teachers reported that they experienced stress related to classroom and time management. Kyriacou and Stephens (1999) explored the stresses of pre-service teachers during the practicum and found nine main areas of stress: not being regarded as a real teacher, dealing with students' disruptive behavior, becoming a disciplinarian, getting the teaching right, getting the planning right, teaching about sensitive issues, coping with a heavy workload, having too little preparatory teaching practice, and being assessed. Similarly, Paker (2011) concluded that classroom management was one of the important sources of stress for pre-service teachers during practicum. Paker (2011) listed the practicum stress sources as: classroom management, being assessed and evaluated by school mentors and university supervisors, different expectations of school mentors and university supervisors from pre-service teachers, poor quality of feedback received from school mentors and university supervisors, and lastly staff relations. According to Reupert and Woodcock's (2010) study, classroom management was the most serious cause of stress for pre-service teachers. In the same way, Veenman (1984) found that classroom management including time management was the most outstanding problem among novice teachers.

The content analysis of weekly reflective journals conducted to find out the participants' sources of stress during the eight weeks of the second term revealed that pre-service language teachers had the highest stress level in the first week of the second term. Then the experiences of the pre-service language teachers were considerably less stressful towards the end of the second term but their stress level highly increased in the sixth week when they were doing their first micro-teaching performance. In the seventh

week, the participants' stress level decreased and this week was the least stressful week of the second term. In the eighth week their stress level increased but it was not higher than the first and sixth week. This finding was congruent with the research of Morris and Morris (1980) who found that the level of stress declines before the students' micro-teaching experience. Also, Merç (2011) aptly explained that pre-service teachers felt stressful about being observed by their university supervisor at least once throughout their micro-teachings during practicum. These findings were in parallel with the findings of the present study in that the level of pre-service language teachers' stress increased in the sixth and eighth week of the practicum while they were performing their first and second formal micro-teachings. In fact, a high level of stress about being observed by the university supervisor would have probably created some pressure on the pre-service teachers that might have led to an unsuccessful performance.

The findings of the content analysis of the data gathered through weekly reflective journals, which were presented detailedly in Chapter 4, revealed that the participants mentioned seven sources of stress during the eight weeks of the second term. The pre-service language teachers' stress sources according to their frequency (from high to low) were: classroom management, affective factors, school mentors' attitude, ELT methods and techniques, textbook, professional factors, and social factors.

The findings of the content analyses of focused group and one-to-one interviews with respect to sources of pre-service language teachers' stress displayed that they had six sources of stress during the second term of the practicum. These sources of stress were: classroom management, affective factors, school mentors' attitude, ELT methods and techniques, textbook, and professional factors. The issue of the sources of practicum stress experienced by pre-service teachers has been investigated in various studies so far. The results of these studies in general show that the practicum tends to provoke stress-producing experiences for pre-service teachers. The results of the present study indicated that pre-service language teachers experienced various sources of stress during practicum, which conformed previous researches (Abebe & HaileMariam 2011; Çelik, 2008; Coşkun, 2013; Kyriacou & Stephens, 1999; Murray-Harvey et al., 2000) conducted with pre-service teachers. The research carried out by Murray-Harvey et al. (2000) was one of the studies aiming at investigating the concerns of pre-service teachers during practicum. The findings of this study conducted by Murray-Harvey et al. (2000) is in tune with the present work's findings in that both studies reported that pre-service teachers experienced a high level of stress during practicum. In another

study conducted by Kyriacou and Stephens (1999), the concerns of pre-service teachers during teaching practice were examined. The results showed that pre-service teachers were under a high level of pressure during practicum. The study conducted by Abebe and HaileMariam (2011) investigated specific teaching occasions which pre-service teachers found stressful during practicum. Further contributing to the findings of the present study, Çelik (2008) specified that pre-service teachers experienced concerns and stress during practicum. Investigating the pre-service teachers stress, Coşkun (2013) also elucidated that pre-service teachers faced with stress generating factors during their practicum experience.

5.3. Discussion Related to Research Question 2

The second research question of the study quests for answers to the question of whether micro-teachings have any effects on stress level of pre-service language teachers during practicum.

The content analysis of participants' weekly reflective journals, which were presented detailedly in Chapter 4, indicated that pre-service language teachers experienced a high level of stress during their first and second micro-teaching performances when they were being observed and evaluated by their university supervisor for the first time during the practicum. But, it was revealed that the stress level of pre-service language teachers in second micro-teaching performance was less than their stress level in the first micro-teaching performance. Murray-Harvey et al. (2000) discussed that university supervisors acted as a potential stressors, because their role was assessing trainee performance. Also, Murray-Harvey et al. (2000) specified that the reason of pre-service teachers stress level reduction about being observed and evaluated by the university supervisor in the second practicum was mostly due to the opportunity the condition provided for a closer relationship to be built up between the pre-service teachers and the university supervisor. In this study, the stress level of pre-service teachers reduced in their second formal micro-teaching and this showed that the first formal micro-teaching had a positive influence on pre-service teachers and university supervisor relationships.

The content analysis of the qualitative data collected from the participants through focused group interviews clarified that the main source of pre-service language teachers' high level of stress during micro-teaching performances was the presence of

their university supervisor in the class they were performing. This finding was quiet understandable considering that the participants were being observed and evaluated by their university supervisor. The study conducted by Paker (2011) to examine the pre-service teachers anxiety related to practicum yielded results that are in parallel with the results of this study in that the content analysis unearthed the effects of being observed and evaluated by university supervisor on pre-service language teachers' micro-teaching performances. According to Murray-Harvey et al. (2000), university supervisors need to take account of the effects of their presence in the classroom on pre-service teachers' performance and evaluate pre-service teachers' performances by taking this fact into consideration.

5.4. Discussion Related to Research Question 3

The third research question of this study was posed to investigate how pre-service language teachers perceive practicum stress related to the existence of mentors and the level of the class.

The findings obtained from the content analysis of participants' weekly reflective journals, which were presented detailedly in Chapter 4, implied that the existence of school mentors in class during the second term of practicum led to participants stress. These mentor-related sources of stress were: school mentors' attitude, affective factors, ELT methods and techniques, and textbook.

Similarly, the findings attained by the data collected by focused group and one-to-one interviews unraveled that the issue of mentors' existence in the classroom had a negative impact on pre-service language teachers' performance during the second term of the practicum. The participants reported a high level anxiety (mentioned by the majority of the participants) about the school mentors interferences while they were teaching. The participants attributed some of the problems they had to the existence of the school mentors in the classroom. More specifically, they viewed the existence of the school mentors in the classroom as a limitation for their teaching performances in the second term of practicum. They reported that the origin of most of their practicum stresses was due to the interferences of their school mentor into their teaching practices. The findings of this study are consistent with the findings of some previous studies (Blake, Hnley, Jennings, & Lloyd, 1996; Gokce & Demirhan, 2005; Gray, Wright, & Pascoe, 2017; Kiggunda & Nayimuli, 2009). In a study that was conducted by Blake et

al., (1996), it was reported that some of the pre-service teachers complained that their school mentor did not provide any opportunity with the participants to be independent enough in their teaching practices. Gray et al., (2017) asserted that lack of school mentors' support in the classroom resulted in participants' feeling of stress. Another study carried out by Gokce and Demirhan (2005) illustrated that the cooperation between school mentors and pre-service teachers were not enough and the school mentors did not assist the pre-service teachers in the process of developing lesson plans and materials, and there was a real conflict between school mentors and pre-service teachers regarding teaching practices. Kiggunda and Nayimuli (2009) carried out a study so as to depict the pros and cons of practicum. The findings of their study revealed that some school mentors did not allow pre-service teachers to teach at any time because they believed that pre-service teachers only postponed and wasted the class time which led to a time lag on the side of mentors who tried to meet the deadlines put forward by their institutions. This reality caused pre-service teachers to get discouraged and experienced negative feelings such as feeling of failure during practicum. Correspondingly, Kiggunda and Nayimuli (2009) reported that the majority of pre-service teachers in their study confirmed that they were not welcome and introduced appropriately at their practicum school which resulted in students' disrespect towards them.

The analysis of the qualitative data obtained from the participants' weekly reflective journals unearthed that the level of the class caused pre-service teachers to feel stressed during the practicum. The level of the class had an influence on participants' classroom and time management skills. It was observed that the younger the students were, the noisier the class was. Students' disruptive behavior such as students' calling the pre-service teachers and asking personal and irrelevant questions to the pre-service teachers continued until the end of the second term.

Similarly, the findings obtained from focused group and one-to-one interviews, which were presented detailedly in Chapter 4, reported that pre-service teachers experienced a high level of stress due to the level of the class. They explained that their lower level classes were difficult to be managed. Therefore, the inability in managing the classroom caused the other problems to be emerged such as problems in time management. The findings of this study with respect to the influence of level of the class on pre-service teachers stress level were in parallel with the findings attained from the study conducted by D' Rozario and Wong (1996). The study carried out by D'

Rozario and Wong (1996) revealed that there was a strong relationship between the amount of stress experienced by pre-service teachers and the level of the class. Also, they found that teaching at the lower levels was regarded to be more stressful than higher levels.

5.5. Discussion Related to Research Question 4

The fourth research question of this study seeks answers to the question of whether any kind of relationship exists between pre-service language teachers stress level and their micro-teaching performances.

The findings obtained from participants' self-reflections about their micro-teachings, Teaching Practicum Evaluation Forms completed by both the university supervisor and the school mentors, the researcher's notes about the participants' performances in their micro-teachings, and the participants' performance videos, which were presented detailedly in Chapter 4, displayed that there emerged a high correlation between pre-service language teachers' stress level and their teaching performances. It was found that the higher the stress level of pre-service language teachers was, the poorer their micro-teaching performances were based on the observation checklist. As stated in previous research questions' discussions, most of the participants reported that they experienced a high level of stress during their micro-teaching performances due to the presence of their university supervisor in the classroom, being observed and evaluated by the university supervisor. Furthermore, some of the participants claimed that they felt stressed due to lack of competence in classroom management. They also highlighted the difficulties they had in managing the noisy and problematic students which resulted in poor teaching performance. Noise, students' disruptive behaviors, students' inability in understanding English language, class size, and time management were the reasons which made classroom management difficult for pre-service language teachers and they found micro-teaching to be stressful. The research carried out by Male (2003) was one of the studies aiming at investigating the stressors for pre-service teachers in the classroom as well as the remedies they might deem useful for coping with stress. The findings obtained from the study conducted by Male (2003) was in tune with the findings of the current study in that both studies reported that students' disruptive behavior was one of the sources of pre-service teachers' stress in the classroom. Another study carried out by Abebe and HaileMariam (2011) unveiled that

the time management and class size were the major sources of stress for pre-service teachers in the classroom. Similarly, the findings of this study were congruent with the findings of a study carried out by Travers and Cooper (1996). They also indicated that time management, being evaluated, and classroom management were the sources of pre-service teachers stress in the classroom. Also, the findings of the current study is in line with a study which conducted by Merç (2011). In his study, it was found that pre-service teachers that were supposed to deliver their lessons in English language were stressful about making mistakes in front of their university supervisor and school mentor. Also, Kyriacou and Stephan (1999) pointed out that pre-service teachers had difficulty in managing the classroom because they were not regarded as a real teacher in their classrooms in practicum school, they were dealing with disruptive students, and lastly they were stressful because of being assessed and evaluated.

5.6. Discussion Related to Research Question 5

The fifth research question of this study aims to elucidate the strategies which are employed by pre-service language teachers to cope with practicum stress.

The statistical analyses of the quantitative data which were attained by SPS questionnaires in pre- and post-practicum stages were conducted by implementing Friedman Test. The results obtained from Friedman Test in pre- and post-practicum SPS questionnaires revealed that support from university supervisor was the most important strategy which was selected by pre-service language teachers both in pre- and post-practicum stages. This result was consistent with the result of a study conducted by Murray-Harvey et al. (2000). In their study, Murray-Harvey et al. (2000) investigated the pre-service teachers' practicum stresses and their coping strategies by administering SPS questionnaire. The results of their study showed that pre-service teachers' main coping strategy was the support from university supervisor both in pre- and post-practicum stages.

The findings obtained from weekly reflective journals, which were presented detailedly in Chapter 4, revealed that pre-service language teachers utilized different types of strategies to cope with their practicum-related stresses. The findings indicated that the most frequently used strategies by pre-service language teachers (from high to low) during the second term of practicum were maintaining discipline, following interesting activities, ignoring, and negotiating with university supervisor. The

participants of this study highlighted the supportive and helpful role of the university supervisor in coping with their practicum stresses. The pre-service teachers pointed out that not being accepted as an authority in the classroom by the students in the practicum school led to the noise and students disruptive behaviors in the classrooms that in turn resulted in classroom and time management problems during their teaching performances. They added that maintaining discipline and following interesting activities were the most effective strategies in coping with these problems. Furthermore, pre-service language teachers mentioned following interesting activities as a useful strategy in dealing with the problem of unmotivated students and decreasing of noise in the classroom. Similarly, pre-service teachers explained that they adopted the strategy of ignoring to cope with their problems related to school mentors' attitude.

Very few researches have been concerned to take the pre-service teachers' perspectives directly about how they cope with practicum stresses. Black-Branch and Lamont (1998) asserted that helping pre-service teachers to develop strategies to cope with practicum stress, may contribute to the practicum becoming a more appreciated learning experience. MacDonald (1993) in his study tried to find the pre-service teachers' perspectives about how they coped with practicum stress. The findings of MacDonald's (1993) study indicated that pre-service teachers coped with their stresses by using strategies classified as: communication, conformity, showing initiative, goal setting, and relaxation techniques. Murray-Harvey et al. (2000) in a research investigated the pre-service teachers stress and their coping strategies and found that pre-service teachers' main coping strategies were: personal, professional, social, and institutional. From the results of Murray-Harvey's (2000) study, only the support from university supervisor as an institutional coping strategy and following interesting activities as a professional coping strategy is consistent with the results of this study about coping strategies of pre-service teachers. In another study, Murray-Harvey (2001) found out that support from university supervisor was a strategy which pre-service teachers mentioned as their most important coping strategy during practicum which resembles the finding of this study.

5.7. Discussion Related to Research Question 6

The sixth research question of this study was posed to elucidate the strategies which are perceived by pre-service language teachers to be more effective in coping with practicum stress.

The statistical analysis of the quantitative data collected by the administration of SPS questionnaire at post-practicum stage indicated that pre-service language teachers selected the support from the university supervisor as the most important stress coping strategy at the end of the second term of the practicum.

The findings obtained from weekly reflective journals indicated that participants of this study made use of at least twenty types of strategies, which were presented detailedly in Chapter 4, to deal with their practicum stresses in different situations. But from these various types of strategies some of them were frequently used by pre-service language teachers. Therefore, frequent use of these strategies showed that they were effective strategies in coping with practicum stresses. These frequently used coping strategies were: maintaining discipline, following interesting activities, ignoring, and negotiating with university supervisor.

The content analyses of the data obtained from focused group and one-to-one interviews revealed that the most effective stress coping strategies which were used by pre-service language teachers were: negotiating with university supervisor, following interesting activities, maintaining discipline, ignoring, using voice and intonation effectively, and finally using gestures, facial expressions, and body language.

The findings of the present study extended the findings about pre-service language teachers' stresses and their stress coping strategies. Detailed review of the researches available about practicum stress and coping strategies revealed that there are not many studies investigating pre-service language teachers stress and coping strategies. Also, it was found out that the researches in Turkey mostly investigated the practicum stress of pre-service language teachers without investigating the coping strategies to deal with practicum-related stresses.

CHAPTER VI

CONCLUSION

6.1. Introduction

This chapter of the study presents the conclusions drawn from the study, the summary of the whole findings, the pedagogical implications of the study, and the limitations of the study to be conducted on the similar issues in the field.

6.2. Conclusions

This study aimed at investigating the practicum stress and coping strategies of pre-service language teachers. The first goal of the present study was to examine whether pre-service language teachers had any stress during practicum and if yes, what the sources of practicum stresses were. The second goal was to find out which strategies were used by pre-service language teachers in order to cope with practicum stresses.

This study was conducted as mixed method study design based on pragmatism research paradigm as it used both quantitative and qualitative data collection tools and data analysis procedures. Fifteen pre-service language teachers studying in the undergraduate (B.A) program of English Language Teaching Department at Cukurova University in Turkey were selected by convenience sampling for this study. The data were collected by multiple sources including questionnaires, weekly reflective journals, focused group interviews, one-to-one interviews, observation, and video- taping of formal micro-teaching performances. The focus of this study was to investigate the pre-service language teachers' stress and their coping strategies in the second term of the practicum by analyzing the quantitative and qualitative data to answer the following research questions:

1. Did pre-service language teachers have any stress during practicum? If yes, what were they? How did these stresses change during practicum?
2. Did micro-teachings have any effects on stress level of pre-service language teachers during practicum?
3. How did pre-service language teachers perceive practicum stresses related to the existence of mentors and the level of the class?

4. What were the relationships between pre-service language teachers stress level and their micro-teaching performances?
5. What strategies were employed by pre-service language teachers to cope with practicum stresses?
6. Which strategies were perceived to be more effective in coping with practicum stresses?

According to the findings of the present study, pre-service language teachers experienced stress during practicum. Also, it was revealed that their stresses had six various sources: classroom management, social factors, school mentors' attitude, affective factors, ELT methods and techniques, textbook, and professional factors. Furthermore, these sources of practicum stress had some sub-categories indicating the detailed reasons of pre-service language teachers stresses in practicum. Additionally, these stresses changed from the first week to the last week of practicum. The first week was reported as the most stressful week because it was the first real classroom teaching experience of most of the pre-service teachers and they had lack of teaching experience. The findings underlined that their stress level declined towards the end of the practicum. This positive change of participants' stress level depicted that they were gaining experience by practicing in authentic classrooms with real students. Although pre-service teachers' stress level decreased towards the end of the practicum, their stress level increased sharply in the sixth week while they were performing their first formal micro-teaching performances. The sudden raise of stress level associated with the presence of their university supervisor in the class. According to the findings, most of pre-service language teachers reported that their high level of stress in the first formal micro-teaching performance was due to the awareness of being observed and evaluated by their university supervisor. According to the findings, the participants claimed a single source of stress led to another sources of stress during their practicum experience. After the first formal micro-teaching performance, the stress level of pre-service teachers decreased in the seventh week of the practicum that could be related to the experiences they achieved in their first formal micro-teaching performances and the feedback which they received about their teaching performances from their university supervisor. In the last week of the practicum, again the stress level of the participants increased which this increase was associated to their second formal micro-teaching and

the stress of being observed and evaluated by the university supervisor. Additionally, the results of the current study depicted that the pre-service language teachers experienced stress before and also during the second term of the practicum. Considering this result, it could be asserted that, how much experience the pre-service teachers had achieved at any stage of practicum, their stresses were observed to be continued till the end of the practicum.

With respect to the effects of micro-teachings on stress level of pre-service language teachers, the present study purported that micro-teaching performances increased the stress level of the pre-service teachers. Particularly during formal micro-teachings in practicum which participants were being observed and evaluated by their university supervisor and their school mentors, a high level of stress was reported and observed. The stress due to being observed and evaluated by university supervisor and also the stress of failing the practicum made the participants to experience a high level of stress while their formal micro-teaching performances. Accordingly, the present study highlighted that the fear of not being able in controlling the class, making a pronunciation or grammatical mistakes while speaking English and answering the students questions, dealing with students' disruptive behaviors and the noise, forgetting of what was expected to be explained, inability in using ICT tools such as smart board, and not being able to manage the time while being observed by the university supervisor were the main causes of their stresses. This high level of stress during formal micro-teachings caused by the presence of the university supervisor in the micro-teaching performances was due to the reason that pre-service teachers only met their university supervisor two times at the practicum school and they could not gain much feedback from her about their performances. Similarly, the reason why the pre-service teachers experienced low level of stress in their second formal micro-teaching in respect to their first formal micro-teaching was that they had gained their university supervisors' feedback in their first micro-teaching performances and also they had maintained a relationship with the supervisor. Therefore, their stress had declined in their second formal micro-teaching performances.

The findings regarding the stress level of pre-service language teachers related to the existence of mentors illustrated that pre-service teachers experienced a high level of stress due to the presence of the school mentors in the class. Most of the pre-service teachers associated their stresses while teaching performances to their school mentors. According to the findings of the current study, mentor- related sources of stress were:

school mentors' attitude, affective factors, ELT methods and techniques, and textbook. The majority of participants explained that the presence of their school mentor in the classroom had negative effects on their teaching performances. They also added that though they needed feedback about their teaching performances from their school mentor, they preferred to be left alone in the class while teaching because their school mentors were not very cooperative enough and did not give proper feedback. They asserted that their school mentor's tactlessness, not allowing pre-service teachers to teach at any time, not introducing them in an appropriate way to the students at the first session of their presence at practicum school, observing them without providing appropriate feedback, not allowing the pre-service teachers to use the new methods and techniques of teaching, not allowing the pre-service teachers to create and utilize their own materials in their teaching, and correcting their mistakes inappropriately in front of the students were the negative effects of the existence of the school mentors in the classroom. Additionally, the pre-service teachers explained that they always had the fear of interferences the school mentor could make during their teaching performances. Also, the findings of the current study posited that the school mentors emphasis on keeping pace with the curriculum urged pre-service teachers to rigidly fit with the curriculum which limited the creativity and flexibility of pre-service teachers in their teaching performances throughout the practicum. In other words, the school mentors' presence in the class limited the pre-service teachers' flexibility to make modifications in the curriculum and course book activities.

Based on the findings, the present study concluded that the level of the class had an influence on the stress level of the pre-service teachers. The lower level classes were difficult to be controlled that in turn caused the other sources of stress emerged during the teaching performances especially when the class was crowded. Most of pre-service teachers reported that lower level classes were always noisy and this problem that the students did not accept them as an authority in the classroom made the situation worse. Not being able to manage the noise, the discipline problems, or some students' disruptive behaviors in the classroom in turn resulted in some other problems such as time management. The majority of pre-service teachers explained that they could not use their voice properly in low level classes, which resulted in comprehension problem especially experience by the students sitting at the back of the class. In addition, the findings of the current study revealed that lower level classes could not comprehend the lesson content while they were being taught in English by pre-service language

teachers. This problem was associated to the fact that the students in lower level classes did not have more instructions in English and the most outstanding reason was that their English teachers did never use English for teaching English. To this end, teaching at the lower levels was regarded to be more stressful than higher levels due to lack of target language input.

Regarding the relationship between pre-service language teachers' stress level and their micro-teaching performances, the findings of the present study ascertained that the higher the stress level of pre-service language teachers was, the poorer their micro-teaching performances were. This study illustrated that pre-service teachers mainly referred to similar sources of stress in their micro-teaching performances. Of the sources of stress in micro-teaching performance, the presence of the university supervisor in the class who was observing and evaluating the micro-teaching performances featured as the source of stress which concerned the pre-service teachers the most throughout the micro-teaching performances. The other sources of pre-service teachers' stress while micro-teaching performances were the problems they had in managing the noisy and problematic students, noise, students' disruptive behaviors, students' inability in comprehending English, class size, and time management which resulted in poor teaching performances. Moreover, the pre-service teachers' low self-confidence, feeling of threat, lack of students' enthusiasm to learn English, and peer pressure were revealed by the findings of the present study as the sources of pre-service teachers stress in formal micro-teaching performances.

Considering the sources of practicum stresses of pre-service language teachers, the findings of the present study also revealed the coping strategies that pre-service teachers used in dealing with such practicum-related stresses. According to the findings of this study, the pre-service language teachers utilized 22 types of strategies to cope with their stresses during the second term of the practicum. But, from these coping strategies some of them were frequently used by pre-service teachers. The most frequently used strategies by pre-service language teachers (from high to low) during the second term of practicum were maintaining discipline, following interesting activities, ignoring, and negotiating with university supervisor. The present study revealed that to deal with the problem of not being accepted as a real teacher in the classroom by the students which resulted in the noise and students' disruptive behaviors in the classrooms that in turn led to classroom and time management problems during teaching performances, pre-service teachers mainly used the strategy of maintaining

discipline in the class. Additionally, the findings pointed to maintaining discipline and following interesting activities as the most effective strategies in coping with these problems. Furthermore, the pre-service language teachers mentioned following interesting activities as a useful strategy in dealing with the problem of unmotivated students and decreasing the level of noise in the classroom. Similarly, pre-service teachers explained that they adopted the strategy of ignoring to cope with their problems related to the school mentors' attitude. Also, the participants of this study highlighted the supportive and cooperative role of the university supervisor in coping with their practicum stresses. The dissatisfaction with negotiating with school mentor pointed to the need for omitting this strategy from the useful and helpful strategies for coping with practicum stresses. Also, some pre-service teachers mentioned that when the students did not understand them while teaching in English, they referred to use Turkish (L1) to continue the teaching or to give the activities' instructions that was removed from the list of coping strategies due to being inappropriate stress coping strategy. However, some of the pre-service teachers could not find appropriate coping strategies to deal with their practicum stresses and later they explained that in these situations they asked for help from their university supervisor.

The present study also unearthed the effective strategies which were used by pre-service teachers to cope with the practicum-related stresses. The current study revealed that the most effective stress coping strategies which were used by pre-service language teachers during the second term of the practicum were: negotiating with university supervisor, following interesting activities, maintaining discipline, ignoring, using voice and intonation effectively, and finally using gestures, facial expressions, and body language. The findings of this study indicated that the support from university supervisor was the most helpful and soothing strategy in coping with practicum-related stress.

6.3. Implications

Considering the findings of the current study and the relevant literature on practicum-related stresses and coping strategies of pre-service language teachers, the following implications were drawn for the development of English language teaching and teacher education.

6.3.1. Implications for Pre-service Language Teachers

Pre-service language teachers view practicum as an important part of their education because it exposes them to the authentic teaching and learning environment in which they can contextualize their theoretical knowledge they have gained during their university education (Marais & Meier, 2004). However, pre-service teachers confront with challenges which significantly influence their ability to take maximum benefits from practicum (Kiggundu & Nayimuli, 2009). The findings of the current study according to the self-reported practicum experiences of pre-service language teachers recommend that pre-service teachers should come together with regular meetings during their practicum to exchange their experiences with peers because the majority of pre-service teachers in this study reported their peers often encountered the same sources of stresses during practicum. Such meetings could easily enhance team work in practicum experience by encouraging each peer giving feedback to each other on practicum-related stresses and their coping strategies.

Also, it is suggested that pre-service teachers create a deep relationship with their university supervisor to share their stresses and problems related to the practicum because according to the findings of the present study, an effective pre-service teacher and university supervisor relationship leads to the pre-service teachers' competence in coping with practicum-related stresses. Additionally, the findings of this study propose that pre-service teachers should be engaged in diverse levels of classes and activities in different contexts in order to be faced with different challenges of practicum in order to realize the concerns of real classrooms. Also, this encourages the pre-service teachers to experiment various teaching methods and techniques and gain experience about what methods and strategies of teachings is appropriate in different situations and classrooms. According to Marais and Meier (2004), pre-service teachers become confused by dissimilarities between methods that they try to apply and the methods that are actually implemented by school mentors in the classrooms.

6.3.2. Implications for School Mentors

According to Kyriacou and Stephens (1999), mentors play an important role in preliminary teacher education. Mentors need to be completely aware of the stresses and concerns of pre-service teachers throughout practicum in order to prevent dispensable problems happening. It is disputed that the quality of the mentoring is extremely

important in pre-service teacher development, thus school mentors should be trained to find out the importance of the practicum for pre-service teachers and gain awareness about their responsibilities throughout the practicum (Bourke, 2001). By taking into account the prevalent dissatisfaction with the guidance and feedback the school mentors provided for pre-service language teachers, the current study necessitates that mentor training programs and guidelines should be contemplated and mentors should take part in these programs in order to be informed about the aims of practicum, how they should observe the pre-service teachers, what to be observed while micro-teachings, how they should evaluate the pre-service teachers' teaching performances, what criteria should be used in evaluating pre-service teachers, what kind of feedback should be given to pre-service teachers, and also the latest teaching methods. Correspondingly, the findings of the present study suggest that in order to avoid the unfairness about pre-service teachers, a fixed and predetermined programs and hours of observation should be planned for school mentors. Unfortunately, most of pre-service teachers and school mentors are not aware of the contribution of the school mentors' observation and feedback on the quality of pre-service teachers' teaching performances.

It was revealed from the findings of this study that some pre-service teachers being observed more often than others by mentors and sometimes it creates an anxiety for pre-service teachers because they wait for feedback from their school mentors. While some pre-service teachers asserted that their school mentors were supportive and helpful and shared their experiences with them, the other pre-service teachers declared that they felt unsupported and demoralized by their school mentors. More importantly, the findings of the current study recommend that mentors should give more flexibility to the pre-service teachers in creating and using their own materials and using the new methods and techniques of teaching in their classes. Unfortunately, some school mentors taught English the way they were taught in a traditional fashion centralizing structural syllabus and memorization without deeper understanding of the subject matters. Therefore, the confliction occurs between the school mentors and pre-service teachers' teaching methods in practicum schools. So, it is recommended that some annual professional development opportunities should be provided for school mentors in order to update their knowledge about their field of teaching and revise their already used methods and techniques. According to the findings of the present study, sometimes the school mentors were reluctant to let pre-service teachers teach at any time in their classes because the mentors did not want to render their classes to inexperienced pre-

service teachers thus defeating the aim of practicum. Throughout such training programs, mentors should be exposed to effective behavioral mentor models mostly discussing mentors as a co-constructive partner of pre-service teacher. Also use of mother tongue and its devastating results should be discussed in these programs in order to eliminate or decrease the amount of mother tongue use in language classrooms.

6.3.3. Implications for University Supervisors

Some researches (Blank & Heathington, 2010) have elucidated the positive impact and the key role of the university supervisor in enhancing the quality of the practicum and developing of pre-service teachers. According to the findings of the current study pre-service teachers experienced a high level of stress about being observed and evaluated by the university supervisor. The reason for observation and evaluation stress of pre-service teacher originated from being unaware about what was going to be evaluated, what criteria would be used to assess their teaching performances, and whether they would fail or pass the practicum. In the similar way, the pre-service teachers experienced stress about being observed by their university supervisor because it was happened only twice throughout the whole practicum. The present study recommends that the number of university supervisor observation visits should be increased because it can enhance the pre-service teachers' familiarity with their university supervisor and the supervisory relationships and pre-service teachers can share their practicum concerns and problems with their supervisor as well. Also, the pre-service teachers in this study experienced stress due to being graded based on their micro-teaching performances. Rather than grading pre-service teachers, a constructive feedback giving process should be adopted by university supervisors in order to well-equip pre-service teachers with necessary theoretical and practical knowledge. Additionally, it is recommended that the supervisory observations should not be limited only to the last weeks of practicum and some observation visits should be hold in the initial weeks because according to the findings of the current study, the highest level of stress experienced at the first week of the practicum by pre-service teachers. Similarly, observation visits in the first weeks of the practicum helps university supervisors to get information about the pre-service teachers' strengths and weaknesses to provide proper and constructive feedback. As stated by MacDonald, Baker, and Stewart (1995), enhancing the length and number of supervisory observations can yield beneficial

outcomes for pre-service teachers and school mentors as well. Furthermore, the current study suggest that holding of some meetings with pre-service teachers during the practicum by university supervisor might be worthwhile because the pre-service teachers can discuss about their problems and stress sources and also can share their experiences about the effectiveness or ineffectiveness of their stress coping strategies. As well, these meetings can probably eliminate worries and stresses of pre-service teachers.

6.3.4. Implications for English Language Teacher Education

As realized from the findings of the current study, a considerable time was required by pre-service teachers to get used to the authentic classroom environment in practicum school, the different student types in different levels, and the teaching profession as well. Unfortunately, pre-service teachers did not have enough time and did not get enough support during the practicum experience. The current study proposes that the duration of practicum should be extended in teacher education programs. Additionally, it is recommended that it is essential to initiate the teaching performances from the first term of the practicum. It means that instead of observing the school mentors' teaching for the whole semester in the first term of practicum, it is suggested that the school mentors allow the pre-service teachers to start their teaching performances from the first term of the practicum in collaboration with them. By doing this, pre-service teachers can achieve more experience in teaching and also their awareness about different classroom events increases so they can think of appropriate and effective strategies to deal with practicum-related stresses and other potential problems. As mentioned by Atay (2007), the practicum will be more impressive when it is prolonged to one year rather than one semester.

It is proposed that pre-service teachers should be informed about the fact that teacher education is not limited only to the practicum but it is a continuous life-long process. It is recommended that the policy makers should provide professional development opportunities for all novice teachers. According to Loucks-Horsley, Hewson, Love, and Stiles (1998), novice teachers should be able to communicate basic knowledge and improve their thinking and problem-solving skills among their students.

This study could contribute to the field of the practicum taking into consideration the scarcity of research in practicum stress and particularly in the coping

strategies of pre-service language teachers in the world and in Turkey. So as to make clear how the current study contributes to the field it may be useful to compare the findings of this study with those of others. This study used the self-reported practicum experiences of pre-service teachers in collecting data about practicum-related stresses and the related coping strategies which led to finding valuable information about the field in the context of Turkish higher education.

This study also contributes to the field of English language teaching in that it stands as one of the first studies in Turkey and abroad in terms of investigating the practicum stress and especially the coping strategies of pre-service language teachers by using the various data collection tools and gathering both quantitative and mostly qualitative data. In the studies conducted to examine the practicum stress and coping strategies, the targeted data were collected by statistically analyzing the questionnaires. However, in gathering the data of the present study, SPS questionnaire conducted both in pre- and post-practicum stages, weekly reflective journals (eight weeks), focused group and one-to-one interviews, observation visits, and video-recordings of the pre-service teachers' micro-teaching performances were used.

Another contribution of the present study to the field of English language teaching is the research questions. The research questions of this study aimed to investigate the practicum stress sources and their changes throughout the practicum, the effects of micro-teachings on stress level of pre-service language teachers, the effects of the presence of the school mentor and also the level of the class on stress level of the pre-service language teachers, the effects of the relationships between pre-service language teachers' stress level and their micro-teaching performances, the strategies which were employed by pre-service language teachers to cope with practicum stress, and the effectiveness of these coping strategies constituted the research questions of the study which have been rarely posed in the related literature.

6.4. Limitations

The present study conducted with a small sample of only 15 pre-service language teachers in senior pre-service language teachers at ELT Department of Cukurova University in Adana, Turkey. The findings revealed are not representative of all pre-service teachers and all pre-service teacher education contexts. The findings may vary from one context to another.

Only the second semester of the practicum was observed and the formal observations only realized twice during the second term of the practicum. If the whole academic year could have been observed, a better understanding of the pre-service teachers' stresses and also the effectiveness or ineffectiveness of using coping strategies would have been reached.

Another limitation of this study was the school teachers who were mentoring the participants of the current study. One of the school mentors rarely participated in pre-service teachers' micro-teaching performances and in the interviews she did not provide proper feedback about the pre-service teachers.

The other limitation was the strict policies of the practicum school about the video-taping in classrooms which resulted in not investigating some other aspects of practicum such as the classrooms environment and students behavior. Only the field notes were taken by the researcher about the classroom and the students and the review of the class atmosphere while micro-teaching performances never video-taped. The researcher recorded only the videos of the teaching performances of the pre-service teachers in front of the class.

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APPENDICES

Appendix 1. Participant Consent Form

Participant Consent Form

<table>
<tr><td colspan="2">

- I have read the information sheet about this study.
- I have had an opportunity to ask questions and discuss this study.
- I have received satisfactory answers to all my questions.
- I have received enough information about this study.
- I understand that my research data may be used for a future project anonymous form, but I am able to opt out of this if I so wish, by ticking here.
- I agree to take part in this study.

</td></tr>
<tr><td>Participant Name & Signature:</td><td>Date:</td></tr>
<tr><td>Researcher Name & Signature:</td><td>Date:</td></tr>
<tr><td colspan="2">This project is supervised by:</td></tr>
<tr><td colspan="2">Researcher’s contact details (including telephone number & e-mail address):</td></tr>
</table>

Appendix 2. Survey of Practicum Stress

Survey of Practicum Stress

Pre-service Teacher's Name:

Type of School: Government / Private

Your Sex: Female / Male

Section One

On the next page is a list of experiences you may have faced during your recent practicum. Read each statement carefully, and decide if the statement describes an experience which was stressful for you. Then, indicate ***how often*** the experience may have stressed you by recording the appropriate number on the Answer Sheet. Possible responses you may choose from are:

Not Applicable	***Never*** Stressed me	Stressed me ***some of the time***	Stressed me ***most of the time***	Stressed me ***all the time***
0	1	2	3	4

Practice Example:

Suppose that you were given the statement: "Fear of failing the practicum". If failing the practicum was an actual fear of yours, and if it caused you stress ***most of the time***, then record "3" on the Answer Sheet.

Not Applicable	***Never*** Stressed me	Stressed me ***some of the time***	Stressed me ***most of the time***	Stressed me ***all the time***
0	1	2	3	4

List of Experiences

Rate Here (0 to 4)

1. ( ) Fear of failing the practicum
2. ( ) Striking a balance between the practicum and personal commitments (e.g. family)
3. ( ) Having high expectations of my teaching performance
4. ( ) Others expecting me to perform tasks beyond my current competency
5. ( ) Coping with the overall teaching workload (lesson planning, marking, schemes of work)
6. ( ) Managing practicum-related assignments
7. ( ) Communicating with and relating to Principal/Vice-Principal
8. ( ) Communicating with and relating to teachers in the school
9. ( ) Communicating with and relating to my School mentor(s)
10. ( ) Being observed by my School mentor(s)
11. ( ) Being evaluated by my School mentor(s)
12. ( ) Communicating with and relating to my University supervisor
13. ( ) Being observed by my University supervisor
14. ( ) Being evaluated by my University supervisor
15. ( ) Writing detailed lesson plans
16. ( ) Selecting appropriate content for my lessons
17. ( ) Preparing resources for my lessons (e.g. transparencies, worksheets, charts, etc.)
18. ( ) Establishing rapport with pupils
19. ( ) Delivering the lesson
20. ( ) Communicating concepts to pupils
21. ( ) Giving appropriate feedback to pupils
22. ( ) Managing group work
23. ( ) Managing the individual seatwork
24. ( ) Managing the class and enforcing discipline
25. ( ) Helping pupils with learning difficulties
26. ( ) Helping pupils with emotional/behavioral problems
27. ( ) Teaching mixed ability classes

28. ( ) Marking pupils' written work
29. ( ) Managing time

Section Two

1. Explain your stress experiences that you had in practicum school as a pre-service teacher and their sources in detail. (Sources can be related to school, supervisor, mentor or curriculum)

2. What techniques did you employ or you want to employ in order to cope with above mentioned stresses?

3. Have you received any support from a expert or any training in order to cope with practicum stresses?

4. Compare your stress experiences with your friends'. Please explain the similarities and differences.

Section Three

Record the number 1 for the most important, and so on until 9.

[ ] Support from your University supervisor
[ ] Support from your School mentor
[ ] Curriculum knowledge and subject content
[ ] Behavior management strategies
[ ] Family support
[ ] Self-reflection
[ ] Making time to relax (e.g. socialize, exercise)
[ ] Diversions (e.g. eating, drinking)
[ ] Collegial/peer support (e.g. other pre-service teachers)
[ ] Other .....

Appendix 3. Reflective Journals Questions

Reflective Journals Questions

1. Try to list the factors that cause you stress at your practicum environment and explain each factor in detail (both when you are teaching and when you are observing).

2. What are your coping strategies to deal with the problems that you mentioned above?

Appendix 4. Focused Group Interview Questions

Focused Group Interview Questions

1. Explain your stress experiences that you had in practicum school as a pre-service language teacher and their sources in detail.

2. Which strategies did you employ in order to cope with above mentioned stresses and which ones did you perceive to be more effective in coping with your practicum stresses?

3. Did micro-teachings have any effects on your stress level during practicum? If yes, how?

4. Did the existence of mentor and the level of the class affect your stress level? If yes, how?

Appendix 5. One-to-One Interview Questions

One-to-One Interview Questions

1. Explain your stress experiences that you had in practicum school as a pre-service language teacher and their sources in detail.

2. Which strategies did you employ in order to cope with above mentioned stresses and which ones did you perceive to be more effective in coping with your practicum stresses?

3. Did micro-teachings have any effects on your stress level during practicum? If yes, how?

4. Did the existence of mentor and the level of the class affect your stress level? If yes, how?

Appendix 6. Teaching Practicum Evaluation Form

ÖĞRETMENLİK UYGULAMASI DEĞERLENDİRME FORMU

Öğretmen Adayı: Okulu:

Gözlemci: Sınıfı:

Kodu: Tarihi:

1.0 ALAN EĞİTİMİ BİLGİSİ		**E**	**K**	**İ**	**Açıklama ve yorumla**
1.1.1	Özel öğretim yaklaşım ve tekniklerini bilme				
1.1.2	Konunun gerektirdiği sözel ve görsel dili (resim, şekil, yazı tahtası, kaset vb.) uygun biçimde kullanabilme				
1.1.3	Öğrencilerin sorularına güvenle anlaşılır yanıtlar oluşturabilme				
1.1.4	Öğrencilerde yanlış gelişmiş kavramları belirleyebilme				
2.0 ÖĞRETME-ÖĞRENME SÜRECİ					
2.1 PLANLAMA					
2.1.1	Ders planını açık, anlaşılır ve düzenli bir biçimde yazabilme				
2.1.2	Amaç ve hedef davranışları açık bir biçimde ifade edebilme				
2.1.3	Hedef davranışlara uygun yönetim ve teknikleri belirleyebilme				
2.1.4	Uygun araç-gereç ve materyal seçme ve hazırlayabilme				
2.1.5	Hedef davranışlara uygun değerlendirme biçimleri belirleyebilme				
2.2 ÖĞRETİM SÜRECİ					
2.2.1	Konuya önceki ve sonraki derslerle ilişkilendirebilme				
2.2.2	Çeşitli öğretim yöntem ve tekniklerini uygun biçimde kullanabilme				
2.2.3	Zamanı verimli kullanabilme				
2.2.4	Öğretim bireysel farklılıklarla göre sürdürebilme				
2.2.5	Gerektiğinde öğretim araç-gereç ve materyalini uygun biçimde kullanabilme				
2.2.6	Uygun dönütler verebilme				
2.2.7	Konuyu yaşamla ilişkilendirebilme				
2.3 SINIF YONTEMİ					
Ders Başında					
2.3.1	Derse uygun bir giriş yaparak ilgi ve dikkatli çekebilme				
Ders Süresinde					
2.3.2	Demokratik bir öğrenme ortamı sağlayabilme				
2.3.3	Derse ilgi ve güdünün sürekliliğini sağlayabilme				
2.3.4	Kesinti ve engellemelere karşı uygun önlemler alabilme				
2.3.5	Övgü ve yaptırımlardan yararlanabilme				
Ders Sonunda					
2.3.6	Dersi toparlayabilme				
2.3.7	Gelecek derslerle ilgili bilgiler ve ödevler verebilme				
2.4 İLETİŞİM					
2.4.1	Öğrencilerle etkili iletişim kurabilme				
2.4.2	Anlaşılır açıklamalar ve yönergeler verebilme				
2.4.3	Konuya uygun düşündürücü sorular sorabilme				
2.4.4	Ses tonunu etkili biçimde kullanabilme				
2.4.5	Öğrencileri ilgi ile dinleme				
2.4.6	Sözel dili beden dilini etkili biçimde kullanabilme				
2.4.7	Uygun değerlendirme materyali hazırlayabilme ve notlandırabilme				
3.0 DİĞER MESLEKİ YETERLİKLER					
3.1.1	Mesleki öneri ve eleştirilerle açık olma				
3.1.2	Kişisel ve mesleki davranış standartlarına uyma ve iyi örnek olma				
3.1.3	Okul etkinliklerine katılma				
TOPLAM					

Bu değerlendirme formundaki maddelerin karşısındaki kısaltmaların anlamı:

E: Eksiği var, **K:** Kabul edilebilir, **İ:** İyi yetişmiş. **Puanlama:** E=1, K=2, İ=3 puan

CURRICULUM VITAE

PERSONAL INFORMATION:

Name: Farzaneh MAHMOUDI

Date of Birth: 21.03.1981

Place of Birth: Tabriz, IRAN

EDUCATION:

Degree	Department	University	Date
BA	English Language Teaching	Azad University, Marand, IRAN	1999-2003
MA	English Language Teaching	Azad University, Tabriz, IRAN	2008-2011
PhD	English Language Teaching	Cukurova University, Adana, TURKEY	2012-2017

Title of the MA Thesis:

The effect of internet-based reading instruction on reading comprehension ability

Title of PhD Thesis:

Practicum stress and coping strategies of pre-service English language teachers

WORK EXPERIENCE:

Occupation/Position held	Type of business or sector	Date
Lecturer	The School of Foreign Languages, Cukurova University	2015-present
English Teacher	Turkish American Association	2012-2016

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1. Abdi, R., & Mahmoudi, F. (2012). The effect of Internet-based reading instruction on reading comprehension ability. *Procedia Information Technology & Computer Science*. 1341-1346.

2. Abdi, R., & Mahmoudi, F. (2012). The use of computer and internet in language instruction. In D. Tafazoli, & S. C. Chirimbu (Eds.), *Language and Technology*, (pp. 31-39). Tehran: Khate Sefid Press.

3. Abbasi Khalifelu, Z., & Mahmoudi, F. (2012). Learning styles classifications: learner control implications in instruction and education. *International Journal of Engineering Science & Technology*, *3*(12), 8538-8547.

4. Mahmoudi, F., & Özkan, Y. (2015). Exploring experienced and novice teachers' perceptions about professional development activities. *Procedia, Social & Behavioral Sciences, 199*, 57-64.

5. Mahmoudi, F., & Özkan, Y. (2016). Practicum stress and coping strategies of pre-service English language teachers. *Procedia, Social & Behavioral Sciences 232*, 494-501.

PRESENTATIONS:

1. Sofu, H., & Mahmoudi, F. Sign language and literacy. 6th International Turkish Language Education Conference in Linguistics. University of Niğde, 2013.

2. Mahmoudi, F., & Özkan, Y. Exploring experienced and novice teachers' perceptions about professional development activities. Glob ELT: An International Conference on Teaching and Learning English as an Additional Language, Antalya, Turkey, 2015.

3. Mahmoudi, F., & Özkan, Y. Video recording of micro-teaching: Technologies for assessing pre-service language teachers' performance in methodology courses. Second Eurasian Educational Congress, Ankara, Turkey, 2015.

POSTERS:

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