TEACHERS' PERCEPTIONS ON THE CONCEPT OF CLINICAL PRACTICE IN TEACHER EDUCATION

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ABSTRACT

The 21st century has become a watershed in realizing the importance of high-quality clinical programs in teacher preparation. The main purpose of this research was to determine teachers' mental images about the concept of clinical practice in teacher education via metaphors. This research was carried out with 71 teachers working at secondary schools, in the 2017-2018 academic year. The data were collected through an open-ended questionnaire named *"A Form of Determination of Teachers' Metaphors"*. A phenomenology method which is a qualitative research method was used. Teachers explained the concept of clinical practice in terms of the importance of teacher education, the importance of collaboration among clinical teachers, clinical mentors and preservice teachers, feedbacks from clinical teachers to preservice teachers and the length of the training program via metaphors. The data were analyzed by content analysis. Related data were gathered; and the name of the category, the context of the category, and the frequency of usage were calculated for metaphors that reflect certain characteristic in each category. From the metaphors about clinical practice and the research field, it was inferred that participants perceived the field within a wide conjecture and interestingly projected its contributions to teacher education. It was seen that the majority of teacher support practical education in teacher training. They expressed their opinions about this issue through different metaphors.

Keywords: Clinical practice, faculty-school cooperation, teacher education programs, teaching applications.

INTRODUCTION

There are so many issues that affect students' educational performance, however, as the research that has been done for decades implies nothing has great importance on students' performance except a well- equipped teacher. Teachers have great importance on the success of the students in their lives and the future of society as well. A teacher who has full knowledge of such domains as technology, education, science is a touchstone for a country. Some studies suggest that teachers' own academic backgrounds and content knowledge are effective for student achievement. For example, Wayne and Youngs (2003) found that for mathematics, high school students learned more from teachers who had certifications, degrees, and coursework related to mathematics. These realities require to be given priority to expected programs that prepare teachers with the capacity to provide them. The society needs teachers who are qualified in their curricula, apply their knowledge of child growth and development, use assessments to monitor student progress and effectively make their students a part of learning. Teachers need collaboration, communication, and problem-solving skills to keep up with rapidly changing learning environments and new technologies (NCATE, 2010).

It is known that the most powerful in-school influence on learning is the quality of education that teachers bring to their students. Therefore, preparing new teachers well is crucial to student achievement (Chetty, Friedman & Rockoff, 2014). Since teaching is a profession that require practice, prospective teachers must be prepared to become individuals who know how to use the knowledge of their profession to provide learning for students and this can be possible through practice. In order to achieve this, we must place practice at the center of teaching preparation (NCATE, 2010). Effective pre-service teachers learn these abilities through professional study and by mastering the knowledge base their profession requires, skills and appliances of practice. But mastery and fluency are acquired, in large part, through practicing teaching in the real environment with the support given by mentors such as case studies and simulations that allow candidates to observe practice and test their skills in controlled situations.

The 21st century brings many challenges and opportunities for teaching and teacher preparation programs. Changing economic, social, political, and technological situations have opened and changed possibilities for teaching and learning. While designing a teacher preparation program in this evolving context, it must be taken into consideration that the developments have already impacted education and will most probably become even more important in the future (Carpenter & Haley, 2014). When the importance of teachers for the future of society is considered, it is clear that we should give priority to the teacher training programs. The age of technology and information has created the need for practical and well-versed individuals. Prospective teachers are expected to have more than technical skills; general and subject-specific practices and professional skills to engage all students in learning. That's why teacher training programs have to take this issue into consideration. Previously, some precautions were taken to enhance teaching practice. Despite some standardization efforts for teaching practice, there were still problems. According to the researches, these problems were related to the supervisors (Eraslan 2008, 2009; Paker 2008) and some related to the cooperation among the shareholders (Boz

& Boz 2006; Kent 2001). One of the most significant problems identified was related to the quality of feedback provided by the mentors (Eraslan, 2009; Paker 2008). The clinical practice, which is one of the new methods in teacher training, is considered to be able to answer these needs.

Clinical teaching is a form of interpersonal communication between two people- a teacher and a learner. In recent years, clinical practice has gained importance in teacher education. Clinical practice occurs principally with students, in clinics such as classrooms or laboratories, and it requires interaction among student teachers, teaching staff, administrators, families, and communities. Clinical education is developmental and designed to provide an opportunity for candidates to practice and assisted by mentors during their education (AACTE, 2010). It is surely approved that teachers should have professional knowledge, but ultimately they need to be able to put this knowledge to use in practice. Clinical experiences during professional education provide opportunities for teachers to develop and hone their craft (Grossman, 2010). Research shows the importance of strong clinical practice on student achievement, teachers' collaboration, and teachers' sense of preparedness when they enter the classroom (AACTE, 2010). Clinical practice takes place in real settings. It gives opportunity teacher candidates to perform teaching to real students. This is called 'lab experiences'. They need to have opportunities to learn how they can use their theoretical information in real settings, how they can manage a classroom effectively, how they can combine their pedagogical information with the needs of students.

Clinical practice has critical components to work well. One of them is strong school-university partnerships. Schools and universities should jointly provide strong clinical practice collaborations. They should work jointly with clinical teachers in designing, implementing, assessing, and revising candidates' clinical experience. Education should be understood as a common target named as 'clinical practice profession,' needs close cooperation between faculties and schools. The other component is clinical placements**.** Good placements are well-supervised and mentored by skilled clinical teachers and offer opportunities for a variety of well-structured experiences for candidates (AACTE, 2010). One of the most important components is clinical teachers. School-based clinical teachers are essential for the success of the clinical experience and are selected according to their expertise, their extensive experience, and their match with candidate subject and grade. Next, a jointly designed clinical curriculum that is prepared as provided interaction with theory and practice and provides direction and responsibilities for prospective teachers. The other one is a performance assessment**.** Clinical practice includes essential ongoing evaluation and assessment of candidates' performance while they interact with, inform, guide, correct, and support students in real settings. On the other hand, feedback is an essential part of teacher education. The effectiveness of teaching practice is dependent upon the quality of feedback as well as its implementation by the pre-service teachers (Bulunuz & Bulunuz, 2016).

One of the most important issue in clinical preparation is the length or duration of field experience. It is known that in American teacher education has been long and earlier experiences in schools. Experts stress the significance of a full-year experience is necessary for teacher learning to take place (Feiman-Nemser, 2001). It is

stated that clinical practice must be sufficiently extensive and intensive for candidates in order to develop themselves and demonstrate proficiencies in real settings, which they are preparing (NCATE, 2010).

The researches have confirmed the importance of a clinical practice in helping new teachers take up the specific practices that will have a positive impact on the learning of their students (Darling, Hammond & Bransford, 2005). It is clear from several kinds of research on learning and teacher learning that a number of crucial elements of professional practice can only be learned in the context of the classroom under the guidance of a strong mentor (Ball & Cohen, 1999; Feiman- Nemser, 2010). There is some evidence that teachers who become teachers without having completed carefully structured and supervised clinical experiences are less effective in promoting student learning in their first few years of teaching (Boyd, Grossman, Lankford, Loeb, & Wyckoff, 2009; Zeichner & Conklin, 2005). Similarly, several studies show that the lack of clinical skills and experience has been linked to high levels of teacher exhaustion and demotivation, and well-prepared novices with intensively supervised clinical experience were found in one study to be more motivated than those with limited clinical experience (NCTAF, 2003). By taking the researches into consideration, it can be said that clinical practice is an issue that should be discussed. In this research new teacher education method, clinical practice is discussed based on the metaphors that were produced by teachers.

The main purpose of this study is to determine teachers' mental images about the concept of clinical practice, which is one of the new methods in teacher education via metaphors. The main problem of this research is *"what are the mental images of teachers about the concept of clinical practice in teacher education?"*. This research was carried out to determine what the teachers think about teacher training issue and clinical practice. Therefore, it is aimed to take teachers' opinions about this method by asking seven questions without given the name of 'clinical practice'. Teachers are asked questions related to the concept of clinical practice in terms of the importance of teacher education, the importance of collaboration among clinical teachers, clinical mentors and preservice teachers, feedbacks from clinical teachers to preservice teachers and the length of the training program. These questions were:

- When thinking about the future of a society, the effect of the teacher is like…. Because...,
- Being a teacher with only theoretical education is like… because…,
- The effects of exposing preservice teachers teaching in real environments to their career are like… because…,
- The importance of collaboration among teachers, mentors, and preservice teachers is like… because…,
- Feedbacks from clinical teachers to preservice teachers are like…because...,
- The shortness of the length of the training program is like... because…

METHOD

Sample and Data Collection

In this study, a phenomenology method, a qualitative research method considered to be suitable to the nature of this research, was used to analyze the data. Phenomenology method aims to explain relations between an individual and his/her understandings and learning. The prime aim of the phenomenology method is to understand an individual's perceptions, feelings, views and construction of the facts.

The word *"metaphor"* may refer to "*a transfer of meaning from one thing to another*". Metaphors have been traditionally viewed as figures of speech that embellish the speaker's language. More recently, psychologists and linguists have begun recognizing metaphors as an *"important tool of cognition and communications"* (Ortony & Fainsilber, 1989) that reflects *"images of social phenomenon"* (Morgan, 1983: 21) through *"mapping two often incompatible domains into one another"* (Kramsch, 2003). In other words, the metaphor could be viewed as a cognitive means for people to filter reality through their own mental images of real-world phenomena. Metaphors can develop people's emotions, thoughts, and skills. Metaphors help people think innovatively and creatively (Gatti & Catalano, 2015). Metaphors have another important quality. Not only do they have the ability to aid the human cognitive process, but they may also determine the way people act based on their perceptions of reality. In other words, in addition to providing a compass to assess and comprehend the surrounding world, metaphors have both descriptive and prescriptive functions. As Lakoff and Johnson (1980) observed, "*In all aspects of life… we define our reality in terms of metaphors and then proceed to act on the basis of the metaphors"*.   This research was carried out with 71 teachers working at secondary schools, in the 2017-2018 academic year, they were chosen based on simple random selection. Personal information of the teachers was given in Table 1.

Table 1. Personal Information of the Teachers

Gender	f	%	Age	f	%	Period of Time in Profession	f	%
Female	40	56.34	Between 22-29	19	27.03	Between 1-5 years	27	38.03
Male	31	43.66	Between 30-37	27	38.03	Between 6-10 years	13	18.31
Total	**71**	100,00	Between 38-45	14	19.72	Between 11-15 years	9	12.68
			46 and more	11	15.49	Between 16-20 years	8	11.27
			Total	**71**	100.00	20 years and more	14	19.72
						Total	**71**	100.00

The questionnaire is implemented to 71 teachers. 40 of them are female, the others are male. Majority of teachers are between 30-37 years old followed by teachers who are between 22-29 years old. There are 14 teachers between 38-45 years old and 11 teachers are 46 and more years old. It can be said that most of the teachers are new in the profession. 27 teachers have worked as a teacher just between 1-5 years. 14 teachers have 20 years and more experience in the profession. There are 13 teachers having between 6-10 years of experience, 9 teachers having between 11-15 years and 8 teachers having between 16-20 years of experience in teaching profession.

Analyzing of Data

Teachers explained the concept of clinical practice in terms of the importance of teacher education, the importance of collaboration among clinical teachers, clinical mentors and preservice teachers, feedbacks from clinical teachers to preservice teachers and the length of the training program via metaphors. The data were collected by means of *'A Form of Determination of Teachers' Metaphors'* which was prepared by researchers. In the first section of the form, there are questions about teachers' personal information. In the second section, there are questions that asked their images about the concept of clinical practice. Teachers explained the concept of clinical practice in terms of the importance of teacher education, the characteristics of future teachers, the importance of collaboration among clinical teachers, clinical mentors and preservice teachers, feedbacks from clinical teachers to preservice teachers and the length of the training program via metaphors. In the analysis of the data, content analysis was used. Content analysis aims to reach the concepts and relations that can explain the collected data. For this reason, content analysis based on obtaining data similar to each other within the framework of certain concepts and themes and interpreting them in a way that the reader can understand (Yıldırım & Şimşek 2011). Furthermore, the data were categorized to make them understandable for the readers, which can be seen in the figures below.
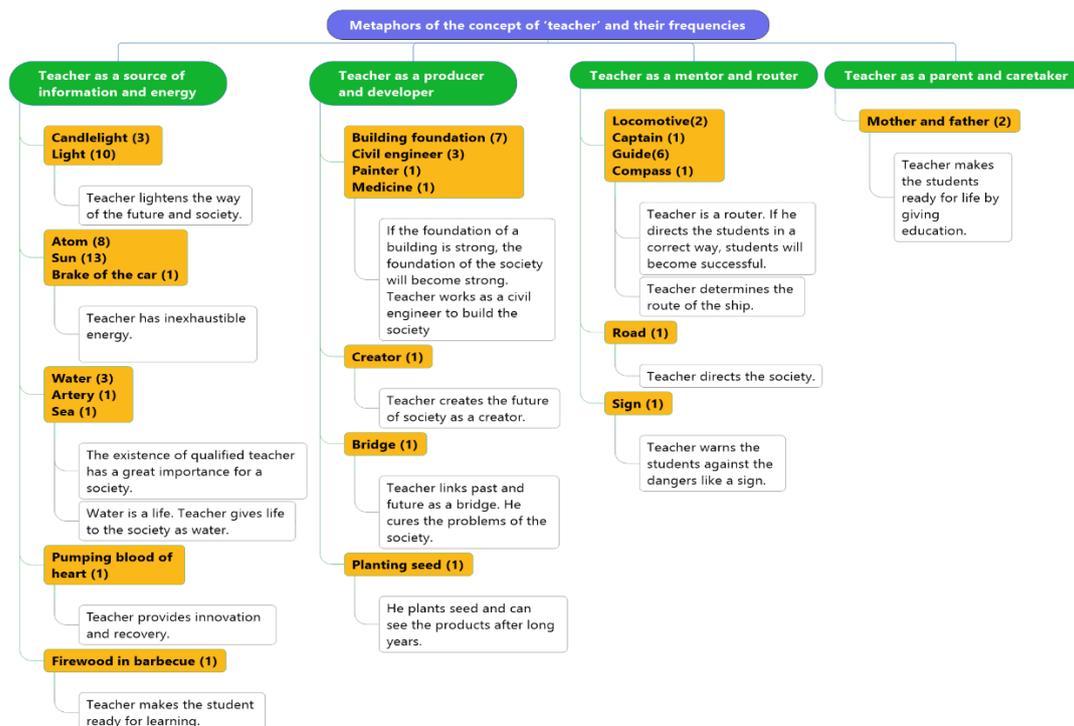
FINDINGS (RESULTS)

Figure 1. The Concept of *'Teacher'*

Figure 1 shows that 71 teachers produced 24 different metaphors for the concept of 'teacher'. Most repeated metaphors are: Sun (30.95%), Light (23.81%), Atom (19.05%), Building foundation (16.67%), and Guide (14.29%). It is seen that most of the teachers perceived teachers as a source of information and energy.

It is seen that the metaphors that were used by teachers about the concept of teacher are positive. In the second question, metaphors are divided into four categories. Most of the metaphors used in the category were 'teacher as a source of information and energy (59.15%). Teacher as a producer and developer (21.13%), teacher as a mentor and router (16.90%) and teacher as a parent and caretaker (2.82%) are the other categories. For the concept of teacher 71 participants defined 24 different metaphors. It is seen that most of the teachers saw being taught as a source of information and energy. Most repeated metaphors are: Sun (30.95%), Light (23.81%), Atom (19.05%), Building foundation (16.67%), Guide (14.29%). Teachers expressed that teacher enlightens the way of the future and society by using metaphors such as candlelight (7.14%), sun (30.95%), light (23.81%). 21.13% of teachers thought that teacher is a producer and developer by using metaphors such as building the foundation (46.67%) and civil engineer (20.00%). 16.90% of teachers believed that the teacher is the router. They determined the route of a ship like a captain (8.33%), compass (8.33%) and a guide (50.00%). 2.82% of teachers said that the teacher makes the students ready for life by giving education like mother and father (100.00%).
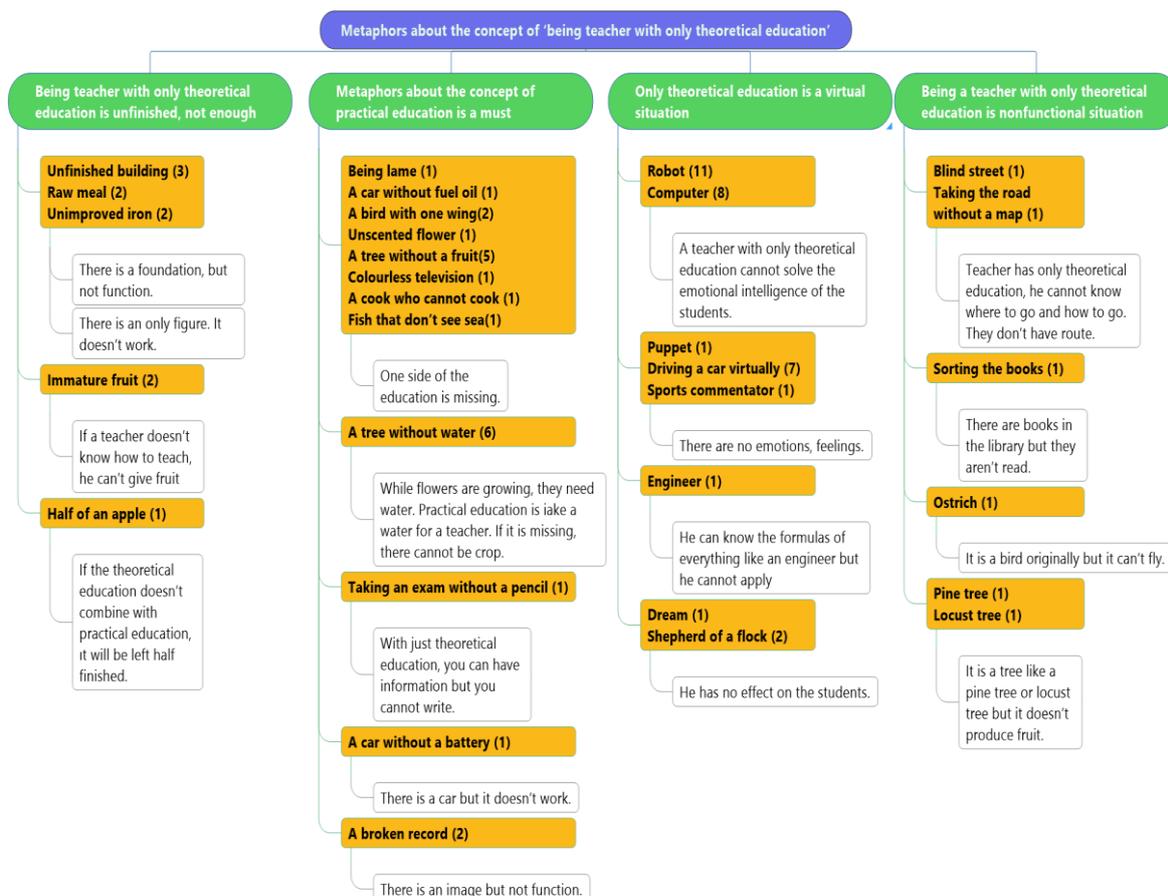

Figure 2. The Concept of 'Being Teacher With Only Theoretical Education'

As shown in Figure 2, 71 teachers produced 32 different metaphors for the concept of being teacher with only theoretical education. Most repeated metaphors by teachers are a robot (34.38%), computer (25.00%), driving a car virtually (21.88%), a tree without water (26.09%), and a tree without a fruit (21.74%). It can be considered that teachers expressed that being a teacher with only theoretical education is a virtual situation.

It is seen that most of the teachers believe that being teacher with only theoretical education is inadequate. For the third question, the metaphors are divided into four categories. The metaphors used in the category of only theoretical education involve a virtual situation (45.07%), being teacher with only theoretical education is unfinished, not enough (14.08%), the concept of practical education is a must (32.29%), being a teacher with only theoretical education is nonfunctional situation (8.45%). For the concept of being a teacher with only theoretical education, 71 participants defined 32 different metaphors. The analysis suggested that participants believe that only theoretical education isn't enough to become a teacher and practical education is a must. Most repeated metaphors by teachers are a robot (34.38%), computer (25.00%), driving a car virtually (21.88%), a tree without water (26.09%), a tree without a fruit (21.74%). 45.07% of the teachers believed that theoretical education is a virtual situation and the teachers with only theoretical education are like a robot (34.38%), computer (25.00%) and puppet (3.13%). They thought that there are no emotions and feelings. They are like an engineer (3.13%), they know the formulas of everything but they cannot apply. 14.08% of the teachers think that being teacher with only theoretical education is unfinished, not enough. They expressed that there is a foundation but not function like unfinished building (30.00%), raw meal (20.00%) and immature fruit (10.00%). 32.29% of the teachers believed that the concept of practical education is a must. They expressed that while flowers are growing, they need water and practical education is like water for a teacher. If it is ignored, there would not be crop and one side is missing like a car without fuel oil (4.35%), a bird with one wing (8.70%), unscented flower (4.35%), a tree without a fruit (21.74%), colorless television (4.35%), a cook who cannot cook (4.35%), fish that don't see sea (4.35%), a tree without water (26.09%). 8.45% of the teachers expressed that being a teacher with only theoretical education is a nonfunctional situation like blind street (16.67%), taking the road without a map (16.67%). Like ostrich (16.67%), it is a bird originally but it can't fly. It is a tree like a pine tree or locust tree but it doesn't produce fruit like a pine tree (16.67%), locust tree (16.67%).
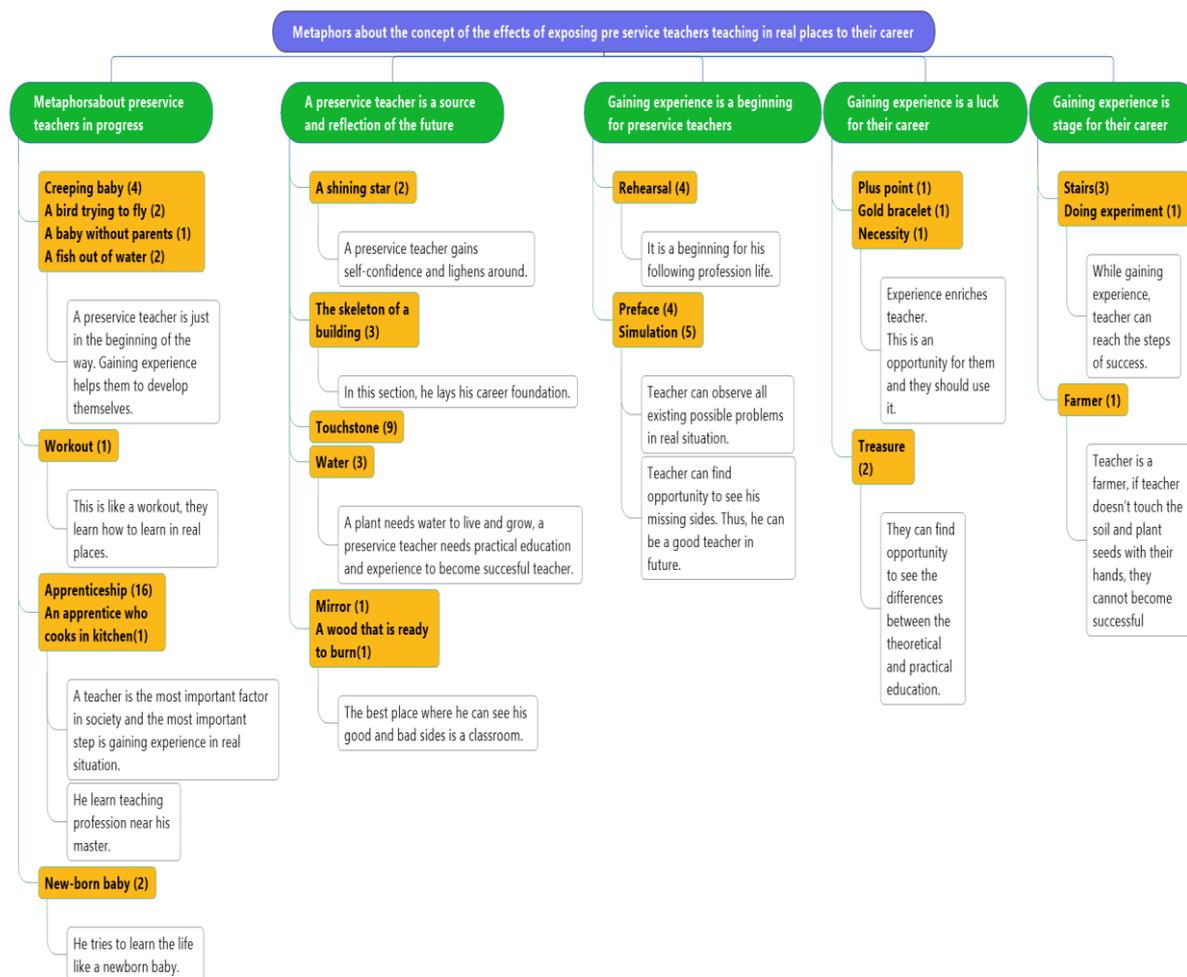
Figure 3. The Concept of The Effects of Exposing Pre-Service Teachers Teaching in Real Places on Their Career

According to Figure 3, 71 teachers produced 25 different metaphors for the concept of the effects of exposing pre-service teachers teaching in real places on their career. Most repeated metaphors by teachers are Apprenticeship (55.17%), touchstone (47.37%), simulation (38.46%), creeping baby (13.79%), and rehearsal (30.77%).

In the light of the data, we can say that according to teachers, gaining experience in real settings has vital importance. It is seen that the metaphors used by teachers about the concept of the effects of exposing pre-service teachers teaching in real places to their career are positive. In the fourth question, metaphors are divided into five categories. It is seen that the most used metaphor is preservice teachers are in progress (40.85%). A preservice teacher is a source and reflection of the future (26.76%), gaining experience is a beginning for preservice teachers (18.31%), gaining experience is luck for their career (7.04%), gaining experience is the stage for their career (7.04%) are the other categories. For the concept of the effects of exposing pre-service teachers teaching in real places to their career, 71 participants defined 25 different metaphors. It is seen that most of the teachers believed that preservice teachers should be exposed to teaching practice in real environments since this is an opportunity for them to develop themselves and their career. Most repeated metaphors by teachers

are as follows: apprenticeship (55.17%), touchstone (47.37%), simulation (38.46%), creeping baby (13.79%) rehearsal (30.77%). 40.00% of the teachers believed that gaining experience is a treasure for them to enrich themselves. 7.04% of the teachers expressed that this is a stage for their career like stairs (60%). 47.37% of the teachers said that gaining experience in real places is a touchstone (47.37%), in their career. 55.17% of the teachers believed that this process is an apprenticeship (55.17%). We can say that according to participants, gaining experience in real settings has vital importance.
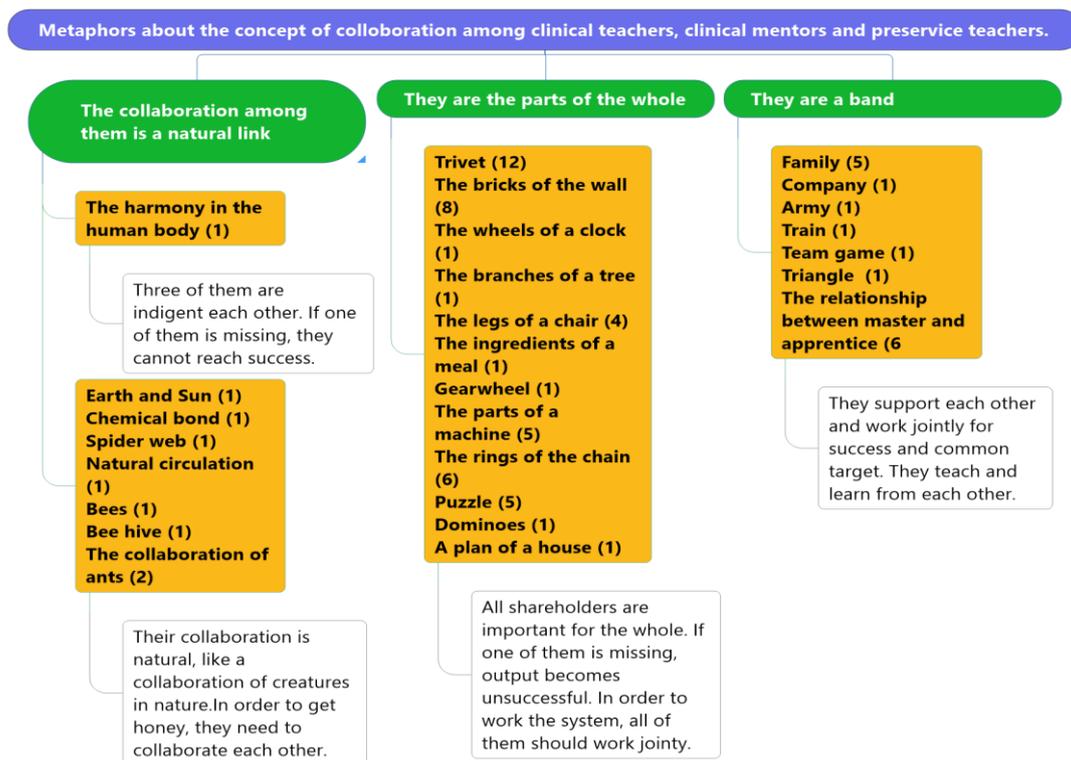

Figure 4. The Concept of Collaboration Among Clinical Teachers, Clinical Mentors, and Preservice Teachers

Figure 4 shows that 71 teachers produced 27 different metaphors for the concept of collaboration among clinical teachers, clinical mentors, and preservice teachers. Most repeated metaphors by teachers are: Trivet (26.09%), Bricks of the wall (17.39%), the relationship between master and apprentice (37.50%), rings of the chain (13.04%), family (31.25%), parts of a machine (10.87%), puzzle (10.87%)

From the perspective of teachers, they are parts of a whole and they should jointly work for a common target. When the data are analyzed, it is seen that participants believed that the collaboration among clinical teachers, clinical mentors, and preservice teachers are very important for success. The metaphors used for the fifth question are divided into three groups. It is seen that most of the metaphors are used in the category of they are parts of the whole (64.79%). The collaboration among them is a natural link (12.78%), they are a band (22.54%) are the other categories. For the concept of collaboration among clinical teachers, clinical mentors, and preservice teachers, 71 participants defined 27 different metaphors. It can be said that 26.09% of the teachers

believed that they are parts of a whole like a trivet, the bricks of the wall (17.39%), the legs of a chair (8.70%), the rings of a chain (13.04%), a puzzle (10.87%). They express that if one of them is missing, the output becomes unsuccessful. 12.78% of the teachers believed that the collaboration among them is a natural link like the harmony in the human body (11.11%), Earth and Sun (11.11%), spider web (11.11%), the collaboration of ants (11.11%). 22.54% of the teachers expressed that they are a band like a company (6.25%), army (6.25%). It can be said that participants believed that they should work jointly for success and a common target.
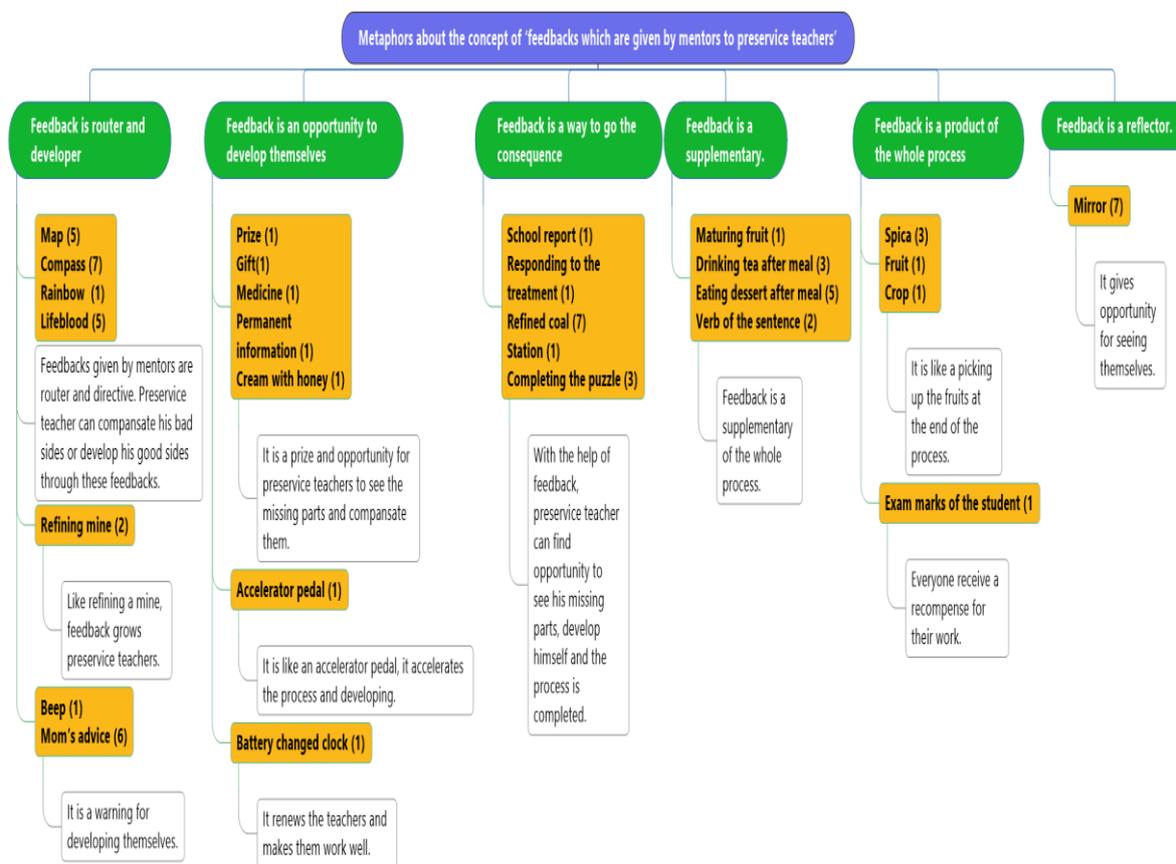

Figure 5. The Concept of 'Feedbacks Which Are Given By Mentors To Preservice Teachers'

When Figure 5 is examined, it can be said that 71 teachers produced 28 different metaphors for the concept of the feedbacks which are given by mentors to preservice teachers. Most repeated metaphors by teachers are refined coal (53.85%), mirror (100.00%), compass (25.93%), mom's advice (22.22%), and eating dessert after a meal (45.45%).

Majority of teachers believed that feedback is router and developer for preservice teachers. The preservice teacher can compensate his negative sides or develop positive sides through these feedbacks. The metaphors are used by participants implies that feedback is router and developer for preservice teachers. In the sixth questions, metaphors are divided into six categories. It is seen that most of the metaphors are used in the category of feedback is router and developer (38.03%). Feedback is an opportunity to develop themselves

(9.86%), feedback is a way to go to consequence (18.31%), feedback is a supplementary (15.49%), feedback is a product of the whole process (8.45%) and feedback is a reflector (9.86%) are the other categories. For the concept of feedbacks which are given by mentors to preservice teachers, 71 participants defined 28 different metaphors. Most of the teachers expressed that feedbacks given by mentors are router and directive. The preservice teacher can compensate his negative sides or develop positive side. Like refining a mine (7.41%), feedback grows preservice teachers. Most repeated metaphors by teachers are refined coal (53.85%), dessert after a meal (45.45%), mirror (100.00%), compass (25.93%), and mom's advice (22.22%). 9.86% of the teachers expressed that this is luck for their careers like a prize (14.29%) and gift (14.29%). 9.86% of the teachers said that feedback is an opportunity for preservice teachers to develop themselves. They expressed this opinion via such metaphors as a prize (14.29%), gift (14.29%), medicine (14.29%). 15.49% of the teachers believed that feedback is supplementary like drinking tea after the meal (27.27%), eating dessert after the meal (45.45%), the verb of a sentence (18.18%). 8.45% of the teachers believed that feedback is a product of the whole process like spica (50.00%), crop (16.67%). 9.86% of the participants expressed feedback as a reflector like a mirror (100.00%). According to the responses, we can say that feedback that the preservice teachers obtained by their mentors during the process are an opportunity for them to see their negative and positive sides.
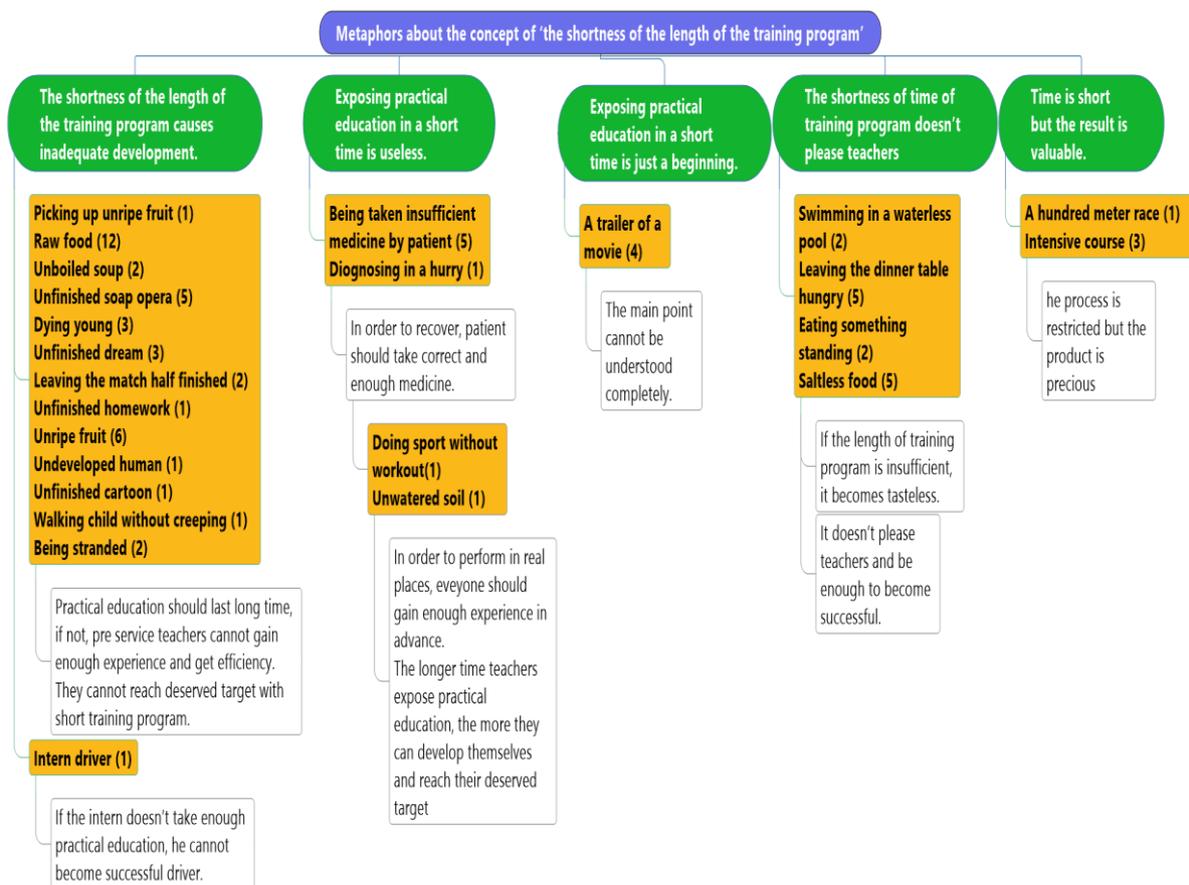

Figure 6. The Concept of 'The Shortness of The Length of The Training Program

The participants produced 27 different metaphors for the concept of the shortness of the length of the training program. Most repeated metaphors by teachers are raw food (29.27%), unripe fruit (14.63%), leaving the dinner table hungry (35.71%), being taken insufficient medicine by the patient (62.50%), unfinished soap opera (12.20%).

The data shows that they commonly expressed that the length of the training time should be long. Therefore, it can be said that the shortness of the training program is a big problem to raise qualified teachers. In the seventh question, metaphors are divided into five categories. It is seen that most the metaphors are used in the category of the shortness of the training program causes inadequate development (57.75%). Exposing practical education in a short time is useless (11.27%), exposing practical education in a short time is just a beginning (5.63%), the shortness of time of training program doesn't please teachers (19.72%), time is short but the result is valuable (5.63%) are the other categories. For the concept of the shortness of the training program, participants defined 27 different metaphors. It is seen that most of the teachers expressed that exposing practical education in a short time is useless and inadequate. They express this opinions through such metaphors as picking up unripe fruit (2.44%), raw food (29.27%), unboiled soup (4.88%), unfinished soap opera (12.20%), dying young (7.32%), unfinished dream (7.32%), leaving the match half finished (4.88%), unfinished homework (2.44%), unripe fruit (14.63%), undeveloped human (2.44%), unfinished cartoon (2.44%), walking child without creeping (2.44%), being stranded (4.88%). Most repeated metaphors by teachers are raw food (29.27%), unripe fruit (14.63%), unfinished soap opera (12.20%), leaving the dinner table hungry (35.71%), being taken insufficient medicine by the patient (62.50%). Approximately one in five of the teachers expressed that the shortness of a training program is like swimming in the waterless pool (14.29%), leaving the dinner table hungry (35.71%), saltless food (14.29%). If the intern doesn't take enough practical education, he cannot become a successful driver like intern driver (2.44%). By looking at the metaphors, it can be seen that it doesn't please teachers. 5.63% of the teachers said that time is short but the result is valuable like a hundred-meter race (25.00%) and intensive course (75.00%). According to the participants, practical education should last longer, if not, pre-service teachers cannot gain enough experience and get efficient, they cannot reach the intended target with a short training program.

CONCLUSION and DISCUSSION

The globalizing world expects us to become equipped, wise and modern individuals. In order to achieve this, we should train teachers with these characteristics as teachers have a great effect on developing society. Because the more 21st century becomes complex and technology-rich age, the more teachers are expected to become specialized and qualified. Teacher training programs should be prepared according to these strategies. (Ergün, 2010). In this study, we made a point of clinical practice which is one of the current teacher training programs and we examined teachers' perceptions about it via metaphors. According to American Association of Colleges for Teacher Education (2010), clinical preparation of teachers plays an important role in their students' success. It will thus have an influence on future's individuals and their ability to manage in the challenging global economy

and participate in society. To understand this connection, one must understand the nature and requirements of teaching.

When we look at the findings, we can say that the majority of teachers consider the concept of 'teacher' as a source of information. They expressed this item via the metaphors of 'sun' and 'candlelight' mostly. Similar results were obtained in the study of Ekiz and Koçyiğit (2013). This could mean that those teachers use metaphors about teachers' roles from the perspectives of the behavioral approach. When the data is explained, teachers who have longer teaching experiences used such images as sun and light as a source of information. On the other hand, teachers who are new in the profession saw being a teacher as a 'guide', 'compass', 'captain', as a router.

According to the data, teachers believed that taking only theoretical education isn't enough for being teacher. All of them thought that all preservice teachers should take practical education besides theoretical education. Research on expert performance highlights the significance of extensive and targeted practice in developing expertise (Ericsson, Charness, Hoffman & Feltovich, 2006). Majority of teachers thought that gaining teaching experience before beginning teaching has great importance. They use such metaphors as 'touchstone', 'water', and 'treasure'. Mostly, they expressed that teaching doesn't mean just knowing all theoretical information about the subject, it consists of knowing *how to teach* that content to students of various backgrounds and levels of understanding. Clinical practice provides real-life settings for preservice teachers to become master on teaching. Similarly, two California State University studies (California State University, 2002) found a relationship between the experience of practice teaching and feelings of preparedness for their profession life. Further, the researches that were done recently show that graduating from a program that includes clinical training in real classrooms with experienced teachers is *"very important"*. This fact necessitates a strong clinical experiences in schools integrating theory and practice. (Haselkorn & Hammerness, 2008). Clinical practice gives the preservice teachers opportunity to gain experience about how to teach it besides what to teach. These studies support the theory that clinical practice provides teaching practice in real settings for candidates and this has vital importance for their successful career. Just as airline pilots and surgeons engage in simulations of practice prior to take-off or surgery, simulations or laboratory settings can provide a sheltered opportunity for prospective teachers to engage in the targeted practice of clinical skills (Grossman, 2010).

While implementing the clinical practice, the collaboration among clinical teachers, clinical mentors, and preservice teachers has vital importance. When we asked teachers' perceptions about this concept, we gained answers parallel to this importance. They used such metaphors as 'trivet', 'the bricks of the wall', and the rings of a chain'. They perceived this collaboration as parts of a whole. Education should be understood as a common target named as 'clinical practice profession,' and needs close cooperation between colleges of education and actual practicing schools. Clinical supervisors provide a critical link between the university and the school to provide a better outcome for candidates and their career. (Boyd, Grossman, Lankford, Loeb & Wyckoff, 2009).

The quality of the clinical experience depends heavily on a high quality mentoring and the feedbacks that the preservice teachers receive while developing their practice. Extensive research has approved the critical role of the cooperation with teacher to support teacher training. Much of the research in this area has focused specifically on mentoring and feedback during prospective teachers' time in real settings (Grossman, 2010). Clinical teachers have an extremely important role in the effectiveness of clinical education by supporting learners, and providing feedback (AlHaqwi, & Wael, 2015). The quality of feedback provided to candidates was particularly important in shaping their profession life. Similarly, in this study teachers used similar expressions about the concept of 'feedback'. They thought that feedback is a router, guide and an opportunity for preservice teachers to develop themselves. They expressed that feedback is like a prize and treasure for them to see their negative and positive sides in the teaching process.

One of the critical points in clinical practice is the length of the training program. It is known that American teacher education has longer and school experience starts earlier. Experts stress the significance of a full-year experience is necessary for teacher learning to take place (Feiman-Nemser, 2001). It is stated that clinical practice must be sufficiently extensive and intensive for candidates in order to develop themselves and demonstrate proficiencies in real settings which they are preparing. (NCATE, 2010). There is evidence that a lack of student teaching experience is negatively related to student achievement (Boyd, Grossman, Lankford, Loeb & Wyckoff, 2009), it can be said that more experience is always better. Similarly, most of the teachers in the present study considered that the shortness of the training program causes inadequate development. They thought that the time that they expose practical education should be longer. The active involvement of preservice teachers will result in increased motivation that encourages them to apply and improve their communication and diagnostic skills. Conversely, lack of opportunity to practice likely hinder the student learning (Dolmans, Wolfhagen, Essed, Scherpbier & Vleuteen, 2002).

Research shows the importance of strong clinical practice on student achievement, teachers' collaboration, and teachers' sense of preparedness when they enter the classroom (AACTE, 2010). Teachers' initial classroom experiences, especially in the first 1 or 2 years, consistently predict teacher effectiveness (Rowan, Correnti, & Miller, 2002) and these initial experiences are much different for candidates with strong preservice preparation (Darling-Hammond, Chung & Frelow, 2002). Another analysis reported that candidates with clinical experience were twice as likely to stay past the first year of teaching as those who have not (Whitener, Gruber, Lynch, Tingos, Perona & Fondelier, 1997). In the light of this research, it can be said that the application of clinical practice for teacher training brings success. Viewing importance of teachers for the future of society, it has vital importance that teacher training programs should be given priority. The age of technology and information, create the need for practical, well-versed individuals. That's why teacher training programs have to take into consideration these aspects. These results allow us to say that the application of clinical practice while training teachers will probably become useful.

SUGGESTIONS

In the light of these data, it can be recommended that teachers should be more informed about the current teacher training program, clinical practice. Teachers can be educated as mentors. Because guiding preservice teachers has vital importance in clinical practice. The provision of constructive feedback to preservice teachers is of crucial importance. It should be frequent, timely, and follow all virtual and traditional teaching activities. The amount of theoretical education can be decreased and practical education can be increased while training teachers. The length of the time that pre-service teachers expose can be increased. The collaboration among the school, faculty, and students should be encouraged. Clinical teachers have a big role in the clinical learning of preservice teachers. The clinical teaching and teachers should be evaluated by using well-organized instruments to obtain valid data that can be utilized to support high-quality clinical teaching and learning.

ÖĞRETMENLERİN ÖĞRETMEN EĞİTİMİNDE UYGULANAN KLİNİK UYGULAMA MODELİNE İLİŞKİN ALGILARI

ÖZ

21. yüzyıl, öğretmen eğitiminde yeni bir yaklaşım olan klinik uygulama modelinin öneminin anlaşılmasında bir dönüm noktası olmuştur. Bu araştırmanın amacı, öğretmenlerin son dönemde öğretmen eğitiminde popülerliğini artıran klinik uygulama kavramına ilişkin algılarını metaforlar yoluyla belirlemektir. Bu çalışma, 2017- 2018 eğitim öğretim yılında ortaokulda çalışan 71 öğretmenin katılımıyla yürütülmüştür. Veriler açık uçlu sorulardan oluşan 'Öğretmenlerin Metaforlarını Belirlemeye Yönelik Form' ile elde edilmiştir. Araştırmada nitel araştırma yöntemi içerisinde yer alan olgu bilim deseni kullanılmıştır. Katılımcılar klinik uygulama kavramını, öğretmen eğitiminin önemi, klinik uygulama paydaşları arasındaki işbirliğinin önemi, danışmanın aday öğretmene verdiği dönütün önemi ve programın süresi bakımından metaforlar yoluyla değerlendirmişlerdir. Verilerin çözümlenmesinde içerik analizinden faydalanılmıştır. Elde edilen metaforlar kategorilere ayrılmış ve isimlendirilmiş, metaforların kullanım sıklığı hesaplanmıştır. Klinik uygulama kavramına ilişkin üretilen metaforlara bakıldığında, katılımcıların konuyu geniş boyutta ele aldığı ve öğretmen eğitimine katkıları üzerinde durduğu görülmüştür. Öğretmenlerin büyük bir çoğunluğu öğretmen eğitiminde öğretmenlik uygulamasının artırılmasını desteklemiş, fikirlerini farklı metaforlar yoluyla ifade etmişlerdir.

Anahtar Kelimeler: Klinik uygulama, fakülte-okul işbirliği, öğretmen eğitimi programları, öğretmenlik uygulamaları.

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