**PRACTICA, STUDENT TEACHERS, AND COOPERATING TEACHERS:**

**SELECTED REFERENCES**

**(Last updated 29 September 2024)**

Abou Assali, M., & Troudi, S. (2022). Positive and negative emotions of Emirati student-teachers during an EFL practicum. In C. Coombe, L. Hiasat, & G. Daleure (Eds.), *English language and general studies education in the United Arab Emirates: Theoretical, empirical and practical perspectives* (pp. 223-240). Springer.

Adams, P. E., & Krockover, G. H. (1997). Beginning science teacher cognition and its origins in the pre-service secondary science teacher program. *Journal of Research in Science Teaching, 34,* 633-653.

Agee, J. M. (1996). "I was kind of hoping for a woman": Issues of lived experience in the preservice-cooperating teacher relationship. *English Education, 28*(4), 280-302.

Alghamdi, J. (2022). Equipping student teachers with remote teaching competencies through an online practicum: A case study. In M. S. Khine (Ed.), *Handbook of research on teacher education: Pedagogical innovations and practices in the Middle East* (pp. 187-206). Springer.

Anderson, N. A., Barksdale, M. A., & Hite, C. E. (2005). Preservice teachers' observations of cooperating teachers and peers while participating in an early field experience. *Teacher Education Quarterly*, *32*(4), 97-117.

Antonek, J. L., McCormick, D. E., & Donato, R. (1997). The student teacher portfolio as autobiography: Developing a professional identity. *The Modern Language Journal*, *81*(1), 15-27.

Applegate, J. H., & Lasley, T. J. (1982). Cooperating teachers' problems with preservice field experience students. *Journal of Teacher Education, 33*(2), 15-18.

Atkinson, D., Phairee, C., Sanitchon, N., Suphanangthong, I., Graham, S., Prompruang, J., ... & Hopkins, D. (2008). The teaching practicum in Thailand: Three perspectives. *TESOL Quarterly*, *42*(4), 655-659.

Agustiana, V. (2015). Pre-service teachers’ anxiety during teaching practicum. *English Review: Journal of English Education*, *2*(2), 174-182. https://journal.uniku.ac.id/index.php/ERJEE/article/viewFile/104/65

Avineri, N., & Martel, J. (2015). The evolution of a practicum: Movement toward a capstone. *CATESOL Journal, 27*(2), 157-170.

Baeten, M., & Simons, M. (2016). Student teachers’ team teaching: How do learners in the classroom experience team-taught lessons by student teachers?. *Journal of Education for Teaching*, *42*(1), 93-105.

Balch, P. M., & Balch, P. E. (1987). *The cooperating teacher.* University Press of America.

Balçıkanlı, C. (2010). Learner autonomy in language learning: Student teachers’ beliefs. *Australian Journal of Teacher Education*, *35*(February), 90-103.

Ball, D. L., & Feiman-Nemser, S. (1988). Using textbooks and teachers’ guides: A dilemma for beginning teachers and teacher educators. *Curriculum Inquiry, 18*(4), 401-423.

Barahona, M., & Ibaceta-Quijanes, X. (2022). Chilean EFL student teachers and social justice: Ambiguity and uncertainties in understanding their professional pedagogical responsibility. *Teachers and Teaching*, 1-15.

Barkhuizen, G. (2009). An extended positioning analysis of a pre-service teacher’s better life small story. *Applied Linguistics*, *31*(2), 282-300.

Baroudi, S., & Hojeij, Z. (2022). Innovative practices implemented by preservice teachers during their field experience: Lesson learnt from face-to-face and online field placement. In M. S. Khine (Ed.), *Handbook of research on teacher education: Pedagogical innovations and practices in the Middle East* (pp. 141-152). Springer.

Barros-del Río, M. A., Nozal, C. L., & Mediavilla-Martínez, B. (2022). Practicum management and enhancement through an online tool in foreign language teacher education. *Social Sciences & Humanities Open*, *6*(1), 100273.

Bartlett, L. (1990). Teacher development through reflective teaching. In J. C. Richards & D. Nunan (Eds.), *Second language teacher education* (pp. 202-214). Cambridge University Press.

Barton, E. E., & Wolery, M. (2007). Evaluation of e-mail feedback on the verbal behaviors of pre-service teachers. *Journal of Early Intervention*, *30*(1), 55-72. <http://journals.sagepub.com/doi/abs/10.1177/105381510703000105>

Behney, J. (2016). Perceived influence of cooperating teachers on edTPA performance. *Foreign Language Annals, 49*(2), 271-286.

Borko, H., & Mayfield, V. (1995). The roles of the cooperating teacher and university supervisor in learning to teach. *Teaching and Teacher Education, 11*(5), 501-18.

Borko, H., Livingston, C., McCaleb, J., & Mauro, L. (1988). Student teachers’ planning and post-lesson reflections: Patterns and implications for teacher preparation. In J. Calderhead (Ed.), *Teachers’ professional learning* (pp. 65-83). The Falmer Press.

Bowman, N. (1979). College supervision of student teaching. *Journal of Teacher Education, 30*(3), 29-30.

Brady, B., & Gulikers, G. (2004). Enhancing the MA in TESOL practicum course for non-native English-speaking student teachers. In Kamhi-Stein, L. D. (Ed.), *Learning and teaching from experience: Perspectives on nonnative English-speaking professionals* (pp. 206-299). University of Michigan Press.

Brinton, D., & Holten, C. (1989). What novice teachers focus on: The practicum in TESL. *TESOL Quarterly, 23*(2), 343-350.

Britzman, D. P. (1991). *Practice makes practice: A critical study in learning to teach.*  SUNY Press.

Bunting, C. (1988). Cooperating teachers and the changing views of teacher candidates. *Journal of Teacher Education, 39*(2), 42-46.

Burton, J. (2000). Learning from teaching practice: A case study approach. *Prospect, 15*(3), 5-22.

Buyserie, B. (2022). Languages of power and resistance: Future teachers of writing for social justice. *Prompt: A Journal of Academic Writing Assignments*, *6*(1). <https://doi.org/10.31719/pjaw.v6i1.88>

Çabaroğlu, N., & Öz, G. (2023). Practicum in ELT: A systematic review of 2010–2020 research on ELT practicum. *European Journal of Teacher Education*, 1-20. https://www.tandfonline.com/doi/abs/10.1080/02619768.2023.2242577

Cabrita, E. M., Mealha, I. F., & Queiroz de Barros, R. (2014). Challenges facing pre-service ESP teacher education: Legal and medical English. In J. de Dios Martínez Agudo (Ed.), *English as a foreign language teacher education: Current perspectives and challenges* (pp. 339-357). Rodopi.

Calderhead, J. (1991). The nature and growth of knowledge in student teaching. *Teaching and Teacher Education, 5*, 531-535.

Calderhead, J., & Robson, M. (1991). Images of teaching: Student teachers’ early conceptions of classroom practice. *Teaching and Teacher Education, 7*, 1-8.

Carter, K. (1990). Teachers' knowledge and learning to teach. In W. R. Houston (Ed.), *Handbook of research on teacher education* (pp. 291-310). Macmillan

Caruso, J. J. (1998). What cooperating teacher case studies reveal about their phases of development as supervisors of student teachers. *European Journal of Teacher Education, 21*(1), 119-132.

Çelik, H., & Zehir Topkaya, E. (2024). Preservice English teachers’ preparedness to teach: Stakeholders’ perceptions in teaching practicum. *Journal of Teacher Education*, *75*(1), 92-106.

Chambless, M. S., & Bass, J. A. F. (1996). Effecting changes in student teachers’ attitudes toward writing. *Reading Research and Instruction*, 35, 153-159.

Charles, O. O. O., & Julius, O. J. (2009). Research on student teacher learning, collaboration and supervision during the practicum: A literature review. *Educational Research and Reviews*, *4*(11), 515-524.

Cheng, L., & Myles, J. (2003). Managing the change from on-site to online: Transforming ESL courses for teachers. *Open Learning*, *18*(1), 29-38. <https://www.tandfonline.com/doi/abs/10.1080/0268051032000054103>

Cheng, L., Myles, J. & Wang, H. (2004). Understanding the challenges new immigrants have in their teaching practicum: Perceptions of associate teachers. In D. Zinga (Ed.) *Perspectives on multiculturalism* (pp. 101-110). Zing Media Inc. <http://www.multiculturaldays.ca/downloads/perspbookcomp.pdf>

Chien, C. W. (2013). Teaching in a summer school program as practicum: Challenges and implications. *Journal of Language Teaching and Research*, *4*(5), 1011.

Cho, H., & Peter, L. (2017). Taking the TESOL practicum abroad: Opportunities for critical awareness and community-building among preservice teachers. In H. An (Ed.), *Handbook of research on efficacy and implementation of study abroad programs for P-12 Teachers* (pp. 149-171). IGI Global. <https://www.igi-global.com/chapter/taking-the-tesol-practicum-abroad/171781v>

Choi, L. J., & Park, M. Y. (2022). Teaching practicum during COVID-19: Pre-service English language teachers’ professional identities and motivation. *SAGE Open*, *12*(3), 21582440221119472.

Clarke, A., & Mena, J. (2020). An international comparative study of practicum mentors: Learning about ourselves by learning about others. *Teaching and Teacher Education*, *90*, 103026.

Clark-Gareca, B. (2015). Where practicum meets test preparation: Supporting teacher candidates through edTPA. *CATESOL Journal*, *27*(2), 211-220.

Clark-Gareca, B. (2022). Evolving the TESOL practicum: Revisiting the impact of edTPA. In C. Puis & W. E. Wright (Eds.), *Innovating the TESOL Practicum in Teacher Education* (pp. 64-76). Routledge.

Clifton, R. A. (1979). Practice teaching: Surviving in a marginal situation. *Canadian Journal of Education, 4*(3), 60-74.

Çoban, B. T., & Vardar, A. K. (2021). Evaluation of distance English language teaching education during COVID-19 pandemic from the perspectives of ELT student teachers and their instructors. *Journal of Pedagogical Research*, *5*(3), 198-220.

Coffey, A., & Lavery, S. (2015). Service-learning: A valuable means of preparing pre-service teachers for a teaching practicum. *Australian Journal of Teacher Education (Online)*, *40*(7), 86-101.

Cohen, L., Manion, L., & Morrison, K. (1996). *A guide to teaching practice* (4th. ed.). Routledge.

Çomoğlu, İ., & Dikilitaş, K. (2020). Learning to become an English language teacher: Navigating the self through peer practicum. *Australian Journal of Teacher Education*, *45*(8), 23-40. <https://doi.org/10.14221/ajte.2020v45n8.2>

Coşkun, A. (2013). Stress in English language teaching practicum: the views of all stakeholders. *Hacettepe Üniversitesi Eğitim Fakültesi Dergisi*, *28*(28-3), 97-110.

Crouch, C. (1989). Performance teaching in ELT. *ELT Journal, 43*(2), 105-110.

Cumming, A. (1989). Student teachers' conceptions of curriculum: Toward an understanding of language-teacher development. *TESL Canada Journal, 7*(1), 33-51.

da Silva, M. (2005). Constructing the teaching process from inside out: How pre-service teachers make sense of their perceptions of the teaching of the four skills. *TESL-EF, 9*, 1-19.

Dang, T. K. A. (2013). Identity in activity: Examining teacher professional identity formation in the paired-placement of student teachers. *Teaching and Teacher Education*, *30*, 47-59. <https://doi.org/10.1016/j.tate.2012.10.006>

Day, R. R. (1992). Models and the knowledge base of second language teacher education. In E. Sadtono (Ed.), *Issues in language teacher education* (pp. 38-48). SEAMEO Regional Language Center.

de Dios Martinez Agudo, J. (2014). Beliefs in learning to teach: EFL student teachers’ beliefs about corrective feedback. In J. de Dios Martínez Agudo (Ed.), *English as a foreign language teacher education: Current perspectives and challenges* (pp. 209-230). Rodopi.

Deng, M., & Barros, S. (2024). Learning to teach world language online during COVID‐19 pandemic: A phenomenographic study. *Foreign Language Annals*, *57*(2), 382-402.

Deocampo, M. F. (2020). Issues and challenges of English language teacher-trainees’ teaching practicum performance: Looking back and going forward. *LEARN Journal: Language Education and Acquisition Research Network*, *13*(2), 486-503.

Dinh, T. N. (2017). Preparing preservice teachers with EIL/WE-oriented materials development. In A. Matsuda (Ed.), *Preparing teachers to teach English as an international language* (pp. 131-146). Multilingual Matters.

Dunkin, M. J., Precians, R. P., & Nettle, E. B. (1994). Effects of formal teacher education upon student teachers’ cognitions regarding teaching. *Teaching and Teacher Education, 10*, 395-408.

Dunn, T. G., & Taylor, C. A. (1993). Cooperating teacher advice. *Teaching and Teacher Education, 9*(4), 411-23.

Edmond, L. (2021). Course planning in the postmethod era: Ideas from a practicum experience in Thailand. In P. Vinogradova & J. K. Shin (Eds.), *Contemporary foundations for teaching English as an additional language: Pedagogical approaches and classroom applications* (pp. 56-65). Routledge.

Edstrom, A. (2022). Preservice Spanish teachers analyze a nonexemplary lesson: Critical reflection in teacher preparation. *Foreign Language Annals*, *55*(4), 1109-1127.

Erkmen, B. (2013). A shadowing experience for TEFL student teachers. In J. Edge & S. Mann (Eds.), *Innovations in pre-service education and training for English language teachers* (pp. 163-179). British Council.

Ersin, P., Atay, D., & Mede, E. (2020). Boosting preservice teachers’ competence and online teaching readiness through e-practicum during the COVID-19 outbreak. *International Journal of TESOL Studies*, *2*(2), 112-124.

Ewing, R., & Le Cornu, R. (2010). *From practice teaching to* *practicum to professional experience.* In R. Ewing, T. Lowrie, and J. Higgs (Eds.), *Teaching communication: Rethinking professional experience* (pp. 31-41). Oxford University Press.

Farr. F., & Farrell. A. (2021). *The reflective cycle of the teaching practicum.* Equinox.

Farrell, T. S. C. (2001). English language teacher socialization during the practicum. *Prospect, 16*, 49-62.

Farrell, T. S. (2008). Here's the book, go teach the class' ELT practicum support. *RELC Journal*, *39*(2), 226-241.

Farrell, T. S. C. (2012). Novice‐service language teacher development: Bridging the gap between preservice and in‐service education and development. *TESOL Quarterly, 46*(3), 435–449. <https://doi.org/10.1002/tesq.36>

Flaitz, J. (1993). Two new observation report formats for teacher in training. *English Teaching Forum*, 22-25.

Freeman, D. (1990). Intervening in practice teaching. In J. C. Richards and D. Nunan (Eds.), *Language teacher education* (pp. 103-117). Cambridge University Press.

Frey, T. (2008). Determining the impact of online practicum facilitation for inservice teachers. *Journal of Technology and Teacher Education*, *16*(2), 181-210. <http://krex.k-state.edu/dspace/bitstream/handle/2097/1343/FreyJTATE2008.pdf?sequence=1>

Funk, F. F., Long, B., Keithley, A. M., & Hoffman, J. L. (1982). The cooperating teacher as most significant other: A competent humanist. *Action in Teacher Education, 4*(2), 57-64.

Gale, T., & Jackson, C. (1997). Preparing professionals: student teachers and their supervisors at work. *Asia-Pacific Journal of Teacher Education, 25,* 177-191*.*

Ganser, T. (1996). The cooperating teacher role. *Teacher Educator, 31*(4), 283-291.

Gao, X., & Benson, P. (2012). ‘Unruly pupils’ in pre-service English language teachers’ teaching practicum experiences. *Journal of Education for Teaching*, *38*(2), 127-140.

Garzon, A. E. A., & Mu, D. T. (2018). Impact of pedagogical reflection in the teaching practicum from Caquetá practitioners’ perspective: a literature review. *Educación y Humanismo*, *20*(35), 58-74.

Gaudelli, W., & Ousley, D. (2009). From clothing to skin: Identity work of student teachers in culminating field experiences. *Teaching and Teacher Education*, *25*(6), 931–939.

Gebhard, J. G. (1990), Interaction in a teaching practicum. In J. C. Richards and D. Nunan (Eds.), *Language teacher education* (pp. 118-131). Cambridge University Press.

Gebhard, J. G. (2009). The practicum. In A. Burns & J. C. Richards (Eds.), *The Cambridge guide to second language teacher education* (pp. 250-258). Cambridge University Press.

Genc, B., & Buyukkarci, K. (2013). An assessment of pre-service language teachers' practicum observation forms: Descriptive observation vs. critical observation. *Educational Research eJournal*, *2*(2), 83-91.

Gentry, L. B., Denton, C. A., & Kurz, T. (2008). Technologically-based mentoring provided to teachers: A synthesis of the literature. *Journal of Technology and Teacher Education*, *16*(3), 339-373. <https://www.learntechlib.org/p/24347/>

Glisan, E. (2006). Today’s pre-service foreign language teachers: New expectations, new realities for teacher preparation programs. In D. McAlpine, & S. Dhonau (Eds.), *Responding to a new vision for teacher development. 2006 report of the Central States Conference on the Teaching of Foreign Languages* (pp. 11-40). Crown Prints.

Gonzalez, L. E., & Carter, K. (1996). Correspondence in cooperating teachers' and student teachers' interpretations of classroom events. *Teaching and Teacher Education, 12*(1), 39-47.

Goodfellow, J. (1994). Cooperating teachers: Images and the art of connoisseurship. *Australian Journal of Early Childhood, 19*(3), 28-33.

Goodman, J. (1988). Constructing a practical philosophy of teaching: A study of preservice teachers’ professional perspectives. *Teaching & Teacher Education, 4*(2), 121-137.

Gorsuch, G. J. (2006). Discipline-specific practica for international teaching assistants. *English for Specific Purposes*, *25*(1), 90-108.

Gower, R. and Walters, S. (1983). *Teaching practice handbook.* Heinemann.

Grauss, J., & Coppen, P. A. (2016). Student teacher beliefs on grammar instruction. *Language Teaching Research*, *20*(5), 571-599. doi: 10.1177/1362168815603237

Gregersen, T., & Mercer, S. (2022). An appreciative-inquiry and strengths-based approach to pre-service teacher reflection during the practicum. In Z. Tajeddin & A. Watanabe (Eds.), *Teacher reflection: Policies, practices, and impacts* (pp. 105-119). Multilingual Matters.

Griffin, G. A. (1986). Issues in student teaching: A review. *Advances in teacher education* (vol. 2, pp. 239-279). Ablex.

Grimmett, P. P., & Ratzlaff, H. C. (1986). Expectations for the cooperating teacher role. *Journal of Teacher Education, 37*(6), 41-50.

Grosbois, M. (2014). Practicum experience in teacher education: Is experience the best teacher? In J. de Dios Martínez Agudo (Ed.), *English as a foreign language teacher education: Current perspectives and challenges* (pp. 107-126). Rodopi.

Guillaume, A. M., & Rudney, G. L. (1993). Student teachers' growth toward independence: An analysis of their changing concerns. *Teaching and Teacher Education, 9*(1), 65-80.

Gungor, M. (2016). Turkish pre-service teachers' reflective practices in teaching English to younger learners. *Australian Journal of Teacher Education, 41*(2), 136-151.

Hall, J. K., & Davis, J. (1995. What we know about relationships that develop between cooperating and student teachers. *Foreign Language Annals, 28(*1), 32-48.

Hallman, H. L. (2007). Negotiating teacher identity: Exploring the use of electronic teaching portfolios with preservice English teachers. *Journal of Adolescent and Adult Literacy, 50*(6), *474-485.*

Hamid, B. A., & Azman, H. (1991). Adapting the six category intervention analysis to promote facilitative type supervisory feedback in teaching practice. In E. Sadtono (Ed.), *Language teacher education in a fast-changing* world (pp. 88-99). SEAMEO Regional Language Center.

Hawkey, W. S. (1996). A student teacher's journal. *Phi Delta Kappan, 77*(5), 352-359.

Hew, K. F., & Knapczyk, D. (2007). Analysis of ill-structured problem solving, mentoring functions, and perceptions of practicum teachers and mentors toward online mentoring in a field-based practicum. *Instructional Science*, *35*(1), 1-40. <https://link.springer.com/article/10.1007/s11251-006-9000-7>

Hismanoglu, M. (2013). Foreign language anxiety of English language teacher candidates: A sample from Turkey. *Procedia-Social and Behavioral Sciences*, *93*, 930-937.

Hodkinson, H., & Hodkinson, P. (1999). Teaching to learn, learning to teach? School-based non-teaching activity in an initial teacher education and training partnership scheme. *Teaching and Teacher Education, 15*, 273-285.

Hoy, W. K., & Woolfolk, A. E. (1989). Supervising student teachers. In A. E. Woolfolk (Ed.), *Research perspectives on the graduate preparation of teachers* (pp. 108-131). Prentice Hall.

Hoy, W., & Rees, R. (1977). The bureaucratic socialization of student teachers. *Journal of Teacher Education, 28*(1), 23-26.

Hunter, E. (1962). *The cooperating teacher at work: Case studies of critical incidents.* Teachers College, Columbia University.

Husu, J., Toom, A., & Patrikainen, S. (2008). Guided reflection as a means to demonstrate and develop student teachers’ reflective competencies. *Reflective Practice: International and Multidisciplinary Perspectives, 9*(1), 37-51.

Hyland, F., & Lo, M. M. (2006). Examining interaction in the teaching practicum: Issues of language, power and control. *Mentoring & Tutoring*, *14*(2), 163-186.

Ihara, A. (2017). The observational practicum: A stepping-stone to Praxis in TESOL. *The CATESOL Journal, 29*(2), 185-199.

Izadinia, M. (2012). A review of research on student teachers’ professional identity. *British Educational Research Journal*, 1-20.

Johnson, J. (1968). *A brief history of student teaching.* Creative Educational Materials.

Johnson, K. E. (1996). The vision versus the reality: The tensions of the TESOL practicum. In D. Freeman & J. C. Richards (Eds.), *Teacher learning in language teaching* (pp. 30-49). Cambridge University Press.

Kamhi-Stein, L., Lee, E., & Lee, C. (1999). How TESOL programs can enhance the preparation of nonnative English speakers. *TESOL Matters, 9*(4), 1-5.

Karim, A., Shahed, F. H., Mohamed, A. R., Rahman, M. M., & Ismail, S. A. M. M. (2019). Evaluation of the teacher education programs in EFL context: A testimony of student teachers' perspective. *International Journal of Instruction*, *12*(1), 127-146.

Kegan, D. M. (1992). Professional growth among preservice and beginning teachers. *Review of Education Research, 62*, 129-169.

Kelly, L. B. (2018). Preservice teachers’ developing conceptions of teaching English learners. *TESOL Quarterly, 52*(1), 110-136.

Kettle, B., & Sellars, N. (1996). The development of student teachers’ practical theory of teaching. *Teaching and Teacher Education, 12*, 1-24.

Kinzer, C. K. (1988). Instructional frameworks and instructional choices: Comparisons between preservice and inservice teachers. *Journal of Reading Behavior, 20*, 357-377.

Kizildağ, A., & Tuncer, H. (2022). A scoping review on practicum of Turkish pre-service EFL teachers during COVID-19. *OPUS Journal of Society Research*, *19*(45), 129-142.

Knapczyk, D. R., Hew, K. F., & Frey, T. J. (2005). Evaluation of online mentoring of practicum for limited licensed teachers. *Teacher Education and Special Education*, *28*(3-4), 207-220.<http://journals.sagepub.com/doi/pdf/10.1177/088840640502800407>

Knezevic, A., & Scholl, M. (1996). Learning to teach together: Teaching to learn together. In D. Freeman & J. C. Richards (Eds.), *Teacher learning in language teaching* (pp. 79-96). Cambridge University Press.

Koerner, M. E. (1992). The cooperating teacher: an ambivalent participant in student teaching. *Journal of Teacher Education, 43*(1), 46-56.

Köksal, D. (2019). Learning while teaching: Student teachers’ reflections on their teaching practicum. *Journal of Language and Linguistic Studies*, *15*(3), 895-913.

Koubek, E., & Wasta, S. (2023). Preservice teachers' experiences on becoming culturally responsive educators: An action research case study. *Journal on Efficiency and Responsibility in Education and Science*, *16*(1), 12-25.

Koura, A. A., & Zahran, F. A. (2017). The impact of sheltered instruction observation protocol model on student teachers' teaching skills and self-efficacy. *Journal of Language Teaching and Research, 8*(4), 704-714.

Kourieos, S. (2012). The impact of mentoring on primary language teacher development during the practicum. *English Language Teacher Education and Development*, *15*, 57-64.

Kourieos, S. (2014). The knowledge base of primary EFL teachers - pre-service and in-service teachers' perceptions. *Journal of Language Teaching and Research, 5*(2), 291-300.

Kosar, G. (2021). Distance teaching practicum: Its impact on pre-service EFL teachers' preparedness for teaching. *IAFOR Journal of Education*, *9*(2), 111-126.

Kremer-Hayon, L. (1991). The stories of expert and novice student teachers’ supervisors: Perspectives on professional development. *Teaching & Teacher Education, 7*(5/6), 427-438.

Kwo, O. (1996). Learning to teach English in Hong Kong classrooms. In D. Freeman & J. C. Richards (Eds.), *Teacher learning in language teaching* (pp. 295-319). Cambridge University Press.

Lai, C., Gu, M., & Hu, J. (2015). Understanding legitimate teacher authority in a cross-cultural teaching context: Pre-service Chinese language teachers undertaking teaching practicum in international schools in Hong Kong. *Journal of Education for Teaching*, *41*(4), 417-434.

Latif, M. M. A. (2021). Corpus literacy instruction in language teacher education: Investigating Arab EFL student teachers’ immediate beliefs and long-term practices. *ReCALL*, *33*(1), 34-48.

Lemma, P. (1993). The cooperating teacher as supervisor: a case study. *Journal of Curriculum and Supervision, 8*(4), 329-42.

Lewis, M. (1998). A study of feedback to language teachers. *Prospect, A Journal of Australian TESOL, 13*(1), 68-83.

Lim, H. W. (2011). Concept maps of Korean EFL student teachers’ autobiographical reflections on their professional identity formation. *Teaching and Teacher Education*, *27*(6), 969-981.

Liu, D. (2000). Multiple-site practicum: Opportunities for diverse learning and teaching 3experiences. *TESOL Journal 9*(1), 18-22.

Liu, Y., & Fisher, L. (2006). The development patterns of modern foreign language student teachers’ conceptions of self and their explanations about change: Three cases. *Teacher Development, 10*(3), 343-360.

Llurda, E. (2005). Non-native TESOL students as seen by practicum supervisors. In E. Llurda (Ed.), *Non-native language teachers: Perceptions, challenges and contributions to the profession* (pp. 131-154). Springer Science & Business Media.

Lo, R (1996). The place of internship in ESL teacher education in Hong Kong. *Prospect, 11*(1), 37-49.

Lockhart, C. (1990). Co-operative teacher development: New observations on observation. *Perspectives* [Working Papers of the Department of English, City Polytechnic of Hong Kong], *2,* 43-57.

Loughran, J., & Russell, T. (1997). Meeting student teachers on their own terms: Experience precedes understanding. In V. Richardson (Ed.), *Constructivist teacher education* (pp. 164-181). Falmer Press.

Lucas, P. (1991). Reflection, new practices, and the need for flexibility in supervising student teachers. *Journal of Further and Higher Education, 15*(2), 84-93.

Lucas, T., & Villegas, A. M. (2013). Preparing linguistically responsive teachers: Laying the foundation in preservice teacher education. *Theory Into Practice,* *52*(2), 98-109.

Lucero, E., Gamboa-González, Á. M., & Cuervo-Alzate, L. V. (2024). The conception of student-teachers and the pedagogical practicum in the Colombian ELT field. *Profile Issues in Teachers Professional Development*, *26*(1), 169-184.

Lucero, E., & Roncancio-Castellanos, K. (2019). The pedagogical practicum journey towards becoming an English language teacher. *Profile Issues in Teachers Professional Development*, *21*(1), 173-185.

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

Mansvelder-Longayroux, D. D., Beijard, D., & Verloop, N. (2009). The portfolio as a tool for stimulating reflection by student teachers. *Teaching and Teacher Education, 23*(1), 47-62.

Manzar-Abbas, S. S., & Lu, L. (2013). Collaboration problems during practicum in preservice teacher education in Pakistan. *Academic Research International*, *4*(3), 379-393.

Martel, J. (2012). Looking across contexts in foreign language student teacher supervision: A self-study. *The New Educator*, *8*(3), 243-257.

Martel, J., & Yazan, B. (2021). Enacting an identity approach in a language teacher education practicum course. In M. Bigelow & K. Paesani (Eds.), *Proceedings of the 2019 Language Teacher Education Conference* (pp. 35-61). Center for Advanced Research on Language Acquisition, University of Minnesota.

Mattheoudakis, M. (2007). Tracking changes in pre-service EFL teacher beliefs in Greece: A longitudinal study. *Teaching and Teacher Education*, *23*, 1272-1288. doi: [10.1016/j.tate.2006.06.001](https://doi.org/10.1016/j.tate.2006.06.001)

McGarrell, H. M. (2010).  Native and non-native English speaking student teachers engage in peer feedback.  *Canadian Journal of Applied Linguistics* *13*, 1, 71-90.

Meijer, P. C., Zanting, A., & Verloop, N. (2002). How can student teachers elicit experienced teachers’ practical knowledge? Tools, suggestions, and significance. *Journal of Teacher Education, 53*, 409-419.

Mena-Marcos, J., Garcia-Rodriguez, M. L., & Tillema, H. (2013). Student teacher reflective writing: What does it reveal?. *European Journal of Teacher Education*, *36*(2), 147-163.

Morine-Dershimer, G. (1993). Tracing conceptual change in preservice teachers. *Teaching and Teacher Education, 9*, 15-26.

Morton, T., & Gray, J. (2010). Personal practical knowledge and identity in lesson planning conferences on a preservice TESOL course. *Language Teaching Research, 14*(3), 297-317.

Moser, K. M., García, P. A., Davis-Wiley, P., & Hernández, T. A. (2019). A survey of world language cooperating teachers: Implications for teacher development. *Foreign Language Annals, 52*(4), 873-890.

Mudzielwana, N. P. (2015). Student teachers’ reasons for choosing teaching as a career: A case study of first year students from a rural university. *International Journal of Educational Sciences*, *10*(1), 35-42.

Mullock, B. (2003). What makes a good teacher? The perceptions of postgraduate TESOL students. *Prospect, 18*, 3-24.

Murdock, D., & Humel, E. (2016). I would quit my job: Unpacking preservice teachers’ perceptions of culture and diversity. *International Journal of Critical Pedagogy, 7*(2), 85-106.

Myles, J., Cheng, L., & Wang, H. (2006). Teaching in elementary school: Perceptions of foreign-trained teacher candidates on their teaching practicum. *Teaching and Teacher Education, 22*(2), 233-245.

Nathan, M. J., & Petrosino, A. J. (2003). Expert blind spot among preservice teachers. *American Educational Research Journal*, *40*(4), 905-928.

Ng, C. H. (2020). Communicative language teaching (CLT) through synchronous online teaching in English language preservice teacher education. *International Journal of TESOL Studies*, *2*(2), 62-73.

Nguyen, C. D., & Dang, T. C. T. (2020). Second language teacher education in response to local needs: Preservice teachers of English learning to teach diverse learners in communities. *TESOL Quarterly, 54*(2), 404-435.

Nguyen, M. H. (2019). *English language teacher education: A sociocultural perspective on preservice teachers’ learning in the professional experience*. Springer.

Nguyen, M. H., & Ngo, X. M. (2023). An activity theory perspective on Vietnamese preservice English teachers’ identity construction in relation to tensions, emotion and agency. *Language Teaching Research*, 13621688221151046.

Numrich, C. (1996). On becoming a language teacher: Insights from diary studies. *TESOL Quarterly, 30*(1), 131-154.

Ochieng'Ong'ondo, C., & Borg, S. (2011). “We teach plastic lessons to please them”: The influence of supervision on the practice of English language student teachers in Kenya. *Language Teaching Research*, *15*(4), 509-528.

Ong'Ondo, C., & Borg, S. (2011). “We teach plastic lessons to please them” – The influence of supervision on the practice of English language student teachers in Kenya. *Language Teaching Research*. *15*(4), 509-528.

Oztas-Tum, D. (2015). Foreign language anxiety’s forgotten study: The case of the anxious preservice teacher. *TESOL Quarterly, 49*(4), 627-658.

Paker, T. (2011). Student teacher anxiety related to the teaching practicum. *Egitim Arastirmalari-Eurasian Journal of Educational Research, 42*, 207-224.

Pence, H. M., & Macgillivray, I. K. (2008). The impact of an international field experience on preservice teachers. *Teaching and Teacher Education*, *24*(1), 14-25. <https://www.sciencedirect.com/science/article/pii/S0742051X07000042>

Pennington, M. C. (1990). A professional development focus for the language teaching practicum. J. C. Richards & D. Nunan (Eds.), *Second language teacher education* (pp. 132-153). Cambridge University Press.

Peynado, C. C., Morales-Triviño, M. C., & Castañeda-Trujillo, J. E. (2022). A collaborative autoethnography on being preservice English language teachers throughout the bachelor’s degree. *Profile Issues in Teachers Professional Development*, *24*(2), 169-183.

Phairee, C., Sanitchon, N., Suphanangthong, I., Graham, S., Prompruang, J., de Groot, F. O., & Hopkins, D. (2008). The teaching practicum in Thailand: Three perspectives. *TESOL Quarterly, 42*(4), 655-664.

Phelan, A., McEwan, H., & Pateman, N. (1996). Collaboration in student teaching: Learning to teach in the context of changing curriculum practice. *Teaching and Teacher Education, 12*(4), 335-353.

Pinho, A. S., & Andrade, A. I. (2009). Plurilingual awareness and intercomprehension in the professional knowledge and identity development of language student teachers. *International Journal of Multilingualism, 6*(3), 313-329.

Polio, C., & Wilson-Duffy, C. (1998). Teaching ESL in an unfamiliar context: International students in a North American MA TESOL practicum. *TESOL Journal, 7*(4), 24-29.

Porto, M. (2021). A community service learning experience with student teachers of English: Enacting social justice in language education in a community centre. *The Language Learning Journal*, 1-17. <https://doi.org/10.1080/09571736.2021.1971741>

Potthoff, D., & Alley, R. (1996). Selecting placement sites for student teachers and pre-student teachers: six considerations. *The Teacher Educator, 32*(2), 85-98.

Puis, C., & Wright, W. E. (Eds.). (2022). *Innovating the TESOL practicum in teacher education: Design, implementation, and pedagogy in an era of change.* Routledge.

Reynolds, M. C. (Ed.). (1989). *Knowledge base for the beginning teacher*. Pergamon.

Richards, J. C., & Crookes, G. (1988). The role of the practicum in ESL teacher training programs. *TESOL Quarterly 22*(1), 9-27.

Salazar, D., Aguirre-Muñoz, Z., Fox, K., & Nuanez-Lucas, L. (2010). On-line professional learning communities: Increasing teacher learning and productivity in isolated rural communities. *Journal of Systemics, Cybernetics and Informatics*, *8*(4), 1-7.

Santoro, N. (1997). The construction of teacher identity: An analysis of school practicum discourse. *Asia Pacific Journal of Teacher Education, 25*(1), 91-99.

Santos, M. G., Olsher, D. A. V. I. D., & Abeywickrama, P. R. I. Y. A. (2015). Charting our course: Why the practicum continues to matter to us in TESOL. *The CATESOL Journal*, *27*(2), 89-100.

Sardegna, V. G., & Dugartsyrenova, V. A. (2014). Pre-service foreign language teachers' perspectives on learning with technology. *Foreign Language Annals, 47*(1), 147-167.

Schepens, A., Aelterman, A., & Van Keer, H. (2007). Studying learning processes of student teachers with stimulated recall interviews through changes in interactive cognitions. *Teaching and Teacher Education*, *23*(4), 457-472.

Sendan, F., & Roberts, J. (1998). Orhan: A case study in the development of a student teachers’ personal theories. *Teachers and Teaching: Theory and Practice, 4*, 229-244.

Shapiro, P. P., & Sheehan, A. T. (1986). The supervision of student teachers: A new diagnostic tool. *Journal of Teacher Education*, *37*(6), 35-39.

Stoynoff, S. (1999). The TESOL practicum: An integrated model in the U.S. *TESOL Quarterly, 33*(1), 145-151.

Taner, G., & Ataş, U. (2023). Addressing diversity in language teacher education: Perspectives on practicum. In K. Becerra-Murillo & J. F. Gámez (Eds.), *Promoting diversity, equity, and inclusion in language learning environments* (pp. 54-75). IGI Global.

Taş, T., & Aslan, A. (2024). Influence of the wider educational context on the English language teaching practicum. *TESOL Journal*, e868.

Thornbury, S. (1991). Watching the whites of their eyes: The use of teaching practice logs. *ELT Journal 45*(2), 140-146.

Tibi, S. (2015). Language knowledge and self-efficacy of pre-service teachers in the United Arab Emirates: An exploratory study. *Arab Journal of* *Applied Linguistics,1*(1), 74-96.

Tigchelaar, A., & Korthagen, F. (2004). Deepening the exchange of student teaching experiences: implications for the pedagogy of teacher education of recent insights into teacher behaviour. *Teaching and Teacher Education 20*, 665-679.

Tollefson, N., & Kleinsasser, A. (1992). Cooperating teachers' descriptions of "outstanding" interns. *Journal of Personnel Evaluation in Education, 5*(4), 359-367.

Tomaš, Z., Farrelly, R., & Haslam, M. (2008). Designing and implementing the TESOL teaching practicum abroad: Focus on interaction. *TESOL Quarterly*, *42*(4), 660-664.

Trent, J. (2010) “My two masters”: Conflict, contestation, and identity construction within a teaching practicum. *Australian Journal of Teacher Education*, *35*(7), 1-14.

Trent, J. (2013). From learner to teacher: Practice, language, and identity in a teaching practicum. *Asia-Pacific Journal of Teacher Education*, *41*(4), 426-440.

Tüfekçi-Can, D. (2018). Foreign language teaching anxiety among pre-service teachers during teaching practicum. *International Online Journal of Education and Teaching*, *5*(3), 579-595.

Uştuk, Ö., & Yazan, B. (2024). An English language teacher candidate’s tensions in the context of Turkey: What does an identity-oriented practicum course offer? In K. M. Bailey & D. Nunan (Eds.), *Research on teaching and learning English in the Middle East and North Africa* (pp. 114-127). Routledge and TIRF.

Uştuk, Ö., & Yazan, B. (2024). Tensions in an identity‐oriented language teaching practicum: A dialogic approach. *TESOL Quarterly*, *58*(1), 363-393.

Vieira, F. (2020). Language teacher education for autonomy: The role of inquiry in practicum experiences. In M. J. Raya & F. Vieira (Eds.), *Autonomy in language education: Theory, research and practice* (pp. 227-248). Routledge.

White, J. J. (1989). Student teaching as a rite of passage. *Anthropology and Education Quarterly, 20*(3), 177-195.

Winer, L. (1992). “Spinach to chocolate”: Changing awareness and attitudes in ESL writing teachers. *TESOL Quarterly, 26*(1), 57-79.

Wood, P. O. (1991). The cooperating teacher's role in nurturing reflective teaching. In B. R. Tabachnik & K. M. Zeichner (Eds.), *Issues and practices in inquiry-oriented teacher education* (pp. 202-210). Falmer Press.

Yazan, B. (2015). “You learn best when you’re in there”: ESOL teacher learning in the practicum. *The CATESOL Journal*, *27*(2), 171-200.

Yee, A. (1969). Do cooperating teachers influence the attitude of student teachers? *Journal of Educational Psychology, 60,* 327-332.

Yuan, R., & Lee, I. (2014). Pre-service teachers' changing beliefs in the teaching practicum: Three cases in an EFL context. *System*, *44*, 1-12.

Yildirim, Z. (2005). Hypermedia as a cognitive tool: Student teachers' experiences in learning by doing. *Educational Technology & Society, 8*(2), 107-117.

Yin, J. (2019). Connecting theory and practice in teacher education: English-as-a-foreign-language pre-service teachers’ perceptions of practicum experience. *Innovation and Education*, *1*(1), 1-8.

Yough, M. (2019). Tapping the sources of self-efficacy: Promoting preservice teachers’ sense of efficacy for instructing English language learners. *The Teacher Educator*, *54*(3), 206-224.

Zahorik, J. A. (1988). The observing-conferencing role of university supervisors. *Journal of Teacher Education, 39*(2), 9-16.

Zeichner, K., & Gore, J. (1995). Using action research as a vehicle for student teacher reflection: A social reconstructionist approach. In S. E. Noffke & R. Stevenson (Eds.), *Educational action research: Becoming practically critical* (pp. 13-30). Teachers College Press.