

A Comparative Analysis of Practicum in English Language Teacher Education: Turkey, Turkmenistan, Kyrgyzstan and Azerbaijan Cases

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ABSTRACT This study aims to compare Turkey, Turkmenistan, Kyrgyzstan and Azerbaijan with respect to their practicum in English language teacher education programs and making suggestions about their practice. The data is collected using a questionnaire. The data is evaluated through content analysis and a qualitative research method. The findings show that the four countries share commonalities in terms of factors such as the contents of reports created in the course of education, passing requirements and performance evaluation while there are some differences in the semester and duration of practicums and in some of the responsibilities and tasks of the teacher trainees. The most frequently encountered problems cited by the practicum supervisors vary with the country. It is believed that the parties in the present study can benefit from the comparison of practices and their results and from mutually shared experiences.