

## KEY ELEMENTS OF THE ASSESSMENT DOCUMENTS WRITTEN BY EFL MENTOR TEACHERS AT THE END OF THE 15-HOUR TEACHING PRACTICE: DOCUMENT ANALYSIS

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Teacher education programs have a serious effect on teachers' future work (e.g., Faez & Valeo, 2012; Johnson, 2009). Their success greatly depends on the integrity of theory and practice (Darling-Hammond, 2006), and the teaching practice plays a prominent role in this process (Gebhard, 2009; Malderez, 2009). In the current Hungarian pre-service teacher education system, mentor teachers prepare an assessment document about their trainees' work, which is not only meant to support their professional development (Akcan & Tartar, 2010; Tang & Chow, 2007), but it also reveals information about what issues the mentors may prioritize during the practice (Franke & Dahlgren, 1996). With the restructuring of pre-service teacher education (Hungarian Government, 2021), it has become vital to reflect on the lessons of the different teaching practices. This research project examines assessment documents written by English as a foreign language (EFL) mentor teachers at the end of the trainees' disciplinary (15-hour) teaching practice, and it aims to gain a better understanding of what elements these documents contain; how they can be linked to the teacher competences listed in the Training and Outcome Requirements of the 8/2013 Ministerial Decree (Ministry of Human Resources, 2013); and, based on the mentors' final assessment of the trainees' work, what the aims of the teaching practice are according to the mentors. The analysis focused on two assessment documents written by each of four EFL mentors in one practice school of a Hungarian teacher training university. The researcher, a mentor teacher herself, imported two of her own assessment documents into Atlas.ti as a sample to generate the initial coding. These in vivo codes (Coffey & Atkinson, 1996) covered the main aspects of the trainees' work. Applying the constant comparative method (Maykut & Morehouse, 1994), the codes were grouped into larger themes. The same method was used in the analysis of the eight assessment documents, resulting in the final codes. The document analysis revealed seven main themes: relationships with the students, planning, conducting lessons, assessment work, professional dedication, and the mentors' conclusion, all of which can be linked to one or more of the eight teacher competences. In the documents, the EFL mentors seemed to prioritize the relationships the trainees were building with their students, an aim-oriented approach to teaching and decision-making, experimentation and openness to trying out different alternatives, and professional dedication. If there was more discussion about the elements required to be included in all the assessment documents, the one-year practice would become a more direct follow-up to the 15-hour one, and the trainees' learning process would become more transparent for all stakeholders. Reading these assessment documents would be extremely beneficial for one-year teaching practice mentors, university-based trainers, and future employers.