

**REPUBLIC OF TURKEY
ÇUKUROVA UNIVERSITY
INSTITUTE OF SOCIAL SCIENCES
ENGLISH LANGUAGE TEACHING DEPARTMENT**

**INVESTIGATING THE FIRST YEAR EXPERIENCES OF NOVICE EFL
TEACHERS IN PUBLIC AND PRIVATE SCHOOLS**

Faris HOCAOĞLU

MASTER OF ARTS

ADANA / 2019

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MASTER OF ARTS

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To ukurova University Institute of Social Sciences,

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Faris HOCAOĞLU

ABSTRACT**INVESTIGATING THE FIRST YEAR EXPERIENCES OF NOVICE EFL
TEACHERS IN PUBLIC AND PRIVATE SCHOOLS****Faris HOCAOĞLU****Master of Arts, English Language Teaching****Supervisor: Prof. Dr. Yasemin KIRKGÖZ****February 2019, 102 pages**

This study was carried out to investigate the experiences of the first year experiences of novice English teachers in public and private schools on a comparative and longitudinal basis. Since there is almost no literature comparing novice teachers working in private schools and most current studies focus on the first year experiences with the challenges of language teaching of novice teachers, this study- as we stressed above- aims to shed light on the first year experiences of novice English teachers depending on a comparative and longitudinal basis. Covering an educational year (2017-2018), the study was carried out through a case design with four participants, two of whom are from state schools, and the other two of whom are from private schools. The data collection tools of the study are reflective journals and interviews. The data for the study was collected on a longitudinal base and analyzed monthly. Necessary and important excerpts from novice teachers' experiences were investigated and coded. The coding pattern used in the study is the holistic one. The findings of the study revealed that the experiences and challenges of the novice teachers who were within their first year in profession were different to the extent that socio-economic conditions of the regions affected the schools and the pedagogical processes.

Key Words: Novice teachers, school administration, students, problem solving, motivation, socio-economic impact, classroom management.

ÖZET

DEVLET OKULLARINDA VE ÖZEL OKULLARDA ÇALIŞAN MESLEĞE YENİ BAŞLAYAN İNGİLİZCE ÖĞRETMENLERİNİN İLK YIL DENEYİMLERİNİN İNCELENMESİ

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Yüksek Lisans Tezi, İngiliz Dili Eğitimi Ana Bilim Dalı

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Bu çalışma, devlet okullarında ve özel okullarda çalışan, meslekte yeni İngilizce öğretmenlerinin birinci yıllarındaki deneyimlerini karşılaştırmalı ve boylamsal bir temelde ele almak için yapılmıştır. Devlet okullarında ve özel okullarda çalışan yeni İngilizce öğretmenlerini kıyaslayan bir alan yazı hemen hemen hiç olmadığı ve mevcut çoğu çalışma, yeni öğretmenlerin dil öğretimindeki zorluklarıyla beraber ilk yıl deneyimlerine odaklandığı için bu çalışma, amacını yukarıda da belirttiğimiz gibi kıyaslama ve boylamsallık temeline dayanarak yeni İngilizce öğretmenlerinin birinci yıl deneyimlerine ışık tutmayı amaçlamaktadır. Çalışma; devlet okullarından iki, özel okullardan da iki yeni İngilizce öğretmenini bir eğitim-öğretim yılını kapsayacak şekilde dört kişilik bir durum analizi biçiminde gerçekleştirilmiştir. Çalışmanın verileri boylamsal bir temelde olmak üzere aylık toplanmıştır. Aday öğretmenlerin deneyimlerinden gerekli ve önemli olan yerler incelenip kodlanmıştır. Bu çalışmada kullanılan kodlama deseni, bütünsel kodlamadır. Çalışmanın veri toplama yöntemleri; yansıtıcı jurnal/günlük, görüşmedir. Gerçekleştirilen çalışmanın sonuçlarına göre, devlet okullarında ve özel okullarda, mesleklerinin birinci yılı içerisinde bulunan yeni İngilizce öğretmenlerinin deneyim ve sorunlarının çevrenin sosyo-ekonomik koşullarının okulları ve eğitim süreçlerini etkileme derecesine göre farklılık gösterdiği ortaya çıkmıştır.

Anahtar Kelimeler: Aday öğretmenler, okul yönetimi, öğrenciler, problem çözme, motivasyon, sosyoekonomik etki, sınıf yönetimi.

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LIST OF ABBREVIATIONS

ELT	: English Language Teaching
KPSS	: Kamu Personeli Seçme Sınavı (Exam for Choosing Personnel for Public)
MoNE	: Ministry of National Education
YÖK	: Yüksek Öğretim Kurumu (Council of Higher Education)



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To my long departed mother, Nura.

*It is impossible to forget the joy
she took on the day she rode a bike
for the first time in her life.*

*To my departed father, Mehmet Ali
whose efforts will never be forgotten.*

How one encounters reality is a choice.

-Martin HEIDEGGER

Read: In the name of thy Lord who createth

(Al Alaq: 1)



CHAPTER I

INTRODUCTION

1.1. Introduction

This chapter consists of the information on background of the study, statement of the problem, aim of the study, research questions, significance of the study.

1.2. Background of the Study

Globalisation, advances in technology and Great Britain's unquestionably decisive efforts have enabled English language to be the most dominant language. Globalisation has made it necessary for people to maintain their short and long term relations through the most appropriate and practical tools. If to count some of these tools, transportation, especially communication have the biggest share of all in the increasingly globalised world. The reason why we emphasize communication is because of the fact that political and economic interactions throughout the world are performed on an unstoppable basis whereby English imposes itself as the most demanded language for this task. The United Nations, for example, uses six official and working languages in conducting business: these are English, French, Chinese, Spanish, Arabic, and Russian (Dag Library, 2017). As such, the countries where English is not native language have felt the need to educate their own citizens to have maintainable relations with the rest of world. When it comes to Turkey's case, the state has recruited thousands of English teachers during the last two decades to better educate its citizens in terms of language. Moreover, English language teaching was leveled down to second graders in 2013-2014 Turkish educational year to serve the fact that earlier starters, as Larson-Hall (2008) suggests, are better at least at the phonemic awareness when compared to junior high graders. To what extent English language teachers in Turkey's both state and private schools are equipped for the likely education challenges such as maintaining classroom management, using educational materials, and satisfying the demand for academic achievement affects the new teachers in their professional lives.

1.3. Statement of the Problem

Although they are given the necessary and mandatory pre-service education to be English teachers, the novice teachers find themselves in a paradoxical atmosphere when they take their first steps into the institutions they will work in as there is a conflict between novice teachers' expectations and the nature of teaching (La Maistre & Norris, 2008 cited in Rees, 2015). In the course of time, the outcomes of this paradoxical atmosphere may make the novice teachers question themselves and their professions. Notwithstanding the fact that there have been many studies on the first year (s) of the novices both in Turkey and worldwide (Senom, Zakaria, Sharatol, Shah, 2013; Franco, 2015; Çakmak, 2013; Rees, 2015, Kozikoğlu, 2016; Başar & Doğan, 2015; Raman, 2015 etc.). almost no studies exist comparing experiences of novice teachers working in public with private education or vice versa. This study sets out to contribute to the literature in that it aims to fill the gaps in the field by focusing on comparative study of novices teachers in public and state schools.

1.4. Aim of the Study

This qualitative study aims to contribute to the results concerning the first year experiences and challenges of novice English teachers on a comparative basis, targeting public school teachers and private school teachers as they take their first steps from universities to the institutions they work in. The study includes different and similar aspects of the experiences of the teachers from the first days to the last days in an educational year. This study sets out to find answers to the following questions:

1.5. Research Questions

Below are the research questions that were analyzed in the study:

1. What are the first year experiences of novice teachers?
2. What challenges, if any, do novice teachers encounter in their first year of profession?
3. What coping strategies do they employ in dealing with any challenges?
4. What is the extent of relevance of the university education to novice teachers' profession?

5. What are the commonalities and differences between the experiences of novice teachers working in public and private schools?

1.6. Significance of the Study

Almost no literature exists when comparing public school novice teachers to private school teachers, because most of the studies focus on the first year experiences together with the challenges of language teaching of the novice teachers. In Turkey, for a person to be a teacher, s/he has to graduate from a relevant department in a university that covers at least a four-year pre-education. After graduating from the teacher education department, teacher candidates gain the right to work in public schools. Private schools may demand some requirements from the teachers that want to work. If a teacher wants to work in a private school, s/he might be requested to perform a demo lesson. Private schools can carry out their own teacher employing exams as well. Studying the process of transition to work in the first year of teachers will shed valuable light on our understanding of the importance of this study as the first teaching experiences affect the practices that novice teachers will carry out in the following years (Karataş & Karaman, 2013, 11). In line with this, the success of new teachers has something crucial with the first teaching experiences of their own (Pitton, 2006, cited in Karataş & Karaman, 2013, p. 11). What is supposed to make this study as different and original as possible from other studies lies within the fact that it aims to address to a comparative study of novice teachers in both public schools and private schools.

CHAPTER II

LITERATURE REVIEW

2.1. Introduction

This chapter provides a review of historical development of teacher training programmes in Turkey, and continues with novice teachers, problems and solutions in teacher training.

2.2. A History of Teacher Training Programmes and Their Problems in Turkey

A brief history of teacher training programmes is covered in this chapter. The chapter is presented under three basic sub-sections which are pre-republic (of Turkey), early republic, and 1982 onwards- the year YÖK (The Council of Higher Education) was founded.

2.2.1. Teacher Training Programmes in Pre-Republic Period

Any study that investigates the historical development of teacher training programmes should date the relevant time period back to pre-republic period, as the law on the unification of education (Tevhid-i Tedrisat Kanunu) is the follow-up of National Education Reform which had been aimed since the Rescript of Gülhane, 1839 (Tanzimat Fermanı) (Ergin, 1977; Koçer, 1970; Shaw & Shaw, 1983, cited in Akdemir, 2013). Okur (2005) points out that the starting point of the reforms of the Ottoman State in education area is Education Councils (Maarif Meclisleri-Meclis-i Maarif-i Muvakkat ve Meclis-i Maarif-i Umumiye) that were founded just after the Rescript of Gülhane. This period (the reorganizations and reforms period in 1839) is the one when the Ottomans investigate the reasons why they fall behind the Western world (Akdemir, 2013). 19th century is the period when the Ottomans tried to have modern education, with the focus intensifying in Tanzimat period (Yetişgin & Dumanoglu, 2017). In order to reach this aim, the Ottomans opened numerous new and up-to-date schools. However, the problem of those new schools was to find teachers to teach the lessons. In an attempt to find a solution to this very problem, the Ottomans set up a Teachers' Training School for Boys in 1848, and a Teachers' Training School for Girls in 1870 (Yetişgin & Dumanoglu, 2017). Teacher training in Turkish context started in 1848, the

year when *Darülmüallimin-i Rüşdi* in Istanbul was opened. Pre-service teachers in this school was trained for three years. After the graduates were finished with their education in this school, they taught in the *rüşdiye*-secondary school. In 1868, *Darülmüallimin-i Sıbyan* was founded so as to furnish teachers with necessary education for *sıbyan mektebi* in which primary education was given. The corresponding school for girls was *Darülmüallimat*. This school was founded to equip teacher with requirements of education for elementary and secondary schools for girls. Akyüz (2009) states that these schools, in later years, began to train in different regions of Anatolia. Below, İnceçay (2011) shares more information about what the graduates of these schools were supposed to do later:

The graduates of these schools were responsible for teaching all subject matters at schools they were appointed. In other words, they were the ones who taught foreign languages to students in the secondary schools according to the pedagogical rules by applying necessary methods and approaches of teaching. Since there were no departments on teaching foreign language, the methods were based on general pedagogical rules not specific to foreign language teaching (p. 187).

2.2.2. Teacher Training Programmes in Early Republic Period

Akdemir (2013, p. 17) points out that teacher training programmes evolved into a more complicated body in republic period despite the conflict that the conventional education created during the Ottoman period. Akdemir (2013, p. 18) states that the name of *Darülmüallimin* schools was changed into *Muallim Mektebi* (Teacher School), and then into *Öğretmen Okulu* (Teacher School), and that the aim of training the teachers who were supposed to convey the culture revolution of the new Turkish Republic into the society lasted until 1940. In this year, besides the first teacher schools, *Köy Enstitüleri* (Village Institutes) were opened. In addition to these schools that aimed to train the teachers that would work in villages, *Muallim Mektepleri* (Teacher Schools) whose names were going to be changed as Education Institutes were opened (particularly in Konya, and then in such cities as Ankara, Izmir, Istanbul) starting from 1926 in order to meet the needs to train the teachers that would work in secondary school level. After foundation of the Republic in 1923, Turkey picked up a direction that aimed to require her place among the ‘developed nations’ of the globe (Tarman, 2010). In the early years of the republic, two kinds of teacher training institutes were designed to satisfy the various needs of the regions: (a) Primary teacher colleges for urban areas and (b) village

teacher colleges for rural areas (Çakıroğlu & Çakıroğlu, 1999, cited in Tarman, 2010, p. 80). Within the first half of the century, the most of interest was on educating the individuals in rural ‘Anatolia’ (Tarman, 2010, p.81). The aim of the latter schools was to educate teachers for villagers where people’s needs for education seem to be different from those urban regions (Tarman, 2010, p. 81). The most well-known of these endeavors was the ‘Village Institutes’ (Köy Enstitüleri) throughout 1940’s (Çakıroğlu & Çakıroğlu, 1999, cited in Tarman, 2010, p. 81). These schools have a really distinctive place in Turkish education history as they set out to address to daily and applicable needs of village people. It was because of some political reasons that Village Institutes came to an end in 1954 (Tarman, 2010, p. 81). In the last half of the century, two major changes in teacher education policies in Turkey took place. The first one was “Basic Law of National Education” (Millî Eğitim Temel Kanunu) in 1973. Consistent with this law, teachers are to be educated in higher education institutions. The second major amendment in teacher education was realized in 1981 when the responsibility of teacher education was taken from the Ministry of National Education (MoNE) and given to universities (Çakıroğlu & Çakıroğlu, 1999, cited in Tarman, 2010, p. 81).

2.2.3. Teacher Training Programmes from 1982 Onwards

The Higher Education Council (YÖK), which was established under the 1982 Constitution, became a new planning and management center of the educational institutions that were handed down to universities (Akdemir, 2013, p. 19). Starting from this date, educational institutes have been transformed into four-year education faculties and a standard model has been tried to be established (Akdemir, 2013, p. 19). In the 1990s, a project called "Pre-Service Teacher Training Project" was carried out in cooperation with YÖK and the World Bank between 1994 and 1998 in order to renew and regulate these programs in the universities because of the fact the teacher training programs were out of date and had to be renewed (Akdemir, 2013, p. 19).

According to the research in the field, novice teachers express their views of themselves and instructors as ‘agree partly’ when it comes to educational processes in pre-education (Gökkyer, 2012, p. 124).

A review of historical development of teacher training programmes in Turkey has been presented. The following sections shed light on novice teachers and the problems encountered by them.

2.3. Novice Teachers in Local and Global Aspects

As a result of spread of English language throughout the world, the importance of education in this language has gained more attention than has any other language. That the most of business affairs are carried out in English alone makes it necessary to learn this language. English teachers in both state schools and private schools are the ones who have the most, if not all, responsibility to teach English to the general population. When starting to work in schools after mastering the basics to be classified as teachers, new teachers come across the same challenges as their more experienced colleagues (Farrell, 2012, cited in Karataş & Karaman, 2013). This transition is difficult in all professions, but is more acute and shocking than in any other profession as being a teacher requires some diverse skills such as business management, human relations, theatre arts (Danielsson, 2007). The first year experiences of teaching are very important as it will affect the teaching ways that a teacher will apply in the future years of his or her own (Loughran, Brown and Doecke, 200, cited in Çakmak, 2013, p 55). Çakmak (2013) states that major challenges novice teachers have are time management, student assessment, undesired relationships with teachers, school principals, lack of time (to plan, prepare, carry out administrative duties), maintaining positive relationships with students, the necessity to establish authority, difficulties in organizing instructional techniques for the subject content and evaluation.

Consistent with what Çakmak states above, Johnson (2004) goes on asserting that novices are directed into taking the same responsibilities as their experienced colleagues, and that novices are inundated with the demands of their new education stakeholders. In their first years, novice teachers are under high pressure that culminates from the responsibility to teach and to learn to teach (Burkman, 2012; Feiman-Nemser, 2001, McCaughtry, Cothran, Kulinna, Martin, & Faust, 2005, cited in Franco, 2015). The transition from college to work is called ‘a time of intense learning’ and ‘intense loneliness’ by Feiman-Nemser (2012, cited in Franco, 2015). This kind of factors could be a burden on the shoulders of novice teachers. In a research carried out by Farrell (2008, cited in Personn, 2014, p. 33), some complications led to an annoyed voice by a

novice teacher in terms of his teaching method. The teacher wanted to perform his lesson through a student-centered method, but the local system, which is said to be teacher-centered by the same author (Farrell, 2008), did not allow the teacher to perform his lesson as liberally as possible. In Shanghai, China all schools have a structured teacher mentoring system to eliminate the negative outcomes like the ones mentioned above and to maintain a desired educational system (Salleh & Tan, 2013, p.154-155). The same authors go on describing the system as below.

Teacher mentoring exists in all Shanghai schools and is implemented in two main ways: one-to-one mentoring and group mentoring. For one-to-one-mentoring, all schools have a structured teacher mentoring system [*shitu daijiao*], whereby novice teachers (new third-grade teachers) are assigned a mentor – an experienced colleague who is usually a *guganteacher* – for about three years. The mentoring process covers all aspects of teaching, such as the discussion of teaching materials, lesson observation and critiquing, teaching methods and the setting and marking assignments. The mentee and mentor are expected to work closely, and the progress of the mentee is monitored closely not just by the mentor but also by the school leaders who hold the mentor accountable for the development of the teacher under his or her charge (p. 420).

In Algeria, however, Zouaoui (2013) states that experience in English Language Teaching is not emphasized and that untrained new teachers are put into their professional life as a result of high demand in the field. Moreover, the same author criticizes the Algerian ELT system in terms of the lack of relationship between novices and more experienced teachers.

New Zealand, serving at the regional level, has improved a special system - teacher centres- in which novice teachers are summoned to express their problems and receive advice from experienced experts (Büyükgöze & Kavak, 2015).

2.4. Who is a Novice Teacher?

There are different definitions when it comes to who novice teachers are. In a study by Kim and Roth (2011), novice teachers are the ones with less than five years of teaching experience. Another researcher (Waters, 2009) states that the participants in his research are the novice teachers with one to three years of teaching. Huberman (1993) defined novice teachers with less than three years of teaching experience. Carried out to gain insight into how the novice teachers survive the first year shock in the profession, Farrell's study (2016, p. 12) revealed shocking figures as to when the novice teachers

quit their jobs: “24 % of novice teachers leave teaching within the first year, 33% drop out after three years and between 40% and 50% leave within the first five years”. It seems that Farrell focuses on the novice teachers with one to five year experience. Sali and Kecik (2018, p. 128), in their study that aimed to describe the challenges of the novice teachers of English as a foreign language, picked up the participants in their first year of teaching, finding that the novice teachers had an array of challenges related to foreign language policy such as “low learner proficiency, inadequacy of language teaching course books and school materials, providing and maintaining classroom discipline”. Another research carried out on the novice teachers are by Mehrpour and Mirsanjari (2016) aiming to study the manifestation of teaching expertise of EFL teachers in Iranian formal educational context through the participants of five novice English teachers with one to five years of teaching experience. When literature in the field is taken into consideration, it can be pointed out that a novice teacher is the one with experience from one to five years teaching.

After graduating from teacher training departments, novice teachers take a national exam called Exam for Choosing Personnel for Public (KPSS). If they are successful, they are appointed to the schools in different parts of Turkey according to the scores taken from the exam. Donated with pre-service education, novice teachers start to adapt to their schools. Adaptation is crucial for novice teachers in their first year as the first year experiences affect their next teaching endeavours. While the educational processes proceed, novice teachers encounter problems related to their professions.

2.5. Problems Encountered by Novice Teachers

The problems and challenges that novice teachers encounter vary as the shareholders of education and teaching are a lot. Similar to experienced teachers, novice teachers have the same problems and challenges. However, it should be noted that both parties go through the same problems with different reactions.

Veenman (1984) provided a detailed list of difficulties conceived by novice primary and secondary school teachers. The difficulties were classroom management, relations with parents, students, administrators, and colleagues, assessment, workload, lack of school materials, lack of guidance and support, large class sizes.

Novice teacher have problems from personal to professional ones. Among them are curriculum, classroom management, students, colleagues, administration, and parent

related problems. Koca (2016) points out that the problems and challenges of novice teachers have been investigated in different countries by a great number of researchers and the findings were almost similar, and that these are some of the studies: Dewalt and Ball (1987) in US; Flores (2001) in Portugal; Ballantyne and Hansford (1995) in Australia; Myint (1999) in Japan; Fredheim (2000) in Norway; and Brighouse (1995) in England.

In their study titled “Some effects of training on the competence of beginning teachers”, Dewalt and Ball (1987, p. 343) states that “teachers who had teacher training scored significantly”. Flores (2001, p. 135) makes it clear that “the powerful influence of prior experiences as students, the low impact of Initial Teacher Education on new teachers' socialisation and the strong effect of workplace conditions” shape novice teachers' teaching practices. Ballantyne and Hansford (1995) make us pay attention to the importance of mentorship. Myint (1999) carried out a research on Japanese novice teachers to investigate their preparation and induction into primary and secondary teaching.

Çakmak (2013) carried out a research on novice teachers with no more than five years of teaching experience. In his study, Çakmak (2013, p. 64) suggested that more attention should be allocated to the first years of teaching so as to create “meaningful opportunities” for novice teachers, and that if novice teachers face less problems in their first years, they will be more self confident in their next years.

2.5.1. Classroom Management

Classroom management is among the few serious problems that novice teachers have. Korkmaz and Saban (2004) point out that novice teachers have difficulty in classroom management. Veenman' study (1984) makes it clear that the beginning teachers consider student and family related challenges including classroom management as problems Ross, Vescio, Tricarico, and Short (2011) state that novice teachers were found to be focusing more on behaviours of the students, while more experienced teachers focused on instructional objectives, and that many novice teachers think that classroom management is the primary challenge they encounter. That's why novice teachers believe classroom management is a platform that a good education atmosphere is built upon. In an attempt to determine novice teachers' classrom management self efficacy beliefs with participation of 85 novice teachers in Hatay, a

study by Tok and Tok (2016) reveals that novice teachers have high level of classroom management self efficacy beliefs, which can be explained because of the fact that the novice teachers got educated about classroom management during their teacher education programme. Classroom management is revolved around creating an atmosphere where desired educational processes are supposed to be fulfilled through students' experiences.

2.5.2. Students

Students make up an essential part of any education system together with parents and teachers. It is the teachers that are supposed to educate students. Relying on the mere fact that not everybody is the same, we have the right to say that there will be students that will make novice teachers' task difficult. One of these difficulties is student-teacher relationship. Novice teachers have difficulty in knowing how best to address to their students because of lack of experience. For example, Karataş and Karaman (2013, p. 20) point out that the participant in their study took support from her husband, colleagues. Karataş and Karaman (2013) go on to state that arguing with colleagues about students' behaviours and getting confirmations on this stuff could make novice teachers think that it is not solely them that are responsible for different problems. This kind of atmosphere provides the opportunities that will make novice teachers feel competent. However, it should be kept in mind that (in the long run) perpetual complaints about students could develop a habit that both novice and experienced teachers will take to, a situation that leaves no room for self-criticism.

The problems with students are generally mentioned in the context of classroom management. For example, goodwill by any novice teacher is likely to be exploited by students. When teachers are unable to keep the balance between student-teacher relationships, unwanted types of behaviours such as levity come to occur. A teacher who is not taken seriously will have difficulty in maintaining classroom management.

The more novice teachers experience student related problems, the better they are equipped with how they react to problems themselves. Since there are students with different learning styles in classrooms, novice teachers may have to develop their own styles to address to students' different needs. Aforementioned before, the same responsibilities are assigned to novice teachers as they are assigned to experienced ones.

2.5.3. Colleagues

Another challenge and problem that novice teachers experience are the people they work with. As mentioned in student related problems above, collaboration among colleagues creates a life saving and a psychology protecting atmosphere. As in their normal lives, teachers try to maintain mutually fair relationships with their colleagues. If this situation is not satisfied well enough, it is likely that some problems will show up. These problems could make the first year of novice teachers worse than it already is. Goodwin (2008) states that novice teachers face the difficulty to make sense of and fit into the culture of the new school that they are assigned to. A pedagogical atmosphere in teachers' room fosters the competence of novice teachers. That's why the context of a teachers' room is important for novice teachers to ask for help when needed to overcome a problem. This kind of colleague related relationship surely contributes to the way a novice teacher solves a problem. The attitudes of experienced teachers are important indicators for novice teachers to start and sustain relationship, because it is novice teachers themselves who are newcomers and they will look for clues to adapt to the culture and dynamics of a school. In the meantime, supportive relationships with other colleagues and administrators contribute to teacher induction process (King, 2004; Marable & Raimondi, 2007; Eckola, 2007; Goodwin, 2008; Griffin *et al.*, 2008; Maistre & Pare, 2010, cited in Biber & Okumuş, 2011). It is fundamental to say that social learning is an integral part of learning as a whole.

2.5.4. Parents

Parents are an essential component of education. Teachers try to have partnerships with them so as to foster student learning. Economic conditions, social and individual expectations are among the factors that create the parental profile. Some parents are indifferent to their children's education while others are demanding because of the concerns over their children's education. Having fair relationships with parents could affect student-teacher relationships. There are parents who cooperate with teachers to better educate their students/children, but at the same time there are parents who do not drop by school. To Epstein (1995), keeping in touch with parents is one of the six major kinds of parent involvement practices crucial to setting up strong and active relationships between teachers and parents. The existence of parents in schools plays an important role on teachers' classroom management. However, parents cause

stress for novice teachers especially during their first interactions with parents (Kim & Roth, 2011, p. 13). Parents of the students in private schools create more stress as they have more expectations. Keeping in mind that parents are an integral part of education and that they are one of the domains of teachers, family-school communication is an extent in educational processes that requires special attention.

2.5.5. Administration

Private or state, every institute has a hierarchical structure. How an institute is administered is determined by regulations and laws. Every school has its own body of administration. A principal is the head of administration. S/he is in charge of the most significant tasks in a school such as supplying the basics for a school to exploit its maximum potential. Apart from improving physical conditions, principals are supposed to give support to the teachers in the school especially to novice teachers. A study carried out by Holland (Winter 2008-2009, p. 16) to gain insight into “the understanding of principals’ role in novice teachers’ professional growth” pointed out that principals’ responses consisted of three issues: “What novice teachers need to learn, how they learn, and what principals should do to help novices grow professionally”. Unlike Holland’s study, Öztürk (2013) indicated in his study that almost 40% of the novice teachers as participants had concerns over how to satisfy the expectations of the principals or supervisors, and that approximately 30% of the participants stated that the principals were not able to provide an encouraging atmosphere for them. One of the most significant behaviours that principals tend to have is comparison. Comparing a teacher with another one is a condition that requires special attention. This sort of behaviour will, for sure, lead to a kind of incompetence feeling. All the administrators are supposed to foster the development of novice teachers by paying high attention to collective work to enrich their teaching practices (Ngang, Kanokorn, & Prachak, 2013).

2.5.6. A Summary of the Problems

Among many other problems and challenges that novice teachers have in their first year, this study focuses on the most frequent ones which are related to students, parents, colleagues, and administrators. These four entries are investigated throughout the study. Students related problems occur in the context of classroom management and the sizes of classrooms. Mutual relations between parents and teachers foster a better

educational atmosphere for teachers, which is especially significant for novice teachers in their first year. The fact that school administrations compare teachers with each other creates incompetence feeling. When the effects of the first year teaching experiences of the novice teachers on their next year experiences are taken into consideration, such behaviours by school administrations contribute negatively to novice teachers' development, thus causing novice teachers to be alienated as alienation means (Turan, 2016, p. 31) keeping away first from nature and then from yourself.



CHAPTER III

METHODOLOGY

3.1. Introduction

This study aimed to investigate the first year experiences of novice ELT teachers in both state and private schools. The methodology chapter will be presenting the methodology of data collection and data analysis. Case study, its characteristics and types, descriptive and prescriptive case studies, interview, member checking and sampling and longitudinal concepts will be covered in this chapter.

3.2. Research Design

This study includes four novice teachers with two of them being from state schools, the others being from private schools. In order for this study to be completed, the case study research design was applied throughout the process. The study makes use of qualitative research in that it is an inquiry that gives emphasis to the meanings, experiences and views of participants. The study sets out to understand the “world of human experience” on a longitudinal basis (Krauss, 2005, p. 764). A longitudinal study is one that investigates the experiences of the subjects or the occurrences of any subject in question on repeated basis. Cook and Ware (1983) points out that one of the motivations of longitudinal designs is to examine the individual's changing response over time, which means this type of design has natural appeal for the study of changes that are associated with development or aging.

Table 1.

Different Approaches to Qualitative Research

ILLUSTRATION 1.1 DIFFERENT APPROACHES TO QUALITATIVE RESEARCH		
action research	ethnographic content analysis	interpretive interactionism
case study	interpretive human studies	
clinical research	ethnography	life history study
cognitive anthropology	ethnography of communication	naturalistic inquiry
collaborative enquiry	oral history	
content analysis	ethnomethodology	panel research
dialogical research	ethnoscience	participant observation
conversation analysis	experiential psychology	participative research
Delphi study	field study	phenomenography
descriptive research	focus group research	phenomenology
direct research	grounded theory	qualitative evaluation
discourse analysis	hermeneutics	structural ethnography
document study	heuristic research	symbolic interactionism
ecological psychology	holistic ethnography	transcendental realism
educational connoisseurship and criticism	imaginal psychology	transformative research
educational ethnography	intensive evaluation	
<i>Source</i> Tesch 1990:58		

Cited in: Dey, 2005, p. 2

3.3. Characteristics of a Good Qualitative Study

Cresswell (2007, p. 45 - 47) suggests his list of characteristics of a good qualitative study as following:

First, the researcher applies various data collection methods, which means the researcher collects a great many forms of data, sufficiently summarizes the forms of data and the detail about them. In this study, reflective journals and interviews were applied. A qualitative study can include unusual forms of qualitative data collection tools. Second, the researcher outlines the study through the assumptions and characteristics of qualitative approach to research. Third, the approach to qualitative inquiry is determined. Fourth, it is suggested that starting with a single focus such as “What does it mean to be teacher?” is a useful tactic, but then it is suggested that the

research can incorporate comparison or relating factors. This study, however, focuses on various aspects of a multiple case study as the researcher of the current study sets out to find answers to and investigate the challenges of both state and private school novices. Fifth, the researcher should make of various types of data collection tools. Moreover, Creswell suggests that the researcher should validate the results of a study by applying different methods such as member checking. In this study, member checking was applied to validate the results of the research. Sixth, the researcher should reveal the unusual sides of a study. Seventh, the researcher should write persuasively and engage the reader with what goes on in the study to serve the credibility and complexities of real life. Eighth, the researcher should consider how the individuals' world knowledge (culture, history, gender, experiences etc.) shapes the data they provide. Lastly, the researcher should pay maximum attention to ethical topics.

3.4. Case Study

In his study *Case Study Research, Design and Methods* Yin (2009, p. 4) defines case study as the one that enables an investigation to grasp “the holistic and meaningful characteristics of real-life events.” In the light of what Yin states, this case-based study aims to retain holistic characteristics of the novice teachers' first year experiences. As the word itself –holistic- suggests, the study will analyse the different aspects of novice teachers' experiences when, for example, we look at the one of the research questions: What are the first year experiences of novice teachers? The first research question seeks the answer to some specific concepts from personal problems or experiences to professional ones. Case study is one sort of qualitative research among many research. The table 1 will help us see how many different types of qualitative research are there in the field. Others are counted by Creswell (2007) as narrative research, phenomenological research, grounded theory research, and ethnographic research. The reason why the case study research is applied in this study is because of the very fact that this study seeks for answers to the holistic features of individuals or an institution (Merriam, 1988, p. xiv). Some others define case study more or less in the same way. Creswell (2007) defines case study as the one that involves the study of a subject analyzed through one or more cases within a bounded system by going on to lay some examples such as a setting, a context i.e. Some other researchers like Stake (1995), however, do not consider the case study a kind of methodology but of a domain of what

is to be studied. Still some other researchers consider the case study a detailed and a comprehensive system (Denzin & Lincoln, 2005; Merriam, 1998; Yin, 2003; cited in Creswell, 2007). Dikilitaş (2013) states that learning and teaching process depends considerably on the pre-current knowledge of the teachers and learners leading to distinctive cases to be searched. That's the point where the case study manifests itself as being appropriate to study teachers' experiences or problems.

Table 2.

Case Study Among Other Qualitative Research According to Creswell

Table 4.1 Contrasting Characteristics of Five Qualitative Approaches					
Characteristics	Narrative Research	Phenomenology	Grounded Theory	Ethnography	Case Study
Focus	Exploring the life of an individual	Understanding the essence of the experience	Developing a theory grounded in data from the field	Describing and interpreting a culture-sharing group	Developing an in-depth description and analysis of a case or multiple cases
Type of Problem Best Suited for Design	Needing to tell stories of individual experiences	Needing to describe the essence of a lived phenomenon	Grounding a theory in the views of participants	Describing and interpreting the shared patterns of culture of a group	Providing an in-depth understanding of a case or cases
Discipline Background	Drawing from the humanities including anthropology, literature, history, psychology, and sociology	Drawing from philosophy, psychology, and education	Drawing from sociology	Drawing from anthropology and sociology	Drawing from psychology, law, political science, medicine
Unit of Analysis	Studying one or more individuals	Studying several individuals that have shared the experience	Studying a process, action, or interaction involving many individuals	Studying a group that shares the same culture	Studying an event, a program, an activity, more than one individual

Source: Creswell, 2007, p. 79

As can be seen in the Table 2, the focus of the case study is to develop an in-depth description and analysis of a case or multiple cases. In our study, we focused on five different cases. The case study, as the Table 2 points out, provides a comprehensive understanding of a case of cases. So, in this study, the experiences of five novice teachers were analyzed deeply to reach an in-depth understanding.

3.4.1. Types of Case Study

Yin (2003) categorizes the case study as exploratory, explanatory, and descriptive. The exploratory case study focuses on description of the questions and hypotheses of a study, whereas an explanatory case study focuses on the collected data as cause and effect (Dikilitaş, 2013, p. 72). For example, a researcher that carries out an exploratory case study on individual's listening process could ask some general questions like, "Does a student use any strategies when s/he listens to song or piece of music?" and "if so, what kind of strategies are applied?". These kinds of questions will lead any researcher to further study the available situation.

Explanatory case studies study the data comprehensively in order to clear up the phenomena in the data (Zainal, 2007, p. 3). As such, a researcher could ask why a student uses the scanning strategy in reading. Relying on the data, the researcher may then create a theory and set out so as to test this theory (McDonough and McDonough, 1997; cited in Zainal, 2007, p.3).

According to Zainal (2007, p. 3), the descriptive case study can be described as the one that depicts a natural phenomena within its own context. So, a researcher is supposed to explain the data as it manifests itself over time. Merriam (1988, p.27-29; cited in Dikilitaş, 2013, p. 73) proposes another categorization for the case study, which includes descriptive, interpretive, and evaluative case studies. The current study is mainly descriptive and interpretive explaining the first year experiences of novice teacher through categories, themes and concepts.

3.4.2. Design of a Case Study

The design applied in the current study is a multiple case study in that the researcher makes use of more than one source of case and variety of evidence from different cases. A single-case study, however, may have to exploit the events limited to a single occurrence (Zainal, 2007, p. 2). Tellis (1997; cited in Zainal, 2007) points out that a case study method should prove:

- it is the only viable method to elicit implicit and explicit data from the subjects
- it is appropriate to the research question
- it follows the set of procedures with proper application
- the scientific conventions used in social sciences are strictly followed

- a ‘chain of evidence’, either quantitatively or qualitatively, are systematically recorded and archived particularly when interviews and direct observation by the researcher are the main sources of data
- the case study is linked to a theoretical framework (p. 2)

Below are procedures for conducting a case study. Creswell (2007, p. 74, 75) states that the procedures primarily rely on Stake’s (1995) approach. We will associate the objectives of the current study with the procedures given:

First, the researcher should come to decide whether the case study is an appropriate way to conduct his or her own study. A case study is ideal if the researcher has identifiable cases that have limits and desires to provide a good understanding of a case or cases. The current study has its own cases that have boundaries within itself enabling it to be an appropriate case for a case study. These identifiable cases include the experiences from personal ones to professional ones.

Second, the researcher is supposed to determine the case or cases. Is it an individual or a program or an event, maybe an activity? Then the researcher is recommended to choose what type of case study will be studied. The current study, aforementioned before, focuses on four novice teachers, thus making it a multi-case study.

Third, data collection for case studies seem to be extensive with multiple sources of information. So, the researcher is recommended not to get lost in this huge body of sources when collecting data. The current study make the most use of interviews and diaries.

Fourth, the types of analysis can be holistic as well as embedded. The holistic type is the one that analyzes all the study comprehensively and totally. It does not focuses on a specific aspect of the study unlike the embedded one (Yin, 2003; cited in Creswell, 2007, p. 75). The current study is a holistic one that focuses on the very different experiences of novice teachers.

Finally, the researcher is supposed to report the results of the study.

3.4.3. Advantages and Disadvantages of Case Study

There is a variety of advantages of using a case study. First, the data in question can be analyzed within its own context, thus making the research as natural as possible

(Yin, 1984, cited in Zaidah, 2007, p. 4). Take a researcher that examines a teacher within the context. Every other week, the researcher can drop by the classroom and examines the teacher. Like other experimental studies, asserts Zaidah (2003; cited in Zaidah, 2007, p. 4), a case study does not isolate the phenomenon from the context. This criterion increases the level of authenticity between the phenomenon and the environment- the context.

Second, being one of the qualitative studies, case studies explore real life experiences of the cases differentiating it from the studies that carry out experiments on the subjects. Case studies carried out with humans will expose complicated processes of human nature. Positivist research methods may have to lack in explaining this complex nature of humans.

Besides some advantages of case studies, there are some disadvantages, too. If a single case is studied, then it will be difficult to generalize from it. The results from a single case are evaluated by many as improper to reach a scientific theory. For example, Mintzberg (2014) states, “If there is no generalizing beyond the data, no theory. No theory, no insight. And if no insight, why do research?” (p. 10). Another fact is that case studies are generally labelled as being long, hard to conduct and bringing about a colossal amount of documents (Yin, 2009, p. 15).

3.5. Sampling and Participants

The participants in this study are four novice teachers, two of whom are in public and two of whom are in private schools. The participants have been chosen through convenience sampling. These novice teachers were open to share their experiences throughout an educational year.

Table 3.

The Background Information of the Novice Teachers

Cases*	Age	Gender	Year of Graduation	Type of School
SC1	29	Male	2016	State
SC2	25	Female	2015	State
PC3	28	Female	2015	Private
PC4	30	Female	2014	Private

*Example: SC1= The case, 29, male, works in a state school (S: State, P: Private, C: Case)

The participants were selected in accordance with convenience sampling, a procedure in which the members of the target population are selected for the purpose of the study when they meet certain practical criteria such as geographical proximity, availability at a certain time, easy accessibility (Dörnyei, 2007, cited in Farrokhi, 2012). Although there are specific potential limitations of convenience sampling, it is often used to recruit participants to a study as it is easy to do (Sedgwick, 2013, p. 2). The participants of the current study were not selected at random from the population—the reason they were selected was because they were easily accessible to the researcher. Due to this reason, the sample may not be the representative of all the novice teachers in Turkey, thus validating the idea that convenience sampling does not promote external validity. The term external validity refers to generalizing an observed causal relationship to different measures, settings, and times (Calder, Phillips, & Tybout, 1982, p. 240). However, this is one of the characteristics of case studies. As mentioned in the chapter 3. 4. 5, a case study will not be sufficient enough to reach a generalization. In order to minimize this disadvantage, the researcher of the current study decided to keep the number of the participants as high as possible, which turns it into a multiple-case study. Still, it will be against the scientific datum to aim to reach a generalization.

3.6. Data Collection Tools

Data collection tools depend on the type of the study. Yin (2003, cited in Creswell, 2007, p. 75) suggests six different data collection tools for case study: documents, archival records, interviews, direct observations, participant-observations,

and physical artifacts. Among all these tools counted, reflective journal and interviews are the data collection tools that were used in the current study. Choosing how to collect data is another challenge as the methods will be the key to what will be studied. Borg (2006), states that:

Given that teacher cognition research is interested in phenomena which are not directly observable, a key challenge for researchers has been to identify data collection strategies through which these phenomena can be elicited (p. 167).

Table 4.

Research Questions and Data Collection Tools

RESEARCH QUESTIONS	DATA COLLECTION TOOLS
1. What are the first year experiences of novice teachers?	-Interview -Reflective Journal
2. What challenges, if any, do novice teachers encounter in their first year of profession?	-Interview -Reflective Journal
3. What coping strategies do they employ in dealing with any challenges?	-Interview -Reflective Journal
4. What is the extent of relevance of the university education to novice teachers' profession?	-Interview -Reflective Journal
5. What are the commonalities and differences between the experiences of novice teachers working in public and private schools?	-Interview -Reflective Journal

The aim of the first research question is to find out the first year experiences of novice teachers. The experiences rather than the challenges of the novice teachers is aimed at in the first question. For the second research question, the aim is to investigate the challenges of novice teachers about parents, students, colleagues, and administrators of the school they work in. As is clear from the research question three, novice teachers

are requested to share their coping strategies with the problems they face. In the question four, the novice teachers are asked to relate their university education to their profession. In the last research question, a comparison between novice teachers working in public and private schools is aimed at.

The participants were provided with templates to write down their experiences in so that the researcher could systematically investigate the data. The participants wrote their experiences during one academic year from September till May, 2018. During this duration, as the data from the participants arrived, they were analyzed and investigated. The researcher held one interview for each participant towards the end of the educational year. The interviews that were held with novice teachers were in the type of structured interview.

3.6.1. Reflective Journal

Reflective journals are one of the data collection tools in qualitative research that are used mainly in behavioral sciences, and regarded as an effective tool to gain information about a person's feelings (Cohen, Manion, & Morrison, 2007). One of the advantages of reflective journals in teacher training is to fortitude the relationship between the instructor and the trainee, and enhance the learning process of student teachers and instructors (Moon, 2006; O'Connell & Dymont, 2011). Although used primarily by instructors for their students, reflective journal was used in this study in order to get personal records from novice teachers. From the viewpoint of the researcher, reflective journals are the sources that provide an in-depth account of what the novices have gone through an educational year. Using reflective journals, the novice teachers in question write not only about their own experiences, but also reflect the experiences of their first year experiences. In the present study, the novices wrote down their journal monthly, but recorded the experiences weekly so that the data could be much healthier, and that they could brush upon the way they taught, because the recollection of the experiences on a weekly basis is much easier than that of a monthly one.



Figure 1. Reflection Cycle

Cited in: Farrah, 2012, p. 999

According to a study carried out by The Learning Centre, The University of New South Wales in 2008, reflective writing is:

- I. one's response to experiences, opinions, events or new information
- II. one's response to thoughts and feelings
- III. a way of thinking to explore one's learning
- IV. an opportunity to gain self-knowledge
- V. a way to achieve clarity and better understanding of what you are learning
- VI. a chance to develop and reinforce writing skills
- VII. a way of making meaning out of what you study

3.6.2. Interview

Kvale (1983, p.174) clarifies qualitative research interview as “an interview, whose purpose is to gather descriptions of the life-world of the interviewee with respect to interpretation of the meaning of the described phenomena”. The aim to conduct interview is to see the research topic from the perspective of the interviewee. Interviews are data collection methods used to investigate teachers' insider perspectives on their applications and the reason why they do them. The usefulness of interviews results from the fact that they enable a researcher to direct particular questions, elicit attitudes and espoused conceptions, routines, agendas and scripts (Bartels, 2005, p. 5). Interviews are seen as an important data collection method by which detailed insights into the inner points of view over different topics can be explored. (Dikilitaş, 2013, p. 7). For this reason, as qualitative researchers aim to provide comprehensive descriptions of

individuals and events in their natural context, interviewing has usually been thought of as a key factor in research design (Weiss, 1994; cited in Alshenqeeti, 2014, p. 39). So, interviewing is a priceless data collection method to explore the composition of meanings in a natural atmosphere. Interviews prove useful not only for the researcher to clear up doubts but also to probe profoundly into the participants' set of beliefs (Bartels, 2005, p. 89). During an interview, an interviewee is most likely to have his or her say in their own words and express their own thoughts and feelings as naturally as possible (Berg, 2007, p. 96). One advantage of interviewing is that body language of an interviewee can be understood, too. Another advantage is that the interviewer can demand more clarifications from the interviewee immediately. Besides the advantages of interviews, there are disadvantages as well. One of them is the matter of time. Setting the suitable date for an interview could be expensive and time consuming. The interviews carried out for this study were held at the end of the educational year- 2017-2018. The interviews carried out with the novice teachers are structured ones also known as standardized interviews as the interview questions are pre-planned. The interviews were held to support the data from journals. Regarding their experiences and challenges in the first year of profession, the novice teachers are requested to reply the questions below:

1. To what extent were your expectations satisfied during the first year of your profession?
2. Did you think of quitting your teaching profession in the first year? If yes, could you please explain it?
3. How did the way your colleagues were into teaching profession affect you? How did they affect your attitudes towards education?
4. What would you recommend to prepare/equip candidate teachers for their professions better during pre-service education?

3.7. Data Analysis

As this study is a case study, but more specifically a multiple case one, qualitative data analysis methods were used. Qualitative analysis methods focus on meanings and experiences of participants. Unlike quantitative analyses which are statistical, they are theoretical. Analysing and investigating data from reflective

journals, carrying out interviews require qualitative analysis methods. The data analysis of this study was carried out by coding the excerpts of the written responses of the participants. The interviews with the participants were recorded, transcribed and interpreted. Data analysis from the interviews were shared with each participant in order to eliminate any potential mistake to increase credibility level of the study. On the ground that novice teachers were in different cities of Turkey, the participants were video called and their responses were recorded accordingly after their consents were taken.

After all the necessary data is acquired and everything (choosing participants, determining data collection tools etc.) needed for our research is completed, the problem, now, is what are we going to do from now on? As we set out to find the answers to the research questions mentioned before, the answers themselves will be servicing and satisfying our research aim through qualitative analysis. Qualitative analysis describes, classifies, and connects qualitative data through what is acquired from the sources such as participants, events. Qualitative analysis is often used to gain insight into the process and experiences of what is to be studied. In the current study, we focus on the first year experiences of the novices, to which we apply qualitative analysis methods. The researcher made use of novice teachers' experiences to dive into their inner worlds in a scientific and objective way.

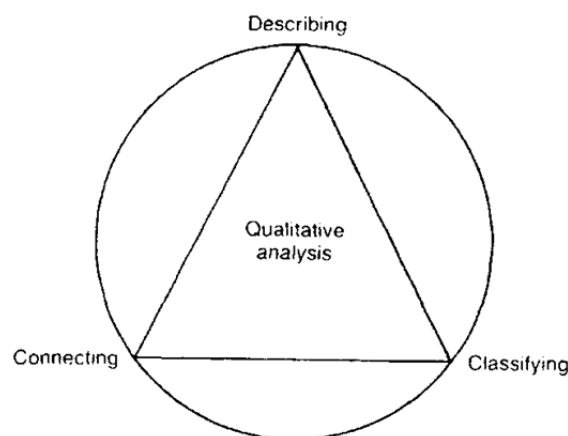


Figure 2. Qualitative Analysis as a Circular Process

Source: Dey, 2005, p. 32

3.7.1. Member Checking

Member checking is a method to increase the credibility of the data and results of a study. The results and data are returned to the participants to check the accuracy of the experiences of the participants. Taking other researchers' opinions into consideration, Harper and Cole (2012) states a researcher analyzes or summarize the data supplied and then requests the participant(s) to check accuracy.

The participants either agree or disagree that the summaries reflect their views, feelings, and experiences, and if accuracy and completeness are affirmed, then the study is said to have credibility (Creswell 2007; Lincoln & Guba, 1985) (p. 2).

Towards the end of the educational year in May, the researcher of this study sent the summaries and analyses to the novice teachers and requested them to determine to what extent they (summaries and analyses) were accurate for them (the novice teachers).

3.7.2. Coding

Saldana (2015) expresses that a code in qualitative inquiry is generally a word or short phrase which symbolically employs a summative attribute for a part of language-based or visual data. The data that is coded may consist of different materials such as interview transcripts, journals, documents, literature, websites, e-mail correspondence etc (Saldana, 2015). A code is what represents and captures a datum's fundamental content and essence (Saldana, 2015). Strauss (2003) defines the term coding as a general term to conceptualize data; so, coding means asking questions and supplying provisional answers (hypotheses) about categories. A code is the term that culminates from any product of the related analysis (Strauss, 2003). Smith and Davies (2010, p. 155) state that coding does not make up for the totality of data analysis, instead it is a method to compile the data so that superficial messages shown by the data may have the chance to become clearer to the researcher. A code is a descriptive indicator that is designed by the researcher to get to the primary content or core of the data while coding is an interpretive activity and as such, it is likely that that two researchers could attach two different codes to the same data (Theron, 2015, p. 4). The context where the research is carried out, the nature of the research and the characteristics and values of

the researcher may influence which codes the researcher attributes to the data (Engler 2014, p. 257; Saldaña 2013, p. 3–4, 8, cited in Theron, 2015, p. 4).

3.7.2.1. Coding Types

Although there is a lot of coding types, we have used Holistic Coding in the current study. Holistic Coding is used by the researcher when s/he wants to give the general account of what is coded (Saldana, 2010, p. 118). The researcher takes the coded passage as a whole, not line by line. Holistic Coding is convenient for beginning qualitative researchers who learn the way to code data, and study in different data forms (Saldana, 2010, p. 118). Holistic coding is one type of exploratory methods that are in first cycle coding methods as shown in Table 5.

Table 5.

First Cycle Coding Methods

FIRST CYCLE CODING METHODS
Grammatical Methods
Attribute Coding
Magnitude Coding
Simultaneous Coding
Elemental Methods
Structural Coding
Descriptive Coding
In Vivo Coding
Process Coding
Initial Coding
Affective Methods
Emotion Coding
Values Coding
Versus Coding
Evaluation Coding
Literary and Language Methods
Dramaturgical Coding
Motif Coding
Narrative Coding
Verbal Exchange Coding
Exploratory Methods
Holistic Coding
Provisional Coding
Hypothesis Coding
Procedural Methods
OCM (Outline of Cultural Materials) Coding
Protocol Coding
Domain and Taxonomic Coding

Source: Saldana, 2009, p: 46

Below is an example for Holistic Coding. When the researcher takes the excerpt below as a whole, the code that can be derived is “Solutions to parental problems”. This method is used throughout the research. Every excerpt taken from novice teachers’ journals is labelled with a holistic code as below:

- *Solutions to parental problems*

They weren’t interested in their children’ education at all. I collected the parents’ mobile phone numbers from the students. I invited them to the parent-teacher meeting, but few appeared. Then, our administration formed a board. They visited the parents in person and informed them about their children’ success/problems in the school. Some parents didn’t send their children to the school at home. The board tried to persuade the parents to send their children back to the school.

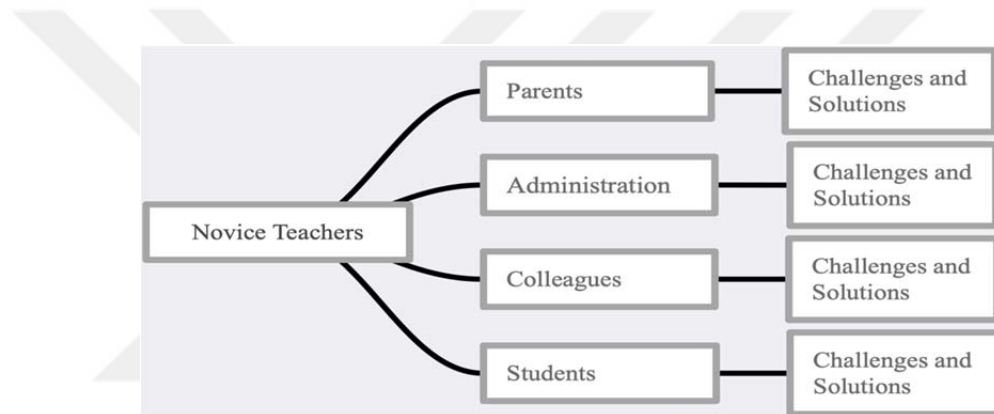


Figure 3. The Model Used When Coding the Data In the Current Study

The diagram shows under what categories (students, administration, parents, colleagues) the data of the current study are analyzed. Students, administration, parents, and colleagues are the main research domains that are investigated in this study.

CHAPTER IV

FINDINGS

4.1. Introduction

This chapter analyzes the data acquired from data collection tools that include interviews and participants' reflective journals. Qualitative analysis methods were used in the current study. The research questions were answered one by one below. When the questions were analyzed, coding method was applied because the researcher focused on a qualitative and a descriptive study.

4.2. The Findings of the Research Questions

4.2.1. Research Question 1: What are the first year experiences of novice teachers?

Analyzing the data from the reflective journals provided by the novice teachers, various types of experiences were identified. These experiences have a broad scale from the experiences related to the schools to which they are assigned to the experiences related to the novices themselves such as their perceptions of education. Under this research question, we express and analyze these experiences. After we are finished with the process, we have several tables to help us see the experiences of the novice teachers in summary.

- *Adaptation to a new atmosphere:*

It refers to the fact that the novice teachers experience their new work places.

After graduating from education departments, the novice teachers started to work and adapt to their new schools. Relationships with all the shareholders (colleagues, students, parents, and administrators) are considered within the scale of adaptation process.

When the data is examined, it is seen that the novice teachers have problems about the academic level of the students. SC1 states in his reflective journal:

Yet, I felt frustrating in the first few months because of the low education background of the children and of the different setting and profile of the students. Fortunately, I managed to adapt methods/techniques to this context.

SC2 is also disturbed about the academic level of her students. This situation makes her lower the percentage of use of English in her classrooms.

I was shock for a really long time since my practicum experience was in prestigious schools and the level of students was really high compared to this one. I really wanted to speak in English and made my students to speak in English. I didn't want to be one of those teachers who don't speak English in an English class. I really tried and determined first couple of weeks that all of my conversations ,may be not a hundred percent but most of it, would be in English. However, the percentage was getting lower no matter how badly I tried.

- *Socio-economic level of parents:*

This refers to the fact that parents's socio-economic levels affect students.

The novice teachers particularly in state schools stated that the parents were disadvantageous on a socio-economic base, thus causing their students to develop attendancy proplems.

SC1 states that his students are assigned to the chores thus causing them not to attend the school regularly. Socio-economic level of the people living in the village where SC1 works is probably the reason for this event.

I work in a village school which is 20 km away from the city center. In this village, parents had a very low socio-economic status, thus affecting students' attendance to the school in a negative way. The most of the students were responsible and/or forced to do chores, graze the sheep/cows, and look after the farm animals. As some students didn't attend the school regularly, they could barely read and write even though they were in the secondary school.

SC2 pays attention to the families around the school she works in.

However, the success of students requires a mutual relationship formed by families and the school. My students' social backgrounds were really low and their families did not care much about their children's academic achievements. It made our jobs as teachers twice harder.

- *Difference between expectations and realities of life:*

It comprises the fact that the novice teachers experience different situations from the ones that they expected before working.

The participants experienced a very different school and workplace domain in which expectations were different from what they would be.

When taking the data that SC2 provided into consideration, it is obvious that SC2 has different experiences from than those of SC1. Student related problems coupled with the educational perceptions of her colleagues make SC2 question her life and profession. The difficulties that SC2 has in the first year are a lot. She believes that every student has the right to have the access to the best teachers.

You know, working as a teacher after you graduate from an education department! As if none of the students in the school or anywhere in this country deserves to get the best teachers according to them. And I was getting angry and upset, questioning my decisions and my life, everything. After graduation, part of me knew that everything would be different and I needed to be more professional and put my feelings aside when the moments come and act rationally and don't mind the people. However, I was assigned to a small district of Gaziantep after I lived in İstanbul. Therefore, adjusting to the people in here and the way of life and limitations were sometimes really overwhelming. As if adjusting this small place isn't enough, I started questioning everything. I was supposed to love my job and respect it. I have always considered being a teacher as a noble thing. But the concept was trampled.

4.2.1.1. A Summary of the First Year Experiences of Novice Teachers

The novice teachers in this study had a range of experiences revolving around their students, colleagues, parents, and administration. Adaptation to a new atmosphere, socio-economic level of parents, difference between expectations and realities are among these certain experiences. Those that work in state schools express that the number of the students are high. On the other hand, this kind of problem is not stated by the novice teachers in private school. Some students are assigned to the chores, thus causing them not to attend their schools regularly. Socio-economic level of the people living in the village is probably the reason for this event. The novice teachers in state schools complain about parents' indifference to their children, a situation that both novice teachers in state schools suffer from.

4.2.2. Research Question 2: What challenges, if any, do novice teachers encounter in their first year of profession?

It is understood from the reflective journals of the novice teachers that they had a variety of challenges with the students, colleagues, administrations, and parents. The challenges that they had with their students seem to be augmented with the effect of parents. To what extent parents interact with the educational dynamics is of substantial importance in shaping the attitudes of students towards education. This interaction is seen to lack in the public schools SC1 and SC2 work in.

4.2.2.1. Student Related Challenges of the Novice Teachers

The participants in this study had a number of challenges about their students. These challenges show variations according to teacher-student or student-student interactions.

- *The effect of socio-economic level on students:*

This refers to how socio-economic situations affect students.

This code was obtained from the journals of the novice teachers in public schools. Contrary to private schools' parents, those parents in public state have tendency towards being disadvantageous socially and financially.

The factors such as the socio-economic structure, the students' perspectives on themselves, attendancy problem, external responsibilities, academic level of the students, lack of autonomy that SC1 has in the educational context then, affect the way that the educational processes of his school go on:

I work in a village school which is 20 km away from the city center. In this village, parents had a very low socio-economic status, thus affecting students' attendance to the school in a negative way. The most of the students were responsible and/or forced to do chores, graze the sheep/cows, and look after the farm animals. As some students didn't attend the school regularly, they could barely read and write even though they were in the secondary school. Additionally, since the students were subsequent bilinguals, the first Kurdish, second Turkish; I found it difficult to teach them English. The most of the 7th graders weren't motivated to learn not only English, but also the other subjects.

SC1 starts to criticize his own methods. He expresses his concerns over the students by adding that most of the students were kept responsible for looking after

farm animals, thus causing them to have the problem to attend the school regularly. As a result of this undesired level of attendancy, some students could barely read and write.

At the beginning I thought there was a problem with my teaching methods, but the more I talked to the students about their family and educational backgrounds the more I found the problems. Moreover, some of the students had tendency to the violence and vandalism, but were still respectful to the all teachers. Above all, the students didn't have the habit of studying on their own. When I gave homework, some students barely did it. I explained them the meaning of the homework is not to fill your free time at home. It would help them to practice their studies. They didn't have self-disciple to study on their own. They didn't have the habit to revise what they learnt. This was really frustrating. They weren't interested in learning any other subjects.

- *Academic level of students:*

This means the students and their success in lessons.

SC1, 29, male, a teacher in a state school with some previous experiences with young learners, feels frustrated about the level of the students, but then he applies different methods to satisfy the different needs of his students.. When asked what kind of problems or challenges they were face to face, SC1 prefers talking about his emotional situation then, which is about the academic level of his students:

I wasn't very excited at all since I had a lot of of experiences with children before. Yet I felt frustrated in the first few months because of the low educational background of the children and of the different setting and profile of the students. Fortunately, I managed to adapt methods/techniques to this context.

During the first few months of her teaching in school, SC2 tries to keep the percentage of use of English as high as possible. But then she realizes that she should be realistic about this percentage. Some kind of conformity is seen here:

However, the percentage was getting lower no matter how badly I tried. Of course, I didn't completely give up speaking in English but I realized that I was too naïve to think that I could apply what I thought under any circumstances. When I graduated from university, I wasn't really aware of the difficulties I would face when I use only L2 in the class. I was always thinking they will get used to it eventually.

SC2, once again, tries to do her best. She gets exhausted every time she arrives at home. She insists on not coming to the terms with the situation available. She does not want to picture herself as a bad teacher. Then, the reality forces itself to be accepted. The level of burnout increases and SC2 thinks that she is being directed to a worse destination.

However, the plan didn't work because apparently my patience was not enough. I was moving heaven and earth but not a leaf stirred. Then I realize this was not going to work, I was exhausted every time I come home, I was getting angry even to trivial things. This wasn't who I am but not being able to be the teacher I always imagined frustrated me. That is when I made a deal with myself and faced the reality. I lowered the percentage of me speaking English to the place where I can connect to the kids. That seemed like the best I could do. I wasn't completely okay with this since I worked really hard to be an advanced speaker of that language and I was afraid that I was going to get worse. What could I do though? I needed to content with what I have.

- *Overpopulation of the classes:*

This refers to the problematic size of the classes.

SC2, 25, female, was working in a state school when this study was carried out. SC2 is a teacher with high expectations from and around herself. When her experiences were coded, especially the ones about herself and her students, it came to be understood that she arrived at the school that she would work in with a considerable level of readiness. But then, she gets disappointed. The academic level of her students and the number of them per class are said by herself to be challenging.

Even though the name of my school is High school, the school was a mixed school. There were middle school students in the same building and my experience started with 5th ,6th,7th and 8th graders. And it was nothing like I imagined it would be. Apart from the 5th graders, the other classes were too crowded for me. Now that I think of it they are actually not but back then 30 students were just something that I thought I couldn't handle. Having too many students makes it harder the job of a novice teacher. Trying to establish some rules and creating an appropriate atmosphere for me to do my job took some time.

SC1, 28, male, was also working a state school when this study was carried out. He also finds the number of the students problematic.

I talked to the students who weren't really good at literacy skills, and asked them about their primary education background. They said they had studied it in a different school and the classroom size was above 50 students. They couldn't get enough attention from their class teacher.

- *Workload:*

This code refers to the work burden on the novice teachers.

PC4, 30, is another novice teacher that works in a private school. She works in two schools during an educational year. So, her first term and second term experiences differ from each other. However this is not a problem, as we focus on the experiences themselves not on the places. Not having previous teaching experiences with young learners, PC4 expresses that she has some difficulty teaching. In the second term, however, she does not have many problems with them. Like those teachers working in state schools, PC4 also complains about work load.

Before that school, I taught adult learners. Therefore, I had a little bit difficulty to have a relationship with my fifth graders. Their attention span was shorter and it was almost impossible to make them follow the lesson at the very beginning of the term. In the second term, actually I didn't have much problems with them but the problem was their number. I was hired as a foreign teacher and I was teaching instead of a native speaker, I had 7 classes.

SC2 talks about the work load and her students' prejudices towards English. She states that what is expected her to do other than teaching English is a burden that makes her tired. Nevertheless, she does her best despite the challenges and difficulties she encounters.

I believe there is only one place a teacher can feel free to use his intuition, his desire and can actually breath and that is classroom where I can be find a joy in my work and have fun with my students, spend some quality time. Because the system, the work load over our shoulders, the headmaster, the other teachers and all the paper works which are absolutely nothing but a burden for the teachers wouldn't allow me to breath when I got out of the classroom. And in that one place I was supposed to be feeling relaxed and joyful, I encountered another resistance, this time it is my students and their prejudices.

No matter how much resistance SC2 experiences from her students, she doesn't give up. Through the interview held with her, it can be seen that she is thinking about quitting the job. However, she tries hard.

They always believe no matter their age difference, they will take care of English when the time comes it does and until then they just simply don't care especially in high school. Since there is a national exam, the middle school students were a bit more attentive not until they become 8th graders. After the first examination, I realized that, my expectations were just too high and some things were just not right. I was using additional resources: different kinds of books, smart board, websites, songs. I couldn't think of anything else. So, I kept on doing what I thought was the best and tried to encourage them so that they would work harder and harder. I gave them clues for the exams so that they wouldn't have to worry about their grades but tried to make it not too obvious. First terms ended with 5th graders as I tried to find my way. I felt disappointed; however, everybody has a right to learn and I wasn't here for perfection, I was here to make things better. As long as things didn't get worse, it was a progress no matter how small they were.

From the interview carried out with her, it seems that the situation above is supported.

You have this huge responsibility and it is not something to joke about. It is the future we are talking about. I don't want to endure or tolerate this job I want to love it with all its difficulties.

- *Methodological problems:*

This code refers to the problems about the methodology when the novice teachers teach their lessons.

PC3 works in a private school. She was 28 years old when this study was documented. Like SC1 and SC2 working in state schools, PC3 is also not satisfied with the academic level of her students. Aforementioned before, SC2 states that she does not have the opportunity to choose the course book. Likewise, PC3 states that the coursebook is above the language level of her students. As time goes by, in the second term, PC3 considers herself more organized.

Despite the fact that there were many students in the school, we were often asked to follow a single technique in our teaching environment. This situation caused some of the students not to understand the lesson. The English book was above the language level of the students. Despite being a student for 4 years in the same school, children's speaking and writing skills did not improve. Although my students received intensive language training in the same school for four years, their level was still basic.

Below is an excerpt from the interview that was carried out with PC3 delivering essential information about what she experiences during the first year of profession.

Since the English teachers of the students and teaching system often changed, students could not develop a commitment to language. The parents were very uncomfortable with the cost of books in English and the implementation of a new system of language teaching regularly every year. In the second term, I was more planned and experienced than the first term. I knew my students more closely. While I was planning my lesson, I was taking my students' learning styles into account. I could train my students on class routines used everyday to build consistency. Students had exams once a week. We had to provide support for students in passing exams, and help them to obtain the best grade possible.

Not being granted the opportunity to choose the coursebook that she wants to have in her school, SC2 expresses this is what she hates the most. The work load density and the level of students are stated to be making her so busy. As expressed by SC1, SC2 is also face to face with that problem about students' specific illiteracy even in Turkish. SC2 makes use of what she learnt at university about classroom management.

Anyhow, I had 40 hours every week including the weekend courses so I had my hands full. 5th graders' level was very low and the books were not helping me. I was supposed to do many things according to the syllabus but of course they all needed some sort of background and basis which most of the students did not have. I couldn't decide what to do at first: compensate their major gaps or ignore them and go on with the syllabus. I knew the answer but I had limited resources. I couldn't choose my own books which was and still is the thing that I hate the most about being a teacher in a state school. In addition to that I had only 3 hours of English and some of the students could not even write in Turkish properly or read in Turkish properly. When I asked them to take notes of certain things as a reminder and checked later, I saw a lot spelling mistakes both in English and in Turkish. There were these three kids that were engraved in my memory because of their naughty behaviors.

- *Teacher's responsibility:*

This code refers to the fact that the novice teachers feel responsible for their students.

SC2 feels that she has the responsibility to help her students have a better future. Moreover, she exemplifies what she does for her students.

I felt this huge responsibility on my shoulders not just because I would have to answer my superiors if I fail but also because I wanted these kids to have a better future by going to a qualified high school where they could see the importance of making efforts and show them that they would be rewarded for their efforts one day or another. There is this amazing quotation from a movie called Flipped: “One's character is set at an early age. The choices you make now will affect you for the rest of your life. I hate to see you swim out so far you can't swim back.” I wanted my students to know this. I really worked hard. I never let them spend even a second doing nothing. I was always walking around to answer their questions, explain even the easiest questions that would frustrate me. I gave them everything prepared and ready to just study, I gave word list, the tests, worksheets so that they could have a chance in the exam.

And 7th graders' attitude towards English seems to make SC2 motivated.

7th graders were as crowded as 6th graders and even a bit more. However, they were a bit more attentive and interested with the classes compared to all other grades. Whenever I entered their classes, I felt more energetic and happier. Didn't I encounter problems? Sure, I did. My desire was never to have a perfect class. Seeing the light in my students' eyes, knowing that the number of students that you reached out always outnumbers the rest that is what I wished for. And I could catch a glimpse of this dream in this class and even that was enough at that time. It was my ray of hope.

- *Disappointment:*

This code refers to the fact that the novice teachers feel upset.

SC2 gets disappointed when she gives some privileges to the students.

However, my biggest mistake was to give too much freedom and make unnecessary exceptions. But since the number of self-sufficient students was higher, I was able to help the rest individually when I assigned a task to do or I could assign a peer with higher level to help their friends understand better. And yet still there were students that I couldn't simply reach. I sincerely tried, I talked and I didn't want to give up on them. I wanted to make a difference. But it is supposed to be a mutual relationship. For me to help them, they have got to help me. And sometimes they never did, or their lifestyle, life standards or parents. There are a lot of effective factors when it comes to explain the state of a student. However, not all parties felt the need to make a change I guess. And in the end, what we had was simply nothing but words and empty promises.

- *Role conflict*

According to this code, parents do not follow the parental norms.

PC4, together with her colleagues, has a problem with placement of her students. Their students are supposed to take an online exam, but the exam is solved mostly by the parents, causing the placement of the students to be incorrect. She exemplifies this as below.

Before the term started, students were applied an online placement test to determine their level because we had different classes for English course. The problem was that most of the students didn't take the test but their parents or siblings did. Therefore, the levels couldn't be determined correctly, so their books and materials were not suitable for them. In their classes they had difficulty and it made teachers' work harder. For example, from the class of which I was the classroom teacher, my students XXX and YYY were placed in B1 class but when the school started they had difficulty in that class as their books were not appropriate for them. Normally we were preparing 5th graders to flyers exam, but B1 students were prepared for KET exam and it was another big problem for them.

4.2.2.2. Colleague Related Challenges of the Novice Teachers

- *Colleagues' point of views:*

This code refers to the fact that the novice teacher criticizes her colleagues.

SC2 reproaches about the people she works with.

Apart from the students and me trying to get used to my job as a teacher, there were other factors affecting my performance like the environment and the people I share it with. The school I was assigned was nothing like I would imagine. I don't want to sound like a snub; however, I was ashamed of being a teacher once I got to know the people I worked with. It seems to me that everyone in this country feels like they deserve to be a teacher when the truth should be exactly the opposite. A teacher should be a right role model, righteous and should be the symbol of hope and inspiration. I am not saying that I am all of that but at least I am aware of this fact and trying.

As can be seen below, PC3 has little time to consult with her colleagues. When she has a problem, she says it is difficult to find time to consult.

Few opportunities were available to learn from other teachers. Little time was available to consult with one's colleagues about a difficult student, a persistent management problem. Collaboration is important because it makes your job easier. As the quote says "Two minds are better than one." If I had worked with a mentor, it would have been beneficial for me to engage in a sharing of ideas and resources.

Through the interview that was carried out with PC3, the situation above is supported.

When I was teaching in fourth grade I was new to the grade level. I couldn't find anyone to guide me because almost everybody had to work for many hours. One of my best friends had been working in a different private school for the same grade level. She guided me during my first year. We used the same course book in the classroom. Each week we planned our lessons together, sometimes I was recording my video while I was teaching and then she watched my video and shared her comments with me. I was also searching on the internet to seek ideas from a variety of sources and presentations to use in the classroom.

During the second term, PC4 changes her school. She seems to have a good communication with native speakers. But she has some problems in her new school such as school rules, and the way the courses are performed.

I had a great communication with native speakers, but Turkish teachers were a little bit arrogant at first. They didn't help me a lot, but after the weekly meetings we started to know each other and the problem was gone in time. As I went there in the middle of the year, I didn't have any orientation about the school rules or English department, they didn't inform me about the lessons and the function of the native teachers at school. I was teaching a book named Story fun for movers and flyers. I was planning all my lessons according to those books, but then they said that I should have supported what they taught in their main course lessons. It was the time of written exam and they said me to finish all the topics in one week to catch up with the exam, it was really difficult for me but it was not my fault.

SC2 goes on talking about the way her colleagues approach to her, adding that the saddest thing that happened in her school is this question that was directed to her: What are you doing here? The problem related to the use of the word "people" was clarified and negotiated. It was expressed by SC2 that the word "people" was used to mean teachers or colleagues in her school.

- *Lack of relations:*

According to this code, the novice teachers- some of them- do not have desired relationships.

I heard so many people saying that if you can't be anything else, don't worry you can always be a teacher easily. I mean this is so sad. People actually said this to me. And at that moment, I pitied the efforts I made and felt sorry. It was not of course true because in the end whatever you do, you somehow do it for yourself. It was a two way road. Sometimes this thought eased my pain and sometimes I pitied myself. And unfortunately, this wasn't the only sad thing. Whenever people learnt that I graduated from Boğaziçi University, they were like what are you doing here?

SC2 does not have constructive relationships with her colleagues.

In fact, my first year in the profession was disappointing. The people I worked with contributed partly to this situation. I saw that they did not do their best as I wrote in my journal before. Because I focused a lot on my work, I did not have many relationships with my colleagues, thereby preventing to have important problems with them.

4.2.2.3. Administration Related Challenges of the Novice Teachers

- *Traditionalism:*

This refers to the fact that some colleagues have/apply traditional methods in lessons.

PC4 has a problem on teaching methods with one of her colleagues who is the head of department, which- as she states below- causes her to feel annoyed during the first two weeks.

I had a problem with my head of department because she was not interested in authentic teaching methods. She was a traditional teacher and she had a bossy personality. She was not open to different ideas, so there was a communication gap between her and us. For the first week, she wanted to start the course book immediately not to lose time, but I rejected it to do ice breakers instead of jumping into the book, which was the ideal way to know each other in a new class. However she was so bossy to accept different ideas, so we had a really bad and annoying first two weeks.

- *Intrinsic motivation:*

To this code, the novice teacher does not expect any appreciation from anyone.

The headmaster of the school where SC2 works is not satisfied with the results of the exam, (an exam carried out by The Ministry of National Education to determine the students to place them accordingly). But SC2 is happy with the result as she believes and thinks that she did her best for her students. And when compared to Turkish course results, the students have higher grades in English course.

And when I got the results surely the headmaster wasn't happy but I was. My results in the exam were higher than their Turkish exam results. I mean the headmaster didn't know or wanted to appreciate the work I did because it was below the average of the whole district schools but I managed to have this result from scratch. Even the students were saying that they were amazed by their results and they, not all of them but some of them, realized that I was doing all this for them and they tried harder and seeing this made me just so happy. I did not care if the headmaster or the head of headmaster did not like my results or did not see my improvements or the fact that these kids had done better in English exam than their Turkish exam which is their mother tongue.

SC2 suggests that the true motive should be the inner one. The stakeholders of education system should be willing to do more than what is expected from them.

All I cared was to see my students full of hope and enthusiasm towards their future and their appreciation was worth all the trouble. And I realized that the failures of our system stem exactly from this situation at least some part of it. We are not supposed to do our jobs as efficiently and effectively as possible so that someone could score points and the people at the top could gush over them. I am not saying this shouldn't happen. I am just saying this shouldn't be our motive. We are not doing this job for this reason at least we are not supposed to. I don't know may be I am being too naïve. Teachers, school management and people at the higher status started to care about the profits more than the manufacture. And they became more unwilling to do anything more than the system demands.

- *Administrative pressure:*

This code refers to the fact that the novice teachers encounter pressure from school administrations.

The school management wants PC3 to furnish the students with answers to the exams. This situation makes PC3 feel uncomfortable.

One of the most difficult aspects of teaching was the isolation it imposed on its practitioners. We spent most of our days alone in our own classrooms, with our own students. Before each exam, school management told me to share questions with students before the exam and to give a high grade if anyone took a low grade which made me feel under pressure. Due to all problems I encountered during 2 semestres and pressure and working conditions, I would not work school the next year. "The reality is many of the teachers are afraid to put their voice out there because they are afraid it will affect their future working conditions."

My students' parents were very satisfied with the education I had given to my students; but I always felt uneasy and unhappy during the time I spare at school because the administration tended to supervise us without stopping at unawares.

PC4 expresses her concerns about her administration. She is worried about the workload in her school.

Our admin was not a teacher that worked for schools; he worked for different private courses beforehand, so he was not good at as a leader. His demands were not feasible. He just wanted to make the parents happy but almost all the teachers were upset. Normally we were not expected to work on Saturdays, but he called us every Saturday without any reason. We met every Saturday without any agenda. He just made the working conditions worse.

PC4 talks about the privilage that the school principle grants to the parents. This situation causes PC4 to be busy unnecessarily as expressed below.

We had some problems with parents because our principle gave the parents limitless privilage and promise when they registered to school. They felt free to do everything they wanted, they called me at any time they wanted, they texted me all the time, they wanted to be informed while their children were at school all the time. It was time consuming and tiring for a teacher who had 28 hours and other responsibilities. It means I was not done even if my shift was over. The main reason of the problems with the head of department was that she was not open to new ideas and she was really stubborn. It took time to have a normal communication with her.

In the second term, PC4 seems to come to terms with the admins because she changes her previous school and she finds the new one better. But she says she is assigned with lots of duties. And then, she exemplifies.

They were good and appreciated all the teachers' effort, but they assigned me lots of duties even though I was new at school. I had some difficulty in them because of the lack of orientation. I was responsible for Cambridge examination support of 4th graders, and I didn't know most of students as I wasn't informed about their language level beforehand. I was responsible for the presentation of 4th grade language education of the school to inform the parents at the end of the term, but the problem was that I didn't have much information about it as I was new there. I was responsible for writing for the weekly school magazine to show the products of our department. At the same time, I was trying to write my thesis so it was really hard for me to handle all these things.

- *Prohibition*

This code means that the school management restricts use of photocopy machine.

SC2 expresses her concerns over the school management. The school management restricts use of photocopy machine. This situation remains unsolved as we understand from reflective journals.

One other problem I faced in the second semester especially with my crowded classes like 7th grades was the restrictions to use the resources provided by the school. As I mentioned, I was always using alternatives sources to provide different opportunities. However, as a teacher I cannot force my students to buy a book and even if I did, most of them couldn't be able to afford it anyways. Therefore, I was making copies of the activities that I considered important which means I was spending almost every break with the photocopy machine. The school management decided to take some measures as if I loved to spent my time and energy with a machine and using those copies for my own sake.

4.2.2.4. Parent Related Challenges of the Novice Teachers

- *Parents' indifference:*

This code refers to the fact that the parents fail to show enough interest in their children.

Parents' indifference to their children's education made SC1 find a solution about the problem. Visiting parents and trying to persuade them to send their children back to school are among the solutions. But the school seems to have failed to find a solution to this problem:

They weren't interested in their children's education at all. I collected the parents' mobile phone numbers from the students. I invited them to the parent-teacher meeting, but few appeared. Then, our administration formed a board. They visited the parents in person and informed them about their children's success/problems in the school. Some parents didn't send their children to the school at home. The board tried to persuade the parents to send their children back to the school. Yet, they gave excuses saying "our children don't want to go to school, they prefer staying at home" However, their children were eager to attend. In fact, they are most probably scared to say "I want to go back to school" Even though there are legal punishments, the parents refused to send their children to the school.

As can be seen above, no matter what the board did for the good of the students, some families were unwilling to send their children back to school. In an interview that was carried out with SC1, the true reason of this unwillingness turned out to be the fact that the families were in the habit of assigning domestic and farm-related chores to their children.

SC2 exemplifies how hard it is to handle students with parental problems.

I had this student called XXXX in this class. He simply was sleeping his eyes open and sometimes closed. I talked to him and his parents several times and found out that his father was away and all he cared was playing play station and didn't pay attention to his mother or any other teachers. I talked to the school counselor, he tried to talk to him, but it didn't change the outcome. I couldn't gain his attention till the end of the year.

The indifference of families can be seen through SC2's experiences like SC1's. Because of their families' socio-economic background, the students do not take enough care in terms of pedagogical concern.

Since the school I worked is a religious school they were also learning Arabic as a third language. Learning two languages at the same time which has two separate set of rules and features was of course too challenging for them especially considering their level in their mother tongue. Their Turkish teacher was trying to fill these huge gaps among the students. He was assigning books and made them read a lot. However, the success of students requires a mutual relationship formed by families and the school. My students' social backgrounds were really low and their families did not care much about their children's academic achievements. It made our jobs as teachers twice harder.

Below is what SC2 states during the interview when asked to what extent his expectations were met in the first year of profession

There needs to be a consistency between the attitudes of teachers and families. When this doesn't meet, the kid's mind gets all confused and twisted naturally. If one leg of a chair was broken, what would happen when you sit? When we call the parents and warn them about their children's low performance or misbehavior, they simply don't care or they yell at their kids or sometimes not often beat them. Therefore, as a teacher, most of the time, I tried to solve my problems without involving the parents because I couldn't be sure about the response I would get.

- *High expectations:*

This code refers to the fact that the expectations of the parents in private schools are high.

The parents who send children to the school where PC3 works seem to be demanding

In the early days of the school, the parents were prejudiced because I was the 4th English teacher. Because my students would take the scholarship exam at the end of the fourth year, the parents would not accept any mistakes in the English part in the exam which means for me to do my best both for my department heads and for the parents. By taking parents concerns into account, I welcomed my students through an informative letter including necessary information about 4th grade, my teaching style and assessment process in English lesson.

PC4 is disturbed about parents' being so demanding, but adding that some of the parents were appreciative though.

Parents were too much demanding. They called me even at 11 pm to ask me nonsense questions. However, some parents were teacher-friendly and easygoing. They appreciated all my effort and my relationship with my students. As I was not a main course teacher or a classroom teacher, I was not responsible for anything about parents.

4.2.2.5. A Summary of Challenges of Novice Teachers in the First Year

All the four novice teachers experienced both different and similar challenges throughout an educational year. When we investigate the fifth research question, we will focus more on the similarities and differences of their experiences specifically. Among some challenges of them are the ones that are related to the novices' students. Especially, the academic level of the students the novices in state schools are

responsible for is a highly emphasized challenge. Parents in state schools are stated to be indifferent to their children. The novice teachers in state schools put this situation down to the solid fact that the families have disadvantages related to social and economic terms. Moreover, the families with disadvantages in socio-economic terms cause their children to be absent in schools from time to time. It should be noted that this situation has been reported to be seen in pastoral areas of Southeastern Anatolia Region. On the other hand, the parents of the students that are in private schools are demanding, according to what the novices in private schools express. One more challenge that the novice teachers in state schools cannot help sharing with us is the number of the students in classess.

4.2.3. Research Question 3

What coping strategies do they employ in dealing with any challenges?

The novice teachers of the current study have their own problems related to their students, colleagues, parents, and administrations. At the same time, they were asked to write down the solutions to these challenges and problems.

4.2.3.1. The Coping Strategies of the Novice Teachers About Students

The participants try to solve student-related problems within the domains of methodological solutions. Not only do they criticize their own methods but also they improve themselves.

- *Self-Improvement:*

It refers to the novice teachers' solutions for academic level of their students.

SC1 has some problems about the academic level of his students.

I felt frustrating in the first few months because of the low education background of the children and of the different setting and profile of the students. Fortunately, I managed to adapt methods/techniques to this context.

SC1 decides to question himself on how to better educate his students. Below are some pedagogical techniques carried out by SC1.

As I identified the problems, I questioned myself a lot on how to find ways to teach English at a very basic level with simple and effective instructions and activities. I prepared worksheets related to the units we studied. I felt a bit lucky because there were smart boards in all the classrooms, I used a lot of flashcards, videos, and visual aids to address different learning styles. I gave students simple homework and projects.

SC2 complains about the course books available, adding that they are lack in offering enough exercises to satisfy her students' needs. She tries to use different materials.

The books were just not compatible with my students' needs and there weren't enough exercises and activities that would allow them to internalize or at least grasp what is being asked and expected from them. But the number of students who were interested and genuinely cared to work was high so that was my luck. I used additional resources and made copies of books and tried to give them as many opportunities as possible so that they could engage with the language and have some fun in the mean time.

SC2 uses additional materials to make her students get engaged with the language.

I used additional resources and made copies of books and tried to give them as many opportunities as possible so that they could engage with the language and have some fun in the mean time. I was still using different kinds of books, websites as an alternative because the book provided by ministry of education did not offer enough activities for children to practice and internalize the topic. Even though I am against the idea of using grades as a weapon to motivate students and force them to study, I realized that some kids always requires a push to move forward otherwise they got lost as the rest of their friends got better and better every day. Therefore, I decided to implement quizzes at the end of each unit so that I could make sure who gained what.

- *Encouragement:*

It refers to the novice teacher's solution for the effect of socio-economic level on students.

SC1 expresses his thoughts about the teaching methods he applies. He finds his methods problematic at first. But then he discovers the true reason. SC1 explains his students the meaning of what homework is.

At the beginning I thought there was a problem with my teaching methods, but the more I talked to the students about their family and educational backgrounds the more I found the problems. Above all, the students didn't have the habit of studying on their own. When I gave homework, some students barely did it. I explained them the meaning of the homework is not to fill your free time at home. It would help them to practice their studies.

- *Determination:*

It refers to the novice teacher's solution for demotivation.

SC2 goes on talking about the level of her students, bringing up a different idea among all these challenges, pointing out that she is determined about the current situation:

I was shock for a really long time since my practicum experience was in prestigious schools and the level of students was really high compared to this one. I really wanted to speak in English and made my students to speak in English. I didn't want to be one of those teachers who don't speak English in an English class. I really tried and determined first couple of weeks that all of my conversations, may be not a hundred percent but most of it, would be in English.

The novice teachers have some significant pedagogical solutions for the challenges below. Improving human relations, peer cooperation, classifying classrooms, counselling, being organized, classroom management, making use of university education are among these solutions.

- *Improving human relationships:*

According to this code, the novice teacher (SC1) uses an effective language.

I talked to the students who weren't really good at literacy skills, and asked them about their primary education background. They said they had studied it in a different school and the classroom size was above 50 students. They couldn't get enough attention from their class teacher. I informed the administration, the school counselor, and Turkish language teacher.

SC1, together with other colleagues, tries to apply different solutions for problems

We as a team focused on just to enhance their literacy skills with simple activities and readings. How much we could have helped them is open for discussion. To prevent bullying and vandalizing, I established classroom rules in the first week with some activities. I firmly believe that using the “*I language*” is one of the most effective way to communicate with a person. When some unwanted situations occurred, I always used *I language*, expressing my feelings on the behavior not on the personality. In addition, I always paid carefully designed my lesson plan on when to do stirring/settling activities. This also hindered the possible problems in the classroom.

- *Peer cooperation:*

This refers to peer cooperation for classroom management.

Some of her students seem to have a deep memory in her mind because of their naughty behaviours. She tries to apply what she learnt through university education to the classroom she is responsible for.

There were these three kids that were engraved in my memory because of their naughty behaviors. I was trying to use the methods I learnt in my classroom management courses like staying close to those kids when they misbehave and tried to get to know them, got help from their peers to help them in need; they all seemed to work but for a really short period of time. Fortunately, I had students whose levels were a bit higher than the rest of the class and they made certain things easier for me and also for their peers.

- *Classifying Classrooms:*

This code refers to the solutions for classroom management and overpopulation of classes.

8th grade students are divided into two classes according to their academic level, but then the classroom with the better level starts to develop undesired attitudes towards courses. SC2 talks to her students to make them engage again.

The best thing happened and 8th graders were divided into two classes. They divide them according to their academic performances which of course had its advantages and disadvantages. It was really easier to deal with them this way and more importantly, since there was an exam ahead, I could go faster with the high level students and push them forward instead of making them wait for others. With low level students, I was hoping for the best and arrange my lesson according to their needs. Everything sounds perfect until now, right? I was quite optimistic as the beginning as well.

Then, this decision turns out to be not so effective as it is supposed to be.

However, as it turned out, students who are in the better class built this ego which made me feel really frustrated and upset, because they weren't trying as hard as they used to. Just when I thought everything would be good, I had this new struggle to deal with. Girls were fine, they were studying and knowing what they wanted but boys were simply lost. Some of them didn't care about the exam because they had this idea that they were going to go the religious high school which didn't require much studying and they could get in easily. But I pushed, I talked, I sometimes crossed with them but their ambition lasted a day or two and then everything was going back the way it was.

- *Counselling:*

This code refers to the fact that the novice teachers consult their colleagues for classroom management.

PC3 is a private school teacher. She states that some of her students are naughty. She tries to solve the problems by consulting classroom teachers.

Some of the students were naughty. Some students, judging from the observations that I made, were developing abnormal behaviours. They were so hyperactive, damaging their friends. When possible, I consulted with main course teachers to solve the problems.

SC2 shares her challenge about classroom management. She also points out that the daily number of courses that the students are responsible for is high. One of her students needs attention. She tries to solve the problem related to her student.

However, it was so easy to lose control when you had so many children in a tiny classroom. They wanted to be set free and they had 7 hours of classes every single day. I believe it is just too much both for the students and the teacher. But that was the system and we needed to keep going. I had this student called XXXX in this class. He simply was sleeping his eyes open and sometimes closed. I talked to him and his parents several times and found out that his father was away and all he cared was playing play station and didn't pay attention to his mother or any other teachers. I talked to the school counselor, he tried to talk to him, but it didn't change the outcome. I couldn't gain his attention till the end of the year.

SC2 decides to lower the percentage she speaks English to communicate with the students. But she is worried that she is likely to fall behind being an advanced speaker of English.

I lowered the percentage that I spoke English to the place where I can connect to the kids. That seemed like the best I could do. I wasn't completely okay with this since I worked really hard to be an advanced speaker of that language and I was afraid that I was going to get worse. What could I do though? I needed to content with what I have.

- *Being organized:*

This code comprises the fact that PC3 becomes more organized in herself and familiar with the students.

During the second term, PC3 becomes more organized in herself and familiar with the students. She takes her students' learning styles into consideration.

In the second term, I was more planned and experienced than the first term. I knew my students more closely. While I was planning my lesson, I was taking my students' learning styles into account. I could train my students on class routines used everyday to build consistency. Students had exams once a week. We had to provide support for students to pass the exams, and help them to obtain the best grade possible.

- *Making use of university education:*

It refers to the fact that the novice teacher makes use of university education.

No matter how decisive SC2 seems to be, she has the tendency to give up. SC2 looks back on her previous experiences at the university she graduated from. Taking the thoughts that she has on her Spanish and Korean teachers into consideration, she gets excited and she wants to make use of the same methods as her teachers did:

It just needs time. Because I took Spanish and Korean courses in university and my teachers didn't know any Turkish. They knew English but I hardly ever saw them use it. They used their gestures and mimics to get message across. So, I always thought why not just use L2? I knew it would be difficult but it was possible according to my experiences. But reality did not work the way I wanted it to work apparently. I forgot to consider the fact that I was a responsible student who knew why language learning was necessary and learning a new language was exciting for me. Therefore, I took it seriously. How on earth I

could expect a student from a small district of Gaziantep and whose elementary backgrounds were mostly based on village schools to be the same? But I was ambitious; I thought I could do it with patience and time.

- *Solving classroom management:*

This means the novice teacher's way to handle classroom management.

PC4 shares her impressions about students when it comes to classroom management. She makes her students understand that they cannot behave the same way as they do outside the class. And she proves to be successful.

It was a new school and all the students were coming from different schools especially from other private schools. At the very beginning of the term, they compared the new system and new teachers with their previous teachers. When we were compared, I was more disciplined than their previous teachers. As it was a private school, teachers were expected to be less strict. In the first week, when we were writing down the classroom rules, they didn't like it because if you wrote down something, you made it more formal. They thought they wouldn't be free to do whatever they wanted in class, so they felt stressed. However, we solved the problems by the help of tutoring hours. They understood that they couldn't behave in the same way as they did outside the class.

- *Solution for role-conflict:*

This refers to the fact that the novice teacher and her colleague solve a problem about testing.

PC4 and her colleagues solve the problem about the exam that is supposed to be taken by the students and parents

We observed the students in our classes, and we prepared another test to apply it to our students. After the test, we placed our students to correct classes, and we changed all their materials according to their levels.

- *Sincerity:*

It refers to the fact that the novice teacher has sense of sincerity to solve the communication problem with her students.

PC4 tries to have an intimate relationship with her students to solve the communication problem.

I tried my best to be my students' best friend as a teacher who knew the importance of good relationship for classroom management. I arranged a tutoring hour with my students. Every week, I spent time with different groups to listen to their problems, to have a small chat and to help them with the topics that they hadn't understood in the lesson. So that we had a great relationship with my students and we came over the communication problem.

- *Solution for unwanted love affairs:*

This code refers to the fact that the novice teacher's attempt to find a solution to a possible problem.

There is something worth to mention. Towards the end of the term, the girls and boys in the 8th and 7th grades started to exchange love letters. I was told by the principle not to let such behaviors. If their parents found it out, it would lead to undesirable consequences for the both parties. Then, those students were directed to the school counselor. She talked to those students in person to help them with the problems.

4.2.3.2. The Coping Strategies of the Novice Teachers About Colleagues

The participants tried to apply various methods to solve the problems they had with their colleagues. Because there are not many problems in this study related to colleagues, few problems seem to be solved with healthy communication.

- *Good relations:*

According to this code, the novice teacher has good relations with his colleagues.

SC1 points out that he does not have any problem about his colleagues.

I had a good relationship with my colleagues. They were very supportive. I sometimes consulted them to benefit from their experiences on how to manage classroom in different contexts, settings and situations.

- *Making use of other colleagues' experiences:*

This code refers to the fact that collaboration among colleagues is stated.

Working together with compatible and collaborative colleagues is bound to increase the motivation that one has in any workplace. SC1 seems to be making good use of these features that we have just pointed out. All the excerpt focuses on the term “collaboration”. As a result of this collaboration, the motivation of SC1 is likely to increase.

I had a good relationship with my colleagues. They were very supportive. I sometimes consulted them to benefit from their experiences on how to manage classroom in different contexts, settings and situations.

PC3 express that she does not find anyone to consult with because of workload in the school. She decides to make use of her colleague’s experiences. Her colleague is not from the same school.

I couldn’t find anyone to guide me because almost everybody had to work for many hours. One of my best friends had been working in a different private school for the same grade level. She guided me during my first year. We used the same course book in the classroom. Each week we planned our lessons together, sometimes I was recording my video while I was teaching and then she watched my video and and shared her comments with me. I was also searching on the internet to seek ideas from a variety of sources and presentations to use in the classroom.

- *Solving close-mindedness:*

This code means that the novice teacher has problems with her colleague.

As mentioned before, PC4 has some problems with the head of the department. She decides to talk to her in person, and the problems come to be solved.

I tried to talk to my head of department in person. I explained my expectations from her. I said all my disappointments and asked for her expectations from me. After this small meeting, everything turned to be normal. She was like a paper based person. She was too loyal what the headquarter sent us, but we were a new school and our students were really different from theirs, we had to make some changes with the plans. For examples, for 5th graders, we had MUN lessons. Students were expected to have that lesson in L2, but it was impossible for them to understand what was going on in a United Nations conference. That’s why for the lowest level, I offered to teach that lesson in L1 and L2 to help our students. So that, they could understand the concept of Model United Nations and its function at least, but she forced us to do what headquarter asked for without any comment or any change.

4.2.3.3. The Coping Strategies of the Novice Teachers About Administration

There are only few problems related to administration that are required to be solved by the participants.

SC1 states that he does not have any important problems about administrative affairs.

- *Intrinsic motivation:*

It refers to the fact that the novice teacher anticipates no appreciation.

SC2 is an intrinsically motivated teacher expecting no appreciation from the headmaster of her school. She is satisfied with what her students get from the exams.

Even the students were saying that they were amazed by their results and they, not all of them but some of them, realized that I was doing all this for them and they tried harder and seeing this made me just so happy. I did not care if the headmaster or the head of headmaster did not like my results or did not see my improvements or the fact that these kids had done better in English exam than their Turkish exam which is their mother tongue, All I cared was to see my students full of hope and enthusiasm towards their future and their appreciation was worth all the trouble.

Throughout PC3's reflective journal, we have not come across any problem with the administration.

- *Giving up:*

This code refers to the fact that the novice teacher decides to quit her job.

No matter what PC4 does to solve the problems with the administration, she fails and she decides to quit the job.

I talked to him in person but it didn't work, and I called general manager as my other friends did, but nothing changed. Then I left my job at the end of the first term because of his lack of management skills.

The interview that was carried out with PC4 pointed out that this novice teacher quit this job, but later she started to work in another school.

Although XXX Schools - the first school that I worked for- was full of drama and bad experiences, I never thought about quitting my job. I was aware of the fact that not all the schools were like mine, I was definitely sure that I would be in a better place as long as I did my job perfectly.

- *Colloboration:*

It means that the novice teacher has some information about the school where he is going to work.

Before working in the school, SC1 calls the principle to have some information about the school. SC1 finds out and states that the principle welcomes himself well, and that he did not have any important problems with the administration:

Before I started working in this school, I talked to the principle on phone and had a chance to get information about school, students, teachers and the administrative affairs. He was really close to me. He wasn't bossy, he was really open-minded and aware of the importance of learning English language. I didn't have a salient problem with the administration of the school.

4.2.3.4. The Coping Strategies of the Novice Teachers About Parents

- *Visiting parents:*

This code refers to the fact that the participant visits parents.

Parents' indifference to their children's education, as we mentioned in the first research question, obliges SC1 and school administration to take action about the problem. They visit the parents in person. Near the end of the second term, SC1 has a problem about students' love affairs.

They weren't interested in their children' education at all. I collected the parents' mobile phone numbers from the students. I invited them to the parent-teacher meeting, but few appeared. Then, our administration formed a board. They visited the parents in person and informed them about their children' success/problems in the school. Some parents didn't send their children to the school at home. The board tried to persuade the parents to send their children back to the school.

- *Solving problems without families:*

It refers to the fact that parents are not involved in problem solving.

The indifference of parents towards their children makes SC2 job worse than it already is. SC2 states that a mutual relationship is a must between the school and families. Generally, she solves problems without making families involved.

However, the success of students requires a mutual relationship formed by families and the school. My students' social backgrounds were really low and their families did not care much about their children's academic achievements. It made our jobs as teachers twice harder. There needs to be a consistency between the attitudes of teachers and families. When this doesn't meet, the kid's mind gets all confused and twisted naturally. If one leg of a chair was broken, what would happen when you sit? When we call the parents and warn them about their children's low performance or misbehavior, they simply don't care or they yell at their kids or sometimes not often beat them. Therefore, as a teacher, most of the time, I tried to solve my problems without involving the parents because I couldn't be sure about the response I would get.

- *Arranging meetings with parents:*

According to this code, the novice teacher tries to have good communication.

Being a new teacher in the school, PC3 states that the parents are prejudiced towards her as she is 4th English teacher in the school. The parents of this private school are demanding when compared to those in state schools where SC1 and SC2 work.

In the early days of the school, the parents were prejudiced because I was the 4th English teacher. Because my students would take the scholarship exam at the end of the fourth year, the parents would not accept any mistakes in the English part in the exam which means for me to do my best both for my department heads and for the parents. By taking parents concerns into account, I welcomed my students through an informative letter including necessary information about 4th grade, my teaching style and assessment process in English lesson.

PC4 arranges meetings to inform the parents about process in the school. She expresses her expectations from the parents.

I arranged a few meetings at the very beginning of the term to inform them about the coaching process and my expectations from them to win their trust. For the telephone traffic problem, we arranged hours that they could call or text me.

- *Informing parents about the students:*

This code refers to the fact that parents are informed to prevent possible problems.

PC3 starts to send reports to parents to inform them about their children, which delivers PC3 from a burden.

I started sending home bi-weekly progress reports throughout the year to try and keep parents better informed about their child's grades, behavior, and work habits. The more reports I sent home, the better, especially for students who were in danger of failing which saved me the grief and hassle of dealing with angry parent.

- *Parents following school rules:*

This code refers to the fact that parents are required to follow a routine when visiting teachers.

In the second term, however, PC4 is in another school. Here, the parents are not allowed to enter the specific parts of the schools. When they want to see a teacher, they are invited to visiting rooms. Schools admins here in this new school are different and more sensitive and problem-solving.

Parents weren't allowed to go to school buildings- if they wanted to see the teacher, they were invited to the operation building including some visiting rooms, and then they talked to the teachers. They couldn't go to the buildings where there were classes. School admins were really sensitive about that. They didn't have the chance to take the cell phone numbers of the teachers. If they wanted to ask something or talked to the teacher, they used to call the school and if we wanted to answer, we would talk to them. Otherwise they didn't have the chance to call the teachers whenever they want. Most important thing was our principles never let the parents to gossip about the teachers. They always defended their teachers and supported them but if there was a real problem, they preferred to talk to the teachers in person not in public or in front of the parents.

4.2.4. Research Question 4: What is the extent of relevance of the university education to novice teachers' profession?

The novice teachers were requested to write down how relevant they found their university education to their profession.

- *Being aware of the university education:*

It refers to the fact that the novice teacher finds university education important and significant.

SC1 states that she always exploits what she learnt during her university education.

I always took advantages of what I learnt during my education at university. In particular, there are four essential subjects to develop oneself continuously; teaching English to the young learners, methods/techniques, classroom management and educational sciences.

SC2 is, too, aware of the courses that she took when in university.

The courses provided for me in university were really helpful. All the non-selective courses were necessary and I was aware of that. Well, I can't say I like them all but it wasn't because of the content, rather it was the way the lesson was taught. Classroom management, the courses related to educational psychology, linguistics, assessment and material design and evaluation, teaching methods, technology integrated classrooms and many others I forget to mention were really helpful especially when I needed them the most. When I feel like I have no options, I apply to them, check my background to uncover things I might forgot and they occasionally they help me.

PC3 expresses that she had an essential and useful education during her university years. She manages to apply what she learnt in university.

In my university education, I had useful courses that helped me a lot in my profession. For example, the course "Teaching English to Young Learners" is the essential one as I work in a primary school. Having learnt that the span of young learners' attention is short, I prepared myself accordingly. Since it is human children that we are supposed to teach and educate, we shouldn't forget that there are different personalities, thus different techniques that can be applied when the university education is not enough. Without doubt, university education is a must.

- *Real life facts:*

This code refers to the fact that the novice teacher finds a gap between reality and theory.

However, he asserts that there is a gap between what is taught through teacher training and the reality.

However, there is a gap between what is thought in the teacher education and the reality. In the education faculties there are some assumptions in regards to the readiness of the students. I don't remember that I was told how to teach students who are literate and illiterate, but still in the same setting. There is a huge difference among students, at least where I work.

When it comes to applying what she (SC2) learnt during her university education to the real life, she states that theory does not help.

However, most of the time I realize that I trust my instincts and theory seems like a dead end with no practical application.

- *Not extensive in scope:*

It refers to the fact that the novice teacher criticizes curriculum makers.

SC1 criticizes those in charge of curriculum makers for not taking different aspects of the students into consideration.

I think educators in the higher intuitions didn't take into the account how much different the students' social, economic and educational levels would be. When the curriculum or assumptions are designed, they are not based on a larger scale.

SC1 states that the regions all over Turkey differ from each other. But when it comes to the curriculum, a standard one is applied to everyone.

There is a huge difference between a student studying in the center of Diyarbakır and a student studying 20 km away from Diyarbakır. If the children cannot express to write or read in their native languages, doesn't matter either Turkish or Kurdish, it seems difficult to teach them English. Even though there are methods/techniques to adapt them in different settings and contexts, It can be too hard to use them effectively when you have students who are in the opposite poles.

- *Methodology:*

It refers to the fact that the novice teacher makes use of what she learnt at university.

PC4 points out that she made use of the English courses in university. She knows how to prepare an exam that is compatible with CEFR (Common European Framework of Reference).

Actually I didn't have the chance to benefit the courses in Turkish, but the courses in English were really relevant. I didn't have any problems with testing because I learned all the important points of testing & assessment in my education. Thanks to my testing course and CEFR course, I learned how to write a valid and reliable exam matching with students level according to CEFR. Our testing office never returned my exams after they checked them.

PC4 modifies teaching materials. She does so by the help of what she learnt from material development course in university.

The book or the materials were not always appropriate for my students, so I adapted them according to my students' expectations or their levels. For instance, I was teaching 4th graders and the book was teaching will & be going to at the same time but I omitted 'be going to' and I just introduced 'will' by the help of my material development course.

PC4 teaches grammar implicitly.

When I was at university, I learned that implicit grammar teaching was better than explicit one. Therefore, instead of just writing the rules on the board, I always taught grammatical structures by the help of real life situations or in authentic context. When I was preparing my materials, I benefited material development course and when I was using L2 appropriate for their level, I benefited young learner lesson.

Micro-teaching course that she took during her university education enables her to plan her lessons and teach effectively.

I learned how to plan a lesson with the help of micro teaching course. It not only helped me to teach effectively but also helped me to have great job interviews.

- *Applying university education to the profession:*

This code refers to the fact that the novice teacher applies theory.

Below is an example about micro teaching course that PC4 took in university.

Sanko Private Schools hardly ever hires a Turkish teacher instead of a native one, but they wanted to work with me because of my lesson plan and with my well organised demo lesson. I think all our courses were practical and beneficial for us.

Table 6.

Codes From the Reflections of the Novice Teachers

- . Being Aware of University Education
- . Real Life Facts
- . Not Extensive in Scope
- . Methodology
- . Applying University Education to the Profession

From the table 6, it is understood that all the novice teachers express that they consider university significant, however those novice teachers in public schools do not hesitate to point out that theory does not apply when it comes to working in state schools.

4.2.5. Research Question 5

What are the commonalities and differences between the experiences of novice teachers working in public and private schools?

This research question constitutes the spine of the current study. The question focuses on a comparative analysis of all the cases. First, the similarities and differences of state school cases are analyzed, and then the same method is applied to private school cases. At the end of this process, the study focuses on both parties simultaneously-private and state school cases. The questions “How do the two parties differentiate from each other?” and “How do the two parties bear a resemblance to each other?” find their answers in this section.

4.2.5.1. The Commonalities and Differences Between State School Cases- SC1 and SC2

Analyzing the data that were provided by the novices that work in state school, we happen to see that they have both similar and different challenges related to students, administration, parents, and colleagues. Both SC1 and SC2 have problems with the academic level of their students and the way their students make sense of courses.

- *Lack of self-autonomy:*

The code refers to the fact that the students are not self-disciplined.

SC1:

When I gave homework, some students barely did it. I explained them the meaning of the homework is not to fill your free time at home. It would help them to practice their studies. They didn't have self-discipline to study on their own. They didn't have the habit to revise what they learnt. This was really frustrating. They weren't interested in learning any other subjects.

- *Finding Solution:*

The code refers to the fact that solution for students' level of English.

SC1 decides to teach English at a very basic level.

As I identified the problems, I questioned myself a lot on how to find ways to teach English at a very basic level with simple and effective instructions and activities.

- *Self-criticism:*

According to this code, the novice teacher criticizes herself for improvement.

SC2 questions herself about how to improve herself more. She does not hesitate to criticize herself.

How on earth I could expect a student from a small district of Gaziantep and whose elementary backgrounds were mostly based on village schools to be the same? But I was ambitious; I thought I could do it with patience and time. However, the plan didn't work because apparently my patience was not enough. I was moving heaven and earth but not a leaf stirred. Then I realize this was not going to work, I was exhausted every time I come home, I was getting angry even to trivial things. This wasn't who I am but not being able to be the teacher I always imagined frustrated me.

- *Conformity:*

This code refers to the fact that the novice teacher decides to accommodate herself to the level of her students.

SC2 decides to lower the percentage of use of English she has in her classes.

That is when I made a deal with myself and faced the reality. I lowered the percentage of me speaking English to the place where I can connect to the kids. That seemed like the best I could do. I wasn't completely okay with this since I worked really hard to be an advanced speaker of that language and I was afraid that I was going to get worse. What could I do though? I needed to content with what I have.

We see that both SC1 and SC2 express their concern over their students' literacy skills. They both say that the students have problems with reading and writing skills even in Turkish, their mother tongue. They both lower the percentage of English in their classes.

- *Illiteracy:*

It refers to the fact that some students seem to be lacking in reading and writing skills.

SC1:

As some students didn't attend the school regularly, they could barely read and write even though they were in the secondary school.

SC2:

I had only 3 hours of English and some of the students could not even write in Turkish properly or read in Turkish properly. When I asked them to take notes of certain things as a reminder and checked later, I saw a lot spelling mistakes both in English and in Turkish.

Families' indifference to their children's education is noted by SC1 and SC2.

- *Lack of parental cooperation:*

It refers to the fact that there is not cooperation between parents and teachers.

SC1:

They weren't interested in their children' education at all. I collected the parents' mobile phone numbers from the students. I invited them to the parent-teacher meeting, but few appeared. Then, our administration formed a board. They visited the parents in person and informed them about their children' success/problems in the school. Some parents didn't send their children to the school at home. The board tried to persuade the parents to send their children back to the school. Yet, they gave excuses saying "our children don't want to go to school, they prefer staying at home" However, their children were eager to attend.

SC2:

However, the success of students requires a mutual relationship formed by families and the school. My students' social backgrounds were really low and their families did not care much about their children's academic achievements. It made our jobs as teachers twice harder. There needs to be a consistency between the attitudes of teachers and families. When this doesn't meet, the kid's mind gets all confused and twisted naturally. If one leg of a chair was broken, what would happen when you sit? When we call the parents and warn them about their children's low performance or misbehavior, they simply don't care or they yell at their kids or sometimes not often beat them.

In the sense of using educational materials, both state that they are lucky as they have smart boards.

- *Applying Technology:*

It refers to the fact that the novice teachers make use of technology.

SC1:

I felt a bit lucky because there were smart boards in all the classrooms, I used a lot of flashcards, videos, and visual aids to address different learning styles. I gave students simple homework and projects.

SC2:

One other advantage of my school was that it had smart boards and internet. I tried to integrate it to my lessons for listening to songs and certain kinds of activities.

It should be noted that the novice teachers in state schools try to find solutions to their students' literacy skills by establishing cooperation with Turkish language teachers.

- *Cooperation among colleagues:*

This code refers to the fact that cooperation is established among colleagues.

SC1:

I talked to the students who weren't really good at literacy skills, and asked them about their primary education background. They said they had studied it in a different school and the classroom size was above 50 students. They couldn't get enough attention from their class teacher. I informed the administration, the school counselor, and Turkish language teacher. We as a team focused on just to

enhance their literacy skills with simple activities and readings. How much we could have helped them is open for discussion.

SC2:

Since the school I worked is a religious school they were also learning Arabic as a third language. Learning two languages at the same time which has two separate set of rules and features was of course too challenging for them especially considering their level in their mother tongue. Their Turkish teacher was trying to fill these huge gaps among the students. He was assigning books and made them read a lot.

4.2.5.2. The Commonalities and Differences Between Private School Cases- PC3 and PC4

PC3 and PC4 share a common problem about workload in their schools. They state that they are supposed to be in their schools even if they are finished with their regular schedules.

- *Workload:*

This means the workload that the novice teachers have.

PC3:

During the first few months we, all new comers, were forced to attend the weekly meeting in the school. The weekly meetings were a bit of joke and a waste of a teacher's time. We had a busy schedule. Almost every day we had to teach at least 7 hours. Moreover, we had to stay at school after the school had finished for the meetings held two times a week.

PC4:

His demands were not feasible. He just wanted to make the parents happy but almost all the teachers were upset. Normally we were not expected to work on Saturdays, but he called us every Saturday without any reason. We met every Saturday without any agenda. He just made the working conditions worse.

The parents of private schools are demanding when compared to those of state schools. Below PC3 and PC4 express their challenges and experiences about private school parents.

- *Parental Expectations:*

The code refers to the expectations from the perspectives of the novice teachers in private schools.

PC3:

In the early days of the school, the parents were prejudiced because I was the 4th English teacher. Because my students would take the scholarship exam at the end of the fourth year, the parents would not accept any mistakes in the English part in the exam which means for me to do my best both for my department heads and for the parents. By taking parents concerns into account, I welcomed my students through an informative letter including necessary information about 4th grade, my teaching style and assessment process in English lesson.

PC4:

I felt a little bit anxious as my students' parents called me a lot whenever they wanted. It was a big problem for me because they were too demanding. They called me even at 11 pm to ask me nonsense questions. However, some parents were teacher-friendly and easygoing. They appreciated all my effort and my relationship with my students.

Private school novices express their concerns over standard lesson plans. PC4 does her best to satisfy different learning styles of her students accordingly.

- *Learning Styles:*

This code refers to the fact that the novice teachers express their concerns about inflexibility of the methods in schools.

PC3:

Despite the fact that there were many students in the school, we were often asked to follow a single technique in our teaching environment. This situation caused some of the students not to understand the lesson.

PC4:

As we had a standard lesson plan and weekly plan in all campuses, we didn't have the chance to change the plan completely. However, I tried to do my best to have a communicative classroom where students have the chance to express themselves freely. I used TAGUL and VOKI for warm-up activities to enhance their eagerness to involve in the interaction, and for presentation parts I mostly used question-answer technique to scaffold them. For grammar teaching, I used contextual grammar instead of just introducing the rules and showing them a few examples. I paid attention to note-taking for listening activities, and I used role-playing activities a lot in my classes. For interactive activities, I used the English library where students could find different sources and real-life materials.

PC4 goes on talking about the head of the department that she belongs in, stating that her colleagues are not open to authentic education materials, which -as she says- creates a barrier between them.

- *Barriers in Communication:*

It means that the novice teacher has a problem in communication.

I had a problem with my head of department because she was not interested in authentic teaching methods. She was a traditional teacher and she had a bossy personality. She was not open to different ideas, so there was a communication gap between her and us.

4.2.5.3. The Overall Commonalities and Differences Between The Experiences of Novice Teachers Working in Public and Private Schools

This part of the research question focuses simultaneously on the commonalities and differences of the novice teachers. So, we compare the holistic experiences of SC1-SC2 to PC3-PC4 in this section.

One of the most striking differences of the four novice teachers consists of parents. The parents in state schools where SC1 and SC2 work seem to have developed indifference to their children's education. SC1 and SC2 have expressed this situation in their reflections. The parents in private schools, however, have obvious tendency towards their children's education. As such, PC3 and PC4 state that the parents are a kind of burden on their shoulders apart from other factors such as students, colleagues, and administration. SC1 and SC2 have more problems with students than PC3 and PC4 do. The novices in state schools have accurate problems with the literacy skills of the students that they are responsible for. PC3 and PC4 do not have such a problem in their schools. The administrative domains of private schools where PC3 and PC4 work interfere with the post-school lives of the novices. They state that they have to go to work in their schools even when there is no lesson, or that they have no extra time for private stuff of their lives. PC3 expresses that she witnesses some times when arrives home late. All the four teachers have a challenge when it comes to finding a partner to consult with. Private school novices state that they have difficulty having a colleague whose experiences they should make use of, or that they find it difficult to have healthy

relationships with their colleagues. PC4, as mentioned before, has a problem with the head of the school administration about using authentic materials.

Table 7.

The Overall Commonalities and Differences Between Public and Private Schools

Type of School	Commonalities and Differences Between Public and Private Schools	
State School	. Lack of self-autonmy . Finding Solution . Self-Criticism . Conformity	. Illiteracy . Lack of Parental Cooperation . Applying Technology . Cooperation Among Colleagues
Private School	. Workload . Parental Expectations	. Learning Styles . Barriers in Communication

From the table 7, it is understood the problems and challenges that the novice teachers in state schools revolve more around students and parents. Lack of self-autonmy was used as a code after SC1 stated that his students were not even aware of what homework means. Illiteracy and lack of cooperation were emphasized by those teachers in state schools. Cooperation among colleagues was made use of to solve some problems about the students. Workload and high expectations of the parents belonging in private schools were expressed by the participants. Both novice teachers in private schools pointed out that learning styles of the students were ignored for the sake of sticking to the programme of the schools.

4.3. The Findings of Interview Questions

We directed four interview questions to the novice teachers to be questioned. Because of practical concerns, we e-mailed the questions to them. Below are the questions and responses of the interview.

1. To what extent were your expectations satisfied during the first year of your profession?
2. Did you think of quitting your teaching profession in the first year? If yes, could you please explain it?
3. How did the way your colleagues were into teaching profession affect you? How did they affect your attitudes towards education?
4. What would you recommend to prepare/equip candidate teachers for their professions better during pre-service education?

4.3.1. Responses to the Interview Questions

1. To what extent were your expectations satisfied during the first year of your profession?

SC1 expressed that:

I had been thinking about being a teacher, an English teacher for years. I like this language. I have been through a lot in terms of interaction in this language. Then I decided to be an English teacher. I did my best to have the right to study in ELT department. After all those tiring courses, I graduated from my university and got appointed only to find myself in a complicated and new atmosphere. It was a pastoral area on Southeastern region of Turkey where I worked. Parents were indifferent to almost everything about their children. Some students were very difficult to handle. Trying to teach English to barely literate students was exploiting all my energy. But day by day, I started to adopt my workplace as this job is my life itself. I had to create a better atmosphere for myself and students as this is the job of my life.

According to SC2:

Well , as I stated earlier, I was quite frustrated in the first couple of months because I didn't get to see or experience even the small problems or realities of a real classroom during my practicum period therefore I wasn't prepared at all. I was like a fish out of water. So if I really needed to rate, I would give 2 or 3 out of ten. But of course there were many factors affecting this result including my personal problems. The fact that I left Istanbul and came to this little place with no one to share my struggles, I was quite alone and everybody acts like what is she doing in here there must

be something wrong with her after graduating from boğaziçi even my students were like that as if they don't deserve a teacher with a good degree you know. It was really depressing and tough especially in the first year. It is always like this with human beings during the first times until they get used to the situation.

Another novice teacher (PC3) stated:

My first year was full of expectations. Just after I graduated from the university, I started to work in a private school here in Adana. I was new and parents were a little bit sceptical towards me. They were trying to call and reach me whenever possible. But I managed to have good relationships with some parents. I gave them useful information about their children. I was hardworking in my school. But, in the following months, some teachers started to complain about me. I think they were afraid that the same performance I had was going to be expected from them, too. I learnt a lot when taught English. This is the best way to improve yourself- learning while teaching. I do not know under what conditions the teachers in the state work, but if you are a teacher in a private school, then be ready to address very different needs.

According to PC4:

To be honest, the first semester was a disaster for me. It was also the first year of the school, maybe because of that reason, nothing made me feel good at school but I think the biggest problem was the principal. He was lack of professionalism and ethic. He was not fair and he needed help about management and relationships. On the other hand, the second school that I worked for was like a dream place. Especially the head of department and vice principals were good enough to make a teacher confident about his/her job. They supported me a lot and appreciated all of my projects, my relationship between students and me.

2. Did you think of quitting your teaching profession in the first year? If yes, could you please explain it?

SC1 stated that:

No, never. As I told you, I am ready to do my best despite every negative situation. I have to prepare myself for worse situations. I am a teacher and should not

give up when coming across negative things. But it will be useful to say that I felt a little bit disappointed when I first started to work as a teacher.

For the novice teacher SC2:

I actually have, many times. I still am actually. I try to be optimistic and do the best I can but it is hard. I feel like the boiling frog like in the fable. As if years will pass by and I won't even notice whether I am qualified enough to do this job or I am passionate about it or not. Cause I believe these are important especially in this job. You have this huge responsibility and it is not something to joke about. It is the future we are talking about. I don't want to endure or tolerate this job I want to love it with all its difficulties. Because no matter how much we talk about the factors affecting the teaching environment and the quality of education and conditions. I started to believe that a teacher who loves his job makes all the difference. Therefore only the people who can make that kind of sacrifice should prepare the teacher candidates so that we can actually alter things in a positive way. Not everybody should be a teacher and not everybody should prepare the teacher candidates if we want to revolutionise our education system.

PC3 expressed that:

I had serious problems with the administration in the school. They forced me to resign. But I did not do it. The next year I will be working in another school.

PC4 stated the following views:

Although XXX Schools - the first school that I worked for- was full of drama and bad experiences, I never thought about quitting my job. I was aware of the fact that not all the schools were like mine, I was definitely sure that I would be in a better place as long as I did my job perfectly.

3. How did the way your colleagues were into teaching profession affect you? How did they affect your attitudes towards education?

SC1 stated that:

My colleagues were doing their own professions. I just observed them. I observed their styles to handle students, I mean how they solved a problem when they

had one. Having a nice and a cooperative teachers' room affected my inner world. I knew I was not alone.

For another novice teacher (SC2):

I am not sure I am in the place to criticize more experienced teachers but from what I have observed the seed that needed to be nourished dies as the years pass by. There is a word for "student" in arabic "talebe". It also means eagerness. Since the school I work were not so successful and the levels of the students were quite low teachers were frustrated and they were hungry figuratively speaking. They wanted to teach so many things yet you can't force a fish to fly right? So, I was always has this question in my mind: Am I gonna be like them? How am I supposed to spend my years doing this job ?

According to PC3:

Most of the teachers are focused on their own business. There was only one teacher with whom I had healthy relationships. She was in the administration body. She helped me a lot. But my colleagues, as much as I can perceive, did not want anybody else to make progress. A person should wish something good for somebody else just as s/he wishes for himself/herself.

PC4 stated the following view:

The teachers at Doğa Schools were not more than a mediocre. They were traditional teachers and I never saw any of them preparing something different or even a simple lesson plan but it didn't stop me. However, the teachers at Sanko Schools were really great, the head of department arranged many workshops for us, we had a meeting every week to share what we do, and we had a monthly exhibition to show our classroom project both with students and their parents. As they were that organised and ambitious, I learned and shared whole semester.

4. What would you recommend to prepare/equip candidate teachers for their professions better during pre-service education?

SC1's opinion to this question is given below:

The most important thing I want to share with you are the schools where the candidate teachers are assigned to perform their practicum. Different schools with different students will help these teachers be ready for their true workplaces in the future. I had vital problems when I saw my students with almost no literate skills. Mine were more different than the ones whom I had my practicum with when I was in university. Candidate teachers should follow.

SC2 noted that:

Well I would say be realistic. Don't kid yourself by believing in the theory. Theory works if everything is in the optimum level guess what it rarely is. And take your practicum seriously and try to experience all sorts of things not just the best but the worst and empathize a lot if you don't want to be in a reality shock. And one more thing make sure you love your job that should be the base for everything you do if what you are looking for is satisfaction and happiness.

PC3 mentioned the following:

Candidate teachers should pay specific attention to their profession. They should ask the questions "Why do I want to do this profession?", "What is it that makes a person a teacher?". The answers to these questions will enable candidate teachers to realize their own inner dynamics. Challenging situations are waiting for them. They should follow social media for teachers. A teacher should improve herself-himself in every aspect. Being a teacher does not include only teaching itself. It is a very broad term.

Finally, PC4 expressed the following opinion:

I recommend them to visit and see different kinds of schools if they have the chance. One example does not mean a lot. Every school has its own system and every teacher has their own style, observing as much as possible will contribute their point of view toward their profession. Also, they should follow online educational websites to see different styles all over the world. I recommend them to follow 'teaching channel' and be a member of 'coursera'. I owe a lot to these websites.

CHAPTER V

DISCUSSION

5.1. Introduction

This chapter focuses on discussion of the study. The researcher aims to evaluate the findings in the light of research questions. This study is a qualitative one that analyzes the data supplied by four novice teachers. The researcher sets out to reveal challenges and problems of novice teachers both in private and state schools in a comparative aspect.

5.2. Discussion of the Findings

Below are the research questions that are discussed through the findings. The discussion is supported with the literature in the field.

1. What are the first year experiences of novice teachers?
2. What challenges, if any, do novice teachers encounter in their first year of profession?
3. What coping strategies do they employ in dealing with any challenges?
4. What is the extent of relevance of the university education to novice teachers' profession?
5. What are the commonalities and differences between the experiences of novice teachers working in public and private schools?

5.2.1. The First Year Experiences of Novice Teachers

Research Question 1: *What are the first year experiences of novice teachers?*

In the findings section, we analyzed the first year experiences of novice teachers. The novice teachers expressed their experiences which are their students, colleagues, parents, and administration. The number of the students are stated to be high by the novice teachers in state. The same problem is not stated by the novice teachers in private school. Some students' not attending school regularly results from the fact that they are assigned to domestic chores at homes or on farms. The novice teachers in private schools point out that they have problems on workload matter. Students are probably

the most important part of education as the education. When we asked the first research question to the participants, we were face to face with significant results. Especially the novice teachers in state school expressed their concerns over students and classroom management accordingly.

- *Adaptation to a new atmosphere*

After graduating from the university, the novice teachers express their efforts to adapt to their work places.

- *Socio-economic level of parents*

The novice teachers in state schools reveal their concerns over the effects of socio-economic level of parents on their children.

- *Coping with parental problems*

The novice teachers in state schools focus on parents' indifference; the novice teachers in private schools focus on parents' demanding and challenging behaviours.

- *Confusion on expectations and realities of life*

The novice teachers' training programmes in universities do not seem to be problem solving.

- *Classroom management*

Classroom management is the most important and emphasized topic of all by the novice teachers.

- *Methodology*

The novice teachers apply different methods to teach English.

5.2.2. The Challenges The Novice Teachers Encounter in Their First Year of Profession

Research Question 2: *What challenges, if any, do novice teachers encounter in their first year of profession?*

This research question has the longest share among the other questions as the challenges of the novice teachers are in a large scale. The academic level of students is both an experience and a challenge that the novice teachers in state schools are face to face. One of the novice teachers in state stated that teaching English to some barely literate students was a problematic situation. We mentioned that some families had

disadvantages that caused the students not to attend the courses regularly. Staying alive is one of the fundamental aspects of life. Until 19th century when industrial revolution started to appear, families used to have as many children as possible. For example, we can see this phenomenon in Medieval Europe. The reason for this is simple: The more members that a family had, the more food the family could produce as the production was based on manpower, thus enabling the family to continue its generation. We shouldn't forget that the death rate was high during Medieval Europe. A similar situation can be seen on the Southeast Anatolia where feudal dynamics are still alive. It is likely to see families with so many children. Parents do not send their children to schools because there are chores that need special attention such as feeding cows and sheep. Collaboration among colleagues is a must as the colleagues who are in schools before the novice teachers arrive are the among the people who will help the novices to adopt the new atmosphere. As stated before in the literature of this study, Goodwin (2008) points out that novice teachers face the difficulty to make sense of and fit into the culture of the new school that they are assigned to. Parents in state and private schools create different problems to the novice teachers. The novice teachers stressed the problem of overpopulation of the classes. Monks and Schmidt (2010) make it clear that "both class size and student load" affect "student assessments of courses and instructors" in a negative way. The novice teachers in of this study emphasized their determination in the reflective journals. For example, when SC2 thinks that she has to do her best no matter how the academic level of her students are low, she prepares herself for future actions. Bandura (1994, p. 2) defines this situation as "perceived self-efficacy", a term that is related to "people's beliefs about their capabilities to produce designated levels of performance that exercise influence over events that affect their lives". From time to time, we see that novice teachers come to lose their motivation and the conditions get worse from the perspectives of their students, administration, parents, and colleagues. Deterioration in the students makes one of the novice teachers exhausted. Conformity is another topic that one of the novice teachers came across. She started to believe that no matter what she does, she will not be able to make a difference in her profession. There are several explanations for the term conformity. One of them is 'tension systems' (Festinger, 1954, cited in Berheim & Exley, 2015). Berheim and Exley explain this view as below (2015):

According to this view, people inherently dislike being in a state of disagreement with other members of their social group, and respond to the resulting tension in one of three ways: either they modify their own attitudes, attempt to alter others' attitudes, or change the group's composition (p. 2).

Although one of the novice teachers felt that she could not do more than what she already had done, it will be too critical to state that she is in a total conformity. Experienced and senior teachers are among the factors that affect the novice teachers who are assigned to schools. Cooperation among teachers leads to a dynamic and an enduring atmosphere where each member of the group tries to do her/his best to satisfy what is expected from her/him. The novice teachers in private schools mentioned negatively about cooperation with their colleagues, besides that they could not have made use of cooperation with their colleagues since they had little time allocated for it. SC2, from state school, pointed out the problems she had with her colleagues. Novice teachers frequently express "difficult interactions with colleagues" (Taulton, 2014, p. 64) which can be counted as the ones from undesired 'benign neglect' of administrators (Fry, 2007, p. 229) to lack of cooperation or even hostility from veteran teachers" (Taulton, 2014, p. 64). Apart from lack of cooperation among colleagues, lack of school and parents partnership is a problem that was pointed out as well especially by the novice teachers in state schools. Çalışkan and Ayık (2015) emphasize that the importance of parent-teacher-student cooperation is crucial in order for students to be successful and that a well-organized communication should be maintained among them. However, when it comes to practice, it seems impossible to say that this type of organization was available in the schools where the novice teachers in state schools worked.

5.2.3. The Coping Strategies of Novice Teachers

Research Question 3: What coping strategies do novice teachers employ in dealing with any challenges?

The novice teachers that are the participants of this study encountered the problems ranging from students to colleagues. The problem that the parents of state schools were not much interested in their own children was handled with care by the novice teachers in the field. One of the novice teachers visited the parents in person. Setting up essential and mutual relationships with parents help teachers have a better grasp of classroom management and student-teacher relationships. For example, PC4

arranges meetings to inform the parents about process in the school. She expresses her expectations from the parents. This kind of behaviours will surely make parents think that they are taken seriously. Similarly, PC3 sends reports to parents to inform them about their children, which delivers PC3 from a burden. While the students' parents of state schools were not demanding, the students's parents of private schools were demanding. This is one of the differences between both parties. Likewise, student profile of state and private schools has differences, too. These situations are the main reasons that make the novice teachers have different attitudes towards the problems that they are supposed to solve. To be more specific, the novice teachers are highly likely to have various aspects of classroom management for example. In state schools, the number of the students was stated to be high. We pointed out that "the student load" affects teaching environment (Monks & Schmidt, 2010). A classroom with a high number of students is difficult to handle. However, the novice teachers in private schools did not give much room for classroom management matter in their reflective journals.

Another problem that makes one of the novice teachers uncomfortable is coursebook. She complains that the course books lack in offering enough exercises to satisfy her students' needs. In a study that supports this novice teacher's opinions on coursebooks, Kazazoğlu (2010) carried out a study with a participation of 53 teachers that aims to supply an answer to the question "what is the percentage of English teachers that use coursebooks?" Kazazoğlu (2010) expressed that %30.20 of English teachers said that they did not use any particular coursebooks as the coursebooks were not suitable enough to meet their students' needs. In an effort to richen the activities that the novice teacher applied in her lessons, she tried to use different materials in the hope of addressing to the students' different learning styles. Among the novice teachers, there is one who conforms to her students' attitudes towards English, and lowers her use of English language in classes as the students fail to pay their attention to the importance of English.

The novice teachers do not seem to have significant problems with their colleagues. One of the two participants in public schools shared her ideas about her colleagues, stating that not everybody deserves to be a teacher, and that a teacher should be a model and righteous and the symbol of hope and inspiration. We can easily understand from her sayings that the colleagues around her -the ones in her school- lack these features. Another novice teacher that has problems with colleagues works in a

private school. She stated that she could not have desired relationships with native teachers (Turkish teachers), and that she could develop desired relationships with the foreign teachers. However, after some time, she came to solve the problems that she had with her colleagues. As we mentioned before, collaboration among colleagues is a must. Sergiovanni and Starratt (1998, cited in Kutsyuruba, 2009) suggest that supervision should be separated from “hierarchical roles” and that it should be considered something “more democratic and professional process”, which is supposed to “involve multiple skills.” Kutsyuruba (2009) adds that this new supervision adopts “different configurations” of teachers because “colleagues work together to increase the understanding of their practice”. In a similar way, Kutsyuruba (2009) expresses that Glickman et al. (2004) suggested a ‘*paradigm shift*’ for supervision. “A ‘paradigm shift’ towards the collegial model, if it is to succeed, must include a shift away from conventional or congenial supervision toward collegial supervision” (p. 7). So, Glickman et al. (2004) suggested the term ‘SuperVision’ (p. 8), “a common vision of what teaching and learning can and should be, developed collaboratively by formally designated supervisors, teachers, and other members of the school community” (Kutsyuruba, 2009, p. 258). When we analyzed the journals of the novice teachers, we could not find any comments and memories that supported this kind of collaboration.

5.2.4. The Relevance of The University Education to Novice Teachers’ Profession

Research Question 4

What is the extent of relevance of the university education to novice teachers’ profession?

The researcher of the current study enquired this research question to find out to what extent the university education of the novice teachers is relevant to the novice teachers’ profession. It will be useful to remember what the novice teachers had to say about this question. Then we will discuss the results.

SC1 expresses that he made use of the education he had during the university years, adding that teaching English to the young learners, methods/techniques, classroom management and educational sciences courses were of vital importance for his profession. He suggests that one should always improve oneself. Regarding the journal that SC1 supplied for us, we did not encounter a statement revealing that SC1 has problems on classroom management and other pedagogical topics. However, SC1

stressed that most of the students were not motivated to grasp the importance of the courses, and that there is a gap between what is taught through teacher training and the reality. He states that education is based on some assumptions in universities. He supports this idea by asserting that he did not have any education in university when it comes to how to teach literate and illiterate students in the same class. Moreover, SC1 criticizes those people in charge of curriculum makers for not taking the different aspects of students into consideration as all the regions in Turkey differ from each other. But when it comes to the curriculum, a standard one is applied to everyone.

SC2 is, too, aware of the courses that she took in her university years. However, in line with what SC1 pointed out, SC2 uttered her worry over theory and practice problem saying that “theory seems like a dead end with no practical application” in her own words.

PC3 seems to have something different to say about the relevance of the university education to her profession when compared to SC1, SC2. She states that she found herself in a very challenging atmosphere where she had to “improve” herself by consulting what she got from her university education. She worked in a private school with primary school students. She seems to have made use of the course “Teaching English to Young Learners”.

PC4 is the one that benefited from the education in university the most. For example, she expresses that she is able to prepare an exam that is based on CEFR (Common European Framework of Reference). Testing and assessment education contributed a lot to her professional identity. She teaches grammar implicitly. As such, PC4 finds her university education valuable and useful.

The novice teachers in state schools stated that they did or could not associate theory with practice. When we consider what problems the novice teachers had in their schools especially those problems with students, it is highly likely for us to arrive at the conclusion that “if the context where education is delivered is appropriate and ready enough, then teachers dedicate their energy only to pedagogical elements as PC3 and PC4 did”.

5.2.5. The Commonalities and Differences Between the Experiences of Novice Teachers Working in Public and Private Schools *Research Question 5*

What are the commonalities and differences between the experiences of novice teachers working in public and private schools?

When we discussed the first four questions, we touched on the differences and similarities of the novice teachers in public and private schools. As we often stressed, the problem related to the parents of state schools is more dramatic than that of public schools. The parental profile of state and public schools differ from each other as regard to their points of view to education. While the novice teachers in state school expressed that parents were a lack in education, the novice teachers in private school uttered otherwise, stating that parents were in collaboration with them. What kind of factors should be considered so that we can shed light on this difference? SC1 mentioned that parents assigned their children to some specific domestic tasks. It is difficult to expect high performance from those children. In their study carried out to determine social integration levels of high school students in the South eastern Anatolia Region, Şimşek & Şimşek (2013) state that those children with high grades have a higher family integration. It is likely that it is those students that the novice teachers in state schools found more successful when compared to others. The situation manifests itself from a reverse angle when it comes to the parents in private schools. They are challenging and demanding with a certain and an obvious emphasis on improvement of their children as can be seen in PC3 and PC4's analyzes. The fact that makes us utter these sentences about the parents in private schools will be better understood when we understand what kind of expectations these parents have. Parents affect schools especially private ones as they want to send their children to the schools with better teaching opportunities, organizational dynamics, and a public opinion (Nartgün & Kaya, 2016). As a matter of these facts, high expectations, challenging, and demanding expectations of private school parents can be understood. In the light of what Korkmaz (2005, cited in Nartgün & Kaya, 2016) states, the parents with a high socio-economic level send their children to favourite schools irregardless of where they live. The parents with low socio-economic levels contribute less to the schools on the social and economic problems (Nartgün & Kaya, 2016). Under these circumstances, there seems to be a direct correlation between socio-economic levels and parental expectations. The higher these level are, the more contribution parents provide, which makes it plausible to think these parents are challenging and demanding. We stated that the administrative domains of private schools where PC3 and PC4 work interfere with the post-school lives of the novices. This problem is obvious in private schools. The novice teachers in state schools did not share any information about the existence of this problem.

Some of the students whom SC1 and SC2 are responsible for were told to be illiterate because of their irregular attendancy performance. However those students in private schools did not develop such negative behaviours. We pointed out that some children were assigned to domestic chores. To a great extent, it is this situation that caused these children to be illiterate. How economic level of people creates a lot of problems should not be ignored. Even if definitions of being wealthy has gone through different stages throughout history, well-off people provide more opportunities than others. However, the context of these opportunities vary from person to person. What we mean by “more opportunities” are materialist ones.

5.3. Discussion of Interview Questions

Interview Question 1: *To what extent were your expectations satisfied during the first year of your profession?*

When asked to what extent the expectations of novice teachers were satisfied during the first year of their professions, the ones in state schools expressed that they were somewhat disappointed. SC1 pointed that she found herself in a complicated atmosphere. As we told in the discussion part, the socio-economic dynamics of Southeastern region of Turkey might have made things harder they they already were for these teachers. Both teachers encountered parent and student based problems. When it comes to the teachers in private schools, they share similar thoughts with PC3 suggesting to be ready to address to different situations, and PC4 telling that she got used to her school later in the second term.

Interview Question 2: *Did you think of quitting your teaching profession in the first year? If yes, could you please explain it?*

Only one of the novice teachers (SC2) thought of quitting the profession. The rest stated- no matter how hard the conditions were- they tried their best and went on.

Interview Question 3: *How did the way your colleagues were into teaching profession affect you? How did they affect your attitudes towards education?*

One of the novice teachers in the state mentioned that she failed to be a team with her colleagues. The other one, however, stated otherwise adding he had a nice and a cooperative teachers' room that affected him. Both of the novice teachers in private

schools shared similar thoughts about their colleagues. PC3 said that her colleagues were too busy to consult, and that they did not want anybody else to make progress. SC4 had some problems with her colleagues, as well. She said that there was not cooperation even when it came to preparing a lesson plan, and that they were so traditional. However, in the second term, she started to work in another school and it was a better school for her. In private schools, teachers feel that they are evaluated according to their performance, which may lead to a competitive situation.

Interview Question 4: What would you recommend to prepare/equip candidate teachers for their professions better during pre-service education?

All the novice teachers suggested that candidate teachers should be ready for the future. They wanted to warn candidate teachers about the possible student profile that could be encountered. So, candidate teachers should improve and better educate themselves according to what is suggested by the novice teachers. PC4 suggested candidate teachers to use and follow pedagogical websites such as ‘teaching channel’ and ‘coursera’. She said she owed a lot to these websites. As we mentioned before in the research question 4 of the discussion part, reality and theory problem is a big one. That’s why the novice teachers recommended candidate teachers to be ready for practice in the future.

CHAPTER VI

CONCLUSION

6.1. Introduction

In this chapter, the researcher reveals the conclusions, implications, suggestions, and limitations of the current study.

6.2. Conclusion

This study was carried out to determine the first year experiences of novice EFL teachers in public and private schools. The study was conducted with 4 participants throughout 2017-2018 educational year on a longitudinal base (from September to May) through the analyses of 4 novice ELT teachers with 2 of them from public schools and the others from private schools. As can be seen in methodology part of the study, the pattern of this study is qualitative focusing on quantities, experiences, meanings, and views of the participants. Throughout the process, the researcher analyzed the reflective journals that were supplied. At the end of educational year, an interview was conducted with the novice teachers. We arrived at a number of notable conclusions through the findings of the data.

From the starting point of this study which is a comparative multiple case one, it is clear that the experiences of the novice teachers in public and private school change from problem to problem. We conclude from the findings that the parent profile shows distinct differences in public and private schools. This situation also affects students' attendancy and their success levels as Şimşek and Şimşek (2013) states that those children with high grades have a higher family integration.

Upon taking the challenges of the novice teachers in their first year into consideration, we understand that their challenges are shaped in parallel with the social dynamics where the schools are. While the challenges of the novice teachers in public schools revolve more around instant problems to be solved, the challenges of the novice teachers in private schools revolve around the problems related more to the pedagogical ones such as how to better educate students. However, for example, in public schools teachers strive to motivate the students to study.

Colleague related problems of the novice teachers depend on whether it is a private or public school where novice teachers work. Considering what the novice teachers provide us about their colleague relationships, we come to understand that the novices in private schools have more problems than the novices in public schools.

Of all the conclusions that we have in this study, the most notable is the one that is about the relevance of university education to the novice teachers' profession. Even though they find university education useful and vital, the novice teachers in state schools add that they are unable to apply this education to their professions. It should be noted that this situation is pointed out by the novice teachers in public schools. The teachers in private schools utter otherwise, thus making us rethink that the challenges of the novice teachers are shaped in parallel with the social dynamics where the schools are.

6.2.1. Implications and Suggestions

In the light of the conclusions of this study, there are some implications that we have in this study. The first one is that the novice teachers in public and private schools have different challenges and experiences that are shaped with the social and economic conditions around. These conditions also affect the pedagogical processes in schools. We endeavoured to explain the possible reasons for this phenomenon. Even if it is a long term goal to be reached, social policies of the state for and in the Southeastern region of Turkey will contribute positively to educational practices of the region. What is more realistic than waiting for the development of the region is to educate pre-service teachers for economically and socially disadvantageous environments. Novice teachers should be donated with a set of experience that they can make use of when they are face to face with the problems accordingly. The pre-service education of candidate teachers should focus more on the shareholders' (parents and students) possible characteristics. The pedagogical courses in pre-service education should equip candidate teachers with necessities of human nature.

Another significant implication of this study is related to the relevance of university education to the novice teachers' profession in public. They point out that theory alone does not help. It is highly likely that they develop their own specific coping strategies over time. The internship schools should be interchangeably used among candidate teachers. If appropriate, candidate teachers should be sent to the rural

schools, which will enable them to experience more different and challenging situations. Candidate teachers should be directed to more than one school for their practicum. This is what we strongly advise considering the suggestions of the novice teachers during their interviews.

6.2.2. Limitations

The findings of this study were obtained through four participants. Because it is a multiple case and horizontal study, we decided that it would be sufficient and practical enough to carry it out. This study was applied only to primary and secondary schools except high schools. The novice teachers in public schools were working in Southeastern region of Turkey. This limitation is significant in that the novice teachers in public schools of the current study could have experienced more different challenges than the ones pointed out in the findings if they had worked in another region of Turkey. Keeping this situation in mind, the future research that will be carried out with more participants being from all the regions of Turkey will offer us more about the first year experiences of novice teachers.

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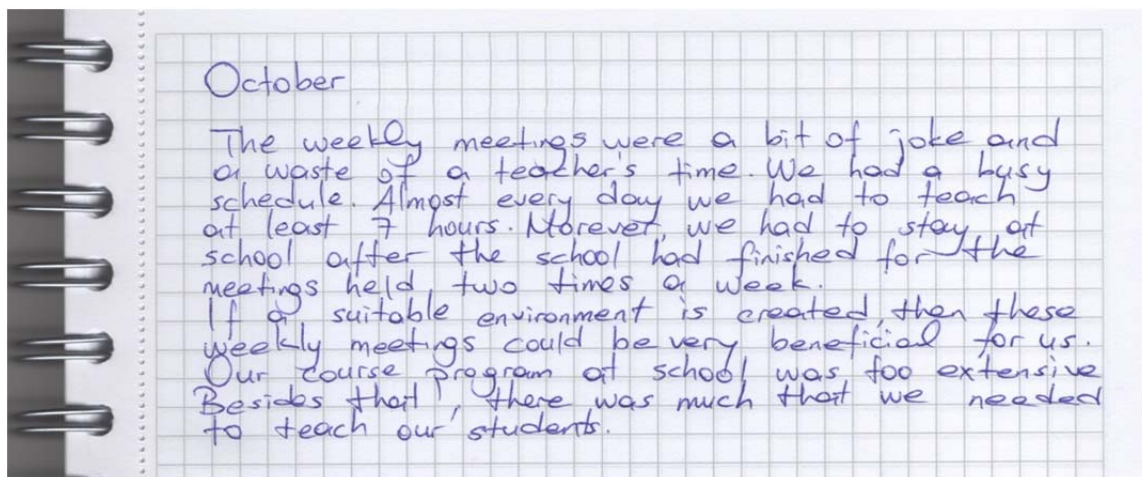
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APPENDICES

Appendix 1: A Sample of a Novice Teacher's Journal



Appendix 2: Guidelines for Reflective Journal

Dear Colleague,

The questionnaire presented to you is aimed at finding out what problems and challenges the novice teachers have during their first year of profession in their schools.

Your identity and private responses will be kept secretly and the questionnaire responses will be used only for research concerns.

Thank you for your participation and sincere responses

Faris HOCAOĞLU

Çukurova University

MA Student

1. Guidelines for teachers

Your age:

The university you graduated from:

Date of graduation from the university

The school you worked in the first year of your teaching:

The school you teach now:

2. Please describe your background education briefly

Primary –high school education (which schools you attended to, your English language learning experience)

(The spaces given for your responses are symbolic; you don't have to use them and you can delete them)

Please describe your university teacher education experience in detail

The courses you took, and any other experience

3. Now please explain in as much detail as you can your first year teaching experience:

Please start from the first day of your teaching and continue till the end of year 1. The following questions will help you remember your experiences

- How did you feel during the first few months of your teaching? (September- January 31)

- **What problems/difficulties did you experience with**

- Students
- Your colleagues
- Administration
- Parents
- Please explain any other issue/topic that you remember..

How did you cope with such problems?

Now please explain your experiences during the second term (February 15 until school closes)

What problems/difficulties did you experience with

- Students
- Your colleagues
- Administration
- Parents
- Please explain any other issue/topic that you remember.

How did you cope with such problems? (Please explain each one)

Did you get any support to help you prepare for your first year?

If so, who provided you that support? (Ministry, colleagues, principal, others..)

Now please explain how relevant you found your teacher education courses to your first year of teaching . Please illustrate this with clear examples:

If there is any other thing that you want to share or add, please use this part:

CURRICULUM VITAE

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