



**AN INVESTIGATION OF INDUCTION PROGRAMMES FOR
INSTRUCTORS AT ENGLISH PREPARATORY SCHOOLS**

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TELİF HAKKI VE TEZ FOTOKOPİ İZİN FORMU

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Tez yazma sürecinde bilimsel ve etik ilkelere uyduğumu, yararlandığım tüm kaynakları kaynak gösterme ilkelerine uygun olarak kaynakçada belirttiğimi ve bu bölümler dışındaki tüm ifadelerin şahsıma ait olduğunu beyan ederim.

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(Ph.D Thesis)

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ABSTRACT

In the study, the central focus was on new instructors' experiences in induction process. The study aimed to document needs and experiences of new English instructors during induction process, to examine the effects of formal support and guidance and to suggest possible solutions to overcome the difficulties new instructors may face within their first year of teaching at an institution. The study included 6 new instructors, 2 mentors and 2 administrators from a state and a foundation university in Ankara. While the state university does not have a formal induction programme for new instructors, the foundation university implements an intense induction programme for a year. Three structured interviews were conducted to new instructors, mentors and administrators in order to gather well-rounded data about new instructors' experiences during induction process, their perceived needs and expectations, details and perceived efficacy of the induction programme and possible effects of induction on new instructors. Data were analysed qualitatively, with particular reference to content analysis and thematic analysis. The study indicated that induction is a crucial phase for new instructors and first year teaching experiences have important effects on new instructors. The findings of the study led to some conclusions: 1) new instructors not attending an induction programme had many negative experiences in their first year of teaching such as difficulty in overcoming the challenges they faced in and out of the classroom and feeling of loneliness, disappointment and frustration, 2) new instructors receiving an intense induction support had positive first

year teaching experiences and were enthusiastic about personal and professional development, 3) a collaborative and supportive working environment was useful to overcome difficulties faced during induction process, 4) an effective induction programme had many positive effects on new instructors' teaching practices, relationships with their students and colleagues, perceptions about teaching and commitment to the profession and the institution they work at, 5) new instructors should be provided with systemic, institutional and methodological knowledge in order to increase the effectiveness of induction programmes.



Keywords : Induction, Novices, Newly hired experienced instructors, Effects of induction on new instructors, Effective Induction
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**HAZIRLIK OKULUNDAKI İNGİLİZCE ÖĞRETİM GÖREVLİLERİ
İÇİN GÖREVE BAŞLAMA PROGRAMLARI ÜZERİNE BİR
ARAŞTIRMA
(Doktora Tezi)**

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ÖZ

Çalışmadaki ana odak noktası yeni öğretim görevlilerinin göreve başlama sürecindeki deneyimleriydi. Çalışma, yeni İngilizce öğretim *görevlilerinin* göreve başlama sürecindeki ihtiyaçlarını ve deneyimlerini belgelendirmeyi, sağlanan resmi destek ve yönlendirmenin etkisini incelemeyi ve öğretim görevlilerinin kurumdaki ilk öğretim yıllarında karşılaşılabilecekleri zorlukların üstesinden gelmeleri için olası çözümler önermeyi hedefledi. Çalışmada Ankara'daki bir devlet, bir de özel üniversiteden 6 yeni öğretim görevlisi, 2 mentor ve 2 idareci yer aldı. Devlet üniversitesinde yeni öğretim görevlileri için resmi bir göreve başlatma programı bulunmazken, özel üniversite bir yıl boyunca yoğun bir göreve başlatma programı uygulamaktadır. Üç yarı yapılandırılmış görüşme, yeni öğretim görevlilerinin göreve başlatma sürecindeki deneyimleri, algılanan ihtiyaç ve beklentileri, göreve başlatma programının detayları ve etkililiği ve göreve başlatma sürecinin yeni öğretim görevlileri üzerindeki olası etkileri konusunda kapsamlı veri toplamak amacıyla yeni öğretim görevlilerine, mentorlara ve idarecilere uygulandı. Veriler, içerik analizi ve tematik analizi yöntemleri kullanılarak niteliksel olarak incelenmiştir. Çalışma, yeni öğretim görevlileri için göreve başlatma sürecinin önemli bir safha olduğunu ve ilk yıldaki öğretmenlik deneyimlerinin yeni öğretim görevlileri üzerinde önemli etkileri olduğunu gösterdi. Çalışmanın bulguları bazı sonuçlar ortaya koydu: 1) göreve başlatma programına katılmayan yeni öğretim görevlileri ilk yıllarında sınıf içinde ve dışında

karşılaşılan güçlüklerin üstesinden gelmede zorlanma, yalnızlık, hayal kırıklığı ve kızgınlık hissi gibi pek çok olumsuz öğretim deneyimi yaşadı, 2) yoğun bir göreve başlatma desteği alan yeni öğretim görevlileri ilk yıllarında olumlu öğretim deneyimleri yaşadılar ve kişisel ve profesyonel gelişim için isteklilerdi, 3) işbirlikçi ve destekleyici bir çalışma çevresi göreve başlatma sürecinde karşılaşılan zorlukların üstesinden gelme konusunda faydalıydı, 4) etkili bir göreve başlatma programının yeni öğretim görevlilerinin öğretim uygulamaları, öğrenci ve çalışma arkadaşlarıyla ilişkileri, öğretmenlik konusundaki algıları ve mesleğe ve kuruma bağlılıkları üzerinde pek çok olumlu etkisi vardı, 5) göreve başlatma programlarının etkililiğini arttırmak için yeni öğretim görevlilerine sistemik, kurumsal ve methodolojik bilgi sağlanmalıdır.



Anahtar Kelimeler : Göreve başlatma, Aday öğretmenler, Kuruma yeni başlamış deneyimli öğretim görevlileri, Yeni öğretim görevlileri üzerinde göreve başlatmanın etkisi, Etkili göreve başlatma

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LIST OF ABBREVIATIONS

SLTE	Second Language Teacher Education
CPD	Continuing Professional Development
PDU	Professional Development Unit

CHAPTER I

INTRODUCTION

In Chapter 1, statement of the problem, aim of the study, importance of the study, research questions, assumptions, limitations of the study, and definitions of key terms are introduced.

One of the biggest problems in the field is that upon one to three years of teaching many teachers leave the profession in many countries. As a solution to this problem, induction has been a research focus in many countries. It has been emphasized that teachers supported in their early efforts to teach are more likely to stay in the profession and gain expertise in the classroom. Comprehensive teacher induction programmes specifically designed to meet the needs of new teachers are argued to be useful to improve teaching practice, student learning, and to increase retention rates.

More often than not, new instructors do not get assistance or guidance in induction period. Unfortunately, most teachers new to a content of teaching have to learn about themselves, students, colleagues, the curriculum, the school and community on their own or with the help of a sympathetic colleague (Feiman-Nemser et al, 1999). Teachers too often cannot get access to formal induction and they are alone to deal with the realities and difficulties of teaching. As argued by Wayne, Young and Fleischman (2005):

Fewer than 1 percent of teachers get what the Alliance for Excellent Education (2004) calls a “comprehensive” induction package: a reduced number of course preparations, a helpful mentor in the same field, a seminar tailored to the needs of beginning teachers, strong communication with administrators and time for planning, and collaboration with other teachers (p.76).

Beginning teachers encounter many difficulties and they typically have excessive burden. They are generally given the most difficult classes, more courses to teach, and more extracurricular duties (Gold, 1996; Howe, 2006; Weiss, 1999). Although beginning

teachers are unfamiliar with students, curriculum, procedures and policies, they are expected to be effective as a teacher, which is really challenging with a limited amount of experience and practical knowledge.

The content and intensity of an induction programme is as important as giving support and guidance for teachers. Although there is a growing interest in the idea of formal support for beginning teachers, existing programs vary greatly. In some settings, induction is just a short orientation including school rules, procedures, and location of the necessary supplies and places, while in others it provides opportunities for modelling good instruction, reduced teaching loads, and developing professionally. Short term trainings are not enough to fulfil teachers' needs and reach high expectations. As argued by Feiman-Nemser et al. (1999), teachers need "learning opportunities that are connected to their daily work with students, related to teaching and learning of subject matter, organized around real problems of practice, sustained over time by conversation and coaching" (p. 12). Novices should experience an effective induction process in which they experience a transition from thinking like a student to thinking and behaving like a professional teacher.j

1.1. Statement of the Problem

Over recent decades, high level of teacher attrition has been emphasized (Shakrani, 2008), and inadequate socialization structures have been considered to be the reason for teachers' leaving the field (Joiner & Edwards, 2008). As Maciejewski (2007) has pointed out, a "sink or swim" mentality tends to be dominant in terms of socialization of new teachers. Without adequate support, only the strongest ones have a chance to "swim" and others are left to "sink", which results in the loss of high quality teachers in many countries (Fantilli & McDougall, 2009; Ingersoll & Smidth, 2004; Maciejewski, 2007). In their first years of teaching, teachers have to handle many influences. One of these influences is structural influences which occur at the classroom, school and societal level (Farrell, 2003). Another type of influence, personal influences, is related to other people with whom the teacher interacts such as students, parents, colleagues and administrative people (Farrell, 2003). In addition, teachers have difficulty in making the transition to a new school environment as this transition is almost never smooth. Teachers who are new members of an institution have the same responsibilities with a teacher with many years of service in the same institution, so they often use their energy to survive in a new school culture (Farrell, 2006).

Besides, as pointed out by Joiner and Edwards (2008), teachers are mostly in professional isolation and do not receive sufficient support from their colleagues.

The level and quality of support teachers receive can affect the short-term retention of new teachers (Joiner & Edwards, 2008). It has now been established that numerous practices can be adopted to induct novices effectively, which influences the effectiveness of teachers. Besides, benefits of teachers' participation in well-design support and training programmes have been documented. With the aim of supporting novice teachers in the teaching process, induction programmes have recently become prevalent. Induction programmes, which have derived from the challenges encountered by teachers in their transition period, have been implemented in order to optimize the socialization process and they offer teachers assistance, guidance and orientation. Depending on the cultural, social and economic contexts of the countries, state policies differ in their implementation of these programmes. In Hong Kong SAR, the programmes are not mandated or centrally organized; on the other hand in Germany and France the induction programmes are over two years; in Japan, Israel, many US states and Canadian provinces, teacher induction lasts for one year and it is centrally operated, obligatory and systematic; (Alhija & Fresko, 2010). In England, the induction period lasts for a school year. The program is individualized, and the process is monitored and assessed by an induction tutor. In Turkey the teacher induction programme is obligatory, centrally operated and it lasts for a year. However, this programme does not include instructors. Besides, in most of the state universities do not have an induction programme.

Considering its significant effect on the teaching process, providing teachers with a gradual acculturation should be a common goal of the stakeholders. Whether new in the field or not, teachers face similar difficulties due to the nature of school environments. Murray (2010) clearly explains these difficulties and emphasizes the importance of sharing teaching experiences with a colleague:

They teach their classes independently from their colleagues, which makes them feel isolated. Sometimes teachers, especially those who are new to the field, can become overwhelmed by the demands of school bureaucracy, and if teachers do not receive regular supervision or feedback, they can become frustrated. Professional development activities can alleviate some of these issues. Such activities can also bring together teachers who have similar experiences and interests. Just having the opportunity to share experiences and ideas with colleagues can help a teacher gain a sense of community and belonging (p. 3).

Induction programmes provide teachers with support, guidance and orientation. They have many positive influences on teachers such as increased teacher retention, professional development, reduced feelings of isolation, and more positive attitudes (Fantilli &

McDougall, 2009; Indigersoll & Smith, 2004; Joerger & Bremer, 2001). When the positive effects of induction programmes on a teacher's effectiveness are taken into account, the need for identifying instructors' needs and expectations regarding the transition process becomes clear. It is crucial to ascertain where and how teachers require support so that the challenges they face can be eliminated and the efficacy of the support available to them can be increased. Despite the need for the voice of instructors to identify necessary steps to overcome these challenges, there is a gap in existing research. Instructors' needs and expectations regarding an induction programme should be examined in detail in order to mitigate the challenges they experience and increase their opportunity for success in the profession. Although outcomes of induction programmes are well-documented, there are important limitations to the existing empirical research on what might have happened if the individuals do not participate in induction programmes (Ingersoll & Smith, 2004).

The transition process to a new school setting, effects of an effective induction programme on teachers and possible results of not participating in these programmes should be well-documented with particular reference to the voice of instructors, and these data should be fundamental in developing an induction programme that can address teachers' needs. Besides, there is a clear need for an induction programme which is specifically developed for instructors.

1.2. Aim of the Study

The central focus of the study is on new instructors' experiences in the induction process. The purpose of the study is to investigate English instructors' experiences in terms of the induction process. In doing so, the study not only attempts to document English instructors' needs but also to offer a solution to the difficulties they may face within their first years at an institution. This study serves to extract the voice of the English instructors and their specific experiences in terms of induction. The study seeks to fill the gaps in the existing literature surrounding induction process of English instructors, to ascertain their needs regarding induction, to compare the experiences of the instructors who have participated in an induction programme with those who have not, as well as to make practical recommendations for developing an effective induction programme in universities. From this perspective, this study aims to address the following research questions:

- 1) What kind of needs do new English instructors have regarding induction process?
- 2) What kind of experiences did new English instructors who have not participated in an induction programme have in the induction process?
- 3) How do new English instructors evaluate the outcomes of the induction programme?
 - a) What are the effective and ineffective parts of the induction programme?
- 4) How can the needs of new English instructors be effectively addressed in an induction programme?

1.3. Importance of the Study

One of the most crucial periods for an English instructor who is new to a work environment is induction period. Recently, induction and mentorship programmes have been applied to address the needs of novice primary and secondary school teachers in Turkey. However, not only primary and secondary school teachers, but also instructors have certain needs in terms of induction. The effects of induction programmes on teachers have been documented; however, possible consequences of not receiving an induction support need to be examined in detail. This issue has received very little attention in the field. Therefore, there is a need for well-rounded research on instructors' experiences, and needs in induction process and how to better satisfy these needs in a new school culture.

A key contribution of this qualitative study is that it provides a chance to hear the views of new teachers in their own words. Besides, the study is significant in two fronts. First, it examines the perspectives of English instructors on issues associated with the difficulties and support provided to help them in a new school culture. The study provides a sample of teacher experience and induction. Second, the study makes some recommendations in order to better address the needs of English instructors, which can be useful to assist them reach their full potential. These recommendations can provide a base for an effective induction programme for English instructors that can set the stage for a long term and successful teaching practice.

The recommendations regarding a comprehensive induction programme in the study is based on the idea that the socialization of new instructors into the profession and new school setting is a critical process and systemic, institutional and methodological aspects should be covered in detail in induction process in order to help new instructors become

competent in their profession and complete induction process effectively. Systemic competence mainly involves knowledge about the structure of educational system, laws and regulations regarding civil rights, and duties as an instructor. Institutional competence involves knowledge about the organizational structure of school. Methodological competence includes regulation of teaching processes, the ability to use professional knowledge appropriately, and address problems in the classroom. In essence, socialization process should provide instructors with the opportunity to have knowledge about the structure of the educational system, rights and duties as an instructor, school as an organization, rules and policies in the school setting, and peer-professional help in various aspects such as planning instruction, course materials, assessment and dealing with problematic issues in the classroom. The study is significant in that it may give practical solutions to new instructors' problems and needs in the induction phase.

1.4. Assumptions

Different settings in which teachers work may have various influences on their teaching experiences (Calderhead, 1988). However, in most of the state universities in Turkey, there is not an induction programme for instructors. Therefore, it is assumed that English instructors experience some difficulties in new school culture. It is also assumed that instructors have certain expectations regarding an induction programme which is specifically designed for their needs. It can also be assumed that this study may offer practical solutions to aforementioned issues.

1.5. Limitations

In the current study, there were some limitations to note. One major limitation was that the sample of the study was selected mainly based on year of teaching experience in the particular university and induction opportunities received in induction process. Relatively small number of participants was drawn from English instructors working at preparatory schools of two universities in Turkey. The generalizability of the results cannot be ensured since non-probability sampling procedures are applied.

Another limitation is that the study will mostly rely on subjective data and it depends primarily on individual experiences regarding induction process. Instructors' perceptions

of an induction programme may be affected by some personal issues such as instructors' previous negative experiences or beliefs about socialization process.

1.6. Definitions

Teacher Socialization: The process by which an individual becomes a participating member of the society of teachers (Bliss & Reck, 1991, p.6)

Novice Teacher: A teacher working the first three years of employment (Miller, 2010, p.15)

Induction: A comprehensive, coherent and sustained professional development process that is organized by a school district to train, support and retrain new teachers (Wong, 2004, p.42).

Mentoring: Having experienced teachers work with novice teachers to help ease the novices' transition from being a university student learning to teach to full-time teacher in the classroom (Odell, 2006, p.203).

Professional Development: Reflective activity designed to improve an individual's attributes, knowledge, understanding and skills. It supports individual needs and improves Professional practice (Training and Development Agency for Schools, 2007; cited in Bubb & Earley, 2007, p.49).

New instructor: In the current study, the term "new instructor" is used to describe instructors with less than five years of paid recent teaching experience, but has recently been hired by the institution.



CHAPTER II

REVIEW OF LITERATURE

Chapter 2 presents comprehensive background information on second language teacher education, transition into the profession and professional development, socialization into the profession, teacher induction, problems encountered during induction, components of an effective teacher induction programme, and studies on teacher induction and teacher induction programmes.

2.1. Second Language Teacher Education

Over the last few decades, expectations from teachers have increased sharply. It has been widely recognized that effective teacher preparation and professional development play a significant role in the lives of teachers. With the aim of preparing qualified teachers, many researchers focus on effective practices and models for the preparation of preservice teachers and continued professional development of in-service teachers. The need for examining various preservice teacher education models and offering effective and innovative implementations is clear.

Teacher education programs have been frequently criticized in that they are overly theoretical, they have little connection to practice and they do not have a shared conception regarding teaching. In the late 1980s, more integrated and coherent teacher education programs were designed. These programs were restructured in accordance with professional learning theories which suggest that “teachers need to do more than simply implement particular techniques; they need to be able to think pedagogically, reason through dilemmas, investigate problems, and analyze student learning to develop

appropriate curriculum for a diverse group of learners” (Darling-Hammond & Hammerness, 2005, p.390).

The primary aim of teacher education is to successfully prepare effective teachers. However, there are some challenges to overcome. Hammerness et al (2005) documented three typical problems in teacher preparation. According to their study, the first problem is that new teachers need to think about and understand teaching in a way that is quite different from their own experience as learners. Second, while learning to teach, they need both to “think like a teacher” and to do what they know. Most of the time, they put a variety of things they know into action simultaneously. Third, there is a “problem of complexity”. Teachers have to work with many students at the same time but they have multiple social and academic goals, which require ongoing attention. Only some aspects of teaching can be routinized; many other decisions are influenced by changing student needs and unexpected classroom events. Therefore, teachers should develop metacognitive habits to guide decisions and reflect on practice in support of continuing development. Several approaches to learning to teach do not adequately address these needs. Explaining teachers the strategies to be used in the classroom does not provide deep understanding or enactment; similarly, offering only routines does not provide teachers with the diagnostic and instructional skills for dealing with students’ diverse needs (Hammerness et al, 2005).

Implementations conducted to prepare teachers for teaching vary greatly in different countries. In their international look at induction, Britton et al. (2003) examined varied teacher education practices and models in several countries. In their broad study, they expressed that teachers learn pedagogical content knowledge in various times. In Switzerland and New Zealand, teachers complete their formal learning of subject-specific teaching methods during teacher preparation. In Shanghai, learning these methods starts during teacher preparation and continues intensively while teaching. In Japan and France, subjects-specific teaching methods are mostly learnt while teaching through organized activities and programs. Teaching practice experiences also vary greatly. In some countries such as Swiss and New Zealand teachers have extensive teaching experiences during their preparation while in France students teachers have very little or no school observation before recruitment as a teacher via examinations such as the CAPES and the Agrégation. First-year teachers in France spend a third of their time at teacher education institutions while in Japan and Shainghai, they spend about a half day a week in courses conducted by

their school districts. In New Zealand, teachers participate in school-based professional development programs and spend a fifth of their time in these programs.

In Turkey, teachers have an intensive program for formal learning of subject-specific teaching methods and they have an opportunity for school observation, and teaching experiences once a week for a year during teacher preparation. English language teacher education programs in Turkey offer many courses including English language teaching techniques and methods, second language acquisition theories, pedagogical subjects, teaching the four skills of language, foundations of learning and teaching, and the practicum. After they graduate, teacher candidates participate in the Examination for the Selection and Placement of Candidates for Professional Posts in Public Organizations and if they receive enough points to be appointed, they are assigned as teachers in public schools. In their first year at state schools, teachers work as trainees and attend a centrally operated in-service teacher training program for a year. In this teacher training program, novices have an opportunity to receive information about laws regarding civil servants, their rights and duties as a teacher; laws and regulations regarding teachers, the organizational structure of Ministry of National Education, classroom management, teaching methods and techniques and student evaluation and they also have an intensive professional support with the help of an experienced mentor. After novices complete this training program, they are assessed by an inspector, school principal and mentor teacher and if they are successful according to the performance evaluation system, they receive the status of a professional teacher. Although novice teachers attend an in-service teacher training program at state schools, there is not a mandatory induction programme at state universities, and most of the time new teachers have to deal with possible problems related to classroom practices, administrative issues, colleagues, and students on their own.

From a sociocultural point of view, as teachers participate in teaching communities and become members of these communities they learn to teach and their cognitions evolve (Lave & Wenger, 1991; Sfard & Prusak, 2005; Wenger, 1998). Teacher learning and cognition are considerably related to teachers' social and context-embedded interactions. Therefore, in preservice teacher education, teachers should receive opportunities to participate in socially organized activities through which their cognition is structured. Individuals learn to teach as they construct theoretical and practical knowledge through participation in social contexts and engagement in various activities with the help of coursework and the teaching practice (Burns & Richards, 2009; Freeman & Johnson, 1998;

Yazan, 2018). As expressed by Eraut (2004), the process of transferring from pre-service teacher education to school as a workplace setting involves five steps which are:

- 1) the extraction of potentially relevant knowledge from the context(s) of its acquisition and previous use;
- 2) understanding the new situation-a process that often depends on informal social learning;
- 3) recognizing what knowledge and skills are relevant;
- 4) transforming them to fit the new situation;
- 5) integrating them with other knowledge and skills in order to think/act/communicate in the new situation (p.256)

Assisting prospective teachers to become adaptive experts engaged in lifelong learning cannot be accomplished by simply telling them some general information. They already have some preconceptions about teaching and learning. When prospective teachers do not have a deep understanding in what they should do, why they do it, and how to do it, they do not grasp the new information and act according to their preconceptions in the classroom. In order to gain competence and enact what they know, teachers need to “have a deep foundation of factual and theoretical knowledge, understand facts and ideas in the context of a conceptual framework, and organize knowledge in ways that facilitate retrieval and action” (Hammerness et al., 2005, p.366).

Novice teachers generally begin their careers with enthusiasm and a desire to succeed. However, preservice education does not fully prepare them for effective teaching practices (Elmore & Burney, 1996; Garet et al., 2001) but they have the same the responsibilities as veterans (Brock & Grady, 2007). Although most teacher education programs provide opportunities for actual teaching experience under the supervision of a mentor teacher in the practicum course during the last year of pre-service education, it is still overwhelming for novices to experience the real implementation of theory and knowledge in a classroom setting.

As emphasized by Brock and Grady (2007), “college classes and student teaching cannot replicate the realities of day-to-day classroom teaching or the diversity of school environments that beginners will encounter” (p.15). Therefore, novice teachers are not proficient enough and need sustained assistance and support. As newcomers in the profession of teaching, they need high quality induction in their initial years. Providing comprehensive and effective support at the beginning of their teaching career help novice

teachers become flexible, confident, self-evaluative, and competent enough to deal with the problems they face in the classroom or school setting (Fox & Singletary, 1986)

2.2. Transition into the Profession and Professional Development

In recent years, many efforts have been launched by policymakers and educators to improve education. In order for students to achieve high standards adopted in the 21st century, teachers must specialize in the subjects they teach, and have the ability to help students develop advanced thinking and problem-solving skills (Garet et al, 2001). As emphasized by Tickle (2000) there is a “tension between teachers needing to learn more and become better at what they do, while being expected to perform to the highest standards possible” (p.5). Eventhough teachers support these high standards for teaching and learning, they are mostly not prepared to implement high-quality teaching practices (Elmore & Burney, 1996; Garet et al, 2001). Teaching is considerably affected by classroom dynamics, teachers’ practices, goals, decisions, attitudes in critical situations, and learners’ responsiveness to the class, and motivation (Burns & Richards, 2009). As Flores (2006) stated, “understanding the ways in which beginning teachers develop professionally implies the consideration of the ways in which they learn to teach and the analysis of the complex personal and contextual factors influencing their professional growth” (p.41).

At the beginning of their teaching career, new teachers typically focus on daily survival rather than the effectiveness of their teaching practices and student achievement (Block & Gary, 2007; Veenman, 1984). Novice teachers experience many problems in the induction period. These problems include 1) problems in relation to teaching and learning processes, including instructional problems, pedagogical difficulties, deficiency in subject matter knowledge and workload challenges; 2) problems in relation to school such as the quality of school facilities, availability of materials, the level of safety and order in school, the level of support provided by the school principal, and teachers’ relationships with students, parents and colleagues; 3) societal problems which include poor language skills, cultural differences, life style differences, problems of adaptation to the school context, and security problems; 4) professional support problems such as inadequate guidance on what to teach and how to teach it and lack of support (Cihan, 2016). In the study conducted by Stanulis, Fallona and Pearson (2002) beginning teachers were found to deal with three main issues during their first year in teaching profession.

The first issue was that the isolating nature of teaching and the lack of cooperation at school led to the feeling of being left on their own. Secondly, they started to leave their philosophies of education and the practices taught at university while they were trying to learn how to manage their classrooms and deal with difficulties. The third issue was that they suffered from the lack of an efficient mentoring process.

When and how teachers are prepared for various aspects of teaching as a profession vary greatly in educational systems. Even comprehensive teacher preparation programs cannot fully equip novices for teaching. Although all new teachers want to perform well, many have problems regarding their teaching practice because of a variety of reasons such as lack of teaching experience, immaturity, inadequate educational preparation, workplace conditions, and unfamiliarity with the school culture (Brock & Grady, 2007). Whatever the source of the problem is, it is possible to overcome the problems in the initial years with the help of a well-structured, formal and sustained support program. Therefore, on-the-job learning opportunities should be provided in in-service teacher education programs and more effective professional development should be offered to teachers.

Teachers develop competence over time. Berliner (1994) proposed that teachers go through a set of stages, namely novice, advanced beginner, competent, proficient, expert. In the first stage, teachers learn the basic elements and accumulate knowledge about learning, teaching and students. Then, they make conscious decisions related to their actions and reflect on their teaching practice to identify the working parts. At the expert level, they can sense the right responses in any situation. It takes five to seven years for teachers to develop competence; however, only a small percentage of teachers reach the expert level (Berliner, 2001).

In the last decades, the paradigm for professional development has been redefined. Hawley and Valli (1999) examined teachers' preferences in a professional development model. The study indicated that teachers had a strong preference for an on-going school-based professional development model which supports problem solving, collaborative learning, and involves classroom follow-up. Nowadays, researchers focus more on the content, context and design of high-quality professional development rather than traditional professional development workshops. As expressed by Darling-Hammond and McLaughlin (2011), professional development is most effective when it focuses on active teaching, observation, assessment, and reflection instead of abstract discussions. The study of Garet et al (2001) showed that when professional development is coherent, involves

active learning experiences, and focuses on content knowledge, teachers' knowledge, skills, and teaching practice are positively affected. With the help of coherent, intense and continued professional development, teaching practices and student learning can be improved (Darling-Hammond & Richardson, 2009; Garet et al, 2001).

There is a consensus on the idea that effective professional development can foster improvements in teachers' classroom practices as well as having a meaningful effect on students learning. Therefore, many attempts have been made to identify components of high-quality professional development. Brock and Grady (2006) emphasized that the following conditions should be present for continuing professional development: (a) teachers' reflection and engagement in frequent, continuous talk about teaching practices; (b) attempts to implement new techniques in the classroom; (c) frequent observations and effective feedback about their teaching; (d) open and regular communication with the principal; (e) collaboration with other teachers in school improvement activities; (f) collaborative design, preparation, and evaluation of teaching materials; and (g) teaching each other the art of teaching (Little, 1982). In a similar vein, Darling-Hammond and Richardson (2009) focused on effective teacher development and professional learning and examined the components of high-quality professional development practices. As cited and summarized by Cohan and Honigsfeld (2011), teachers learn most effectively when

(a) their content knowledge is addressed as well as how to best convey that knowledge to their students; (b) they understand how their students acquire specific content; (c) they have the opportunities for active, hands-on learning; (d) they are empowered to acquire new knowledge, apply it to their own practice, and reflect on the results; (e) their learning is an essential part of the reform effort that connects curriculum, assessment, and standards; (f) learning is collaborative and collegial; and (g) professional development is intensive and sustained over time (p.157).

Considering its positive influences on teacher practices, it is inevitable to provide opportunities for effective professional development and help teachers develop competence. While gaining competence in the first stage of their career, teachers need to receive support in order to achieve high standards in teaching. With this aim, conducting induction programmes can be the first step of an ongoing professional development.

2.3. Socialization into the Profession

Learning to teach is a developmental process. Even after the induction phase ends, teachers still need a supportive and effective program of continuing professional development. However, induction has great importance as is the first step of career-long professional

development. The first years in teaching, namely the induction phase, have great importance in that they include a large amount of professional learning and development. As explained by Ashdown, Hummel-Rossi, and Tobias (2006), “induction typically has been treated as a dimension of teacher professional development targeted at addressing the problems associated with the beginning phase of a teacher’s career” (p.20). Induction has been considered as a key element in teachers’ professional development because “the first years of teaching are crucial to the formation and development of new teachers’ attitudes, views and practices of teaching as well as their understanding of themselves as professionals” (Flores, 2006, p.37). It is a specific period of time “on the teacher development continuum that moves from preservice teacher education to teacher induction to sustained inservice teaching to teacher renewal in the later years of teaching” (Odell, 2006, p.204).

Most of the research that focuses on beginning teachers deals with the problems regarding classroom teaching. However, the fact that beginning teachers are also members of an organization has taken less attention. Not only classroom but also this organizational socialization is an essential task for teachers. The socialization process which constitutes the interaction between the beginning teacher and the school as an organization should be clearly understood as it affects the actions and beliefs of beginning teachers (Kelchtermans & Ballet, 2002). New teachers’ learning, teaching, and their decisions to stay, move, or leave are mediated by school structures and cultures. Therefore, it is clear that inducting new teachers into a professional culture of collaboration, collective accountability, and high standards is a must to help them stay in teaching and become accomplished practitioners (Feiman-Nemser, 2010).

In the field, the term teacher socialization is often used to describe the process of entering the field and becoming a teacher. It is generally argued that teacher induction is a part of socialization process. Considering induction as a process of socialization focuses attention on “the occupational setting and professional community which new teachers are entering, the messages they receive about what it means to be a teacher, and how these messages influence their emerging identity and practice” (Feiman-Nemser et al., 1999, p. 4).

Current concerns about teacher quality and teacher retention have moved the interest in assisting beginning teachers who are newcomers to the schools and novices to teaching. At the first stage of their careers, novice teachers have difficulty in adapting themselves to the new environment and people. The unfamiliar teaching environment leads to some concerns

and novices go through a time of frustration, self-doubt, and reappraisal (Kyriacou, 2001). To overcome these negative feelings and possible problems teachers face, they need to socialize into the new environment as fast as possible. However, the socialization process is challenging in that teachers have to transform their identities from a student into a professional teacher (Kanno & Stuart, 2011). As expressed by Alhija and Fresko (2010), teacher socialization process is characterized by “the acquisition of knowledge, skills, values, and norms of both the teaching profession and the local school community” (p.1592).

Socialization has critical importance as it represents “the process of becoming a teacher which comprises the acquisition of teaching skills and the assimilation to the organization with its various dimensions such as school culture, organizational policy, and social relationships” (Güneş, 2014, p. 4). A successful socialization process is a key factor for highly qualified teachers and high retention rates.

Teacher socialization process is frequently described as the interplay between a new teacher and a professional context, namely a particular school environment. As expressed by Kang and Cheng (2014), “For the novice teacher, learning to teach has become a process of understanding the social context of teaching and creating the conditions that would allow her to survive in the particular institutional culture” (p.180). The professional socialization process starts in preservice education. Student teachers internalize beliefs regarding the meaning of being a teacher, characteristics of schools and students, useful teaching methods, and their roles and responsibilities as a teacher.

Upon entering the profession, beginning teachers check their previous beliefs and adapt new ones. They need to learn not only formally stated, written goals and procedures, but also social and cultural factors of the school. They try to perceive the school’s culture, norms, values, routines, and expectations. How well they identify the nuances of the school’s culture and adapt to them determine the level of success for beginning teachers (Brock & Grady, 2007). However, not only novice teachers but also veteran teachers face the challenge of socialization when they move into a new school setting, where organizational changes are inevitable. They experience a new teaching environment including new students, new colleagues, new administrative staff, and new rules. Therefore, both novices and experienced teachers have to go through an effective socialization process.

As teachers enter into the new world of teaching, they want to feel a sense of openness and trust, face challenges they can cope with, and receive feedback (Fottland, 2004). A supportive environment is necessary for novice teachers as teachers who are welcomed by supportive colleagues, administrators, and social organizational conditions, have positive experiences in the socialization period. Besides, opportunities for collaboration, engagement in decision-making process and supportive workplace conditions and school culture are related to retention, higher motivation and commitment to teaching (Weiss, 1999). Necessary conditions to effectively affiliate new teachers into the teaching environment should be offered in the socialization phase. Emphasizing the important effect of school context on decreasing attrition, Ewing and Smith (2003) mentioned five critical issues for school contexts: “adjusting to the demands of teaching fulltime, negotiating colleague relationships, understanding classroom, school and community cultures, coping with self: finding a niche, the idealism of the pre-service preparation” (p. 17). Receiving multiple sources of support and collaboration, and a comfortable environment offering opportunities for developing strong relationships are inevitable for an efficient socialization process.

The factors that negatively affect the socialization of teachers and causing attrition is mentioned by Kyriacou (2001) as: “teaching pupils who lack motivation; maintaining discipline; time pressures and workload; coping with change; being evaluated by others; dealings with colleagues; self-esteem and status; administration and management; role conflict and ambiguity; poor working conditions” (p. 29). Also, the gap between theory and practice and novice teachers’ feeling unprepared to face the challenges in a real teaching environment (Flores & Day, 2006; Fottland, 2004; Kanno & Stuart, 2011; Weiss, 1999) are considerably significant factors that hinder successful socialization. Induction programmes, followed by professional development opportunities, are effective tools to overcome these difficulties as they can support the socialization process by providing opportunities for observational learning, practicing teaching, receiving feedback and modelling experienced teachers.

Administrators, colleagues, evaluators, and the workplace have a direct influence on teacher socialization (Feiman-Nemser et al., 1999). However; as supported by Feiman-Nemser (2010), many schools do not support new teacher development and often “the dominant teacher socialization narrative results from sink-or-swim induction in a bureaucratic school context” (p.22). Therefore; focusing on the process of teacher

socialization leads us to focus our attention more on schools and induction programmes that support beginning teachers in the socialization process. Effective induction of teachers into the profession and the new teaching environment is a prerequisite for successful teacher socialization.

Teachers' learning and professional development are affected by school culture, leadership, and workplace conditions. As Brock and Grady (2006) emphasized, "each school and school district is a unique entity imbued with a culture that emerged through years of members' interactions with each other and the school community" (p. 35). Every school has its own unwritten rules and routines. It is necessary for teachers to understand school cultures, namely traditions, attitudes, routine behaviors and practices adopted to meet specific needs. Considering the relationship among school culture, workplace and the socialization of new teachers, it may be useful to help new teachers learn more about unique cultural elements of the school and the specific characteristics and needs of the learners. Therefore, assessment of the prevailing cultural factors such as cultural, linguistic, and socioeconomic background of the students and the school, setting of the school (urban/rural/suburban), attitudes and expectations of the students and parents regarding the teachers and school is critical for the socialization of new teachers.

One of the necessary components of an effective support program is a positive, supportive, and productive school culture in which there is trust, open communication, and respect. Although each teacher has a responsibility for his/her professional development, their activeness in doing so is highly influenced by the school culture they work in (Sergiovanni & Starratt, 2006). The school culture and expectations new teachers are exposed to affect their attempts regarding professional growth. A school culture that supports and encourages professional growth will promote continuing professional development. Cultural norms influence the level of collegiality and professional growth in a school (Brock & Grady, 2006; Sergiovanni & Starratt, 2006).

In the early years of teaching, teachers' professional identity is constructed or re-constructed, their belief and perception are re-evaluated and they are challenged by the powerful impacts of the workplace. Day (1999) argued that:

These first few years of teaching have been described as a two-way struggle in which teachers try to create their own social reality by attempting to make their work match their personal vision of how it should be, whilst at the same time being subjected to the powerful socializing forces of the school culture (p. 59).

Induction programmes aim to welcome new teachers and introduce them to the teaching profession and particular school culture. They provide significant support and guidance for beginning teachers in the process of learning to teach, socialization into a new school culture, and ongoing professional development. In order to keep teachers in the profession and increase their effectiveness, Wong (2004) recommends a coherent, systemwide, comprehensive training and support that last for two to three years as a part of the lifelong professional development program. Improving new teachers' professional well-being and providing a foundation for continuing professional development should be among the main goals of the induction programmes. The review of Flores (2010) supports the idea of connecting formal induction to the larger context of policies which promotes continuous professional development for all teachers in supportive organizations and school cultures. It also emphasizes the importance of collaborative, supportive, and learning oriented school cultures.

It is argued that teacher socialization, in other words learning how to become a teacher, involves not only professional development but also organizational assimilation (Brunton, 2007). Organizations attempt to socialize individuals to understand the values, attitudes, skills, interest and knowledge preferred by the organization (Young, 2008). Like other organizations, schools socialize teachers into the values of the school. The school culture includes routines, norms and values that the school personnel share which results in specific ways of working (Nias, 1989). "Shared professional values, a specific technical language and preference for particular pedagogic practice" are main elements of socialization (Young, 2008, p.902).

The institutional context and school culture that surround new teachers send some messages regarding teaching in a particular school setting and they have an impact on new teachers' identity, practice and career trajectory (Feiman-Nemser, 2010). During the induction process, a teacher learns how to cope with school rules, follow curricula, deal with the routines of the classroom, and interact with school authorities and colleagues (Farrell, 2001). This learning process necessitates developmental growth on the part of the teacher (Bliss & Reck, 1991) and many studies argue that teachers need support while they are passing through these phases of development.

From the point of socialization, new teachers are incorporated not only into the teaching profession but also into a new work setting. As argued by Zeichner and Gore (1990), teachers inducting into a particular school community are both shaped by and shape

cultural and institutional forces. Similarly, Brock and Grady (2007) stated that “the culture is its very essence- a tapestry of meanings developed throughout the years of the school’s existence. As new teachers join school, their views are shaped by- and thus perpetuate- the school’s culture.” (p.31). Many more studies have supported the idea that school contexts have the power to shape what teachers do and learn (Johnson, 2004; Little, 1982). Kelchtermans and Ballet (2002), who consider teacher socialization as an interactive and interpretative process between the context and the new teacher, emphasized that beginning teachers are both affected by the context and influence the structures they are socialized in (Zeichner & Gore, 1990).

As expressed by Kuzmic (1994), “without some basic understanding of the organizational life of schools... beginning teachers may be ill-equipped to deal with the problems and difficulties they encounter or develop the political tactics and teaching strategies needed to resist...” (p. 24). In addition, Rust (1994) observes that beginning teachers are “unaware of school polity” (p. 215). With the aim of finding a way to overcome these problems, many scholars focused on the induction period and there is a growing consensus on the idea that beginning teachers need support and assistance for their retention and effectiveness.

2.4. Teacher Induction

2.4.1. What is Teacher Induction?

In the educational literature, teachers’ transition from novice to professional teacher became a research topic in the mid-twentieth century and this transition was described by the term ‘induction’ and the first years as a beginning teacher was called ‘induction period’. Although induction may happen with or without a formal program, the term ‘induction’ most often describes a formal program for beginning teachers. However, what is called induction often differ. It may be used to describe a state-wide teacher support system or an orientation for new teachers. In spite of its potential benefits, induction is not always an organized practice and many countries do not have induction programmes (Paine & Schwille, 2010).

The definition of induction has received attention by many scholars. Induction is mostly defined as a formal program that assists new teacher development and assessment for at least one school year. Veenman (1984) conceptualizes induction as the “entry and the

planned support the new teachers receive as it [induction] occurs” (p. 165). Bickmore and Bickmore (2010) define effective induction as “a systemic process embedded in a healthy school climate that meets new teachers’ personal and professional needs” (p. 1006). Greenlee and Dedeugd (2002) describe induction as the “process of formal assistance for the beginning teacher” (p. 69). Wood and Waarich-Fishman (2006) consider induction as “a phase of teacher development that is characterized by survival and discovery” (p.68). The term induction is sometimes used to label “a unique phase in learning to teach” (Feiman-Nemser, 2010, p.15). This meaning emphasizes the fact that the early years of teaching are a special period in a teacher’s career. This period encompasses both the new teachers’ preparation to be completely in charge of a classroom and teachers’ professional development.

Programs offering support, guidance and orientation for beginning teachers are collectively known as induction. In the induction process, teachers learn about their new role. In the induction period, teachers are offered many activities including mentoring, classroom observation, workshops, collaboration, reduced teaching, teacher network, support systems, orientation seminars, classroom assistance and reflection (Smith & Ingersoll, 2004). These activities are mostly used to support, develop, and assess beginning teachers. Although induction programmes include many activities, mentoring is generally seen as the cornerstone of the induction process. As described by Smith and Ignersall (2004), “mentoring is the personal guidance provided, usually by seasoned veterans to beginning teachers in schools” (p. 683). Mentoring is a popular system used to support new teachers in the earliest days of their teaching. Mentorship provides new teachers with the opportunity to work with “highly trained and networked members of an induction/learning community offering formative assessment and feedback based on and directed at the improvement of their evolving teaching practice” (Bartlett & Johnson, 2010, p. 2). It also provides opportunities for collaboration with other professionals and engagement in shared learning.

Although there is a wide variation in the definition of induction and the intensity and complexity of induction programmes, commonly accepted goals of induction have not changed to a large extent. Huling-Austin (1990) identified five major goals of induction:

- (a) to improve teaching performance; (b) to increase the retention of promising beginning teachers during the induction years; (c) to promote the personal and professional well-being of beginning teachers by improving teachers’ attitudes toward themselves and the profession; (d) to satisfy mandated requirements related to induction and certification; and (e) to transmit the culture of the system to beginning teachers (p. 539).

According to Brock and Grady (2006), the aims of the programs are to retain quality teachers, to provide emotional support to new teachers, to supplement their knowledge and instructional skills, to encourage professional attitudes, concern for students, creative and innovative teaching, and individualized teaching styles, and to initiate and promote teachers' continuing professional development. Wood (2010) stated that induction goals include increasing novice teacher retention, improving teacher quality, providing a coherent system of teacher formative assessment, promoting novice teachers' professional well-being and satisfaction, improving the teaching of diverse students, and satisfying mandated requirements related to induction.

The purpose of conducting a useful induction programme is to provide an effective professional development, support and retain high quality teachers who value effective teaching, collaborative work, and student success (Sweeny, 2008). Although many share a common belief in terms of the importance of conducting an effective induction programme, there are differences in the content and implementation of these programs. In their detailed review of literature, Long et al. (2012) explain that induction programmes differ in their "goals, levels of formality, structure, length, and planned activities" (p.9). Although research on induction programmes focus on different aspects of the programs, there is a consensus on the idea that there are certain elements in quality induction. As argued by Feiman-Nemser (2001), there is a great deal of variability with regard to the design and implementation of induction programmes. There are many differences within the structure, length and focus of induction. Induction programmes may include a one-day workshop, mentoring, teacher-learning network or a combination thereof. There are some induction programmes that last for a year and some others target teacher practice over the course of three or more years. Some induction programmes include every teacher new to the school even if they have previous teaching experience; other programs include teachers new to teaching. While some include only a short orientation meeting, others are well-organized, well-structured and intense programs implemented for a year or more. Some programs aim to assess teachers while others try to support teachers' development.

As a way of dealing with the difficulties of classroom instruction and new school environment, induction programmes have recently been adopted by many schools. As qualified teacher shortage is a common problem around the world, there is a focus on induction programmes to decrease teacher turnover and increase teacher retention. Many nations make efforts to improve teacher effectiveness as there is a great need for quality

teachers who have content knowledge, pedagogic knowledge, effective teaching, and communication skills.

2.4.2. Why do we need Teacher Induction?

Every year many graduates begin their teaching careers with high grades and expectations. Although they have good intentions and a desire to affect the lives of the students positively, most of them will either drop out of the profession in the first seven years or they will have negative initial experiences that may hinder them to reach their full potential (Huling-Austin, 1992). Teaching involves intensive interaction; however, it is generally done in isolation from colleagues (Ingersoll & Smith, 2004). Generally, new teachers are on their own in the teaching process, and there is a high level of teacher attrition. As described by Little (1999) schools are mostly individual classrooms which are linked by a shared parking lot. In the typical school organization, teachers are independent and mostly isolated from one another, which hinders the possibility of collaboration, asking for help and sharing problems. Also beginning teachers are often charged with the same responsibilities as their experienced colleagues and expected to be effective although they are unfamiliar to the situation. As they have limited experience and little practical knowledge, their uncertainty and frustration increase (Feiman-Nemser, 2010). New teachers face many aspects of teaching which may not be typically assumed even if they attend a good preservice program. Considering new teachers' learning needs such as instruction, assessment, curriculum, school culture and diverse students, the idea of induction is increasingly seen as a critical phase in learning to teach. Britton et al (2003) claim that induction represents not simply a program but a phase which has its unique challenges, requirements and needs.

Providing effective teacher induction has been widely considered to be crucial as it includes many benefits such as reduced rate of attrition, enhanced professional development, increased level of job satisfaction, and improved teaching and learning (Darling-Hammond & Cobb, 1995; Howe, 2006). A well-designed induction programme can be considered as a part of professional development and can be a key factor in a successful induction period. High quality induction programmes can ensure qualified teachers and thus, increase student achievement (Algozzine et al., 2007).

As well as the crucial role it plays in the initial preparation of beginning teachers, induction bridges to professional development. Therefore, in recent decades, a growing number of states implement induction programmes to overcome aforementioned problems. Teacher induction has come to be recognized as the assistance, guidance, orientation and support provided to the novice teachers. It is one of the most significant processes a teacher goes through. The aim of teacher induction is to make them familiar with new teaching environment. As argued by Feiman-Nemser (2010, p.18), “a major task of induction is helping new teachers adapt and enact what they bring to teaching in ways that fit their students and local context”.

Strong induction processes have the power to increase teacher effectiveness and student achievement (Wong, 2004). Besides, a well-designed induction programme increases teacher quality by providing the practical knowledge, training, and skills that are necessary during the first few years in teaching. It also increases job satisfaction, efficacy, and retention of teachers. Both content knowledge and pedagogical skills should be improved through teaching, observation, dialogue, and reflection (Carroll, 2005). The literature reveals that teacher induction is essential for increasing the effectiveness of teachers, classroom practices, and student achievement. Considering the effects of induction on teachers, it will be beneficial to provide all teachers with specialized support in the induction process as an indispensable part of their professional development. As Basile (2006) expressed,

...induction leaders need to develop comprehensive induction programs that support new teachers, promote career learning and professional development, provide multiple support people and administrators, treat induction as part of a lifelong learning process, invest in an extensive, comprehensive, and sustained induction program, and acculturate a vision that aligns content to academic standards (p.7).

Another point is that the term ‘induction’ is generally used to describe the new entrants into the teaching profession. However, not only novices but also veterans who have moved to new schools and have become newcomers again need an induction. Although novice teachers have only few entrenched ideas and behaviors, experienced teachers have preconceptions regarding teacher roles and the operation of a school.

Each school culture has different expectations and procedures, established norms and social groupings; therefore, the experienced teachers might need to change the conceptual framework in their minds to fit into the new school setting (Brock & Grady, 2007). Besides, they need to reevaluate ideas about student expectations to meet the needs of the students. Considering all these circumstances, it is clear that all beginners, regardless of

their teaching experience, are challenged both personally and professionally by dramatic changes as they begin to teach. Therefore, a high quality induction programme should be implemented to each newcomer.

2.5. Problems Encountered During Induction

The difficulties novice instructors experience in the first years of their teaching and thus, their teaching career has been the focus of several studies so far. Several studies have been conducted regarding the problems in and out of classroom experienced by novice instructors in the first years of teaching. It was noted that novice teachers may face many problems in their first year of teaching such as classroom management problems, pedagogical difficulties, lack of subject matter knowledge, challenging relationships with colleagues and students and workload. As stated by Yalçinkaya (2002), the gap between pre-service education and the new school environment causes novice teachers to experience conflict. He lists novice instructors' first year career problems as lack of experience, contradictory pre-service teacher education and in-service applications, psychological stress, program follow-up, fear of supervision and adaptation issues. The deficiencies in pre-service education and lack of induction profoundly affect the process of adaptation to the profession and working environment. Therefore, induction programmes have critical importance in avoiding such a sudden transition to the professional life (Flores & Day, 2006).

Novice teachers frequently have problems related to teaching and learning process. Some of the most significant challenges for novice instructors are related to classroom management, students' behaviour and motivation (Donaldson, 2009). Novice teachers spend a lot of time trying to cope with student interruption to the lectures, and that novice teachers particularly need assistance in students with disadvantages and the survival mechanisms, classroom management, student discipline and instructional practices (Rizza, 2011). In addition to these difficulties, assessment is challenging for most of the novice teachers. Some studies examine the student assessment as novice instructors' most common problem and it is claimed to be the result of inadequate opportunities to practice the actual student assessment during the initial teacher education (Darling-Hammond, Chung & Frelow, 2002; Veenman, 1984).

Teachers have many new duties and responsibilities in their first year of teaching. Heavy workloads and time constraints are two most common first year challenges for novice instructors (Meister and Melnick, 2003). The busy schedule and time management are the problematic issues for the novice instructors and they may need more time to plan their teaching effectively. Novice instructors cannot manage time due to the heavy workload and busy programs and they cannot both deal with several tasks and manage time effectively (Hagger et al., 2011). Most of the time, they must fulfill various new tasks and responsibilities at the same time (Feiman-Nemser, 2001; Flores, 2006). The first years of teaching career involve several types of multi-tasking, such as creating an effective learning environment, developing instructional units, assessing student performance, taking individual and cultural differences of students into consideration as well as learning the valid state policies (Feiman-Nemser, 2001).

Novice teachers also have difficulties regarding institutional adaptation, instructional planning and professional development and they are concerned about many issues including workload, time management, communication with the students, evaluation and grading (Öztürk, 2008). In an earlier study targeting the first three years of teaching, Veeman (1984) reports similar problems such as communication problems with students, insufficient professional support, bureaucratic and hierarchical order, classroom management issues, and decreased student motivation.

Novices have problems related to school and the new working environment. They face some challenges regarding the availability of materials, physical resources such as the quality of school facilities (Ingersoll, 2001). In addition, research shows that factors related to school climate including the level of support provided and teachers' relationships with their students' and colleagues have a critical effect on novices (Ingersoll, 2001; Johnson & Birkeland, 2003). Teachers' retention decisions are strongly affected by the climate of the working environment (Wynn et al., 2007).

Most of the time, the biggest problems novice instructors have are related to inadequate professional support. When novice instructors start their professional life without any induction, they experience difficulty in the adaptation to the actual school environment, instructional planning and implementations and classroom management (Gordon & Maxey, 2000). It is frequently noted that novice teachers believe they do not receive adequate guidance regarding what and how to teach which may cause teacher attrition

(Kauffman 2004). The difficult situations faced by novices during the induction process might be solved with the help of an effective induction programme.

2.6. Componentes of an Effective Teacher Induction Programme

In order to design an effective teacher induction programme, the challenges beginning teachers face and their needs should be perceived in detail. Beginning teachers deal with many problems when they start teaching. The first problem they have is the reality shock (Veenman, 1984). Even if they go through an intensive preservice preparation, they face the feeling of shock as they entered the challenging world of daily classroom reality. Another problem is that preservice preparation does not prepare them for real teaching. Beginning teachers generally have difficulty in classroom management, applying teaching strategies appropriate for the specific classroom setting, perceiving and addressing diverse student needs, and assessment. Many complain that the classes during preparation are too theoretical and irrelevant to actual teaching practice. Although they have general training, beginning teachers are expected to teach effectively in particular school settings in which ability ranges, goals, cultures, and the sociological settings vary considerably (Brock & Grady, 2007).

Another point is that they are confronted with unfamiliar formal and informal rules, policies, procedures, and customs. Expectations of students, parents, administrators, and even colleagues are unclear and they may cause confusion for the beginning teachers (Gordon, 1991). They are also challenged to work in isolation and they mainly rely on student feedback and evaluation. The feeling of isolation is not only in the classroom setting but they also may experience social isolation. Many schools have social groupings and the existing faculty may be reluctant to welcome the newcomers (Brock & Grady, 2007). Another challenge is that they have the same or more responsibilities than experienced teachers and they face the same expectations of expertise (Block & Grady, 2007; Gordon, 1991; Stansbury & Zimmerman, 2002).

The differences between beginning teachers' expectations of the teaching profession and the realities, unfamiliar school culture, formal rules and procedures, complexities, challenges, and workloads cause beginning teachers to feel isolated and overwhelmed. Unless they undergo a high quality, needs-oriented and intense induction programme, they might not overcome these problems easily, and reach their full potential. An effective

induction is the best way to help and support teachers and make them focus on increasing the effectiveness of their teaching practice and addressing the student needs rather than focusing on their own survival. Considering the difficulties new teachers face in the induction phase, it is clear that a high quality induction programme should address the methodological, instructional, and systemic needs of teachers in order to assist them to overcome the challenges they face.

Although the positive effects of induction are clear and induction attempts increase considerably, successful induction implementations are not very widespread. Induction of new teachers is still problematic in many cases. Tickle (2000) expressed that new teachers experience the paradox of “being inducted into old practices, traditions, and circumstances in which behaviors are prescribed and performances assessed while expecting and being expected to participate as reformers in search of solutions to endemic educational problems” (p.7) and considered induction as an unsolved problem for a number of reasons such as (a) the difficulty of tracking newly qualified teachers moving from different pre-service programs into diverse locations of employment, (b) different agencies in the provision of support for newly qualified teachers, which causes different interpretations and conceptions regarding the needs of the newly qualified teachers, (c) and the differences in the educational background, personal dispositions, individual contexts of work, and responsibilities of newly qualified teachers. Therefore, induction programmes should be comprehensive enough to overcome these problems.

Components of effective induction are still being examined by scholars but many agree on the argument that an effective induction model needs to include a comprehensive set of components and focus on building teacher capacity (Bartlett & Johnson, 2010; Stanulis & Floden, 2009). The need for an induction that considers the curriculum, instructional practice, and learning needs of new teachers has recently been the focus of some studies (Feiman-Nemser, 2001; Strong, 2005). Although exemplary teacher induction programmes vary due to the differences in social, cultural, economic, and geopolitical contexts, they have some common features. Howe’s (2006) analysis of the most successful teacher induction programmes from Australia, Britain, Canada, France, Germany, Japan, New Zealand, and the United States showed that they all include “opportunities for experts and neophytes to learn together in a supportive environment promoting time for collaboration, reflection, and a gradual acculturation into the profession of teaching” (p. 288). Based on the analysis of the 1997-2008 induction literature conducted by Woods (2010), induction

programmes have nine key components which are: structured and systematic observations, educative mentors, preparation and mentoring of novice teachers, reflective inquiry and teaching practices, formative assessment of novice teachers, developmentally appropriate professional development, administrators' active role in induction, supportive school culture for novice teachers, program evaluation, and a shared vision of teaching and learning.

The notion of comprehensive induction refers to a time for socialization and professional learning in a school context. According to Wood and Stanulis (2009), comprehensive quality induction includes educated mentors, systemic and structured observations, formative teacher assessment, administrators' involvement, school culture supports, and systemic and structured observations. Algozzine et al., (2004) supported that effective induction programmes include observing other teachers mentoring attending seminars, and sharing experiences. Brock and Grady (2006) suggested a multiyear developmental program including the components of mentoring, orientation, seminars and workshops, directed activities, and individualized, ongoing professional development to support novices in their first years of teaching. They focused on individual schools' needs and contexts while selecting the content and format of the induction programme. Gold (1996) proposed that effective induction programmes need to meet novice teachers' professional needs encompassing skills, knowledge, strategies and pedagogy, and personal needs including self-esteem, self-efficacy, and self-reliance. As argued by Wood (2010), systematic comprehensive induction is a "multifaceted, organized system of teacher professional development that consists of induction activities such as mentoring, reflective inquiry and formative assessment for novice teachers in their first, second or third year of teaching" (p.135). Flores (2006) referred to induction in a broader perspective and pointed out:

...induction needs to go beyond the mere practical advice and socialization process whereby new enterants become members of a given professional culture, to include opportunities for self-questioning and reflection not only upon teachers' own actions, but also upon the values and norms underlying the educational settings in which they work (p.63).

The Alliance for Excellent Education (2004) makes the definition of comprehensive induction as "a package of supports, development and standards-based assessments provided to beginning teachers during at least their first two years of full-time professional teaching" (p.11). It also supports the idea that a comprehensive induction programme includes high-quality mentoring, common planning time to connect with mentors and other teachers, ongoing professional development, participation in a network of educators

outside of the local school, and standards-based evaluation. In a similar vein, Wood and Waarich-Fishman (2006) expressed that key component of the most successful induction programmes are:

- (a) structured observations and mentoring by trained and well-matched support providers; (b) standards-based assessments of novice teachers teaching practices; (c) sustained, intensive, content-driven professional development activities related to novice teachers' needs and developmental readiness; (d) common planning/meeting time for novice teachers and support; (e) providers' collaborative reflections on teaching practices; (f) novice teachers' ongoing collection of standards-based evidence of their practices (p.72).

Many scholars emphasize the crucial role of transformational learning in professional development and supported the idea of transformative teacher growth. Hoover (2010) asserted that induction supports give novices an opportunity to “learn to teach in and from practice” (p. 17) and emphasized the importance of transformational learning for professional development with a constructivist point of view. Sergiovanni and Starratt (2006) supported the idea that every teacher translates his/her values and convictions into teaching actions and these beliefs stem from one's personal history, formal education, and actual classroom experience. Understanding these beliefs is the first step to understand the educators and their behaviours. Focusing on teachers' action and reflections with this point of view gives way to transformative teacher growth, which is considered to be a necessity for induction (Hoover, 2010). Drago-Severson (2007) argued that transformational learning helps teachers to overcome the complexities of teaching and learning and emphasized the significance of an ongoing, continuous and collaborative professional development model which is embedded in practice and sensitive to teachers learning needs.

Knowles (1992) suggested that to make a change possible, people should perceive a need for improvement and choose to follow actions leading to improvement. With this perspective, it will be more useful to examine teachers' perception of need and design support programs accordingly. Similarly, Sweeny (2008) emphasized the unique and evolving needs of teachers and supported the importance of treating teachers individually to be able to address their needs and strengths. He argued that an effective induction process has seven components which are orientation to the setting and the profession, including school, district, community, job expectations, and the curriculum, specifically designed staff development, peer support activities, observation of experienced colleagues, the provision of individualized support to beginning teachers, professional development

goals and plans, and professional development portfolios. He also clearly explained that an effective induction programme should provide

1- Orientation to the new job and the local setting, including (a) knowing the key people and expectations of the district, school, and community, (b) learning to access school, district, community, and other resources, (c) reducing stress of job transition, becoming familiar with the setting and instructional program, (d) learning staff and administrative roles and the school and district procedures;

2- Induction into the teaching profession, including (a) developing skill in the roles of the professional educator, (b) management of learning environment, time management, (c) instructional leadership, (d) meeting individual student needs, (e) learning and implementing effective teaching practices..., (f) contributing to the school community and its groups;

3- Induction into our vision for our profession, including (a) committing to continuous, individual professional improvement, (b) defining learning..., (c) defining teacher roles..., (d) aligning instruction to school improvement goals and state student standards, (e) contributing to improvement of the profession (p.44).

A detailed analysis of the new teachers' needs and components of an effective teacher induction programme indicates that induction programmes should cover systemic, institutional, and methodological aspects of teaching process. Teachers should be provided with well-grounded knowledge regarding the structure of educational system, laws and regulations regarding civil rights, duties as a teacher, the organizational structure of school, key figures in the organizational context, school procedures, administrative roles, the regulation of teaching processes, effective management of learning environment and the implementations of useful teaching practices.

2.7. Studies on Teacher Induction and Teacher Induction Programmes

In the literature, the research focus is generally on the experiences of novice teachers, the influences of teacher induction on teachers, classroom practice, and student achievement. Besides, the effectiveness of teacher induction programmes, and the content and intensity of a high quality induction programme are examined by many researchers in order to find ways to improve the quality of induction programmes.

High teacher attrition rate is one of the biggest problems all over the world. In addition to many other researchers, Jeanlouis (2004) conducted a research on the high attrition rate among novices. Seventy-one first year public elementary school teachers in the states of Texas and Louisiana were participated in the study. A questionnaire was applied to novices with the aim of identifying the causative factors causing teacher attrition. Results of the study indicated that novices believed that their pre-service teacher education did not prepare them to teach in a culturally diverse classroom.

They also reported that their expectations regarding teaching profession were different from what they experienced. The reasons of teacher attrition revealed in the study were low salary, overwhelming teacher workload, tasks and responsibilities unrelated to classroom teaching, lack of support and sufficient feedback from administrators, and insufficient attention to student discipline.

In a similar vein, Johnson and Birkeland (2003) conducted a longitudinal study on novice teachers' reasons for retention, moving to new schools, or attrition within their first three years of teaching. 50 novices participated in the study. The study emphasized the importance of collaborative and supportive working environment and showed that novice teachers' experiences affected their decisions regarding leaving or staying in their profession. They concluded that novices feeling successful with their students and having a supportive school environment were more likely to stay. Another study examining teacher retention was conducted by Smethem (2007). 18 novice teachers in England participated in the study and it was reported that induction is a crucial stage to increase teacher retention.

With regard to the experiences of novices, Flores (2006) conducted a comprehensive study. She aimed at understanding new teachers' development, analyzing beginning teachers' change over time, and identifying the factors affecting their learning and change. The study analyzed the induction process of 14 novice teachers not receiving any formal support. Structured interviews and student essays describing their teacher at the beginning and at the end of the academic year were used to collect relevant data. Results of the study revealed that idiosyncratic and contextual factors play an important role in the success of first year of teaching and induction is a crucial phase in a teacher's career.

McKenzie (2005) conducted a case study and explored five beginning teachers' first year experiences in Australia. Beginning teachers participated in interviews many times and they kept a journal. The results of the study showed that a supportive school environment has positive effects on beginning teachers' experiences, classroom practices and development. It was also claimed that isolation in schools leads to the feeling of loneliness and it causes the problems to remain unsolved.

In a similar vein, in 2001, Colorado Partnership for Educational Renewal staff and a team of researchers surveyed 1,331 people to identify the experiences of new teachers and professional staff participating in induction and mentoring programs. Results of the survey indicated that younger teachers- aged between 21 and 26- perceived mentoring more helpful than did older teachers- ages between 32 and 65. A quarter of respondents

expressed that they still needed help in instructional strategies, understanding school and district policies, content and subject-area specific knowledge, planning for and offering instruction to meet district and state standards, classroom management and student behavioral issues, and working with culturally and ethnically diverse students. More teachers reported that they need help for addressing the diversity of student learning styles and the special needs of students (Basile, 2006).

Regarding beginning teachers' concerns, McCann, et al. (2005) conducted a study and presented nine main categories for their concerns. These categories were: (1) relationships with students; (2) relationships with colleagues; (3) relationships with supervisors (4); relationships with parents (5) workload, time management, and fatigue; (6) evaluation and grading; (7) knowledge of subject and curriculum; (8) appearance and identity and (9) authority and control.

The study conducted by Ghaith and Shaaban (1999) linked teacher socialization with teacher efficacy with a special focus on beginning teachers' concerns. 292 Lebanese teachers participated in the study and detailed data were gathered using a teacher efficacy questionnaire and a survey to assess beginning teachers' teaching concerns. The study indicated that there is a negative correlation between teaching concerns and teaching experience and personal efficacy. It was also pointed out that beginning teachers having a lower socialization level and low personal efficacy were more worried about their teaching practices.

A comprehensive study conducted by Cihan (2016) aimed to examine four novice teachers' perceptions and experiences regarding the classroom processes, their relationship with students and colleagues, professional development, mentorship, teaching performance, personal life, and the pre-service teacher education. The study also examined the perceptions of novice teachers' mentors regarding the induction process. In the study, interviews and classroom observations were conducted and documents including teachers' materials, exam papers and group teachers' meetings reports were analyzed. The results indicated that novice teachers experienced difficulty in classroom management, dealing with problematic student behaviours, using appropriate teaching and learning methods and techniques, motivating students, relationships with colleagues, school principals and parents, consultancy issues and workload as well as the pressure of working in small towns. The deficiency of effective mentoring and inadequacies of the pre-service teacher education were challenges faced by novices and mentors were also aware of the difficulties

faced in the first year and they shared the same perceptions regarding the inadequacies of the pre-service teacher education. It was noted that despite all these difficulties, teachers underwent a professional development process in many respects and loved teaching and being with students.

The challenges novice teachers face at the beginning of their career is another research focus. Öztürk (2008) investigated the adaptation challenges of novice teachers in the induction period. He collected data through a questionnaire from 465 novice teachers teaching in 8 provinces of Turkey through a questionnaire. The results of the study revealed that the four most frequent adaptation challenges of novice teachers are workload, social status and identity, supervisor, and classroom management challenges. Besides, more than half of the novice teachers perceived their pre-service and in-service training insufficient.

Walsdorf and Lynn (2002) also focused on the challenges novices have during induction such as feelings of isolation and loneliness, problems related to classroom management and discipline, difficulty in meeting students' needs, problems with colleagues and lack of spare time. In order to help novices and overcome these problems, they suggested some useful strategies such as asking for release time to observe teachers at other schools, attending conferences, and participating in an induction programme.

Another similar qualitative study was conducted by Cherubini (2007) to examine the perceptions of 173 beginning teachers in Ontario. The beginning teachers in the study participated in purposely selected exemplary induction programmes. The study drew attention to the professional enculturation of beginning teachers and showed that although beginning teachers suffered from some common concerns, they stated that the induction year was encouraging for them. The majority of teachers felt under stress, the workload was heavier than they expected, they experienced pressure from parents and they felt they were not respected as professionals.

A comprehensive study conducted by Lundeen (2004) examined new teachers' perceived problems in their first year of teaching and the changes they experience over time. It was reported in the study that new teachers struggle between caring for themselves and caring for their students. The study indicated that classroom management and discipline problems, and adult relationship and interaction problems are two main categories for individual and group problems. In the study, six sub-problems were also mentioned. These problems were single student problems, small group problems, whole classroom

management problems, parents and classroom assistant problems, mentor problems and colleague and administrator problems.

Many studies in various contexts illustrate the difficulties and complexities of being a teacher. Gaikhorst et al. (2017) examined the problems and challenges of 15 beginning teachers in urban primary schools. Through detailed structured interviews, they found that main problems of beginning teachers are related to lack of time and inability to adapt to cognitive and language development of children, pay attention to children having a risk of academic failure and deal with their parents coming from a different culture or background.

Another study conducted by Wonacott (2002) examined “induction detractors” of new beginning teachers and classified them as: internal detractors, pedagogy detractors, curriculum detractors, program detractors, student detractors, peer detractors, system detractors and community detractors.

Tonna and Shanks (2017) focused on teachers’ opportunities to learn in their workplace and examined how they engaged in professional learning at work. The researchers obtained information about teachers’ individual preferences for professional learning experiences through structured interviews and online questionnaires. In their study, the researchers argue that workplace conditions such as the community, pedagogical and social atmosphere have an effect on teachers. They suggest the idea that supporting beginning teachers and informal learning opportunities can influence teachers’ engagement in professional learning.

Czerniawski, Guberman, and MacPhail (2017) examined professional learning activities that higher education-based teacher-educators need and value most. They collected data through a questionnaire from 1158 teacher-educators working in higher education institutions. Findings of the study suggested that teacher-educators are moderately satisfied with their professional development experiences and they have a strong desire for further professional learning, which is influenced by their professional context. The authors argue that teacher-educators’ needs and desire for further professional development are influenced by their beliefs about ‘best practice’ in teacher education, the academic skills required to further their professional careers and knowledge of the curriculum associated with their fields of expertise.

Regarding the effects of induction on teachers, Veenman (1984) conducted a huge meta-analysis and examined eighty-three research studies of organizations with no mentoring or a support program for new teachers. There are twenty-four perceived problems of new teachers listed in order of frequency. According to the research, new teachers are primarily struggling with organization of teaching and classroom management. The research showed that new teachers working in an organization with no formal system of support are more concerned with their own survival and less with student success.

A similar meta-analysis was conducted by Odell (1986), but, differently, she analyzed the needs of new teachers working in an organization with a formal system of support and receiving a year of support. The results showed that supported new teachers are more concerned with students' instructional needs and less with their own survival (Sweeny, 2008).

Similarly, the study conducted by Hoffman, et al. (2005) claimed that beginning teachers' transition into the profession and their adaptation of effective practices are positively influenced by a high-quality teacher preparation program. In comparison with other teachers, teachers graduating from excellent teacher preparation programs were more effective while engaging their students with a high quality literacy environment. The study also supported the idea of on-going professional development and induction support during the first years of teaching.

A study examining the socialization of new teachers with a specific focus on the effects of school culture was conducted by Walker-Wied (2005). Findings of this ethnographic case study indicated that as well as other staff members and the faculty, the school principal had a crucial role for effective induction and socialization of teachers. The study highlighted the importance of sharing educational procedures and policies. It was also reported that differences between teacher preparation and the work environment necessitate more support and assistance for novices.

Some studies focused on the effectiveness of induction programmes. In the study of Ashdown, Hummel-Rossi, and Tobias (2006), in New York City public schools, between the years 2002 and 2004, three teacher induction programmes were developed and piloted with the aim of increasing new teacher retention rates and student achievement. Teacher observations were made to examine changes in behaviors of new teachers who are at an early stage of professional development. Results of the study indicated that induction programme had a positive effect on the new teachers' teaching skills. On the other hand,

the study conducted by Glazerman et al. (2008) showed little difference between comprehensive induction programmes and traditional district offerings in terms of student achievement, teacher practice and retention.

Whether intensity and content of an induction programme can create a change is another research focus. Nevins Stanulis and Floden (2009) compared an intensive mentoring model -containing mentor observation and feedback, instructional mentoring, and analysis of student work with a trained mentor- with a less intensive model. The study examined new teachers' teaching practice by focusing on classroom atmosphere, management, content/instruction and student engagement. The findings showed that teachers participating in the more intensive mentoring induction programme had higher scores on these measures.

Mentoring- one of the key components of induction-, and its effects are popular research areas. Realizing the positive effects of quality teacher induction on teacher retention, Hayes (2006) researched the effects of the Raytheon Teaching Fellows mentoring program over a three-year period of time and compared teachers' feelings of efficacy, performance, and retention rates. The results showed that novice teachers expressed enhanced feelings of self-efficacy in their teaching practices, the program provided a support system and satisfied the needs of all participants, and all of the participants were still employed in the profession.

Zeek and Walker (2006) examined the effects of participation in the Induction/Mentoring Academy on teacher retention and satisfaction with teaching. Quantitative and qualitative measures suggested that the Academy was effective in teacher retention and student achievement, and mentors have a critical role as educators in training novice teachers, directing professional development, and changing their school cultures.

Another study conducted by Trenta et al. (2002) focused on the evaluation process of a program which was designed to support new teachers. Teachers union, school district administrators, and entry-year teachers participated in the study. It was revealed that they supported the mentor-evaluation program. Participants of the study believed that experienced but newly hired teachers should receive a different focus than novice teachers. Participants expressed that more time should be devoted to the program and evaluation requirements by consulting teachers and administrators and there is a need to prioritise time for mentoring.

There is a clear need for research on the effects of induction programmes on teacher practice as it can provide a better understanding of the influence and implementation of induction programmes (Wang, Odell & Schwille, 2008). In the literature, it has been argued that induction has a positive effect on teachers' retention, pedagogical practice and work satisfaction (Darling-Hammond et al., 1999; Fletcher, Strong & Vilar, 2005; Smith & Ingersoll, 2004; Smith & Finch, 2010).

Smith and Ingersoll (2004) analyzed the effects of induction on teacher turnover and they found that as the number of induction opportunities increases, teacher turnover rates decrease. A number of studies showed that well-implemented teacher induction programmes have a positive effect on teacher retention, efficiency and job satisfaction (e.g. Johnson, Berg & Donaldson, 2005).

Recently, there is a large amount of research with a focus on teacher retention and recruitment. However, induction programmes designed to help new teachers didn't take much attention (Feiman-Nemser, 2003, Gold, 1996). The effect and features of induction programmes that encompass several components and novice teachers' transition into the profession were examined by only few studies (Smith & Ingersoll, 2004). Considering its positive effect on teacher turnover rates, retention and satisfaction the form, quantity and quality of induction is important, and there should be a growing interest in types of induction programmes and the ways of increasing their effectiveness.

2.8. Summary

The review of literature reveals that the value of teacher induction programmes in retaining teachers and improving teaching performance has been recognized. Although new teachers mostly start teaching with a feeling of enthusiasm, both because the pre-service teaching practices are not enough to prepare them for the reality of teaching and school context and because they are unfamiliar with the new teaching environment, most of the time they feel isolated and overwhelmed. Research in the field has indicated that beginning teachers who receive support and developmental assistance in their first years of teaching are more likely to remain in the profession of teaching and develop effective teaching practices throughout their teaching careers (Brock & Grady, 2006).

Effective socialization of new teachers into the profession and new school setting is a key to help teachers affiliate into teaching and become competent in their profession. Induction

programmes can be conducted in many forms ranging from short orientations to multiyear and comprehensive programs aiming at providing developmental support. Induction is the first step of a teacher's professional development which will continue throughout his/her career. Providing continuing support and guidance in a collegial and supportive environment leads to effective socialization of teachers and sustained professional growth. Therefore, implementing comprehensive induction programmes containing detailed knowledge about systemic, institutional and methodological aspects of teaching profession and context is critical for increasing the effectiveness of teachers and the level of student achievement.



CHAPTER III

METHODOLOGY

This chapter presents the overall design of the study, data collection instruments, sample and population of the study, data collection procedures and data analysis procedures. Besides, it includes description of the cases and the methods used to ensure the trustworthiness of the current study.

3.1. Research Design

As stated above, inadequate support during induction process and the “sink or swim” mentality in the socialization of new teachers may result in teacher attrition and the loss of high quality teachers (Fantilli & McDougall, 2009; Ingersoll & Smidth, 2003; Maciejewski, 2007). Considering the fact that teachers have to handle many influences such as structural, individual and societal influences in their first years of teaching (Farrell, 2003), the need for a comprehensive and intensive induction support is clear. Therefore, this study attempted to understand the induction process instructors go through in their first year of teaching via their perceptions of their first year experiences as well as the induction programme applied to guide and support them in the initial stages of their teaching with regard to collegial relations, classroom processes, and professional development. It also attempted to investigate shared facts and differences among varied cases and distinct dimensions of the problem were revealed depending on the variation. Accordingly, this research study aimed to answer the following research questions:

- 1) What kind of needs do new English instructors have regarding the induction process?

- 2) What kind of experiences did new English instructors who have not participated in an induction programme have in the induction process?
- 3) How do new English instructors evaluate the outcomes of the induction programme?
 - a) What are the effective and ineffective parts of the induction programme?
- 4) How can the needs of English instructors be effectively addressed in an induction programme?

This study provides an in-depth look at the experiences and perspectives of English instructors in the induction process. In the study, a qualitative research design was used to gain insights into individualized perspectives of English instructors regarding their needs of induction, and the efficacy of support provided to assist them. In the current study, qualitative methodology was employed due to the context-specific nature of the induction process. The focus of the study is on instructors' specific contexts and how they interpret their own process of induction. Therefore, a qualitative research design was used in the study.

With the aim of answering the research questions, a qualitative multiple case study design was employed. The study attempted to provide detailed descriptions of the instructors' induction process within their own setting, and to focus on differences and similarities between the instructors' experiences, and perceived needs in the two universities (one state and one foundation) to get better understanding about new instructors' development over time and analyse the variables that affect their learning in the workplace. Therefore, two novice and one newly hired English instructor from each university were selected as study participants in order to provide well-grounded data in relation to the induction processes they undergo by means of detailed interviews. As it could practically be impossible to determine instructors' perceptions and their teaching experiences in a unique setting and write items, the data were collected through detailed structured interviews. Then the data were subjected to a content analysis in order to identify the main themes and concepts underlying the new instructors' induction experiences and processes they went through.

3.1.1. Multiple Case Study Design

A multiple case study design is frequently applied in qualitative research, which is described by Creswell (1998) as "an inquiry process of understanding based on distinct

methodological traditions of inquiry that explore a social or human problem. The researcher builds a complex, holistic picture, analyzes words, reports, detailed views of informants, and conducts the study in natural setting.” (p. 15). Case study research has assumed a great deal of importance in education and been used in a wide variety of research studies as it provides a holistic description within a specific population and setting (Mackey and Gass, 2005). There are various definitions of a “case study”. To start with, Nunan (1992) defines a case as “a single instance of a class of objects or entities” and a case study is “the investigation of that single instance in the context in which it occurs” (p.79). Patton (1987) expresses that “a case can be a person, an event, a program, a time period, a critical incident, or a community.” (p.19). Stake (1995) describes a case as specific, complex and functioning. According to Miles and Huberman (1994), a case can be defined as “a phenomenon of some sort occurring in a bounded context.” (p.24). In a similar vein, Merriam (1998) emphasizes that the phenomenon should be intrinsically bounded to be a case.

Nunan and Baily (2009) define a case study as “a detailed, often longitudinal, investigation of a single individual or entity (or a few individuals and entities)” (p.158). In an earlier definition, Merriam (1988) defines qualitative case study as “an intensive, holistic description and analysis of a single entity, phenomenon, or social unit” and states that case studies are “particularistic, descriptive, and heuristic and rely heavily on inductive reasoning in handling multiple data sources” (p.16). According to Yin (1984), a case study is “an empirical inquiry that investigates a contemporary phenomenon within its real-life context; when the boundaries between the phenomenon and the context are not clearly evident; and in which multiple sources of evidence are used.” (p.23). As explained by Gall, Borg and Gall (1996), “case studies are constructed to richly describe, explain, or assess and evaluate a phenomenon [e.g., event, person, program, etc.” (p. 549). As stated by Creswell (2013) a case study “explores a real-life, contemporary bounded system (a case) or multiple bounded systems (cases) over time, through detailed, in-depth data collection involving multiple sources of information... and reports a case description and case themes” (p. 97). Although there are some differences, the definitions have two commonalities: 1) the notion that a case is a ‘bounded instance’, which means it is ‘defined’ or ‘having boundaries’ and 2) the phenomenon is studied in a context (Nunan & Baily, 2009). Case studies have a great potential and value as “by concentrating on the behavior of one individual or a small number of individuals (or sites) it is possible to

conduct a very through analysis (“thick” or “rich” description) of the case and to include triangulated perspectives from other participants or observers.” (Duff, 2008, p.43).

Compared to single case studies, multiple case studies enable the researcher to identify similarities and differences between the cases by focusing on multiple cases and analysing the data both within each situation and across situations (Yin, 2003). An advantage of conducting a multiple case study is that the evidence generated from a multiple case study is reliable and strong (Baxter & Jack, 2008). Multiple case studies allow a wider investigation of research questions, increases the scope of research (Miles & Huberman, 1984). Furthermore, the use of multiple case studies enhances the external validity or generalizability of the findings (Merriam, 1998).

Within the framework of aforementioned definitions, the units of analysis in this study are four novice instructors, two newly hired experienced instructors, two mentors and two administrators from two universities located in Ankara, which can be considered a bounded context. As the current study includes more than one single case, a multiple case study design was implemented. Each case was investigated in depth in its unique context and the cases were also explored from a holistic perspective. To gain an overall understanding of new instructors’ induction experiences, detailed data were gathered from their first year of teaching at two universities in Ankara.

In this study, a multiple case holistic design was adopted. The same data collection procedure was followed for each case. The data were gathered separately from each case within the framework of the same research questions and the findings gathered from each case were compared with one another. A visual representation of the research design is shown in Figure 1.

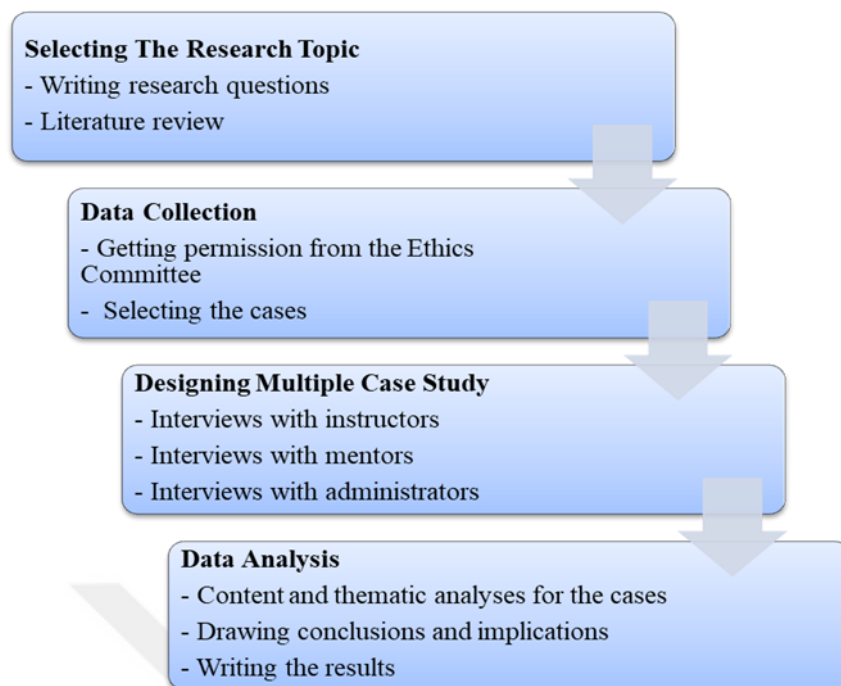


Figure 1. Visual Representation of the Research Design

3.2. Selection of the Cases

In qualitative research, selecting the case is an important step to gather well-grounded and detailed data. Although there are various reasons for selecting particular cases, ideally a case that embodies the phenomenon to be investigated should be chosen (Nunan & Baily, 2009). With this point of view, in purposeful sampling, individuals and sites are selected intentionally in order to investigate the central phenomenon (Creswell, 2011). The main aim of purposeful sampling is to select “information-rich cases whose study will illuminate the questions under study” (Patton, 1990, p.169).

Considering the aforementioned issues, the current study conducted criterion sampling as the researcher attempted to review and study the cases meeting some predetermined criterion of importance. As the study conducted an institutional case study, the primary criterion of case selection was whether the institutions implement an induction programme or not. Further criteria were sought in English instructors working at these institutions. The first of these criteria was related to teaching experience. Half of the participants were novice instructors; having no job experience in the field of teaching while half of them were new at a particular work setting; namely, having teaching experience beforehand but being new at the institution. The second criterion was about the level of schools they work at. They were all selected from universities. The next criterion was determined as receiving

formal induction support. The new instructors working at the foundation university participated in an intensive induction programme for a year while the new instructors working at the state university did not receive any formal support and guidance. The final criterion was the content area they teach. They were all selected from English instructors working at preparatory schools. In addition, all the cases were females even though the researcher did not have such a criterion. Fulfilling all of the criteria, six cases were selected for the study. The criteria for the selection of the cases can be seen in Table 1. The researcher also interviewed the mentor and the administrator of the cases for triangulation.

Table 1

Criteria for the Selection of Instructors

Years of teaching experience
Level of school
Receiving formal induction support
Content area of teaching

The cases in the study were English instructors working at two universities in Ankara. One of the universities is a foundation university and has an induction programme for new instructors. The other one is a state university and doesn't have a formal induction programme for new instructors. Three of the participants attended an induction programme for a year but three of them didn't receive any professional support during induction process. Thus, the researcher was able to look into the possible differential influences of a formal induction programme on new instructors' first year experiences, teaching practices and perceptions about themselves as instructors and teaching.

The selection process of the participants in the study started in 2020. A state university that does not implement a formal induction programme and a foundation university conducting a comprehensive induction programme for all newly hired instructors during a year were determined. The researcher first got into contact with the director of the School of Foreign Languages at the state university. The aim of the researcher was to study with novice English instructors and it was found out that more than ten instructors started to work at the university this year. Considering the nature of the current qualitative case study, it was vital to work with instructors who have no teaching experience beforehand. However, it was discovered that most of the instructors had prior teaching experience. They were all

newly hired experienced English instructors. Only four of the instructors both had no prior teaching experience and new at the particular working environment. After getting permission to conduct a pre-interview with the instructors on the phone, the researcher got into contact with these instructors to explain the aim of the study.

With the permission of the instructors, mobile phone numbers were collected and the researcher started calling the instructors in order to introduce herself, explain the purpose of the study, get detailed information about their job experience, and check whether they have a potential to share their experiences during induction period in detail and whether they are willing to participate in the study. On the phone conversations, the novice instructors said that they would be glad to take part in such a study. However, a few days later, one of the novice instructors called and said that she was reluctant to participate in the study as she was busy with her PhD studies. As the study is conducted on a voluntary basis and it is important to select cases willing to share their experiences in detail, this instructor was crossed off the list.

During the phone conversation with one of the novice instructors, she said that she would take part in the study with pleasure; however, she had five years of teaching experience although she started to work at the particular university a few months ago. During the conversation with her, it was recognized that although she had previous teaching experience, she also had some challenges in the induction period and needed some guidance and support in this process. Then the researcher made phone calls with three more newly hired experienced instructors to check whether they had similar needs and challenges during induction process and it was recognized that there was a possibility that newly hired experienced instructors also need formal support during induction and their first year experiences are different from the novice instructors. Although the researcher planned to work only with novice instructors at the beginning of the study, after these pre-interviews on the phone, she decided to focus on both novice instructors and newly hired English instructors as it may shed light on the induction process and give detailed and well-grounded information regarding the induction process. Therefore, with the aim of selecting information-rich cases, the researcher decided to investigate first year experiences of two novice English instructors and one newly hired but experienced English instructor working at the School of Foreign Languages. One administrator and one member of the professional development unit were also contacted with as it was necessary for data

triangulation process. The researcher also got into contact with them and they agreed to take part in the study.

The same steps for selecting the participants were taken at the foundation university. The researcher contacted with the director of the School of Foreign Languages at the foundation university and explained the purpose of the study. He was interested in the study and willing to help. The researcher got into contact with two novice English instructors and one newly hired English instructor. They were all given information about the purpose of the study, the researcher got detailed information about their job experience, and it was checked whether they were willing to participate in the study and share their experiences during induction period in detail. The instructors selected for the study had all the necessary characteristics for the study and they all agreed to take part in the study. In addition to the instructors, the researcher got into contact with one administrator and one mentor for data triangulation and they accepted to participate in the study.

In the study, none of the participants were referred to by name due to confidentiality reasons. The novice instructors working at the state university was coded as SUNI (State University Novice Instructor) while the novices working at the foundation university was coded as FUNI (Foundation University Novice Instructor). The instructors accepting to be participants of the study were coupled with a number (i.e., SUNI-2) in order to recognize easily when multiple sources and quotes are cited. Similarly, the mentors and the administrators in the study were given a code (i.e., SUM, FUA).

3.2.1. Description of the Cases at the State University

Three instructors, one PDU member and one administrator working at the state university took part in the current study. The cases were described in detail below.

SUNI-1: SUNI-1 was a 25-year-old English instructor and she graduated from the Middle East Technical University (METU), English Language Teaching department in 2016. She started her MA in English Language Teaching at Gazi University in 2018. She had been working at this state university for eight months when the study began, and she had had just a few months of teaching experience beforehand. She was teaching English to A1 level students at the School of Foreign Languages.

SUNI-1 was very helpful during the data collection process. She gave detailed answers regarding her first year in the teaching profession. She had a positive character. She tried to

do her best although she was not fully content with students' level of motivation and participation. Her main concern was to make her students actively participate and have fun in the learning process. Also she was working hard to improve herself both pedagogically and academically.

SUNI-2: SUNI-2 was 24 years old and she graduated from Gazi University, English Language Teaching Department in 2019. She had been working at the state university for eight months when the study began. She had had no teaching experience before she started working at the university. She was teaching English to A1 level students at the School of Foreign Languages.

SUNI-2 had a cheerful personality. She was really optimistic and ready to help the researcher and gave full details about her first year teaching experiences. She cared about her classes and tried to establish good relationships with her students. She was usually smiling and trying to create a friendly learning environment for her students.

SUNI-3: SUNI-3 was 30 years old and she graduated from Akdeniz University, English Language Teaching Department in 2011. After her graduation from university, she started her MA in English Language Teaching at Akdeniz University. While studying for her Master's degree, she started teaching English as an instructor at a state university. By the time the research began, she had been working at the current university for eight months and she had 5 years of teaching experience. She was teaching English to A2 level students at the School of Foreign Languages.

SUNI-3 was a friendly person and she was very helpful for the study. She gave sincere answers to the questions and this attitude made it easier for me to gather well-rounded data. Active participation of the students was one of her main aims.

Some brief information about the cases at the state university is shown in Figure 2:

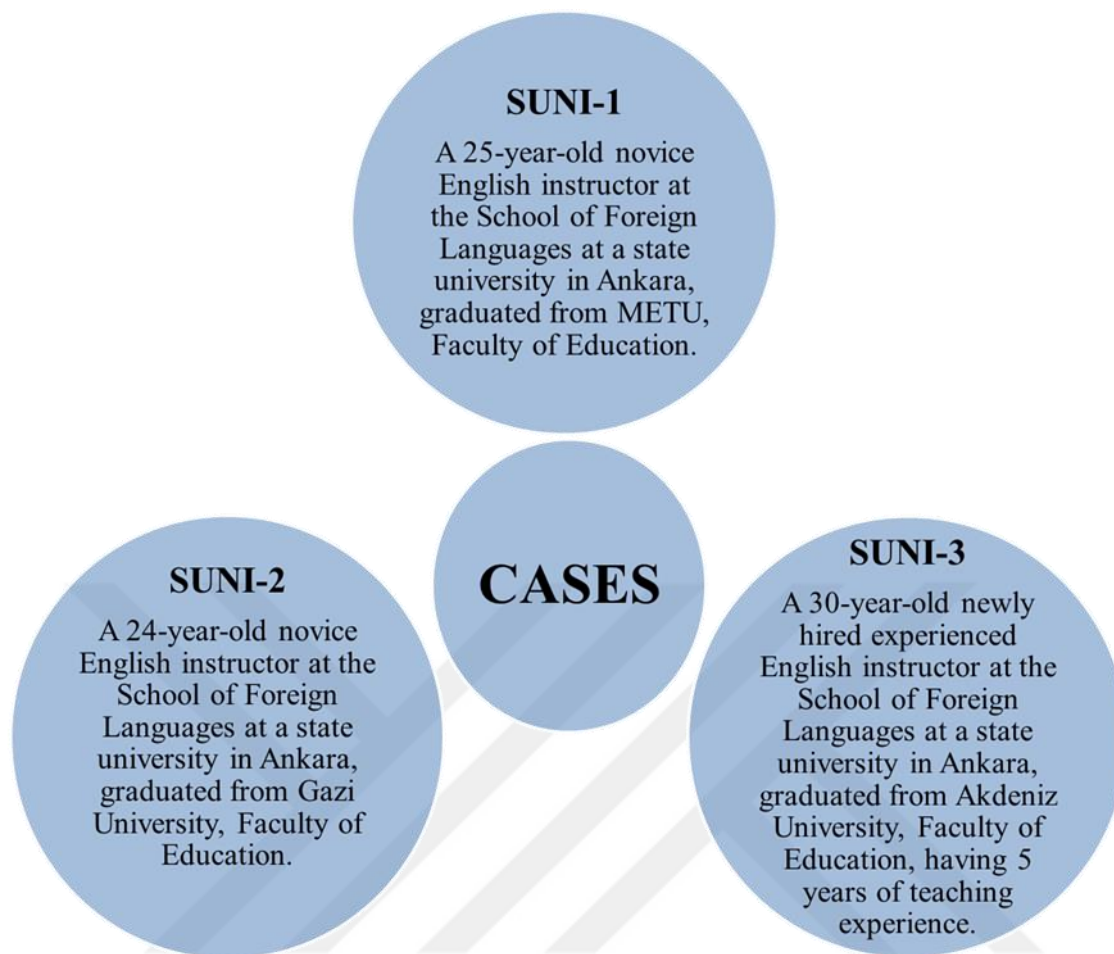


Figure 2. Summary of the information about the cases from the state university

A PDU member and an administrator working at the state university were also among the participants of the study. As there was not a formal induction programme, new instructors did not work with the PDU member on a regular basis but they met at the beginning of the semester and participated in some workshops held at the university during the year. The PDU member working at the state university was 39 years old and she graduated from Gazi University, English Language Teaching Department in 2003 and completed her MA degree in ELT at Gazi University in 2008. She had 18 years of teaching experience at the state university. She worked in the testing and assessment unit and the programme and materials development unit for long years. Then she started working as the coordinator of the professional development and research unit. She organized seminars and events for instructors. However, there were not a mentorship programme or training specifically designed for new instructors at the university. She was really friendly and cheerful. She sincerely shared her experiences regarding new instructors and gave many details, which was very helpful for the study.

The administrator working at the state university was a male. He was 37 years old and graduated from Gazi University, English Language Teaching Department in 2008. He started his MA degree in ELT at Ufuk University in 2018. He had 12 years of teaching experience at the current university. He thought the study would be helpful to overcome the problems new instructors have during the induction period. Therefore, he was willing to share his experiences and help during the research.

3.2.2. Description of the Cases at the Foundation University

Three instructors, one mentor and one administrator working at the foundation university participated in the study. Because of the Covid-19 pandemic, the researcher could not meet the participants face-to-face. The participants were contacted via phone calls and emails. The cases at the foundation university were described in detail below.

FUNI-1: FUNI-1 was 24 years old. She graduated from Hacettepe University, English Language and Literature Department in 2018. Then, she started her MA at METU in English Literature. In 2019, she started teaching English to A1 level students at the School of Foreign Languages of the foundation university.

During the research, she was ready to help the researcher. As well as giving full details about her first year teaching experiences, she sincerely shared her feelings and thoughts during the induction process. Her main attempts were improving herself and effectively guiding students according to certain objectives.

FUNI-2: FUNI-2 was 24 years old. She graduated from Hacettepe University, English Literature Department in 2018. Upon her graduation from university, she started her MA in English Literature at METU. She started teaching English as an instructor at the foundation university in 2019. She was teaching English to A1 level students at the School of Foreign Languages.

FUNI-2 was very helpful for the study. She made it easier for the researcher to gather detailed data by giving sincere and detailed answers to the questions. Her main concern was to help students both in personal and academic issues.

FUNI-3: FUNI-3 was 25 years old. She graduated from METU, English Language Teaching Department in 2018. She started teaching English to A1 level students at the School of Foreign Languages in 2019. In 2021, she started her MA in ELT at Başkent

University. By the time the current research began, she had been working at the current university for eight months and she had three years of teaching experience at a foundation primary school.

FUNI-3 was really helpful during the data collection process as she gave many details about her experiences during the first year of teaching at the current university. Although she had prior teaching experience, she was really open to further learning. She believed that there is always something new to learn so she used every opportunity to develop herself both personally and professionally.

Some brief information about the cases at the foundation university is shown in Figure 3 below:

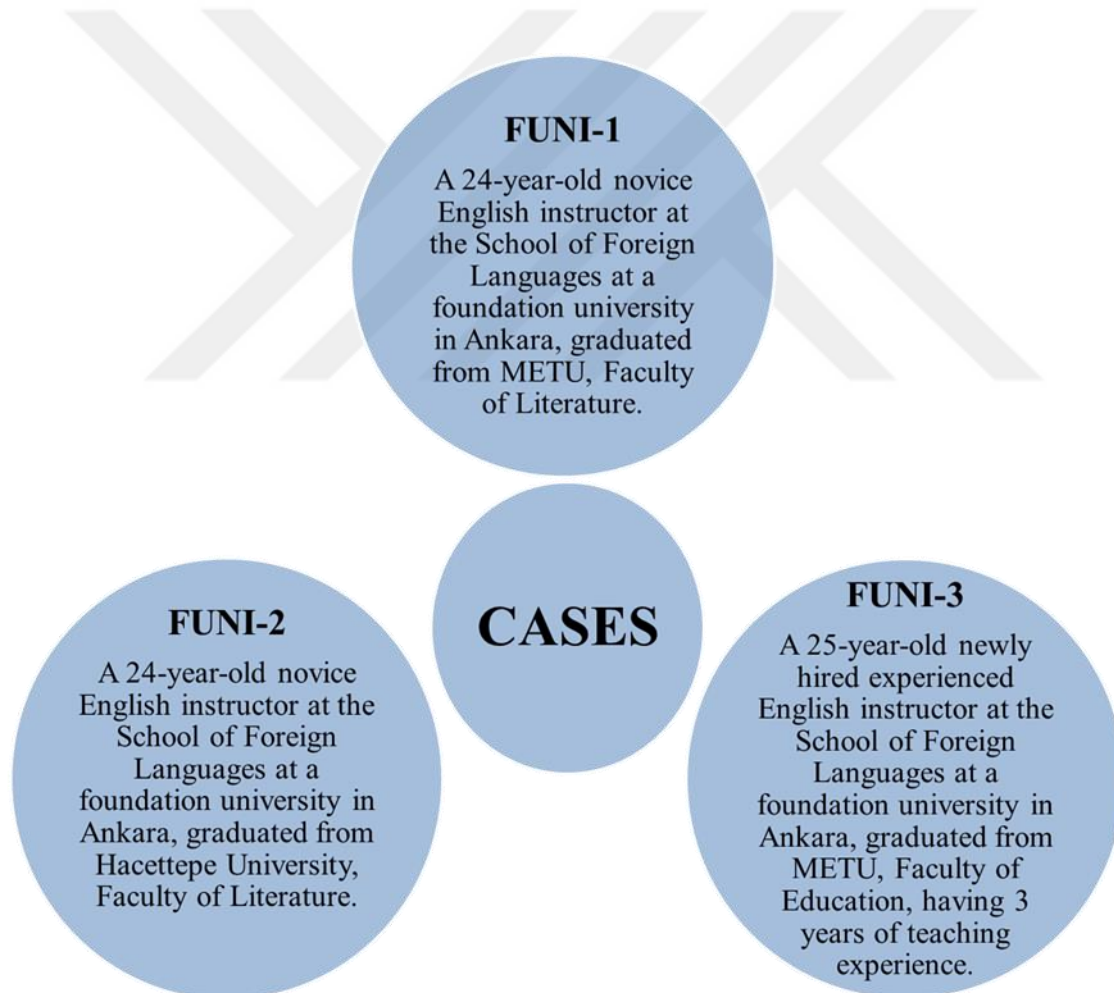


Figure 3. Summary of the information about the cases from the foundation university

A mentor and an administrator were among the participants of the study. The mentor working at the foundation university was 53 years old. She graduated from Gazi University, English Language Teaching Department in 1991 and completed her MA degree

in English Studies at METU in 1996. She attended some teacher training courses and got a teacher trainer certificate in 2012. She had 30 years of teaching experience and she had been working at the current university for 15 years. She was working as a mentor at the university and had an active role in guiding and assisting novice instructors during induction process. As there was an intense induction programme at the university, she worked with new instructors on a regular basis during their first year of teaching at the institution. She was really helpful and friendly. She sincerely shared her experiences regarding the induction programme and novices in detail. She also helped the researcher to make contact with other istructors, which was a great contribution to the study.

The administrator working at the foundation university was a female. She was 45 years old. She graduated from METU, Foreign Language Education Program in 1999. She had 20 years of teaching experience and she has been working at the foundation university for seven years. She had had administrative duties since 2016. She was friendly and willing to share her experiences during the research. She was really helpful as she gave us detailed information regarding the induction process at the university.

3.3. Data Collection Instruments

In qualitative studies, using different and high-quality data sources is significant to understand the issues in-depth and validate findings (Bogdan & Biklen, 1998; Patton, 2002). Regarding case study methodology, Yin (1994) explains that there are three main qualities of data collection for high-quality case studies: “(a) using multiple, not just single, sources of evidence; (b) creating a case study data base; and (c) maintaining a chain of evidence” (p.79). Furthermore, as stated by Bogdan and Biklen (2007), “In qualitative research, interviews may be used in two ways. They may be the dominant strategy for data collection, or they may be employed in conjunction with participant observation, document analysis, or other techniques” (p. 103). In the current study, adopting a multiple case study methodology, interviews were the dominant strategy for data collection and data collection was conducted by the researcher herself. In-depth data collection was employed over the course of one semester including several interviews conducted with novice instructors, administrators and mentors. Further details about data collection tools are presented next.

3.2.1. Interviews

Individual interviews conducted with novice instructors, mentors and administrators are the primary sources for data collection in this study. Using interviews was deemed appropriate for this study as it provides the opportunity to elicit rich descriptions (Bloomberg & Volpe, 2012) and to “enter into the other person’s perspective” (Patton, 1990, p. 196). Interviewing was also preferred as it gives a certain degree of flexibility for interviewees to clarify or elaborate (Barkhuizen, Benson & Chik, 2014) and “provides access to the context of people’s behavior and thereby provides a way for researchers to understand the meaning of that behaviour” (Seidman, 2006, p.10). Interviews were also necessary as we cannot observe feelings, or the way people interpret the world around them (Merriam, 1998). Bearing this in mind, the researcher attempted to collect detailed data regarding the novice instructors’ experiences, opinions and feelings about their first year of teaching through structured interviews.

As with the other types of interviews, structured interviews are used to gain relevant information pertinent to the research study. Structured interview questions, however, are predetermined with no deviation from them during the interview; “an oral form of the written survey” (Merriam, 1988, p.73). Standardized questioning methods are considered to produce answers that can be compared and perhaps quantified among participants. In structured interviews, interviewers are supposed to “read questions exactly as worded to every respondent and are trained never to provide information beyond what is scripted in the questionnaire” (Conrad & Schober, 2008, p. 173). Like other data collection methods, structured interviews might have certain limitations. For instance, they do not take use of the dialogical potentials for knowledge development that come with human talks despite being effective for some things (Brinkmann, 2018). Still, structured interviews possess such benefits as (i) encouraging standardisation, which reduces errors caused by differences in the questions asked, (ii) reduced variability for interviewers because of specific questions, (iii) facilitation of data processing due to closed question thus limited potential errors, (iv) clarification of questions thanks to available answers, and (v) easy completion (Rashidi, Begum, Mokhtar, & Pereira, 2014).

Interviewing several participants makes it possible to enrich the data obtained from the instructors and “connect their experiences and check the comments of one participant against those of others” (Seidman, 2006, p.24). In line with this, the researcher attempted to connect the first year teaching experiences and perceptions of novice instructors and

their mentors and administrators regarding the same issues in the research questions. Therefore, three structured interviews were employed in the study. One of the interviews was conducted with the English instructors who had never participated in an induction programme. The same interview- with a special focus on the efficacy of the induction programme undertaken by the instructors- was conducted with the English instructors attending a formal induction programme. The second interview was conducted with the administrators and the third was conducted with the mentors at preparatory schools with the aim of gathering well-rounded data with a different point of view and checking the coherency of the obtained data.

With the help of the literature review, interview questions were written regarding novice instructors' perceived needs during induction process, first year teaching experiences and efficacy of the attended -if any- induction programme. Questions went through revision by the help of expert opinions and feedback was obtained from the advisor and two English instructors having more than 7 years of teaching experience and MA graduate from ELT Department. In the light of the feedback, the wording of some questions was changed in order to increase the comprehensibility of the questions. In order to determine the clarity of the questions before the data collection process, the interview questions were piloted with four novice English instructors working at a state university in which there is not any formal guidance during induction process. The novice instructors involved in the pilot study were selected conveniently. However, as a result of the pilot study it was seen that the interview questions were not detailed enough to gather in-depth data regarding every aspect of first year teaching experiences. Therefore, the researcher reviewed the literature again and decided to adapt and conduct the interview questions from Flores (2006) (see Appendices A, B and C). Novice instructors' opinions, feelings, experiences and perceived needs during induction process and their perceptions about the efficacy of induction support they received were inclusively questioned through the interview. Upon the revision process with the help of the advisor and two of the same English instructors, the interview questions were piloted with two English instructors, an administrator and a mentor working at a state university in order to check whether they can provide in-depth data for the study. The pilot study showed that the questions were adequate to gather detailed data so no additional questions were needed. Some items that can be repetitive were removed and some changes were made about the wording with the feedback and approval of the

advisor and the instructors mentioned before with the aim of preventing any misunderstandings.

During the study three interviews were conducted with the instructors, administrators and mentors. The first interview developed for instructors covers many categories including instructors' personal background, self-perceptions as an instructor, their teaching and learning processes, first experiences as a full-time instructor, perceptions regarding school, administrators, colleagues, students and school policy, perceptions of change, contexts, processes and nature of learning, efficacy of the induction programme conducted, second year of teaching, expectations, ideas about the workplace, leadership, school culture, conception of teaching and professional identity. The topics covered in the interviews are shown in Table 2 below.

Table 2

Topics Covered in the Interviews

<i>Section 1</i>	* Personal Background * Schooling Experiences - Teacher Education - Teaching Practice * Perceptions about Teaching/learning processes (good teacher, effective teaching) * Self-perceptions as an instructor (images, role, beliefs) * Expectations	Research Question 1 What kind of needs do new English instructors have regarding induction process?
<i>Section 2</i>	*First Year of Teaching (Overall Evaluation) - An overview - Duties and responsibilities - Contexts, Processes and Nature of Teaching - Induction Support	Research Question 2 What kind of experiences did new English instructors who have not participated in an induction programme have in induction process? Research Question 3 How do new English instructors evaluate the outcomes of the induction programme? a) What are the effective and ineffective parts of the induction programme?
<i>Section 3</i>	*First Year of Teaching (Experiences) - First experiences at the university - Attitudes to and practice of teaching - University as a workplace (Relationships with colleagues and students)	Research Question 2 What kind of experiences did new English instructors who have not participated in an induction programme have in induction process? Research Question 4 How can the needs of English instructors be effectively addressed in an induction programme?
<i>Section 4</i>	* Conception of Teaching (First Year Challenges and Solutions) - The Workplace (Leadership, School culture) - Self-efficacy - Perceptions of Change - Possible solutions	Research Question 1 What kind of needs do new English instructors have regarding induction process? Research Question 4 How can the needs of English instructors be effectively addressed in an induction programme?

In parallel with the novice instructor interview, the second interview developed for administrators includes the same categories with an additional part investigating administrators' perceptions about themselves as administrators and their roles. Similarly, the third interview developed for mentors who are responsible for beginning instructors' induction covers the same categories and additionally their perceptions of themselves as mentors and their roles. The interviews were utilized to gain a deep understanding of instructors', administrators' and mentors' perceptions about induction, novice instructors' experiences and perceived needs during their first year of teaching and the efficacy of the induction programme they attended.

3.4. Data Collection

Upon adapting the data collection instruments for the study, steps were taken to get approval from the Ethics Committee. The researcher got into contact with the Ethics Committee, and all necessary documents required for the application, including application forms and samples of the data collection instruments were submitted. After getting approval from the Ethics Committee, data collection process officially started. In the mean time, all the participants were verbally reassured that their participation in the study was voluntary and their identities would be kept confidential. With the aim of maximizing anonymity, the participants were given numbers.

After completing the selection of the participants and getting approval from the Ethics Committee, the plans for collecting data started. Data collection for this study was planned to consist of multiple structured, open ended interviews with three instructors, all of whom were “alumni” of the induction programme and three other instructors who never attended an induction programme, 2 administrators and 2 mentors responsible for the induction programme. The face-to-face interviews were set up with three groups for each university, namely instructors, mentors and administrators. With the aim of establishing rapport with the participants, collecting multiple perspectives and reducing the potential for social desirability responses (Krefting, 1991), data were collected over the course of three weeks from multiple sources (see Table 3 below).

Table 3

Interview Schedule

April 19-25	April 26- May 2	May 3-9
6 interviews with the instructors in the state and the foundation universities	2 interviews with the mentors in the state and the foundation universities	2 interviews with the administrators in the state and the foundation universities

In April 2021, the researcher got into contact with the instructors, the mentor and the administrator working at the state university to determine the dates when she would make the face-to-face interviews. However, the schools and the universities in Turkey were closed temporarily due to the Covid-19 pandemic. Several health restrictions were set in place to reduce the impacts of Covid-19. All courses at universities were conducted online due to the increase in the number of cases. None of the participants agreed to participate in

the face-to-face interviews as it was too risky. Also they were really busy trying to adapt to online learning and teaching process but they expressed their willingness to conduct the interviews through emails and phone calls. Therefore, the data collection process started through emails and several phone calls in April 2021 (see Table 3.4). The interview responses were gathered in written response format as done in previous studies (Tate & Amatea, 2010; Kilty & Burrows, 2021).

Table 4

Details of the data collection process

Phase of data collection	Participant	Dates of the Interview	Length of the Interview (words)
1 st phase	SUNI-1	April 19-25	5.046
	SUNI-2		4.331
	FUNI-1		3.243
	FUNI-2		3.350
2 nd phase	SUM	April 26-May 2	2.772
	FUM		2.029
3 rd phase	SUA	May 3-9	2.127
	FUA		2.935

In the first phase of data collection, the researcher got into contact with the new instructors at the state and foundation universities in which there was not an induction programme. Although the researcher had already talked to each participant in the case selection process, she reminded the purpose of the study, and the instructors were informed about each part of the interview in detail through phone calls. The interview questions were sent by email, the instructors checked the questions, and data collection process began. All instructors had online lessons and they were very busy with their new responsibilities with which they are unfamiliar, so the researcher had to use the time efficiently. In order to eliminate the risks of misunderstandings and digressing from the purpose of the study, the instructors were informed. Therefore, the researcher had a chance to build rapport with the instructors and have friendly talks with them. They could write about their experiences and feelings freely. It took one week for the instructors to completely answer the interview questions as can be seen in Table 3.4. They reflected back on their career and shared their experiences in the induction process.

Before starting the next phases of the data collection process, the researcher wanted to get a clear picture of the novice instructors' experiences. When the first phase of the data collection was about to finish, the researcher got into contact with the mentors at the state and foundation universities. They were reminded about the details of the study, and the interview questions were sent by email. During the data collection process, they were contacted, which provided opportunities to clear and deepen the written data as well as build rapport. It took almost a week for the mentors to completely answer the interview.

In the third phase of data collection, attempts were made to get in contact with the administrators at the state and foundation universities. As in the case of the other participants, the administrators were reminded about the details of the study and parts of the interview. Similar steps were taken to collect data from the administrators. The interview questions sent by email were checked by the administrators, and explanations were made where necessary. Every interaction with them provided opportunities to clarify the written data and helped them to clearly express their perceptions related to the effectiveness of the induction activities. Formal support and assistance were given during the induction process. Although the administrators were busy with the organization of the courses at the universities, they willingly looked back in time and shared their career experiences in the induction process and the meanings these experiences hold for them. In a week, they gave detailed and clear answers to all of the interview questions.

10 interviews were conducted for the collection of the data (see Tables 3.3 and 3.4). At the end of the data collection process, the researcher had a chance to obtain detailed data about the induction process at two universities, instructors' experiences, perceived needs and expectations regarding the induction process, and their perceptions about the efficacy and possible effects of the induction programme on their teaching practices. An illustration of the data collection procedure was presented below.

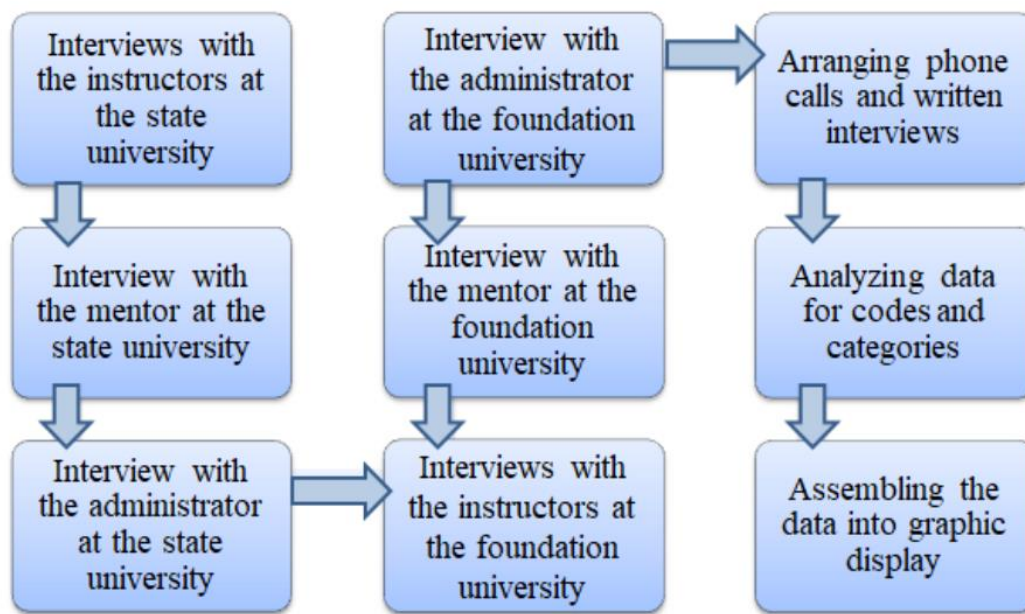


Figure 4. An illustration of the data collection procedure

Last three steps (arranging phone call notes and written interviews, analyzing data for codes and categories, and assembling the data into graphic display) were explained below in data analysis.

3.5. Data Analysis

Qualitative data analysis is a challenging process involving “working with the data, organizing them, breaking them into manageable units, coding them, synthesizing them and searching for patterns” (Bogdan & Biklen, 2007, p. 159). In the current study, there was a large set of data gathered through structured interviews conducted with instructors, administrators and mentors. During the data analysis process, the data analyzed through two processes: content analysis and thematic analysis. Content analysis was applied to the data set as it enables the researcher to identify coherent and important examples, patterns and themes in the data (Patton, 1987). Thematic analysis was carried out to systematically identify, organize and gain insights into patterns across the data set. Applying thematic analysis allowed the researcher to “see and make sense of collective or shared meanings and experiences” (Braun & Clarke, 2012) by focusing on meaning across the data set. Using this method, the researcher identified and made sense of commonalities regarding

novice instructors' induction process. Considering the suggestions offered by Braun & Clarke (2012), the study followed the following basic steps in data analysis process:

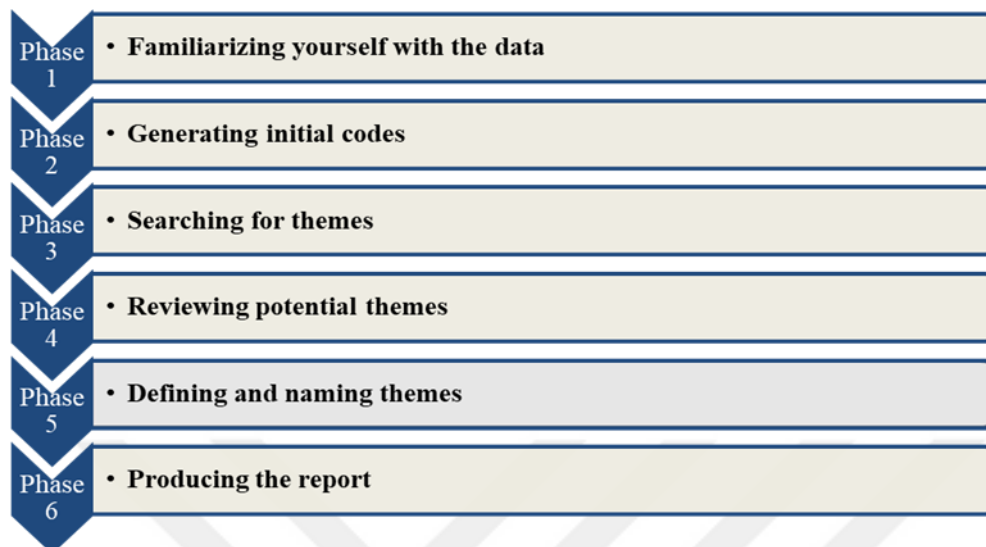


Figure 5. Basic Steps in Data Analysis Process

Source: Braun, V. & Clarke, V. (2012) Thematic analysis. In Cooper, H. (Ed.), *The handbook of research methods in psychology* (pp. 57-71). Washington, DC: American Psychological Association.

With the aim of investigating novice instructors' perceptions, feelings and experiences during the first year of teaching, patterns and themes emerged from the interviews were identified, examined and interpreted in detail. The phases of data analysis process employed in the study were summarized below.

Soon after data collection, the interviews were examined word-by-word. The data was read thoroughly for a few times, and the themes and emerging codes were highlighted. Significant statements were highlighted in quotations as they reveal their thoughts, experiences, basic perceptions, level of emotion, and the way they have organized the world (Patton, 1987). At the beginning, coding of the data was done by hand, and there was a loaded set of themes and codes. The researcher referred back to the research questions in order to discern meaningful and relevant data and the data were reduced by re-coding the data. Through content and thematic analysis, the data were grouped into meaningful patterns and themes. The data were coded for certain words and content, patterns were identified and their meanings were interpreted through content analysis. Through thematic analysis, the data were grouped into themes. Thematic groups facilitated to analyze meaning of the data and connect them to the research questions. A computer-assisted qualitative data analysis software, known as MAXQDA 2020, was utilized for the

organization and analysis of the data. The software facilitated the coding process by making it possible to locate or modify codes easily, establish patterns, map code and pattern relations, organize emerging themes and visualize these themes using figures. The data were assembled into a graphic display to identify systematic patterns and interrelationships across content and themes, both within and across groups. (Miles & Huberman, 1994). Final themes were identified and the findings were used to answer the research questions and draw implications.

3.5.1. Details Regarding the Themes

Two subthemes were formed within the perceptions about teaching and expectations theme: (i) teaching (self-perceptions as an instructor, qualities of a good instructor, and qualities of good teaching) and (ii) expectations (technical and professional support and qualities of working environment). 24 codes were created among five subthemes in the perceptions about teaching and expectations theme. The distributions of the subthemes were illustrated in Table 5.

Table 5

Frequency of the theme 'Perceptions about Teaching and Expectations'

Subthemes	<i>f</i>
<i>Teaching</i>	
Qualities of good teaching	11
Qualities of a good instructor	7
Self-perceptions as an instructor	6
<i>Expectation</i>	
Qualities of working environment	3
Technical and professional support	4
Total	31

Five subthemes were determined in first-year experiences theme: (i) feelings about the first year of teaching, (ii) relationships with colleagues, (iii) relationships with students, (iv) demanding duties and responsibilities (classroom management, heavy workload, lesson planning and paperwork, and learner motivation), and (v) first-year gains (teaching practices and professional development). 46 codes were created among 11 subthemes in

the first-year experiences theme. The distributions of subthemes were provided in percentages in Table 6.

Table 6

Frequency of the theme 'First-year Experiences'

Subthemes	<i>f</i>
<i>Feelings about the first year of teaching</i>	15
<i>Relationships with colleagues</i>	16
<i>Relationships with students</i>	13
<i>Demanding duties and responsibilities</i>	
Classroom management	4
Heavy workload	7
Lesson planning and paperwork	5
Learner motivation	3
<i>First-year gains</i>	
Professional development	7
Teaching practices	6
Total	75

Three subthemes were identified within the theme of induction process: challenges, changes, and solutions: (i) challenges (previous teaching experiences, feelings about teaching, learner motivation, and teaching practices), (ii) changes (relationships with colleagues, attitudes towards students, teaching methodology, and feelings about teaching practices), (iii) solutions (formal induction about systemic processes, formal induction about methodological processes, and formal induction about institutional processes). 55 codes were created among 12 subthemes in the theme of induction process: challenges, changes, and solutions. The distributions of subthemes were provided in percentages in Table 7.

Table 7

Frequency of the theme 'Induction Process: Challenges, Changes and Solutions

Subthemes	<i>f</i>
<i>Challenges</i>	
Previous teaching experiences	4
Feelings about teaching	10
Learner motivation	3
Teaching practices	10
<i>Changes</i>	
Relationships with colleagues	5
Attitudes towards students	7
Teaching methodology	10
Feelings about teaching practices	12
<i>Solutions</i>	
Formal induction about systemic processes	5
Formal induction about methodological processes	7
Formal induction about institutional processes	6
Total	79

The themes emerged regarding the research questions were illustrated as in the following:

1- Perceptions about Teaching and Expectations

a. Teaching

- i. Self-perceptions as an Instructor
- ii. Qualities of a good instructor
- iii. Qualities of good teaching

b. Expectations

- i. Technical and professional support
- ii. Qualities of working environment

2- First Year Experiences

- a. Feelings about the first year of teaching
- b. Relationships with colleagues

- c. Relationships with students
- d. Demanding duties and responsibilities
 - i. Classroom management
 - ii. Heavy workload
 - iii. Lesson planning and paperwork
 - iv. Learner motivation
- e. First-year gains
 - i. Teaching practices
 - ii. Professional development

3- Induction Process: Challenges, Changes and Solutions

- a. Challenges
 - i. Previous teaching experiences
 - ii. Feelings about teaching
 - iii. Learner motivation
 - iv. Teaching practices
- b. Changes
 - i. Relationships with colleagues
 - ii. Attitudes towards students
 - iii. Teaching methodology
 - iv. Feelings about teaching practices
- c. Solutions
 - i. Formal induction about systemic processes
 - ii. Formal induction about institutional processes
 - iii. Formal induction about methodological processes

3.6. Trustworthiness

As suggested by Lincoln and Guba (1985), the trustworthiness of a research study is important in evaluating its worth. As in qualitative research, interpretations of reality are accessed through interviews and observations it is important to demonstrate how research findings match reality (Merriam, 1998). Therefore, it is necessary to promote credibility, transferability, dependability and confirmability in order to establish trustworthiness in the study. Credibility is related to the truth of the findings. Transferability refers to the generalization of the research findings in other contexts. Dependability refers to the consistency of the findings and confirmability means the findings are free from researcher bias and are shaped by the respondents (Lincoln & Guba, 1985). With the aim of establishing credibility, transferability, dependability and confirmability to ensure trustworthiness, this study applied prolonged involvement, peer debriefing, member checks, thick descriptions, triangulation, and audit trial.

Prolonged Involvement: Prolonged involvement refers to spending a long enough period of time with research participants in their everyday world). One of the several techniques to enhance credibility, prolonged involvement helps to ensure the participants get used to the researcher and behave naturally and to gain a full picture by understanding their behavior, social relationships and values in a social context (Audet & d'Amboise, 2001; Fraenkel & Wallen, 2003). Continuing data collection over a long period of time contributes to the development of good relationships with the participants. In this study, the collection of data, including the pilot study, took place over the course of one year. The use of prolonged involvement allowed the researcher to examine the experiences of the participants more thoroughly than a short-term study design (Creswell, Hanson, Clark-Plano, & Morales, 2007).

Peer Debriefing: Peer debriefing is one of the ways of protecting researchers' honesty and it contributes to a deeper reflexive analysis (Lincoln & Guba, 1985). It enhances credibility as it allows a peer having general information about the study to analyze materials, test working hypothesis and emerging designs (Erlandson, et al., 1993). In the current study, the advisor, the thesis committee and two experienced instructors with a PhD degree in ELT had an important role in peer debriefing. They guided and assisted the researcher in every step of the study. Moreover, inter-coder reliability of the study was checked. 6 interviews conducted with the novice instructors were sent to three researchers. All of them were writing their PhD dissertations in ELT and they were experienced in conducting

qualitative study. The codes and the themes written by the researcher were compared to those written by these three researchers to check the agreement among multiple coders for the application of the codes. Despite some differences in some codes and themes, there was a considerable amount of similarity among the coders.

Member Checks: Member checks are one of the most important techniques to establish credibility in a study as the researcher tests interpretations and conclusions of the data by sharing them with the participants (Lincoln & Guba, 1985). Sharing the interview transcripts or drafts of the final report with the informants ensures the reader that perceptions of the participants are portrayed accurately (Patton, 2002).

In this study, data was shared with two of the participants to understand and evaluate their intent from the interviews (Lincoln and Guba, 1985). It was checked whether the data made sense to the participants, which provided an opportunity to escape possible misinterpretation of the data.

Thick Descriptions: Extensive and detailed explorations and descriptions are greatest strengths of the qualitative approach (Myers, 2000). Transferability, which refers to the degree of generalizability of findings in other contexts or settings, needs to be established by rich and in-depth descriptions of all the context and its participants (Lincoln & Guba, 1985). Rich and thick descriptions of the data with regard to the context and background of the study and the experiences of the participants enhance transferability. Therefore, in this study, thick descriptions were used to express experiences of the participants. The exact context of the study, feelings and perceptions of the participants were investigated thoroughly, which allowed the researcher to shed light on novice instructors' experiences during their induction. In-depth explanations of each case and many quotations were used so that findings of the study might be transferred to other settings or conducted in another context (Creswell, 1998).

Triangulation: Triangulation refers to the practice of utilizing multiple investigators, data sources, or methods in order to confirm research findings (Denzin, 1970). This approach increases trustworthiness by exploring the phenomena under study from multiple perspectives (Baxter & Jack, 2008) and validating the conclusions. It also allows the researcher to combine strengths and correct deficiencies of any one source of data (Patton, 1987).

In this study, data triangulation was conducted by gathering data from different people in different contexts (Denzin, 1970). As stated earlier, interviews with novice instructors were utilized as the main data collection tool and interviews conducted with mentors and administrators were used as complementary data collection instruments to compare varied perspectives and increase the credibility of the findings. The assortment of these interviews allowed the researcher to compare and contrast findings gathered from participants in a variety of contexts, which promotes the consistency of findings.

Audit Trail: The technique of audit trail provides a transparent and well-rounded description of every step taken in a research study. The researcher gives in-depth description of data collection, derivation of categories and decision-making process through the inquiry (Merriam, 1998). Researchers provide all the records kept during all the stages of a research study (e.g. written field notes, schedules and themes) (Erlandson et al., 1993). In using the technique of audit trail, researchers can use a range of evidence such as process notes, raw data and other materials regarding dispositions and intentions and a variety of ways to report the evidence, namely data reconstruction and synthesis products and disclosure of data reduction and analysis products (Lincoln & Guba, 1985).

In the study, a personal journal was kept to record all the steps throughout the research. The thesis advisor, guiding the research during the whole process, was provided with all the aforementioned data including edits and process notes maintained for reference. Dependability and confirmability of the research was provided thanks to the advisor and the thesis committee proving rich feedback.

3.7. Summary

This study employed a qualitative research design. A multiple-case study was adopted to find answers to the research questions. The cases were selected based on years of teaching experience, level of school, receiving formal induction support, and content area of teaching. After getting approval from the ethics committee, three structured interviews were scheduled in three phases consecutively for instructors, mentors, and administrators. The interviews were applied in written response formats due to the pandemic outbreak. The findings were analyzed through content and thematic analyses. During the analyses, three main themes emerged: (i) perceptions about teaching and expectations (24 codes and 5 subthemes), (ii) first year experiences (46 codes and 11 subthemes), and (iii) induction

process: challenges, changes, and solutions (55 codes and 12 subthemes). Before presenting the results, trustworthiness was ensured by peer debriefing, prolonged involvement, member checks, thick descriptions, triangulation, and audit trial.



CHAPTER IV

RESULTS OF THE STUDY

In the study it was intended to investigate novice instructors' first year teaching experiences, examine the efficacy of induction programmes they attended and analyze how to effectively address their needs during induction period. The study contained a detailed qualitative study phase. The findings obtained from the structured interviews are presented in this chapter. The results of the study are organized under three headings a) perceptions about teaching and expectations, b) first year experiences, c) induction process: challenges, changes and solutions.

4.1. Analysis of the Interviews Held at the State University Not Providing Induction Support

At the state university participating in this study, no formal induction for new instructors was implemented. New instructors could not receive a systematic guidance and assistance by experienced mentors or administrators. Three new instructors, one of whom has teaching experience but new at this institution, a professional development unit member and an administrator participated in the interview.

4.1.1. Analysis of the Interviews Conducted With New Instructors Not Receiving Induction Support

Three new instructors not receiving induction support were interviewed. Two of the instructors (SUNI-1 and SUNI-2) were new both in the field of teaching and at school while one of the instructors (SUNI-3) was new at school but has 5 years of teaching

experience. Their experiences during induction period and their possible induction needs were analyzed in detail.

4.1.1.1. Perceptions about Teaching and Expectations (Theme 1)

In order to understand instructors and their experiences clearly, it is significant to perceive their expectations and how instructors define teaching and learning processes, good teaching, their roles and themselves as an instructor. Therefore, their perceptions about teaching were reflected through self- perceptions as an instructor and qualities of a good instructor and good teaching.

Perceptions about Teaching (Theme 1a): All the new instructors in the study had similar perceptions about teaching. They defined themselves as positive, fostering and respectful to students. As an example, SUNI-1 put emphasis on being positive and fostering in her relationships with students. In her opinion, providing a positive learning environment and equal learning support for students was critical in teaching process. She reflected her view in the following way:

I try to be a positive and fostering teacher in the classroom rather than being critical and uncomfortable with the students. I try to create a positive learning environment for everyone and help every student as much as they need equally. I also try to be someone who can enhance students' worldview and make sure that they are ready to go to their departments and start their own lives (SUNI-1).

All of the instructors believed that an instructor should be a guide and facilitator rather than an authority that makes all the decisions. For example, one new instructor stated: "I see my role as a facilitator and this is what I like better than being an authoritative decision-maker leader." (SUNI-3)

New instructors referred to teaching and learning processes as integrated and emphasized that learning and teaching include and require continuous change. One of them defined good teaching as a path to discover oneself and learn to take control of their own life (SUNI-1). Another one focused on the importance of good communication and empathy (SUNI-2). SUNI-3 put emphasis on encouragement and described significant qualities of good teaching as in the following:

Good teaching is encouraging, thought-provoking, arousing interest so that the students can pay attention and be willing to find out more about what is being discussed (SUNI-3).

The new instructors had different ideas in terms of the core requirements of good teaching. One of the new instructors referred to “being up to date, caring and interested, being curious, being flexible and having improvisation skill, having a good command of English and being prepared” (SUNI-1) as the core requirements of teaching as a profession. For another instructor, “being passionate as a teacher and having a healthy communication between the teachers and students” (SUNI-2) are the most important features for teaching. The third instructor emphasized the importance of motivation for teaching profession.

Expectations (Theme 1b): New instructors’ basic expectations regarding the working environment and their teaching may differ significantly. However, in the current study, all of them expressed similar expectations regarding qualities of working environment and technical and professional support.

SUNI-1 felt discomfort as she felt alone while solving problems in her first year of teaching. She underlined the fact that she had some professional and technical needs as a novice instructor. She emphasized the importance of providing new instructors with formal guidance and expected the university to support instructors both in and out of the classroom. She stated that she had some expectations related to instructors’ technical and professional needs as in the following:

Every teacher needs a lot of support from the first day to the last. For everything to go smooth in the classroom, every part in a school such as IT and administration should provide the teacher’s basic needs like good technological tools, quality board markers and stationary needs. Another important thing that institutions should provide is professional development and collaborative working environment among teachers. Moreover, teachers should not feel left out in decision-making processes which directly affect their work (SUNI-1).

SUNI-2 put emphasis on the importance of having a healthy communication with other instructors and students. Whether she can develop strong relationships was her main concern in her first year of teaching. For her, relationships with colleagues were the most important part of a working environment. She reported:

I had an expectation for respect and a healthy communication both in the classroom and outside the classroom. I also expected to get on well with my colleagues and cooperate with them for the benefit of our students (SUNI-2).

The third new instructor who has teaching experience mainly focused on the opportunities for professional development. She expected the university to provide a suitable environment and opportunities for professional development. She reported: “I would think that I would spend most of my energy and effort for being a good teacher and preparing hard enough for my classes.” (SUNI-3)

The new instructors had similar expectations from the institution they worked at and they all agreed that these expectations were not fully met. They explained that they had some basic expectations when they started working; however, they felt disappointed as their expectations were not met and they did not get any formal support regarding their needs. One of the instructors reported:

I expected this university to be very up to date and systematical. Also, I thought that we would be provided numerous opportunities. As a new instructor, I hoped our needs would be met professionally and systematically. Teaching is not easy so we cannot apply our own rules or procedures, we need systematic guidance (SUNI-1).

All of the the new instructors expressed that they had difficulty due to the lack of support and guidance during their first year of teaching. They thought that the short meeting they attended at the beginning of the term was not enough to meet their expectations. SUNI-2 referred to this meeting which included a briefing on exams and a short school tour for the new instructors. However, in her opinion, these activities were not useful and effective enough to meet their needs and expectations. She explained as in the following:

We have attended a meeting in which we had a chance to get to know one another, practice a short demo-teaching, get some information about the school building and what we are supposed to do in general in the classrooms. However, I would like to have systematic and detailed guidance about the policies to follow and teaching (SUNI-2).

Overall, all of the new instructors believed that formal induction support should be provided. They also expressed similar expectations regarding qualities of working environment and technical and professional support. The perceptions of the new instructors about teaching and their expectations from the first year of teaching were summarized in Table 5

Table 8.

Summary of the data on the perceptions about teaching and expectations of the participants at the state university

Perceptions about teaching and expectations	
<i>Teaching</i>	
SUNI 1	tries to be a positive and fostering instructor in the classroom attempts to enhance students' worldview defines good teaching as a path to discover oneself and learn to take control of their own life thinks that being up to date, caring, interested, curious, and flexible are the qualities of a good instructor
SUNI 2	thinks she is passionate as an instructor gives importance to having a healthy communication with students emphasizes the importance of good communication and empathy
SUNI 3	thinks she is a facilitator rather than an authoritative decision-maker sees her role as a facilitator thinks that good teaching is encouraging, thought-provoking, arousing interest
<i>Expectations</i>	
SUNI 1	thinks instructors should be provided with good technological tools, quality board markers and stationary needs believes there should be professional development and collaborative working environment among instructors considers that instructors should be involved in decision-making processes hopes instructors' needs should be met professionally and systematically believes she needs systematic guidance
SUNI 2	expects to get on well with her colleagues and cooperate with them for the benefit of the students. desires to have respect and a healthy communication in her working environment believes that she should cooperate with colleagues would like to have systematic and detailed guidance about the policies to follow and teaching
SUNI 3	expects to spend most of her energy and effort for being a good instructor wants to have time to prepare hard enough for her classes desires to have an easy communication with colleagues

4.1.1.2. First Year Experiences (Theme 2)

First year experiences of the new instructors were reflected through feelings about the first year of teaching, relationships with colleagues, relationships with students, demanding duties and responsibilities (classroom management, heavy workload, lesson planning and paperwork, learner motivation) and first year gains (teaching practice and professional development).

Feelings about the First Year of Teaching (Theme 2a): Among the three instructors working at the state university none of them were received formal guidance and assistance in their first year of teaching at the university. They all referred to their first year of teaching as a stressful and tiring experience.

Although there are some positive situations related to learning, the new instructors working at the state university evaluated their first year mostly negatively. SUNI-1 described the first year of teaching as tiring, stressful and demanding. She emphasized that she felt nervous most of the time. Similarly, SUNI-2 stated that she felt nervous in her first year of teaching and had difficulty in many areas in and out of the classroom. SUNI-3 also reported that she felt stressful in her first year of teaching at the institution although she had previous teaching experience. The main points mentioned positively about the first year of teaching were the opportunity to learn and relationships with students. For example, SUNI-2 explained that she got motivated only after she witnessed her students' development.

The novice instructors emphasized that they did not feel confident. They reported that they had difficulty in building healthy relationships with students and other instructors. SUNI-1 stated that she felt alone as she did not have a formal guidance and did not know anyone to consult when she faced a problem. SUNI-2 also emphasized that she did not have self-confidence in her first year and she felt down about her qualifications. She thought it was difficult to adapt to the new working environment. SUNI-3, having 5 years of teaching experience, did not report any problem related to self-confidence.

Another difficulty expressed by the novices was dealing with new tasks and new roles for which they did not feel ready and well-prepared. They emphasized that their new role as an instructor at an institution with which they are unfamiliar, the novelty of the tasks they were required to perform and the lack of support were challenging. SUNI-3 explained that even if an instructor has previous teaching experience, it can be challenging to adapt to

new working environment and procedures. She revealed that she initially felt she had no idea about what to do. SUNI-1 summarized these problems as in the following:

I felt alone because I did not even have induction program. I did not know the school and its facilities. In my first year, my concerns were mainly focused on how to do everything. On my first days, I even did not know where the plug is or voice input. These constantly unknown situations made me nervous. Following and remembering every detail of a lesson plan was also difficult. I did not know the exam systems and student profile. I literally felt nervous for the first couple of weeks. I believe whether new or experienced, every teacher needs a lot of guidance when they start to work in a new institution (SUNI-1).

Overall, the new instructors had to deal with some negative feelings such as loneliness in their first year of teaching. They also reported problems regarding their relationships with coworkers.

Relationships with Colleagues (Theme 2b): One of the main challenges for the new instructors was relationships with colleagues. Having good relationships with colleagues turned out to be significant for all of the participants and it had an effect on their feeling regarding their working environment. Most of them reported difficulty in forming strong relationships with colleagues. Even the new instructor having previous teaching experience referred to the challenge of communicating with other instructors. She was disappointed as “some members of the staff were not eager to welcome new instructors and let them work in the same offices” (SUNI-3). Her relationships with colleagues were limited to the work environment. She said she preferred to observe and remain quiet and added:

Sometimes relationships with **colleagues** and other things take up much more time and effort than one can imagine, so even though it was not the first full time job I had, I found that quite challenging. I noticed that some people have different perspectives from what we can take for granted and I learned that the way **colleagues** communicate may differ greatly at different institutions (SUNI-3).

SUNI-1 also expressed the distant relationships among staff. There was not a mutual cooperation among colleagues most of the time. She emphasized lack of collaboration, guidance and assistance. She explained these distant relationships as in the following.

Before starting this school, I expected that there would be many chances to socialize with the colleagues and administrative staff, but I guess it is not that easy. As there are so many instructors, our relationship with the administrators is limited. I do not have a lot of ideas on their working procedures. I only visit to get my annual leave and such. Since teachers follow teach and go, I do not have much of an interaction with them either. I only communicate with the people who are in my office. Officemates of mine helped me through lots of problems and questions. Other than that, I don't recall any support (SUNI-1).

Like the other instructors, SUNI-2 felt a bit isolated among her colleagues at the beginning but asking for help was not a problem for her. She thought her colleagues were willing to help when they are asked. She reported a more positive attitude despite lack of systematic guidance. She stated that she had “motivational support from her colleagues and

administrators especially during the induction period”. She was contended as they have answered all her questions sincerely and helped her.

At first, SUNI-3 considered her colleagues as a source of information and had some expectations regarding exchanging experiences. However, she stated that her expectations were not met and she felt isolated because of the distant relationship. She revealed:

I used to see colleagues as a source of information with whom we could exchange experiences and state opinions clearly and respectfully, yet I may not always end up that way. If the colleagues suffer from burnout, it may be demotivating or alarming to watch (SUNI-3).

In summary, relationships with colleagues were seen critical by the new instructors and problematic or distant relationships made the induction process harder for most of them. The distant attitudes affected their feelings towards their work environment negatively. Although SUNI-2 developed better relationships in time, they all seemed to suffer from a lack of professional help and guidance, which had a significant effect on the novice instructors’ professional development during induction period.

Relationships with Students (Theme 2c): Building good relationships with students was one of the biggest challenges emphasized by the new instructors during induction process. They all put emphasis on the difficulty they had while communicating with their students.

SUNI-1 stated that she gave importance to contribute to her students’ academic and social development in a friendly manner. She asked about her students’ opinions during the classes in order to encourage her students to share their opinions. She took written feedback from them about classroom processes. The relationship she tried to form with students was based on respect. She reported that although she tried hard, it was difficult for her to understand her students at the beginning.

For SUNI-2, being a young instructor was stressful at first. She said: “At first, I was a little bit nervous about being a teacher to the students whose ages are so close to mine.” She was worried about the possibility that her students wouldn’t show respect and accept her guidance because of her young age. Therefore, she tried to form a friendly relationship with them. However, some students tried to exploit this relationship so she tried to form a strong relationship based both on love and respect and thought she achieved this in the end.

Different from the other instructors, SUNI-3 had had previous teaching experiences. However, interestingly enough, her previous experiences did not ease the process. Like the other instructors, she reported that initially it was difficult for her to communicate with her students.

The close relationship with the students and their learning were considered to be positive parts of the first-year teaching experiences. It was reported that forming close relationships with students contributed to the new instructors' sense of professional fulfillment. SUNI-1 stated that even if first weeks were stressful, her relationship with her students made the process much better. She revealed that: "After the first couple of stressful weeks, I started to learn the way things work and actually liked to be on stage and teach things to young adults. Students' look on their faces when you instruct them is priceless." (SUNI-1) SUNI-2 was also happy to build strong relationships with her students. She shared her experience in the following way: "I realized that I was not only a teacher but someone close to them, which made me really happy. Knowing that I added something valuable to their lives was satisfying." (SUNI-2) Similarly, SUNI-3 considered being in class to be an "award" and reported that: "I realized that at work I'm happiest when I'm in class rather than anywhere else." (SUNI-3)

For all of the new instructors, forming good relationships with their students was important. Although they had some difficulties while building strong relationships with students, they did their best to achieve this goal and realised that they were happiest in the classroom.

Demanding Duties and Responsibilities (Theme 2d): The new instructors considered classroom management, heavy workload, lesson planning and paperwork and learner motivation as demanding duties and responsibilities they have. They also emphasized that the lack of information and support and the lack of modern equipment were among the most negative features of their first-year experience.

SUNI-1 felt stressful as she was not familiar with the rules at the institution and she had many new duties. She believed that they had more burden than they could carry and the problem could not be solved because of inadequate professional development opportunities. She reflected her view in the following way:

The first year was demanding and stressful because every institution has different rules and every new duty brings another stress when you do not know the rules by heart. I learned it by experiencing numerous ones and asking questions to the authorities... Technological items in classes are old and new ones are definitely needed. Professional development department events are rare and symbolic due to time restrictions. Lastly, I believe that teachers are expected to carry more burden than they can handle (SUNI-1).

Heavy workload was another area having a negative effect on new instructors. They believed it negatively influenced their productivity. SUNI-1 thought that it was difficult to

be productive because they always had an intense programme and did not have a chance to be flexible. She considered her performance to be moderate and stated:

My work as an instructor is moderate, I guess. I always get prepared for my lessons but not too much. On some days, I might be even lazy but most of the time I try to add one or two things into my lessons. Sometimes, I feel like I am doing things for the sake of doing them due to the hectic schedule of ours. When I have a room to be more flexible, I become more productive (SUNI-1).

For SUNI-2, adapting to her new duties was challenging. She tried hard to follow procedures and complete paperwork, especially related to exams. Although there were many responsibilities, the most demanding ones for SUNI-2 were motivating students and taking their attention. She revealed that she had “great difficulty in establishing authority in the classroom” and suggested:

I had difficulty in my first months in adapting to school, students, colleagues and the tasks I was supposed to do. It was very challenging for me to learn school policy and follow the rules effectively. Also, there were many procedures to follow before, during and after the exams... For me, the most challenging duties were to keep students focused on the lesson and attract their attention. They experience ups and downs in motivation (SUNI-2).

SUNI-3 emphasized the amount of time instructors spend on paperwork which actually does not directly contribute to students’ progress. She expected to use most of her time on lesson planning instead of paperwork and reported:

I find paperwork, bureaucracy challenging and have the feeling that I could have used that time to focus more on my students’ progress. Perhaps some things could have been much more practical. My expectations were to be less busy dealing with paperwork such as writing student reports that students will never actually see, and focus more on teaching and lesson planning instead (SUNI-3).

In addition to the number and variety of the tasks they were expected to perform, issues related to classroom management, students’ lack of motivation and meeting students’ individual learning needs effectively were also reported as the most demanding and negative aspects of the first year of teaching. New instructors found it challenging to motivate students and guide them effectively. SUNI-1 emphasized the difficulty of managing students from different cultural backgrounds and contended:

At first, I was like a fish out of water; it was difficult to understand my students. Also, I could not decrease points when I grade a student work because I felt bad. You can find a mixture of students from west and east. I had a lot of hard time regarding classroom management and having students do activities. I felt really bad while teaching them. Mostly, they are not very motivated to learn English and they see preparatory school as a burden. As the education system does not depend on student centered learning and autonomy, most of the time they struggle to discover their own learning style and they end up a bit better towards the end of the education year (SUNI-1).

Although two instructors who do not have any teaching experience expressed difficulty in motivating students and managing the classroom, and needed support related to these issues, SUNI-3, experienced in the field of teaching but new at the institution, did not

report any difficulty or requirement for support regarding student motivation and classroom management. She described her students as “avid and open to learn”. Although she had to focus on the needs and problems of this new group of students, it was not very problematic for her. She expressed:

I had a quite different group of students, so it took me a while to get used to and find better ways of communicating with them because I used to work with students at private universities. It took me a while to notice the problems students have at this new institution (SUNI-3).

In summary, classroom management, heavy workload, lesson planning and paperwork and learner motivation were difficult for the instructors in the study. The instructors all tried to find effective solutions to their problems in these areas and it was noted that they underwent a change regarding their attitude and communication with students and colleagues which was also reflected in their teaching practices and relationships.

First Year Gains (Theme 2e): Despite all the difficulties the new instructors experienced during the first year of teaching, they reported that first year experiences provided them with many learning opportunities in terms of their teaching practices and professional development. They reported that both positive and negative experiences influenced them as an instructor and shaped the way they teach. Therefore, even if being a new instructor was challenging for them, it was emphasized that their first teaching experiences contributed a lot to their learning and professional development.

In the study SUNI-1 and SUNI-2 had no teaching experiences so not only teaching but also learning how to teach was their primary concern. They put emphasis on the fact that they learnt a lot and the first year of teaching was an opportunity to observe and identify themselves as an instructor. The new instructors had some difficulties during adaptation to teaching so they felt more comfortable when they felt more familiar with teaching process and students. SUNI-1 reported that getting familiar with the coursebooks, students and the working environment helped her. She explained her experiences in the following way:

I believe the first year of teaching was moderate. It was good in a way that I had more experience and got used to coursebooks and school rules. That helped me to implement better activities and improve my lessons. Also, since I got to know the student profile, I had an easier time to prepare my lesson plans and all (SUNI-1).

Similarly, SUNI-2 emphasized the importance of adaptation to the new working environment. She believed that first year teaching experiences gave her a chance to know herself better both personally and professionally. She reported:

Throughout the academic year, I have experienced many things related to my teaching career, relationships with students and adaptation process to the school. In every way, I can say that

this experience has given me an opportunity to observe myself, my qualifications and my strong and weak points in teaching (SUNI-2).

SUNI-1 believed that practicing teaching is helpful and necessary to teach better. She reported that she was both personally and professionally affected by her first year teaching experiences. The way she teaches, her feelings about teaching and her relationships with the students changed. She expressed her opinions in the following way:

Definitely, the first year experiences influenced me as a teacher and my teaching. Since it is quite a hands-on job, the more you do, the better you get. I also take notes whenever I have an idea during the lesson and apply it the following year. So, I had a lot of aiding notes from last year. Getting used to the school is another factor because when you are not new, you feel less nervous and know what to do in most cases. I learned a lot during my first year. I tried so many things, did a lot of research, and had a friendly relationship with my students in the end (SUNI-1).

SUNI-2 revealed that although she had many difficulties as a novice, it was a great opportunity to learn how to teach. She emphasized effects of the first year experiences on shaping teaching practices and attitudes and reported:

When I look back on my first year of teaching, I can say that I had many experiences both positive and negative. It was a very busy year for me both physically and emotionally in terms of the hectic teaching routine and the responsibilities I had. However, through time and experience, I can say that I got used to this routine and the school. I learned a great deal of things from my first year of teaching which affected my practices of teaching (SUNI-2).

SUNI-3 believed that even if she had had previous teaching experience, her first year at the institution contributed a lot to her teaching practices. Similar to the other instructors, she reported that the way she interacts with her students and her attitude towards them changed.

In the study, it was noted that the instructors' efforts to find solutions to the problems they faced in their first year of teaching at the university turned out to be an opportunity to develop as an instructor. It appeared that these experiences contributed a lot to their professional development. The first year experiences of the new instructors were summarized in Table 6

Table 9

Summary of the data on the first year experiences of the participants at the state university

First year experiences	
<i>Feelings about the first year of teaching</i>	
SUNI 1	feels alone and tired thinks that the first year is demanding and stressful is concerned about the procedures in and outside the classroom constantly unknown situations makes her nervous
SUNI 2	feels down about her qualifications has difficulty in adapting to the working environment is nervous about her first experience of teaching does not have self-confidence gets motivated upon witnessing students' getting better
SUNI 3	feels stressful initially feels she has no idea about what to do
<i>Relationships with colleagues</i>	
SUNI 1	has difficulty as her relationship with the administrators is limited has fewer opportunities to interact with her colleagues
SUNI 2	has the motivational support from her colleagues receives sincere help from her colleagues
SUNI 3	feels disappointed as some colleagues are not welcoming and cooperative is unhappy to see demotivating colleagues cannot always exchange experiences and opinions with her colleagues
<i>Relationships with students</i>	
SUNI 1	has a hard time understanding the students
SUNI 2	feels a little bit nervous about being a teacher to the students whose ages are so close to hers is happy because of being close to her students
SUNI 3	initially has difficulty in communicating with students is happiest when she is in class
<i>Demanding duties and responsibilities</i>	
SUNI 1	believes that new duties bring stress as she does not know the procedures believes that instructors are expected to carry more burden than they can handle thinks that heavy workload affects her productivity has difficulty in grading, classroom management, and motivating students
SUNI 2	finds it difficult to keep students focused on the lesson and attract their attention
SUNI 3	finds paperwork challenging
<i>First year gains</i>	
SUNI 1	implements better activities and improves her lessons thanks to her first year of teaching experiences
SUNI 2	has an opportunity to observe herself, her qualifications and her strong and weak points in the first year of teaching believes that she learned a great deal of things from her first year of teaching experiences which affected her teaching practices
SUNI 3	believes that first year of teaching contributes to the way she teaches and interacts with her students

4.1.1.3. Induction Process: Challenges, Changes and Solutions (Theme 3)

Induction process was reflected through challenges experienced during the first year of teaching (previous teaching experiences, feelings about teaching, learner motivation, teaching practices), changes new instructors went through (relationships with colleagues, attitudes towards students, teaching methodology and feelings about teaching practices) and possible solutions to the problems faced during induction (formal induction about systemic, institutional and methodological processes).

Challenges (Theme 3a): In their first year of teaching at the state university, the new instructors, whether novice or experienced, faced some difficulties regarding students' level of motivation, their teaching practices and feelings about teaching. Although the first year of teaching has been recognized as one of the most important phases in a teacher's career, the state university in this research has no formal induction for new instructors. New instructors did not have any formal training and they all referred to their first year as problematic and challenging.

SUNI-1 described first year of teaching as the most difficult time of her life. The intensity of her schedule was one of the primary challenges she faced during induction period. She reported that she had very little spare time and she had to teach again without getting rested properly, which caused a lot of health problems. She explained:

It was the most difficult time of my life. After a long day of teaching, I started to teach again without getting rested properly. I had a lot of health problems. I also did not have enough time to spare either for myself or for my students. Everything was challenging. I was tired all the time and I do not think I faced that period well. Only colleagues and friends helped me for the topics like lesson preparations, or questions about procedures (SUNI-1).

Another challenge the new instructors faced was having so many new responsibilities both in and outside the classroom. They thought there were serious barriers they had to deal with. It was reported that these challenges demotivated them and caused them to question their ability to teach. SUNI-2 explained that she had difficulty in adapting to the new working environment. The challenges she faced both in and outside the classroom during her first year led her question her ability of teaching and demotivated her. She summarized her feelings and the difficulties she had in the following way:

Inside the class, I did not know exactly which policies and rules I should follow and how I can keep my students focused and teach them in an effective way. Outside the classroom, I had to keep many things in mind such as regular meetings, evaluating the quizzes, midterms and finals, taking attendance, etc. At first I did not know how to deal with all these new things that I encountered and so I got demotivated and questioned myself about whether I can do it or not. I even thought of giving up being a teacher. However, through time, I realized that I am getting better and better in following all these requirements (SUNI-2).

Different from the other new instructors, SUNI-3 revealed that as she had teaching experience, she didn't have problems regarding teaching or assessment. However, she said that she had problems in "finding a room/office to settle in and accessing to printers, laptops etc. Helping new instructors for these issues would make a lot easier and they would feel welcome." (SUNI-3) Although working at a different setting is challenging, having years of teaching experience facilitates induction process. She did not report any difficulties regarding teaching practices. Unlike the novices, her focus was not on her own learning experience but on students. She stated: "As I have years of teaching experience, it was a fruitful year. I believe I contributed to my students' learning experience to a significant extent." (SUNI-3) She also emphasized lack of professional development opportunities and the need for focusing on problem-solving. She purported:

The staff meetings do not focus on problem-solving; instead instructors spent time by complaining about the things that went wrong without offering any concrete possible solutions... Professional development activities are carried on a voluntary basis and there are only two instructors focusing on organizing events (SUNI-3).

Without formal guidance and assistance, the new instructors did not always find effective solutions. As they did not have an experienced mentor to consult, they tried to solve problems on their own. The lack of information and support led them to adopt a personal way of dealing with problems. However, when they could not find effective solutions to their problems related to students and teaching, they felt desperate and sometimes stopped trying. SUNI-1 explained that although she tried to develop her students' proficiency with the help of various activities, her students thought they were not useful as they were assessed in a different way. She put emphasis on the difficulties she experienced regarding effective teaching techniques and motivating students. She revealed:

I believe that the first quarter of first year was occupied by discovering the new school's work policy. During that period, I was teaching four skills and enthusiastic to do that. I tried so many different activities to foster my students' skills and proficiency, but since everything led to the assessment procedures my students started to think that the activities I employ were not useful and lost their motivation. This affected my motivation as well and I lost my eagerness. The second semester was like a torture because we did not switch the classrooms and stayed with the same students. After that moment, I stopped trying and went along with everybody's way of doing things to ease the stress and burden that I put onto myself (SUNI-1).

Similarly, SUNI-2 had many problems such as preparing classroom materials, motivating students and evaluating exams. She tried to solve her problems by asking colleagues. She purported that she had really difficult times and she had a chance to discuss about teaching and learning methods with her colleagues. She reported that she learnt a lot from them and their experiences helped her during adaptation process. However, the new instructors revealed that help from colleagues were not enough to meet new instructors' needs as they

could not get well-grounded information about the structure of the educational system, rights and duties as a teacher, rules and policies in the school setting, school as an organization, course materials, planning instruction, assessment, effective ways of dealing with problematic issues in the classroom etc. Sharing personal experiences were helpful to some extent but it did not solve new instructors' problems permanently. Therefore, new instructors were in a frequent need of guidance and help. SUNI-2 explained this in the following way:

I got advice from my colleagues. However, the adaptation process was hard for me because of the fact that I knew nothing about the school policy. As a result, I did not have self-confidence. I got demotivated during the first months of teaching. I felt that I should always ask for help from the people who had more experience than me (SUNI-2).

In the study, it was noted that the new instructors shared similar perceptions regarding induction process and they thought that the lack of an efficient induction programme put important barriers in adapting to the new working environment and the profession.

Changes (Theme 3b): New teaching experiences appeared to have an effect on instructors' perceptions about learning and teaching. The new instructors referred to some changes regarding their relationships with their colleagues, their feelings about teaching practices, the way they teach and their attitude toward their students. Being a novice and dealing with the new roles and duties instructors are expected to perform had a significant effect on the way they described their job. Even for the instructor having five years of teaching experience, working at a different setting led to some changes regarding her perceptions of school, duties and relationships with other instructors.

The data gathered from all instructors reflected that their relationships with students went through serious changes in their first year of teaching. Although they experienced changes in different ways, they were mainly related to their perception of students, and their reactions towards them.

SUNI-1 suggested that her vision about preparatory school students changed dramatically. She stated that she used to think that university students are adults and behave in that way; however she recognized that they were more like high school students and they need a lot of guidance. She believed that they need to have "limits that are not intimidating but fostering the positive classroom environment". (SUNI-1) She also had some changes regarding her perceptions about the duties instructors are expected to perform and decision-making process in and out of the classroom. SUNI-1 reported that she felt

disappointed with lack of teacher and student autonomy in the classroom. She described the changes in her perceptions as in the following way:

I used to think that I would have more flexibility and freedom in teaching; however, everything depends on the school's curriculum and material/testing units. I feel like I do not have enough time to be creative and free. Every moment in classroom is a learning experience when you know how to evaluate yourself and your students. I started to realize my students' needs quicker than before (SUNI-1).

Finding of the current study showed that first year experiences contributed a lot to new instructors. How they feel in the classroom, how they teach, how they behave in the classroom were reported to be shaped by these experiences. They defined teaching as a profession and made many choices regarding their teaching career. Although mostly they had great difficulty in adapting to their new roles and duties during the first year of teaching, these experiences influenced new instructors and contributed to their progress.

SUNI-2 explained how she felt during induction process and expressed the differences in her feelings and attitude regarding teaching over time. She revealed that she felt nervous about her first teaching experience and did not have any self-confidence. She said she was overly questioning her abilities and qualifications to be an instructor. However, she felt more confident later on. She added that at the beginning of the year, she "hesitated about what to do in the classroom and how to attract the attention of my students" but after having some teaching experience she thought she knew "what to do, what to say, how to warm students up before the lesson." (SUNI-2) as it was the case for the other new instructors, first year experiences of teaching apparently changed the way SUNI-2 teaches and her attitudes towards her students during teaching and learning process. She explained the changes she went through as in the following:

Since the beginning of the year, I have changed the way I teach and my attitude towards the students. In time, I got to know my students; their characteristics, abilities, strengths and weaknesses regarding learning, which eventually led me to change the way I teach according to their needs. I tried to empathize with them and give them enough space in their learning process. Through time, I started to change my teaching methods according to the needs of the students (SUNI-2).

The findings showed that even if instructors have previous teaching experience, they may go through some changes in their attitudes towards students and colleagues. SUNI-3 already having some teaching experiences did not report any changes in her perceptions about being an instructor or the way she teaches; however, she emphasized that she had some changes in her relationships with other instructors. She explained these changes as in the following:

My self-definition of being a teacher has remained the same but the way I interact with the colleagues changed. Sometimes the borders need to be reminded or avoidance is required to be able to keep professional. I understood that my main concerns would be about the students and how to help them be better people and language learners. Another aspect was added to it, to keep being you and not be demotivated by the outer causes (SUNI-3).

In terms of the new instructors' reflections, it was noteworthy that all the new instructors participating in the study underwent some important changes. The instructors having no previous teaching experiences were noted to enhance their classroom management skills although they faced some serious problems at the beginning of the semester. Furthermore, all of them underwent some serious changes with regard to their relationships and attitudes toward students.

Solutions (Theme 3c): As a solution to the problems faced during induction process, the new instructors had some suggestions, namely formal induction about systemic, institutional and methodological processes. They emphasized the importance of professional support and assistance for new instructors considering long-term implications of formal induction for teacher learning and professional development. They reported that they needed guidance and assistance regarding how to teach effectively, rules to be followed at the institution, their duties as an instructor, policies to be followed and educational structure.

SUNI-1 believed that professional development unit and administration should provide formal guidance on "how to grade exams in a standardized way, and give some activity examples for the new instructors who uses the coursebook for the first time". She stated that new instructors need to have a chance to observe and be observed in order to improve the quality of their classes. Also she suggested to be introduced to every department. In addition, SUNI-1 purported:

Inservice training or induction can be spread throughout the first year. I always love the idea of having a tutor and observing experienced teachers. Video recording, team teaching, and such collaborative activities can be good, too. Yet, to achieve those aims, our lesson hours should be decreased because we are always teaching when we are at school (SUNI-1).

In a similar vein, SUNI-2 emphasized the importance of a formal induction programme and stated that she would like to have an inclusive guidance about the policy she needs to know. She explained her opinions in the following way:

I and my colleagues need an induction programme to have a chance to get to know one another, observe an experienced instructor, get information about the school and be informed about how we are supposed to teach in the classrooms. I also would like to have guidance about the evaluation of exams and quizzes (SUNI-2).

Although new instructors all agree on the need for a formal guidance during induction process, there were different point of views on the scope of the support new instructors receive. While novice instructors required an inclusive assistance including many activities such as mentoring and microteaching, the experienced new instructor reported that she did not need any methodological assistance. She expressed new instructors who have teaching experience but new at the particular working environment can do well without microteaching. However, she pointed out that there should be opportunities for collaboration. She suggested: “It is necessary to be introduced to other instructors with whom we would need to interact during exams and so on.” (SUNI-3) SUNI-1 had a similar idea in terms of collaboration. She stated:

The work with my colleagues is very limited. We have weekly material meetings, examination meetings, and double check meetings for grading. Other than that, we sometimes exchange ideas and opinions with our partners, but not too often. There should be more opportunities to share ideas or new tools. Collaborative working atmosphere should be created, which can decrease the burden on everyone (SUNI-1).

The new instructors’ perceptions about the induction process including the challenges they faced, the changes they went through, and their suggestions for the possible solutions were summarized below in Table 10

Table 10.

Summary of the data on the induction process: Challenges, changes, and solutions for the participants at the state university

Induction Process: Challenges, Changes, and Solutions	
<i>Challenges</i>	
SUNI 1	describes the induction period as the most difficult time of her life expresses confusion about the institution's assessment procedures feels that she does not have enough time to be creative and free
SUNI 2	has difficulty in adapting to the environment finds it difficult to motivate her students thinks that teaching effectively was challenging sometimes thinks about giving up the profession because of the challenges
SUNI 3	cannot solve her problems regarding teaching practices benefits from having years of teaching experience by contributing to learners does not feel welcome because she did not get any help
<i>Changes</i>	
SUNI 1	starts to realize her students' needs quicker than before starts to consider classroom practices as learning opportunities realizes that preparatory school students are not as mature as she thinks
SUNI 2	changes the way she teaches and her attitude towards the students adapts her teaching according to her students' needs starts to empathize with her students and give them enough space in their learning process feels more self-confident and less nervous knows how to attract her students' attention
SUNI 3	changes the way she interacts with colleagues expresses no change in the way she teaches believes that she does not get demotivated by external forces
<i>Solutions</i>	
SUNI 1	thinks that new instructors should be provided with collaborative activities and trainings in teaching and assessment considers that new instructors should have opportunities for observations believes that new instructors should be introduced to colleagues
SUNI 2	would like to have an inclusive guidance about the policy of the university believes that new instructors should attend an induction programme regarding methodological and institutional processes
SUNI 3	would like to be introduced to other instructors needs a formal guidance during the induction process

4.1.2. Analysis of the Interview Conducted With Professional Development Unit (PDU) Member

The state university participating in this study does not implement a formal induction. There is a professional development unit at the university, some workshops are organized occasionally; however, the events are on a voluntary basis. Although induction has been widely recognized as a difficult and important phase for an instructor's career, the institution has not organized a systematic induction programme specifically designed for new instructors. There are two instructors working at professional development unit (PDU). The interview was conducted with one of them and she explained first year experiences of the new instructors, the challenges they faced during induction process and highlighted the need for a formal guidance for new instructors in the interview.

Perceptions about teaching, instructors, and mentors: The mentor working at the professional development unit defined being a mentor as “an experienced person/colleague who gives another person/colleague advice and help, especially related to work or school, over a period of time”. She pointed out that, as PDU members, they try to do this by planning workshops and other events throughout the year and if an instructor demands to present a workshop, they organize the event for him/her. According to her statements, a good instructor is someone “who can reflect on their own teaching practices and has committed to continuous professional development”. She defined good teaching as “60% preparation, 30% good relations with your students and 10% theatrics” and believed that there are a lot of different factors affecting good teaching. She explained:

Instructors should care about their students and collaborate with their colleagues. They should have good communication with them. They should also have a good deal of content knowledge and pedagogy, of course. However, they should prepare for their classes and know how to engage students in learning process.

The mentor believes that she is “one of those people who dedicate themselves to their work”. She stated: “For 18 years, I have never said ‘I am going to work’ because I don’t see the thing I am doing as a job I have to do. I spend a lot of time and effort in my workplace and I take pleasure in what I am doing.” She believed that doing workshops, sharing ideas with colleagues, writing articles for a newsletter, going to conferences and attending academic events and learning new things are the most satisfying duties of a mentor.

The mentor defined the role of an instructor as a “facilitator, prompter, assessor, controller, organizer, participant and most importantly a learner”. She believes that instructors should never stop learning and improving themselves. She stated that being an instructor is like running a marathon and she explained:

Once you stop running, you will most probably fail. Therefore, we should be committed to continuous professional development to improve ourselves and to learn from others and their experiences. As PDU, what we do is more of assistance, collaboration and learning from each other in this long run.

The mentor outlined the qualities of a good instructor and emphasized that continuous professional development activities were essential to the new instructors employed at her institution.

Perceptions about the New Instructors’ First Year Experiences: The mentor expressed that new instructors were enthusiastic when they started teaching and generally asked for help when they were in need. She reported that the new instructors are “are dedicated to what

they are doing” and claimed that “they have been doing a good job so far”. Although they are motivated to learn and enthusiastic about professional development, they did not have many opportunities for professional development and they had difficulty in adapting to the new working environment. According to the statements of the mentor, some of them had some problematic issues especially in communicating with their students. The new instructors and the mentor made similar explanations regarding the heavy load of paperwork and the difficulties faced while teaching. She suggested:

At the beginning, they were excited to teach in a classroom full of young bright people. However, later on they generally felt frustrated as they heard about the system – all the paperwork and all the procedures they have to follow... Dealing with all the paper work is one of the main difficulties they experience. Going into the classroom is another one, of course. Being in the classroom is rejoicing, but it is very demanding, as well.

New instructors complained about the distant relationships with colleagues and they emphasized lack of collaboration. The same issue was reported in the interview conducted with professional development unit. The mentor thought that they need to organize classroom observations. She stated that she asks her colleagues if they may let the newly recruited instructors into their classes for observation but most of them do not want this.

It was noted that the fact that the new instructors do not have an opportunity to get regular guidance and assistance led them to adopt a personal way of solving problems in the classroom. However, as they did not have any teaching experience, the methods they tried were not always successful. Not addressing the problems properly allowed them to grow into big issues. The mentor gave an example of this in the following way:

I can remember a very negative experience of a novice instructor and I still feel really sorry about that. We had a new instructor having issues communicating with her students. Her students had complaints about her and they all said they didn't want her to teach them because she was always tense in the classroom. She was shouting at the students all the time. I think that was because she was inexperienced and maybe she was anxious about not being able to control everything in the classroom. Therefore, she wanted the students think that she is a harsh teacher. I think she thought that would make everything easier. Unfortunately, things went worse.

In summary, the statements of the new instructors and the mentor were similar and the first year of teaching included many challenges for the new instructors.

Perceptions about Induction Process: The mentor's perceptions about induction process were reflected through challenges the new instructors have, their change over time and suggestions for solutions. Adapting to new roles and duties at a new working environment is challenging for new instructors. As new instructors reported, the fact that they are unfamiliar with students, colleagues, teaching process, rules and policies to follow decreases their self-confidence. Getting information about effective ways of teaching and

communicating with students and colleagues, school culture, duties and responsibilities eased the tension. The mentor made similar explanations and reported that the new instructors became “more self-confident as they got used to their new working environment and as they learn about the students, colleagues, the system and the culture in this institution.”

The new instructors reported that they do not receive any systematic guidance and assistance and mostly they feel alone. Statements of the mentor confirmed this issue. She said: “We don’t have the chance to go into their classrooms and observe them while teaching. Also, we have no idea about how they cope with the difficulties they face.”

The mentor shared her own experiences and stated that when she started working as a novice instructor having no experience, she did not get any help from anyone and there weren’t any orientation programmes or anything like that so she had some difficulties in adapting to the new working environment and teaching. She highlighted her individual attempts to help new instructors and pointed out: “Now I think of those days and I do my best to help my newly recruited colleagues. I tell them about my experiences to help them learn everything related to the institution, from the physical conditions to classroom practices and examinations.” She claimed that they try to encourage professional development. She gave an example of their attempts:

As the PDU, our events are based on voluntary basis. However, to encourage professional development we have a new implementation. Our instructors gain points for every event they attended. The instructor with the most points will be attending an academic conference in another city fully sponsored.

The university does not implement a formal and systematic induction programme. However, it was explained that when new instructors started work, they had a short campus tour with the members of professional development unit. Also, the instructors working at materials and programme unit and testing unit were introduced. However, it was not effective enough to inform new instructors.

As there is not a formal guidance and assistance, the new instructors were on their own during their first year of teaching. Other instructors and PDU members do not have detailed information about their first year experiences and difficulties they faced in and out of the classroom. The mentor purported: “I don’t know much about the new instructors’ experiences. They come to our institution and start teaching. We don’t have much interaction in induction process. As PDU, we just organize some events and apply

questionnaires to both students and instructors.” Regarding possible solutions to problems experienced during induction process, she made the following suggestions:

As it is a state university, we cannot force our instructors to do things such as professional development activities. I would like to have a detailed induction programme for new instructors especially on some issues regarding communicating with and giving feedback to students. As they are mostly inexperienced teachers, they generally have problems communicating with their students. Also, I would like to have a chance to observe them in the classroom setting and have some hands-on activities which can contribute their teaching practice.

The mentor emphasized that the new instructors had to cope with the difficulties they face without any formal support and guidance, which was very challenging and discouraging for them. However, they became more self-confident and formed better relationships with their students and colleagues as they got used to their new working environment. The data on the perceptions of the mentor about instructors, mentors, new instructors’ first year experiences, and induction process at the state university were illustrated in Table 11.

Table 11.

Summary of the data on the mentor's perceptions about instructors, mentors, new instructors' first year experiences, and induction process at the state university

Perceptions about teaching, instructors, and mentors

The mentor...

defines a mentor as an experienced person giving advice and help related to work over a period of time

tries to plan workshops and organizes events for instructors

believes that a good instructor is someone who can reflect on their own teaching practices and commit to continuous professional development

defines good teaching as 60% preparation, 30% good relationship with students, and 10% theatrics

believes that a good instructor should care about their students and collaborate with their colleagues, have a good deal of content knowledge, and know how to engage students in learning process

believes that she is dedicated to her work and takes pleasure

defines the role of an instructor as a facilitator, prompter, assessor, controller, organizer, participant, and most importantly a learner

thinks that an instructor should learn from others and his/her experiences

Perceptions about the new instructors' first year experiences

believes that new instructors were enthusiastic when they started teaching

thinks that new instructors did not have opportunities for professional development

asserts that the new instructors had difficulty in adapting to the work environment and communicating with students

suggests that instructors felt frustrated and dealing with the paperwork is one of the main difficulties they experience

states that not having regular guidance let the instructors adapt a personal way of solving problems, which resulted in bigger problems

Perceptions about the induction process

reports that new instructors became more self-confident as they got used to their new working environment, students, colleagues, and the system

has no idea about how new instructors cope with the difficulties they face as she does not have a chance to observe them

has individual attempts to help the new instructors as there is no formal induction programme

believes that the novices have problems in communicating with their students

conducts a short campus tour with the new instructors but it is not effective enough

believes that the new instructors are on their own during their first year due to the lack of formal assistance

thinks that the new instructors do not have much interaction with their colleagues in the induction process

would like to have a detailed induction programme for new instructors especially on issues regarding teaching practices

would like to have a chance to observe the new instructors in the classroom setting

4.1.3. Analysis of the Interview Conducted With an Administrator

Administrators have an important role in teaching and learning process as they are a source of information regarding the organizational structure of the institution, the structure of educational system, laws and regulations, duties of instructors. At the state university participating in this study, new instructors frequently consult on administrators. The administrative coordinator at the institution participated in the interview and explained new instructors' experiences in their first year and the difficulties both the university and new instructors face.

Perceptions about Teaching, Instructors and Administrators: The administrator defined his role as an administrator as “a bridge connecting the units together and all together we try to make the institution better every day”. He reported that he tries his best to coordinate all units and programs to reach their goal as College of Foreign Languages. He reported that they have regular meetings to make sure that “everything is on the right path to reach aims of the institution”. He believes that teaching is a process in which instructors and students should have a positive atmosphere to reach expected goals and we cannot fully control teaching and learning. According to his statements, good teaching can be defined as “reaching the goal you have and trying the better one for the next term”. He also added: “You should have a clear goal and everything you do should be organized to reach that goal. From administration to students, everyone should do their best to reach that goal”. He believes that working as an educator is different from other jobs. He claimed: “Teaching is not similar to doing some work in an office. I like that feeling and that atmosphere.”

Among all duties required of an administrator, he thought the most challenging one is dealing with people. He explained: “When you have to make a decision, you have to think about all the possibilities. Your decision may affect many people so you have to be very careful before you announce anything to instructors or students.” For him, the most satisfying part of the job is seeing positive results of a decision. He added: “When your colleagues agree with you after you announce a decision, you know that you have made the right choice.” The administrator explained the school policy in terms of educational goals and staff professional development in the following way:

Our aim is to prepare our students for their departments. In their departments they have English as medium of instruction so they need to have a sufficient background of English. Our aim is to make them B2 level students at the end of the academic year. Also we provide them with some EAP topics to help them in their future studies. To reach these goals, we try to motivate our staff as well. We have a unit for professional development and research. This unit organizes some sessions and/or workshops. We support our staff's academic studies.

It was noted that the administrator believed that there was a big difference between knowing about teaching and knowing how to teach effectively; therefore, new instructors needed information about the details of their roles, duties and procedures during induction process. However, at the state university there was not a formal induction programme guiding and assisting new instructors which causes many problems both in and out of the classroom. In the interview, the administrator highlighted that pre-service education was not enough to teach effectively in the classroom. He pointed out:

The new instructors didn't know and understand the procedures followed at the university. Even though they had taken pre-service training, they didn't follow the correct procedures and techniques in and out of the classroom. When new instructors start their jobs as instructors, they can experience the theory and practice together. They see the differences between what they know and what they can do regarding teaching and students. They carry out the duties of an instructor when they start the job and face the responsibilities of an instructor.

The administrator gave many details regarding the policy of the university he is working at and stressed that the university did not provide formal induction support guiding and assisting new instructors, which caused many problems both in and out of the classroom.

Perceptions about the New Instructors' First Year Experiences: The administrator described the new instructors as motivated and enthusiastic. He explained: "Since they are mostly novice instructors, they are motivated and enthusiastic about learning new things and methods. They try hard to gain insight into teaching and they learn fast." Different from the statements of the new instructors, he claimed that all the instructors working at the institution like sharing their experiences and when a new instructor starts working at the institution, they like helping him/her. Regarding the relationship between the new instructors and students, he believes that students generally have positive feelings about the new instructors.

Although the new instructors were motivated to learn, they had some problems in induction process. One of the biggest problems of the new instructors was finding someone to consult when they have a problem or a question. The administrator revealed that there are different units and departments at the institution and if new instructors have a question or a situation to handle, they need to ask for help from different units such as Administrative Coordination Unit, Testing Unit, Program and Materials Development Unit, Accreditation Unit, and Professional Development Unit. He stated that these procedures seemed difficult for the new instructors at first. He explained the new instructors' experiences as in the following:

They only know some people from the administration and they always ask for help from the administration. I guess it was because they do not know other instructors and they hesitate to ask. For example, when they are not sure about something they did in the classroom they need to be approved by someone. Or, when a student asks something they cannot answer, they come to us. In fact, they can learn the answer from their roommates but they directly ask it to the administration.

There were some differences between the statements of the administrator and the new instructors regarding demanding duties they have. Although the new instructors claimed that they had some demanding duties and especially heavy paperwork was a big challenge for them, the administrator believed that the new instructors don't have a demanding or challenging duty. He claimed: "They have to follow the program on weekly basis. Maybe this can be challenging if they have a pacing problem. They learn pacing while they are teaching. If they have problems, they can solve it with their experienced partners."

Overall, the administrator pointed out that the new instructors did not have challenging duties. However, they faced big problems as they did not easily find someone to consult when they had questions. For that reason, they had some problems in induction process although they were motivated to learn.

Perceptions about Induction Process: The administrator reflected upon the induction process with regard to the difficulties experienced by new instructors, their changes and possible solutions to their problems. Some problems the new instructors faced were related to the rules and policies at the institution and managing the class. The administrator expressed: "As it was the first time they worked at a preparatory school, they felt confused. They need to learn the system. Also, as novice instructors, classroom management was a problem they faced as it is their first year of teaching." He reported that the new instructors have opportunities to ask questions regarding the challenging areas in meetings and stated that they had meetings with all the instructors once in every two weeks to make it possible for them to ask questions. He revealed that the institution does not provide a formal evaluation of the new instructors' performance and emphasized the need for this.

Teaching experience may contribute to teaching performance of new instructors. The administrator believes that the new instructors have a progress in terms of their teaching practice. He claimed that they have changed since the beginning of the year and "now they all know what to do and who they should go to in case of a problematic situation". He added:

They have been improving themselves. They are trying to learn the system of the institution. They are still motivated to learn and eager to find new ways to teach. Now, they feel more confident about their classes. They understand the students better. They can easily find a

common interest. They believe in themselves more. They have many new ideas about teaching. I believe they have more ideas to improve their style of teaching.

In order to overcome problems faced by the new instructors, the administrator organized some meetings with the new instructors when they needed. He also, reported that he gave them one-to-one help when they asked for it and they try to make them pairs with an experienced instructor. Although he tries to support the new instructors, most of the time this individual attempt is not effective enough to solve the new instructors' problems in and out of the classroom. He made the following suggestions:

If I were a new instructor, I would like to have some time to learn the system of the institution and make observations to learn about students and effective teaching techniques. We should provide in-service trainings including classroom observations for newly recruited instructors. This way, they can observe experienced instructors and they can learn how to teach effectively and solve classroom problems. Peer observations also can be effective to improve teaching skills.

The administrator described some problems the new instructors faced in relation to the rules and policies at the institution and managing the class. However, they had an important progress regarding their teaching practice. The data gathered from the administrator regarding her perceptions about instructors, administrators, new instructors' first year experiences, and induction process at the state university were presented below in Table 12.

Table 12.

Summary of the data on the administrator's perceptions about instructors, administrators, new instructors' first year experiences, and induction process at the state university

Perceptions about teaching, instructors, and mentors

The administrator...

defines his role as an administrator as a bridge connecting the units together

believes that teaching is process in which instructors and students should have a positive atmosphere to reach expected goals

defines good teaching as reaching the goal you have and trying to be better

thinks that the most challenging duty of an administrator is dealing with people

believes that pre-service education is not enough to teach effectively

Perceptions about the new instructors' first year experiences

believes that new instructors are mostly motivated and enthusiastic about learning new things

considers that students generally have positive feelings about new instructors

thinks that the new instructors have problems in the induction process

believes that one of the biggest problems for the new instructors was to find somebody to consult when they have a problem

states that the new instructors always ask for help from the administration because they do not know other instructors so they hesitate to ask

thinks that the new instructors need to be supported by someone as they are not sure about their classroom practices

claims that the new instructors do not have a demanding or challenging duty

Perceptions about the induction process

expresses that the new instructors felt confused as they do not know the system

believes that classroom management was a problem for the new instructors

thinks that the new instructors can ask questions regarding the challenging areas in meetings, but there is no formal evaluation of their performance

believes that the new instructors make a progress in their teaching practices

thinks that the new instructors know what to do and who they should go to when they have a problem

supports that the new instructors improve themselves and feel more confident about their classes

believes that individual attempts are no effective enough to solve problems and in-service trainings and peer observations should be provided

4.2. Analysis of the Interviews Held at the Foundation University Providing Induction Support

The foundation university participating in this study provides comprehensive induction support for new instructors for a year. The induction programme includes many activities such as peer observations, video recorded reflective observations, working on specific tasks with a mentor, regular trainings and seminars from experienced trainers. Three new instructors, one of whom has teaching experience but new at this institution, a professional development unit member and an administrator participated in the interview.

4.2.1. Analysis of the Interviews Conducted With New Instructors Receiving Induction Support

Three new instructors attending a comprehensive one-year induction programme were interviewed. Two of the instructors (FUNI-1 and FUNI-2) were new both in the field of teaching and at the university while one of the instructors (FUNI-3) was new at this university but has 3 years of teaching experience. Their first year experiences and effects of induction on new instructors were analyzed in detail.

4.2.1.1. Perceptions about Teaching and Expectations (Theme 1)

In the current study, how instructors define teaching and learning processes, good teaching, their roles and themselves as an instructor and their expectations were investigated in order to understand their teaching experiences in a clear way.

Perceptions about Teaching (Theme 1a): The new instructors had similar perceptions about teaching. They described themselves as helpful, caring and keen on learning. They defined being a teacher from different perspectives. According to FUNI-1, being a teacher is like “having another family and feeling welcomed around the people you truly care and trust”. FUNI-2 reported that being a teacher means “to be an open-minded person who is keen on constantly developing” and she emphasized that “a teacher should be able to learn and feel empathy toward learners”. FUNI-3 was in the opinion that a teacher should be able to connect with their students and know about their lives. She also reported that instructors should show their students that it is totally normal to make mistakes while learning so that students can take their learning under their control and get relaxed.

Regarding their role as a teacher, all new instructors believed that a teacher is a guide who cares about her students. FUNI-3 summarized her opinions in the following way:

As a teacher, I should understand that their learning is not and should not totally be under my control, so I should be their instructor, their guide who shows them different ways and how to go on those ways. I should not leave them in this process but I should be at a distance where I can back them up when they need. (FUNI-3)

New instructors referred to teaching and learning as integrated processes. FUNI-1 stated that learning and teaching processes are “hard and tiring both for learners and teachers but it worths as it is nourishing for the soul”. FUNI-2 emphasized that learning and teaching should be constantly updated. FUNI-3 pointed out that teaching and learning should never be separated from each other. She added that the more she learns the better she teaches and the more she teaches the more she learns.

Regarding the definition of good teaching the new instructors made similar comments. For FUNI-1, good teaching was “setting clear-cut objectives and guiding the students all the way through by sticking to a good plan”. FUNI-2 defined good teaching as “being subject to change” and emphasized that it really depends on the working environment and the circumstances; however, it needs “good and solid fundamentals”. FUNI-3 defined good teaching as “giving students a chance to use what they have learned in a context or in their life and constructing solid and permanent learning”.

The new instructors receiving an induction programme held positive attitudes toward and exhibited positive feelings about teaching. They believed that learning is a lifelong process. They further stated that the more they learn the better they teach and the more they teach the more they learn.

Expectations (Theme 1b): During induction process, the new instructors had various expectations both from the institution they work at and from the profession and most of these expectations were met. Each new instructor attracted attention to the fact that teaching is a profession that requires continues professional development. FUNI-1 referred to “constant professional development and patience” as the core requirements of teaching as a profession. For FUNI-2, “being open to change and to professional development and loving both teaching and learning” are the most important features for teaching. FUNI-3 emphasized the importance of guidance, practice, support, reflection and stated that trying to be better and doing research are necessary for teaching profession.

New instructors’ expectations about teaching and being a full-time instructor were similar. FUNI-1 thought that new instructors should be provided with good technical support

including technological tools, quality board markers and stationary needs. She believed that new instructors needed to be involved in decision-making process and received systematic guidance. She also emphasized that there should be a collaborative working environment among instructors and opportunities for professional development.

FUNI-2 expressed that she expected to get on well with her colleagues and cooperate with them for the benefit of their students. She believed in the importance of respect, cooperation, and a healthy communication in the working environment. She reported that she always wanted to work at an institution that would support her both personally and academically and she said she was really grateful for having found such a place.

FUNI-3 emphasized the importance of developing professionally and pointed out that she expected to have enough time to prepare hard enough for her classes. She expected to have an easy communication with colleagues. She also expressed her expectations in the following way:

I always expected to be better as an instructor. I wanted to learn theories and have chances to implement them in my classroom. I am living my expectations right now. I am working with adults, working at a university environment where I still continue learning and I am usually motivated for more (FUNI-3).

The new instructors had various expectations from the university they worked at and the profession. All of them reported that their expectations were met, especially thanks to the induction they received. The perceptions of the new instructors working at the foundation university about teaching and their expectations were presented in Table 13 below.

Table 13.

Summary of the data on the perceptions of the participants at the foundation university about teaching and expectations

<i>Perceptions about teaching and expectations</i>	
<i>Teaching</i>	
FUNI 1	- describes being a teacher as having another family and feeling welcomed around the people you truly care and trust - considers teaching as hard and tiring but worthy - defines good teaching as setting clear-cut objectives and guiding the students all the way through by sticking to a good plan
FUNI 2	- describes being a teacher as being an open-minded person who is keen on constantly developing - thinks that being able to learn and feeling empathy toward learners are necessary qualities of a good instructor - emphasizes that learning and teaching should be constantly updated - believes that is subject to change and it really depends on the institution and the circumstances
FUNI 3	- thinks that teachers should be able to connect with their students and know generally what is going on in their lives - believes that instructors should serve as a guide to their students - supports that teaching and learning should be integrated - defines good teaching as giving students a chance to use what they have learned in a context or in their life and constructing solid and permanent learning
<i>Expectations</i>	
FUNI 1	- thinks that teaching requires constant professional development and patience - reports no expectations from outer sources and states that she has self-expectations
FUNI 2	- believes that instructors should be open to change and professional development and love both teaching and learning - wants to work at an institution that would support her both personally and academically
FUNI 3	- considers that instructors should try to be better and do research - expresses that she lives her expectations as she works with adults

4.2.1.2. First Year Experiences (Theme 2)

First experiences of an instructor are significant as they may influence instructors' teaching practices, perceptions about teaching and may form the first steps of their professional identity. Therefore, first year experiences of the new instructors with regard to their feelings about the first year of teaching, relationships with colleagues and students,

demanding duties and responsibilities they have and their perceived gains in the first year of teaching were investigated in detail.

Feelings about the First Year of Teaching (Theme 2a): Although new instructors receiving induction support had some difficulties at the beginning, they referred to their first year of teaching positively, mostly because of the formal induction support they received.

FUNI-1 found teaching challenging at first. She stated that getting prepared was a bit hard for her and she sometimes felt nervous although she had a clear lesson plan in her mind. She pointed out that she got better after being observed by experienced instructors as she realized her strong and weak points. She added that she “somehow found my way to understand the needs and concerns of my students by means of trying hard and observing.”

FUNI-2 emphasized the positive effects of first year experiences on her. She described the first year of teaching as enlightening and useful. She said that she learnt the basics of teaching and when she looks back, she can evaluate her pros and cons better. She stated that it was a good start and it triggered her passion and eagerness for the profession.

FUNI-3 had really positive experiences in her first year at the university and she revealed that the first year was amazing for her and she loved working with her students. She added that she could easily communicate with her students as their age was close to hers.

FUNI-1 emphasized that her first year of teaching was exciting and helped her to raise awareness on relationships with students and classroom management. She stated that she learnt a lot and tried hard to transfer it into her classes. She explained the details of her first year teaching experiences in the following way:

The first year of teaching was very exciting but I was a bit afraid. I became more confident when I got used to my workplace, I guess. I felt as if I grew up. I started to understand my students better. I realized that I should be calmer and distant at those moments when my students were reacting. I also improved my classroom management skills, but it is something that you always have to train yourself as each class is unique in its way. I learned that I should not be a friend of them all the time and know how to take the upper hand when necessary (FUNI-1).

Regarding their first year experiences, new instructors were all positive. It contributed to both academic and personal development of the new instructors. FUNI-2 put emphasis of the curicial effect of the first year of teaching on her personal groth and pointed out:

It has been a hard but great year and I already feel myself much more used to teaching. I am an introvert person in my real life with friends and family but I become a fun and outgoing person while teaching and also at work. It was great to discover this. Also, I learnt and I loved applying different lesson plans and teaching methods (FUNI-2).

The new instructors had positive perceptions related to the university. They defined the school as a workplace and shared their impressions they have of the university they are teaching at. FUNI-1 described it as somewhere peaceful. She stated that she was glad to work at the current institution as it was “a place where you can trust people and instructors are helpful and fun to be with.” For FUNI-2, being at a university as a workplace was exceptional. She revealed that she loved the university she taught and wanted to make contributions to it. FUNI-3 defined school as “a place where teachers can collaboratively work for their students to learn and improve themselves”. She also reported that she was happy to work in that institution because it helped her to be better in the field of teaching.

It was clear from the statements of the new instructors that guidance and assistance they received from the institution had a positive influence on their impressions related to the university.

Relationships with Colleagues (Theme 2b): Regarding the relationships with colleagues and their reactions, all instructors shared positive experiences. FUNI-1 was contented as her colleagues were always there to share their experiences and give advice. FUNI-2 emphasized that the colleagues were also devoted to their work. FUNI-3 described her colleagues as kind and understanding people who can help anytime. She put emphasis on the positive atmosphere and added that they were all positive people who like to motivate and share so they could communicate easily and positively. The new instructors described the administrators as helpful, kind and understanding. They expressed that the administrators appreciate their hard work, diligence and dedicated attitude. FUNI-3 claimed that the administrators tried not to make them feel alone, so they organized new activities and seminars for them.

FUNI-1 described her colleagues as helpful and stated that they were always around her to share their experiences. She believed that she had the best support as she had the opportunity to share her thoughts with her colleagues and ask for help whenever she needed. She was also glad to meet her mentor and stated that: “I had a good mentor and PDU members were all helpful. I really would like to thank one of my heads. She was very good to me. I actually imitated the experienced instructors.”

FUNI-2 had similar opinions regarding her colleagues. She was grateful because all her colleagues tried to help her and were really kind towards her. She stated that she was also affected positively by her colleagues’ dedication to work.

In a similar vein, FUNI-3 described her colleagues as positive, kind, and understanding people. She reported that she loved her workplace because instructors can collaboratively work for their students to learn and improve themselves.

In summary, all the instructors participating in the study agreed on the idea that their colleagues had a very positive attitude toward them, especially during the induction process. It was noted that the new instructors' performance and attitude towards their profession and the institution they work at were influenced positively by their good relationships with colleagues.

Relationships with Students (Theme 2c): Although new instructors referred to their students as the biggest reason they love teaching, they pointed out that some difficulties they experienced were related to students. FUNI-1 revealed that her students "can be a bit distracted and they need guidance a lot." She added that she tried hard to motivate them and they needed to work together. FUNI-2 emphasized that students "can be harsh to the instructor also to their classmates from time to time." FUNI-3 mentioned the diversity in the classroom and pointed out that there were so many different profiles in her classes. She expressed that while some of her students were easygoing, some of them wanted to have control over learning process.

Eventhough it was sometimes challenging for new instructors to deal with students, they all expressed that they had good relationships with their students and they believed that their students had positive impressions about them. FUNI-1 purported that her students thought that she was a disciplined instructor although she was funny. She stated that she tried to do her best to understand her students and have a good relationship with them so that they could tell her about their problems when they were in need. She believed that her young age was an advantage for this relationship and she was happy to be there to help them whenever they needed.

FUNI-2 believed that an instructor's responsibility was not only teaching, but also motivating the students by making learning fun for them. Therefore, she aimed to "balance work and fun" with her students and tried to integrate the two. She revealed that she got on well with her students and believed that her students perceived her as their mentor "who is there for them in both personal and academic issues."

Similarly, FUNI-3 gave importance to her relationships with students. She stated that her students knew that she was happy to work with them and she had a "positive and nurturing

approach” towards them. She thought that she had a good communication with her students and they knew that they could get help and support from her. She was in the opinion that her students generally had positive feelings for her.

All the instructors agreed that having a good relationship with students have great importance for the learning process. They stated that they tried hard to form strong relationships with their students and although they sometimes faced difficulties, they achieved this aim.

Demanding Duties and Responsibilities (Theme 2d): The new instructors reflected the demanding duties and responsibilities they have through classroom management, workload and paperwork. Among all the duties required of new instructors, the most demanding and challenging was evaluating exams. FUNI-1 thought that evaluating exam papers was one of the hardest tasks she had. She had difficulty in marking exam papers because she felt sorry for the ones who got bad marks. FUNI-3 made a similar comment and stated that analyzing students’ papers was demanding because she sometimes got confused about how to correct a mistake and evaluate.

As well as the paperwork, the new instructors had some problems related to classroom management. However, getting informed about how to teach through systematic guidance helped them to overcome the difficulties in the classroom. FUNI-1 explained the difficulties she faced and the effects of the first year experiences in the following way:

I sometimes had problems in classroom management. I tried to see the motif that generated it. Thanks to first year experiences and guidance, I became more aware of my traits as a teacher and I realized how I should improve myself. I tried to be perfect at first and expected everything to run smoothly. I believe I come to realize that some hardships are a part of my job. I want to learn from every experience, I do not expect everything to run smoothly. I am more realistic now. I try to be patient to understand myself and my students and manage the problems. I learned how to handle complicated situations. I always try to be understanding and fair, both for my students and myself (FUNI-1).

FUNI-2 revealed that it was challenging for her to deal with students who need special attention and extra support. She also had difficulty in motivating some students as they did not want to participate actively in the learning process. She stated that although she had hard times, she felt satisfied when she observed that she had been of help to her students.

FUNI-3 thought that paperwork was the most demanding task. She stated that she found it difficult to evaluate exams. She claimed that she wanted to be fair but it was confusing for her to make evaluation.

In summary, paperwork and evaluating exams were the most demanding tasks for the new instructors. Each instructor thought being in the class, in front of students is the most satisfying part of the job although it is also demanding and they had some challenging students.

First Year Gains (Theme 2e): Statements of the new instructors revealed that they appreciated the university's policy in terms of educational goals and staff professional development. They were satisfied with the formal guidance and assistance they received. FUNI-1 emphasized that the institution always aimed at better and tried to train them in the best way they could. FUNI-3 reported that the university organized different seminars for the new instructor to help the instructors "take different challenges and grow". Similarly, FUNI-2 put emphasis on the fact that the institution gives importance to professional development and she explained:

Our school is based on being adapt to the changes in the current ELT agenda and follows the latest updates and implements them in all areas. We work like an intricate net and everyone knows and follows their duties. At the same time, our institution gives importance to staff academic development and frequently organizes trainings (FUNI-2).

New instructors frequently had positive statements regarding the institution they work at, their colleagues, administratives, students and the working environment. They mentioned the formal induction they got as the reason of this positive attitude. All the new instructors received systematic guidance and assistance from mentors, trainers and PDU members for a year. Every new instructor expressed the positive effects of this support on their personal and professional development and they were all satisfied with the induction programme. FUNI-1 explained the details of the formal support they received in the following way:

We had orientations to inform us about our duties. We were trained together for a week. We were introduced with the departments; I think it was useful for all of us. I had a good mentor and a variety of PDU members were there to observe and evaluate me in my classes. Moreover, my roommates were all experienced teachers and they were willing to help, we became friends. Our heads were very good and we had level meetings every week. We also had training hours in each week about variety of topics (FUNI-1).

FUNI-2 considered herself as a "developing instructor". She reported that she had a lot of support from all her colleagues during induction period. She purported that the support she got from her colleagues helped her get used to both teaching and work life.

FUNI-3 mentioned the quality of the seminars they attended and feedback they received. She highlighted the positive effects of the trainings on their learning process and stated that she always had positive support from the institution. Regarding the seminars they attended she thought that they were really effective and they learnt many things on various topics.

She added that she got constructive and motivating feedback from her mentor and colleagues.

Although FUNI-3 had 3 years of teaching experience, she had not received any formal induction before she started working at the current university. She emphasized that she learned a lot in her first year at this new working environment and mentioned the positive effects of trainings on her teaching practice and attitudes. She reported that they learnt a lot and believed that she changed positively and developed academically. She said: “My attitudes and behaviours are more positive while teaching. I think I am more professional because now I know better how to teach what.”

All the instructors participating in the study frequently expressed positive effects of this formal learning process on their teaching performance and attitudes toward teaching profession. They thought that they had a great opportunity to work with different levels, which gave way to be both a teacher and a learner in the process. They expressed positive feelings about the institution, their students, colleagues and profession. The data regarding the first year teaching experiences of the instructors working at the foundation university were summarized below in Table 14.

Table 14.

Summary of data on the first year experiences of the participants at the foundation university

First year experiences	
<i>Feelings about the first year of teaching</i>	
FUNI 1	sometimes feels nervous but finds the first year exciting tries to do her best in classes although it was challenging at first tries to understand her students' needs and concerns through observation is happy to be trained for teaching
FUNI 2	describes the first year of teaching as enlightening and useful learns the basics of teaching believes that it is a good start and it triggers her eagerness for the profession thinks that it was a hard but great year as she has opportunities to discover herself
FUNI 3	describes the first year as amazing states that she loves working with university students
<i>Relationships with colleagues</i>	
FUNI 1	describes her colleagues as helpful and fun to be with is glad to be working at the current university as it is a peaceful workplace thinks her colleagues are ready to share their experiences and give advice
FUNI 2	believes that her colleagues are also devoted to their work describes her colleagues as helpful and kind
FUNI 3	loves her workplace because instructors can collaboratively work for their students to learn and improve themselves describes her colleagues as positive, kind, and understanding people who like to motivate and share
<i>Relationships with students</i>	
FUNI 1	learns that she should not be a friend of her students all the time thinks that students need guidance and motivation believes that her students describe her as a disciplined instructor
FUNI 2	emphasizes that students can be harsh to the instructor also to their classmates thinks that she gets on well with students believes that her students can share personal and academic issues with her
FUNI 3	points out the diversity of students in the classroom mentions both easy-going and difficult students believes that she has a positive and nurturing approach towards her students
<i>Demanding duties and responsibilities</i>	
FUNI 1	finds it hard to grade papers has sometimes problems in classroom management
FUNI 2	finds it challenging to deal with students who need special attention and extra support thinks that motivating some students is difficult
FUNI 3	finds it demanding and confusing to evaluate exams thinks that paperwork is demanding
<i>First year gains</i>	
FUNI 1	believes that she is professionally trained in the best way finds the induction programme useful is content with having training hours in a variety of topics
FUNI 2	follows the latest updates and implementations in the field of ELT thanks to the university believes that her current institution gives importance to staff's academic development benefits from trainings frequently organized at the university sees herself as a developing instructor has a collective support from almost all of the staff, which contributes to her teaching practices
FUNI 3	thinks that taking different challenges help her to grow likes attending seminars organized at the university has positive support from the institution attends effective seminars from which she learns a lot has constructive and motivating feedback from mentors and colleagues believes that she has learned a lot and developed academically

4.2.1.3. Induction Process: Challenges. Changes and Solutions (Theme 3)

Inductions process was examined with regard to the new instructors' first year challenges such as learner motivation and teaching practices, changes they experienced in relationships with colleagues, attitudes towards students, teaching methodology and feelings about teaching practices and possible solutions to the problems faced during induction.

Challenges (Theme 3a): The study showed that the first year of teaching was challenging for the new instructors. Both the instructors new in the field of teaching and the instructor having teaching experience but new at the institution had to deal with new roles and duties. However, formal guidance and assistance from experienced mentors and trainers eased the tension during induction process. The foundation university in this study implemented a comprehensive one-year induction programme for new instructors. Statements of the new instructors showed that although they had some professional concerns, they didn't have many challenges and they were contend with their first year experiences thanks to the support they received.

At the beginning of their first year of teaching, the new instructors had an opportunity to get oriented; they were introduced to other instructors and got informed about the school policy, their duties and roles in a detail. Therefore, they expressed professional concerns rather than personal ones. They were not concerned about their personal needs but about their students and quality of their teaching performance.

FUNI-1 was really positive about her first year of teaching. She thought that it was fruitful although she faced some challenges. She believed that the challenges she faced had positive effects on her and helped her become stronger and more self-confident. She claimed that new instructors should be patient about the challenges they experience because they are great opportunities to develop. The biggest challenge she had was about classroom management. She had difficulty in dealing with some challenging students. She reported that her students shared various personal problems with her so she could realize their personal traits, habits, problems and concerns. She also realized that she had time management problem and needed to use time more efficiently. Another difficulty was about the necessity of performing various tasks at the same time. Although she had difficulty in her first year, she considered it as a chance. She stated: "The first year of teaching was fruitful for me. I became stronger and started to believe myself more. I

believe that the challenges are positive but you have to be patient about yourself. In the end, you get to know yourself better.” (FUNI-1)

FUNI-2 thought that there was a difference between teaching and knowing about how to teach. Therefore, she gave importance to getting adapted to teaching. She expressed difficulty in classroom management and pointed out that the first year was “like learning a new skill, which designs who she is”. Though she expressed some challenges while teaching, she felt lucky to have support from experienced colleagues, mentors and administrators whenever necessary. She expressed that the first year of teaching was really important and thanks to the formal support she received, she did not have negative teaching experiences and completed the year successfully.

FUNI-3 had similar positive experiences in her first year of teaching at the institution. She considered induction period as an opportunity of learning. She only had a few problems related to catching up with the programme. She found it difficult to teach what she had just learned and catch up with the programme at the same time.

The new instructors reported that they overcame the difficulties they faced more easily thanks to the support they got both from the formal induction programme they attended and from their experienced colleagues. They believed that they were supported professionally any time they needed and they felt comfortable to ask for help. They were contented with the opportunities they had to observe experienced colleagues and to receive constructive feedback on their teaching practice from their mentor.

Changes (Theme 3b): According to the statements of the new instructors, their first year experiences led to some positive changes in their teaching practices and attitudes. The data gathered from all four instructors reflected that they went through serious changes in their first year of teaching. This change was mainly related to their relationships with colleagues, attitudes towards students, teaching methodology and feelings about teaching practices. They all reported that they felt more confident and competent in the classroom.

FUNI-1 revealed that she had many changes in her first year of teaching. She believed that she was more confident, decisive and competent. She stated that it was hard for her to get prepared for classes at first but later on she felt more comfortable in the classroom. She described her experiences like this: “I was quite like an absolute beginner and all the way through I grew up. It was not very easy, but it improved me.” She purported that she was more aware of the details of teaching and learning process and it motivated her. She stated

that she learned to forgive some of the mistakes of her students and how she could manage problems when they arose. She also reported that she could finish her tasks earlier as she was faster. She believed that she could deal with her responsibilities better so she felt stronger. In her opinion, teaching had significant effects on her academic and personal life. She revealed that teaching taught her how to be more confident and more organized. She also realized that having good social skills was necessary, and started to observe people.

In the same vein, FUNI-2 claimed that her first year of teaching changed her beliefs about teaching and learning process and raised her awareness on the importance of professional development and relationships with students. She described herself as terrified on her first day in the classroom. However, her perceptions about teaching and herself changed and she realized that she needed to update herself constantly and have a close but limited relationship with her students. She observed that her attempts to be more student-centered turned her students into better learners. She believed in the importance of being akin to all areas of teaching and knowing about testing and material development to eliminate questions that might arise in her mind. She thought that she learned how to adapt materials and use them effectively. She also emphasized the importance of positive beliefs about teaching profession and claimed that her first year experiences raised her motivation to teach and improve herself as an instructor. She described her first year of teaching as an evolution and suggested that she was a completely different person after teaching. She expressed the changes she experienced in the following way:

You can easily teach if you know the content, but you need experience and skills to reach perfection. I have changed for the better... You cannot transfer your knowledge and devotion to what you do if you do not like it. I have learnt that you need to like your job and I am happy that this is the case for me (FUNI-2).

Different from the other instructors, FUNI-3 had previous teaching experiences. However, her first year at the current institution led to some changes in her beliefs and attitudes. Regarding positive effects of the first year experiences, she stated that when she first started teaching at the current institution, she used to have a more negative attitude, easily get angry and give up trying. However, her thoughts and attitudes towards students and her profession changed. She expressed that the biggest change in her life was that she liked her job and she felt that she was more professional.

The statements of FUNI-3 drew attention to the fact that being a part of the learning process and going on learning as an instructor raised the tolerance of instructors towards students. She explained that she learned how to teach academic English and how to give

feedback to her students. She stated that she had to read books and find examples to teach writing essays and while trying to learn details of teaching, she became more understanding towards her students because she was going through the same learning process. She claimed that she was happy with the progress she got. She defined herself as an instructor who loves learning and she explained the changes she went through in the following way:

My biggest concern has always been whether I can love what I am doing-teaching-. Thanks to my first year experiences at this institution I am more aware of what I am doing, I can communicate with others easily, I can take the control of the class better. I can get the leadership of the lesson. It can always be better, but I think I am doing fine. I aim to work for the society I am in. (FUNI-3)

In the study, it was noted that the formal induction programme increased the new instructors' sense of commitment. They were grateful for all the support they got and they claimed that they wanted to contribute to the institution and other instructors as well. FUNI-1 was willing to teach and share her experiences with her colleagues and reported that she really would like to help people around her just like her colleagues did. She emphasized that the university provided many opportunities to learn and she was glad that she spent her first year at the current institution. She explained her experience at the institution in the following way:

Though it asks for hardwork, it is always somehow worth it. It is a nice place to work and learn crucial teaching skills. My colleagues are also doing their best for the institution and they are all professionals. Administrators are all helpful and diligent. In accordance with the policy of the institution, they try to improve themselves constantly by training the instructors well. (FUNI-1)

FUNI-2 revealed that both the profession of teaching and the institution she worked at satisfied her expectations. She believed that the policy of the institution was very important in being satisfied with the job. She regarded herself as lucky to work there and wanted to continue teaching at the institution. Similarly, FUNI-3 expressed that she learnt a lot and got motivated thanks to the university she worked at. She expressed her hope to be able to develop herself at the institution and make contributions to it. She stated: "Working with young adults in this relaxing environment is great. Educational seminars and different learning opportunities presented to us influenced me positively." (FUNI-3)

To summarize, each new instructor emphasized that they learned a lot in their first year of teaching. Although it was a challenge for them at the beginning, this learning process contributed a lot to them as an instructor. The new instructors had positive impressions about the institution and stated that they were happy to work there mostly because of the support and guidance they received during induction period.

Solutions (Theme 3c): First year experiences are the first steps to shape new instructors' perceptions about themselves and their profession. Focusing on professional development and being guided and assisted by experienced trainers and mentors influenced the new instructors' attitudes toward teaching and students. They thought the induction programme was really helpful to solve problems faced during induction process and helped them to form positive beliefs about themselves as instructors. The new instructors referred to guidance and support they received as effective and helpful. They were satisfied with the quality and amount of the induction programme they attended and the assistance they got from their colleagues, mentors and administrators.

FUNI-1 defined herself as someone who is willing to learn from life and people around her. She emphasized that she wanted to develop her teaching skills through doing research and reading. She stated that she frequently reflected on her classes. She believed that she has the potential to teach and her first year teaching experience made her more organized, professional and careful. In her opinion, being observed in every step helped her to increase the quality of her teaching. She claimed that she got help to develop herself both professionally and personally.

FUNI-2 expressed that getting formal support helped her to overcome the problems she faced while teaching. She was glad to have the opportunity ask questions whenever she needed. She also stated that the formal induction programme facilitated lesson planning.

FUNI-3 reported that she worked with a mentor for a year and her classes were observed frequently. She emphasized that she had positive and constructive support and never felt alone in this process. She also added that all the support she got was effective and she would like to go on observing and being observed by other instructors.

According to the statements of the new instructors, getting support and assistance had positive effects on them during their adaptation to their new working environment. FUNI-1 put emphasis on the fact that they could observe experienced instructors as much as they could and they had a chance to observe themselves through recording their performance in class. She reported that constructive feedback on their teaching performance and the weekly trainings helped her to perceive what went wrong and develop her teaching skills. She found it helpful to have someone around to consult. Similarly, FUNI-3 revealed that she did not feel alone and got help from everyone she asked. She expressed that thanks to the induction programme she started to establish good relationships with her students and adapted to the institution really quickly.

The new instructors believed that they benefitted from the induction programme for the solution of their problems that they faced during induction process. This helped them to establish positive beliefs about themselves as instructors. The data regarding the induction process including new instructors' challenges, changes and solutions were summarized in Table 15

Table 15.

Summary of data on the induction process: challenges, changes, and solutions for the participants at the foundation university

Induction Process: Challenges, Changes, and Solutions	
<i>Challenges</i>	
FUNI 1	has some challenging students who have various personal problems has difficulty in managing the class has time management problems needs to improve her multi-tasking skills
FUNI 2	tries to adapt to classroom teaching does not face many challenges regarding teaching practice believes that she overcomes the difficulties thanks to the formal induction support
FUNI 3	tries to adapt to online teaching finds it difficult to teach what she has just learned and catch up with the programme
<i>Changes</i>	
FUNI 1	believes that she is more confident, decisive, organized, and competent feels more comfortable and less nervous in class can finish her duties much earlier feels stronger can handle her responsibilities better tries to be better in having good social skills feels that she has grown up believes that she has improved
FUNI 2	tries to be more student-centred is more akin to all areas of teaching knows the basics of testing and materials development improves her teaching skill feels more motivated and satisfied to teach likes her job more
FUNI 3	feels more positive about her teaching practices does not get angry easily and give up trying quickly likes her job more feels that she is more professional gives feedback better is more understanding towards her students feels more aware of what she is doing and can communicate with students easily can take control of the class better
<i>Solutions</i>	
FUNI 1	believes that formal support helps instructors become more organized, careful, and professional thinks that getting feedback and being observed are very helpful
FUNI 2	believes that getting formal support facilitates lesson planning and thinks that formal guidance is helpful for handling the problems faced while teaching
FUNI 3	believes that having positive and constructive support prevents instructors from feeling alone thinks that instructors should have the chance for peer observation considers that getting formal guidance help to establish good rapport with students

4.2.2. Analysis of the Interview Conducted With a Mentor

The foundation university participating in the current study implements a comprehensive induction programme for new instructors. Whether they have previous teaching experience or not, all instructors who are newly recruited receive formal guidance and assistance during their first year at the university. Experienced mentors having more than 25 years of teaching experience work with new instructors and train them for a year. They help new instructors to make lesson plans, manage the classroom, teach effectively and solve problems they face in teaching process. Each new instructor has a mentor and they can consult him/her whenever they need. The institution frequently organizes seminars, trainings and conferences. One of the mentors participated in the study and shared her experiences about the induction programme and experiences of new instructors.

Perceptions about Instructors and Mentors: In the study, it was noted that mentors believed in the importance of beliefs about their role, good teaching and the school as a work place as they have the potential to influence mentors' actions and attitudes in induction process. According to statements of the mentor, she believes that a mentor is a helper, a guide and a supporter and being a mentor means "sharing experiences and helping the less experienced teachers to adapt both to the institution they work and to teaching in a classroom." She reported that she tried her best to help less experienced instructors by sharing her experiences with them. She also highlighted the importance of updating oneself with the new trends and teaching techniques.

The mentor thinks that good teaching is "enabling learners learn what they need in a positive environment." She referred to school as "professional second home". She believes that among all the duties required of her as a mentor, the most demanding and challenging duty is explaining less experienced instructors what went wrong without hurting or demotivating them and the most satisfying duty of a mentor is observing improvement of a new instructor and realizing that you really help them. She claimed that observing new instructors have enthusiasm for trying new activities and techniques in the classroom is the most satisfying part of mentoring.

Perceptions about the New Instructors' First Year Experiences: The mentor reported that the new instructors were in need of guidance when they first started teaching. She stated that the new instructors have problems related to overcoming anxiety in class and classroom management. As the new instructor suggested, evaluating exam papers was one of the difficulties they faced. They organized sessions and evaluated exams together in

order to standardize grading. The mentor explained first teaching experiences of the new instructors in the following way:

At the beginning they were too nervous and seemed as if they don't know what to do. They were timid but excited about teaching. They had difficulty in being standardized while they are grading exam papers. At first they thought it was easy; however, when they actually started to grading the papers, they had lots of questions in their mind. One of the new instructors spend two days evaluating the first quiz as she couldn't be sure how to evaluate the writing part.

Regarding the relationship between the new instructors and their students, the mentor stated that the new instructors were friendly but a bit strict toward their students and she thought that this was because they wanted to protect themselves. According to her statements, students felt intimate with the new instructors because of their age; however, some students tend not to trust them in terms of teaching. She also reported that the new instructors were friendly and helpful toward their colleagues; they accomplished all their responsibilities and became more confident over time.

The induction programme implemented at the university covered many areas and it included many activities. The mentor pointed out that the university has a very clear policy and gives a lot of importance to professional development; therefore, it gives in-service trainings, appoints a mentor for each new instructor and organizes trainings according to the needs of new instructors. She emphasized that they gave a great deal of support during induction process and explained the details of the induction programme:

First, new instructors had a week of orientation programme. They got information from administrators, mentors and PDU members. Then a mentor was appointed for each new instructor to work on given tasks for a whole year, a PDU member was also assigned to each new instructor to observe their classes and plan peer observations and video recorded reflective observations. They also worked together in their first year of teaching. They also had to attend trainings that external trainers or PDU members gave during the whole year.

She continued by adding:

Mentors observed new instructors' classes and gave feedback. We invited them to our classes for observation, helped them to prepare lesson plans, we answered their questions, helped them to do research related to their classes etc. We had long encouraging discussions, let them observe classes and evaluate the classes together. I think we covered all the areas that new instructors should know. At the end of the programme we gave an evaluation form and the instructors reported that they found the induction programme very effective and fully-loaded.

It was noted that the induction programme conducted with the new instructors were really comprehensive. The mentor purported that although the instructors had difficulties at the beginning of the semester, they could overcome them thank to this intense formal guidance, which helped them develop both personally and professionally.

Perceptions about Induction Process: The mentor supported that both the mentorship system and in-service trainings influenced the new instructors positively. She stated that

the induction programme was very effective and it raised awareness on effective teaching. The only negative aspect related to the programme was that it was too loaded so sometimes the instructors had difficulty in catching up the flow. She highlighted the positive effects of the induction programme on new instructors and their teaching practice in the following way:

Although the induction programme was much harder than they expected, I believe the orientation we provided, mentorship programme and inservice trainings have had positive influences on the new instructors' changes. At the beginning they were too nervous and had no idea about what to do. After some orientation, they got relaxed. This influenced their performance in a positive way. I can easily realize how they become more confident in their classes. They were also more enthusiastic about teaching. They tried new activities in their classes and invited PDU members to observe.

According to the statements of the mentor, thanks to the induction programme, the new instructors easily got used to their new working environment and they felt much more confident as they knew what they were doing. She claimed that when the new instructors first started teaching, they were concerned mostly about the level they were going to teach, the coursebook, how and what they would teach in the classroom. However, she stated that as they get used to the system, they did not face many challenges. She believed that they were doing their best although they still need training. She was happy to see that the new instructors were able to complete all their responsibilities and they started to help new comers.

The mentor supported the idea that formal induction influences new instructors positively and it is also beneficial for the institution. She reported that the more they were guided, assisted and trained the better they taught. In her opinion, it also increased their commitment for the institution and they tried to help colleagues and contributed to the institution. The mentor highlighted this mutual benefit between the institution and new instructors by explaining:

As they attend trainings and get experienced, they teach better and overcome the problems of self-confidence. They are happy to work here and they contribute to the positive atmosphere of the university. They are satisfied with the support they received and they try to help others.

The mentor was satisfied with the new instructors' overall progress. She contended that they followed every step to develop professionally. She reported that their belief regarding the need for continuous learning and more experience would make them good instructors. The data expressing the perceptions of the mentor about teaching, first year experiences of instructors and induction process were presented in Table 16 below.

Table 16.

Summary of the data gathered from the mentor working at the foundation university regarding perceptions about teaching, first year experiences of instructors and induction process

Perceptions about teaching, instructors, and mentors

believes that a mentor is a helper, a guide, and a supporter
defines being a mentor as sharing experiences and helping the less experienced teachers in teaching practices
tries her best to share her experiences
finds it important to update herself with the new trends and teaching techniques
thinks that good teaching is enabling learners to learn in a positive environment
refers to school as professional second home
believes that the most demanding duty of a mentor is explaining less experienced instructors what went wrong without demotivating them
thinks that the most satisfying duty of a mentor is observing the improvement of a new instructor and realizing that she really helps them

Perceptions about the new instructors' first year experiences

reports that the new instructors were in need of guidance when they first started teaching
expresses that the new instructors had problems in overcoming anxiety and classroom management
believes that evaluating exam papers was one of the most difficult duties for the new instructors
believes that initially the new instructors were nervous and did not know what to do
states that the new instructors were friendly but a bit strict towards their students because they wanted to protect themselves
explains that the university covers many areas in the formal induction programme, in-service trainings, and seminars according to the needs of the instructors
believes that encouraging discussions, classroom observations, and mentoring are very effective to help the new instructors

Perceptions about the induction process

thinks that the induction programme raised awareness on effective teaching
suggests that sometimes the instructors had difficulty in catching up as the programme was too loaded
emphasizes that the new instructors got relaxed and their teaching performance influenced positively after the induction programme
reports that the new instructors became more confident in their classes and more enthusiastic about teaching
thinks that the new instructors did not face many challenges as they got used to the system
believes that the induction programme helped the new instructors teach better and increase their commitment to the institution
is satisfied with the overall progress of the new instructors
believes that the new instructors need continuous learning and more experience

4.2.3. Analysis of the Interview Conducted With an Administrator

Administrators are crucial parts of induction process. They should be actively involved in teaching process and provide information about the structure of educational system, laws and regulations regarding civil rights, duties as an instructor and the organizational structure of the institution. In the current study, new instructors working at the foundation university have an opportunity to consult on the administrator whenever they need. The administrative coordinator at the institution participated in the interview and explained her role as an administrator, the aims and details of the induction programme.

Perceptions about Instructors and Administrators: The administrator explained her perceptions regarding the qualities of good teaching, the school as a workplace and roles of instructors and mentors. She defined herself as a facilitator. She believes that being an administrator means helping instructors and students to achieve their goals in a harmonious environment. Regarding her role as an administrator, she purported:

I believe I should be a role model whatever I do. If I teach, I should be prepared for the lesson, be on time in the class, keep the deadlines, etc. If I ask something from them, I should be thoughtful and think multi-dimensionally, that is, as if I walk in their shoes. If I'm planning, I should get their views on it. I'm in between the instructors and the administration like a buffer zone.

Administrators' beliefs about effective teaching may shape the steps taken by the institution and the procedures to be followed. The administrator participating in the study defined good teaching as "achieving learning outcomes planned way ahead and encouraging learners to learn how to learn". For her, among all the duties required of administrators, the most challenging duty is encouraging people to do something when she also has questions in her mind if it is the right way. According to her statements, the most satisfying duty of an administrator is helping instructors to solve their problems. She stated that she feels satisfied when instructors say 'I haven't thought that way, I can do that'. Regarding the school as a workplace, she has positive impressions. She revealed that she likes the atmosphere at the institution as everyone helps anyone when they are in need. She claimed that they respect each other and share their feelings. She described the workplace as her "second home" as she and her colleagues come together and have a chat whenever they can and do their best to reach a common goal.

According to the administrator's statements, in most cases, it may be difficult to consult on an administrator whenever needed; however, they pay special attention to solving instructors' problems, suggesting solutions and taking into instructors' needs while

planning their programme. The administrator explained the support she gave to the new instructors in detail in the following way:

I was available all the time they needed. I replied to their texts, mails, messages quickly and had video meetings if they needed. This was sometimes like a counselling. What I did was listening to their problems and offering solutions or giving the right answers to their questions, making them understand what they do and why they should do it in that way.

The administrator gave an example of her attitude toward instructors. She told that once one of the instructors failed to comply with the rules of an exam. After she explained what they expected from the instructors and why, the instructor thanked her as she smiles all the time and tries to encourage them even when she has to warn them.

The administrator believes that the role of an instructor is to teach effectively, help students overcome their problems and make them enjoy learning. Therefore, her main expectation from new instructors is to teach learn how to learn. She believes that “understanding educational pedagogy, knowing and applying methodology and loving to teach” are core requirements of teaching as a profession and continues reflective practice helps instructors to be professionals.

Perceptions about the New Instructors' First Year Experiences: With regard to her expectations regarding teaching and learning process, the administrator was satisfied with the attitudes of the new instructors toward the programme and their duties. She believes that they are open to learn, they love their students and teaching and they adapted well to the university. She claimed that they do their best and do not complain although they face some challenges. According to her statements, the new instructors had difficulty in catching up the programme as it has many components. Also, the hectic tempo was a challenge for the new instructors. As their students changed every two months they had difficulty in correcting their mistakes if they had any. She explained:

We do not follow only a book but platforms, support materials, apps... We track attendance in two different ways, one on Moodle and one on a class sheet. We assign scores for speaking performances of students at different times and submit them on different dates. We give quizzes almost every week and they include writing sections which takes at least 2.5 hours to mark. At first, it was challenging for the new instructors to deal with this loaded programme and paperwork.

Another point that was difficult for the new instructors was related to their attitude toward students. The administrator claimed that they sometimes felt stressed as they felt students didn't understand the topic. Another problem was that some new instructors act like a friend, they chat with their students a lot, which puts them in difficult positions when they need to set some rules. She revealed: “They try to set the rules in the classroom and

sometimes they can be too harsh with the students. The students complain about those behaviours.” She also suggested that “students love them but most of the time they do not see them sufficient in terms of teaching”. Although their relationships can sometimes be problematic, they contribute to teaching process as “they bring new ideas and they are full of energy and they try to do their best. They are more understanding than the senior ones.”

The administrator reported that the new instructors did not experienced problems with their colleagues and it was clear that they had good relationships with their peers. She pointed out: “They work quite harmoniously. We like new instructors and help them so they are not afraid of asking when they need help.”

The institution provides trainings for each new instructor. Whether they are novice or experienced, it is obligatory to attend the induction programme if they are new at the institution. The administrator pointed out they really believe that “everyone can learn something from someone. So, although experienced instructors claim that they already know the topic we encourage them to join the sessions and share their experiences and knowledge.” The institution aims to train and encourage new instructors in their first year. They pay special attention to their needs in and out of the classroom. During the interview, the administrator highlighted the importance of first year experiences and instructors’ beliefs about their teaching performance. She purported:

If new instructors are content with their performance and they believe they do well, they try to do whatever they can do. If they experience negative things like marking papers wrongly, having problems with students or their partners they feel discouraged and tend to withdraw themselves. Even if they have a good idea, they tend not to share it or even if they were right in the approach with a problematic student, they question themselves and cannot take a tough stance.

The administrator claimed that when the new instructors have problems, at first they get panicked, then they search for help from their group leaders, they feel exhausted but in the end they feel successful. She expressed the phases new instructors go through during their first year of teaching. She summarized:

The first phase is trying to learn everything, which is very tiring.

The second phase is putting pieces together which is after two-months.

The third phase is unpuzzling the pieces because every level has its own way.

The fourth phase is doing the puzzle again.

The fifth phase is starting a new puzzle with new students in a new programme.

Overall, the administrator reported that the new instructors had positive attitudes toward both their profession and duties and their colleagues and students. They underwent some

phases during their first year which ended up in stronger relationships and better teaching practices.

Perceptions about Induction Process: Regarding the formal support given to the new instructors the administrator claimed that they have a comprehensive induction programme including various dimensions. She explained:

We assign mentors for each new instructor after they have a one-week training programme by the PDU. New instructors are paired up with their mentors. They either share the same office or the class. They observe their mentors, PDU members and they are also observed twice a quarter and given feedback. The PDU member and new instructor come together a day before the lesson and talk about what the new instructor has planned. They discuss the stages and activities, instructions, etc. The PDU member observes the lesson and takes specific notes. After the lesson they come together again and discuss the lesson. They make an action plan on what to improve together. The PDU member goes and observes the point they try to improve together. This goes on like that until both parties are happy with the result and they move on to another point to improve.

The administrator believes that first year experiences helped the new instructors in their teaching practice. She also believes that the induction programme is really effective and has many positive effects on new instructors. She reported that after the new instructors attended the induction programme, they felt stronger and they were more confident. She emphasized that the new instructors had fewer questions on their basic responsibilities as they knew how things work at the institution, where to go if they had any problems and to what extent they could answer the students' questions related to the administration. Another point she put emphasis on was the fact that the new instructors had good friends because they worked with at least 8 different partners at four different levels. She reported that they knew how to mark papers, invigilate exams and other duties and they learnt from their mistakes and there were fewer complaints from students. She explained the differences in the new instructors' performance comparing before and after they attended the induction programme in the following way:

Now they know how to answer students' questions and direct them. They know how to interact with their partners so that they can keep up with the curriculum. They know what type of materials work well with students at different levels. They can understand if the students have really understood the topic. They can assign more standardized scores for writing and speaking skills. They can keep the deadlines, which is really important for us to sail smoothly. Most importantly, they like working at this institution.

Although the administrator believes that the induction programme is really effective and helpful, she also had some suggestions to increase the effectiveness of the induction programme. She revealed that if she had the chance, she would make them co-teach with a senior in the same class at least for two months. In this way, they could adapt faster and with less pain. She stated that they had to "give new instructors everything at once since

the time is limited so sometimes they are confused and they actually start learning when they start doing their duties.” To overcome this problem, she suggested sharing a booklet with the new instructors and asking them to study and take notes. She also stated that it would be better to extend the induction period over a longer period of time. She continued her suggestions by adding:

I believe we should provide some standardization sessions on writing and speaking for different levels. When they mark papers or assign score to the student performances they tend to give higher scores and they need to come together with their partners and agree. This slows the marking procedure. We also should have lunch together with them and listen to their experiences. Most of the time one year passes but they only know the people they have been partners. The senior instructors do not know them and so they feel alone and new instructors create their own community, other new instructors.

The administrator believed in the importance and effectiveness of the induction programme, which contributed to the new instructors in many aspects. The data expressing the perceptions of the administrator about teaching, first year experiences of instructors and induction process were presented in Table 17 below.

Table 17.

Summary of the data gathered from the mentor working at the foundation university regarding perceptions about teaching, first year experiences of instructors and induction process

Perceptions about teaching, instructors, and administrators

defines herself as a facilitator
 considers being an administrator means helping instructors and students to achieve their goals
 believes that an administrator should be a role model
 defines good teaching as achieving learner outcomes and encouraging learners to learn how to learn
 thinks that the most challenging duty of an administrator is encouraging people
 feels satisfied about helping instructors solve their problems
 describes that counselling is among her responsibilities
 believes that the role of a good instructor is to teach effectively, help students overcome their problems, and make them enjoy learning
 believes that understanding educational pedagogy, knowing and applying methodology, and loving to teach are the core requirements of good teaching

Perceptions about the new instructors' first year experiences

states that the new instructors had difficulty in catching up the programme
 explains that the loaded program and paperwork were challenging for the instructors
 claims that the new instructors sometimes felt stressed
 believes that relationships with students was a problem for the new instructors
 thinks that the new instructors bring new ideas and they are full of energy
 thinks that the new instructors work quite harmoniously and they are not afraid of asking when they need help
 believes that if the new instructors are content with their performance, they try to do their best
 states that the instruction trains and encourages the instructors in their first year
 summarizes that at first the instructors get panicked, then they ask for help when they feel exhausted, and in the end they feel successful

Perceptions about the induction process

claims that they have a comprehensive induction programme including various dimensions such as mentoring, observations, and discussions
 believes that the first year experiences help the new instructors in teaching practices
 believes that the new instructors feel stronger and more confident, they have fewer questions about their basic responsibilities
 reports that the new instructors learn how to interact with their students and colleagues, and they can keep up with the curriculum
 suggests that there should be opportunities to co-teach with a senior in the same class, and some standardization sessions on writing and speaking

Concluding Remarks

The structured interviews showed that whether experienced or novice; every instructor faced some challenges when they started teaching in a new working environment. They needed formal guidance, assistance and support. New instructors' first year experiences in a specific working environment had a crucial impact on their teaching practices and attitudes toward students, colleagues, institution they worked at, and teaching profession. Although gaining experience by teaching at an institution helped instructors to solve their problems in any case, a formal induction programme eased the tension during induction process and had the power to turn the first year of teaching into an enjoyable journey.

Novices and experienced instructors reported different needs regarding induction process. While novices needed intense guidance in terms of teaching practices and classroom management, experienced instructors were more concerned about the relationships in new working environment. Whether experienced or novice, not receiving a formal support caused new instructors feel alone and led them to solve all their problems on their own way, which caused to face more problems in and out of the classroom.

Induction support had also positive impacts on new instructors' feeling of commitment. New instructors receiving support and guidance were enthusiastic about contributing to their institution and other instructors. It was clear from the statements of the instructors, mentors and administrators that new instructors need formal induction and it has many positive influences on their teaching performance and attitudes.

CHAPTER V

DISCUSSION

This chapter discusses the results of the study focusing on the qualitative data with relation to the previous literature.

5.1. Research Question 1

“What kind of needs do new English instructors have regarding induction process?”

Induction is a crucial phase of instructors’ career as it has long-term implications for their learning and professional development. Considering its effects on teaching practices, attitudes toward students, formation of professional identity and beliefs about teaching and learning, it is clear that the socialization of new instructors into the profession and a new working environment is critical.

The new instructors participating in the interview reported that they did not feel confident in the classroom. They had difficulty in forming relationships with students and other instructors and dealing with new duties and new roles. They emphasized that they needed support and guidance to overcome the problems they faced during induction process. They expected to be supported both in and out of the classroom regarding their technical and professional needs as they had difficulty in addressing students’ needs regarding learning. This coincides with Sali and Kecik’s (2018) study revealing that novice teachers were unable to address learners’ needs and interests. It was also noted that novices might feel ineffective or even quit their professions when not supported by their colleagues and institutions (Farrell, 2012). Also in Basile’s (2006) study, it was reported that teachers believed they needed help for addressing various learning styles and special needs of students.

The new instructors identified the lack of modern equipment, heavy workload and the lack of information and support as the most negative features of their first year of teaching and they explained that they need adequate equipment, reduced teaching hours and comprehensive guidance. Similar to the findings of Flores and Day (2006), the current study illustrated that the new instructors complained about heavy workload and paperwork. They believed that the amount of time they spend on paperwork should be used for lesson planning, instead. As claimed by Cihan (2016), one of the main challenges for the new instructors was the distant relationships among staff. They expressed a need for a suitable environment for collaboration and getting introduced to their colleagues to feel welcome. In their study, Bettini et al. (2018) discovered that instructional interactions with colleagues and collective responsibility predicted novice teachers' perceptions of managing workload. Bekdemir (2019) maintained that enthusiastic career beginnings usually ended up in such challenges as accessing instructive materials and technological equipment, which concurs with the present study.

The new instructors also claimed that it is difficult for them to correct a mistake and evaluate papers or exams. There is a need to organize sessions and evaluate exams together with experienced peers in order to standardize grading. The results of the study conducted by Veenman (1984) showed that new teachers primarily struggle with classroom management and organization of teaching. Similarly, the current study showed that new instructors faced problems regarding classroom management, establishing authority in the classroom, motivating students and using effective techniques and methods while teaching. The results also correlate with Cihan's (2016) and Öztürk's (2008) studies focusing on the difficulties experienced by novice teachers. Additionally, Sali and Kecik (2018) reported similar concerns with regard to learner assessment. The new instructors in the current study expected a suitable environment and opportunities for professional development regarding effective ways of teaching and communicating with students and colleagues, school culture, duties and responsibilities.

Although sharing personal experiences with colleagues were helpful, it did not solve the new instructors' problems permanently. The new instructors all agree on the need for a formal guidance and assistance during induction process; however, they had different point of views on the scope of support they receive. The instructors new both in the field of teaching and at the workplace expressed that they need an inclusive assistance and guidance both in methodological issues such as effective ways of teaching and solving

classroom problems and in institutional points such as duties as an instructor, rules and policies at the university. On the other hand, the instructor having five years of teaching experience believed that new instructors who are new at a particular workplace but have previous teaching experience do not need methodological assistance. However, she pointed out that there should be opportunities for collaboration and instructors should be supported in socialization process. The need for formal assistance voiced by the participants was also expressed by Talley (2017) stating that novice teachers needed guidance and support in relation to skills, strategies, and methodologies to remain in profession.

The new instructors attending a formal induction programme were satisfied with the support they received so they did not report a need for extra methodological guidance. Although the new instructor working at the foundation university has three years of teaching experience, she supported that anyone new at a workplace should receive information both about classroom practices and about the institution as there is always something new to learn. She also claimed that her beliefs about teaching and learning process were changed positively after the induction support.

To sum up, it is possible to categorize their needs into three headings as systemic, institutional and methodological. According to the statements of the new instructors it was clear that they did not have a high level of systemic competence. They did not have sufficient knowledge about their duties as an instructor, the structure of educational system or laws and regulations. An administrator revealed that the new instructors did not know their duties as an instructor and they always ask questions about the educational system, policies to be followed and their responsibilities and duties as instructors. The new instructors' statements correlate with his statements. They stated that they were unfamiliar with their new roles and duties and they were challenged by following the procedural issues. They did not have an idea even about their basic needs such as whether they have a right to have a day off or what they should do for receiving permission. One of the administrators stated that as they do not know about the regulations, they feel stressed and confused about what to do when they have a problem in and out of the classroom. Each new instructor pointed out that they needed guidance and assistance regarding their duties as an instructor, policies and regulations to be followed and educational structure.

The new instructors also experienced problems regarding the organizational structure of the university. As one of the administrators claimed, the new instructors did not know where to go or who to consult when they had a problem. The new instructors not

participating in an induction programme also reported that they consulted on their colleagues when they were confused about something or when they had a problem. However, they could not receive effective guidance from their peers. Therefore, they reported a need for receiving detailed information about the organization of their workplace, people they need to interact with when they are in need and rules and policies to be followed. Concerns over the organizational structure of schools were also reported in Alhja and Fresko's (2010) study. The significance of formal organizational structure was expressed by Spillane, Kim, and Frank (2012) claiming that novice teachers' social development and strong relationships with colleagues might be facilitated this way.

The biggest challenge was related to methodological issues such as regulation of teaching processes, the ability to use professional knowledge appropriately, and address problems in the classroom. The new instructors not attending a formal induction programme stated that they had difficulties in assessment, classroom management, establishing authority in the classroom, choosing appropriate course materials, teaching effectively and having good relationships with their students and colleagues. Although experienced instructors did not report any difficulty regarding teaching, they had similar problems in terms of forming good relationships with their colleagues.

In essence, we can say that even experienced instructors need to attend a comprehensive induction programme when they start teaching at a new workplace. Providing effective induction support should be a focus of each institution considering its crucial impacts on reshaping beliefs about teaching and learning process, formulating professional identity and increasing or decreasing instructors' career commitment and desire for professional development. Therefore, socialization process should provide new instructors with opportunities to have adequate knowledge about the structure of the educational system, their rights and duties as instructors, rules and policies to follow at the institution, and peer-professional help in classroom management, planning instruction, developing and choosing effective course materials, assessment and dealing with problematic issues in the classroom.

5.2. Research Question 2

“What kind of experiences did new English instructors who have not participated in an induction programme have in induction process?”

First year experiences are crucial for instructors as they have the potential to shape instructors' beliefs about teaching as a profession and effective teaching, which affects their teaching practices and attitudes toward students and learning. However, when new instructors do not have an opportunity for effective socialization into the profession and new working environment, they have many negative experiences in induction process.

In the current study, three new instructors working at a state university participated in the interviews and reflected on their first year experiences. Two of them were novices having no teaching experience and one of them had five years of teaching experience but new at the institution. They did not receive any formal support or attend an induction programme at the university.

The new instructors who did not receive any formal support referred to their first year of teaching as a stressful and tiring experience and revealed a very negative picture of their first teaching experience. They also emphasized the difficulty of performing new roles at a new working environment, dealing with problems they face without any guidance and assistance and performing new duties with which they are unfamiliar. These feelings might in fact be justified by Saenz-Lopez, Almagro & Ibanez (2011) who asserted that the unfamiliar conditions faced by new teachers might result in insecurity, lack of confidence and tension. The novice instructors mentioned only few points positively, namely opportunity to learn how to teach and form relationships with students. They were mostly worried about their classroom practices, which is consistent with the findings of Ghaith and Shaaban (1999) revealing that beginning teachers with low personal efficacy and a lower socialization level were more worried about their teaching practices.

The first year of teaching was difficult for the new instructors as they did not feel ready and well-prepared to handle their new roles and tasks. They referred to their first year as problematic and challenging and reported that they were nervous about their first teaching experience and they did not have any self-confidence. They also pointed out that they had difficulty in adapting to the working environment and felt alone. In Stanulis et al.' study (2002) researchers found similar results indicating that teachers have difficulties in their first year of teaching because of the isolating nature of teaching and the lack of cooperation

at school which leads them to the feeling of being left on their own. Feelings of loneliness and isolation were also cited by Clark and Byrnes (2012) who correspondingly suggested mentoring support. McKenzie (2005) observed some positive effects of supportive school environment on beginning teachers and pointed out that unsolved problems and feeling of loneliness are the results of isolation in schools. In the current study, the new instructors stated that they got demotivated because of the challenges they faced and questioned their ability to teach. Novices even thought of giving up teaching.

The new instructors, not having any teaching experience, stated that they did not feel confident in the classroom and they had difficulty in forming good relationships with students and other instructors. Relationships with colleagues and students were depicted as one of the greatest challenges of new instructors. Communicating with other instructors was challenging even for the new instructor having previous teaching experience. They complained about the distant relationships among staff and lack of collaboration. Similar to the statements of Brock and Grady (2007), they revealed that existing social groups were reluctant to welcome or help the new instructors. The new instructors also referred to the heavy paperwork and the lack of adequate equipment as some of the most negative features of their first year of teaching at the institution. They stated that they spent too much time on paperwork, and using this time for lesson planning would contribute to students' progress more. Issues with coworkers, learners, and administrators were also cited by Koca (2016) who maintained that novices did not receive sufficient support from coworkers when they needed it the most.

According to the statements of the new instructors, as well as forming good relationships with students and colleagues, the most demanding aspects of the first year of teaching were related to motivating students, classroom management and meeting students' individual learning needs effectively. They emphasized the difficulty of increasing students' motivation and managing students from different cultural backgrounds. These findings correlate with Lundeen's (2004) study which supports that two main categories regarding new teachers' perceived problems are classroom management and discipline problems, and adult relationship and interaction problems. The new instructors in the study reported that they feel nervous because they do not feel prepared to deal with the challenges they face in and out of the classroom. The new instructors' concerns were consistent with the categories of concern claimed by McCann, et al. (2005). Motivating students was also

reported as one of the problems novice teachers experienced in their initial years (Çakmak, 2013), which might be resolved by gaining confidence on part of teachers.

The administrator claimed that pre-service education is not enough for novices to teach effectively. In a similar vein, the study conducted by Jeanlouis (2004) showed that novices believed that they were not prepared by their pre-service teacher education program to teach in a culturally diverse classroom. Also, Elmore and Burney (1996) and Garet et al, (2001) claimed that pre-service education does not fully prepare for effective teaching practices. On this issue, Farrell (2012) suggested to bridge the gap between teacher education and in-service teaching needs by including a course focusing on the first years of teaching in pre-service program, and establishing a better collaboration among schools, teacher training program, and novices. Claiming that novices received insufficient training, Demirel (2017) expressed the necessity of integrating self-efficacy development into preservice training for their prospective readiness.

The administrator also reported that although the new instructors were motivated and enthusiastic, they felt confused when they faced a problem in the classroom. Earlier studies also revealed that new teachers bring enthusiasm and energy to their classrooms (Goodwin 2012, Fernet et al. 2016). Unlike two instructors not having any teaching experience, the experienced new instructor did not report any difficulty or requirement for support in terms of classroom management and student motivation. This finding is similar to the findings of the study conducted by Trenta, et al. (2002) in which participants supported the idea that experienced but newly hired teachers should not receive the same focus with novice teachers.

The experienced new instructor and the novices differed in their attitudes toward teaching and learning. Unlike the novices, focus of the experienced but newly hired instructor was on students, not on her own learning experience. The new instructors having no teaching experience or formal support were mostly concerned with their own learning. This finding correlate with some other studies (e.g. Odell, 1986; Sweeny, 2008) stating that supported new teachers are less concerned with their own survival and more with students' instructional needs. Similarly, the research conducted by Veenman (1984) indicated that new teachers working in an organization with no formal support or guidance are more concerned with their own survival and less with student success. Teachers' attitudes toward teaching were also found to be related with several concepts. For instance, applying constructivist pedagogical practices; matching to differences between learners;

collaboration between fellow teachers; accountability; planning and teaching management; and academy-community relationships were found to be partially mediating the relationship between teachers' sense of self-efficacy and their attitudes towards the teaching profession (Sasson, Kalir & Malkinson, 2020).

The new instructors expressed that their expectations were not met, they did not get any formal support and they felt disappointed. The lack of guidance and support led them to adopt a personal way of dealing with problems related to students and teaching. However, they could not find effective solutions to their problems, felt desperate and stopped trying. As supported by the statements of the PDU member, although the new instructors were motivated to learn and tried to get help from colleagues, it was not effective and detailed enough to meet their needs. They were enthusiastic about professional development; however, they did not have opportunities for receiving formal guidance and assistance. They did not have well-grounded information about many important points such as their rights and duties as an instructor, rules and policies at the university, how to choose course materials, plan instruction, assess students and deal with problematic issues in the classroom effectively. As a result, they had great difficulty in adapting to teaching and the new working environment.

5.3. Research Question 3

“How do new English instructors evaluate the outcomes of the induction programme? What are the effective and ineffective parts of the induction programme?”

In the current study, three new instructors working at a foundation university were interviewed. They reflected on their first year experiences and evaluated the induction programme they attended. Two of the new instructors were novices having no teaching experience and one of them had three years of teaching experience but new at the institution. They received a great deal of formal support and guidance during their first year of teaching. They attended an intense induction programme during a year.

New instructors who received formal support during induction process referred to their first year of teaching as an opportunity for learning. Although they experienced some difficulties at the beginning, they evaluated the year positively, mostly thanks to the induction programme they attended. A study revealed that beginning teachers receiving induction reported satisfactory support, albeit with variations among schools (Kidd, Brown

& Fitzallen, 2015). The result correlates with Cherubini's (2007) findings which indicate that beginning teachers referred to their first year of teaching as encouraging even if they were challenged by some concerns. In the current study, the opportunity to learn was the main positive aspect reiterated by the new instructors throughout the interviews. They emphasized that they loved learning the basics of teaching and working with university students and referred to the first year of teaching as enlightening and useful.

The instructors stated that the most demanding part of their first year was evaluating exams; however, being in the class with students was really satisfying even if some students needed special attention and extra support. They were also satisfied with their relationships with colleagues. They emphasized the positive atmosphere at the university and described their colleagues as positive, helpful, kind and understanding. They reported that they are glad to work at the institution as it is a place where they can trust people, collaboratively work and develop professionally.

The new instructors appreciated policy of the university in terms of educational goals and professional development. They believed that the institution trains instructors in the best way they can. They have positive beliefs about the university, administrators, their colleagues, students and the working environment. They revealed that the reason of this positive attitude was the formal induction they received. Whether experienced or not, each new instructor received systematic guidance and assistance from mentors, trainers and PDU members during their first year of teaching at the university. They expressed that they were all satisfied with the induction programme and it had positive impacts of this support on their personal and professional development.

The new instructors participate in an intense induction programme including various activities during their first year at the university. When they first start working at the university, PDU members provide a one-week training programme in which they give information from administrators, mentors and PDU members. Then each new instructor is paired up with a mentor to plan peer observations, video recorded reflective observations and work on given tasks for a year. They also share the same office or class. New instructors observe their mentors and PDU members. They are also observed by their mentors and PDU members twice a quarter and receive feedback. New instructors meet a PDU member a day before the lesson to talk about their lesson plan. They discuss about activities and techniques to be used in the class and the stages of the course. The PDU member observes the lesson and takes notes. After the lesson, they come together, talk

about details of the lesson and make an action plan on which parts to improve. Later on, the PDU member observes the points they try to improve. The observation process goes on like that until both mentor and the instructor are happy with the result and they move on to another point to improve. New instructors are invited to observe their mentors' and PDU members' classes. Their mentor helps them to prepare lesson plans, answer their questions and help them to do research on classroom practices. New instructors also attend trainings given by trainers or PDU members during the year. At the end of the induction programme, new instructors have an opportunity to evaluate the induction programme.

The administrator and mentor claimed that they cover all the areas that new instructors should know. They believed that the induction programme is fully-loaded and effective. The new instructors made similar comments regarding the formal support they received. They reported that they attended many effective seminars on various topics, they had many opportunities to learn and they got constructive and motivating feedback from their mentors and colleagues. They pointed out that the first year of teaching was exciting and these experiences helped them to raise awareness on effective teaching, classroom management and having good relationships with students. They claimed that the induction programme contributed a lot to their professional development. The new instructors believed that their attitudes and behaviours are more positive while teaching and they feel more confident, patient and competent in the classroom.

The induction programme was reported to have many effects on the new instructors and cause positive changes in their attitudes and classroom performance. The administrator observed that they felt stronger and more confident in the classroom. They had a great deal of information on various topics such as their basic responsibilities as an instructor, where to go when they have problems, how to choose in-class materials, teach effectively and assess learning. In a similar vein, Ashdown, Hummel-Rossi, and Tobias (2006), expressed that new teachers' teaching skills were positively influenced by an induction programme. Another study found that particular induction patterns, features of coaching activities, and teacher-coach match characteristics might impact novice teachers' professional learning and teacher pedagogical success (Kwok, Mitchell & Huston, 2021).

The new instructors highlighted that they learned a lot in their first year of teaching, which raised their tolerance toward students. They referred to the formal guidance and support during induction process as effective and helpful. They expressed that it facilitated to overcome the difficulties they faced in and out of the classroom. The statements of

instructors indicated that getting formal guidance and assistance had positive effects on their adaptation to their new working environment and they did not feel alone. It facilitated to form relationships with their students and colleagues.

The induction programme also increased their sense of commitment and motivation. They felt grateful for the support they got during their induction and they stated that they are willing to contribute both to the institution and to other instructors. Kaplan (2021) found that the support of teacher-mentors predicted autonomous motivation in teaching, which in turn predicted teachers' perception of competence, investment in the school, and sense of self-actualization. The finding also correlates with Tonna and Shanks's (2017) results which indicate that workplace conditions such as the community, pedagogical and social atmosphere can affect teachers' engagement in professional learning. Weiss (1999) also supported this finding claiming that a supportive school culture is related to teachers' higher motivation and commitment to teaching.

Although the new instructors, mentors and the administrator were satisfied with the quality and amount of the induction programme, they had some suggestions to increase the effectiveness of the induction programme. The administrator suggested that they should provide new instructors with opportunities to teach with a senior in the same class at least for two months to fasten adaptation. The mentor and new instructors also mentioned the intensity of the programme. The administrator claimed that as the programme is too intense, it may cause instructors to get confused and overwhelmed. Therefore, she reported that the induction programme should be extended over a longer period of time. Similarly, in the study of Trenta et al. (2002) it was claimed that more time should be devoted to induction programme and mentoring. Identical findings were also reported by Dishena and Mokoena (2016) who suggested that mentors and teachers should be allocated enough time for induction programme activities, working environment should be organized, and mentors should be provided with sufficient sources so that they might share them with novices. In this study, it was also reported that the main aim of the induction programme should be to establish a suitable working environment to facilitate socialization of new instructors.

5.4. Research Question 4

“How can the needs of new English instructors be effectively addressed in an induction programme?”

The socialization of new instructors has the power to shape their professional practices and attitudes toward teaching. Workplace conditions play a key role in facilitating instructors’ professional learning and development, constructing their professional identity, reshaping their understanding of teaching and increasing their career commitment (Flores, 2006). Therefore, understanding their needs and expectations is crucial in order to provide new instructors with meaningful opportunities for professional development.

The current study indicated that new instructors face many challenges in induction process. As they are unfamiliar with their duties as an instructor and they do not feel ready or well-prepared for their new roles, they do not feel confident in the classroom and have difficulty in adapting to their new roles and tasks they are required to perform. In the study, the new instructors not receiving any formal guidance reported that they felt alone and nervous. Their focus was on their own performance rather than their students.

New instructors believed that heavy workload had a negative effect on their productivity. As well as the abundance and novelty of the tasks they were supposed to perform, issues related to classroom management, raising student motivation and meeting their individual learning needs effectively were demanding for them. The new instructors found it challenging to teach effectively, motivate and guide students from different cultural backgrounds. This finding coincides with the study of Ngang, Hong and Chanya (2013) concluded that inexperienced instructors had issues with communication and student motivation especially with understanding pupils of various ethnicities and backgrounds. The study conducted by Gaikhorst et al. (2017) also claimed that some of the main problems experienced by beginning teachers are related to lack of time, paying attention to children with a risk of academic failure and dealing with their parents from a different culture or background.

According to the statements of the new instructors not attending an induction programme, distant relationships with colleagues, lack of collaboration, guidance and assistance were other problematic areas. Although they tried to receive help from their colleagues, it was not sufficient to ease the tension they felt and meet their needs. They did not have an opportunity to get well-grounded information about many critical topics such as their rights

and duties as an instructor, structure of the educational system, rules and policies at the university and how to plan instruction, assess and deal with problematic issues in the classroom.

Considering all the challenges described above, the new instructors supported the idea that whether new or experienced, every instructor needs guidance and support when they start to work at a new institution. They emphasized the importance of formal guidance and assistance regarding effective teaching, duties and roles of instructors, rules and policies to be followed and educational structure. They also claimed that PDU members and administrators should give support to new instructors and provide opportunities for continuous professional development. Similarly, Walker-Wied (2005) emphasized the necessity of sharing educational procedures and policies with novices and expressed that as differences between teacher preparation and the work environment increase, the requirement for support and assistance increases.

Instructors, mentors and administrators participating in the study all agreed on the idea that induction is a crucial phase for an instructor's career and new instructors should be supported and guided effectively during induction process. Similarly, Flores (2006) supported the idea that idiosyncratic and contextual factors have a crucial effect on the success of first year of teaching and induction is an important phase in a teacher's career.

The participants of the current study had some suggestions to meet new instructors' needs during induction process and increase the effectiveness of induction programmes. These suggestions can be listed as follows:

- Collaboration among instructors should be encouraged.
- New instructors' teaching hours should be reduced during induction process in order to make it possible to focus on professional development.
- Induction programme should be extended over a long period of time.
- Induction programme should include various activities such as observations, microteaching, lesson planning, reflecting on classroom performance etc.
- New instructors should be informed about their rights and duties, laws and regulations, rules and policies to be followed at the institution, assessment, classroom management and effective ways to teach and deal with classroom problems.

It was clear from the statements of the participants that induction is considered as an important phase in an instructor's career and the institution should provide new instructors with an effective induction programme in order to facilitate their socialization into the profession and to encourage them to develop systemic, institutional and methodological competence.

To conclude, the new instructors without an induction programme reported negative experiences in their first year of teaching. In contrast, the new instructors receiving an induction programme underwent positive experiences with more positive attitudes. The new instructors also suggested that a collaborative and supportive working environment and an effective induction programme helped them to deal with the difficulties they faced during induction process. Overall, the findings reached in this study were in harmony with previous research.

CHAPTER VI

CONCLUSION AND RECOMMENDATIONS

This chapter summarizes the study and draws conclusions. Recommendations for effective induction and for further research and practice are also presented.

6.1. Conclusion of the Study

Induction is a crucial phase of a teacher's career. It has important effects on formation of teachers' professional identity and beliefs about teaching and learning; and thus on their classroom practices and attitudes. Despite its significant influences on beginning teachers, most of the time they do not receive any formal guidance and assistance during induction process. Therefore, they are alone while facing the difficulties and realities of teaching, which causes negative experiences and feelings. That is why the current study aimed to identify instructors' needs and experiences during induction process, effective and ineffective parts of an existing induction programme and make some practical suggestions to meet instructors' needs regarding induction.

Six new instructors from two universities in Ankara participated in the current study. Three of the new instructors work at a foundation university and they received an intense formal induction programme in their first year of teaching. Two of the instructors were novices and had no teaching experience while one of the instructors was new at the university but had three years of teaching experience. The other three new instructors work at a state university and they did not receive any formal guidance and assistance in their first year. Two of them were new both in the field of teaching and at the university while one of them was new at the workplace but had five years of teaching experience. Also one administrator and one mentor participated in the study from each university to gather well-

grounded data and triangulate the findings. Each participant was interviewed by a structured interview developed by Flores (2006). The interviews adapted from Flores (2006) cover many categories such as instructors' personal background, self-perceptions as an instructor, first year experiences as a full-time instructor, perceptions regarding school in general and their workplace, colleagues, administrators, students and nature of learning, expectations from the university they work at, school culture, perceptions of change, school policy and efficacy of the induction programme they participated. The interviews developed for administrators and mentors cover the same categories with an additional part investigating their perceptions about themselves as administrators/mentors and their roles.

Results of the study indicated that first year teaching experiences had the power to shape instructors' teaching practices, beliefs about teaching as a profession and attitudes towards colleagues, students and the workplace. Although having previous teaching experience facilitates to overcome problems in classroom setting, both novices and newly hired experienced instructors face some challenges in their new working environment. Therefore, they needed formal guidance, assistance and support during induction process. In the interviews conducted at the state university, the novices and the newly hired experienced instructors reported different needs regarding induction process. The novices stated that they needed intense guidance and assistance regarding effective teaching practices, classroom management, attitudes toward students and colleagues, policies and rules to be followed. On the other hand, the newly hired experienced instructors did not express a need for assistance in terms of classroom practices; they were more concerned about the policy of the university and their relationships in their new working environment.

Whether experienced or novice, the instructors all agree on the idea that not receiving a formal support caused them to feel alone and led them to adopt a personal way to solve problems, which caused to deal with more problems in and out of the classroom. The new instructors not attending a formal induction programme had many negative experiences both in and out of the classroom during their first year. They reported that their expectations were not met and they were disappointed because of the lack of support and collaboration. It was also pointed out that in addition to the difficulty of performing their new roles and duties without any guidance and assistance, heavy workload made it impossible to focus on their students' progress and their own professional development. The novices revealed that these negative experiences led them to question their ability to teach. As a result of these difficulties, each new instructor referred to their first year

negatively. The statements of the new instructors were supported by the mentor and the administrator.

The new instructors working at the foundation university had completely different experiences. They received an intense induction programme during their first year of teaching. At the first week of the programme they were introduced to and received information from administrators, mentors and PDU members. Each new instructor was paired up with a mentor and shared the same class and office. They planned peer observations and video recorded reflective observations and worked together on given tasks for a year. Whether novice or experienced, each new instructor had the opportunity to observe their mentors and peers and be observed by them. They talked to their mentor before the lesson and received feedback after the lesson. They focused on each point that needs to be improved during their first year of teaching. Each new instructor attended seminars and trainings and they received help regarding effective teaching methods, classroom management and solving problems in and out of the classroom.

The new instructors participating in this intensive induction programme referred to their first year of teaching as a learning opportunity. Although they had some difficulties, they stated that their first year was enlightening thanks to the opportunities for collaboration and professional development. They had positive impressions regarding students, their colleagues, administrators and the university. They reported that the induction programme is the reason of their positive experiences and they believed that whether experienced or novice, every instructor needs an effective systematic guidance in the first year of teaching. They were all satisfied with the induction programme they attended and they expressed that it had many positive impacts on their personal and professional development.

The new instructors, the mentor and the administrator agreed on the effectiveness of the induction programme. They contended that it helped instructors to overcome the challenges they faced in and out of the classroom, facilitated their adaptation to their new roles and duties and supported them to form good relationships with their students and colleagues. The study showed that as well as its positive effects on instructors' teaching practices and attitudes, induction support had also a positive influence on new instructors' feeling of commitment. The new instructors receiving support and guidance were eager to contribute to their institution and other instructors.

In conclusion, induction is a critical process for new instructors. Even if they have previous teaching experiences, they need support and guidance for effective socialization into the

new working environment. New instructors need to receive detailed information about systemic, institutional and methodological aspects including the educational system, laws and regulations, their rights and duties, policies and procedures followed at the institution, teaching methods and techniques, classroom management, relationships with students and colleagues in order to overcome problems they face and socialize effectively into the profession.

6.2. Recommendations for an Effective Induction Programme

The current study attempted to clarify adaptation challenges and first year experiences of new instructors, their perceptions about induction process and influences and effectiveness of an induction programme. It was carried out with multiple participants, namely novices, newly hired experienced instructors, mentors and administrators, to conduct deeper research and have a detailed picture of induction from a diverse and broader perspective.

As indicated by the study, the new instructors participating in an intense induction programme had many positive experiences during their induction. Although they faced some difficulties, it was much easier for them to overcome thanks to the guidance and assistance they received. The first year of teaching was an enjoyable learning opportunity for them and had many positive influences on their personal and academic life. On the other hand, the new instructors working at the state university did not have an opportunity for formal support. This lack of information and guidance led them to feel alone and adopt a personal way of coping with their duties and problems. The lack of collaboration and distant relationships among instructors made adaptation more difficult for the new instructors and they could not seek advice from colleagues easily. The main problem was, as in many university settings, new instructors were assumed to have basic skills and knowledge to cope with all the roles and duties required of them. As a result of this lack of guidance, assistance and training, the new instructors revealed feeling of disappointment, loneliness and tiredness and they had to find ways to handle their new responsibilities, which led to an isolated induction process.

Being an instructor in a different university setting is also challenging and has an influence on how instructors describe their job and university setting in which they work. In the study, the newly hired experienced instructors faced similar difficulties, such as feelings of isolation, disappointment and low motivation and commitment. The study indicated that

without an effective induction, first year of teaching can be equally tiring and negative for an experienced instructor.

All these findings prove that a formal induction programme is indispensable for effective socialization of novices and newly hired experienced instructors. As well as its positive effect on forming positive teaching experiences, effective induction has the power to change negative perceptions into positive ones. Promoting a supportive school culture and encouraging leadership may increase enthusiasm, commitment and job satisfaction of new instructors. As indicated in the study conducted by Flores (2006), “supportive and collaborative cultures within the school, strong and encouraging leadership and positive feedback from students were three major reasons behind the shift from rather pessimistic expectations toward a more committed and enthusiastic perspective.” (p.60). Therefore, designing and implementing an effective induction programme should be one of our primary focuses.

Induction is a key phase of an instructor’s career. However, in Turkey new instructors either do not receive induction support or it is not comprehensive enough to meet all their needs. All the counterparts ranging from policymakers to school leaders should recognize that intense learning occurs in the first years of teaching and there is an urgent need to provide new instructors with intense guidance and meaningful opportunities for professional development. Therefore, some steps should be taken in order to increase the effectiveness of the existing induction programmes. The scope of the programmes should be broadened and induction programmes should cover all the areas that new instructors need. The findings of this study revealed four main areas that should be focused during the implementation of induction programmes. The following suggestions were made accordingly by referring to the current literature:

1. *Systemic Knowledge:* As indicated by the findings of the study, new instructors did not have almost any knowledge in terms of the structure of educational system, their duties and roles as an instructor and laws and regulations regarding civil rights. Even basic issues were problematic for them. The new instructors stated that they were unfamiliar with their new duties in and out of the classroom. They did not know whether they have a right to receive permission, in which circumstances they can have permission and which procedures they should follow. They also had no idea on many common problems such as whether they can send off a student out of the classroom, what to do when a student brings an illegally printed book or

when they catch a student cheating. As stated by one of the administrators, the new instructors felt stressed and confused about what to do when they have a problem in and out of the classroom because they did not know about the laws and regulations. Similarly, Osborne and Russo (2011) emphasized that most of the teacher education programs offer either little or no instruction on education law and teachers may find it frustrating, time-consuming, or costly to find information regarding employment or instructional issues. In the same vein, Schimmel and Militello (2011) stated that most teachers are either uninformed or misinformed about their rights and responsibilities as a teacher. They highlighted that teachers' being legally literate is very important because in this way, they will be "informed practitioners of preventive law who can use their legal knowledge to protect their students, their schools and themselves" (p.55). Considering crucial consequences of neglecting educators' lack of legal knowledge, Schimmel and Militello (2007) supported the idea to promote legal literacy among teachers in not only teacher certification but also professional development programs. Therefore, it is clear that a high-quality induction programme should provide opportunities for new instructors to learn about their rights and responsibilities and help them to develop systemic competence.

2. *Institutional Knowledge:* Recently, more studies focused on the importance of school as an organization considering its effects on many areas ranging from motivation of teachers to leadership. With this point of view, Porter and McLaughlin (2006) emphasized the necessity to give more attention to the role of the organizational context as a major factor affecting specific areas such as communication, motivation, teams, leadership behaviour and outcomes. Kelchtermans and Ballet (2002) also highlighted the interaction between the beginning teacher and the school as an organization and its influences on the actions and beliefs of beginning teachers. Similar to the idea of Brock and Grady (2006), it is clear that each university is a unique entity with a specific culture. In this respect, as well as the importance of a positive school climate (Dernowska, 2017; Spicer, 2016), it is necessary to learn about institutional aspects such as policy, rules and key figures at the institution. Therefore, as supported by (Feiman-Nemser, 2010), providing information about the organizational structure and culture of the school is an important part of inducting new instructors into a

professional culture of collaboration, and helping them to become successful practitioners.

In the current study, another problem expressed by the new instructors was lack of knowledge about the organizational structure of the university, key figures at the university, administrative roles, and rules, policies and procedures to be followed in the particular university setting. Both novices and experienced instructors reported that they had difficulty in induction process as they did not know procedures and rules at the university, with whom to interact and what to do in case of a problem. They emphasized the need for introducing administrative roles and key figures at the university. In addition, as they did not know the policy of the university and procedures to be followed in case of a problem, they adopted a personal way of solving problems, which ended up a more chaotic situation. Therefore, institutional aspects should be another focus in an effective induction programme.

3. *Methodological knowledge*: Methodological knowledge which includes both the knowledge of the content of learning and the teaching knowledge is evidently important for every instructor. As indicated by Sabljic (2014), a teacher having methodological knowledge and actively applying it, is “well-versed in the content of the subject that is taught, and at the same time masters the appropriate ways of adapting the prescribed learning content to the principles of psychology, sociology, pedagogy and didactics” (p.65). Focusing on the importance of teachers’ development as future reflexive practitioners, Maksimović et al. (2018) also emphasized that professional development, methodological knowledge and reflexive practice are necessary in order to develop competent teachers. Similarly, Romankova (2020) highlighted that crucial social, economic and political changes taking place in the modern world lead to the modernization of the entire education system. She supported the idea to form methodological competence of teachers through independent research, teaching activities, reflection and various forms of education such as seminars, lectures and practical classes to meet modern requirements for the training of specialists in higher education institutions. Because of its primarily experiential character, instructors should certainly be able to devise methodological knowledge on their own. However, actively applying methodological knowledge is mostly challenging for novices because of the gap

between theory and practice (Flores & Day, 2006; Fottland, 2004; Kanno & Stuart, 2011; Weiss, 1999).

In this study, the most common problems revealed by the new instructors were about regulation of teaching processes, implementation of useful teaching practices, planning instruction, choosing useful course materials, effective management of learning environment, assessment and dealing with problematic issues in the classroom. The novices stated that they had difficulty in managing their classroom, motivating students, establishing authority, and using effective techniques and methods while teaching. They did not feel confident in the classroom. They highlighted that they needed guidance and assistance to increase the effectiveness of their teaching practices. The study clearly revealed that pre-service teacher education is not sufficient for effective teaching practices and in order to bridge the gap between theory and practice, new instructors should be supported methodologically. Therefore, a high-quality induction programme should also focus on how to teach effectively and help to develop methodological competence. Considering all these findings revealed above, an induction programme covering the following aspects can be suggested:

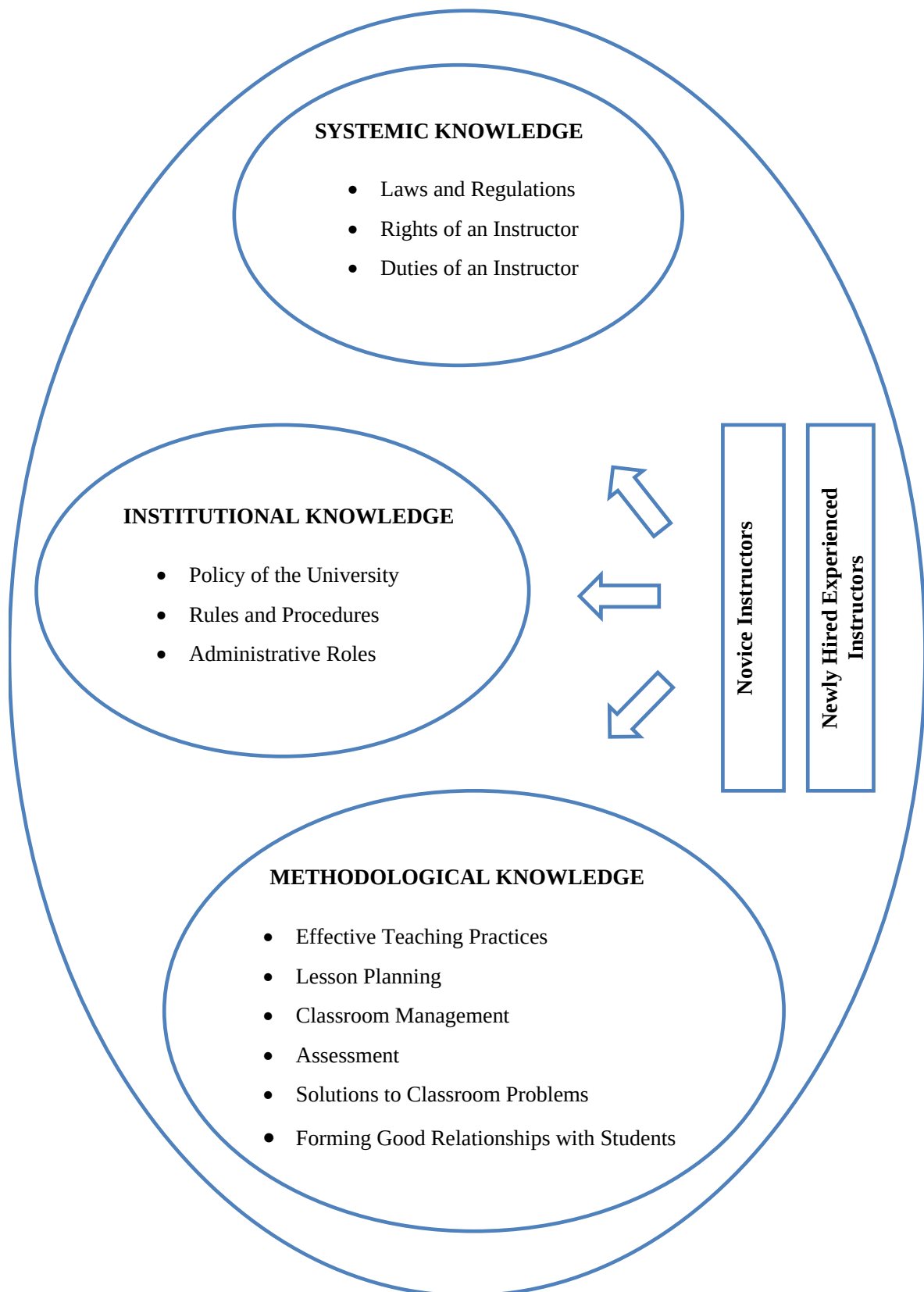


Figure 6. A Recommendation for Induction Programme Components

It must however be borne in mind that the proposed induction programme must be approached with flexibility since the components might bear varying significance for other educational institutions or the needs for other instructors might vary. Both the findings of the current study and previous research supported the idea of flexibility.

4. *Flexibility*: In the current study, the novices working at the state university reported the need for systemic, institutional and methodological knowledge and competence. However, their primary focus was on methodological competence. As well as reporting the lack of information about their roles, duties, rules and policy of the university, they frequently emphasized problems regarding teaching practices, classroom management and relationships with students. On the other hand, the newly hired experienced instructor believed that she did not need guidance or assistance for teaching effectively and dealing with students. However, she emphasized the need for support in terms of relationships with colleagues, policy of the university and school culture. The new instructors working at the foundation university were satisfied with the formal support they received and collaboration among the staff. They highlighted more detailed needs such as standardization in grading.

Considering the findings above, it is clear that new instructors have various personal and professional needs. Regarding induction programmes, McCann and Johannessen (2004) expressed that their rigid structure and inconvenient schedule requirements are common problems of induction programmes. As a solution to induction problems, Bleach (2013) claimed that an individual-centered model of induction gives scope to analyse new teachers' needs and their possible contributions to school. Therefore, as supported by Flores (2006), an effective induction programme should be needs-oriented and context-dependent. The design of the induction programme should be flexible to meet personal and professional needs of new instructors. It should also provide opportunities to overcome contextual difficulties in particular school settings. Professional development opportunities and the type of support strategies provided to new instructors should be determined considering their specific personal, professional and contextual needs.

To sum up, in order to increase the quality of teaching, new instructors should be assisted and guided in induction process and they should be supported to develop systemic,

institutional and methodological competences. To increase the effectiveness of the induction programme, it should be needs-oriented and context-dependent. A needs analysis should be conducted with new instructors and they should receive detailed information on the areas they need to improve. At the end of induction support, new instructors should reflect on the process and additional information should be provided if necessary. Duration and intensity of the programme also should be designed in accordance with new instructors' needs.

6.3. Recommendations for Further Research and Practices

This study focused on the first year teaching experiences of new instructors and induction process. Through detailed structured interviews, well-grounded data was gathered from novices, newly hired experienced instructors, mentors and administrators. The study drew some important conclusions, which led to recommendations for further research and practices.

As the interview results indicated, novices have many difficulties in their first year of teaching such as workload, teaching practices, classroom management and relationships with students and colleagues. To overcome these difficulties and ease the tension in induction process, teacher education programs can be innovated in a way that can better prepare teachers to teach right after graduation and to face realities of teaching. During induction process, a collaborative and supportive working environment should be ensured and fostered for new instructors and a detailed and effective induction programme should be implemented to socialize them effectively into the profession and new workplace. In this respect, administrators and mentors should be trained to provide necessary support to new instructors.

Additional studies focusing on induction support for novices and newly hired experienced instructors could increase our understanding regarding socialization process. This study conducted detailed semi-structured interviews to gather data. The findings of the study can be multiplied through multiple instruments such as questionnaires and reflections. The number of the participants is limited in the study. A larger sample selection can be valuable for the significance and generalizability of the study. What is more, the current study examined induction process in two universities; one of them is a state university and the other one is a foundation university. Taking physical and economical features of the

universities into consideration may provide more objective comparisons. Also an induction programme including systemic, institutional and methodological aspects should be implemented and its effects should be examined.



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APPENDICES



APPENDIX-1. Interview for English Instructors

Age:

Gender:

Years of Experience:

Years of Experience in the Current School:

Section 1

Topics to be covered	Interview Questions
Personal Background	
Schooling Experiences	• Looking back on your schooling background as a student, what are the most significant experiences you can remember?
Entry Teacher Education	• Why did you decide to enter a teaching career? • Can you identify the main influences for this decision?
Teacher Education	• Reflecting on your pre-service education how do you analyze your experience as a student teacher? • Could you identify the most relevant experiences during this period?
Teaching Practice	• And what about your teaching practice? • How do you evaluate your own experience(s) during your teaching practice period?
Self-Perceptions as an instructor (images, role, beliefs)	• Could you define yourself as an instructor? • What does it mean for you to be an instructor? • How do you see your role as an instructor?
Teaching/learning processes (images)	• How do you see the teaching/learning process(es)? • How do you define good teaching? Why?
First Experiences as a full-time instructor (expectations, former images of the school, perceptions, change)	• What were your expectations about teaching and about being a full-time teacher in a school? • Could you describe your first experiences as a teacher in this school? • Did you change your perceptions regarding your job during these first months? Why and in what way? Could you describe any particular event or events you can remember?

	• Could you describe a situation from which you learned during this period? In what way? How did it happen? • Among all duties required of you as an instructor which do you find most demanding and challenging so far? What about the most satisfying ones? How did you learn to handle these duties?
School	• How do you define the school as a workplace? • What impressions do you have of the school in which you are teaching?
Colleagues Principal	• What about your colleagues' reactions? • What about the principal? And other staff? And the existing facilities?
Students	• What are your students like? • How do you perceive your work with students? Could you describe your relationship with them? • Did you change the way you interact with them? • How do you think students perceive you?
School Policy	• Could you describe the school's policy (in terms of educational goals and staff professional development)? • Is there any particular activity aimed of introducing you to this school or to your new responsibilities as an instructor? • What about your colleagues teaching the same subject? • What kind of support have you had so far?

Section 2

Topics to be covered	Interview Questions
First Year of Teaching (Overall Evaluation)	• How do you evaluate your experience throughout the last academic year? • What were the most significant experiences during the last year?
Perceptions of Change An overview	Have you changed (your behavior/performance/ understanding) since the beginning of the year until now? In what way? Why? If not, why not? Have you changed your perceptions regarding your job during the last year? Why and in what way?
The duties	Could you describe any particular event or events you can remember? Among all duties required of you as a teacher, which do you find most demanding and challenging? What about the most satisfying ones?
Contexts, Processes and Nature of Learning	Looking back on your own experience as a teacher during the last year, what kind of learning experiences can you remember? What were the most relevant experiences during that period? Could you describe a situation from which you have learned during this period? What did you learn? How did it happen? With whom did you learn? What were the effects on your attitudes to and practices of teaching? Please give examples.
Support (Induction)	What kind of support have you had during the last year? What were the main difficulties you have to face? How did you face them? What kind of support would you like to have had? If you have attended an induction programme; What kind of activities have you undertaken? (e.g. working with a tutor/ supervising teacher, observing other teachers etc.) How often? How long? Could you evaluate the effectiveness of the induction programme you attended? In what other areas would you like further guidance and support?

Section 3

Topics to be covered	Interview Questions
First Year of Teaching (Overall evaluation)	• Looking back on your first year of teaching what are the most significant (positive and negative) experiences you can remember? Why did they occur? In what context? What was your response? • How do you analyze your experience as an instructor last year? • What were the main factors (positive and negative) that influenced you as an instructor and your teaching last year? • Could you identify specific/different phases during your first year for instance in terms of your own change and learning? • What were the effects of your first year of teaching on your attitudes to and practices of teaching? Please give examples.
The second year of teaching First experiences at the school	• What are your expectations about teaching and about being an instructor in your new school? • What is the similarity and/or difference between your experience last year and this year? • Could you describe your first experiences as an instructor in this school? What are the main (positive and negative) situations you can remember so far?
Expectations Effects of the prior learning and experience on the attitudes to and practice of teaching	• What impressions do you have about the school in which you are teaching? • What about your colleagues?
School as a workplace	• What about the principal? And other staff? And the existing facilities? • What are your students like? • How do you perceive your work with students? Could you describe your relationship with them? • How do you think students perceive you? • Could you describe the school policy (in terms of educational goals and staff professional development)?

Section 4

Topics to be covered	Interview Questions
	Looking back on your second year of teaching what are the most significant (positive and negative) experiences you can remember? Why did they occur? In what context? What was your response?
Second Year of Teaching (Overall evaluation)	What were the effects of your first year of teaching on your attitudes to and practices of teaching? Please give examples. What were your expectations about teaching and about being a teacher in this school? How do you feel now about them? What were/are your main concerns as a teacher over your second year of teaching? Are/were they different from last year? In what way? What were the greatest challenges you faced this year? How did you deal with them?
The Workplace	What are the main differences/similarities between last year and this year in terms of work, relationship with colleagues, school atmosphere, leadership, students, etc?
Leadership	How do you describe the leadership in this school? Why?
School Department Culture/ Culture	What about the work with your colleagues in general? Could you identify the most influential aspects of the school/department culture in relation to your teaching?
	How do you evaluate your work as an instructor in this school? Why?
Self-efficacy	What went wrong? What went well? Why? What was your response? How did you feel about it? Could you identify the most influential factors in your response/feelings/point of view? What about your self-confidence? How about morale?
Professionalism	How do you describe your work as an instructor? Could you identify the core issues of teaching as a profession? What makes you a professional?
Professional Identity and Personal Biography	Could you identify the most influential aspects on your own view and practice of being a teacher? How do you see yourself as a teacher? Why? What were the most influential factors on your work and perspective as a teacher?
Conception of Teaching (Bureaucracy versus Caring/ Human Dimension)	How did you deal with the bureaucratic dimension of teaching? What was your response in the light of the caring/human dimension of teaching (that you described earlier at the beginning of the year)? What was the most important/relevant one in your work over the last year? Why?

APPENDIX-2. Interview for administrators

Age:

Gender:

Years of Experience:

Years of Experience in the Current School:

Section 1

Topics to be covered	Interview Questions
First Year of Teaching (Overall Evaluation)	• How do you evaluate beginning instructors' experience throughout the last academic year? • What were the most significant experiences during the last year?
Perceptions of Change An overview	Have they changed (their behavior/performance/ understanding) since the beginning of the year until now? In what way? Why? If not, why not? Have they changed their perceptions regarding your job during the last year? Why and in what way? Could you describe any particular event or events you can remember?
The administrator	Could you define yourself as an administrator? What does it mean for you to be an administrator? How do you see your role as an administrator? How do you define good teaching?
The teaching	How do you define the school as a workplace?
The school	Among all duties required of you as an administrator, which do you find most demanding and challenging?
The duties	What about the most satisfying ones?
Support (Induction)	What kind of support have you given during the last year? What were the main difficulties beginning instructors have to

face?

How did they face them?

What kind of support would you like to have given?

If you have an induction programme;

What kind of activities have beginning instructors undertaken? (e.g. working with a tutor/ supervising teacher, observing other teachers etc.) How often? How long?

Could you evaluate the effectiveness of the induction programme you provided?

In what other areas would you like further guidance and support?

Section 2

Topics to be covered	Interview Questions
First Year of Teaching (Overall evaluation)	• Looking back on beginning instructors' first year of teaching what are the most significant (positive and negative) experiences you can remember? Why did they occur? In what context? What were their responses? • How do you analyze beginning instructors' first year of teaching? • What were the main factors (positive and negative) that influenced instructors and their teaching last year? • Could you identify specific/different phases during their first year for instance in terms of your own change and learning? • What were the effects of their first year of teaching on their attitudes to and practices of teaching? Please give examples.
Personal images/beliefs about being an instructor, teaching/learning processes, school as a workplace	Could you define them as an instructor? How do you see their role as an instructor?
The second year of teaching First experiences at the school	• What are your expectations about teaching and about being an instructor? • What is the similarity and/or difference between beginning instructors' experience last year and this year? • Could you describe their first experiences as a teacher in this

Expectations	school? What are the main (positive and negative) situations you can remember so far?
Effects of the prior learning and experience on the attitudes to and practice of teaching	• How do you perceive their work with students? Could you describe their relationship with them? • How do their colleagues perceive them?
School as a workplace	• How do you think students perceive them? • Could you describe the school policy (in terms of educational goals and staff professional development)?
Learning/Change	
Overall evaluation of the first months of teaching in a new school	• Among all duties required of them as an instructor, which do you find the most demanding and challenging? What about the most satisfying ones? How did they learn to handle these duties?
	• Have they changed their perceptions regarding their job during the last months? Why and in what way? • Have they changed the way they interact with their students? • Could you describe any particular event or events you can remember? Could you describe a situation from which they learned during the last few months? What did they learn? In what way? How did it happen? What was difficult/easy?

Section 3

Topics to be covered	Interview Questions
Second Year of Teaching (Overall evaluation)	Looking back on their second year of teaching what are the most significant (positive and negative) experiences you can remember? Why did they occur? In what context? What was your response? How do you analyze their experience as an instructor last year? What was similar/different from their first year of teaching? Why? What were the main factors (positive and negative) that influenced them as an instructor and their teaching last year? Could you identify specific/different phases during their second year for instance in terms of their learning and change? What were the effects of their first year of teaching on their attitudes to and practices of teaching? Please give examples. What were your expectations about their teaching in this school? How do you feel now about them? What were/are their main concerns as an instructor over their second year of teaching? Are/were they different from last

	year? In what way? What were the greatest challenges they faced this year? How did they deal with them?
The Workplace	How do they perceive this school? Why? What are the main differences/similarities between last year and this year in terms of their work, relationship with colleagues, school atmosphere, leadership, students, etc?
Leadership School Culture/ Department Culture	How do they describe the leadership in this school? Why? What about the work with their colleagues in general? Could you identify the most influential aspects of the school/department culture in relation to their teaching?
Self-efficacy	How do you evaluate their work as an instructor in this school? Why? What went wrong? What went well? Why? What was their response? How did they feel about it? Could you identify the most influential factors in their response/feelings/point of view? What about their self-confidence? How about morale?
Professionalism	How do you describe their work as a teacher? Could you identify the core issues of teaching as a profession? What makes them a professional?
Professional Identity and Personal Biography	Could you identify the most influential aspects on their own view and practice of being an instructor? How do they see themselves as an instructor? Why? What are/were the most influential factors on their work and perspective as an instructor?
Conception of Teaching (Bureacracy versus Caring/ Human Dimension)	How did they deal with the bureaucratic dimension of teaching? What was their response in the light of the caring/human dimension of teaching (that you described earlier at the beginning of the year)? What was the most important/relevant one in their work over the last year? Why?
Learning/Change	Have they changed their perceptions regarding their job during the last year? Why? In what way? Have they changed the way they interacted with their students? Could you describe any particular event or events you can remember? Could you describe a situation from which they learned during the last year? What did they learn? In what way? How did it happen? What was difficult/easy?

APPENDIX 3. Interview for mentors

Age:

Gender:

Years of Experience:

Years of Experience in the Current School:

Section 1

Topics to be covered	Interview Questions
First Year of Teaching (Overall Evaluation)	• How do you evaluate beginning instructors' experience throughout the last academic year? • What were the most significant experiences during the last year?
Perceptions of Change An overview	Have they changed (their behavior/performance/ understanding) since the beginning of the year until now? In what way? Why? If not, why not? Have they changed their perceptions regarding your job during the last year? Why and in what way? Could you describe any particular event or events you can remember?
The mentor	Could you define yourself as a mentor? What does it mean for you to be a mentor? How do you see your role as a mentor? How do you define good teaching?
The teaching	How do you define the school as a workplace?
The school	Among all duties required of you as an administrator, which do you find most demanding and challenging?
The duties	What about the most satisfying ones?
Support (Induction)	What kind of support have you given during the last year?

What were the main difficulties beginning instructors have to face?

How did they face them?

What kind of support would you like to have given?

If you have an induction programme;

What kind of activities have beginning instructors undertaken? (e.g. working with a tutor/ supervising teacher, observing other teachers etc.) How often? How long?

Could you evaluate the effectiveness of the induction programme you provided?

In what other areas would you like further guidance and support?

Section 2

Topics to be covered	Interview Questions
First Year of Teaching (Overall evaluation)	• Looking back on beginning instructors' first year of teaching what are the most significant (positive and negative) experiences you can remember? Why did they occur? In what context? What were their responses? • How do you analyze beginning instructors' first year of teaching? • What were the main factors (positive and negative) that influenced instructors and their teaching last year? • Could you identify specific/different phases during their first year for instance in terms of your own change and learning? • What were the effects of their first year of teaching on their attitudes to and practices of teaching? Please give examples.
Personal images/beliefs about being an instructor, teaching/learning processes, school as a workplace	Could you define them as an instructor? How do you see their role as an instructor?
The second year of teaching First experiences at the school	• What are your expectations about teaching and about being an instructor? • What is the similarity and/or difference between beginning instructors' experience last year and this year? • Could you describe their first experiences as a teacher in this

Expectations	school? What are the main (positive and negative) situations you can remember so far?
Effects of the prior learning and experience on the attitudes to and practice of teaching	• How do you perceive their work with students? Could you describe their relationship with them? • How do their colleagues perceive them? • How do you think students perceive them?
School as a workplace	• Could you describe the school policy (in terms of educational goals and staff professional development)?
Learning/Change	• Among all duties required of them as an instructor, which do you find the most demanding and challenging? What about the most satisfying ones? How did they learn to handle these duties?
Overall evaluation of the first months of teaching in a new school	• Have they changed their perceptions regarding their job during the last months? Why and in what way? • Have they changed the way they interact with their students? • Could you describe any particular event or events you can remember? Could you describe a situation from which they learned during the last few months? What did they learn? In what way? How did it happen? What was difficult/easy?

Section 3

Topics to be covered	Interview Questions
Second Year of Teaching (Overall evaluation)	Looking back on their second year of teaching what are the most significant (positive and negative) experiences you can remember? Why did they occur? In what context? What was your response? How do you analyze their experience as an instructor last year? What was similar/different from their first year of teaching? Why? What were the main factors (positive and negative) that influenced them as an instructor and their teaching last year? Could you identify specific/different phases during their second year for instance in terms of their learning and change? What were the effects of their first year of teaching on their attitudes to and practices of teaching? Please give examples. What were your expectations about their teaching in this school? How do you feel now about them? What were/are their main concerns as an instructor over their second year of teaching? Are/were they different from last year? In what way?

	What were the greatest challenges they faced this year? How did they deal with them?
The Workplace	How do they perceive this school? Why? What are the main differences/similarities between last year and this year in terms of their work, relationship with colleagues, school atmosphere, leadership, students, etc?
Leadership	
School Culture/ Department Culture	How do they describe the leadership in this school? Why? What about the work with their colleagues in general? Could you identify the most influential aspects of the school/department culture in relation to their teaching?
Self-efficacy	How do you evaluate their work as an instructor in this school? Why? What went wrong? What went well? Why? What was their response? How did they feel about it? Could you identify the most influential factors in their response/feelings/point of view? What about their self-confidence? How about morale?
Professionalism	How do you describe their work as an instructor? Could you identify the core issues of teaching as a profession? What makes them a professional?
Professional Identity and Personal Biography	Could you identify the most influential aspects on their own view and practice of being an instructor? How do they see themselves as an instructor? Why? What are/were the most influential factors on their work and perspective as an instructor?
Conception of Teaching (Bureacracy versus Caring/ Human Dimension)	How did they deal with the bureaucratic dimension of teaching? What was their response in the light of the caring/human dimension of teaching (that you described earlier at the beginning of the year)? What was the most important/relevant one in their work over the last year? Why?
Learning/Change	Have they changed their perceptions regarding their job during the last year? Why? In what way? Have they changed the way they interacted with their students? Could you describe any particular event or events you can remember? Could you describe a situation from which they learned during the last year? What did they learn? In what way? How did it happen? What was difficult/easy?

APPENDIX 4. A Sample Interview Conducted with a New Instructor

Age: 25

Gender: Female

Years of Experience: 1

Years of Experience in the Current School: 1

- Looking back on your schooling background as a student, what are the most significant experiences you can remember?

I guess they are difficult to identify because everything seems so mixed up when I look back right now. However, I can say that there were some wow-moments and there were the times that I got frustrated due to the load of theoretical load. Some courses such as linguistics and syntax had me amazed and confused at the same time, which I like because I like to be challenged. Some courses could not go beyond some trivial information in the coursebook. I loved the things that were hands-on and practice-based along with the theories, but I believe that there were a few instructors of mine thriving to achieve that goal. I always liked the assignments and course contents that are related to the real life and applicable. Yet, most of the times we were asked to write a “reflection” paper without even a small prompt. I believe that without this small guidance that may foster critical thinking skills of bachelor or MA students, our teacher training faculties cannot accomplish and foster the teacher identity construction process of the students.

- Why did you decide to enter a teaching career?

I had so many role model English teachers. I guess I felt kind of a closeness to them because of their skills and personalities. I might have wanted to be like them, but also there has always been a side of me teaching to people since I was a small child. I have always liked the attention and spotlight to be right on me, and this is that kind of profession to start, I guess.

- Can you identify the main influences for this decision?

My favorite lesson was always English from the moment I started learning it. I felt successful at that area and I tutor my close friends when I was in middle school. I always helped them for English. Also, my role model Eng teachers helped me to shape my career path.

- Reflecting on your pre-service education how do you analyze your experience as a student teacher?

Being student-teacher is the worst because I am always excitable and nervous when I want to do something well. So, I was nervous during micro-teachings and practicum micro-teachings. Yet, I believe I learned a lot about classroom management, lesson planning, activity and material development. Also, towards the end of the practicum I was able to shake off the nerves and feel more confident while teaching. I felt very good during my final micro-teaching in practicum even though I had some procedural problems during the lesson. I guess those problems enabled me to realize what works and what doesn't in a lesson.

- Could you identify the most relevant experiences during this period?

I believe the most relevant experiences of this period belong to practicum and methodology lessons. For example, in practicum, I forgot how to apply, and activity and it did not go as smooth as I had actually planned. Yet, I managed to improvise a little and say something to cover the situation. Also, I remember that in one of the videos I had been recorded during micro-teachings, I was playing with my hair constantly rather than to show a good posture and all. I felt embarrassed when I watched it and I have been paying attention to such things since then.

- And what about your teaching practice?

I always remember the first year of my teaching because it was the time that I started to discover what kind of a teacher I am. I sometimes had a hard time to manage classroom, homework assignments, and activities but I tried so many different things and it helped me to gain an insight and realize what to do as a teacher.

- How do you evaluate your own experience(s) during your teaching practice period?

Generally speaking, they are positive. As I said I had some issues but who doesn't? Teaching is a long journey of discovering.

- Could you define yourself as a teacher?

I try to be a positive and fostering teacher in the classroom rather than being critical and uncomfortable with the students. I try to create a positive learning environment for everyone and help every student as much as they need equally. I also try to be someone who can enhance students' worldview and make sure that they are ready to go to their departments and start their own lives. On the other hand, I am trying my best to not be forgetful. I sometimes forget the assignments I give. That's why I keep a hw checklist all

the time. Every now and then, I try to make students relaxed with different activities because I want students to make themselves home.

- What does it mean for you to be a teacher?

It may sound a bit cliché but a teacher should be a guide and facilitator rather than being and authority. Also, the most important quality of a teacher should be “being emphatic” towards the students, their needs and problems.

- How do you see your role as a teacher?

I try to provide the qualities I listed above in the previous two questions.

- How do you see the teaching/learning process(es)?

They are not easy and for every student and classroom it is different. One thing working with someone or one class may not work with the others. So, teaching and learning processes go hand in hand and they are in constant change.

- How do you define good teaching? Why?

As I said before, a good teacher should be emphatic, facilitator and provide guidance. That’s how students can discover themselves and learn to take control of their own learning. Also, sense of humor is quite important to create a positive atmosphere in the classroom.

- What were your expectations about teaching and about being a full-time teacher in a school?

I worked in three different schools both as a part time and full-time teacher. The expectations do not change according to the work status, whether part or full, every teacher needs a lot of support from the first day to the last. For everything to go smooth in the classroom, every part in a school such as IT and administration should provide the teacher’s basic needs like good technological tools, quality board markers and stationary needs. Another important thing that institutions should provide is professional development and collaborative working environment among teachers. Moreover, teachers should not feel left out in decision making processes which directly effects their work.

- Could you describe your first experiences as a teacher in this school?

I felt alone because I did not even have induction program. I did not know the school and its facilities. I did not know the exam systems and student profile. I literally felt nervous for the first couple of weeks. I believe whether new or experienced, every teacher needs a lot of guidance when they start to work in a new intuition.

- Did you change your perceptions regarding your job during these first months? Why and in what way? Could you describe any particular event or events you can remember?

I felt more comfortable because it was my third year of teaching. I gained enough knowledge of teaching four skills alongside good old grammar. I was good at designing a lesson plan for these specific areas and specialized for different classes. I do not have a particular memory at the moment.

- Could you describe a situation from which you learned during this period? In what way? How did it happen?

I don't think there is a particular moment or situation because all things add up to a whole to teach you something. Every moment is valuable when you pay attention.

- Among all duties required of you as a teacher which do you find most demanding and challenging so far? What about the most satisfying ones? How did you learn to handle these duties?

I think invigilation is the most demanding and stressful one because every institution has different rules and every first invigilation duty brings another stress when you do not know the rules by heart. I learned it by experiencing numerous ones and asking questions to the authorities. The most satisfying duties are always the one that are process oriented such as portfolios. I like implementing portfolio assignments and grading them. However, the only downside of it that these kinds of duties are quite a bit subjective to grade, so it requires standardization. I haven't experienced anything like that in my current institution.

- How do you define the school as a workplace?

The school should be like home because every teacher spends most of their day at school. It should be comfortable and provide teachers their basic needs as I said above.

- What impressions do you have of the school in which you are teaching?

Regarding its physical conditions, it is a classical state school building, old and lacks modern bits such as elevator or air conditioning. Also, the class sizes are not equal which affects student distribution. Technological items in classes are old and new ones are

definitely needed. As for its working, there are some things that are not as effective as I expected. The consistence between curriculum and testing is a little bit problematic due to several concerns. First of all, we do not have standardization for grading, so every teacher follows their own instinct. New holistic rubric for productive parts of the exams is not helping either because it is not as detailed or specialized for the tasks that vary from exam to exam. Professional development department events are rare and symbolic due to time restrictions. Lastly, I believe that teachers are expected to carry more burden than they can handle.

- What about your colleagues' reactions?

They mostly agree with me, I guess. I did not have a lot of detailed conversations on that topic.

- What about the principal? And other staff? And the existing facilities?

As there are so many teachers, our relationship between the principal is limited. I do not have a lot of ideas on his working procedures. I only visit to get my annual leave and such. Since teachers follow teach and go, I do not have much of an interaction with them either. I only communicate with the people who are in my office. Facilities can be better, but they are doing their job. I like the cafeteria, but its building can be more spacious to feel more comfortable. The biggest problem in terms of facilities is that the teachers should pay for every basic stationery need such as photocopy and printing activities.

- What are your students like?

They have a certain profile where you can find a mixture of students from west and east. They are mostly graduate of state high schools and their educational and economic backgrounds are of mostly middle class. Mostly, they are not very motivated to learn English and they see prep school as a burden. As the education system does not depend on student centered learning and autonomy, most of the time they struggle to discover their own learning style and they end up a bit better towards the end of the education year. Every class has four to five high achiever and low achiever. The rest are hanging in the middle, which resembles a bell curve.

- How do you perceive your work with students? Could you describe your relationship with them?

As my age is close to theirs, I feel like I can connect with them and relate to their problems. I try to be a helpful and friendly teacher, which makes me approachable, I guess.

- Did you change the way you interact with them?

At first, I was like a fish out of water, but now I am more knowledgeable of reading my students. Also, I could not decrease points when I grade a student work because I felt bad. However, now I think I have found the balance and become as objective as possible.

- How do you think students perceive you?

It depends because everyone is unique, and I have more than 80 students per year.

- Could you describe the school's policy (in terms of educational goals and staff professional development)?

Concerning staff professional development, they allow every teacher to pursue their academic career and support them to publish academic papers or do presentations at conferences. Although, as for yearly goal setting and individual teaching development, there needs to be a more systematic program. In terms of educational goals, I believe they are quite a bit exam oriented. The schedule is arranged to finish 4 coursebooks, which creates a hectic environment in lesson implementation. Teachers do not have freedom to do as many communicative activities as they could because of this issue. I wish our goal is to foster our students' communicative competence rather than finishing 4 course books.

- Is there any particular activity aimed of introducing you to this school or to your new responsibilities as a teacher?

No.

- What about your colleagues reaching the same subject?

I don't have any information on that.

- What kind of support have you had so far?

Officemates of mine helped me through lots of problems and questions. Other than that, I don't recall any support.

- How do you evaluate your experience throughout the last academic year?

I believe it was moderate. It was good in a way that I had more experience and got used to using the same book and same school rules. That helped me to implement better activities and improve my lessons. Also, since I got to know the student profile from last year, I had an easier time to prepare my lesson plans and all. Alongside teaching, I also pursue my MA degree. The first semester was fruitful, but I lost my motivation in the second semester due to corona virus. The same motivation problem arose in my teaching, as well because nothing was clear, and we spent 3 months without a good and adapted curriculum.

- What were the most significant experiences during the last year?

I had a really good connection with my first semester classroom. They were really harmonious and every kind of games and activities I used worked well.

- Have you changed (your behavior/performance/ understanding) since the beginning of the year until now?

I try to set the classroom rules at the beginning of the semester. I make sure that I include students into the classroom rule process as well. Also, I believe that the more I aged the more the relationship with our students gets effected. It happens naturally, I guess. The experience and the knowledge shows.

- Why?

The reason for rule setting is that my vision about prep school ss changed dramatically. I used to think that they are more like and adult and can take care of their own issues. Yet, they are like high school students and need a lot of guidance/limits that are not intimidating but fostering the positive classroom environment.

- Have you changed your perceptions regarding your job during the last year?

I used to think that I would have more flexibility and freedom in teaching, however, everything depends on the school's curriculum and material/testing units. I feel like I do not have enough time to be creative and free.

- Why and in what way?

Due to curriculum, we have a very tight schedule. Also, once students discover the exam types, all they care about become those type of activities. We do test speaking, yet I still struggle to make my students like those activities.

- Could you describe any particular event or events you can remember?

During the first couple of lessons of this semester, after ice breaks, I explained my expectations, rules that I want to be followed and their reasons. After that, I asked their

opinions on those issues. When everything is over, I want all students to prepare posters for classroom rules and I believe they have fun with it.

- Looking back on your own experience as a teacher during the last year, what kind of learning experiences can you remember?

It is difficult to identify because as I said every moment in classroom is a learning experience when you know how to evaluate yourself and your students. I started to realize my students' needs quicker than before. Also, since we had a quarantine period, I had a lot of chance to attend webinars or online conferences. On the top of that, MA courses I took helps a lot to gain new perspectives into teaching English.

- What kind of support have you had during the last year?

Colleagues and friends helped me for the topics like lesson preparations, or questions about procedures.

- What were the main difficulties you have to face?

Last year, during the spring semester, I got assigned to give evening lessons to the elders at the university. It was the most difficult time of my life because after a long day of teaching, I started to teach again without getting rested properly. I had a lot of health problems such as aphonia and angina. I also did not have enough time to spare either for myself or for my students in prep school. Everything was challenging.

- How did you face them?

I was tired all the time and I do not think I faced that period well.

- What kind of support would you like to have had?

If we are to think about whole experience of me in this school, I actually mentioned it before. Professional development unit and school administration should help every new teacher to learn how to grade test in a standardized way, help with some activity examples for the new teachers who uses school's book for the first time. New teachers should have the opportunity to observe and be observed to improve their lesson. Also, new teachers should be introduced to every department so that staff should not confused them with students :D Inservice training or induction can be spread throughout the first year. I always love the idea of having a tutor and observing experienced teachers. Video recording, team teaching, and such collaborative activities can be good, too. Yet, to achieve those, our lesson hours should be decreased because we are always teaching when we are at school.

If you have attended an induction programme;

- What kind of activities have you undertaken? (e.g. working with a tutor/ supervising teacher, observing other teachers etc.) How often? How long?

Not applicable

- Could you evaluate the effectiveness of the induction programme you attended?

-

- In what other areas would you like further guidance and support?

-

- How do you analyze your experience as a teacher last year?

I am a lot more confident especially at the topics I did not practice before. Before coming to Gazi, I did not teach grammar. Also, I did not know Speakout coursebook well. I believe that every year is becoming better.

- What were the main factors (positive and negative) that influenced you as a teacher and your teaching last year?

Definitely the experiences, since it is quite a hands-on job, the more you do, the better you get. I also take notes whenever I have an idea during the lesson and apply it the following year. So, I had a lot of aiding notes from last year. Getting used to the school is another factor because when you are not new, you feel less nervous and know what to do in most cases.

- Could you identify specific/different phases during your first year for instance in terms of your own change and learning?

I learned a lot during my first year. I tried so many things, did my research a lot, and had a friendly relationship with my students. The most significant change was my attitude towards my age and being inexperienced. During my first year, our institution told us not to share our ages as the whole newly graduated teachers. I believe that this situation put me into a shame phase. However, towards the end of that year, my students found out my age somehow and they told me that they respect me irrespective of my age. This reveal also improved our relationship as well.

- Looking back on your second year of teaching what are the most significant (positive and negative) experiences you can remember? Why did they occur? In what context? What was your response?

Overall, when I reflect at my first year, it was a tough one, but it helped me to get mature.

- How do you analyze your experience as a teacher last year? What was similar/different from your first year of teaching? Why?

I mean main things seem similar in terms of teaching approach and all. Yet, during the last year I sensed that I was more confident and better at remembering things that I want to utilize in my classroom. In my first year, I tended to forget to check how that I had assigned, or activities I had previously planned. This is a job requiring multi-tasking so, you need a lot of practice to get better. One of the differences I realized is about my English usage. Since I generally teach to the beginner levels, I try to control my pace, accent, and vocabulary choices. This year, I realized that this issue impaired my fluency and active vocabulary use. I need more input in my daily life to overcome this negative effect, I guess.

- Could you Identify specific/different phases during your second year for instance in terms of your own learning and change?

I believe that the first quarter of my second year was occupied by discovering the new school's work policy. During that period, I was teaching four skills (no grammar, it was main course teachers' job) and enthusiastic to do that. I tried so many different activities to foster my students' skills and proficiency, but my students started to think that the activities I employ were not useful and lost their motivation. This affected my motivation as well and I lost my eagerness. The second semester was like a torture because we did not switch the classrooms and stayed with the same ones. After that moment, stopped trying and went along with everybody's way of doing things to ease the stress and burden that I put onto myself.

- What were the effects of your first year of teaching on your attitudes to and practices of teaching? Please give examples.

My first year is the time when I got attached to my occupation more and more. After the first couple of stressful weeks, I started to learn the way things work and actually liked to be on stage and teach things to young adults. The way that motivated students' look on their faces when you instruct them is priceless. I am a teacher who always gets prepared and does research. I also know that practice makes perfect, so I try to include a lot of productive activities with different grouping methods such as pair, groups, and individual.

I try to connect everything to their own world and help them to discover how to do it on their own as well.

- What were your expectations about teaching and about being a teacher in this school? How do you feel now about them?

I expected this school to be very up to date and systematical. Also, I thought that this school would provide numerous opportunities and needs of every teacher. It is not an easy job and from my observations, every principal have been applying their own rules or procedures to be followed. So, the system of this school from teaching to testing is not very rooted and firm yet is evolving and there has been changes. Although this may create some problems on the students' perception of the school, adaptation and adding new things are good things for a university, I mean it is necessary. Before starting this school, I expected that there would be many chances to socialize with the colleagues and administrative staff, but I guess it is not that easy since we have a crowded academic staff. The teach and go and teaching approaches are almost the same with my expectations. The only thing I did not expect was changing some rules not according to our student profile but according to some external forces. I believe this situation remains more or less the same with every state university.

- What were/are your main concerns as a teacher over your second year of. teaching? Are/were they different from last year? In what way?

In my first year, my concerns were mainly focused on how to do everything. On my first days in every new classroom, I even did not know where the plug is or voice input. These constantly unknown situations made me nervous. Following and remembering every detail of a lesson plan was also difficult in my first year. Yet, it took me about one semester to get used to this problem and I felt better during the second semester.

- What were the greatest challenges you faced this year? How did you deal with them?

In terms of my teaching experiences, I had some minor issues. Most of my students were respectful, but some of them were not aware of the modern society norms such as gender equality. I observed that particular students of mine respected their male teachers more and tried to test my limits. However, I did not back up and held my ground. From time to time, I brought up such subjects deliberately, which helped them to discuss and think about these issues.

- What are the main differences/similarities between last year and this year in terms of work, relationship with colleagues, school atmosphere, leadership, students, etc?

This year, everything is better. I am getting to know people more and more, which improves my social network. I find this important because being a teacher, especially teaching language, requires a lot of communication between colleagues. As I know the school rules and procedures better, I had much easier time than the first year. Lesson preparation time decreased as I prepared the same lessons and know what to do or not to do. Also, getting to know student profile enabled me to start every semester by knowing the students' needs and finding/ adapting activities accordingly.

- How do you describe the leadership in this school? Why?

The leadership is sharp in our school because the instructors are not involved in most of the decision-making processes. The rules and regulations are so to speak *deus ex machina*. I feel that there are some things that should be consulted with teachers before suddenly becoming a rule as the instructors are the ones who apply those rules on a daily basis. The power is not shared, and even though they try to do it, there is always a line. We, as teachers, hear the news last sometimes and it bothers me.

- What about the work with your colleagues in general? What about your colleagues within your department? Could you identify the most influential aspects of the school/department culture in relation to your teaching?

The work with my colleagues is very limited. We have weekly material meeting, examination meeting, and double check meetings for grading. Other than that, we sometimes exchange ideas and opinions with our partners, but not too often. There should be an activity pool supervised by material unit for everyone to share their activity ideas or new tools. This may improve the collaborative working atmosphere and decrease the burden on everyone.

- How do you evaluate your work as a teacher in this school? Why?

My work as an instructor is moderate, I guess. I always get prepared for my lessons but not too much. On some days, I might be even lazy but most of the time I try to add one or two things into my lessons. Sometimes, I feel like I am doing things for the sake of doing them

due to the hectic schedule of ours. When I have a room to be more flexible, I become more productive. I might slack off during the periods when my MA program is loaded as well. Whatever the case, I try my best, but I do it in a way that avoids burnout.

- What went wrong? What went well? Why? What was your response? How did you feel about it? Could you identify the most influential factors in your response/feelings/point of view? What about your self-confidence? How about morale?

When gender division is almost equal, seating arrangement works like a charm because there would not be any boy or girl groups to distract each other. Having some fun and cultural activities like creating a wish board on Christmas eve is another thing works well. I generally feel happy and try to monitor them in those moments rather than interfering their fun. The things that work in my classes are generally done without making students noticed. When they get carried away with the fun part, their practice or learning experience happens to be smooth and permanent. Generally long teacher talk time requiring things does not end up well as students get bored. For example, EAP lessons or teaching writing bores students quickly. Because of the time limit, making those things interesting and student-centered becomes difficult too. When these kinds of things happen, I got bored as well. I try to finish those things quickly but effectively.

- Could you identify the core issues of teaching as a profession?

Being up to date, caring and interested, being curious, being flexible and having improvisation skill, having a good command of English and being prepared. I believe that those are the core issues of teaching.

- What makes you a professional?

I try to live up to the things I enlisted above. I do my research and try to keep myself up to date. I try and sometimes fail but I take note what works and what doesn't. I try to help my students whenever I can. I know my responsibilities and finish my duties on time.

APPENDIX-5. A Sample Interview Conducted with a Mentor

Age: 39

Gender: Female

Years of Experience: 18

Years of Experience in the Current School: 18

- How do you evaluate beginning instructors' experience throughout the last academic year?

We have two types of instructors. Most of the instructors in our institution are on the permanent staff and we have some instructors who work temporarily. The newly beginning instructors with whom we worked together last year were all hardworking and enthusiastic colleagues. Their students are also satisfied with their hard work. We know this because they have to pass some tests and interviews and then we have an orientation programme held by the PDR Unit. Therefore, we have a chance to meet them and evaluate their performance. As for the permanent staff, they do not have to enter the same interviews and test before being hired, so some of them can have some problematic issues especially in communicating with their students. That is mostly because they do not have specific classrooms and they do not have the chance to get to know the students in more depth and establish a mutual relationship with them. They generally go into a classroom only when the instructor of that classroom is absent. (I am going to give an example to this in the 24th question 😊)

- What were the most significant experiences during the last year?

As the PDR Unit, we have started a performance evaluation system for our instructors. Our events are based on voluntary basis. However, our instructors gain points for every event they attended. In the last academic year, the instructor with the most points was a newly recruited one. She will be attending an academic conference in another city fully sponsored.

- Have they changed (their behavior/performance/ understanding) since the beginning of the year until now?

No. One year is a very short period of time. Furthermore, we have been teaching from home because of the pandemic. I cannot receive feedback from them and from the students for the time being.

- If not, why not?

As far as I am concerned, they are dedicated to what they are doing and they have been doing a good job so far.

- Have they changed their perceptions regarding your job during the last year?

No, they haven't.

- Why and in what way?

Some of them still attend our events and they even want to present themselves.

- Could you describe any particular event or events you can remember?

*We, as the PDR Unit members, plan workshops and other events throughout the year. We present some of them and if an instructor demands to present a workshop we organize the event for them.

*I have had the chance to work with some of them in the Distance Education process. We have been together in the writing team. I am the coordinator of the group. I send them the assignments coming from the students, they give them feedback. Then they send them back to me and I email them to the students. Before I sent them back to the students, I have to check whether they are evaluated copies or not (sometimes they may send the wrong ones) and I read some of the feedback. I can say that the newly recruited instructors give more detailed feedback to the assignments than some of the older ones.

- What does it mean for you to be a mentor?

A mentor is an experienced person/colleague who gives another person/colleague advice and help, especially related to work or school, over a period of time. This is just the thing I am trying to do in my PDR Unit journey.

- How do you see your role as a mentor?

I have been working in this institution for over 18 years and I have been in the PDR Unit since it was established ten years ago. When I started working, I did not get any help from anyone and there weren't any orientation programmes or anything like that so I had some difficulty adapting at the beginning because I was a newly graduate and I had no experience. Now I think of those days and I do my best to help my newly recruited colleagues. I tell them about my experiences in order to help them learn everything in the institution from the physical conditions to the system.

- How do you define good teaching?

Good teaching is 60% preparation, 30% good relations with your students and 10% theatrics.

There are a lot of different factors affecting good teaching. First of all, a teacher should care for their students and collaborate with their colleagues. They should have good communication with them. They should also have a good deal of content knowledge and pedagogy, of course. However, they should prepare for their classes and know how to engage students in the learning process. It is more important, I guess.

A good teacher is the one who can reflect on their own teaching practice and has committed to continuous professional development.

- How do you define the school as a workplace?

I am one of those people who dedicate themselves to their work. For 18 years I have never said 'I am going to WORK' because I don't see the thing I am doing as a job I have to do. I spend a lot of time and effort in my workplace and I take pleasure in what I am doing.

- Among all duties required of you as a mentor, which do you find most demanding and challenging?

I need to organize classrooms for observation. I ask my colleagues if they may let the newly recruited teachers into their classrooms for observation, but, unfortunately, mostly the instructors do not want anyone in their classes.

- What about the most satisfying ones?

Doing workshops and sharing ideas with colleagues, writing articles for our newsletter, going to conferences and attending academic events and learning new things.

- What kind of support have you given during the last year?

As the PDR Unit we organized a 1-week orientation programs for both our newly recruited permanent staff and temporary staff.

- What were the main difficulties beginning instructors have to face?

Dealing with all the paper work. Going into the classroom is another one, of course. Being in the classroom is rejoicing, but it is very demanding, as well.

- How did they face them?

I don't have the chance to go into their classrooms and observe them as long as they do not demand it. Actually, we apply questionnaires to both students and instructors every year. However, because of COVID19, we could not do it this year. Therefore, I have no idea about how they faced it. We didn't receive any complaints, neither.

- What kind of support would you like to have given?

I would like to have had the chance to observe them in their own classroom setting. Demo lessons are part of our orientation programme, but I would prefer a more natural atmosphere; the classroom.

- What kind of activities have beginning instructors undertaken? (e.g. working with a tutor/ supervising teacher, observing other teachers etc.) How often? How long?

We have an orientation programme which lasts for two weeks. During this time, they have a campus tour with the PDR Unit members, some workshops introducing the units by the coordinators of all the different units (Materials and Programme Unit, Testing Unit, PDR Unit); observing other teachers in their classroom and also in exams.

- Could you evaluate the effectiveness of the induction programme you provided?

We receive feedback after the programme, they generally say this programme was effective, and it made their job easier in all aspects because they learn everything related to the exams, materials, how to use the active teach programme of the course book and a lot more.

- In what other areas would you like further guidance and support?

*As I mentioned previously, we have two types of instructors. The temporary ones are generally experienced and qualified teachers. They prove that in the examinations they enter before being hired. We mostly have problems with the permanent staff – of course not with all of them. They do not enter any examinations to prove anything. The ones who have a language proficiency score and submit a letter of application can be hired. We do not request much from them because we need teachers and they are paid very little money. Therefore, there are not many applications. I would like to have a more detailed induction programme for them especially on some issues regarding communicating with and giving feedback to their students. As they are mostly inexperienced teachers, they mostly have problems communicating with their students. Also, I would like to include some academic stuff based more on application. I mean some hands-on activities.

- Looking back on beginning instructors' first year of teaching what are the most significant (positive and negative) experiences you can remember? Why did they occur? In what context? What was their response?

I can remember a very negative one and I still feel really sorry about that. We had one temporary teacher having issues communicating with her students. Her students had complaints about her and they all said they didn't want her to teach them because she was always tense in the classroom she was shouting at the students all the time and she was calling them with some strange names. I think that was because she was

inexperienced and maybe she was anxious about not being able to control everything in the classroom. Therefore, she wanted the students think that she is a harsh teacher. I think she thought that would make everything easier. Unfortunately, things went worse and the administration didn't want her to teach anymore. Another teacher was assigned to teach in that classroom.

- How do you analyze beginning instructors' first year of teaching?

Through questionnaires.

- What were the main factors (positive and negative) that influenced instructors and their teaching last year?

Pandemic ☺ However, we have been doing a distance education programme. It makes things even harder.

- What were the effects of their first year of teaching on their attitudes to and practices of teaching? Please give examples.

They were enthusiastic. They walked into our office and asked for help when they were in need. Sometimes I went into their offices and every time I saw them preparing for their lessons and exchanging ideas.

- How do you see their role as an instructor?

They teach a language and in a dynamic process like this one they have some changing roles such as sometimes being a facilitator, prompter, assessor, controller, organizer, participant and most importantly a learner. I believe that they should never stop learning and improving themselves as teachers and the rest will follow.

- What are your expectations about teaching and about being an instructor?

Of course, every teacher expects to see happy bright faces who grasp quickly every bit of information they teach. However, that is not the case all the time. What I desire to achieve is to leave behind good relations and students remembering me even after many

years. I have such students some of them have become teachers and I receive emails and messages telling about their gratitude and the things that remind them off the times I taught them. I suppose that is something every teacher dreams of.

Being a teacher/an instructor is like running a marathon. Once you stop running, you will most probably fail. Therefore, I am committed to continuous professional development. To improve myself and to help others improve maybe. To learn from others and their experiences and to learn from my own.

- What is the similarity and/or difference between beginning instructors' experience last year and this year?

They are more self-confident as they get used to their new environment; as they learn about the students, colleagues, the system and the culture in this institution. I see that their enthusiasm still stays the same. I do not know what will happen as years pass. It is mostly related to their inner motivation.

- Could you describe their first experiences as a teacher in this school? What are the main (positive and negative) situations you can remember so far?

At the beginning, they generally feel frustrated as they hear about the system – all the paperwork and all the procedures they have to follow. They are also excited because they are going to teach a classroom full of young bright people.

- How do you perceive their work with students? Could you describe their relationship with them?

This is very personal. Not every individual is the same with one another. Therefore, it would be wrong for me to tell anything about this. What is more; I cannot know what they do in their classrooms. We can only learn from the students if they have any criticisms and/or complaints.

- How do their colleagues perceive them?

Generally, I hear positive things about them.

- How do you think students perceive them?

I am sure their students love them. As far as I am concerned they are knowledgeable and they look cheerful.

- Could you describe the school policy (in terms of educational goals and staff professional development)?

As it is a state university, we cannot force our instructors to do things such as professional development activities.

- Among all duties required of them as an instructor, which do you find the most demanding and challenging? What about the most satisfying ones? How did they learn to handle these duties?

As I mentioned before, the most demanding duties of instructors are the paperwork. It takes a lot of time and yet it is really very boring. The most satisfying one is teaching – especially teaching to teenagers because they are young and filled with enthusiasm. Teachers learn to handle these duties through experiencing, of course.

- Have they changed their perceptions regarding their job during the last months? Why and in what way?

I cannot tell as I did not have the chance to get feedback from them neither by applying the questionnaires we normally do, nor by interviewing them in person because of COVID19.

- Have they changed the way they interact with their students?

No, I think because they couldn't teach the whole year because of the pandemic.

- Could you describe any particular event or events you can remember? Could you describe a situation from which they learned during the last few months? What did they learn? In what way? How did it happen? What was difficult/easy?

I can say that they can learn a lot during the observations - both in the classroom and in the exams. One of them observed my class. The feedback she gave me was on my positive and calm behaviors towards my students. She also told me that she got a great deal of new ideas she would be using in her classroom. We talked about the specific activities in more detail after classes. I have an open policy towards anyone wanting to observe my classes. Still it was tiring for me to have someone in the classroom who is from outside the classroom for so long. Because I needed to engage my students in the learning process and help them not to be affected by her presence in the classroom. However, it was a good experience for both of us.

- How do you analyze their experience as an instructor last year? What was similar/different from their first year of teaching? Why?

I do not know much about their experience. They come to our institution, they take the orientation programme and they start teaching. We do not have much interaction after that process. We, as the PDR Unit do not have the authority to control everything. We just give orientation and then we apply questionnaires to both students and teachers.

- How do they describe the leadership in this school? Why?

The thing I am doing is not leadership, in fact. I do not see it like that. What I do is more of assistance, collaboration and learning from each other in this long run.

- What about the work with their colleagues in general? Could you identify the most influential aspects of the school/department culture in relation to their teaching?

Unfortunately, not. No feedback on these issues yet.

- How do you evaluate their work as an instructor in this school? Why?

To tell the truth, I haven't asked this kind of a question to any of them.

- What went wrong? What went well? Why? What was their response? How did they feel about it? Could you identify the most influential factors in their

response/feelings/point of view? What about their self-confidence? How about morale?

No feedback from them.



APPENDIX-6. A Sample Interview Conducted with an Administrator

Age: 37

Gender: Male

Years of Experience: 12

Years of Experience in the Current School: 12

- How do you evaluate beginning instructors' experience throughout the last academic year?

- They have been improving themselves. They are trying to learn the system of the school. We have meetings with all the instructors once in every two weeks. There they can ask questions about anything if they have in their minds and we can observe the overall performance of the instructor. But we do not have a formal evaluation.

- What were the most significant experiences during the last year?

- The new instructors didn't know/understand the procedure of the school. Even though they had taken pre-service training they didn't follow the correct procedure in and out of the classroom. They directly communicate with us, so they didn't have such kind of procedures. When new instructors start their jobs as instructors, they can experience the theory and practice together. They see the differences between what they know and what they can do regarding teaching and students. They carry out the duties of an instructor when they start the job and face the responsibilities of an instructor.

- Have they changed (their behavior/performance/ understanding) since the beginning of the year until now?

- Absolutely. They have learnt the system and they all know what to do, who they should go to in any situation.

- In what way?

- For example, they know who they should go to when it is about permission to have a day off or who they should go to when it is about program or exams or about additional course

fees, what to do when a student is cheating or whether they can send them off the classroom.

- Why?

- In our institution, there are different units and departments. If you have a question or a situation to handle, you should ask for help from different units. At first it seems difficult but in fact it makes the process quicker.

- Have they changed their perceptions regarding your job during the last year?

- At first, they only know some people from the administration and they always ask for help from the administration. But later they started asking things to their peers/roommates.

- Why and in what way?

- Because they do not know other instructors and they – I guess – hesitate to ask. For example, when they are not sure about something they did in the classroom they need to be approved by someone. Or, when a student asks something they cannot answer, they come to us. In fact, they can learn the answer from their roommates but they directly ask it to the administration.

- Could you describe any particular event or events you can remember?

- For example, about the deadline of some homework.

- Could you define yourself as an administrator?

- I am the chairperson of Basic Languages. In our institution Basic Languages Department has different units such as Testing Unit, Program and Materials Development Unit, Administrative Coordination Unit, Accreditation Unit, and Professional Development Unit. I am responsible for the coordination of these units. Also, I am the head of English, German, French and Arabic Preparatory Classes. They all have their own Program Coordinators, as well.

- What does it mean for you to be an administrator?

- I try my best to coordinate all units and programs to reach our goal as College of Foreign Languages. With the meetings we hold regularly, I try to make sure that everything is on the right path to reach our aims.

- How do you see your role as an administrator?

- I see my role as a bridge connecting the units together and all together we try to make the institution better every day.

- How do you define good teaching?

- Good teaching can be defined as reaching the goal you have and trying the better one for the next term. You should have a clear goal and everything you do is to reach that goal. It shouldn't be your goal only. As a whole – from administration to students- everyone should do their best to reach that goal. So, that goal should be everyone's goal, as well.

- How do you define the school as a workplace?

- I believe working as an educator is different from other jobs. In teaching, you do not say "I go to work." instead, you say "I go to school." It is because teaching is not doing some work in an office. I like that feeling and that atmosphere.

- Among all duties required of you as an administrator, which do you find most demanding and challenging?

- I guess, dealing with people is the most challenging part. When you have to make a decision, you have to think about all the possibilities. Your decision may affect many people so you have to be very careful before you announce anything to the instructors or the students.

- What about the most satisfying ones?

- When you see the positive result of a decision or when your colleagues agree with you after you announce a decision, you know that you have made the right choice.

- What kind of support have you given during the last year?

- I organized some meetings with the instructors when they needed. Also, I gave them one – to – one help when they asked for it.

- What were the main difficulties beginning instructors have to face?

- As they are new to work in prep classes, they feel confused. In our institution, they need to learn the system. Also as beginning instructors, classroom management can be a problem at first if it is their first teaching job.

- How did they face them?

- We provide pre-service training including classroom observations for the newly recruited instructors. This way, they can learn about the system and also they can observe experienced instructors.

- What kind of support would you like to have been given?

- As an instructor, I would like to have some time to learn the system and also some observation to learn about the students and the teaching styles.

If you have an induction programme;

- What kind of activities have beginning instructors undertaken? (e.g. working with a tutor/ supervising teacher, observing other teachers etc.) How often? How long?

-

- Could you evaluate the effectiveness of the induction programme you provided?

- When I first started my job, I didn't have this kind of programme. Later, when I became a full-time instructor I got some in-service training. It was fruitful.

- In what other areas would you like further guidance and support?

- I guess peer observation could be a good way to improve my teaching skills.

- How do you analyze beginning instructors' first year of teaching?

- We do not have an analyzing process of beginning instructors.

- What were the main factors (positive and negative) that influenced instructors and their teaching last year?

- The global coronavirus pandemic has affected the way of teaching for all of us.

- Could you identify specific/different phases during their first year for instance in terms of your own change and learning?

- I cannot say there are phases.

- What were the effects of their first year of teaching on their attitudes to and practices of teaching? Please give examples.

- When beginning instructors start their jobs as instructors, they can experience the theory and practice together. They see the differences of the students and they see the responsibility of a class.

- Could you define them as an instructor?

- They carry out the duties of an instructor when they start the job. Since they are novice instructors they are motivated and enthusiastic about learning new things and methods. They try hard to gain insight.

- How do you see their role as an instructor?

- When they start the job, we try to make them pairs with an experienced instructor. They are enthusiastic and motivated and they try to learn fast.

- What are your expectations about teaching and about being an instructor?

- I see teaching as a process. The instructor and the students should have a positive feeling and atmosphere to reach the expected goal. You cannot fully control the teaching.

- What is the similarity and/or difference between beginning instructors' experience last year and this year?

- As similarity, they are motivated and eager to find new ways to teach. Different from last year, they feel more confident about the classes.

- Could you describe their first experiences as a teacher in this school? What are the main (positive and negative) situations you can remember so far?

- As far as I remember, they were excited about the class.

- How do you perceive their work with students? Could you describe their relationship with them?

- They understand the students better. They can easily find a common interest.

- How do their colleagues perceive them?

- In our institution instructors like sharing. When a new instructor comes they like helping him/her.

- How do you think students perceive them?

- Students can easily find a common interest may be because of the age similarity. Generally, they have positive feelings about the beginning instructors.

- Could you describe the school policy (in terms of educational goals and staff professional development)?

- Our aim is to prepare our students for their department in terms of foreign language. In their departments they have English as medium of instruction so they need to have a good English background. Our aim is to make them B2 level students at the end of the academic year. Also we try to provide them with some EAP topics to help them in their future studies. To reach these goals we try to motivate our staff as well. We have a unit for professional development and research. This unit organizes some sessions and/or workshops. We support our staff's academic studies.

- Among all duties required of them as an instructor, which do you find the most demanding and challenging? What about the most satisfying ones? How did they learn to handle these duties?

- I cannot say we have a demanding or challenging duty. They have to follow the program on weekly basis. Maybe this can be challenging if they have a pacing problem. They learn pacing while they are teaching. If they have problems, they can solve it with their experienced partners. I guess students' positive feedback is the most satisfying part of the job.

- Have they changed their perceptions regarding their job during the last months? Why and in what way?

- I guess because of the pandemic, every teacher has a different perception of online education and distance education these days.

- Have they changed the way they interact with their students?

- I don't know about them. I have no information about it. I guess they try different ways of interaction.

- Could you describe any particular event or events you can remember? Could you describe a situation from which they learned during the last few months? What did they learn? In what way? How did it happen? What was difficult/easy?

- I cannot remember a specific example.

- Looking back on their second year of teaching what are the most significant (positive and negative) experiences you can remember? Why did they occur? In what context? What was your response?

- Well, in the second year, they believe in themselves more. They know many things about the system of the school. They have many new ideas about teaching. I guess when they learn about the students they have more ideas to improve their style of teaching.

APPENDIX-7. Sample Tasks in the Mentorship Programme

TASKS	PROCEDURE	DATE
Marking quizzes & writing quizzes/ going over the rubric	In order to make mentees to feel confident and to be familiar with the writing rubric when marking quizzes, mentees & mentors come together, go over the rubric and mark a few writing papers together.	3 rd Week
Lesson Planning	For mentees' professional growth planning a lesson with a mentor is not only a great way to build good working relationships but also a great way to share best practice. In the 1st term, mentees are supposed to prepare 4 lesson plans (grammar or vocabulary, listening or speaking; reading and writing) and after implementing each lesson plan, write a reflection to be given to PDU. Procedure: -Before mentees prepare the lesson plan, they come	4 reflection sheets (Mentee) 4 cooperative task document (Mentor) (<u>one</u> in the first quarter and <u>three</u> in the second quarter)

	together with their mentors to identify the lesson covered in the syllabus and to receive suggestions from their mentors. - Mentees are given a lesson plan template to be filled in and give it to their mentors. - They implement their lesson plan. - After the lesson, they come together with their mentors to reflect the lesson and to receive feedback on the lesson from their mentors.	
Using technological tools in the classroom	Since technology and ELT are inseparable, mentees are expected to use as much technology as they can in their classroom. Procedure: To achieve this, our mentees will find a different technological tool and prepare a lesson plan with that technological tool to be used in the classroom. Afterwards, mentees are supposed to reflect on their teaching experience.	In the 2nd quarter A reflection sheet. • (Not one of the 8 tools presented to you) • Use one of the tools in your lesson plans already assigned to you.

APPENDIX-8. Ethics Committee Approval

Evrak Tarih ve Sayısı: 15.04.2021-E.74545



T.C.
GAZİ ÜNİVERSİTESİ
Etik Komisyonu

Sayı : E-77082166-302.08.01-74545
Konu : Bilimsel ve Eğitim Amaçlı

15.04.2021

EĞİTİM BİLİMLERİ ENSTİTÜSÜ MÜDÜRLÜĞÜNE

İlgi : 01.03.2021 tarihli ve 80287700-302.08.01- 39461 sayılı yazı.

İlgi yazınız ile göndermiş olduğunuz, Enstitünüz Yabancı Diller Eğitimi Ana Bilim Dalı, İngiliz Dili Eğitimi Bilim Dalı **Doktora Öğrencisi Çağla Gizem AKKAŞ'ın, Prof.Dr. Paşa Tevfik CEPHE'nin** danışmanlığında yürüttüğü "*A Holistic Model for English Instructors' Induction at Preparatory Schools*" adlı tez çalışması ile ilgili konu Komisyonumuzun **23.03.2021** tarih ve **05** sayılı toplantısında görüşülmüş olup,

İlgilinin çalışmasının, yapılması planlanan yerlerden izin alınması koşuluyla yapılmasında etik açıdan bir sakınca bulunmadığına oybirliği ile karar verilmiş ve karara ilişkin imza listesi ekte gönderilmiştir.

Bilgilerinizi ve gereğini rica ederim.

Araştırma Kod No: 2021 - 419

Prof. Dr. İsmail KARAKAYA
Komisyon Başkanı

Ek:1 Liste

Bu belge, güvenli elektronik imza ile imzalanmıştır.

**GAZİ ÜNİVERSİTESİ
ETİK KOMİSYONU KATILIM LİSTESİ**

TOPLANTI TARİHİ : 23.03.2021		TOPLANTI SAYISI : 05	
ADI – SOYADI		İMZA	
Prof. Dr. İsmail KARAKAYA BAŞKAN			
Prof.Dr.Kemal ÖZTEMEL BAŞKAN YRD.			
Prof.Dr.C.Haluk BODUR			
Prof.Dr.Seçil ÖZKAN			
Prof.Dr.Cevriye TEMEL GENCER			
Prof.Dr.İsmet YÜKSEL			
Prof.Dr.Aymelek GÖNENÇ			
Prof.Dr.Gülay BAYRAMOĞLU			
Prof.Dr.Makbule GEZMEN KARADAĞ			
Prof.Dr.Zehra GÖÇMEN BAYKARA			
Prof.Dr.İlyas OKUR			
Doç.Dr.Nihan KAFA			
Doç.Dr.Melek Gülşah ŞAHİN			



GAZİLİ OLMAK AYRICALIKTIR..