

**INVESTIGATION OF THE IMPACTS OF A COMPREHENSIVE
INDUCTION PROGRAM ON EMOTIONS, PERCEPTIONS AND
TEACHING PRACTICES OF NON-NOVICE ELT TEACHERS AND
MENTORS**

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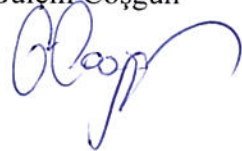
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ABSTRACT

INVESTIGATION OF THE IMPACTS OF A COMPREHENSIVE INDUCTION PROGRAM ON EMOTIONS, PERCEPTIONS AND TEACHING PRACTICES OF NON-NOVICE ELT TEACHERS AND MENTORS

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The purpose of this study is to explore the impacts of a comprehensive induction model on non-novice teachers and mentors in regards to their teaching practices, perceptions and emotional aspects. 11 mentees and two mentors involved in a mandatory comprehensive induction program at the English preparatory school in a Turkish foundation university participated in this study. The study encompassed the concurrent embedded strategy of mixed methods approach, during which both quantitative and qualitative data were collected simultaneously. Data were collected from the teachers through semi-structured interviews, open-ended questionnaires, the Positive and Negative Affect Schedule (PANAS-SF) before and after the induction program while the observation data were collected at three phases- the onset of the induction program at the beginning of the first year, on completion of the program at the end of the academic year and in the following academic year. Data were also gathered from the mentors through semi-structured interviews and field-notes to learn about their perceptions of the effectiveness of the program. The study mainly found that a comprehensive induction program might have a positive impact on the teaching practices, perceptions and the emotions of non-novice teachers and the mentors. In addition to providing the factors that contribute to the effectiveness of an induction

program, it also presents some critical implications for the school administrators who want to implement a more effective comprehensive induction program for the non-novice teachers.

Keywords: Induction, Comprehensive Induction, Non-novice Teachers, Teacher Emotions, Continuous Professional Development



ÖZ

KAPSAMLI BİR İŞE ALIŞTIRMA PROGRAMININ İNGİLİZCE ÖĞRETMENLERİNİN VE MENTÖRLERİN ÜZERİNE ETKİLERİNİN İNCELENMESİ

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Bu çalışmanın amacı kapsamlı bir işe alıştırma programının yeni işe alınan deneyimli İngilizce öğretmenlerinin ve programda görevli mentörlerin üzerindeki etkilerini öğretim uygulamaları, programa yönelik algıları ve duygusal yönleri açısından araştırmaktır. Bir Türk vakıf üniversitesindeki İngilizce hazırlık okulunda zorunlu işe alıştırma programına katılan 11 İngilizce öğretmeni ve 2 mentör bu çalışmaya katılmıştır. Çalışma, nitel ve nicel verilerin aynı anda toplandığı karma yöntemler yaklaşımı ile yürütülmüştür. Deneyimli öğretmenlerin işe alıştırma programına katılmadan önceki ve sonraki duygularının ve öğretim uygulamalarının karşılaştırılması amacıyla nitel veriler yarı yapılandırılmış görüşmeler ve açık uçlu anketler ile nicel veriler ise PANAS-SF ölçeği ile işe alıştırma programı başlamadan önce ve sonra, gözlemlerden ise üç aşamada -işe alım programına başlamadan önce, program biter bitmez ve takip eden akademik yılda- toplanmıştır. İşe alıştırma programının sonunda mentörlerden de programın etkinliği hakkındaki görüşlerini öğrenmek amacıyla yarı yapılandırılmış görüşmeler ve saha notları aracılığıyla nitel veriler toplanmıştır. Çalışma sonucunda, kapsamlı işe alıştırma programının yeni işe alınan deneyimli öğretmenlerin ve mentörlerin duygu değişimleri, programa yönelik algıları ve öğretim uygulamaları üzerinde olumlu bir etkisi olabileceği görülmüştür. Bu çalışma, işe alıştırma programının etkinliğine katkıda bulunan faktörlerin yanı sıra,

kurumda yeni olan deneyimli öğretmenler için daha etkin ve kapsamlı bir işe alıştırma programı uygulamak isteyen okul yöneticileri için de bazı kritik sonuçlar sunmaktadır.

Anahtar Kelimeler: Kapsamlı İşe Alıştırma Programı, Deneyimli Öğretmenler, Öğretmen Duyguları, Sürekli Mesleki Gelişim, Hizmetiçi Eğitim





To My Lovely Daughter, Derin Coşgun

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Chapter 1

Introduction

1.1. Overview of the Chapter

This introductory chapter starts with the statement of the problem under consideration by giving a brief overview of the importance of induction in regards to impacts on not only teaching practices and perceptions but also emotional aspects. It then outlines the overall purpose, significance of the study and research questions to be investigated. Lastly, definitions of the key terms in the study are presented.

1.2. Statement of the Problem

Education, which is in a constant state of flux, is the most important component of human life. Since it requires never-ending change, it is crucial in enabling people to succeed in both their professional and personal lives. As Klasen and Clutterbuck (2007, p. 14) state, especially within the context of professional development, there are “a number of compelling reasons for continued emphasis on learning” because it is the “key to fostering and enhancing knowledge, skills and abilities”, which enable people to increase their effectiveness generally and consequently have more successful and fulfilling lives. This is especially important for the teaching profession because the most important factor in achieving student success is the quality of the teachers (Davis & Higdon, 2008). If teachers continually develop their knowledge, skills and competence, they will be able to train their students effectively.

Many people assume that pre-service education constitutes the most significant part of the learning process for teachers; however, it would be wrong to confine it to pre-service education (Klasen & Clutterbuck, 2007). Although novice teachers are not “merely empty vessels waiting to be filled” after they complete their bachelor’s degree, they lack the experience to “make personal sense of specialist concepts and terms” (Roberts, 1998, p. 82). Shulman (1987) in Randall and Thornton (2001, p. 27) lists seven types knowledge base which are critical to be an effective teacher: “content knowledge, general pedagogical knowledge, curriculum knowledge, pedagogical-content knowledge, knowledge of learners and their characteristics, knowledge of

educational contexts and knowledge of educational ends, purposes and values and the philosophical and historical issues” (Figure 1).

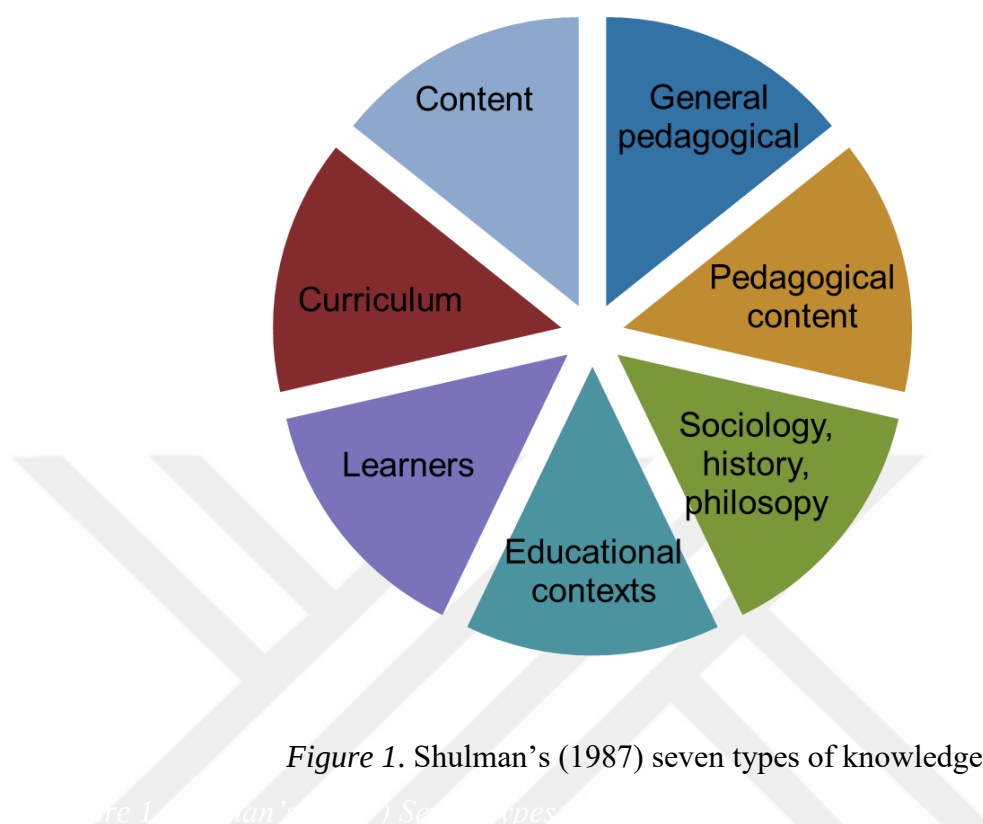


Figure 1. Shulman’s (1987) seven types of knowledge.

As it can be clearly seen from Table 1, knowing about teaching involves not just the acquisition of theoretical knowledge, but the application of that knowledge to a specific context, which might not be achieved only through pre-service education. Hence, teachers need further guidance and support when they start their profession. This support in the beginning years of teaching, is critical to beginning teachers since “the first years of teaching are an intense and formative time in learning to teach, influencing not only whether people remain in teaching but what kind of teacher they become” (Feiman-Nemser, 2001a, p. 1026).

Table 1

Shulman's Categories of Knowledge Necessary for Teaching- Adapted from Randall and Thornton (2001, p. 27)

The Type of knowledge	Definition
Content knowledge	Teacher's knowledge of the subject
General pedagogical knowledge	General issues such as classroom management and control which are common to a range of disciplines
Curriculum knowledge	Knowledge about the particular materials used by the teacher
Pedagogical-content knowledge	The way the target language may best be presented and learnt
Knowledge of learners and their characteristics	Understanding learner needs, motivation and autonomy
Knowledge of educational contexts	Knowledge of how the sociocultural and institutional context affects learning and teaching
Knowledge of educational ends, purposes and values and the philosophical and historical issues	Sociological, philosophical and historical knowledge for a specific context

One way of providing the necessary support for the beginning teachers is induction which is "a transitional period in teacher education, between preservice preparation and continuing professional development, during which assistance may be provided and/or assessment may be applied to beginning teachers" (Huling-Austin, Odell, Ishler, Kay & Edelfelt, 1989). As Debolt (1992) suggests, it is an important "step in becoming a teacher, different from but related to preparation and longer term career development (p.14).

With the rising concern over the need to provide support, guidance and induction programs for beginner teachers during the transition into their new profession in recent years, many studies have investigated the impacts of induction programs on novice teachers' teaching practices and student achievement (Davis &

Higdon, 2008; Helms-Lorenz, Grift & Maulana, 2015; Norman & Feiman-Nemser, 2005). Reviewing the literature, it was discovered that a considerable number of studies reported positive influences of induction programs on the beginning teachers (Fletcher, Strong, & Villar, 2008; Helms-Lorenz, Grift, & Maulana, 2015; Smethem & Adey, 2005). According to these studies, positive changes were observed on novice teachers' teaching practices including better classroom management, improved communication skills, appealing to different learner styles better and establishing a better rapport with students. However, some other researchers reported that negative experiences of teachers during the program may lead to high level of stress, which consequently results in negative impacts on their performance (Eby, McManus, Simon & Russell, 2000; Eby & Allen, 2002; Evertson & Smithey, 2001; Kearney, 2016).

As mentioned before, induction programs that are formally endorsed and implemented for beginning teachers are common. However, induction that is "intensive, comprehensive, structured, and sequentially delivered in response to non-novice teachers' emerging pedagogical needs" is rare (Glazerman, Dolfin, Bleeker, Johnson, Isenberg, Lugo-Gil & Grider, 2008, p. xxi). The review of the literature shows that induction programs for these teachers are limited due to the assumption that the number of years in the profession automatically improves the competence of teachers. Teachers might improve their general pedagogical knowledge and pedagogical-content knowledge through experience. However, as mentioned before, according to Shulman (1987) cited in Randall and Thornton (2001, p. 27), in order to be an effective teacher, teachers also need to improve "their knowledge of learners and their characteristics, knowledge of educational contexts, curriculum knowledge, and knowledge of educational ends, purposes and values and the philosophical and historical issues content knowledge". Therefore, non-novice teachers who start working in a new institution and who are referred to as "new experienced teachers" by Edgar and Warren (1969, p. 392) still have needs that can be catered for through induction while transitioning to new settings. Even if they are not new to the profession, they might be new to the new school context, culture, grade level, subject area, or to the curriculum. Hence, the support that teachers receive from their institutions through induction might also contribute to the emotional well-being of the non-novice teachers and their socialization process in the school (Chubbuck, Clift, Allard & Quinlan, 2001; Day & Qing, 2009; Kelley, 2004; Kessels, 2010). It can help

them improve their ability to control their emotions, develop empathy, and improve their interpersonal skills, which are necessary to achieve a sense of personal and social well-being (Day & Qing, 2009).

In addition to providing the support during the transitioning process, induction might also play a crucial role in the professional development of the non-novice teachers. As Debolt (1992) suggests, when teachers start working in a different context, while “transitioning to new settings”, they also need to “acquire contextually useful knowledge, skills, and values; and refine, detail and deepen their image of self as teacher” (p. 5). Hence, through induction, teachers also have the opportunity to develop professionally since they need to modify and upgrade their professional practice to cope with the needs and challenges that they experience in different contexts (Debolt, 1992).

In conclusion, induction programs for teachers who are not in their first years of teaching are rare and their impacts on these teachers are not so widely researched although the literature has demonstrated positive impacts of induction programs on the novice teachers. The reason for this is the common notion that the number of years in the profession automatically improves the competence of teachers. However, this view neglects the needs of non-novice teachers who start working in a new institution while transitioning to new settings. When they start working in a new context, these teachers also need to improve their knowledge of learners and their characteristics, knowledge of educational contexts, curriculum knowledge, and knowledge of educational ends, purposes and values and the philosophical and historical issues content knowledge. Hence, the support that newly recruited non-novice teachers receive from their institutions through induction might contribute to the professional development, emotional well-being of the new teachers and socialization process within the school.

1.3. Purpose of the Study

Although induction programs which are comprehensive and designed in line with non-novice teachers’ needs might contribute to the professional development, emotional and social well-being of the teachers, they are rare. Therefore, one of the purposes of this study is to provide a comprehensive induction model that can be used with non-novice EFL teachers. The background, characteristics and components of the program is described in the methodology section in a detailed way so that it might

provide a model for administrators or policy makers to plan and implement an induction component not only for novice teachers but also non-novice teachers. The present study also aims at exploring the impacts of this model on non-novice ELT teachers and mentors in the program. First, the study attempts to investigate whether the induction program makes a difference, if any, on the emotions of the teachers. Next, the present study explores the changes in teaching practices of teachers. Finally, the present research seeks to find out the views of both the teachers and mentors on the one-year comprehensive induction program.

1.4. Research Questions

In the light of the above discussion, this study aims at addressing the following research questions:

1. Is there any change in non-novice ELT teachers' emotions before and after participating in a one-year comprehensive induction program?
2. What are non-novice teachers' perceptions of the impacts of the comprehensive induction program?
3. Are there any changes in teaching practices of non-novice ELT teachers after participating in a one-year comprehensive induction program?
 - a. What are the short-term impacts of the one-year comprehensive induction program?
 - b. What are the long-term impacts of one-year comprehensive induction program?
4. What are the views of the mentors on the one-year comprehensive induction program?

1.5. Significance of the Study

It is of utmost importance that teachers continually develop their knowledge, skills and competence so that they can be successful in their personal and professional lives. Hence, significance of the further teacher support and training after they receive their bachelor's degree should not be undermined. In that sense, effective induction programs are necessary since they play a pivotal role in the professional development of teachers because teacher knowledge is an "ongoing socially mediated process - simultaneously subjective and objective...affected by power relations" (Gregson,

2013, p. 167). In addition to its benefits regarding professional development, induction might also contribute to the well-being of the teachers. As Johnson and Golombek (2016) suggest, induction programs are critical to support teachers emotionally since teachers usually experience emotional disharmony while constructing new identities and meanings in the new settings.

Since professional, emotional and personal development is a continuum and might be affected by different situational factors, induction can also help non-novice teachers to achieve a sense of personal and social well-being and improve their teaching practices as it does for novice teachers. However, it is not a common practice to provide induction programs for these teachers especially at higher education institutions with the assumption that experience is sufficient for them to overcome the challenging obscurities of the new settings and develop professionally.

At this point, this study is significant because there is not a profound research in the literature on this topic. Research so far has focused mostly on the impacts of induction programs on the teaching practices of beginning teachers or student achievement. Hence, this study might contribute to the scant body of literature in induction programs for non-novice teachers in Turkey and all around the world since it will provide a detailed documentation on the characteristics and effectiveness of an induction program for those teachers.

The findings of this study will also redound to the benefit of the schools worldwide because by means of providing a thorough picture of a comprehensive induction program that is designed and implemented for non-novice teachers and discussing its impacts on the teachers, it might provide a model for administrators or policy makers to plan and implement an induction component for not only novice teachers but also non-novice teachers. In addition, in the literature review part of the study, the properties of an effective induction program and their impacts on teachers' teaching practices and emotions are disclosed. Hence, this study may help the administrators or managers who would like to make relevant changes, additions and deletions to their already existing induction programs to make it more effective so that the teachers will much more make use of them. It is hoped that such programs will eventually be available or compulsory for teachers in schools because in addition to the benefits for the individual teachers, they are also crucial for the schools for two major reasons. First, effective teachers are critical to the success of the education given

at schools. If they are trained well and feel well, they might teach more effectively, which will lead to high student achievement. Second, since induction might help in decreasing the attrition rate, schools will invest less in seeking and employing new teachers.

1.6. Definitions

1.6.1. Induction. Induction is defined by Huling-Austin (1990) as “a planned program intended to provide some systematic and sustained assistance specifically to beginning teachers for at least one school year” (p. 536). Feiman-Nemser (2010) examines induction as a phase in learning to teach, a program of support and development and a process of enculturation (p. 16).

1.6.2. Beginning teachers. In many studies beginning teachers are defined as those who have taught for 1 to 3 years (Hermanowicz, 1966; Lynch & Kuehl, 1977; Telfer, 1981; Vinson, 1970). They are the teachers who experience an initiation into the profession of teaching.

1.6.3. Non-novice teachers. As Rodríguez and McKay (2010) note, in the literature, the definition of “experienced teachers seems to hinge principally on the number of years taught; time-related criteria can range from 2 years or 3 years to 9 years or more” (p. 1). For the purposes of this study, the term non-novice teacher is defined as a teacher with more than three years of teaching experience. Hence, in the present study, teachers who have been teaching for three or more years are referred to as non-novice teachers. The participants in the present study are not new to the profession because they have minimum three years of experience but they are new to the school culture and the system.

1.6.4. Comprehensive induction programs. According to Krasnoff (2014), comprehensive induction programs are the induction programs which include a “combination of mentoring, professional development, support, and formal assessments for new teachers during at least their first two years of teaching” (p. 6)

1.6.5. Mentoring. Parsloe and Wray (2000) define mentoring as a professional practice whose purpose is to guide and “encourage people to manage their own learning in order that they can maximize their potential, develop their skills, improve their performance and become the person they want to be” (p.22)

1.6.6. Mentor. Seibert (1999) defines mentor as “someone, other than your manager or immediate coworkers, who provides you with technical or career advice, coaching, or information on an informal basis” (p. 493). Mentors can be from inside or outside an organization; however, in the context of this study the mentors are from the same institutions.

1.6.7. Mentee. A mentee is the less experienced person that is guided by the mentor in his or her professional development. In the present study, the participants of the induction program are referred to as mentees since they work with mentors during the program.

1.6.8. English as a foreign language (EFL). Teaching EFL is teaching “English is a foreign language for learners in whose community English is not the language of communication” (Thornbury, 2006, p. 74). Learners may be learning English for academic purposes or for other reasons such as travel or business.

Chapter 2

Literature Review

2.1. Overview of the Chapter

In this chapter, the literature on key concepts, theorizing and research findings central to the study are focused on. First, the theory and principles of induction, induction models, mentoring as a component of induction, the impacts of induction on teaching practices and induction for non-novice teachers are detailed referring to the previous studies conducted in the subject area. Subsequently, the importance of teacher emotions in the context of teaching, teacher training and induction is brought to the front light with reference to the previous studies in the literature.

2.2. Teacher Education

Since educators, administrators and policy makers have been seeking ways to ensure that students receive a quality education, the quality of teacher education has also been a major concern with the assumption that teachers are crucial to educational quality. In this regard, there is an almost “universal quest for greater teacher quality, and with it, a demand for higher quality teacher education” (Imig & Imig, 2007, p. 95). Finding new ways to prepare and sustain effective teachers has been given the utmost importance because ineffective teacher education programs may not equip teachers with the necessary knowledge, competencies and skills (Boyd, Grossman, Lankford, Loeb, & Wyckoff, 2009; Liston, Borko & Whitcomb, 2008; Schleicher, 2012).

The central issue in planning teacher education programs is the question of “what constitutes the knowledge base of teaching and how it relates to the content and practice of teacher education” (Tedick, 2005, p. 1). In other words, what teachers need to know and how that knowledge should be developed should be decided while planning teacher education (Tedick, 2005). Zahorik (1986) cited in Richards (1998) identified three categories for the conceptions of teaching: “science-research conceptions, theory-philosophy conceptions, and art-craft conceptions” (p.34). As Richards (1998) notes, science-research conceptions regard teaching as “a type of scientific activity such as operationalizing learning principles, following a tested model or doing what teachers do” (p.34). Theory-philosophy conceptions, on the other hand, view teaching as an activity that is grounded on “data-free theories and principles

that are justified on logical, philosophical, political, moral or other grounds” (Richards, 1998, p.38). Finally, art-craft conceptions view teaching as an art or craft and as something that depends on teachers’ competence or skill (Richards, 1998). While planning teacher education programs, educators need to decide on which conception of teaching is going to be the basis for the program and pay attention to all three dimensions as they make up a whole (Richards, 1998).

2.2.1. Models of teacher education. The first type of teacher education programs is “technicist teacher education: teachers as passive technicians” (Tezgiden, 2016, p. 124). These programs view teachers as passive technicians and teachers educated in these kind of programs are expected to transmit knowledge produced by experts without questioning its underlying rationale, or its effectiveness. One of the assumptions of this model is that scientific research can provide a solution to the various dilemmas that teachers experience in real-life classroom situations (Wallace, 1991). Hence, teachers are not given the opportunity to reflect on their own experience and experiment with new ideas while practicing their profession.

The second model of teacher education is “reflective teacher education: teachers as reflective practitioners” (Tezgiden, 2016, p. 124). This model is grounded on the premise that professional competence of teachers can be developed when they reflect on their own practice. Contrary to the technicist teacher education, this model views teachers as “producers” of knowledge rather than mere “transmitters” and aims at educating reflective teachers who:

- examines, frames, and attempts to solve the dilemmas of classroom practice;
- is aware of and questions the assumptions and values he or she brings to teaching;
- is attentive to the institutional and cultural contexts in which he or she teaches;
- takes part in curriculum development and is involved in school change efforts;
- takes responsibility for his or her own professional development (Zeichner & Liston, 1996, p. 6).

The third model is “Critical Teacher Education: teachers as transformative Intellectuals” (p. 130). Giroux and McLaren (1986) asserts that a transformative intellectual is the one “who exercises forms of intellectual and pedagogical practice which attempt to insert teaching and learning directly into the political sphere by arguing that schooling represents both a struggle for meaning and a struggle over power relations” (p. 215). They also add that teachers who are transformative intellectuals “treat students as critical agents, question how knowledge is produced and distributed, utilize dialogue, and make knowledge meaningful, critical, and ultimately emancipatory” (p. 215). In that regard, critical teacher education pays utmost attention to “the fundamental concerns of democracy and critical citizenship” (Giroux & McLaren, 1986, p. 222).

2.2.2. English Language teacher education in Turkey. Similar to the common practice in many other countries, English Language Teacher Education programs in Turkey are conducted by universities, which follow a central mandated curriculum prepared by Turkish Higher Education Council (HEC). The latest structure of the program is in the figure 2 below:

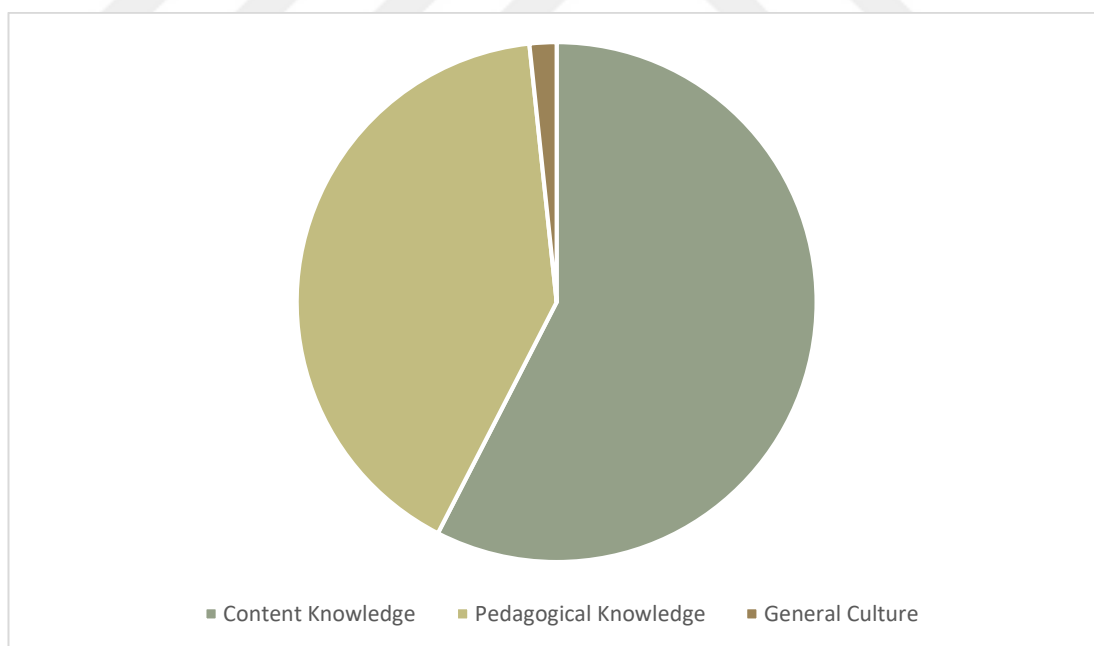


Figure 2. The structure of English language teacher education programs in Turkey (YÖK, 2020).

As figure 2 demonstrates, content knowledge courses comprise 48% of the program. These courses are followed by pedagogical knowledge courses which form 34% of the program. Finally, 18% of the program involves general culture courses. The details of the courses are listed below in Figure 3.

	Content Knowledge	Pedagogical Knowledge	General Culture
YEAR 1	• Reading skills • Writing skills • Listening skills • Oral communication skills • Linguistics	• Educational psychology • Educational philosophy • Instructional Methods and Principles	• Atatürk's principles and history of the Turkish Republic • Turkish language and literature • Information technologies
YEAR 2	• Applied linguistics • English literature • Language acquisition • Critical reading and writing skills • Approaches to English language teaching • English language teaching programs	• Instructional methods and principles • Information technologies in education • Educational research methods • Turkish educational history • Elective courses	• Elective courses
YEAR 3	• Teaching English to young learners • Teaching English language skills • Literature and language teaching	• Measurement and evaluation • Classroom management • Turkish education system and school management • Ethics in education • Elective courses	• Elective courses
YEAR 4	• Translation • Language teaching materials adaptation and development • Language testing and assessment • Elective courses	• Teaching application • Special education • Counseling • Elective courses	• Applications of social work

Figure 3. The list of courses in English language teacher education programs in Turkey (YÖK, 2020)

Unfortunately, as Kırkgöz (2017) notes, “the existing system is deficient in its goals, accomplishments and responsiveness to global changes” (p. 241) despite the attempts of Higher Education Council to improve its effectiveness in line with the recent developments in the field. Öztürk and Aydın (2019) assert that the attempts are not successful because they are mostly aiming at “the curricular or content changes rather than systemic ones renewing the theoretical basis of these programs” (p. 185).

They also stated that even the last reform implemented in 2018-2019 academic year was “just composed of several changes in names and credits of the courses, an increase in the number of theory-based pedagogical courses and the inclusion of teaching practice in the first semester of the final year as well” (p. 185). Despite the changes in the system, recent studies indicate that there are still areas that need to be improved. The findings of Varol’s (2018) study with thirty-two senior ELT students demonstrated that although the pre-service teacher education program was successful at improving students’ various competences, pre-service teachers felt themselves still incompetent in several areas such as fostering the development of speaking skills in learners, adjusting and using their voice effectively for instructional purposes, time management and designing structured and coherent lessons, which they attributed to the lack of practice opportunities in real classrooms. In her dissertation, Şahin (2019) also found that there are still issues regarding the effectiveness of pre-service teacher education in Turkey. In her study in which she investigated the foreign language assessment literacy of 164 pre-service English language teachers, most of the participants reported that the content of the pre-service teacher education was too theoretical lacking the practical side and local needs about language assessment. In conclusion, although pre-service teacher education programs in Turkey are successful in improving students’ knowledge of ELT, and developing certain competencies, they are found to be insufficient in providing practice opportunities for student teachers at various contexts, which is indeed crucial in helping student teachers gain a deeper insight into teaching and learning process and consequently be more prepared for the job.

2.2.3. Professional development after pre-service teacher education. As it was stated in the previous section, pre-service education programs might not be successful enough to prepare student-teachers for all the challenges they will experience after starting the profession. This shows the importance of providing teachers with opportunities for ongoing renewal of their professional skills in order to ensure a high standard of teaching. Richards and Farrell (2005) on the other hand notes that “the need for ongoing renewal of professional skills and knowledge is not a reflection of inadequate training but simply a response to the fact that not everything teachers need to know can be provided at preservice level, as well as the fact that the

knowledge base of teaching constantly changes” (p. 1). In other words, regardless of the quality of pre-service training for teachers, teachers should be given on-going support and opportunities for professional development.

Although professional development is generally regarded as some kind of formal or educational training, it might actually be in different forms. Bolam (1993) proposed three types of professional development: “professional development, professional education and professional support” (p. 3). As Craft (2001) suggests, professional training is usually school-based and involves the individual. The emphasis in this type of professional development activity is on “practical information” (Hallet, 2012, p. 66). Craft (2001) lists some sample professional training activities as follows: “observation, job shadowing, induction and team teaching” (p.18). The second type is professional education which “usually involves award-bearing courses offered in higher education institutions, which focus on the interface between theory and practice” (Craft, 2001, p.18). Courses, seminars, workshops and conferences can be some examples for professional training activities. Professional support, which is the third type of professional development activities, “forms part of collegial support in order to fulfil contractual conditions of service and includes such activities as appraisal, promotion, career development, mentoring, team building, equality of opportunity and re-deployment” (Craft, 2001, p.18). The aim of this type of professional development activity is to “develop job experience and performance” (Hallet, 2012, p. 66).

Craft (2001) lists the recent developments in professional development as follows:

- “greater emphasis on basing professional development on careful needs analysis linked to evidence of existing practice and thus targeted training;
- moves towards a broader view of what in-service education and professional development entails
- a concern to ensure that school and individual needs are addressed through professional development activities;
- the use of school development planning and professional interviews/appraisal to inform the planning of professional development;

- moves towards building evaluation into professional development and of asking questions, through this, about the effects of professional development on practice;
- an increasing interest in seeing initial teacher training, induction and professional development as a continuum for professional competences and personal professional development portfolios providing a structure for planning development work” (p. 13).

As can be seen from the above list, with the recent trends, continuous professional development is now regarded as a broader term including not only the school and individual needs and there is “a greater emphasis on what happens before and after in-service training” (Craft, 2001, p.18). Similarly, in Aydın, Sağlam and Alan’s (2016) study conducted with 44 language teachers who completed the CELTA training in Turkey, the participants stated that CELTA “took them back to the years when they were students and they started to relate more to their students and understood better what they were going through at times of challenge and struggle” (p.173). Katabugur’s study (2016) with forty pre-service EFL teachers who were fourth grade students of four ELT departments in Turkey also revealed that student-teachers are aware that their professional development does not end after graduation and they have plans to attend in-service training courses in order to improve themselves.

2.3. Induction as a Professional Development Activity

2.3.1. Definition of induction. Induction is acknowledged as a phase in learning to teach since it is a support mechanism to ensure a smooth transition from preservice to in-service training (Hellsten, Prytuyla, Ebanks & Lai, 2009). Induction is significant in this transition because although teacher preparation programs contribute significantly to the experience of becoming a teacher, other important steps of the development are completed after starting the profession. New teachers are faced with the reality of being completely in charge of a classroom when they start the profession not during practice teaching which is supervised by their mentors or professors (DeBolt, 1992). Little (1999) also states, “the learning demands that inherent in the work [of teaching] cannot be fully anticipated or met by pre-service preparation, even

when that experience is stellar” (p. 234). Teachers face various challenges such as understanding and implementing the curriculum; adapting to the school environment and culture; establishing and maintaining a good rapport with students, colleagues, and supervisors; grading, time management and classroom management (Jarvis & Algozzine, 2006; Yalcinkaya, 2002). An effective induction program might mitigate these difficulties experienced by providing the necessary support as well as building a professional culture of collaboration and learning. Therefore, induction plays a crucial role in the development of teachers by contributing to the experience of becoming a teacher through “sophisticated and systematic efforts to initiate, shape, and sustain the first work experiences of prospective career teachers” (DeBolt, 1992, p. 13). Since many people associate induction with beginning teachers who are in their first years in the profession, induction programs for non-novice teachers are rare and their impacts on the non-novice teachers are not so widely researched. However, induction can also help these teachers to achieve a sense of personal and social well-being and improve their teaching practices because professional, emotional and personal development is a continuum and might be affected by different situational factors.

2.3.2. The theory and principles of induction. DeBolt (1992) suggests that “a theory of induction begins with a set of three concepts: *teacher competence*, *teacher performance*, and *teacher effectiveness*”, which might be applied to both beginning and experienced teachers” (p.16). First, *teacher competence* refers to the knowledge, skills, and values particular to the teaching profession. The second concept, *teacher performance*, is enactment of teacher competence in a particular context. The last concept, *teacher effectiveness*, is the accomplishment of intended outcomes that are related to student learning and student behavior as a result of performance. As DeBolt (1992) suggests, while “teacher competence is transportable, teacher performance and teacher effectiveness is always context bound—expressed in a particular, real setting” (p. 16). In other words, teachers who start working in a new institution might not bring their performance and effectiveness to their new teaching assignment, but it is their teacher competence that accompanies them (DeBolt, 1992).

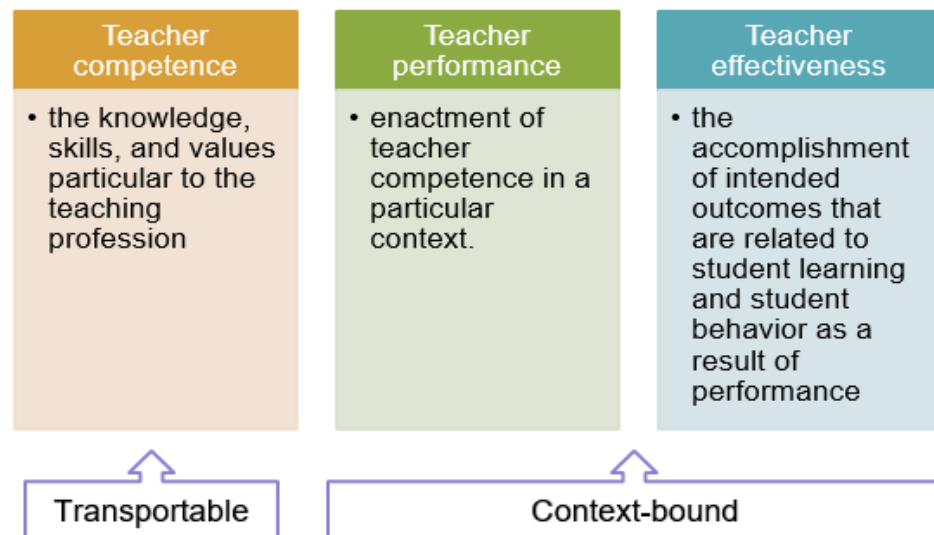


Figure 4. DeBolt's (1992) framework for induction

Debolt (1992) posits that the theory of induction further develops by relating the above-mentioned concepts to one another through four principles. The first principle is that “teacher competence is the basis of teacher performance” (Debolt, 1992, p. 18). This means that in order for teachers to perform the tasks of teaching in a particular context, teachers need to possess necessary knowledge, skills, and values. The second principle is that “teacher performance is the basis of teacher effectiveness” (Debolt, 1992, p. 18). It is not possible to evaluate the effectiveness of teaching unless the tasks of teaching are enacted. Another principle is that “though teacher competence grounds teacher performance, it does not guarantee teacher performance” (Debolt, 1992, p. 18). Possessing the necessary knowledge, skills, and values may not lead to successful performance of the teaching tasks. The fourth and the last principle is that “though teacher performance grounds teacher effectiveness, it does not guarantee teacher effectiveness” (Debolt, 1992, p. 18). There might be the enactment of the tasks of teaching but this does not ensure the accomplishment of the intended outcomes.

Induction is also regarded as a program of support and development which is a part of teachers' professional learning continuum. In addition to its function of initial preparation, it contributes to long-term career development. In that sense, Feiman-Nemser (2010) suggests that “induction is like Janus, the two-faced Roman god, since it looks backward to teacher preparation and forward to professional development” (p.16). This means looking at induction as a program that contributes to the ongoing study and improvement of teaching.

Induction is also a process of enculturation as new teachers are inducted into a particular school culture. When teachers start teaching in a new context, they need to learn to teach in that specific context. Feiman-Nemser (2010) views induction as a process of socialization since school structures and cultures mediate new teachers' learning and affect their teaching. When teachers become a member of a new teaching community, the process they go through is very complex due to the interplay among the personal and the contextual factors as well as the challenges of the profession (Feiman-Nemser, 2010). Induction programs have a socializing impact on the teachers since the newly qualified teachers they get acquainted with new colleagues and the school culture. As Rosenholtz (1989) stated, "beginners who are offered help and who see requests and offers of assistance regularly exchanged between senior colleagues are socialized to accept school norms about the way in which one learns to teach" (p. 431). Hence, induction is grounded within Vygotsky's sociocultural theories of development.

As Eun (2008) demonstrated in figure 5, there are four key theoretical concepts within the Vygotskian theoretical framework for professional development. The first and the most fundamental tenet of Vygotsky's theory is that development arises from social interaction. Induction embraces this concept since it creates opportunities for learning or development through social interaction. It regards social interaction to be critical to teacher development. Mentors in the induction program play a crucial role in enacting mediation during zone of proximal development (ZPD) activity. ZPD is defined by Vygotsky (1978) as "the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers" (p.86). Referring to induction programs, it can be defined as the distance between what teachers "can do on their own without assistance and a proximal level they might attain through strategically mediated assistance from more capable others" (Warford, 2011, p.253). The guidance provided by the mentor to the mentee to achieve skills and knowledge that are currently beyond his or her capacity ultimately leads to internalization by the mentees because as Vygotsky (1978) asserts, "any higher mental function was external and social before it was internal" (Vygotsky, 1960, p. 197, as cited in Minick, 1987). As Eun (2008) suggests, the internalization process including "transformation of social behavior from the intermental to the

intramental is a complicated and prolonged process that requires engagement of two or more people in a practical activity” (p. 137). Hence, induction is a mediational process according to Vygotskian socio-cultural theory. Adopting Vygotsky’s theory, induction programs might make the psychological tools that are necessary to enact theoretically and pedagogically sound instructional practices available to teachers (Johnson & Golombek, 2016). These psychological tools can mediate teachers’ thinking and activities, so that they can expand their mental processes and improve themselves. Another important concept proposed by Vygotsky is formation of new psychological systems, which is also a function of induction. Induction is a program to support teachers to interpret and adapt their competence effectively in a new setting. As Debolt (1992) suggests, it assists teachers in forming and refining “their images of themselves as teachers in terms of their competence, performance, and effectiveness” (p. 20).

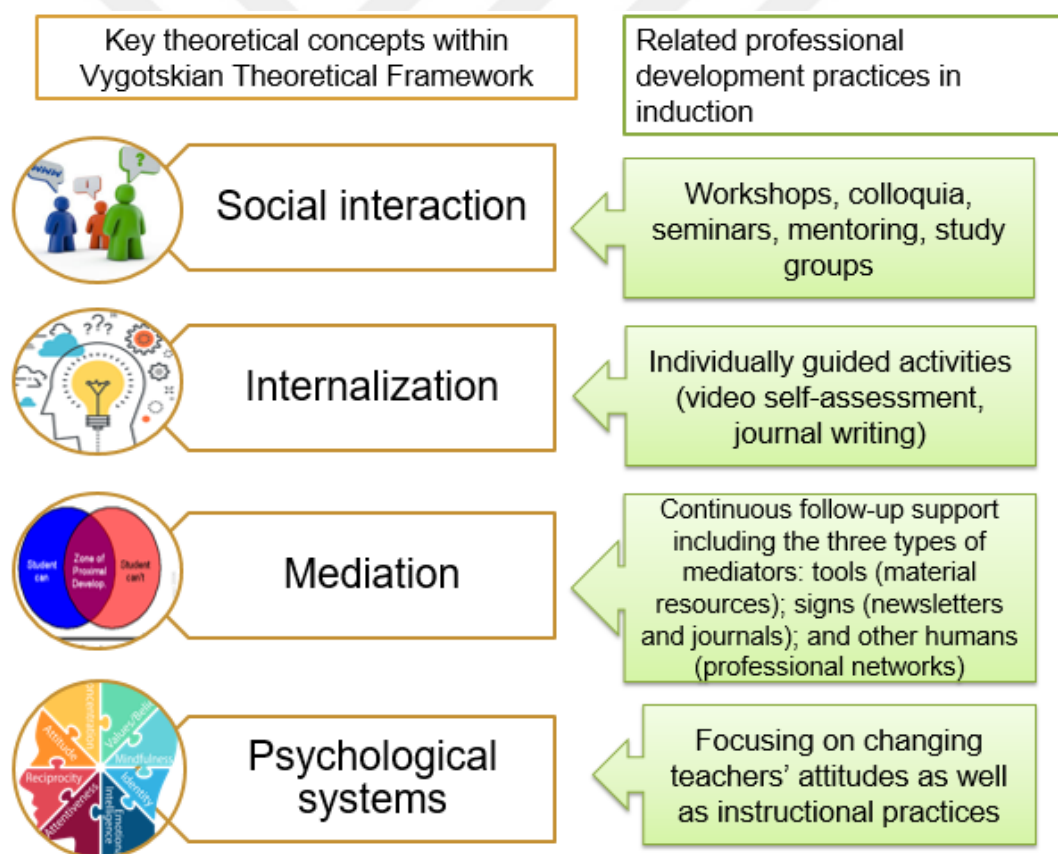


Figure 5. Professional development within a Vygotskian theoretical framework (Adapted from Eun 2008, p.144)

Induction also embraces the principles of Kolb's (1984) experiential learning cycle. Kolb's experiential model has four types of learning: "concrete experience, reflective observation, abstract conceptualization and active experimentation" (p. 32) (Figure 6). According to this model, learning process in which "experience is translated through reflection into concepts, which in turn are used as guides for active experimentation and the choice of new experience" is cyclical (Healey & Jenkins, 2000, p. 186).

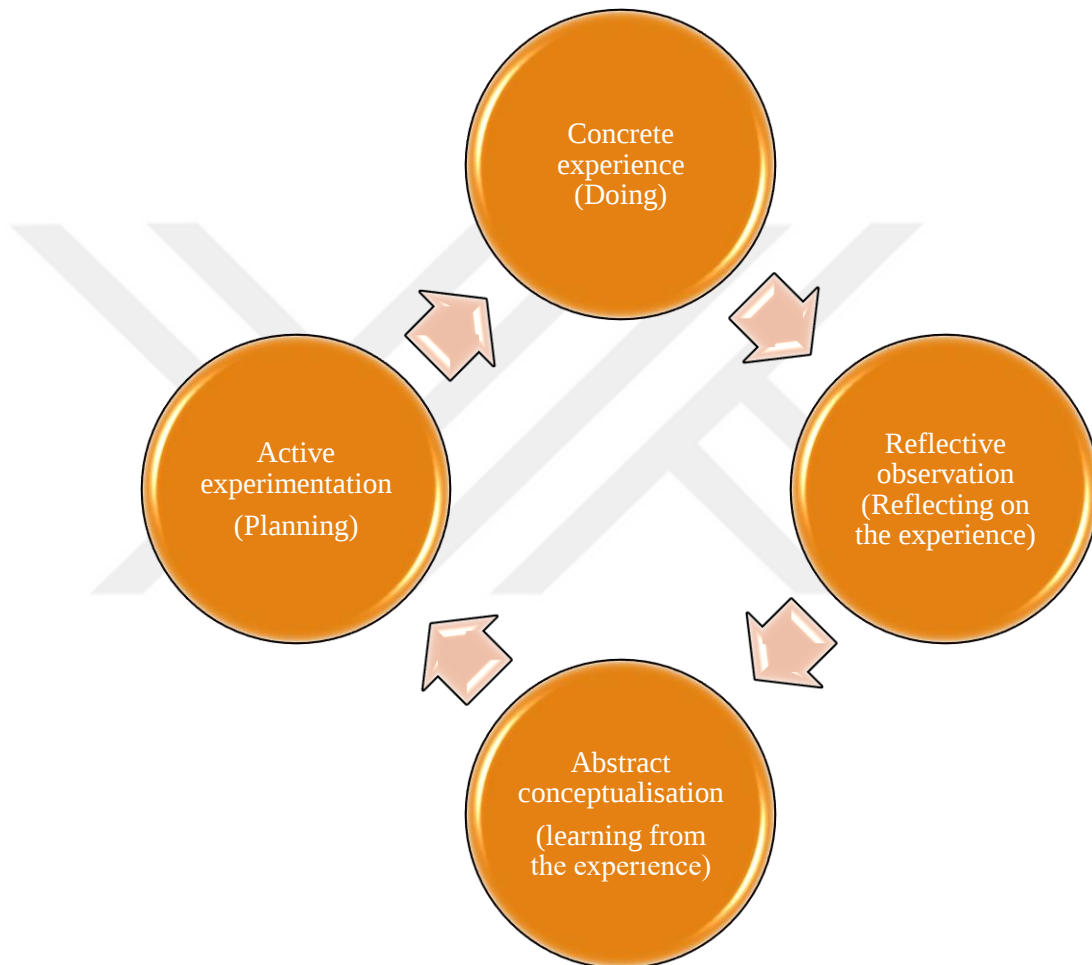


Figure 6. Kolb's (1984) experiential learning cycle

According to Kolb (1984), traditional academic subjects and pre-service education institutions lay too much emphasis on the process of abstract conceptualization and gives less value to concrete experience although effective learning takes place "when concrete experiences are examined and reflected upon" (Randall & Thornton, 2001, p.46). In that respect, induction follows the principles of

Kolb's (1984) model since it sees experience as a crucial element in the acquisition of new knowledge. The participants in an induction program go through the phases of Kolb's model since they are expected to engage in various activities, reflect on these activities critically, draw some useful conclusions from the analysis, and apply them into a practical situation with the help of a mentor. In addition, the observation cycle in induction programs can be easily related to the different types of learning in Kolb's experiential model are as follows in Figure 7:

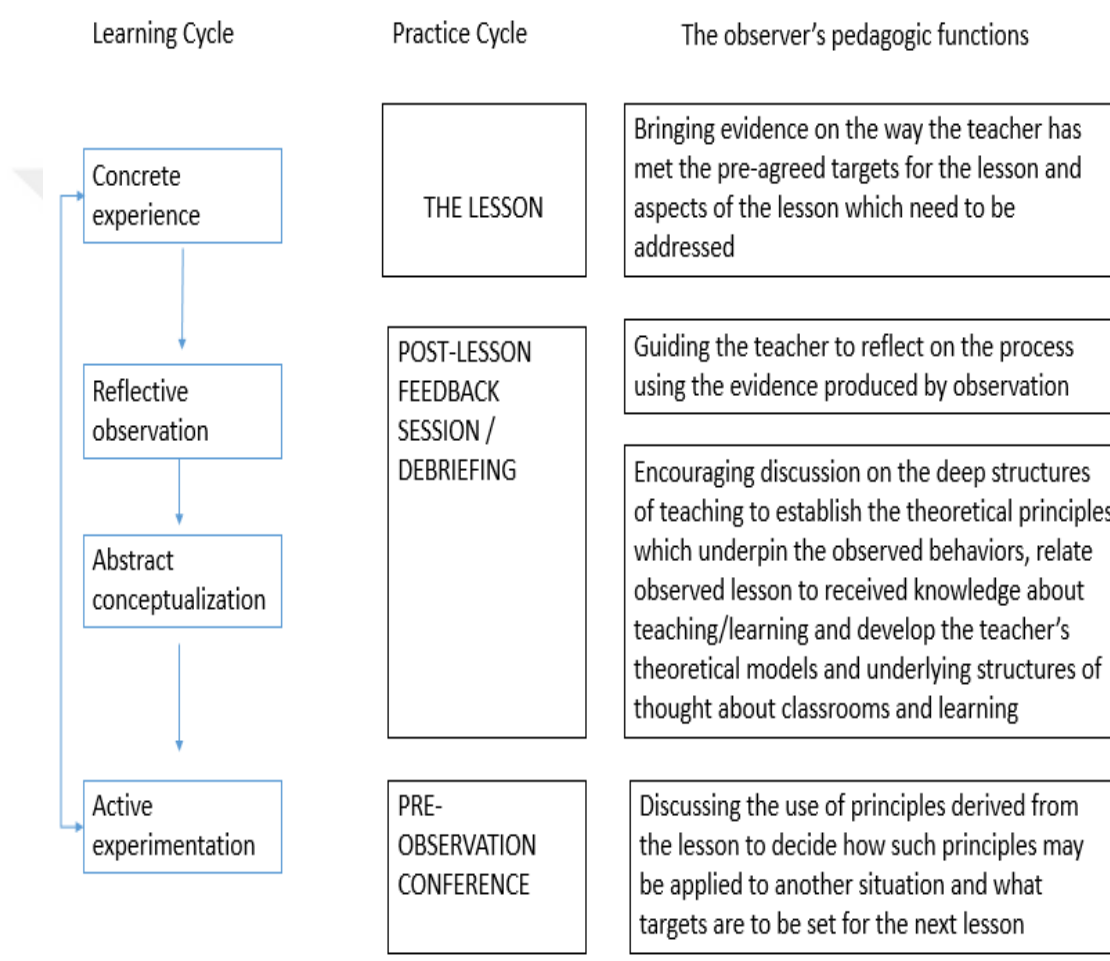


Figure 7. Relationship between the different types of learning involved in Experiential Learning and observation cycle in the induction programs (Adapted from Randall & Thornton, 2001, p.47)

2.3.3. Induction models. Different induction models have been developed and adopted by institutions in order to induct new teachers, and provide a supportive and collaborative environment. Between the mid-1980s and mid-1990s, “deficit model”

was the most common approach employed in induction programs (Mangione, Pettenati, Rosa, Magnoler, & Rossi, 2016, p. 130). The primary aim of this model was to “develop instructional routines with a focus on the organization and management of teaching activities since it was assumed that the incoming teachers might not be able to perform well in their new settings” (Mangione, Pettenati, Rosa, Magnoler, & Rossi, 2016, p. 130). Hence, the support provided through the induction program was mostly instruction related. The deficit model, which aimed at providing the teachers with necessary input to improve their practices, followed “person as input-output system” view, which regards “skills training as demonstrating single models and learning by imitation” (Roberts, 1998, p. 17).

From the mid 90’s to the early 2000s, the induction programs were designed using “an integrated approach”, which views training as the combination of providing input and learning to teach through practice (Mangione et al., 2016, p. 130). With the support and opportunities provided for development and reflection, the role of induction programs shifted from the continuation of pre-service teacher education to “a bridge between teacher education and teachers’ continuing professional development” (Mangione et al., 2016, p. 130). During that period the approach adopted by induction programs shifted from model-based to constructivist, which posits that learning lies in the conceptual development which stems from input, skill practice, and reflection (Roberts, 1998). With the added components of practice and reflection, this change in the approach can also be regarded as a shift from a “training” perspective to an “education” perspective that assumes that effective teaching involves higher level cognitive processes that cannot be transmitted directly through providing models or imitation (Richards, 1998, p. 29).

Since the mid-2000s to today, induction programs have generally adopted a “growth model”, which values “active contribution of new teachers to the school’s learning community, since they also possess many competences and skills to offer” (Mangione et al., 2016, p. 130). The major tenet of this model is that during the induction period, teachers are not only shaped by academic and cultural milieu but also, in turn, shape them as well (Lacey, 1977). The growth model provides more opportunities for teachers to share their expertise with others and contribute to the institution while at the same time developing their skills and adapting to the new setting through getting support. Induction programs adopting this model “involve

networks that create learning communities, treat every colleague as a potential contributor, demonstrate that quality teaching becomes not just an individual responsibility, but a group responsibility as well” (Wong, 2004, p. 51).

One prominent theory that underlies growth model is Zey’s (1984) mutual benefits model which was drawn from social exchange theory. The framework is based on the premise that three stakeholders -the mentee, the mentor and the organization- all benefit from the social exchange relationship in an induction program (Strayhorn & Terrell, 2012) as displayed in Figure 8. The mentee and mentors benefit from the induction process by getting psychological support, improving their teacher competence and skills while the organization gains benefits including “managerial succession, development, less turnover and greater productivity” (Strayhorn & Terrell, 2012, p. 114).

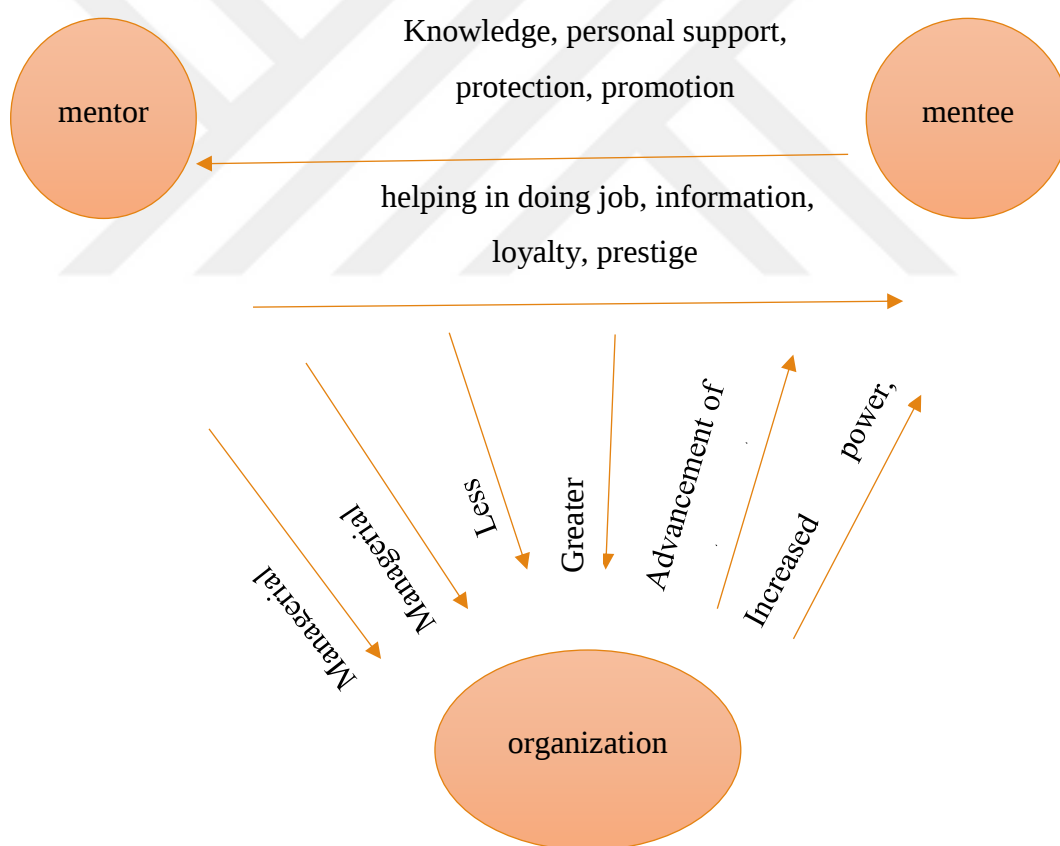


Figure 8. Zey’s (1991) mutual benefits model taken from Strayhorn & Terrell (2012, p.114)

2.3.4. Comprehensive Induction Programs. During the early 2000s, there was a move toward a “multi-faceted, multi-year system of planned and structured learning experiences” in induction programs with the recognition that teachers “grow along a developmental continuum and deepen their knowledge and skill over time” (Paliokas & Killion, 2013, p. 9). This is different from the growth model in the sense that it views induction as a program which is far more than the mere orientation of beginning teachers at the start of the school year. Britton, Paine, Raizen and Pimm (2003) claim that if induction programs do not go beyond immediate teacher support or training, they are “limited” and the effective induction programs should be “comprehensive” (p. 2). Comprehensive induction programs assist teachers in different areas such as classroom management, assessment, lesson planning, methodology and material development in an extended period. In Table 2, Britton et al. (2003) illustrate the distinctions between ‘limited’ and ‘comprehensive’ induction programs (p.2).

Table 2

The Distinctions between ‘Limited’ and ‘Comprehensive’ Induction Programs

Program Feature	Limited Induction	Comprehensive induction
Goals	focuses on teacher orientation, support, enculturation, retention	also promotes career learning, enhances teaching quality
Policies	provides optional participation and modest time, usually unpaid	requires participation and provides substantial, paid time
overall program design	employs a limited number of <i>ad hoc</i> induction providers and activities	plans an induction system involving a complementary set of providers and activities
induction as a transitional phase	treats induction as an isolated phase, without explicit attention to teachers’ prior knowledge or future development	considers the influence of teacher preparation and professional development on induction program design

Table 2 (cont'd)

Program Feature	Limited Induction	Comprehensive induction
initial teaching conditions	limited attention to initial teaching conditions	attention to assigned courses, pupils, non-teaching duties
level of effort	invests limited total effort, or all effort in few providers, activities	requires substantial overall effort
Resources	does not provide resources sufficient to meet program goals	provides adequate resources to meet program goals
levels of the education system involved	involves some levels of the system, perhaps in isolation	involves all relevant levels of system in articulated roles
length of program	one year or less	more than one year
sources of support	primarily or solely uses one mentor	uses multiple, complementary induction providers
conditions for novices and providers	usually attends to learning conditions for novices	also provides good conditions and training for providers
Activities	uses a few types of induction activities	uses a set of articulated, varied activities

Kearney (2014) asserts that comprehensive induction is a process that does not simply involve orientation to the workplace since successful acculturation involves a comprehensive program of professional development. Having examined nine international programs that were identified as successful and effective induction programs based on their levels of support and/or retention figures, Kearney (2014) identified nine elements that have been identified as characteristics of effective comprehensive induction programs:

- *the one- to two-year mandated program that focused on teacher learning and evaluation;*
- *the provision of a mentor;*
- *the opportunity for collaboration;*
- *structured observations;*
- *reduced teaching and/or release time;*
- *intensive workplace learning;*
- *beginning teacher seminars and/or meetings;*
- *professional support and/or professional networking;*
- *part of a program of professional development (p.7).*

In addition to the nine principles proposed by Kearney (2014), reflective inquiry is critical to effective induction programs. Successful induction programs encourage deep reflections on participants' daily teaching experiences by "providing ongoing, classroom-based, structured inquiries of practice" (Wood & Stanulis, 2010, p. 140). As Dewey (1933) notes, reflection contributes to the professional growth since it frees us from considering issues from a single point of view. It enables people to look at a problem with a new outlook and come up with a wider range of solutions, which is crucial in professional change, particularly in the case of experienced teachers (Roberts, 1998). Schön's (1987) view of reflection differs from that of Dewey (1933) in the sense that he suggests reflection should be in action. According to Schön (1987, p. 28), *reflection-in-action*, which requires us to "think up and try out new actions intended to explore the newly observed phenomena, test our tentative understandings of them, or affirm the moves we have invented to change things for better". Hence, *reflection-in-action* is "a kind of real-time reframing" (Roberts, 1998, p. 51). The views of Dewey and Schön demonstrate that the term reflection can be used in different ways (Roberts, 1998). Therefore, induction programs might differ in their perspectives of reflection. However, the common goals of the induction programs should be supporting the teachers to be able to reflect on their personal theories, values, beliefs and practices so that they can cope with the requirements of the constant changes in teaching and learning. Through reflective practice, teachers can analyze needs of their learners, difficulties or problems arising in their classrooms, and generate various

solutions to overcome them and create effective language learning opportunities for their students.

Edwards and Brunton (2004) also noted the importance of reflection in teachers' learning by providing a representation of Vygotsky's learning model. In their framework, the authors display the link between cycles of learning and reflection in and on practice (Figure 9). Within this framework, in level A, which Vygotsky referred to as "the intermental plane", tasks and goals are "negotiated at the social and collective levels" (Edwards & Brunton, 2004, p. 157). In level B, Vygotsky's "intramental plane", teachers "restructure their existing personal constructions or understanding" (Edwards & Brunton, 2004, p. 157). In level C, teachers "move towards internalization" and new understanding takes place (Edwards & Brunton, 2004, p. 157). In level D, teachers evaluate the whole process. This framework suggests that the opportunity to reflect in and on practice is an important element in that reconstruction process (Edwards & Brunton, 2004). Therefore, induction programs need to allocate room for guided or scaffolded reflection. Although teachers might articulate principles of effective teaching, there might be significant gaps between what they believe and what they enact (Borg, 2003). Therefore, one of the functions of effective induction programs should be providing reflection opportunities for teachers to realize the gap between their thoughts and actions, and supporting them to take necessary actions to narrow this gap. Jerez (2008) also emphasized the importance of supporting teachers to improve their ability to reflect effectively by emphasizing that several particular skills are needed for reflective practice. In her study (2008), Jerez reported that teachers need to be able to think and observe their performance more and make necessary modifications in their practice. In other words, they need to look critically at their actions and evaluate the process they follow, which might not be easy without the support provided by induction programs.

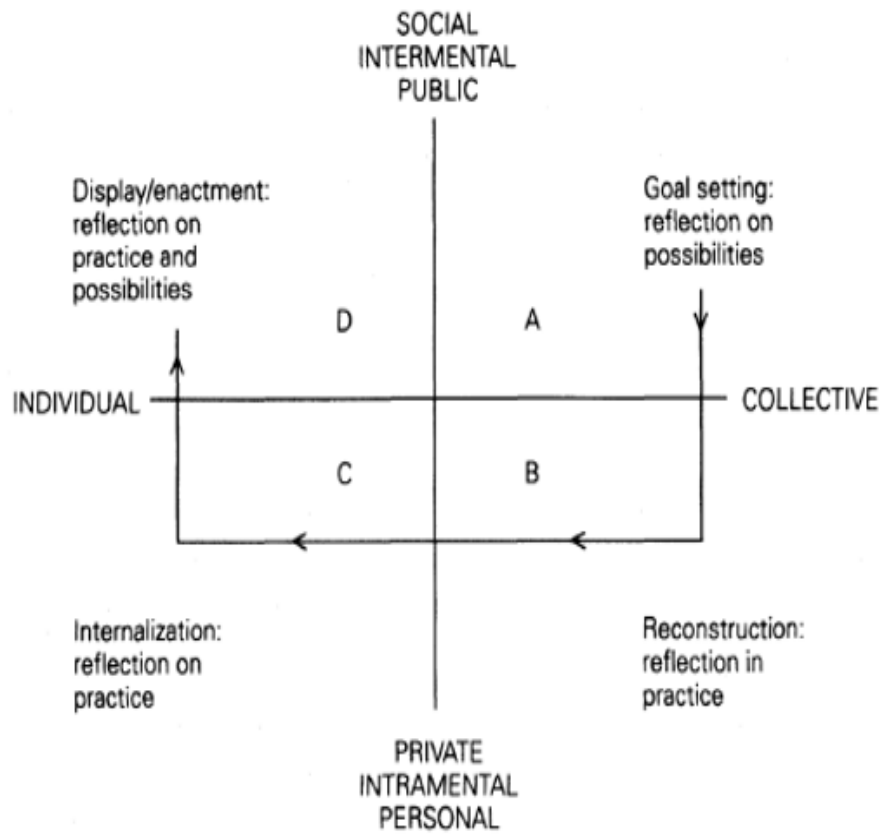


Figure 9. The Vygotskian cycle for learning taken from Edwards and Brunton (2004, p.157)

2.3.5. Mentoring as a component of comprehensive induction programs.

Mentoring is mostly regarded as a component of pre-service education in Turkey and many studies have been conducted in order to investigate its effectiveness in pre-service context (Kiraz, 2003; Nayır & Çınkır, 2014; Mutlu, 2014; Rakıcıoğlu-Söylemez, 2012; Tok & Yılmaz, 2011; Yaman, 2013; Yavuz, 2011). With the assumption that the support provided prior to the start of a teacher's career will help teachers when they start their career, mentoring as a type of in-service training program for teachers is not a common practice in Turkey. However, since it is also a vital component of continuing professional development of in-service teachers, mentoring is becoming a dominant form of teacher induction programs in different countries (DeBolt, 1992; Hobson, Ashby, Malderez, & Tomlinson, 2009; Strong, 2009).

Although mentoring and induction are often used interchangeably, Wong (2004) made a distinction between these two terms. Wong (2004) defined induction as "comprehensive, coherent, and sustained professional development process that is

organized by a school district to train, support and retain new teachers and seamlessly progresses them into a lifelong learning program” while he viewed mentoring as “typically the help for survival, not for sustained professional learning and a component of induction program” (p.42). These definitions show that mentoring is not equal to induction. Actually, it is an indispensable component in almost all induction programs (Bartell, 2005). Wong, Breaux and Klar (2013) also summarized the differences between mentoring and induction in Table 3 (p. 19).

Table 3

The Differences between Mentoring and Induction

<i>Mentoring</i>	<i>Induction</i>
Focuses on survival and support	Promotes career learning and professional development
Relies on a single mentor or shares a mentor with other teachers	Provides multiple support people and administrators – district and state assistance
Treats mentoring as an isolated event	Treats mentoring and induction as part of a lifelong professional development design
Limited resources spent	Investment in an extensive, comprehensive, and sustained induction program

Mentoring is a fundamental component of induction programs since it has two important functions: “career enhancement and psycho-social support for peers or colleagues” (Kram & Isabella, 1985, p. 117). Kram (1985) defines career functions as the “aspects of a relationship that enhance learning the ropes and preparing for advancement in an organization” (p. 22) and lists the three important career-related functions of mentoring as follows: “information sharing, career strategizing and job-related feedback”. The psycho-social functions of mentoring foster “an individual’s sense of competence and confidence in a professional role” (Kram & Isabella, 1985, p. 117). The reason is that mentoring provides four different types of support, which are “confirmation”, “emotional support”, “personal feedback”, and “friendship” (Kram, 1985, p. 136).

2.1.4.1. Types of mentoring. Although the type of mentoring adopted in pre-service education is generally one-to-one mentoring in pre-service education, there are various mentoring best practices for mentoring as a part of induction programs. As Zachary (2005) suggests, mentoring lacks standardization and the type and number of people involved in a mentoring relationship might vary and lists the most common types of mentoring as “one-to-one mentoring, group mentoring, reverse mentoring, mentoring board of directors, informal and formal mentoring” (Zachary, 2009, p. 9). Organizations choose the content and type of the program which will best complement or cater for their organizational learning goals, needs of the teachers and available resources.

Table 4

The most common types of mentoring (Zachary, 2009, p. 9)

One-to-one mentoring	Group mentoring	Reverse mentoring	Mentoring board of directors	Informal mentoring	Formal mentoring
involves two people working together to help the mentee achieve specific goals (can be formal or informal)	involves a small number of people who have similar job functions, experiences, interests or needs and form a self-directed group to learn from each other	involves people in senior positions who learn from individuals within their rank and at the same time those in junior positions who learn from the senior leaders of their own organizations	involves a group of hand-picked mentors functioning as a personal board of directors to facilitate an individual's achievement of a clear and specific learning goal.	involves two people committed to learning without any formal agreements or commitments	involves a planned and structured process which has clearly stated goals

2.1.4.2. Phases of mentoring. Zachary (2012, p. 87) sets out four phases of effective mentoring: “preparing, negotiating, enabling growth and coming to closure”. She asserts that although these phases are “predictable and naturally builds on one another they are not linear” (p. 87). Generally, these stages are portrayed as a cycle since they often merge into one another (Figure 10).

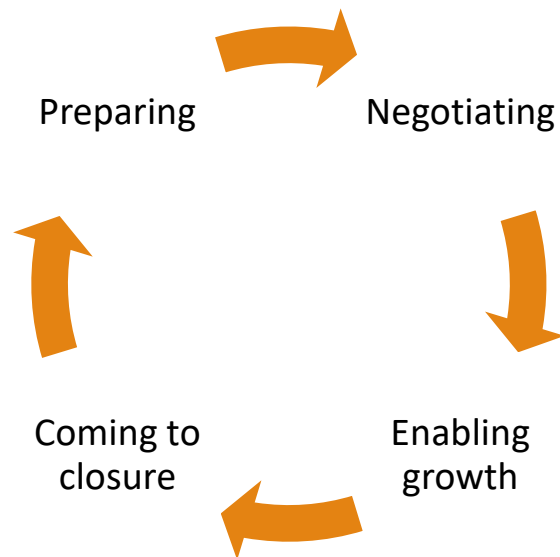


Figure 10 The mentoring cycle

The first phase -the preparing phase- is the getting ready phase, in which both mentors and mentees prepare themselves for mentoring, prepare the relationship and clarify the expectations through engaging in conversation, getting to know each other and understand each other's contexts. One way of achieving this is to have an initial mentoring conversation between mentees and mentors in which mentees have the opportunity to share information about themselves, their stories and previous contexts. This stage is crucial since as Zachary (2009, p.53) notes a mentor needs to be able to "walk in his/her mentees' shoes in order to support them appropriately so that they can work toward achieving their goals".

Negotiating is the "establishing agreements phase in which mentors and mentees agree upon goals, define the content and the process of the relationship" (Zachary, 2009, p.56). Whether the mentoring process is formal or informal, negotiating about goals, expectations and needs is important in order to ensure that learning and relationship stay on track during the mentoring process. Zachary (2009, p.56) lists the components of the negotiating to be addressed as follows: "well-defined goals, success criteria and measurement, accountability assurances, ground rules, confidentiality safeguards, boundaries and hot buttons, protocols for addressing stumbling blocks, consensual mentoring agreement, mentoring work plan".

Enabling growth is the third phase in which "learning is facilitated through a conducive learning environment and constructive feedback", which is the heart of the mentoring process (Zachary, 2009, p.90). In order for this phase to be effective, a good

relationship between mentors and mentees should be maintained. Zachary (2009, p.90) names this as “SMART communication (Shared meaning, authenticity, respect and trust)”. These four factors contribute to the effectiveness of the relationship since they are building blocks to successful communication.

The forth phase -coming to closure- enables mentors and mentees to “evaluate the process through looking back, moving forward” (Zachary, 2009, p.103). This is the phase in which mentees have the opportunity to reflect on what they have learned during the mentoring process and to “position themselves to continue the momentum of their developmental journey long after the mentoring program” (Zachary, 2009, p. 103). Contrary to what the name suggests, this phase does not indicate an end but leads to further action. In order to achieve this Zachary (2009) suggests some questions that will help the mentees to reflect on their learning:

- Did I achieve my learning goals? If yes, what did I learn as a result? If no, what got in the way? In what ways might I have contributed to the lack of progress?
- What was the most important thing my mentor taught me?
- What specific insight, approach, or perspective did I gain?
- What else do I still need to learn?
- What did I learn about mentoring? About being a mentee?
- What did I learn about myself as a person?
- What has being in this relationship taught me about myself as a learner?
- What would I do differently in my next mentoring relationship? (p.103)

2.1.4.3. Selection of mentors. With the recent changes, in mentoring of pre-service teachers in Turkey, mentees are randomly assigned with a mentor who has completed the training program conducted by the Ministry of Education. Although there is not a required certificate for mentors in an induction program, effective selection of mentors is also a vital element of successful in-service mentoring programs (Stokes & Merrick, 2016).

In their study with 1,162 employees in the United States, Ragins, Cotton and Miller (2000) investigated the relationship between the quality of mentors and the mentoring relationships, and the effectiveness of a formal mentoring program. The data gathered through surveys displayed that satisfaction with a mentoring relationship

had a stronger influence on attitudes than the mere presence of a mentor, regardless of the type of the mentoring relationship (formal or informal), or the design of the program. Rowley (1999) identified six essential qualities of a good mentor. According to Rowley (1999), first, the good mentor “should be committed to the role of mentoring, which involves new teachers finding success and gratification in their new work” (p. 20). They need to be ready to invest time and energy, which are fundamental to delivering effective support. Second, Rowley (1999) states that the good mentor is “accepting of the beginning teacher since empathy is at the foundation of any relationship” (p. 20). Mentors should be able to understand the problems and concerns of the mentees, accept them without making judgements and recognize them as developing people and professionals. Third, the good mentor “should be skilled at giving instructional support” (Rowley, 1999, p. 21). Good mentors help mentees improve their performance wherever their skill level lies. Forth, the good mentor is “effective in different interpersonal contexts” (Rowley, 1999, p. 21). Since relationships lie at the heart of mentoring, effective mentoring in the long-term can be based upon genuine relationships. The onus is on the mentor both to establish a genuine ongoing relationship and to adjust their mentoring communications to meet the needs of individual mentees. A crucial characteristic of mentors is that the “good mentor is a model of a continuous learner (Rowley, 1999, p. 22). Good mentors demonstrate their openness to learn from colleagues, including new teachers and by their willingness to pursue professional growth through a variety of means. Finally, the good mentor “communicates hope and enthusiasm” (Rowley, 1999, p. 22). Rowley (1999) notes that good mentors “capitalize on opportunities to affirm the human potential of their mentees” by sharing their own struggles and frustrations and how they overcame them (p. 22).

In their list of seven competencies that a mentor teacher should possess Denmark and Podsen (2000) propose similar characteristics. According to Denmark and Podsen (2000), competency one is “understanding the mentoring role” (p.18). Mentors must understand the requirements of their role and be committed to acquiring appropriate knowledge and skills to do it effectively. The second competency that a mentor should possess is “initiating the relationship” (Denmark & Podsen, 2000, p.18). The mentor should initiate the learning relationship and create an atmosphere in which the novice feels supported as a colleague and a full partner in the professional life of

the school building. The third competency is “establishing a climate of peer support” (Denmark & Podsen, 2000, p.18). Mentors should establish and maintain a relationship as peer or colleague rather than an assessor or authority. This kind of collegial relationship might help mentees improve their skills and professionalism since they will feel more comfortable while interacting with their mentors and trying new approaches in their classrooms. “Modelling reflective teaching practices” is the fourth competency of effective mentors (Denmark & Podsen, 2000, p.19). Mentors should assist their mentees develop their teaching skills through demonstrating a reflective approach to teaching. The fifth competency essential to effective mentoring is “applying and sharing effective classroom management strategies” (Denmark & Podsen, 2000, p.19). Mentors can help reduce the anxiety of the mentees by sharing their classroom management strategies, modeling appropriate teacher-student relationships and encouraging the beginning teacher to use or adapt them to use in their own classes. The next competency of an effective mentor is “encouraging and nurturing an appreciation of diversity” (Denmark & Podsen, 2000, p.18). Mentors should model how they appreciate diversity and teach in diverse settings as well as creating opportunities for mentees to reflect on their practices in terms of appreciation of diversity. This will help the mentees to be more effective in their classrooms and more successful in their relationships with their students or colleagues. The seventh competency is “embracing mentoring as an investment in professional development” (Denmark & Podsen, 2000, p.21). As Denmark & Podsen, (2000) suggests, mentors need an “attitude of being lifelong learners and must understand that mentoring is an opportunity to develop leadership skills in themselves and in those they mentor” (p. 21).

The Open University study (Open University Quality Support Centre, 1995) also noted that a mentor should possess and demonstrate the necessary skills to perform effectively. The researchers list the fundamental skills of an effective mentor as follows: “having strong interpersonal skills, including negotiating, listening, feedback skills, intervention skills, questioning, motivation and self-awareness, and being able to both coach and teach as well as strong organizational skills, including contracting, recording, structuring of sessions, time management, evaluating, assessing, report-writing, maintaining boundaries plus working with learning contracts and action plans” (p. 8). The researchers also undertook a functional analysis approach

to break down the component functions which are associated with mentor roles to show the variety of competences that mentors were required to possess (Figure 11).

Mentor roles	Component functions
Core	Contribute to quality of learning Promote equality for all Contribute to health and safety of learners in the workplace
Befriending/role model	Show sensitivity to others' needs Relate to others Present oneself positively Show self-confidence and drive Manage emotions and stress
Coaching	Facilitate opportunities for learning for individual groups
Counselling	Provide information and materials
Supervising	Carry out work-based advice and guidance on a one-to-one basis
Facilitating	Provide workplace induction
Assessing	Supervise work placement performance
Designing and managing learning	Assist mentees in clarifying aims and objectives Enable mentees to decide on a course of action Assist mentees to plan the implementation of the course of action Identify and structure individual and group learning requirements and opportunities
Liasion	Provide information on the effectiveness and efficiency of work placement learning Contribute to new developments in workplace learning

Figure 11. Open University study: development of workplace mentors – functional analysis (Taken from Clutterbuck & Lane, 2004, p.8)

In his model ‘A conceptualization of effective mentoring’, Baird (1993) emphasizes that mentoring requires a personal repertoire of skills for mentors to be effective (Figure 12). Mentors need to establish a positive rapport, feel empathy and show a genuine interest in the development of the mentee as well as helping the mentees to reflect on the learning process so that mentoring can lead to effective change and effective development for mentees (Clutterbuck & Lane, 2004).

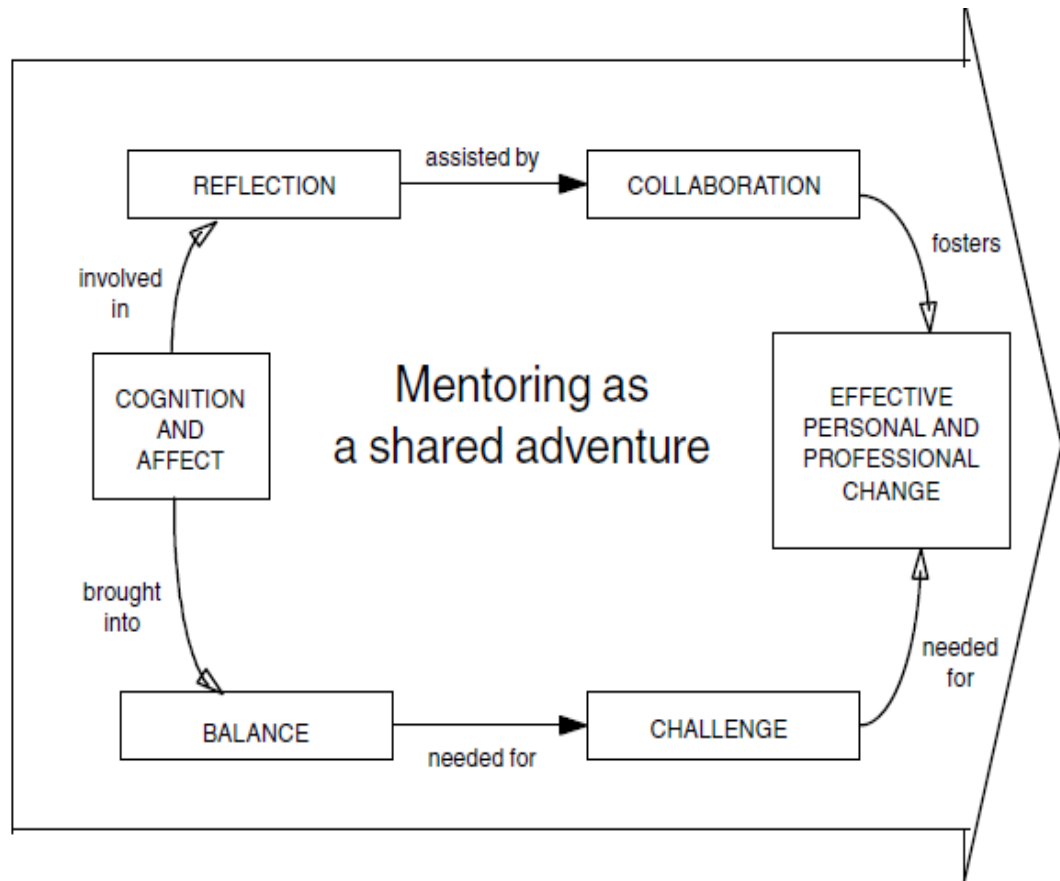


Figure 12. Baird's (1993) conceptualization of effective mentoring (Taken from Clutterbuck & Lane, 2004, p. 6)

In order to be equipped with all the characteristics mentioned in the previous section and in order for a mentoring program to be effective, mentors should be trained well. There have been a number of studies comparing mentors with training with mentors without training (Giebelhaus & Bowman 2002; Orly, 2008; Pffund et al., 2006) and the findings of these studies indicated that mentors with training had statistically significantly better results with their mentees than those without. Since mentoring includes various aspects such as giving professional advice, promoting reflective practice, observing and providing constructive feedback, and providing psychological support to an overwhelmed teacher, without training, mentors might fail to cater for the needs of mentees. In their experimental study, Evertson & Smithey's (2001) compared the classroom practices of 23 mentees who were assisted by mentors who participated in a formal mentoring program with the other 23 mentees who were mentored by non-novice teachers with no formalized mentoring program. The mentees were the new teachers who were involved in the entry-year program and they were

teaching different subjects and were working in different contexts: kindergarten and elementary school, middle school and high school. Mentors were the experienced teachers who had similar backgrounds and experiences. The data collected through ratings and narrative records from the observations, weekly summaries of mentoring activities and ratings of students' classroom behaviour indicated that the mentees of the trained mentors showed increased evidence of developing and sustaining more workable classroom routines, managed instruction more smoothly, and gained student cooperation in academic tasks more effectively than mentees of those mentors who had not taken any training.

Garvey and Weslander (2016, p.261) note that mentor training is a “complex process and any curriculum for mentors should be developed in line with the program’s purpose and this should be regularly modified in the light of the dynamic changes occurring between mentors and mentees”. Garvey and Westlander (2016, p.261) proposed the following content for a mentor-training program:

- Establishing the purpose of the mentoring in the context in which it is employed
- Mentoring philosophies
- Exploring a range of possible definitions of mentoring and considering how these apply individually and in the context of the scheme
- Some psychological education on transference and countertransference
- Power dynamics and how to work with them in a non-directive way
- Considering at least two process models of mentoring in relation to the scheme and comparing and contrasting them
- Skills practice including, listening questioning, use of summary, challenge and support
- The importance of establishing ground rules and reviewing them
- Working with expectations
- Establishing a good relationship
- Considering and discussing organizational issues which may impact on mentoring activity
- Ways of ending the relationship (p. 260)

As Villani (2009) notes, mentors also go through stages of growth like teachers and in order for a mentor training to be successful, it should be designed considering the mentors' current stages of development. According to Casey and Claunch (2005), there are five important stages that mentors go through- predisposition, disequilibrium, transition, confidence and efficacy- and taking these stages into account while designing the training program will help the experienced teachers grow into effective mentors. These stages are explained by Gilman (2017) as follows in Table 5:

Table 5.

Stages of mentor development (Taken from Gilman 2007, pp. 22-23)

Stage	Development
Predisposition	Seeks professional growth. Desires to assist and nurture others. Challenges self to improve. Practices effective interpersonal skills. Is open-minded and flexible
Disequilibrium	Applies skill of time management and organization. Shifts professional paradigm from teaching students to adults. Has doubts, fears, and unclear expectations about mentoring roles. Has little self-confidence as a mentor. Experiences the "imposter-phenomenon."
Transition	Expands the understanding of mentoring roles. Expands the knowledge base and vocabulary. Develops individualized mentoring strategies. Develops better questioning skills. Replaces personal agendas with the new teacher's agenda.
Confidence	Understands job expectations. Continues the development of mentoring strategies. Refines listening and questioning. Begins to dissociate from the protégés success. Finds renewed sense of professionalism that included collaboration, collegiality, and articulation. Trust in his or her own beliefs. Begins to advocate for beginning teachers. Understands job expectations.

Table 5 (cont'd)

Stage	Development
Efficacy	Develops a personal mentoring style. Continues to reflect on and adjust multiple strategies. Recognizes personal strength as a mentor. Makes emotional shift to detachment and minimal response. Deepens the understanding of effective teaching. Moves from intuitive to intentional practice.

2.3.6. Observation as a component of induction. Although there are various types of observation, it is a common feature of induction programs and one of the most useful means of effective induction. Scrivener (2011, pp. 384-385) suggests that there are five different types of observations although a single observation could incorporate more than one of these: training, developmental, assessment, data collection, and peer observation (Figure 13).

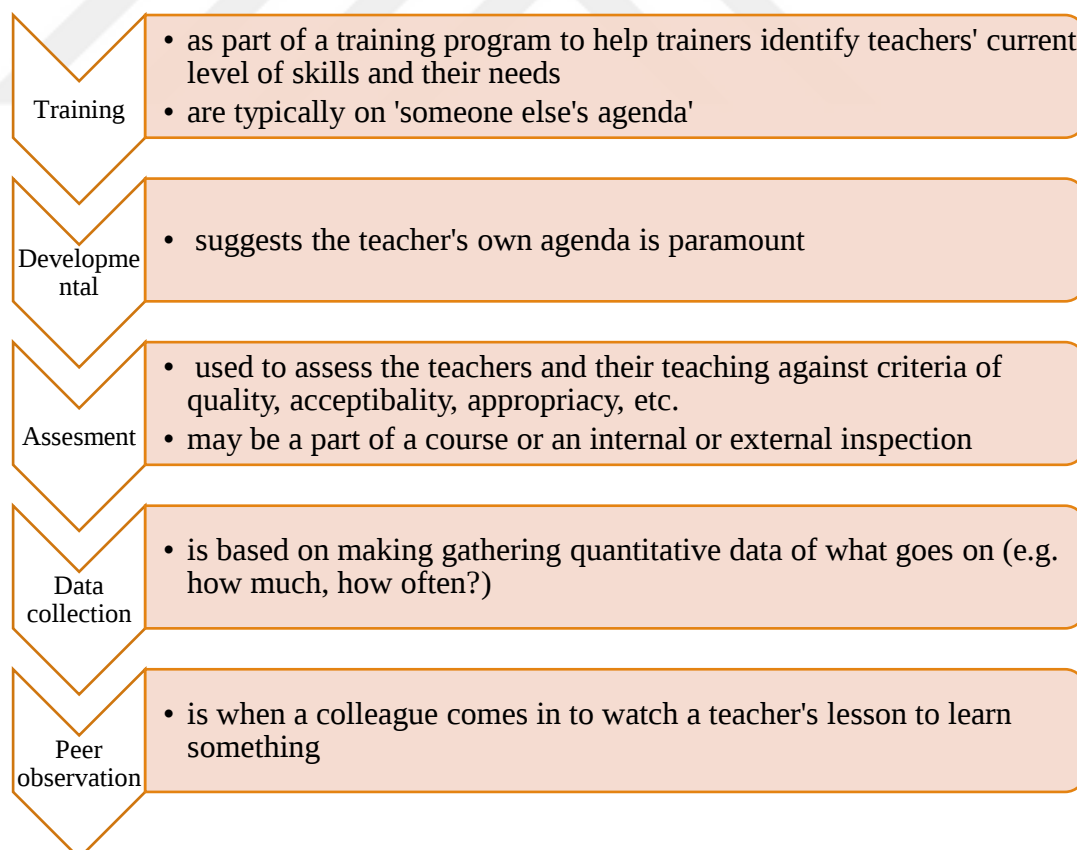


Figure 13. Five types of observation (Scrivener, 2011, pp. 384-385)

The type of observation to be used might differ according to the needs of teachers who will be observed. For instance, beginning teachers might have training observations to get feedback on their lesson planning and teaching and act on that feedback to improve their teaching skills. Through training, they might develop their own self-awareness and gain deeper insight into their own teaching and their learners. As for non-novice teachers, engaging in developmental observation will provide opportunities for further professional and career development. They can build on their experience and yield further insight and awareness of both their teaching and learners.

Some teachers might find observations intimidating since they believe that having an observer in their classrooms might interfere with their regular teaching practices, student performance and the success of the lesson (Scrivener, 2011). However, as Scrivener (2011) notes, if observation is done well, “it might provide the most useful help a learning teacher can get since it gives the opportunity to the teacher to take in objectively the whole panorama of what is happening in their classrooms” (p. 384). In order to have an effective observation, Scrivener (2011, p.384) suggests that both observers and teachers need to know and agree on the following items:

- All the logistic details (when, where, how long)
- Information about the class (level, what the students are like, recent study, current issues, et)
- Information about the intended type of lesson (a ‘by-the-book’ lesson? A ‘wing it’ lesson? An experiment? A ‘driving test’ – attempting to show off the best that the teacher can do?) In other words, to what extent is the observer going to see a representative lesson?
- The type of the observation (training, developmental, assessment, data, peer)
- Who sets the agenda and who decides the specific aims of the observation (e.g. the observer, the teacher being observed, some external source, etc.)?
- Specific aims of the observation
- How the teacher would like the observer to be (e.g. invisible, participating in the lesson, taking notes, videoing, etc.)?

As Nunan and Lamb (2000, p.240) suggest, an observation cycle involves four steps: “pre-observation discussion, observation, post-lesson discussion and follow up”. In the pre-observation discussion stage, the observer and the teacher discuss the lesson plan as well as the focus of the observation. In the observation step, the observer takes notes of the stages in the lesson, what goes well in the lesson, and what needs to be addressed in the lesson. In the third step, post-lesson discussion, both the teacher and the observer reflect on the effectiveness of the lesson, report their impressions of the lesson, and discuss any differences of their reflection or interpretations. Having agreed on the interpretations, they might come up with an action plan to improve the areas identified for the teacher to work on. In the follow-up step, the teacher tries out any new ideas or suggestions to improve the problematic areas and report back to the observer.

Depending on the overall aims of induction programs, the objectives of observations might change. Gower, Phillips and Walters (2005) lists the objectives of the observations as follows:

- to allow the teacher to stimulate or approach the real teaching situation under sympathetic supervision
- to provide the teacher with an opportunity to try out techniques
- to provide an arena for assessment
- to provide the teacher with an opportunity to have their teaching evaluated and constructively criticized
- to provide an opportunity for the teacher to get used to being observed as observation often forms part of teacher appraisal in many teaching institutions
- to encourage development of criteria for self-evaluation and self-awareness
- to create a situation that allows gradually increasing freedom so that the teacher becomes increasingly more independent – able to make decisions about what they teach and how they teach
- to help the teacher develop their own teaching style
- to provide the teacher with exposure to real learners, their learning problems and the factors which influence their learning

- to expose the teacher to students at a range of levels and to develop an understanding of the differences of approach required
- to develop their sense of responsibility for their students (p. 2).

2.3.7. Induction and its effects on teaching practices. In his dissertation Öztürk (2018) explored the challenges of 465 Turkish beginning teachers during the induction year. The findings of the questionnaire demonstrated that that beginning teachers had more job-related concerns than social concerns and the “four most frequent adaptation challenges appeared as (1) workload, (2) social status and identity, (3) supervisor, and (4) classroom management challenges” (p. iv). Hence, in addition to their goal of supporting teachers while they interpret and adapt their competence for performing in the new context, induction programs also aspire to provide new teachers with the opportunity and means to acquire new competence that is needed to perform effectively in that context. Therefore, there have been many studies on the impacts of induction programs on the beginning teachers’ teaching practices (Luft & Cox, 2001; Steele, 2013).

Several of these studies have showed positive impacts of induction programs on the teaching practices of beginning teachers (Davis & Higdon, 2008; Helms-Lorenz, et al., 2015; Norman & Feiman-Nemser, 2005). The results of these studies demonstrated how induction programs assisted beginning teachers in reframing their competence, altering their instruction methods and catering for the needs of individual students.

In his study, Hangül (2017) investigated 8 beginning high school teachers’ experiences and evaluations about the new teacher induction program put into practice by the Turkish Ministry of Education. The qualitative findings indicated that the participants found teacher induction program useful since it led to more varied experiences and achievement compared to their pre-service education. Similarly, having conducted semi-structured interviews with 40 novice teachers, 43 mentor teachers and 5 school administrators working in elementary, middle, and high schools, Aktaş (2018) concluded that the induction program led to attainments related to teaching-learning process attainments. In their year-long study with a group of beginning teachers in early elementary classrooms, Davis and Higdon (2008) also examined the influence of an induction program on beginning teachers’ classroom

practices. Results of the data analysis suggested that the comprehensive induction program had a positive influence on their teaching practices. It seemed that the induction program contributed to the development of teacher effectiveness and helped teachers progress from “novice” to more “expert” in their thinking about teaching during the first year of teaching. Helms-Lorenz et al. (2015) found similar results in their experimental study with 338 beginning secondary education teachers. The experimental schools used induction arrangements and the authors measured the impacts of these arrangements. The data gathered from repeated lesson observations demonstrated that the experimental group exhibited greater improvement in teaching skills compared to the control group.

Smethem and Adey (2005) compared the experiences of small groups of newly qualified teachers before and after the introduction of statutory induction in England in order to examine the impacts of the induction program. With their findings, they argued that structured induction has resulted in increased reflection on teaching, greater teacher autonomy, self-growth and personal efficacy, which all empower teaching skills.

Several studies have also demonstrated that induction might have a positive impact on teacher retention (Strong, 2005). Having conducted a longitudinal study with 27 newly qualified language teachers, Brown (2001) concluded that “inadequate provision of mentoring support may explain the drop-out of some of the teachers and strong mentor support may help teachers at the margins to stay on in the profession” (p. 87). Similarly, having reviewed 10 empirical studies of induction and mentoring programs, Ingersoll and Kralik (2004) revealed that support for beginning teachers and through these programs have a positive influence on teachers and their retention. According to Callahan (2016), the reason why a teacher-mentoring program can contribute to new-teacher retention is that “a high percentage of teachers who leave the profession initially entered under-prepared, overwhelmed, and under-supported, producing the frustration that inevitably leads to premature burn out” and mentoring can provide the necessary support to help these teachers (p. 8).

There is also evidence in literature that mentors develop professionally as a result of their shared experience during the induction program (Hagger, & McIntyre, 2006; Lopez-Real, & Kwan, 2005; Sprinthall et al., 1996; Zeek et al., 2001). In their study conducted with mentors, Lopez-Real and Kwan (2005) asked mentors whether the

mentoring process had enhanced their own professional development. The findings of the open-response questionnaire administered with 259 mentors and interviews with 18 of the mentors demonstrated that most of the mentors claimed that they had benefited professionally from mentoring. Having analyzed the responses of the mentors, Lopez-Real and Kwan (2005) proposed four constructs that lead to professional development: learning through self-reflection, learning from student teachers, learning through mutual collaboration, and learning from university tutors. Similarly, Allen, Poteet and Burroughs (1997) also found similar results in their study that examined mentoring from the perspective of the mentor. The results of the in-depth interviews with a total of 27 mentors regarding their experiences as a mentor indicated that mentors believed they often learned as much from the mentee as the mentee learned from them since junior employees had a great deal to offer senior employees in terms of sharing updated information and knowledge. Hence, as Allen, Poteet and Burroughs (1997) note, mentoring others might “serve as an avenue of continual skill development” for mentors.

Despite a growing interest, the overall picture of the impacts of induction programs is uneven. While induction has shown to increase teacher effectiveness and retention, Levine (2006), states that “effective induction programs are rare” (p. 44). Feiman-Nemser (2001a) claims that in order for an induction program to be effective in promoting teacher development and improving the quality of teaching and learning, it needs to be “framed around a vision of good teaching and compelling standards for student learning” (p. 1031). She suggests that mentoring, which is the most popular induction strategy, “sometimes reinforces traditional norms and practices rather than promoting more powerful teaching”, and they do not go beyond just reducing stress and addressing immediate problems (p. 1031).

Similarly, Evertson and Smithey (2001) claimed that not all the induction programs are effective in promoting teacher development since the mere presence of a mentor in an induction program is not enough to contribute the development of beginning teachers. They reported that in order for an induction to be effective it should be comprehensive because they observed that new teachers who were assisted by mentors who participated in a comprehensive induction program were better able to “organize and manage instruction, establish more workable routines, and engaged

students more effectively in academic tasks” than new teachers who worked with mentors who had no formal opportunity to develop their skills as mentors (p. 294).

Drawing on interview and observation data collected for a national study of new teacher induction, Carver and Katz (2004), showed that the induction program was not able to truly contribute to the professional development of three beginning teachers. The researchers argued that a well-supported mentor routinely missed opportunities to address difficulties faced by three novices since, there was not a sophisticated approach to mentoring that blends assistance with standards-based assessment. Similarly, in their large-scale experimental study Glazerman et al. (2008) observed that the comprehensive induction program did not have a positive impact on the participants. When they compared the teachers who were exposed to a comprehensive teacher induction and an equivalent group who were supported by a standard induction program with limited content they found no statistically significant differences between teachers’ performance, classroom practices, student outcome, and teacher retention.

There have also been some studies that have reported negative impacts of induction programs on teachers. Having examined negative mentoring experiences encountered by 242 protégés across their career histories, Eby and Allen (2002) categorized these negative experiences into two factors: “Distancing/Manipulative Behavior and Poor Dyadic Fit” (p.456). The researchers also found out that this misfit and the lack of a close relationship between the mentor and teachers encompassed situations leading to job dissatisfaction, turnover intentions, and stress. In other words, the findings demonstrated that experiences of teachers during the induction program may lead to adverse impacts on their performance due to high stress levels. The analysis of the data gathered from 277 participants by Eby et al. (2000) also yielded 15 types of negative mentoring experiences, nested within five broad metathemes: match within the dyad, distancing behavior, manipulative behavior, lack of mentor expertise, and general dysfunctionality. In a recent study, Kearney (2016) investigated a number of induction programs in various schools in Australia to understand the types of induction programs that were being implemented and the impacts of those programs on the teachers who undertake them. Having done the interpretive phenomenological analysis and content analysis of the interviews, the researcher aimed to understand and interpret the ways in which the participants of the programs experienced their

induction and concluded that the ineffective induction programs might have negative effects on teacher morale and efficacy. Kearney (2016) argued that if the purpose of an induction programme is simply to ease teachers through the accreditation process, “it is unlikely to meet the professional and personal needs of a neophyte entering a new career for the first time” (p.8).

2.3.8. Induction for the non-novice teachers. Having reviewed the literature, one can see that induction is generally perceived as a program designed specifically to provide guidance to teachers who are new to the teaching profession. However, induction programs can be offered not only to novice teachers as they enter into the profession, but also to non-novice teachers. As Paliokas and Killion (2013) suggest, educators may participate in induction at various and multiple times during their career. Teachers who are not in their first years of teaching but start working in a new institution still have needs that can be addressed through induction while transitioning to new settings. Although these teachers have experience in the classroom, they might be new to a district, school, learner profile, or subject area, or the curriculum. This means that they need to restructure their existing knowledge with the help of induction in order to teach effectively in a new setting (Given, 2016). Boreen and Niday (2003) list the needs of non-beginning teachers who start working in a new institution as follows:

- curriculum standards, benchmarks, and assessments
- knowledge of what is taught in previous and later grades or courses
- curriculum resource materials
- knowledge of the community
- knowledge of student populations (such as ethnic diversity and socioeconomic status)
- information about the school district, its policies (such as leave forms) and its traditions (such as homecoming)
- policies and practices for disciplinary issues
- information on parent/teacher conferences, open houses, and other types of parent communication
- practices for special-needs students (special education, gifted and talented, and second-language learners) such as referral forms (p. 110).

These needs vary from context to context and regardless of experience, teachers who are new to a school culture should be provided with this valuable information. In addition to making the transitioning process smoother for the teachers, induction programs for non-novice teachers might also help these teachers to hone, refine or deepen their knowledge or skills continually (Feiman-Nemser, 2001b).

The findings of Aitken and Harford's (2011) study also highlighted the necessity of induction support for teachers at various stages of the teacher life cycle. In their study, the researchers investigated the induction needs of 44 teachers at different career stages working in a socially disadvantaged secondary school in the Republic of Ireland and 22 of these participants were experienced teachers who either returned to the school after an extended career break or were new to the school since they had previously worked in a different one. The data gathered from the questionnaires and semi-structured interviews revealed that non-novice teachers also had similar types of induction support such as management support, professional development support and support for adapting to school culture.

In conclusion, as indicated in the literature review above, induction is a continuous professional development activity for teachers since it provides teachers with opportunities for ongoing renewal of their professional skills. When they include an effective mentoring component, comprehensive induction programs which assist teachers in different areas and support them to be able to reflect on their personal theories, values, beliefs and practices so that they can cope with the requirements of the situational changes might have positive impacts on teachers' teaching practices. However, these programs are not common for non-novice teachers especially at higher education institutions with the assumption that experience is sufficient for them to overcome the challenging obscurities of the new settings and develop professionally. The present study aims at providing a detailed documentation on the characteristics and effectiveness of an induction program for those teachers.

2.4. Emotions

2.4.1. Teaching as an emotional labour. Emotions are believed to have an important impact on people's thoughts in making decisions since they might act as barriers to effective actions. The importance of emotions to effective performance is also now acknowledged by many researchers since being able to monitor and use

emotions is likely to produce several positive outcomes such as well-being, high self-esteem, success at work and better managerial skills (Brackett, Patti, Stern, Rivers, Elbertson, Chisholm & Salovey, 2009; Singh, 2006). Emotions play a crucial impact on what teachers do especially because teaching is an emotionally intense activity. Due to its nature, as Hargreaves (1998) suggests, teaching is often referred to as “emotional labour” (p.4).

Nias (1996) offered three answers to explain why teachers have such a deeply emotional relationship with their work. The first major reason why teaching is an emotional labor is that since teaching is a job that involves interaction with people, it is inevitable that it has an emotional dimension. Teachers deal with both the feelings they bring into the school and those of students who are generally immature and concerned with their own interests. Second, since emotions are “rooted in cognition”, it is difficult to separate them from perception (Nias, 1996, p.294. Since “teachers invest their 'selves' in their work”, they often merge their sense of personal and professional identity and eventually “the school becomes a main site for their self-esteem and fulfilment” (Nias, 1996, p.294). According to Nias (1996), the third reason for teachers’ deep emotional relationship with their work is the extension of the second one. She notes that “teachers feel profoundly about their work because they invest themselves in it” (Nias, 1996, p.294). Teachers spend a considerable amount of time with their students and they often have a close bond with them, which leads to possessiveness. Hence, they become happy when they see the growth of their students while they experience negative feelings when their students fail or get frustrated.

Emotional labor in teaching can be both gratifying and pleasant depending on the experiences of teachers. When emotions involve pleasure, they are classified as positive emotions and these positive emotions most often mentioned in the literature on teachers are love and caring (Hargreaves, 1998; Nias, 1989; Sutton & Wheatley, 2003). Other positive emotions most often discussed in the literature are joy, satisfaction, and pleasure associated with teaching (Sutton & Wheatley, 2003). Literature shows that when teachers observe student progress in their classes and when they build good relationships with their students they feel satisfied and pleased (Hargreaves, 1998; Hatch, 1993; Sutton, 2000). Another important source of satisfaction is being able to conduct their tasks and responsibilities successfully (Hatch, 1993). Teachers also feel satisfied when they are supported by their colleagues

(Erb, 2002). Self-initiated change also makes teachers experience positive feelings. Having conducted individual interviews with 50 varied teachers in 15 Canadian elementary and secondary schools to investigate the impacts of educational change upon teachers, Hargreaves (2004) found out that teachers report experiencing largely positive emotional experiences of self-initiated change and predominantly negative ones for mandated change. Hargreaves (2004) attributed enthusiastic and positive emotional responses to the fact that teachers become motivated due to fulfilment and accomplishment they see in their students and themselves.

Emotional labor may also become negative when teachers deal with factors which hinder them from performing their roles and responsibilities effectively. Anger and frustration are major negative emotions that teachers report. Sutton and Wheatley (2003) states that these negative emotions generally arise from a number of factors related to “goal incongruence” (p. 333). Some of these factors are student-related, such as misbehavior, laziness, lack of motivation (Emmer, 1994; Erb, 2002; Hargreaves, 2000; Jackson, 1968; Reyna & Weiner, 2001; Sutton, 2000). There are also other factors outside the classroom which bring out these negative emotions in teachers. One of these factors is a lack of support from colleagues (Bullough, Knowles, & Crow, 1991; Erb, 2002; Nias, 1989). Since teaching is a complex task, beginning teachers in particular may feel anxious, sad or guilty when they have difficulty in achieving their goals (Bullough et al., 1991; Erb, 2002; Lortie, 1975; Tickle, 1991). As Hargreaves (2005) states, they are not as comfortable as experienced teachers with their role as a teacher and tend to be uncertain of their future in the profession. When they cannot get support from their colleagues or supervisors during that process, this condition will create very high levels of anxiety. Lack of appreciation or confirmation about what teachers do might also result in anxiety (Lortie, 1975). Tiredness and stress due to workload or working conditions also contribute to teacher’s feelings of anger and frustration (Bullough et al., 1991; La Porte, 1996; Nias, 1989; Sutton, 2000).

2.4.2. Importance of teacher emotions in the context of teaching. As Holmes (2005) asserts, teachers’ “ability to recognize, understand and appropriately express emotions is a valuable key to their emotional well-being”. Ensuring a high level of positive teacher emotions is very important because emotional well-being of teachers

might impact teacher attrition, behavioral tendencies of teachers in the classroom and their attitude towards professional development.

First, previous research reveals that higher levels of positive emotions and emotional well-being can lead to teacher well-being and higher levels of teacher attrition (Jo, 2014; Johns & Youngs, 2012; Kelchtermans, 2005; Klassen et al., 2008; Somech & Drach-Zahavy, 2000). In their study with 143 beginning teachers, Harmsen, Helms-Lorenz, Maulana and van Veen (2018) investigated the relationships between beginning teachers' perceived stress causes, stress responses, observed teaching behaviour and attrition. The findings of their study indicated that negative emotions and teacher discontent were strongly and positively related to attrition. Similarly, having conducted a study with 2569 teachers from 127 Norwegian elementary and middle schools (1st - 10th grades), Skaalvik and Skaalvik (2011) concluded that motivation to leave the teaching profession was positively correlated with emotional exhaustion. Having conducted a study with 370 primary school teachers from Turkey, Akın, Aydın, Erdoğan and Demirkasımoğlu (2014) also concluded emotional labor is a significant predictor of burnout among Turkish primary school teachers, which impacts teacher attrition. The findings of Jo's (2014) study with 240 elementary school teachers and 208 middle school teachers in South Korea also indicated that there is a connection between teacher emotions and commitment. Having analyzed the survey data collected from 42 beginning general and special education teachers in three districts in Michigan and Indiana, Johns and Youngs (2012) also found that mean levels of positive affect and skill are positively associated with commitment while negative affect and tiredness show to be predictive of teacher burnout.

Second, it has become clear from the recent research on teaching and learning that emotional wellbeing plays a crucial role in how teachers manage effective teaching and learning activities in classrooms (Hargreaves, 2004; Nias, 1996; Schutz & Pekrun, 2007; van Veen & Lasky, 2005; Zembylas, 2005). In the same way teacher emotions are influenced by several factors, emotional experiences of teachers might affect their behavioral tendencies in the classroom. Having conducted a study with 10 instructors working at the prep department of a western state university and their students, Çubukcu (2012) found that there is a high positive correlation between engagement levels of students and their instructors' positive emotions, which

highlights that teachers' mood affect their teaching practices in the classroom. The findings of Mehdinezhad's study (2012) with 290 high school teachers in 9th to 11th grades in Iran also demonstrated that there was a positive relationship between teachers' wellbeing and their efficacy in instructional activities. The researcher concluded that the happy teachers had higher efficacy in student engagement, classroom management, and use of appropriate instructional strategies. As Sutton and Wheatley (2003) suggests, there are potential cognitive influences of teachers' emotions on "attention, memory, and problem-solving" (p. 336). Negative emotions might distract teachers and "divert their attention from instructional goals" (Sutton & Wheatley, 2003, p. 336). In addition, teacher emotions might have a significant impact on memory. Sutton and Wheatley (2003) propose three principal ways in which emotions affect memory. The authors note that emotional stimuli are often recalled better than unemotional stimuli. Another important impact of emotions is that "intense emotions improve memory for central details while undermining it for background details" (Sutton & Wheatley, 2003, p. 337). In addition, a person's emotion at the time of retrieving information often has an impact on the content of memory. That is, pleasant feelings evoke positive memories while it is the opposite for negative feelings. Teachers' feelings and mood also affect their thinking and information processing and inevitably influence how they solve the myriad of classroom-based problems which occur every day. Teachers who recurrently experience pleasant emotions use a "broad and easily retrievable repertoire of teaching strategies" in the face of obstacles or difficulties while teachers who recurrently experience negative emotions such as anxiety and anger in the classroom might "predominantly use rigid teaching strategies" (Frenzel, Goetz, Stephens & Jacob, 2009, p. 136). Sutton and Wheatley (2003) assert that emotions may also impact teachers' intrinsic motivation, attributions, efficacy beliefs, and goals. If the present emotional state of a teacher is negative, this condition might lead to less effort and giving up easily, which will inevitably bring poor teaching outcomes and decreased teacher efficacy. As Babad (2007) suggests, teachers' enthusiasm contributes to their teaching quality. Finally, emotions have strong impacts on the interaction patterns that teachers adopt in the classroom (Frenzel et al., 2009). When teachers experience pleasant emotions they might utter joyful expressions which promotes interaction in the classroom.

Third, emotional well-being of teachers might impact their attitude towards professional development. As Holmes notes, teachers' attitudes towards professional development is dependent upon their attitude of mind and "regardless of any external factors that may impose limitations on them, the way in which they handle these will ensure them gain as much as they can from what's offered" (p. 103). The findings of Thomson and Turner (2019)'s study also confirmed that there is a positive correlation between positive teacher emotions and their willingness to take part in professional development activities. The data gathered from 67 middle and secondary level teachers who were involved in a 6-week summer professional development program demonstrated that emotions played a crucial "role in teachers' engagement in the program and triggered changes in teachers' thinking and implementation of their science teaching practices" (Thomson & Turner, 2019, p. 1). Similar conclusions were drawn by Saunders (2012), who conducted a study with 35 vocational education and training teachers who volunteered to take part in a four-year system wide professional development program. The results of in-depth qualitative narrative interview analysis revealed that "the teachers experienced a range of emotions when participating in professional development and their emotional responses directly impacted their use of new instructional processes" (Saunders, 2012, p. 303).

2.4.3. Importance of teacher emotions in the context of teacher training.

One of the ways of minimising stress and maximising the chances of well-being for teachers is training teachers in a way that they can have emotional awareness and recognise how their emotions affect their performance (Holmes, 2005). Teacher emotions play a crucial role in teacher training because as Nias (1996) asserts, it is not possible to help teachers develop their classroom and management skills "without also addressing their emotions, attitudes, values and beliefs which underlie these" (p. 293). Through adequate and well-established means, teachers can be prepared to cope with negative emotional labor and maintain their emotional well-being.

Social and cultural factors play a crucial role in forming emotions and cognition and eventually they are shaped by them. Historical, social and cultural contexts mediate teachers' feelings. The model proposed by Schutz, Cross, Hong and Osbon (2007) assert that emotions are also a part of social-historical contexts of teachers in addition to teachers' identities, beliefs, and goals and cultural backgrounds, which have a significant influence on what they do in the classroom (Figure 14). As Schutz

et al. (2007) stated, teacher identity, beliefs, goals and emotions are “inevitably related to each other through an ongoing, multidirectional, transactional process” (p. 227).

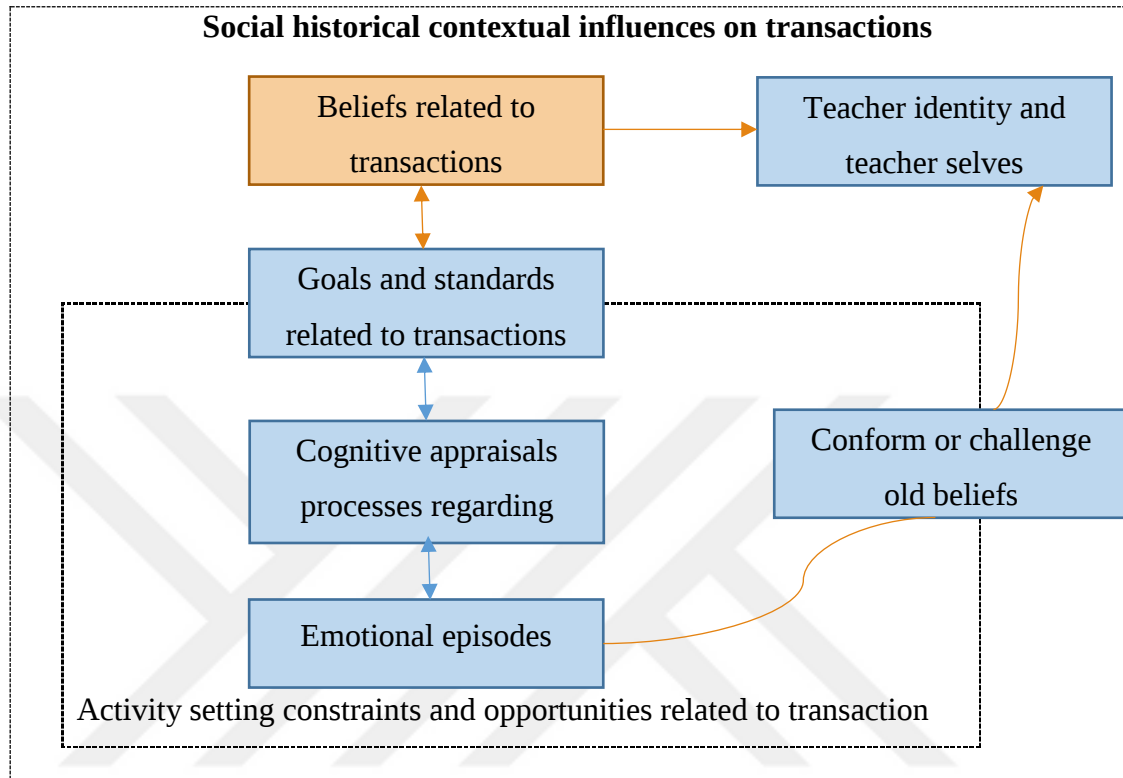


Figure 14. Transactions among teachers’ identities, beliefs and goals (Taken from Schutz et al., 2007, p. 225)

One of the implications of the model of Schutz et al. (2007) for teacher training is that teachers must be provided with opportunities to set appropriate and realistic beliefs about the nature of teaching and the learning environment. Another important implication suggested by Schutz et al. (2007) is that teachers need to be equipped with the tools to “handle their own emotional experiences and emotional events within the classroom” (p. 237). Namely, they should be supported in the process of adapting to school changes so that they can alter their current perceptions or beliefs about curriculum and pedagogy, which is an emotionally laborious process. Thus, emotions are likely to play an important part in the induction period where teachers try to adapt to the new school context because as Salovey, Mayer, Goldman, Turvey, and Palfai

(1995) noted the ability to adapt is not only a part of intelligence but also other factors including emotions.

Although individuals might have different levels of affectivity, emotional intelligence is not something fixed genetically. On the contrary, as Singh (2006) suggests, it is something people mostly learn and improve throughout life as they learn from their experiences. In that sense, teacher training can be assumed to have a significant impact on teachers' emotional intelligence. Helping teachers develop emotional competencies can bring about a dramatic improvement in achievement of their tasks (Wall, 2007). It will expand their repertoire of strategies to cope with emotionally charged situations in classrooms. This might be achieved through providing teachers with different cases and discussing various strategies and ways to cope with those particular situations, or asking people to role play challenging situations could provide useful practice, or encouraging teachers to video-record their lessons and reflect on the effectiveness of how they overcome stressful situations (Lopes, Côté & Salovey, 2006).

2.4.4. Importance of teacher emotions in the context of induction. A number of studies have shown that induction programs can contribute to the emotional support of the new teachers and socialization process within the school. With a focus on promoting positive emotions through the support of mentoring, it might be possible to sustain teachers' positive qualities, motivation, and commitment, which automatically lead to their sense of well-being and effectiveness (Huberman, 1989). With the support from their institutions during the induction period, teachers may improve their ability to monitor and "manage the three tiers of their emotions and achieve a sense of personal and social well-being" (Day & Qing, 2009, p.19). Supporting teachers while they are transitioning into a new working place can greatly increase their morale (Holmes, 2005).

There is an interconnected relationship between "teachers' professional life phases, their professional identities in achieving well-being, commitment and effectiveness both perceived and in terms of measures of pupils' progress and attainment" (Day et al., 2007, p. 238). As the figure 15 maps, there are three different situated factors which have mediating influences on teachers' wellbeing and effectiveness: situated (related to workplace), professional factors (related to ideals

and policies) and personal factors (related to life experiences and events). The findings of Yeşilyurt and Karakuş's (2011) study with 49 novice primary school teachers revealed that beginning teachers encountered problems mostly in adaptation to the profession and the school due to sufficient guidance, support and in-service training, and the differences between their undergraduate education and real practice. Therefore, it is important that policy makers, teacher educators and school managers take these personal, situated and professional mediating factors into consideration and adopt specific strategies to help teachers handle the unpleasant effects of emotional dissonance and maintain their well-being, and one way of achieving this is mentoring new teachers and offering them support through induction programs (Bullough, 2009). Literature has confirmed the prominent role of colleagues as mentors in lessening stress since working with a colleague makes teachers feel supported and valued (Cosh, 1999; Forbes, 2004).

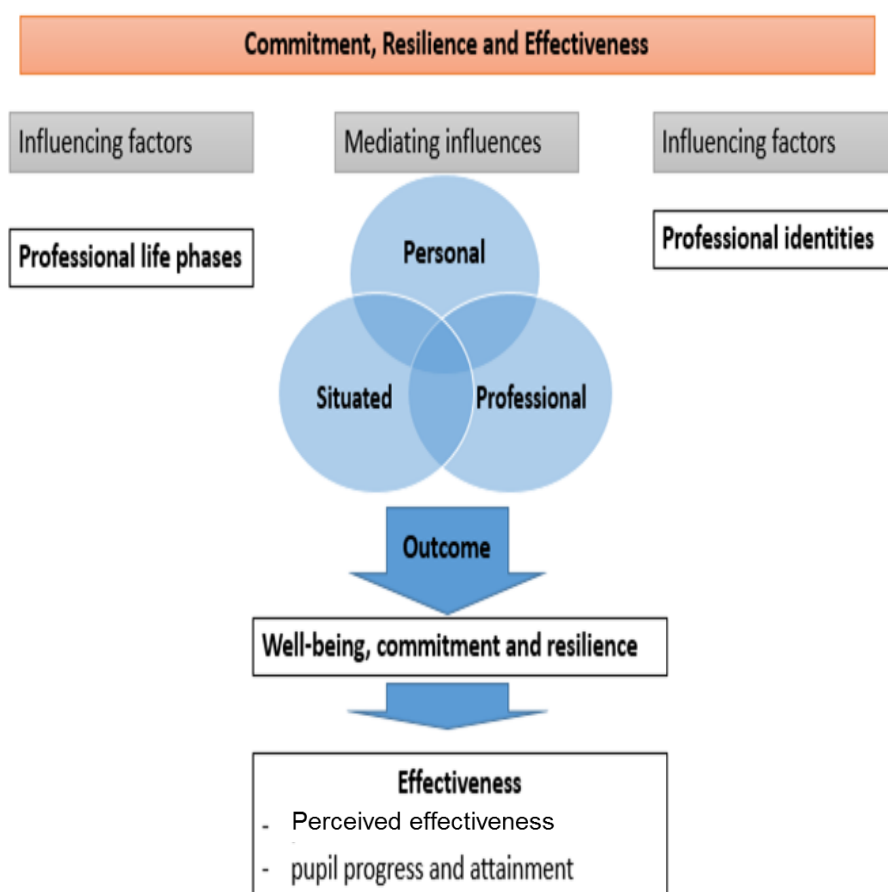


Figure 15. Influences on teacher well-being and effectiveness (Taken from Day, et al., 2007, p.238)

Kram's (1985) framework of mentoring also clearly shows in addition to career support that mentoring also offers a psycho-social support function. According to Kram (1985), psycho-social functions such as role-modelling, counselling and offering acceptance improve the quality of the interpersonal relationship. These activities increase teachers' sense of competence, effectiveness, and self-worth (Ragins & Kram, 2007). Observing the approaches, attitudes, and values of their mentors through these psychological support activities, teachers have the opportunity to shape their own style, values, and professional identity. This helps the novice professional's self-efficacy and emotional well-being (Israel, Kamman, McCray & Sindelar, 2014)

Effective mentoring might help teachers develop self-awareness, self-reflection, empathy, interpersonal relationships and communication as well as regulate their emotions. Having conducted a study with 316 beginning teachers in secondary education, Kessels (2010) concluded that induction programs with a supportive mentor, the provision of emotional support and a supportive environment all have a positive influence on the well-being of beginning teachers. Similarly, the study conducted with 37 teachers from different parts of the world by Chubbuck et al. (2001) revealed that inductions programs for the beginning teachers help the creation of the type of emotionally and professionally safe environments that new teachers need to develop their professional lives. Kelley (2004) also reported positive results in the long-term information retention of beginning teachers. In her study, she tracked 10 novice teachers who participated in an induction partnership jointly administered by the University of Colorado and six school districts into their 5th year of teaching and investigated the impacts of the components of the program on teachers' information retention. Providing a good quality of mentoring, leading to high levels of professional growth and including inquiry-based graduate study were reported to be the qualities of induction programs which help teachers improve in their instructional practices and stay in the profession.

Induction programs can evoke positive emotions such as joy, satisfaction, pleasure and pride since they serve as a mediational process, which is one of the tenets of Vygotskian socio-cultural theory. Vygotsky (1978) asserts that in addition to physical tools that enable people to alter the conditions in which they live, people also need to use psychological tools to mediate their thinking and activities, which will lead to the expansion of their mental processes and transformation of themselves. Hence,

according to this theory, mentors in an induction program play a crucial role in enacting mediation by making the psychological tools, which they have already internalized to perform theoretically and pedagogically sound instructional practices, available to teachers (Johnson & Golombek, 2016). They guide and support new teachers in the zone of proximal development (ZPD), which is defined by Vygotsky (1978) as “the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers” (p.86). Referring to induction programs, ZPD can be defined as the distance between what new teachers “can do on their own without assistance and a proximal level they might attain through strategically mediated assistance from more capable others” (Warford, 2011, p.253). Fani and Ghaemi (2011) report that this valuable support during ZPD, can help the restoration of the self-confidence of beginning teachers “when they start losing it due to a lack of experience and self-efficacy” (p. 1552). Similarly, Johnson and Golombek (2016) regard induction as a time in which human mediation is absolutely critical to support teachers emotionally as well as promoting their professional development because novice teachers try to construct new identities and meanings, which leads to tremendous emotional dissonance. In their study Harmsen, Helms-Lorenz, Maulana and van Veen (2018) investigated the influence of induction arrangement elements on the initial level as well as the change in stress levels over the 2 years that followed. The longitudinal data from a sample of 393 beginning teachers revealed that perceived support for effective teaching behaviour decreases the level of perceived negative emotions and discontent

Another component of induction programs that help teachers who are new to an institution feel positive is feedback provided by their mentors. As Roseman and Smith (2001) and Šarić (2015) suggest, when teachers’ judgments and efforts are appreciated by others with expertise or colleagues, they feel a kind of self-worth, satisfaction and confidence in what they are doing. Encouragement and constructive feedback provided by mentors can help teachers feel satisfied because it will enhance their self-efficacy, which is rooted in Bandura’s (1977) social-cognitive theory. Other possible positive emotions of teachers that can derive from induction programs are excitement and enthusiasm. When teachers feel that they are a part of learning community and that they are appreciated for their contributions, they can feel excited

about the improvement and more enthusiastic to further improve their knowledge and practices (Wong, 2004).

A number of researchers have also reported positive impacts of mentoring on mentor well-being and effectiveness. Having conducted a meta-analytic study in order to test the possible associations between provision of mentoring functions and subjective career outcomes for mentors, Ghosh and Reio (2013) concluded that there are emotional benefits related to being a mentor. According to Ghosh and Reio (2013), the mentors who provided mentoring reported to be more satisfied and committed than those who had not been a mentor in addition to its benefits related to job performance and career success. Scott (1999), who gathered data from 272 mentors who were involved in a beginning teacher induction program, also reported that mentors' personal self-esteem was enhanced when they felt their contributions made a significant difference in a colleague's career. Similarly, the findings of Wollman-Bonilla's (1997) study with 19 mentors revealed that mentoring enhances mentors' self-esteem due to recognition. One quarter of the mentors in the study reported that being chosen as a mentor reflected recognition of their teaching abilities, which led to a boost in their self-esteem.

However, as Bullough (2009) notes, induction programs may not always produce such desirable outcomes. Negative emotions such as frustration, anger and anxiety may also arise during the induction programs. One of the factors which might have a negative impact on teacher emotions is that during the induction period, teachers are required to constantly evaluate their teaching and restructure meaning, which might arouse negative emotions such as confusion, frustration and anxiety, specifically, when they observe a lack of congruence between their own professional orientations and the expectations of the new school culture (Van Veen & Sleegers, 2006). The educational change, especially imposed from the outside, can bring both cognitive and emotional impacts on beginning teachers (Day & Lee, 2011). Even the experienced teachers who start working in a new school might be affected negatively by this change. As Boreen and Niday (2003) state, although experienced beginning teachers have the advantage of possessing skills or knowledge that can be transferred to the new situation, these already existing skills and knowledge can sometimes be disadvantageous when they are not appropriate for the new setting. The difficulty of changing these established beliefs and practices in order to adapt to a new school

culture and meeting the requirements of the induction program might evoke negative feelings such as frustration on the side of experienced teachers. Kelchtermans (1996) suggests that due to the challenges they experience while transitioning into the new context and changing their skills or practices according to the new system during the induction program, teachers might feel that their self-efficacy is limited and this might also lead to frustration. Similarly, Helms-Lorenz and Maulana (2016) conducted an experimental study to investigate the influence of induction on the longitudinal relationships between self-efficacy and stress causes and stress responses and they also revealed that the link between self-efficacy and stress responses is very strong during the induction period.

Another factor reported to be the cause of negative emotions by several researchers is the tension between the support and assessment responsibilities of mentors. The role conflict and ambiguity may lead to confusion and uneasiness for both mentors and mentees (Rippon & Martin, 2006). Seeking advice from other colleagues, sometimes who are younger than them or are at the same age, is not easy, especially for experienced teachers due to “the recurring dilemma of being aware of their lack of knowledge about the tasks they have to perform while, at the same time, needing to be perceived as professionals who are aware of and knowledgeable about their duties as teachers” (Wang, Odell, & Clift, 2010, p. 47). Hence, emotions are crucial in order to build an effective mentor and mentee relationship. In order to maintain a healthy relationship with mentees, it is of high importance for mentors to adopt some strategies such as understanding the emotions of their mentees as well as interpreting and managing their own emotions.

In conclusion, as indicated in the literature review above, emotions play a crucial impact on what teachers do in particular, because teaching is an emotionally intense act. A number of studies have also shown that induction programs can contribute to the emotional support of the beginning teachers and socialization process by expanding teachers’ repertoire of strategies to cope with emotionally charged situations in classrooms. However, since induction programs are for non-novice teachers, little is known about their impacts on these teachers.

Chapter 3

The induction model in the present study

3.1. The background of the program

When the university was founded in 2008, 22 teachers were hired and they were all experienced teachers coming from different school systems. It was assumed that since they were all experienced, they would not experience any problems while getting used to the new system. Therefore, there was no induction program offered to the teachers. However, in the following years, the assumption that experience equaled success had to be dispensed with after observing that some teachers had difficulties adapting to the new system and milieu. Although the teachers were all experienced in the field and had necessary qualifications, some found the system of the school complex since there were components which were new to them. Therefore, it was challenging for them to adapt to the new school system. Especially after the school started to grow and hire a large number of teachers coming from different backgrounds in its fourth year, the need to support teachers to make a smooth transition to the new system and ensure that all teachers have a common understanding in terms of the mission and vision of the school became increasingly important. In addition, although teachers were hired as a result of a strict selection process and they were all experienced teachers with different qualities, it did not ensure that they were ready to do everything themselves in the new context. For instance, since some of them used to work with young learners, they had serious classroom management problems. Some others had issues regarding interaction patterns since they came from language schools where teaching was mostly teacher-centred. There were also issues identified related to grading the language. Since some others worked only with advanced level students, they had difficulty in grading their language. All these issues inevitably had a negative impact on the effectiveness of teaching and learning at the university and caused teachers who were formerly enthusiastic to become burned out. Cetina (2007) suggests, a significant part of the teacher's performance is "determined by the context, the place of teaching, the students, and the methodology used among others" (263). Thus, in its fourth year, the school started offering a mandatory induction program for all the teachers who were in their first year at the school in order to support the new teachers' integration into the institution as well as improving their teaching

performance. The program was designed by an experienced CELTA trainer who had been teaching for 10 years and who held a DELTA and an M.A. degree in ELT. When she designed the program, Kearney's (2014) nine elements for successful induction programs, which will be explained in a detailed way in the following section, were taken into consideration.

3.2. Characteristics of the induction program.

The program is mandatory for all the newly recruited teachers regardless of their years of experience in the profession and during the recruitment process all the candidates are informed about the program and its components. The ultimate aim of the induction program is to ensure a smooth beginning for the participants and maintain the standards of teaching and high learning. In order to achieve these, it emphasizes the importance of systematic development of the skills and competencies of the teachers who are new to the organization even if they are experienced in language teaching. Hence, the induction program is comprehensive. As Kearney suggests (2014) it not only involves orientation to the workplace but also a comprehensive program of professional development for successful acculturation. It involves the nine elements that have been identified as characteristics of effective comprehensive induction programs by Kearney (2014) after examining nine international successful and effective induction programs due to their levels of support and/or retention figures (Table 6).

Table 6

How the induction program involves Kearney's (2014) nine elements for successful induction programs

Kearney's (2014) nine elements	How these elements are observed in the induction program in this study
<i>The one- to two-year mandated program that focused on teacher learning and evaluation</i>	The program takes minimum one-year and it might take two years depending on the needs of the teachers.

Table 6 (cont'd)

Kearney's (2014) nine elements	How these elements are observed in the induction program in this study
<i>The provision of a mentor</i>	All participants are provided with a mentor.
<i>The opportunity for collaboration</i>	The nature of meetings and tasks completed during the program requires the participants to collaborate. For instance, there are group work activities such as planning and executing a demo lesson, peer observation, team-teaching and so on.
<i>Structured observations</i>	All participants go through a formal observation cycle, details of which are given in the following section.
<i>Reduced teaching and/or release time</i>	During the orientation weeks (the first two weeks), teachers do not start working in their teams. They are provided with the time to attend the sessions and do their tasks. However, after the orientation weeks, participants do not have reduced teaching hours. Since mentors need to observe the lessons of the teachers and find a common time with each participant, they have reduced teaching hours.
<i>Intensive workplace learning</i>	The program aims at equipping the teachers with the fundamental information regarding the mission, structure, culture, curriculum, assessment system, resources and facilities of the school.
<i>Beginning teacher seminars and/or meetings</i>	The program includes different sessions/meetings where the whole group come together, get input based on their needs and share their own ideas and experience with each other.
<i>Professional support and/or professional networking</i>	Teachers get regular feedback about the progress of their performance and also the support they need from their mentors. In addition to this support, since the program provides opportunities for collaboration, they also establish professional networking.

Table 6 (cont'd)

Kearney's (2014) nine elements	How these elements are observed in the induction program in this study
<i>Part of a program of professional development</i>	Since the school recruits teachers with minimum 3 years of experience, the program is designed for non-novice teachers who are new to the institution but not to the profession. Depending on the individual needs of teachers, the mentors have the opportunity to use differentiated methods considering the needs of individuals rather than imposing a pre-planned rigid program for all since the aim is the same: to develop teachers' competencies systematically.

Another important characteristic of the program is that the induction program is tailor-made. It is designed to meet not only the specific needs and requirements of the school but also the participants. Thus, although there are some mandatory sessions each year to familiarize the teachers with the system, local needs and the context, the program is not fixed for everyone. It can be adapted to cater for the individual needs of the teachers so that they can feel the development is real and relevant to their individual circumstances. For instance, each year depending on the needs of the teachers identified during the diagnostic observations, different sessions or individual meetings might be conducted as a part of the program. In addition, although observations are compulsory, the focus of the observation changes from one teacher to another and a different route might be followed for each teacher to work on the weaknesses.

Reflective teaching which is incorporated into the program by providing opportunities for participants to reflect on their practices and take necessary actions to improve them is another characteristic of the induction program. Activities or tasks such as lesson reflection documents, video/audio recordings, peer observation, analyzing critical incidents and case analysis are used throughout the program. All these are designed in such a way that most of the reflective work is done by teachers in the first place, and if necessary support is provided by the mentors. Rather than conducting a traditional feedback session, mentors and mentees are involved in a

professional dialogue informed by evidence. First, it is expected from the teachers to identify their strengths and weaknesses or issues in their lessons and come up with some actions plans for improvement. When necessary, mentors challenge the assumptions, beliefs or values of teachers to raise their awareness about the gap between their thought and action through the questions they ask and referring to the running commentary which provides evidence during the reflection meetings or idea-sharing sessions. That is, teachers are involved in a reflective teaching training since they are provided with ongoing, classroom-based, and structured inquiries of practice. Through reflective tasks, teachers are required to analyze the interests and needs of their learners, difficulties or problems arising in their classrooms, and come up with different teaching alternatives or solutions to make their teaching more effective. In other words, they regularly engage in a process of self-evaluation. Thus, during the whole process there is a combination of internal and external forces that lead to change and development.

3.3. Mentoring component of the program.

Mentoring is an important part of the program. The type of mentoring adopted is formal mentoring since it involves a planned and structured process which has clearly stated goals. As Brewer (2016) suggests, the mentoring in the program involves a process of preparation, dialogue, commitment and closure to each meeting, through which mentors and mentees agree on goals around the process, accountability of each party to each other, and a plan of action. That is, four phases that Zachary (2012) lists as critical to effective mentoring are followed during the mentoring process. During the *preparing stage*, mentors and mentees clarify the expectations through engaging in conversation, getting to know each other and understanding each other's contexts. After the diagnostic observation, they move onto the *negotiating phase*. During this phase, they agree upon strengths, areas to work on, goals, actions and define the content and the process of the next phase. During the *enabling growth phase* mentees work on their actions, get regular feedback about their progress and when needed continue with the new actions. In the last phase, *coming to closure*, mentors and mentees evaluate the process through looking back and moving forward.

3.4. The mentors running the induction program.

The induction program has been run by two mentors. The mentors were selected by the management board of the school among the candidates who had the required qualifications which are an M.A. degree in ELT, Diploma in Teaching English to Speakers of Other Languages (DELTA) by Cambridge University and experience in mentoring/training. The selection process included a written task and an interview in which candidates were expected to prove that they had enough competence to be able to perform the tasks that the post requires. After they were selected, the mentors also went through a training process. The training took approximately a year and included the content that Garvey and Weslander (2016) suggested for an effective mentor-training program that was explained in Section 2 in details. They read articles, had discussion sessions in order to explore a range of possible definitions of mentoring, mentoring types and considering how these apply individually and in the context of the scheme and establish the purpose of the mentoring in the context in which it is employed. They also attended sessions on effective teaching, conducting observations, how to give effective feedback, motivating teachers and preparing and delivering professional development sessions. In addition to these input and discussion sessions, they shadowed the trainer while giving feedback and they were also observed while they were giving feedback in order to improve their skills including, listening, questioning, use of summary, cognitive coaching, and challenge and support so that they could establish a good relationship with their mentees..

In addition to running the induction program, the mentors coordinate all the other TLDU activities to support the development of teachers. At the preparatory school, teacher development is regarded as an ongoing and voluntary process as development comes from within the person and cannot be limited to a specific period of time and form. Therefore, teachers themselves decide in what areas they need to develop in order to realize their full potential and they determine the developmental activities they want to carry out accordingly. For volunteers with different needs to participate in, a variety of developmental sessions/workshops are carried out by TLDU on a regular basis and the timetables of all teachers are made in such a way that they are all available at the time of those activities. Additionally, in each team in ScOLa, developmental tasks are conducted considering different needs of different programs,

teachers and students. When need be, TLDU also gives support while team leaders and coordinators organize these activities. In addition to the development activities that they coordinate for teachers, TLDU members also coordinate extra-curricular and co-curricular activities for students such as student clubs, projects, sessions and study centre. They also teach for minimum 4 hours a week.

3.5. The components of the induction program.

Although there are compulsory components that need to be completed during the program, depending on the individual needs of different teachers and their follow-up plans, there might be a number of observations or other tools including team-teaching, unseen observations, video observations or sessions to be benefited from. Although the workload for teachers might change depending on their needs and actions, or the schedule of the week, each teacher is required to allocate time for induction minimum two-hours each week. In the following sub-sections, the aim and the procedure of these components have been explained in detail:

3.5.1. Orientation. The induction program starts with the orientation component which requires teachers to attend some social activities and a series of sessions/workshops in the targeted areas. The orientation starts on the first day the teachers are at the school and takes two weeks. As can be seen from table 7, which outlines the focus of each day, the activities/sessions conducted, and the aims, the orientation component of the induction program aims at equipping the teachers with the fundamental information regarding the mission, structure, culture, curriculum, assessment system, resources and facilities of the school before they join their colleagues in their teams and start teaching.

Table 7

Detailed Orientation Schedule

DAY	ACTIVITIES/SESSIONS	AIM
DAY 1- Introduction	• Welcome breakfast	• to provide teachers with the opportunity to have a warm start and socialize with other teachers
	• Get to know & Ice-breakers	
	• Introduction to university session	• to familiarize new teachers with the 'mission', 'culture', 'system' and 'structure' of the university
	• Introduction to the school of languages session	• to familiarize new teachers with the 'mission', 'culture', 'system' and 'structure' of the school
	• Scavenger hunt	• to help new teachers get familiar with their new environment and explore the school and the campus
DAY 2- Curriculum	• Pre-task (analyzing the syllabus)	• Before coming to the session, to make the teacher familiar with the syllabus design and objectives
	• Syllabus analysis session	• to familiarize new teachers with the syllabus and give them some practice in how to interpret the objectives in the syllabus
	• Discussion time (challenges & solutions regarding the curriculum)	• to give teachers the opportunity to brainstorm the challenges that they might experience while implementing the curriculum
		•

Table 7 (cont'd)

DAY	ACTIVITIES/SESSIONS	AIM
DAY 3- Assessment	Assessment session	to familiarize new teachers with the assessment system of the school
DAY 4- Technology & Teacher Handbook	- Online tools session - Teacher handbook session	- to familiarize new teachers with the technology benefited from at the school as well as giving them hands-on practice - To familiarize the teachers with the handbook including the policies, rules and regulations of the school
DAY 5-Lesson Planning I	- Lesson planning session - Getting ready for the task (planning a lesson)	- To familiarize teachers with the 5 components of the lesson plan - To give the teachers the opportunity to observe a demo lesson conducted by the mentors and evaluate it using the checklist that they have - To give teachers some hands-on practice in writing lesson objectives and designing lesson plans
DAY 6- Lesson Planning II	Task checking & Feedback	- To give teachers the opportunity to plan a lesson collaboratively using the syllabus and the course package - To give the teachers the opportunity to evaluate the effectiveness of their own and their peers' lesson plans
DAY 7- Effective Teaching I	Effective teaching criteria session	- To familiarize the teachers with the effective teaching criteria that is used in the school - To give the teachers the opportunity to observe a lesson and evaluate it using the criteria

Table 7 (cont'd)

DAY	ACTIVITIES/SESSIONS	AIM
DAY 8- Effective Teaching II	Demo lessons & Feedback/discussion time	- To give the teachers the opportunity to deliver a lesson that they planned based on the effective teaching criteria in groups of 3 - To give the teachers the opportunity to observe other groups' lessons and evaluate them by using the criteria
DAY 9- Library & Looking Ahead	- Library session - Induction introduction session	- To familiarize the teachers with the library resources and giving them hands-on practice - To inform the teachers about the other components of the induction program
DAY 10- Socializing with Other Teachers	Whole staff meeting	To provide newcomers with the opportunity to meet and socialize with old staff

3.5.2. Observations. After the orientation weeks, teachers continue with the second phase of the induction programme. Since the most effective way of seeing how each teacher interprets what is presented during the orientation programme is seeing what teachers do in their classes and how they reflect on their practice. Therefore, observations and the follow up meetings where teachers have the opportunity to reflect on their teaching are the main tools for this second phase. All participants go through a formal observation cycle and the aims of this observation cycle are as follows:

I. To raise teachers' awareness of the impact their lessons create have on their students and help them reflect on the effectiveness of their teaching.

II. To validate teachers' reflections of their own teaching skills through classroom data.

III. To help teachers diagnose their strengths and the areas they need to work on

IV. To negotiate on an action plan based on the strengths and areas to work on

V. To evaluate the extent to which they could improve their skills in the identified areas

Supervision and feedback cycle suggested by Roberts (1998) is adopted for the observations. That is, the feedback role in the observations consists of a cycle of observation, feedback, reflection and planning and further observation (Figure 16). Information about the teaching practices of teachers are collected and used systematically in order to identify the strengths and areas to work on.

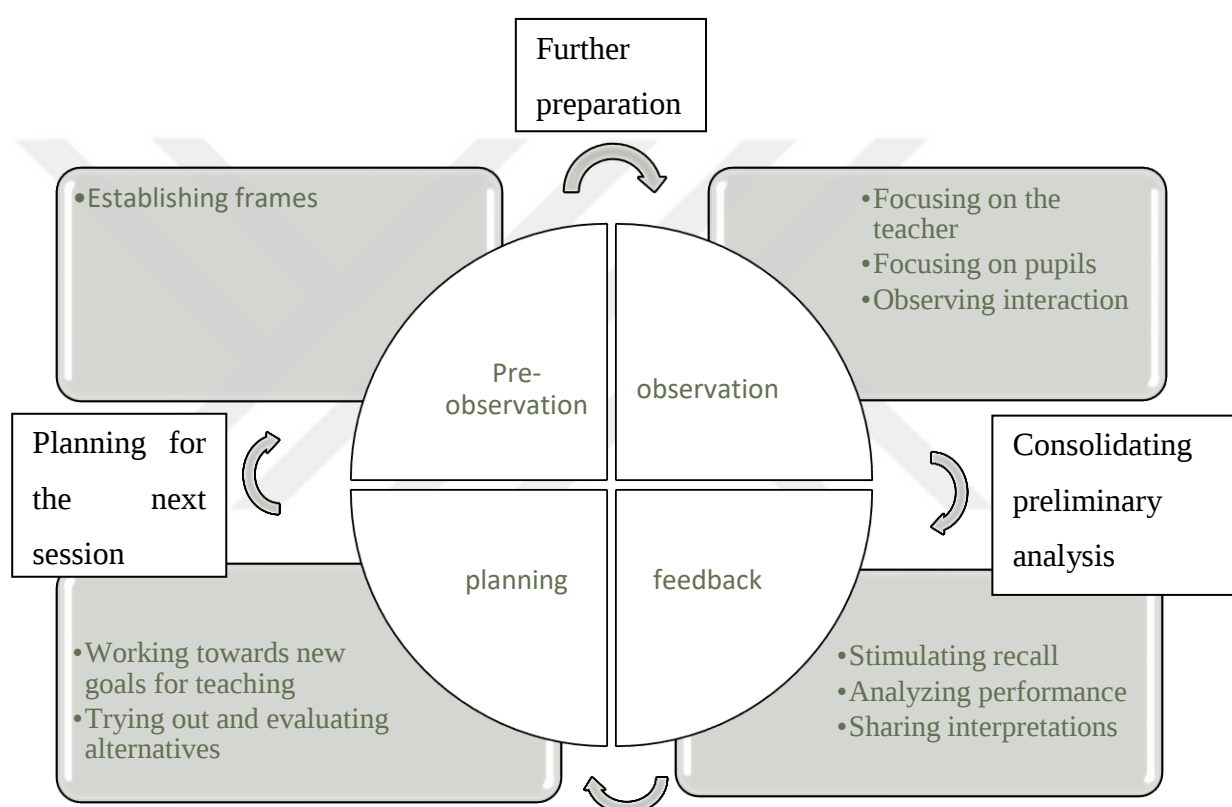


Figure 16. Supervision and feedback cycle, adapted from Roberts (1998)

Teachers get regular feedback about the progress of their teaching during the regular conferences held after the observations. During these conferences, teachers are assisted in recalling analyzing and interpreting the observed teaching sequences rather than being told and advised as suggested by McIntyre (1988). Teachers talk through their thoughts or feelings and the mentor asks questions to clarify or expand their ideas. Having agreed on the strengths and areas to work on, actions are taken and the next cycle is planned jointly. Table 8 below displays in a detailed way how classroom observation cycle is administered during the induction program:

Table 8

How Classroom Observation Cycle is Administered during the Induction Program

Pre-observation	• The teacher and the observer agree on the time and place of the observation and pre and post-conference meetings. • Except for the diagnostic observation, for all the other observations the teachers need to choose the focus of the lesson considering their areas to work on.
Pre-observation	• The lesson plan and the materials to be used are sent to the observer latest one day before the observation so that the observer can familiarise himself/herself with the plan and follow the lesson in a better way during the observation. • A pre-conference is conducted if requested by the teacher. The teachers comes to the meeting with his/her plan and asks his/her questions if s/he has any.
During observation	• The lesson plan (Appendix A) is used as a basis for keeping running commentary during the observation in order to prevent redundancy. Notes column is used if anything different from the plan occurs during the execution of the lesson or the observer wants to note down anything regarding specific students or something not mentioned in the plan. The comments column is filled in during or after the observation to confirm or question what was done (Appendix B). • After the observation, teachers fill in the reflection form (Appendix C) and send it to the observer within two days. This is required because the observer can get prepared for the post-conference accordingly.
Post-observation	• A post-conference meeting is carried out within a week's time. • Both the teacher and the observer reflect on the lesson by referring to 'Effective Teaching Criteria' used in the institution and identify areas to improve further accordingly.

The observation cycle is conducted minimum three times during the induction program because as Roberts (1998, p. 155) note, effective supervision “relies on repeated cycles of contact which enable the development of trust, a degree of mutual understanding and the negotiation of the purpose and focus of the next observation”. The time-line for the compulsory observations is given in Table 9.

Table 9

The time-line for the Compulsory Observations

SEMESTER	AIM
Fall	To see whether the teacher interprets the focused objectives appropriately and can exploit the available course pack for these purposes effectively To diagnose the teachers’ strengths and areas to work on *If there are major issues, the teacher may have another observation/video observation in the fall semester.
Spring	To see whether the teacher could act on the feedback from the first semester. *If there are major issues, the teacher may have another observation/video observation in the spring semester.
Summer	If there are still major issues, to see whether the teacher could act on the feedback from the first semester or on the feedback received from the second semester. *If there are no major issues, the teacher may not have another observation/video observation in the summer semester.

After teachers complete the induction process, they continue to get support from their team leaders. However, after the induction, there is no set program for them. Teachers are expected to work on the actions taken in the previous observation and they mostly work individually to improve the weaker areas by reading articles, attending sessions, conducting peer observations or team-teaching. The only

compulsory component is the observation. Once a year they are observed by their team leaders and they discuss to what extent they have improved in the areas that they needed to work on. Therefore, in order to ensure a standard approach to feedback at school and see how each observer link what they see in the lesson to the effective teaching criteria which was carefully designed by adapting *the EAQUALS Profiling Grid for Language Teachers* is referred to for all the observations at school (Appendix D), the TLDU members and team leaders work closely with each other. They frequently discuss the feedback of the observations they carry out alone before conducting the feedback sessions or observe lessons together and discuss how to give feedback.

3.5.3. Idea-sharing sessions. The program includes different input sessions where the whole group come together and get input based on their needs and share their own ideas and experience with each other. While designing the sessions, the utmost attention is given in order to make the nature of it idea sharing sessions where everybody exchanges ideas and learn from each other because the program aims at creating an environment in which participants are not only shaped by academic and cultural milieu but also in turn shape them as well (Lacey, 1977). Participants are not passive recipients. On the contrary, they have the opportunity to offer the competences and skills that they possess. With this characteristic of the program, it is expected that three stakeholders -the mentee, the mentor and the organization- all benefit from the social exchange relationship (Zey, 1984).

The focus of these sessions are chosen according to the common needs of mentees based on the data gathered from observations or teachers' own requests. Therefore, there is not a fixed set of sessions conducted every year. The sessions that were conducted for the participants in this study are summarized in the table 10.

Table 10

Sessions Conducted in the Induction Program

SESSION	AIM	AREA(S) ADDRESSED
Planning a week	• To provide the participants with the opportunity to create a checklist for effective weekly planning • To provide the participants with the opportunity to plan a week together using the checklist	• Effective weekly planning
Teacher beliefs	• To discuss how teacher beliefs shape our teaching, our needs and demands	• Teacher beliefs • Teacher needs
Workshop on student centredness	• To question the effectiveness of what is being done and to suggest some new activities to work with in our specific context	• Conducting an academic reading lesson in a student-centred way
Vocabulary Swapshop	• To provide the participants with the opportunity to create a checklist for effective vocabulary teaching, • To provide the participants with the opportunity to share their favourite vocabulary teaching practices with each other and reflect on these practices referring to this checklist	• Vocabulary teaching in context

Table 10 (cont'd)

SESSION	SESSION	SESSION
Conducting effective feedback	• To discuss how to conduct effective feedback in a productive skill lesson and come up with a checklist to give effective feedback • To give some hands-on experience to give feedback	• Error correction • Feedback • Student-centred feedback
Using Texts as a Remedial Teaching tool in writing lessons	• To provide the participants with the opportunity to reflect on their writing feedback tendencies • To provide the participants with the opportunity to observe a remedial writing teaching lesson and to reflect on its effectiveness	• Writing feedback • Remedial teaching
How to Collaborate through Peer Observation	• To discuss the benefits of doing peer observations • To go over the conventions	• Collaboration • Peer-observation

Chapter 4

Methodology

4.1. Overview of the Chapter

In this chapter, the research design, setting, participants and the major data sources are outlined. The four data collection tools/methods are introduced: Positive and Negative Affect Schedule (PANAS-SF), semi-structured interviews, classroom observations, and questionnaires. Next, the data analysis principles and procedures that are adopted to analyze the data are presented. Lastly, the limitations of the study, either arising from the issues dealt with or the methodology used are detailed.

4.2. Research Design

The study provides a comprehensive induction model that can be used with non-novice teachers and explores the impacts of this model on the teachers not only in regard to teaching practices but also emotional aspects. Accordingly, this research study aims to answer the following research questions:

1. Is there any change in non-novice ELT teachers' emotions before and after participating in a one-year comprehensive induction program?
2. What are non-novice teachers' perceptions of the impacts of the comprehensive induction program?
3. Are there any changes in teaching practices of non-novice ELT teachers after participating in a one-year comprehensive induction program?
 - a. What are the short-term impacts of the one-year comprehensive induction program?
 - b. What are the long-term impacts of one-year comprehensive induction program?
4. What are the views of the mentors on the one-year comprehensive induction program?

As indicated in Table 11, the study encompasses the concurrent embedded strategy of mixed methods approach, during which both quantitative and qualitative data are collected simultaneously, because as Creswell (2009) notes there is more insight to be gained from the combination of both methods rather than adopting one.

A parallel mixed data analysis procedure was used for the data analysis. The parallel mixed data analysis which involves qualitative data analysis and quantitative data enabled the researcher to have a deeper and expanded understanding of the research problems (Dörnyei, 2007; Teddlie & Tashakkori, 2009). Although qualitative and quantitative data analyses were completed separately, since they complemented each other, they provided a broader perspective of the phenomenon that is under investigation. The observations enabled the researcher to identify the impact of the program on the experiences of the teachers while the interviews consist of open-ended questions which aim to enable participants to relive the experiences in their minds and describe them in detail (Creswell, 2007). The emotions scale was also used to enrich the description of the impact of the induction program on the teachers.

Table 11

Table 11

Research Model

Research Aims	Research Methods
1. To investigate the change in non-novice ELT teachers' emotions before and after participating in a one-year comprehensive induction program	Qualitative data from teachers: semi-structured interviews and open-ended written questions Quantitative data from teachers: PANAS
2. To investigate the non-novice teachers' perceptions of the impacts of the one-year comprehensive induction program	Qualitative data from teachers: semi-structured interviews and open-ended written questions
3. To investigate the changes in teaching practices of non-novice ELT teachers after participating in a one-year comprehensive induction program	Qualitative data from teachers: classroom observations
4. To investigate the views of the mentors on the one-year comprehensive induction program	Qualitative data from mentors: field notes, interviews

As it is demonstrated in Table 12, quantitative data and interview data were collected pre- and post-induction, using the same instruments, from the newly

recruited teachers, to compare their emotions before and after the induction program. Data from the open-ended questionnaire were collected from the same participants after they complete the program. The observation data were collected from the participants at three phases: the onset of the induction program at the beginning of the first year; on completion of the program at the end of the academic year and in the following academic year using the same instrument. Qualitative data were gathered from the mentors at the end of the induction program to learn about their perceptions of the effectiveness of the program.

Table 12

Research Design for the Study

Research question	Data Collection			Analysis
	Tools	Data sources	N	
RQ1	Interview	Teachers	11	Content analysis
	Open-ended questionnaire			Descriptive statistics
	PANAS scale			
RQ2	Interview	Teachers	11	Content analysis
	Open-ended questionnaire			
RQ3	Observation	Teachers	11	Content analysis
RQ4	Interview	Mentors	2	Content analysis

4.3. Setting

The study was conducted at a preparatory school in an English-medium university which is located in İstanbul, Turkey. Since all the departmental courses are delivered in English, the preparatory English program's mission is to assist its students in order to equip them with an excellent command of written and oral English, help them gain necessary academic study habits and skills to excel in their studies both at the undergraduate and graduate level, within one year. Therefore, the structure of the institution was designed to support effective implementation of its mission and to meet our objectives in the best possible way. By putting students at the centre of the entire schooling process, the school clearly asserts that its main aim is to support their

learning and development. Therefore, the organizational structure of the program, all curriculum and assessment principles and tools, professional teacher development activities, and instructional practices are based on the needs of the students and designed accordingly. The program puts emphasis on the importance of a supportive, collaborative, autonomous learning and teaching environment both for the students and teachers.

There are 85 teachers working at the Preparatory English Program. The requirements of becoming a teacher at the school include completing a bachelor's degree program in English language teaching and having minimum 5 years of experience or completing a master's degree. Due to the high number of teachers, the school functions in six teams and each is led by a Team Leader. The team leaders and program coordinators are the line managers of the teachers teaching in each program. The Curriculum and Assessment Team is also led by a coordinator and the team has the responsibility to design, develop and evaluate the academic programme and compatible assessment systems and tools. Teaching and Learning Development Unit (TLDU) is responsible for the oversight of all the programmes and for the development of systems to support each according to their needs and to conduct the induction program at the school. The school aspires to develop a custom-designed program that best meets the needs of each and every student; and to provide and support continuous professional development for its staff; and contribute to the development of English Language Teaching (ELT) both in Turkey and abroad. Hence, it places significant emphasis on its faculty development as well as student development and encourages all sorts of projects and activities carried out in these areas, which makes the role of TLDU significant.

4.4. Participants

The participants of this study work at the English preparatory school in a Turkish foundation university and are 11 mentees and two mentors of the mandatory comprehensive induction program at the same school. Although there were 13 mentees in the induction program; 2 teachers did not volunteer to be involved in the study. Although the procedures were explained clearly, these teachers did not want to participate in the study stating that they might feel overwhelmed at the workplace since it's their 1st year and they might not have extra time for interviews and completing the

scale. That's why the study was conducted with 11 mentees, 9 Turkish citizens and 2 foreign teachers. Two of the participants are male and the rest are female and the ages of teachers range from 28 to 36 and they are all non-novice teachers and have been teaching English as a foreign language for 3 to 7 years. Five of them have earned their Teaching English as a Foreign Language (TEFL) certification, which shows that they have also received proper training on top of their BA or MA degrees.

Participant 1 was a Turkish female English teacher. She was 29 years old. She had a BA degree in English Language Teaching. She had been teaching English for 7 years mostly at tertiary level. She also held CELTA (Certificate in Teaching English to Speakers of Other Languages) from Cambridge University. She was involved in an induction programme when she first started teaching but it was not a comprehensive one. It was a very short program in which there were some sessions about the new system and teaching English in general. There was not any observation component in the program.

Participant 2 was also a Turkish female English teacher. She was 31 years old. She received her bachelor's degree in English Language Teaching but she did not have any TEFL certificate. She had been teaching English for 6 years but her experience was mostly with young learners. She was not involved in any induction program before.

Participant 3 was a female Turkish English teacher. She was 35 years old. She had a B.A. and M.A. degree in Literature. She had been working as an English teacher for 5 years. She did not have any TEFL certificate. She was not involved in any induction program before. She only conducted peer observations with no follow-up tasks when she started teaching.

Participant 4 was a male native speaker of English. He was 31 years old. He obtained his bachelor degree in English Major and History. He also held CELTA from Cambridge University. He had been working for 6 years as an English teacher. When he started the profession, he was involved in an induction program which was informal and short. It took only two or three days and it basically included brief information about the procedures and rules in general.

Participant 5 was a Turkish female English teacher. She was 27 years old. She received her BA in Language and Literature and her MA in Curriculum and Instruction. She did not have any TEFL certificate. She had been working for 3 years

and her experience was at primary schools and high schools. She was not involved in any induction program before.

Participant 6 was a Turkish male English teacher. He was 33 years old. He received his BA degree in TESOL. He did not have any TEFL certificate. He had been working as an English teacher for 7 years mostly at tertiary level. Throughout his professional career, he was not involved in any induction program.

Participant 7 was a female teacher. Her nationality was Turkish and she was 32 years old. She received her BA degree in Foreign Language Education Department and she received her MBA in International Business. She also received her second BA in Economics. She holds a TEFL Certificate. She had been working as an English teacher for 6 years in different contexts. When she started the profession, she was involved in an induction program which took ten days. It was like a teaching course where she learned about some activities but she did not get any support in terms of the system, the facilities and the culture of the institution.

Participant 8 is a Turkish female English teacher. She was 29 years old. She graduated the department of English Language and Literature and later received her MBA. She holds a TEFL Certificate. She had been working for 5 years but her previous experience was mostly at tertiary level. Throughout her professional career, she was not involved in any induction program.

Participant 9 was 27 years old. She was Polish. She obtained her BA Degree from the department of foreign languages. She also holds a TEFL Certificate. She had been teaching English for 3 years but her previous experience was mostly with young learners or at language schools. Throughout her professional career, she was not involved in any induction program.

Participant 10 was a Turkish female English teacher. She was 30 years old. She received her BA and MA degree in English Teacher Education. She holds CELTA and DELTA from Cambridge University. She had been working as an English teacher at tertiary level for 7 years. Throughout her professional career, she was not involved in any induction program.

Participant 11 was 29 years old. Her nationality was Turkish. She received her BA and MA degree in English Language and Literature. She had been working as an English teacher at tertiary level for 6 years. She was involved in an induction program

which took only a few days and which was more like an orientation program where teachers were introduced to the new system and rules.

There were also two mentors who participated in the study. They had their bachelors and master's degree in the field of English language teaching. One of them was also a Ph.D. candidate in ELT. In addition to their degrees in the field, they both hold ICELT (In-Service Certificate in English Language Teaching) and DELTA (Diploma in Teaching English to Speakers of Other Languages) from Cambridge University. They were both experienced teachers since they had been teaching English as a foreign language for 12 to 16 years. They had been working in the institution for 8 years and they had been mentors for 5 years. Both mentors had worked as a level specialist and team leader at ScOLa before their current role. As level specialists, they were responsible for designing, developing, and evaluating the academic program and compatible assessment systems and tools. As team leaders, their main responsibilities were overall management and effective running of the program. They were managing a team of teachers and evaluating their performance. That's why they had experience in observing teachers, giving feedback and guiding them for professional development.

4.5. Pilot Study

As Cohen, Manion and Morrison (2007) list, piloting has several functions: to check the clarity of the items, instructions and layout of the data collection tools, to gain feedback on the validity and reliability of the tools and to try out techniques for data analysis. With the same purposes in mind, the pilot study for the present study was conducted in 2016-2017 Academic Year. Considering that the pilot participants should closely resemble the intended population, the pilot study was conducted with the participation of 8 teachers who were involved in the program in the previous year. They were also experienced teachers and had been teaching English as a foreign language for 5 to 12 years. After conducting the study, pilot participants were asked about the clarity of the items and whether they thought any items should be added or deleted. Content validity was also checked by asking other colleagues who were experts in the field to judge whether the items in the interview and the scale used cover all aspects of the domain intended to be measured. Then, minor modifications were made in the instruments before conducting the main study.

4.6. Data Collection Procedures

After piloting and improving the data collection instruments for the study and getting the necessary permission from the thesis committee on these instruments, the research proposal was submitted to the Research Ethics Committee of the university in which the research was conducted. After the Committee, whose aim is to ensure that all research investigations involving human participants are in compliance with the Ethical Guidelines adopted by the University Senate, granted the ethical approval, the researcher briefly described the aim and procedures of the research to the participants and took their consent to be involved in the study.

4.7. Data Collection Tools

Patton (2002) supports the use of multiple sources stating, “by using a combination of observations, interviewing, and document analysis, the fieldworker is able to use different data sources to validate and cross-check findings” (p.306). Hence, this study, adopted a multiple case study methodology, using multiple sources of data, which are Positive and Negative Affect Schedule (PANAS-SF), semi-structured interviews, classroom observations, and documents. The data collection was done by the researcher and she participated in all the settings. Further details are presented below about the data collection tools.

4.7.1. Positive and Negative Affect Schedule (PANAS-SF). Positive and Negative Affect Schedule (PANAS-SF), 20-item self-report measure of positive and negative affect developed by Watson, Clark, and Tellegen (1988), was used to examine teacher emotions (Appendix E & F). It was given to teachers who were attendees of the induction program before the induction program activities as a pre-scale, and after they completed the program as a post-scale. The PANAS was chosen because it is one of the tools suggested to measure emotions of teachers appropriately (Frenzel & Stephens, 2013). It has been used by several researchers who examined teacher emotions (Fernández-Berrocal, Gutiérrez-Cobo, Jennings, 2014; Rodríguez-Corrales & Cabello, 2017; Stadnyk, Szczygiał & Książek, 2012; Wilder, 2016). Another reason to choose PANAS is that as the results of Crawford & Henry’s (2004) study show, it possesses adequate psychometric properties in a large sample drawn from the general

adult population and the construct validity of the PANAS scales and the reliabilities of both positive and negative scales are adequate. The respective reliabilities of the PANAS scales, as measured by Cronbach's alpha were (α), .89 for positive affect and .85 for negative affect in the pilot study. In addition, Watson, Clark, and Tellegen (1988) also reported that while some of the existing scales were unreliable, have poor convergent or discriminant properties or are cumbersome in length, these 10-item scales were internally consistent, have excellent convergent and discriminant correlations and demonstrate stability over a 2-month time period. They claimed that when PANAS is used with short term instruction such as *right now, today or now*, it is sensitive to fluctuations in mood whereas it can exhibit trait-like stability with longer-term instruction such as *past year and general* (p. 1069).

The scale consists of 20 adjectives, various affective conditions, and asks participants to rate where their emotions fall on a scale of 1 (very slightly or not at all) to 5 (extremely). Half of the adjectives constitutes positive affectivity (PA), while half of them constitute negative affectivity (NA). The positive emotions included *interested, excited, strong, enthusiastic, proud, alert, inspired, determined, attentive and active* while negative emotions included *distressed, upset, guilty, scared, hostile, irritable, ashamed, nervous, jittery and afraid*. Scores can range from 10 to 50 and the higher the score, the higher the (negative or positive) affectivity level is. Watson, Clark, and Tellegen (1988) reported that both PA and NA scales correlate at predicted levels with measures of related constructs and follow the same pattern of relations with external variables that had been observed in other studies because they found that PA scale is related to social activity and shows significant *diurnal variation*, while the NA scale is considerably related to perceived stress and shows no *circadian pattern* (p.1069).

4.7.2. Semi-structured interviews. Another data collection technique adopted in the present study is interviewing, which is “a process in which a researcher and participant engage in conversation focused on questions related to a research study” (DeMarrais, 2004, p.55). Patton (2015) explains the purpose of interviewing as follows:

We interview people to find out from them those things we cannot directly observe...We cannot observe feelings, thoughts and intentions. We cannot observe behaviours that took place at some previous point in time. We cannot observe situations that preclude the presence of an observer. We cannot observe how people have organized the world and the meanings they attach to what goes on in the world. We have to ask people questions about those things. The purpose of interviewing, then, is to allow us to enter into other person's perspective. (p.426)

Therefore, semi-structured interviews were conducted with both mentees and mentors to learn about their perceptions and to "gain insight into educational and other important social issues through understanding the experience of the individuals whose lives reflect those issues" (Seidman, 2006, p. 14). First, interviews were used to explore teachers' perceptions of the impacts and effectiveness of the induction program, and to determine the factors that affect their emotions positively or negatively during the program. Second, interviews were conducted to explore mentors' views on the effectiveness of the program.

Semi-structured interviews, in which "all of the questions are more flexibly worded or the interview is a mix of more and less structured questions" were used in the present study (Merriam & Tisdell, 2016, p.110). The interviews took place at school on an appointment basis and were conducted as face-to-face meetings with each participant, using a semi-structured interview protocol (Appendix G & H). Prior to the interviews, participants were contacted to negotiate an interview date, start and end time, and the location at their convenience. It was also ensured that the location chosen was free of noisy distractions, and was appropriate to make the participant feel comfortable and secure. The interviews all of which were conducted in English took approximately 15-20 minutes. Throughout the interviews, the interviewer endeavored to build and sustain rapport, while at the same time trying to minimize her influence. At the beginning stage, the participants were reminded the purpose of the research, the significance of their contribution to the study and the confidentiality of their responses. After their voluntary participation was assured before starting with the questions, all the interviewees were asked whether they mind being voice-recorded or not. After demographic questions, the main question was followed up with some guiding

prompts on the interviewee's responses when necessary, to capture her or his meanings. There were four main questions. The first question was asked in order to learn about the participants' feelings during the first days at the school before the induction program. The second question required the participants to define induction in their own words so that the researcher could learn about the participants' perceptions of induction before they participated in the program. The third question aimed at learning about the participants' feelings about the induction program. The final question was about the expectations of the participants regarding the induction program. When necessary, the researcher explained or reworded the questions for better understanding. At the end of the interviews, the interviewer thanked each respondent for their contribution to the study. After each interview, the audio-recordings were transcribed verbatim and checked to ensure that there was not a missing part or vagueness in the dialogues. The interviews were transcribed by the researcher herself in order to increase the familiarity with the data.

4.7.3. Classroom observations. Observation which is defined by Marshall and Rossman (1989) as "the systematic description of events, behaviors, and artifacts in the social setting chosen for study" is adopted in the study to gather data from the teachers (p.79). Merriam and Tisdell (2016) has identified four reasons for gathering data through observation which are "a) to notice things that have become routine to the participants themselves but important to understanding the context b) to triangulate emerging findings c) to provide some knowledge of the context or to provide specific incidents and behaviors, that can be used as reference points for subsequent interviews d) to talk about or discuss the topics that participants may not want to discuss" (p.139). Similarly, for the present study, the classroom observations were also used in order to explore the short and long term impacts of the induction program on the teachers' teaching skills because they differ from interviews in that they enable the researcher to "obtain a first - hand account of the phenomenon of interest rather than relying on the participants' interpretation" (Merriam & Tisdell, 2016, p. 139).

As Montgomery (2002) cited in Lasagabaster & Sierra (2011) suggests, classroom observation is regarded as a major component of teacher professional development since data obtained from teaching and learning processes taking place in the classroom are crucial in improving language teachers' training and language

teaching quality. It provides opportunities for the diagnosis of teachers' strengths and weaknesses of their instructional practice and feedback for their professional development. The findings of Lasagabaster & Sierra's (2011) study with 185 teachers from primary, secondary, university and private language schools indicate that observation is a highly rated element by teachers in teacher training and improvement. For the purpose of the present study, observations were also crucial since they provided data about whether the induction program had any impacts on the teaching practices of the participants.

Merriam and Tisdell (2016) lists four possible stances that a researcher can assume while collecting information: complete participant, participant as observer, observer as participant, complete observer. In the present study, the researcher was a complete observer. In other words, non-participant observation, which is defined by Williams (2008) as "a relatively unobtrusive qualitative research strategy for gathering primary data about some aspect of the social world without interacting directly with its participants" was adopted to collect data (p. 561). Since the aim was to observe the teachers and students in the natural setting, the observer did not interact with them and just kept a running commentary of what was happening in the classroom. This also gave the observer the opportunity to observe, analyze and reflect on what she observed deeply.

The observation cycle was conducted minimum three times during the induction program in order to collect data concerning the typical teaching practices of teacher before and after the induction program. The first observation was for diagnostic purposes since the aim was to identify the teachers' strengths and areas to work on. This served as the pre-test. The last observation of the induction program was used as the post-test in order to see whether there had been any progress after the induction program. The observations that were conducted after the teachers completed the program were used in to investigate the long-term impacts of the induction program on the participants' teaching skills.

As Hatch (2002) suggests, since it is not possible to attend to everything during the observation, it is important for the observers to make a careful record of what they attend to. Wolcott (1995) asserts that the data should be "reportable," that is, data need to be "recorded in sufficient detail that you can report it verbatim" (p.98). Therefore, the observer kept a detailed running commentary demonstrating verbatim accounts of

events and conversations, in order to generate descriptions, analyses, and interpretations (Appendix A). Notes column on the documents was used so that if anything different from the plan occurs during the execution of the lesson or the observer wants to note down anything regarding specific students or something not mentioned in the plan. The comments column was filled in during or after the observation to confirm or question what has been done. The summary section was filled in at the end of the post meeting after reflecting on the lesson and negotiating on the actions to be taken. While keeping the running commentary, the observer tried to be as unobtrusive as possible by sitting behind the students and not acting like a participant (Appendix B). The aim was to minimize the extent to which the observer investigator affected what was being observed and not to “contaminate” the study (Merriam, 2009, p.127).

4.7.4. Questionnaire. The school aims to foster a culture of quality in all aspects of teaching and learning through continuous evaluation, reflection and action. Therefore, at the end of each academic year, all the teachers are asked to complete an online open-ended questionnaire. These online evaluations are completed anonymously and involve questions about all aspects of teaching and resources including the induction aspect for the new teachers. There were five questions related to the induction program in the questionnaire:

- You completed your first year at the school. How did you feel at the beginning? How do you feel now? Any adjectives to describe your feelings?
- Has the program affected your teaching? If yes, in what ways? Could you give some specific examples?
- Has the program affected your autonomy? If yes, in what ways? Could you give some specific examples?
- Which component(s) of the induction program (observations, sessions, peer observations, orientation, etc.) has been the most effective for you so far? Why?
- What additional support do you think is needed for future teachers? What should be changed in the program to improve it further?

In addition to the questions above, there is also a section in which teachers could write any other comments apart from the questions. The written feedback is gathered by the management and shared with the TLDU so that necessary actions can be put into practice for the next academic year(s). The data gathered from this questionnaire was also used by the researcher to explore teachers' perceptions of the impacts and effectiveness of the induction program, and to determine the factors that affect their emotions positively or negatively during or after the program.

4.8. Data Analysis Procedures

Data analysis is “the process of systematically searching and arranging the interview transcripts, field notes and other materials that you accumulate to enable you to come up with findings and working with the data, organizing them, breaking them into manageable units, coding them, synthesizing them and searching for patterns” (Bogdan & Biklen, 2007, p. 159). Since the research design for the study was mixed in the present study, different parts of the data analysis were conducted using either appropriate qualitative or quantitative methods. The data obtained from the PANAS were analyzed statistically while the recordings of the interviews, open-ended questionnaires and the observations underwent thematic analysis. An illustration of the data analysis procedure employed in the study is presented below.

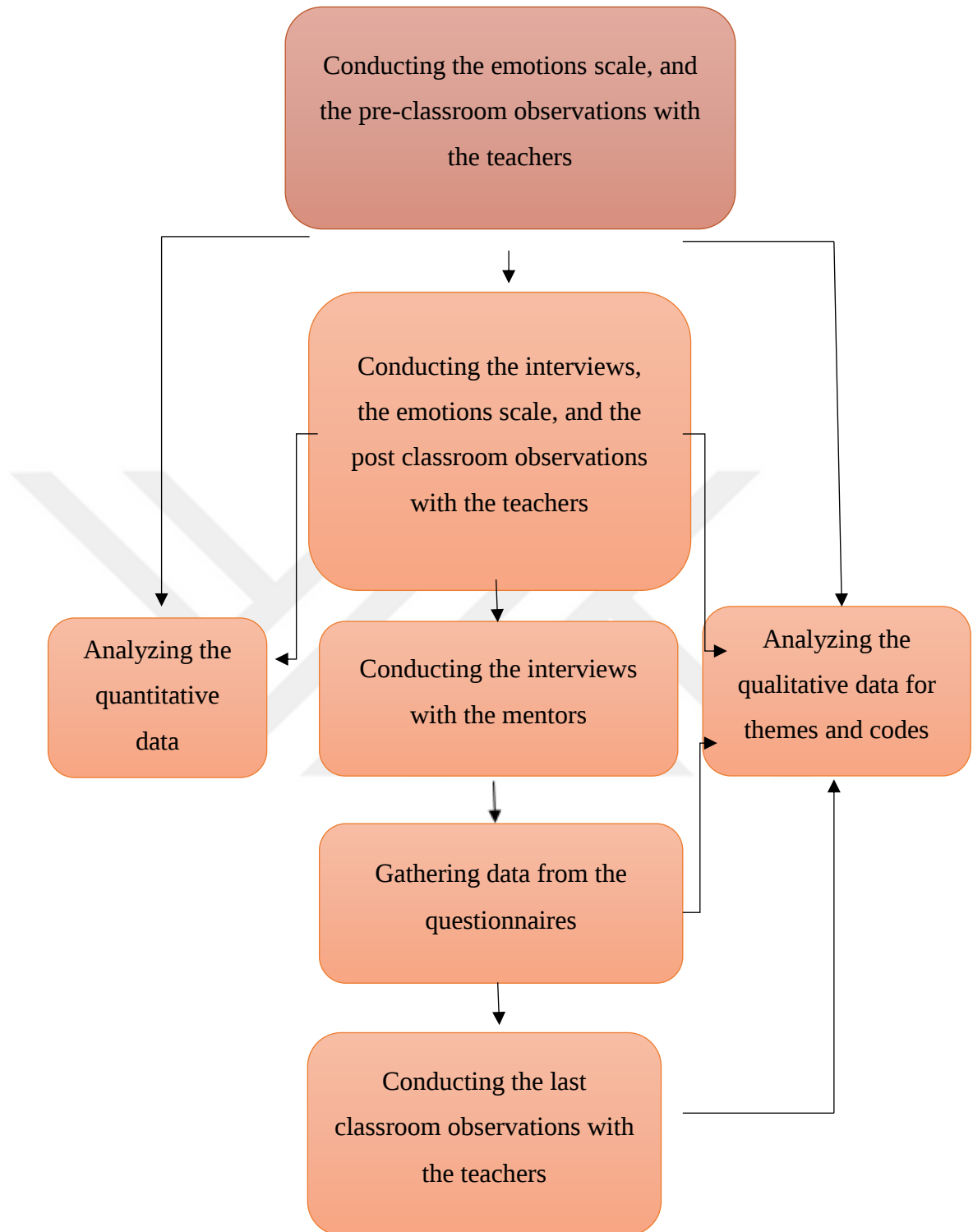


Figure 17. An illustration of the data analysis processes of this study

4.8.1. Data analysis of the PANAS. The results of the PANAS comprise the quantitative data source of this study in order to investigate the changes in the emotions of the teachers after being involved in the induction program. First, through the

descriptive analysis of the data, the total score of each participant in the range from 10 to 50 were calculated for both positive and negative affectivity dimensions in pre and post-scales. Next, in order to find out whether the pre- and post-test mean value differences were statistically significant, an inferential statistics procedure was also included in the study because inferential analysis is important since it might help the researcher to detect the chance factors that might adversely affect the collection of data (Blaikie, 2003). In order to determine which inferential procedures were appropriate, normality was explored because parametric tests of significance can only be used when the “distribution on a variable in a population approximates a normal distribution” (Blaikie, 2003, p.171). The Shapiro-Wilk test of normality was chosen instead of Kolmogorov-Smirnov in order to investigate normality since it was more appropriate for the small size of the sample (Guo, 2012). The Shapiro-Wilk’s test and a visual inspection of its histogram, and normal Q-Q plots showed that the data were not approximately normally distributed (See Appendix I). The p value was less than .05 for the 13 items in the pre-test and for all the items in the post-test. In addition, in the visual inspection of the histogram, a bell-shaped distribution was not observed. Finally, in the visual analysis of the normal Q-Q plots it was observed that the points did not fall along a straight line. Hence, it was concluded that the data were not normally distributed. Having found out that the data were not normally distributed, the Wilcoxon Signed Ranks test, which is the nonparametric version of the paired samples t -test for repeated measures from one sample, was used in order to find out whether the pre- and post-test mean value differences were statistically significant (Carver & Nash, 2012).

4.8.2. Data analysis of the interviews, open-ended online evaluation questionnaires and field notes. For the 1st research question since the PANAS was used as the primary database, qualitative data were embedded within the predominant method to enrich the description of the impact of the induction program on the teachers. The qualitative data were used in order to explain and gain more insights into the findings of the PANAS. Hence, the data analysis was conducted with a case-based approach and the researcher analyzed the data with the preconceived theme “the impact on the emotions” in order to understand the extent to which the induction program had an impact on the changes of teacher emotions, provide an explanation for

the quantitative results and see whether there is difference due to the years of experience.

For the research questions 2, 3 and 4, the transcriptions of the in-depth interviews with the stakeholders of the induction program, relevant sections of the faculty evaluation questionnaires and field notes were analyzed using qualitative content analysis, a process by which “many words of texts are classified into much fewer categories” (Weber, 1990, p.15). As Cohen, Manion and Morrison (2007) state, content analysis “takes texts and analyses, reduces and interrogates them into summary through the use of both pre-existing categories and emergent themes in order to generate or test a theory” (p.476). The researcher used a data-driven coding through identifying central concepts and themes which frequently recurred in the interview data from the participants through following the phases demonstrated in Figure 18.

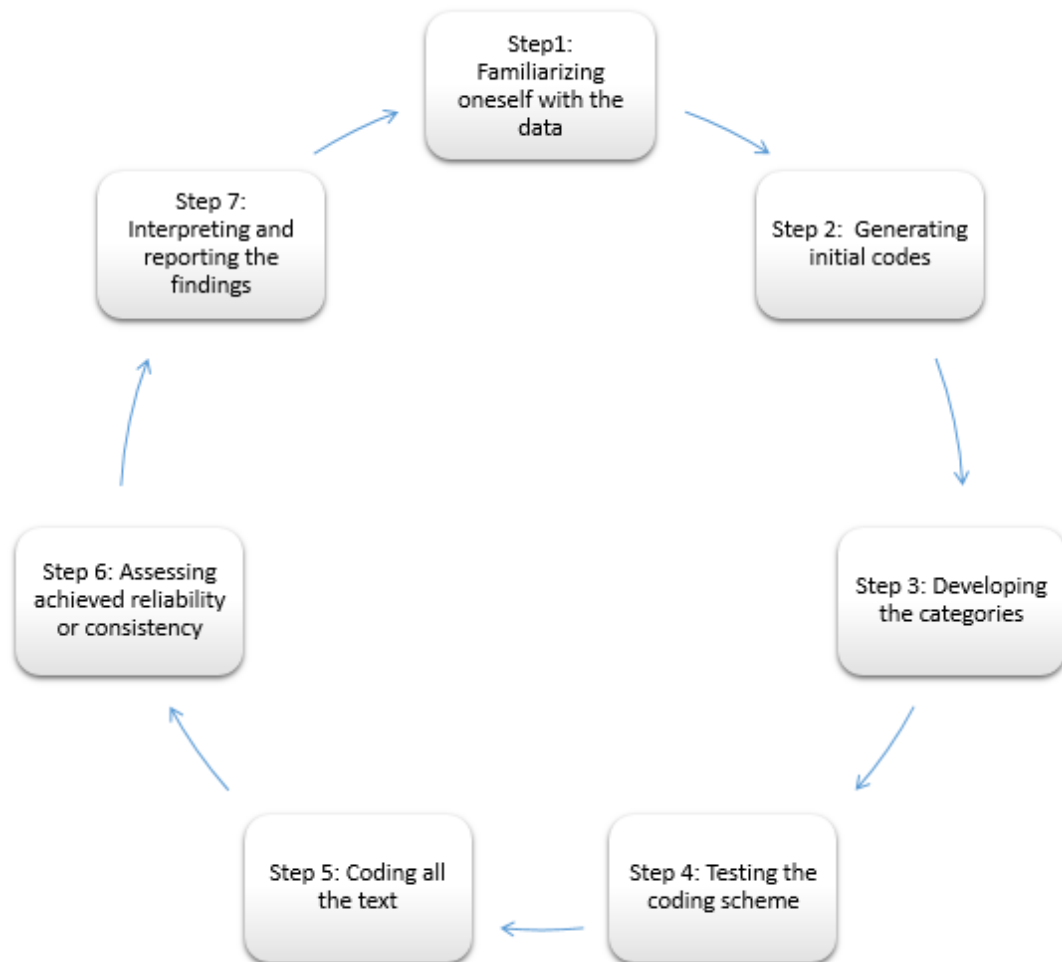


Figure 18. Phases of the qualitative analysis

The analysis process for the interviews started with transcribing. The interviews were transcribed by the researcher word by word on a word document. Following the transcription stage, the researcher read and re-read the data in order to become thoroughly familiar with them. The researcher then noted down any interesting patterns, unexpected patterns, and contradictions as well as the emerging key words. Then, the researcher proceeded with identifying recurrent concepts and developing a coding system to convert the data into meaningful and specific units of information. Then, the coding system was tested through an analysis conducted with sample texts. Later, the researcher sorted the different codes into potential categories. The analysis involved a constant moving back and forward between the entire data set and the coded extracts of data that were analyzed. To assess the reliability and credibility, judgments of the researcher and a colleague who did a similar qualitative research for PhD thesis in ELT was negotiated during the coding process of qualitative data content. Upon debriefing with the same colleague, the findings were discussed and agreement on coded factors was concluded. Checking if the categories work, the coding rules were applied to the whole text. A table on a word document was created and columns were divided consecutively into statements, coding, categories, and themes. Finally, a scholarly report of the analysis was produced by selecting vivid extract examples and relating the findings to the research question and literature.

4.8.3. Data analysis of the classroom observations. For the present study, the classroom observations were used in order to explore the short and long term impacts of the induction program on the teachers' teaching skills because they enabled the researcher to collect data to gain a first - hand account of the phenomenon. During the post-conference meeting which was carried out within a week's time after the classroom observation, both the teacher and the observer reflected on the lesson by referring to 'Effective Teaching Criteria' used in the institution and identified the strengths and areas to improve further accordingly. These agreed areas and actions were recorded in the summary section of the document that was used as a basis for keeping running commentary during the observation (Appendix A). Therefore, the summary sections of the classroom observation documents were used for the analysis to identify if there was a change in teaching practices after completing the induction program.

4.9. Researcher's Positioning

Researchers can make their own decision on whether to position themselves as insiders or outsiders. According to Gair (2012), a researcher's positioning as an insider or outsider refers to the degree to which the "researcher is located either within or outside a group being researched, because of her or his common lived experience or status as a member of that group" (p.137). The insider versus outsider debate has been an issue in social research and Kikumura (1986) sums it up as follows (p. 2):

On the one hand, advocates for the outsider perspective generally argue that access to authentic knowledge is more obtainable because of the objectivity and scientific detachment with which one can approach one's investigation as a non-member of the group. On the other hand, proponents of the insider perspective claim that group membership provides special insight into matters (otherwise obscure to others) based on one's knowledge of the language and one's intuitive sensitivity and empathy and understanding of the culture and its people.

In the present study the status of the researcher is "insider" since she works as a mentor in the induction program and a teacher at the same school. Therefore, in order to overcome the disadvantages and manage the insider's experience, the researcher paid utmost importance to reflexivity, which is defined by Probst and Berenson (2014) as "awareness of the influence the researcher has on what is being studied and, simultaneously, of how the research process affects the researcher" (p.814). Cohen, Manion and Norrison (2007) note that "rather than trying to eliminate researcher effects (which is impossible, as researchers are part of the world that they are investigating), researchers should hold themselves up to the light" (p.171). As Hammersley and Atkinson (1983) cited in Cohen, Manion and Norrison (2007) state:

He or she (the researcher) is the research instrument par excellence. The fact that behaviour and attitudes are often not stable across contexts and that the researcher may play a part in shaping the context becomes central to the analysis...The theories we develop to explain the behaviour of the people we

study should also, where relevant, be applied to our own activities as researchers (p.18-19).

This requires researchers to be fully aware of the ways in which their “selectivity, perception, background and inductive processes and paradigms shape the research” (Cohen, Manion & Norrison, 2007, p. 172). In other words, it is a self-conscious awareness of how the researchers influences the research process. Hence, the researcher monitored closely and continually her own interactions with participants, her role and biases and in order to minimize the researcher impact, she encompassed the issues of triangulation and respondent validity, which will be addressed more fully in the following section.

4.10. Trustworthiness of the Study

Quantitative and qualitative research differ in the way they demonstrate trustworthiness. Firestone (1987) makes the distinction by arguing that “the quantitative study must convince the reader that procedures have been followed faithfully because very little concrete description of what anyone does is provided while the qualitative study provides the reader with a depiction in enough detail to show that the author’s conclusions makes sense” (p. 19). However, trustworthiness is a prominent issue in evaluating the quality of the research and regardless of the type of research. As Merriam (2009) notes, whatever the research type is, “validity and reliability are concerns that can be approached through careful attention to a study’s conceptualization and the way in which the data are collected, analyzed, and interpreted, and the way in which the findings are presented” (p. 210).

Lincoln and Guba (1985) proposed that in order to ensure trustworthiness in a study, *credibility*, *transferability*, *dependability*, and *confirmability*, which substitutes for internal validity, external validity, reliability, and objectivity needs to be established (p. 219). Credibility or internal validity is concerned with how research findings are congruent with reality and whether investigators observe or measure what they think they are measuring (Merriam, 2009). Transferability or external validity, on the other hand, deals with the extent to which the findings of one study can be generalized. Dependability is concerned with the consistency and dependability of the findings of the study when repeated in other contexts (Lincoln & Guba, 1985). Finally,

confirmability or objectivity deals with freeing the study from researcher bias or interests.

In the present study, throughout the data collection and analysis process utmost attention was given to ensure the trustworthiness of the study. The following suggestions and strategies provided by Merriam (2004), Seidman (2006), Saldana (2011) and Creswell (2009) were followed to ensure trustworthiness to establish credibility, transferability, dependability and confirmability:

4.10.1. Data triangulation. First, data triangulation, which is defined by Merriam (2009) as “multiple sources of data means comparing and cross-checking data collected through observations at different times or in different places, or interview data collected from people with different perspectives or from follow-up interviews with the same people”, was adopted (p. 216). Gathering data from diverse sources increases the validity and reliability of the research results (Gass & Mackey, 2007). During this study, in order to ensure triangulation for the methodology, the data were collected not only in the classroom through observations but also outside the classroom through interviews and PANAS. In addition to methodological triangulation, the researcher also adopted time triangulation, which attempts to “take into consideration the factors of change and process by utilizing cross-sectional or longitudinal designs” (Cohen, Manipn & Morrison, 2007, p.142). A longitudinal design was adopted and data were collected at different times. For example, the mentees were observed before, after, and one year after the induction program.

4.10.2. Respondent validation. Another strategy employed to ensure trustworthiness was using respondent validation, which means asking for feedback on the emerging findings from some of the participants and checking whether the preliminary interpretation sounds true. Maxwell (2005) emphasizes the importance of respondent validation by stating that it “is the single most important way of ruling out the possibility of misinterpreting the meaning of what participants say and do and the perspective they have on what is going on, as well as being an important way of identifying your own biases and misunderstanding of what you observed” (p. 111). In this study, the findings which were gathered from the interviews were shared with three of the participants to get feedback and to check if the data made sense to them.

In this way, the researcher aimed at avoiding biases and misunderstanding of what has been observed or interpreted.

4.10.3. Peer examination/review. Another strategy called peer examination or peer review was used in the study for trustworthiness. Patton (2002) names this strategy “triangulating analysts — that is, having two or more persons independently analyze the same qualitative data and compare their findings” (p. 560). Since the study is conducted by only one researcher, an external auditor from a similar context was invited to compare the agreement on the induced categories and to add to the objectivity to the findings and interpretations of the findings.

4.10.4. Peer Debriefing. Peer debriefing, which means “conducting regular meetings with other people who are not involved in the research in order to disclose one’s own blind spots and to discuss working hypotheses and results with them”, was used to ensure trustworthiness (Flick, 2009, p.392). The researcher consulted and asked the members of the thesis committee as well as other experts in the field for their opinions during each stage of the research.

4.10.5. Demo. The first strategy for ensuring trustworthiness was conducting a demo interview before doing the real interviews, to determine whether the interview tools were useful to collect what had been intended. After conducting the demo interview, feedback was received on the clarity of the questions and the questions were modified in light of this information.

4.10.6. Transferability. Transferability, which is another criterion of trustworthiness, refers to the “degree to which the results of qualitative research can be transferred to other contexts or settings with other respondents” (Korstjens & Moserp, 2018, 121). In order to ensure transferability, the research needs to provide sufficient detailed description of the study’s context so that readers can compare the fit with their situations (Merriam & Tisdell, 2016). As Lincoln and Guba (1985, p.125) state, the best way to ensure transferability is to use “a thick, description of the sending context so that someone in a potential receiving context may assess the similarity between them and ...the study.” Therefore, in the study, the researcher provided

comprehensive information about the unique features of the research setting including the key characteristics of the induction program and the participants as well as data collection and analysis processes implemented in the study.

4.11. Ethical Issues

McNabb (2002) defines the research ethics as the application of moral principles ‘in planning, conducting, and reporting the results of research studies. The fundamental moral standards involved focus on what is right and what is wrong’ (36). As Cohen, Manion and Morrison (2007) suggest, researchers should consider “how the research purposes, contents, methods, reporting and outcomes abide by ethical principles and practices” (p.51). Ethical practice in research requires the researcher to respect and protect the people who are involved in a study by anticipating the ethical issues and actively addressing them in their research plans (Creswell, 2009). Therefore, in the present study the researcher addressed the following set of considerations and applied the appropriate ethical principles to ensure that the research was conducted in an ethical and responsible manner:

4.11.1. Access and acceptance. Before conducting the research, a researcher should gain the official permission to undertake his or her study in the targeted community (Cohen, Manion and Morrison, 2007). Therefore, the researcher followed the ethical procedures mandated by the university in which the study was conducted. The university has a Research Ethics Committee which aims to ensure that all research investigations involving human participants are in compliance with the Ethical Guidelines adopted by the University Senate and prepares guidelines in relation to ethical issues which may arise from research activities within the University. The researcher filled in the necessary documents to give information about the aims, nature and the procedures of the research and submitted them to the Committee for consideration (Appendix K). After reviewing the documents, the Committee granted the ethical approval.

4.11.2. Informed consent. According to Cohen, Manion and Morrison (2007), informed consent contributes to the bedrock of ethical procedure in a research. It is “the procedures in which individuals choose whether to participate in an investigation

after being informed of facts that would likely to influence their decisions” (Diener & Crandall, 1978, p.57). Cohen, Manion and Morrison (2007) adds that this definition involves four elements: “competence, voluntarism, full information and comprehension” (p.52). This means that the researcher should fully inform the participants about the nature of the study, make sure that they fully understand it and ensure that they freely take part in it. For this study, the participants were asked for informed consent after the procedures to be followed in the study and their purposes were explained to them verbally in a detailed way. They were also asked to read and signed the consent forms (Appendix L).

4.11.3. Privacy. According to Diener and Crandall (1978), privacy concerns the sensitivity of the information being given, the setting being observed and dissemination of information. For the present study, these three areas were also considered by the researcher in order not to violate the privacy of the participants. The researcher was cautious about the sensitivity of the information and tried to ensure that the information asked from the participants was not too personal or potentially threatening. Cultural, religious, gender, and other differences were also respected. The dates and the places of the observations were determined by getting the consent of the participants.

4.11.4. Confidentiality. Cohen, Manion and Morrison (2007) suggest that there are a number of techniques that “allow public access to data and information without confidentiality being betrayed” and some of their suggestions are as follows:

- deletion of identifiers such as names, addresses or other means of identification from data released on individuals
- crude report categories such as releasing the year of birth rather than the specific date, profession, but not the specialization area within that profession and general information rather than specific
- micro-aggregation, which means construction of average persons from data on individuals and the release of these data, rather than data on individuals
- error inoculation, which means deliberately introducing errors into individual records while leaving the aggregate data unchanged (p.65).

In this study, private information such as identities, names, and the name of the institution was kept confidential and anonymity was not violated. It was also ensured that throughout the paper general rather than specific information about the participants was also provided so that information provided by participants did not reveal their identity.

4.12. Limitations

There are certain limitations to the study relating to the phenomena under investigation, the approach taken and the research methods used for conducting the study. The first issue concerns external validity and the issue of generalizability. It needs to be noted that this study is conducted in a specific context with a small number of participants to explore the impacts of a comprehensive induction program on non-novice teachers. It is important to recognize that the study sample is not representative of all districts and schools in Turkey. Thus, a major limitation to the study is that the findings may not be generalized to various contexts. The design of the study might be noted as a further limitation. Since induction program is compulsory for every new teacher, it is not possible for the researcher to have a control group and investigate the impacts of the program further. Therefore, the impacts of the induction program were investigated with a single-group sample. Third, using observations as a data collection tool can be viewed as a factor bringing a limitation to the study. Among its many advantages such as providing direct evidence of teacher behaviour, interactions with students and general classroom environment, there are various disadvantages of observations. The primary disadvantage of observations is that routine teacher performance and learner behaviour are rarely seen during observations since they may disrupt normal class activity (Roberts, 1998). Another limitation might be that the researcher was an insider since she was working as a mentor in the induction program, which may reduce objectivity and neutrality. She was holding a superior position over the participants of the program and she might have unintentionally manipulated the teachers to change and teach in a different way, which should also be considered while interpreting the results.

Chapter 5

Findings

5.1. Overview of the Chapter

In this chapter, the results of the data analyses will be presented and discussed, with reference to the research questions mentioned earlier. Thus, the chapter consists of four main sections, in each of which an answer to one research question will be sought. The first sub-chapter compares and contrasts the emotions of non-novice ELT teachers' emotions before and after participating in a one-year comprehensive induction program. In this section, the changes will be analyzed for both the whole group and for each participant separately. The second sub-section explains teachers' perceptions of the impacts of the one-year comprehensive induction program. The third sub-chapter compares the teaching practices of the teachers before and after participating in the one-year comprehensive induction program and provides evidence of short-term and long-term positive impacts of the program on teaching practices of the participants with reference to the components or the content of the program. The final sub-chapter introduces the views of the mentors on the one-year comprehensive induction program.

5.2. Impacts of the Induction Program on Teacher Emotions

Findings for Q1: Will there be a change in non-novice ELT teachers' emotions before and after participating in a one-year comprehensive induction program?

This section displays the pre- and post- induction emotions of the eleven participants of the study. Each participant's data gathered from the PANAS and interviews that were conducted before the induction program were integrated and matched if possible to reveal whether there was consistency. The same analysis was carried out after the program was completed.

5.2.1. PANAS scores for the whole group. In order to have an insight about the changes in the emotions of the participants, PANAS was given at the beginning of the induction program and at the end of the one-year program. While making the descriptive analysis of PANAS, first reliability coefficients of two subscales were calculated for both pre and post-tests (See Table 13). The reliability coefficient of the positive PANAS was found .73 for the pre-test and .75 for the post-test while the

reliability coefficient of the positive PANAS was .70 for the pre-test and .73 for the post-test.

Table 13.

Reliability coefficient analysis of PANAS pre- and post-test

Scale	N	A
Pre-test Positive Affect	10	.73
Pre-test Negative Affect	10	.75
Post-test Positive Affect	10	.70
Post-test Negative Affect	10	.73

After conducting the reliability analysis of the pre and post-tests, descriptive statistics of the scale items were examined item by item. The subscale *Positive PANAS* had ten scale items. Each item was referring to positive emotions. When the descriptive statistics of the scale items were analyzed, it was identified that mean values of all the items increased after the induction program (See Table 14). The highest increase was observed in the emotion *inspired*. The difference between the mean scores for this item was 1. This item was followed by the emotions *strong*, *enthusiastic* and *alert* with a mean of difference 0.91. The lowest increase was identified in the emotion excited with a mean difference of 0.36.

Table 14.

Descriptive statistics of positive-PANAS pre- and post-test

Item	Emotion	Pre-Mean	Post-Mean	Difference
1	Interested	3,73	4,55	0,82
3	Excited	3,36	3,73	0,36
5	Strong	3,00	3,91	0,91
9	Enthusiastic	3,36	4,27	0,91
10	Proud	3,55	4,18	0,64
12	Alert	3,09	4,00	0,91

Table 14 (cont'd)

Item	Emotion	Pre-Mean	Post-Mean	Difference
14	Inspired	3,64	4,64	1,00
16	Determined	3,82	4,45	0,64
17	Attentive	4,00	4,55	0,55
19	Active	3,91	4,55	0,64

The subscale *Negative PANAS* also had ten scale items. Each item was referring to negative emotions. When the descriptive statistics of the scale items were analyzed, it was identified that mean values of all the items decreased after the induction program (See Table 15). The findings indicated a drastic decrease in the mean value of the emotion *nervous* after the induction program with a difference -1.45. This item was followed by the emotion *afraid* with a mean difference 1, 09 and the emotions *scared* and *hostile* with the mean difference 0, 64. The lowest decrease was observed in the emotions *distressed* and *upset* since the mean difference was -0.45.

Table 15

Descriptive statistics of negative-PANAS pre- and post-test

Item	Emotion	Pre-Mean	Post-Mean	Difference
2	Distressed	2,09	1,64	-0,45
4	Upset	1,82	1,36	-0,45
6	Guilty	1,82	1,27	-0,55
7	Scared	2,27	1,64	-0,64
8	Hostile	2,45	1,82	-0,64
11	Irritable	2,09	1,55	-0,55
13	Ashamed	2,09	1,55	-0,55
15	Nervous	3,18	1,73	-1,45
18	Jittery	2,09	1,27	-0,82
20	Afraid	2,91	1,82	-1,09

Although a positive change in the emotions after the induction program was observed through the descriptive analysis of the data, in order to find out whether the pre- and post-test mean value differences were statistically significant, an inferential

statistics procedure was also included in the study because inferential analysis is important since it might help the researcher to detect the chance factors that might adversely affect the collection of data (Blaikie, 2003). As it was stated in the data analysis section, it was found out that the data were not normally distributed. Therefore, the Wilcoxon Signed Ranks test was used in order to find out whether the pre- and post-test mean value differences were statistically significant.

The results of the Wilcoxon Signed Ranks test indicated that the mean values of the positive emotions were significantly higher in the post-test than the pre-test values. First, the Wilcoxon Signed Ranks test indicated that the participants felt more interested at the end of the induction program ($Mdn=5$) than they felt before they started the induction program ($Mdn=4$), $Z = -2.46, p < .05$. The results also indicated that the mean value of the emotion “excited” was significantly higher in the post-test ($Mdn=4$) than the pre-test values ($Mdn=3$), $Z = -2.00, p < .05$. The results of the test also indicated that the participants felt stronger after the induction program ($Mdn=4$) than they felt at the beginning of the pre-test values ($Mdn=3$), $Z = -2.89, p < .05$. Similarly, the test results demonstrated that the mean value of the emotion “enthusiastic” was significantly higher in the post-test ($Mdn=4$) than the pre-test values ($Mdn=3$), $Z = -2.46, p < .05$. The test results also indicated that the participants felt prouder at the end of the induction program ($Mdn=4$) than they felt before they started the induction program ($Mdn=3$), $Z = -2.65, p < .05$. Similarly, the test results demonstrated that the mean value of the emotion “alert” was significantly higher in the post-test ($Mdn=4$) than the pre-test values ($Mdn=3$), $Z = -2.50, p < .05$. The test results also indicated that the difference between the level of feeling inspired before ($Mdn=4$) and after the induction program ($Mdn=5$) was statistically significant, $Z = -2.43, p < .05$. The test results also indicated that the participants felt more determined after the induction program ($Mdn=4$) than they felt at the beginning ($Mdn=4$), $Z = -2.07, p < .05$. Similarly, the test results demonstrated that the mean value of the emotion “attentive” was significantly higher in the post-test ($Mdn=5$) than the pre-test values ($Mdn=4$), $Z = -2.45, p < .05$. Finally, the test indicated that the participants felt more determined after the induction program ($Mdn=5$) than they felt at the beginning ($Mdn=4$), $Z = -2.65, p < .05$.

Table 16

Wilcoxon Signed Ranks test results for positive PANAS

Emotion	Interested	Excited	Strong	Enthusiastic	Proud	Alert	Inspired	Determined	Attentive	Active
Z	-2.46	-2.00	-2.89	-2.46	-2.65	-2.50	-2.43	-2.07	-2.45	-2.65
p	.014	.046	.004	.014	.008	.013	.015	.038	.014	.008

The results of the Wilcoxon Signed Ranks test also indicated that the mean values of all the items in the negative PANAS were statistically significantly lower than the pre-test values. First, the Wilcoxon Signed Ranks test indicated that the participants felt less distressed at the end of the induction program ($Mdn=1$) than they felt before they started the induction program ($Mdn=2$), $Z= -2.24$, $p < .05$. The test results demonstrated that the mean value of the emotion “upset” was significantly lower in the post-test ($Mdn=1$) than the pre-test values ($Mdn=2$), $Z= -2.24$, $p < .05$. The test results indicated that the difference between the mean values of the emotion “guilty” in the pre-test ($Mdn=2$) and post-test ($Mdn=1$) was statistically significant, $Z= -2.12$, $p < .05$. Next, the test results demonstrated that the mean values of the emotion “scared” was significantly lower in the post-test ($Mdn=2$) than the pre-test values ($Mdn=2$), $Z= -2.65$, $p < .05$. The test also indicated that the participants felt less hostile at the end of the induction program ($Mdn=2$) than they felt before they started the induction program ($Mdn=3$), $Z= -2.65$, $p < .05$. The test results also demonstrated that the mean values of the emotion “irritable” were significantly lower in the post-test ($Mdn=1$) than the pre-test values ($Mdn=2$), $Z= -2.45$, $p < .05$. The test also indicated that the participants felt less ashamed at the end of the induction program ($Mdn=1$) than they felt before they started the induction program ($Mdn=2$), $Z= -2.45$, $p < .05$. According to the test results, the difference between the level of nervousness at the beginning ($Mdn=3$) and after the induction program ($Mdn=2$) was also statistically significant, $Z= -2.75$, $p < .05$. The test results also demonstrated that the mean values of the emotion “jittery” were significantly lower in the post-test ($Mdn=1$) than the pre-

test values ($Mdn=2$), $Z= -2.53$, $p < .05$. Finally, the test indicated that the participants felt less afraid after the induction program ($Mdn=2$) than they felt at the beginning ($Mdn=3$), $Z= -2.81$, $p < .05$.

Table 17

Wilcoxon Signed Ranks test results for negative PANAS

Emotion	Distressed	Upset	Guilty	Scared	Hostile	Irritable	Ashamed	Nervous	Jittery	Afraid
Z	-2.24	-2.24	-2.12	-2.65	-2.65	-2.45	-2.45	-2.75	-2.53	-2.81
p	.025	.025	.034	.008	.008	.014	.014	.006	.011	.005

In conclusion, the descriptive analysis of the PANAS data demonstrated a positive change in the emotions after the induction program. In order to find out whether the pre- and post-test mean value differences were statistically significant, a Wilcoxon Signed Ranks test was used and the test results indicated that the scores of positive emotions in the post-test were statistically significantly higher than pre-test scores while the scores for the negative emotions in the post-test were significantly lower than pre-test scores ($p < .05$).

5.2.2. The analysis of PANAS scores and the qualitative data for each participant.

When the first research question of the study was considered, the results of the PANAS for the whole group showed that there was a significant positive change in teachers' overall scores for emotions in the pre and post-scales. However, in order to understand the extent to which the induction program had an impact on the changes of teacher emotions, provide an explanation for the quantitative results and see whether there is difference due to the years of experience, the case-based analysis of the interviews were examined for each participant separately referring to their PANAS scores.

5.2.2.1 Participant 1. When the descriptive statistics of the Positive-PANAS scale items were analyzed, it was identified that mean values of all the items except for the emotion “proud” increased after the induction program (See Table 18). The highest increase was observed in the emotions *interested*, *inspired* and *determined*. The difference between the mean scores for this item was 2.

Table 18

Descriptive statistics of positive-PANAS pre- and post-test for participant 1

Positive PANAS	Pre	Post	Difference
Interested	3	5	2
Excited	3	4	1
Strong	4	5	1
Enthusiastic	3	4	1
Proud	4	4	0
Alert	3	4	1
Inspired	3	5	2
Determined	3	5	2
Attentive	4	5	1
Active	4	5	1

When the descriptive statistics of the scale items were analyzed, it was identified that except for the emotions *upset*, *irritable* and *ashamed*, the mean values of all the items decreased after the induction program (See Table 19). The findings indicated a drastic decrease in the mean value of the emotion *nervous* after the induction program with a difference of -4. The difference between the mean scores for the other emotions was 1.

Table 19

Descriptive statistics of negative-PANAS pre- and post-test for participant 1

Negative PANAS	Pre	Post	Difference
Distressed	3	2	-1
Upset	1	1	0
Guilty	2	1	-1
Scared	3	2	-1
Hostile	3	2	-1
Irritable	2	2	0
Ashamed	2	2	0
Nervous	5	1	-4
Jittery	3	2	-1
Afraid	3	2	-1

The qualitative data gathered from participant 1 also indicated that there was a change in her emotions. Although she had been teaching English for 7 years mostly at tertiary levels, she reported that she felt nervous, but that later this feeling was replaced with a feeling of security. She expressed this change in the following way:

[...] At the beginning actually it was very complex, complicated you know because the new system, the new environment and during the year I felt that I am adapting to the system but I now feel really secure that I have completed the adaptation process and the induction was quite fruitful. (June, 2018)

The reason why she felt nervous was that everything was new and complex. It can be interpreted that once she started learning about the new system and getting familiar with the milieu, she felt less nervous. When she was asked about the impact of the induction program on the positive changes in her emotions, she stated that it had an important role in this process as follows:

[...] Well, actually, if I hadn't got the induction training let's say I wouldn't come to that step that I am at the moment. So still positive for me. And for the

new comers let's say I strongly suggest to take the advantage of this induction process. (June, 2018).

Another reason why she felt more positive after the induction program was that, once she realized that she was learning from the program, she became more motivated to learn and continue growing as a teacher. She explained this with the following statements:

[...] When you see that you improve your skills and learn about teaching, you are inspired. You see that learning is a life-long process. Even if you are experienced, there are many things that you still need to learn. That was the case for me. I am determined to continue working on my weaknesses. (June, 2018)

5.2.2.2. Participant 2. When the descriptive statistics of the Positive-PANAS scale items were analyzed, it was identified that mean values of all the items except for the emotions interested and excited increased after the induction program (See Table 20). The mean difference between the pre- and post-test scores for all the other emotions was 1.

Table 20

Descriptive statistics of positive-PANAS pre- and post-test for participant 2

Positive PANAS	Pre	Post	Difference
Interested	5	5	0
Excited	3	3	0
Strong	3	4	1
Enthusiastic	4	5	1
Proud	3	4	1
Alert	3	4	1
Inspired	4	5	1
Determined	3	4	1
Attentive	4	5	1
Active	4	5	1

When the descriptive statistics of the scale items were analyzed, it was identified that except for the emotions *upset*, *scared* and *hostile*, the mean values of all the items decreased after the induction program (See Table 21). The mean difference between the pre- and post-test scores for all the other emotions was -1.

Table 21

Descriptive statistics of negative-PANAS pre- and post-test for participant 2

Negative PANAS	Pre	Post	Difference
Distressed	2	1	-1
Upset	2	2	0
Guilty	2	1	-1
Scared	2	2	0
Hostile	2	2	0
Irritable	2	1	-1
Ashamed	2	1	-1
Nervous	3	2	-1
Jittery	2	1	-1
Afraid	3	2	-1

The interview findings also showed that there was a change in the emotions of Participant 2. Although she had been teaching English for 6 years, she reported that at the beginning of the year she was nervous. She also stated that she felt stronger and less nervous at the end of the year as indicated in the following quote:

[...] At the beginning of the year, I was quite nervous since everything was new to me: the system, the materials, the students...Now, at the end of the year, getting familiar with everything I feel more relieved and less stressed. I also feel more confident after learning more about the system. (June, 2018)

Participant 2 also reported that the induction program had an important role in the change of her emotions. She expressed the impacts of the induction program on the change in the following way:

[...] Of course, it (induction) has a big impact on it because it's kind of feeling ...To what extent it is related to the induction program.... Yeah. I can say that it's like 60-65%. I can say that. Also, of course I mean having experience is very important in general so. It's like this. (June, 2018)

5.2.2.3. Participant 3. When the descriptive statistics of the Positive-PANAS scale items were analyzed, it was identified that mean values of all the items except for the emotions *inspired*, *determined* and *active* increased after the induction program (See Table 22). The scores for the emotions *determined* and *active* were already 5, which was the highest score. That's why there was not an increase. The highest increase was observed in the emotions *interested*. The difference between the pre and post-scale scores for this item was 2.

Table 22

Descriptive statistics of positive-PANAS pre- and post-test for participant 3

Positive PANAS	Pre	Post	Difference
Interested	2	4	2
Excited	4	4	0
Strong	2	3	1
Enthusiastic	3	4	1
Proud	3	4	1
Alert	4	5	1
Inspired	4	4	0
Determined	5	5	0
Attentive	3	4	1
Active	5	5	0

When the descriptive statistics of the scale items were analyzed, it was identified that except for the emotions *irritable*, *ashamed* and *jittery*, the mean values of all the items decreased after the induction program (See Table 23). Since the scores for these emotions were already 1, which was the lowest score, there was not a decrease. The findings also indicated a drastic decrease in the mean value of the

emotion *afraid* after the induction program with a difference of -3. The difference between the mean scores for the other emotions was -1.

Table 23

Descriptive statistics of negative-PANAS pre- and post-test for participant 3

Negative PANAS	Pre	Post	Difference
Distressed	3	2	-1
Upset	3	2	-1
Guilty	3	2	-1
Scared	2	1	-1
Hostile	3	2	-1
Irritable	1	1	0
Ashamed	1	1	0
Nervous	3	2	-1
Jittery	1	1	0
Afraid	4	1	-3

The qualitative data gathered from participant 3 also indicated that there was a change in her emotions. Although she had been teaching English for 5 years, she reported that she felt stressed and afraid. She expressed this change in the following way:

[...] To tell the truth at first before, I mean when I did not know much about the program, I felt a bit stressed but in time I saw that it's not just...and it's just to...to force the teacher or it's not to cause, in quotations cause trouble for the teacher but it's just to help us and improve ourselves, develop the teachers....so...so...since...and during the induction program I saw that immediately. I saw as we immediately started. That's how I felt at the very beginning when I did not know anything about it (June, 2018)

As it can be inferred from her statements, the reason why she felt afraid was that she thought the induction program was to assess them and to force them to change

their teacher beliefs or practices. However, once she started the program she felt less nervous since she understood the main function of the program:

[...] I guess, I mean, at first that's how I felt at the beginning when I even hadn't started here. Maybe prejudices about a program...as I started it I saw that it's to help not to judge. I understood that it's actually my prejudice... (June, 2018)

When she was asked about the impact of the induction program on the positive changes in her emotions, she stated that it had an important role in this process as follows:

[...] Induction definitely had an impact on this positive change. First, there is a positive attitude of the mentors. With that positive attitude I mean I saw that I had some points to improve in my teaching but that didn't cause any negative feelings. Because mentors were positive at the beginning and showed me how I can improve those points so it was actually helpful. So that's why...I mean the positive approach helped me to see that I can actually improve those points. (June, 2018)

Another reason why her feelings became more positive after the induction program was that, once she realized that she was learning from the program, she felt a sense of belonging and appreciated the support provided. She became more interested, which is in line with the scale findings and she explained this with the following statements:

[...] But as soon as we started I understood that it's not like that the approach is very helpful, encouraging and so...I actually...with the program I felt at home. Now that, I mean after the program, I feel like I belong here as a result of the program. And I know that I have other things to improve and I know that I can ask for help anytime I need. And I know that people will be available and they will do whatever they can. (June, 2018)

5.2.2.4. Participant 4. When the descriptive statistics of the Positive-PANAS scale items were analyzed, it was identified that mean values of all the items except for the emotions inspired, determined and excited increased after the induction program (See Table 24). The mean difference between the pre- and post-test scores for all the other emotions was 1.

Table 24

Descriptive statistics of positive-PANAS pre- and post-test for participant 4

Positive PANAS	Pre	Post	Difference
Interested	4	5	1
Excited	3	3	0
Strong	3	4	1
Enthusiastic	4	5	1
Proud	4	5	1
Alert	3	4	1
Inspired	4	4	0
Determined	4	4	0
Attentive	4	5	1
Active	4	5	1

When the descriptive statistics of the scale items were analyzed, it was identified that there was no difference for the seven emotions: *distressed, upset, guilty, scared, hostile, afraid, and nervous* (See Table 25). The scores for five of these emotions were already 1, which was the lowest score, there was not a decrease. The scores for the other emotions which did not change was 2, which was also already a low score. The mean difference between the pre- and post-test scores for all the other emotions was 1. The findings indicate that the scores for the negative emotions were very low before and after the induction program for Participant 4 compared to other participants. This might be due to the fact that he was the only native speaker of English in the group. All the others were non-native speakers of English, which might have created extra stress on them.

Table 25

Descriptive statistics of negative-PANAS pre- and post-test for participant 4

Negative PANAS	Pre	Post	Difference
Distressed	1	1	0
Upset	1	1	0
Guilty	1	1	0
Scared	1	1	0
Hostile	1	1	0
Irritable	2	1	1
Ashamed	2	1	1
Nervous	2	2	0
Jittery	2	1	1
Afraid	2	2	0

The qualitative data gathered from participant 4 also indicated that there was an increase in the positive emotions but there was a decrease in the negative emotions. At the beginning he felt a little bit stressed and he reported that at the end of the year he was more relieved and motivated to improve his teaching practices. He also stated that the induction program had an important role in the change of those emotions. He expressed the impacts of the induction program on the change in the following way:

[...] At the beginning I still wasn't familiar with everything and I wasn't exactly sure how everything would unfold. And I remember talking to my colleagues and they said something like "what do you think about the induction for a whole year?" and the thought is...is... not disturbing but a little bit unsettling because it's not nice to know that you are on watch. Maybe that's the wrong word but knowing that you are being assessed...it's not...the nicest thought...it's not good. But later once the program starts you see that's also good for you. When you see that you improve, you feel better. (June, 2018)

As it can be inferred from her statements, the reason why he was nervous was that he thought the induction program was for to assess the teachers. However, once

the program started he felt less nervous since he realized that the induction program was beneficial for him:

[...] At the beginning I was a little bit...no I wouldn't say I was super stressed because people were very nice but I was self-critical and I probably made myself nervous... But later I understood that it (induction) was Ok. It was good for me. It helped me feel better. But like I said all of the nervousness and stuff I felt was more from within myself than anything else. (June, 2018)

5.2.2.5. Participant 5. When the descriptive statistics of the Positive-PANAS scale items were analyzed, it was identified that mean values of all the items except for the emotions *determined* and *attentive* increased after the induction program (See Table 26). Since the scores for these emotions were already 5, which was the highest score, there was not an increase. The highest increase was observed in the emotion *inspired*. The difference between the mean scores for this item was 2.

Table 26

Descriptive statistics of positive-PANAS pre- and post-test for participant 5

Positive PANAS	Pre	Post	Difference
Interested	4	5	1
Excited	2	3	1
Strong	2	3	1
Enthusiastic	3	4	1
Proud	3	4	1
Alert	4	3	1
Inspired	3	5	2
Determined	5	5	0
Attentive	5	5	0
Active	3	4	1

When the descriptive statistics of the scale items were analyzed, it was identified that except for the emotions *distressed*, *guilty*, *hostile*, *irritable*, *ashamed* and *jittery*, the mean values of all the items decreased after the induction program (See Table 27). The difference between the mean scores for the other emotions was 1.

Table 27

Descriptive statistics of negative-PANAS pre- and post-test for participant 5

Negative PANAS	Pre	Post	Difference
Distressed	1	1	0
Upset	2	1	-1
Guilty	1	1	0
Scared	2	1	-1
Hostile	1	1	0
Irritable	1	1	0
Ashamed	1	1	0
Nervous	2	1	-1
Jittery	2	2	0
Afraid	2	1	-1

The qualitative data gathered from participant 5 also indicated that there was a change in her emotions. Since she had been teaching English for 3 years mostly at primary schools and high schools, she reported that she felt nervous at the beginning but later this feeling was replaced with the feeling of confidence. She expressed this change in the following way:

[...] At the beginning I was very nervous of course because I must have mentioned this before in our previous interview this is my first year at a university so I was not aware of what I was going to expect so I was a little bit nervous. But in time with everything that we did I started to feel more confident. And when I did things more confidently, I started to do things in a more professional way of course. When I...for example when I am planning a lesson I'm sure that...not sure but almost sure that what is going to work or not going to work so it gives a teacher confidence in the things that she or he does. (June, 2018)

When she was asked about the impact of the induction program on the positive changes in her emotions, she stated that it had an important role in this process as follows:

[...] It (induction) had an impact on this positive change. I can make a reference to the observations for example. If there hadn't been any observations for example, I would never be sure of the correctness of the things that I did in my lessons for example. Every time when I left the class or when I entered the class I would feel unsure of the things that I do. So when I am observed and hear positive things, and also the things that I need to work on it gives me confidence and positive feelings in time of course. Or when we observe the lessons, not when we are being observed, when we observe the lessons we talk about what other teachers do, again I have the chance to reflect what others do and what I can do based on what they do so it all starts to give you positive feelings over time. (June, 2018)

5.2.2.6. Participant 6. When the descriptive statistics of the Positive-PANAS scale items were analyzed, it was identified that mean values of all the items stayed the same after the induction program (See Table 28).

Table 28

Descriptive statistics of positive-PANAS pre- and post-test for participant 6

Positive PANAS	Pre	Post	Difference
Interested	5	5	0
Excited	4	4	0
Strong	3	3	0
Enthusiastic	4	4	0
Proud	3	3	0
Alert	2	2	0
Inspired	2	2	0
Determined	2	2	0
Attentive	4	4	0
Active	4	4	0

When the descriptive statistics of the scale items were analyzed, it was identified that the mean values of all the items stayed the same after the induction program (See Table 29).

Table 29

Descriptive statistics of negative-PANAS pre- and post-test for participant 6

Negative PANAS	Pre	Post	Difference
Distressed	1	1	0
Upset	1	1	0
Guilty	1	1	0
Scared	2	2	0
Hostile	1	1	0
Irritable	4	4	0
Ashamed	4	4	0
Nervous	3	3	0
Jittery	1	1	0
Afraid	3	3	0

Although the quantitative data showed no difference between the pre and post-scale scores for the emotions, the interview findings indicated that there was a change in the emotions of Participant 6. Although he had been teaching English for 7 years mostly at tertiary level, he reported that at the beginning of the year he was stressed but he could overcome this feeling with the help of the induction program:

[...] At the beginning I was stressed and nervous since everything was new to me. However, I felt safe and I never felt alone in the first year. It (induction) helped me a lot in several ways. (June, 2018)

Participant 6 explained how the induction program made him feel stronger in the following statements:

[...] First, I was able to realize better what I'm expected to do rather than general rules that exist in any other institution. I was able to understand the specific expectations in terms of in-class and outside-class teacher performance and many other things so I was able to experience kind of action research without making too much effort. This was kind of assisted action research, guided action research for me and it helped me to find out the weak points in my teaching and actually in that way it was good. I mean I was able to take decisions by myself. For example, I defined...I decided which things I should focus on, which things we should work on and which things should be observed and to be observed so actually it helped me a lot now I feel stronger in those parts. (June, 2018)

As it can be inferred from his statements, induction helped participant 6 be clear about the specific expectations of the new institution and raised his awareness about his strengths and weaknesses as a teacher. Since he knew what to focus on in order to improve his teaching, he could feel stronger.

5.2.2.7. Participant 7. When the descriptive statistics of the Positive-PANAS scale items were analyzed, it was identified that mean values of all the items except for the emotion *proud* increased after the induction program (See Table 30). The highest increase was observed in the emotion *enthusiastic*. The difference between the pre and post-scale scores for this item was 3. This emotion was followed with *strong* with a mean difference of 2.

Table 30
Descriptive statistics of positive-PANAS pre- and post-test for participant 7

Positive PANAS	Pre	Post	Difference
Interested	2	3	1
Excited	2	3	1
Strong	3	5	2
Enthusiastic	2	5	3

Table 30 (Cont'd)

Positive PANAS	Pre	Post	Difference
Proud	3	3	0
Alert	2	3	1
Inspired	4	5	1
Determined	3	4	1
Attentive	3	4	1
Active	3	4	1

When the descriptive statistics of the scale items were analyzed, it was identified that except for the emotions *distressed*, *upset*, *guilty*, *irritable* and *ashamed* the mean values of all the items decreased after the induction program (See Table 31). Since the scores for the emotions *guilty*, *irritable* and *ashamed* were already 1, which was the lowest score, there was not a decrease. The findings also indicated a drastic decrease in the mean value of the emotion *nervous* after the induction program with a difference –of 3. The difference between the mean scores for the other emotions was -1.

Table 31

Descriptive statistics of negative-PANAS pre- and post-test for participant 7

Negative PANAS	Pre	Post	Difference
Distressed	4	4	0
Upset	2	2	0
Guilty	1	1	0
Scared	4	3	-1
Hostile	4	3	-1
Irritable	1	1	0
Ashamed	1	1	0
Nervous	5	2	-3
Jittery	2	2	0
Afraid	4	3	-1

The qualitative data gathered from participant 7 also indicated that there was a change in her emotions. Although she had been teaching English for 6 years in different contexts, she reported that she felt nervous. The score for this item in the pre-test was 5, which showed that she was really nervous at the beginning. She also expressed this in the interview with the following words:

[...] Actually, at the beginning I was a little bit nervous because I didn't know what I was going to get through and my lessons were being observed and everything was new to me. (June, 2018)

As it can be inferred from her statements, the reason why she felt nervous was because she was not familiar with the new context and she was not sure about the main function of the induction program and what the contribution of the program would be. However, once she started the program she felt less nervous as she reported:

[...] At the end of the first observation and after, you know, completing this orientation and completing the first observation and checking everything together, I recognized that this is very positive and I can learn a lot of new things and very important things about my profession. Also I felt very happy during the process. And I felt really sad at the end when my mentor said "this is the end of our induction program". So it was very beneficial for me and I felt really happy. I was feeling like I am very valuable for this organization, for this university and they are giving me what I need. (June, 2018)

When she was asked about the impact of the induction program on the positive changes in her emotions, she stated that it had an important role in this process as follows:

[...] I think that with the help of the induction program I could understand the teaching philosophy of the institution so I felt myself better and you know I felt more confident. So that's why you know my feelings have changed. (June, 2018)

Another reason why her feelings became more positive is that due to the nature of the relationship between her and her mentor, she felt a sense of belonging and appreciated the support provided. She became more enthusiastic, which is in line with the scale findings and she explained this with the following statements:

[...] Also, I recognized that I can share everything with my mentor as well. So with the positive feedback and with the things she told me I felt myself better and I felt myself that I belong here. (June, 2018)

5.2.2.8. Participant 8. When the descriptive statistics of the Positive-PANAS scale items were analyzed, it was identified that mean values of all the items stayed the same after the induction program except for the emotion *strong* (See Table 32). The reason might be that most of the scores were already 4, which was very high. This shows that participant 8 was already positive before the induction program.

Table 32

Descriptive statistics of positive-PANAS pre- and post-test for participant 8

Positive PANAS	Pre	Post	Difference
Interested	4	4	0
Excited	4	4	0
Strong	2	3	1
Enthusiastic	3	3	0
Proud	4	4	0
Alert	4	4	0
Inspired	4	4	0
Determined	4	4	0
Attentive	4	4	0
Active	4	4	0

When the descriptive statistics of the negative PANAS items were analyzed, it was identified that the mean values of all the items decreased after the induction

program (See Table 33). The difference between the mean scores for all the emotions was -1. Although there was not a change according to positive-PANAS, the findings of the negative-PANAS indicate that there was a positive change in the emotions.

Table 33

Descriptive statistics of negative-PANAS pre- and post-test for participant 8

Negative PANAS	Pre	Post	Difference
Distressed	3	2	-1
Upset	2	1	-1
Guilty	3	2	-1
Scared	3	2	-1
Hostile	3	2	-1
Irritable	3	2	-1
Ashamed	2	1	-1
Nervous	3	2	-1
Jittery	2	1	-1
Afraid	2	2	-1

The qualitative data gathered from participant 8 also indicated that there was a change in her emotions. Although she had been teaching English for 5 years mostly at tertiary level, she reported that she felt a little bit nervous at the beginning. However, during the year her negative feelings turned into more positive ones as stated in the following paragraph:

[...] At the beginning I was a little bit nervous due to the new context, system and so on. But during the year everyone was motivating, helpful, so this helped us a lot I think. And now I feel like I belong to this system, belong to this workplace so I feel like this. (June, 2018)

When she was asked about the impact of the induction program on the positive changes in her emotions, she stated that it had an important role in this process as follows:

[...] They (the positive change in the emotions and the induction program) are totally related. These feelings are sometimes about your colleagues sometimes about your students sometimes even the building as well. So it's totally related. (June, 2018)

5.2.2.9. Participant 9. When the descriptive statistics of the Positive-PANAS scale items were analyzed, the highest increase was observed in the emotion *alert* (see table 34). The mean difference between the pre- and post-test scores for all the other emotions was 3. Another emotion in which an increase was identified was *active* with a mean difference of 1. The findings show that there was no increase in the emotions *interested, excited, strong, enthusiastic, proud, inspired, determined* and *attentive*. However, the pre-scale scores for five of these items were already 5, which was the highest score in the scale and for three of them it was 4, which was also a very high score. This shows that this teacher was already positive at the beginning. Interestingly, this participant was also a foreigner like participant 4.

Table 34

Descriptive statistics of positive-PANAS pre- and post-test for participant 9

Positive PANAS	Pre	Post	Difference
Interested	5	5	0
Excited	4	4	0
Strong	4	4	0
Enthusiastic	4	4	0
Proud	5	5	0
Alert	2	5	3
Inspired	5	5	0
Determined	5	5	0
Attentive	5	5	0
Active	4	5	1

When the descriptive statistics of the negative-PANAS items were analyzed, it was identified that except for the emotions *distressed, upset, guilty, scared* and

nervous, the mean values of all the items decreased after the induction program (See Table 35). Since the scores for four of these emotions were already 1, which was the lowest score, there was not a decrease. The mean difference between the pre- and post-test scores for all the other emotions was -1.

Table 35

Descriptive statistics of negative-PANAS pre- and post-test for participant 9

Negative PANAS	Pre	Post	Difference
Distressed	1	1	0
Upset	1	1	0
Guilty	1	1	0
Scared	1	1	0
Hostile	2	1	-1
Irritable	3	2	-1
Ashamed	3	2	-1
Nervous	2	2	0
Jittery	2	1	-1
Afraid	2	1	-1

The interview findings also showed that there was a change in the emotions of Participant 9. Although she was also positive at the beginning, she reported that she felt more confident at the end of the year as indicated in the following quote:

[...] I feel much more confident now compared to the beginning of the year. I'm not so stressed...I feel more positive. I was positive at the beginning also but...definitely I feel more confident. (June, 2018)

Participant 9 also reported that the induction program had an important role in the change of her emotions. She expressed the impacts of the induction program on the change in the following way:

[...] I think now the emotions are now positive emotions at least for me. The induction program helps. I mean it helped me a lot...to find myself in a new

workplace...to cooperate with other people...to learn about the program of the school and how people work here...how...how everything works here. And it really helped me a lot. I mean it's unbelievable how it helped me ...especially at the beginning. I needed this...I needed it really. (June, 2018)

5.2.2.10. Participant 10. When the descriptive statistics of the Positive-PANAS scale items were analyzed, it was identified that mean values of all the items except for the emotions *excited*, *strong*, *enthusiastic*, and *determined* increased after the induction program (See Table 36). The scores for the emotions *excited*, *strong* and *determined* were already 5, which was the highest score. That's why there was not an increase. The scores for the emotion *enthusiastic* was 4, which was also a very high score. The difference between the pre and post-scale scores for the other items was 1.

Table 36

Descriptive statistics of positive-PANAS pre- and post-test for participant 10

Positive PANAS	Pre	Post	Difference
Interested	4	5	1
Excited	5	5	0
Strong	5	5	0
Enthusiastic	4	4	0
Proud	4	5	1
Alert	4	5	1
Inspired	4	5	1
Determined	5	5	0
Attentive	4	5	1
Active	4	5	1

When the descriptive statistics of the scale items were analyzed, it was identified that except for the emotions *irritable* and *ashamed*, the mean values of all the items decreased after the induction program (See Table 37). Since the scores for the emotions *irritable* and *ashamed* were already 1, which was the lowest score, there was not a decrease. The findings also indicated a drastic decrease in the mean value

of the emotion *guilty* and *afraid* after the induction program with a difference of -2. The difference between the mean scores for the other emotions was -1.

Table 37

Descriptive statistics of negative-PANAS pre- and post-test for participant 10

Negative PANAS	Pre	Post	Difference
Distressed	3	2	-1
Upset	2	1	-1
Guilty	3	1	-2
Scared	2	1	-1
Hostile	3	2	-1
Irritable	1	1	0
Ashamed	1	1	0
Nervous	2	1	-1
Jittery	2	1	-1
Afraid	3	1	-2

The qualitative data gathered from participant 10 also supported the findings gathered from the quantitative data. The results of the positive-PANAS indicated that she was already positive at the beginning and there was a slight difference between the level of her emotions before and after the induction program. She also expressed this in the following way:

[...] I was already positive actually during the orientation as well, at the beginning as well. So feelings haven't changed I can say. Still positive but I feel more comfortable. Maybe that level also increased a little bit. (June, 2018)

When she was asked about the impact of the induction program on the positive changes in her emotions, she stated that it had an important role in this process as follows:

[...] Actually it (the positive change in the emotions) is about the induction and it's all about the matter of time I can say because when you first start you feel that you don't belong to this place and everything is new to you. And you don't know anything about the system. But as the rules are introduced to you, as the system is introduced to you, which is actually happening thanks to the induction, I felt more comfortable. (June, 2018)

As the findings of the quantitative data show, at the beginning she felt more afraid and guilty. During the interview, she also reported that she felt stressed despite the support provided for her. The reason why her feelings became more positive later was that, she got used to the system and learned more about it during the year. She explained this with the following statements:

[...] The first period when we came to this institution I felt more negative things but it was more about the new system (new curriculum). It's about the school system like the calendars or finding the materials...the relevant materials. Although I know that there was support available, you sometimes want to do things on your own. In that sense, when you cannot find them you feel frustrated. Asking for support no matter how sweet my support was...still...maybe that's about the personality of the people. Although I feel like I am an open person still sometimes it might be an issue but it wasn't a big issue I can say. (June, 2018)

5.2.2.11. Participant 11. When the descriptive statistics of the Positive-PANAS scale items were analyzed, it was identified that mean values of all the items except for the emotions *excited* and *attentive* increased after the induction program (See Table 38). The score for the emotion *attentive* was already 5, which was the highest score. That's why there was not an increase. The highest increase was observed in the emotions *enthusiastic* and *inspired*. The difference between the pre and post-scale scores for these items was 2. The difference between the mean scores for the other emotions was 1.

Table 38

Descriptive statistics of positive-PANAS pre- and post-test for participant 11

Positive PANAS	Pre	Post	Difference
Interested	3	4	1
Excited	3	3	0
Strong	2	3	1
Enthusiastic	3	5	2
Proud	3	4	1
Alert	3	4	1
Inspired	3	5	2
Determined	3	4	1
Attentive	5	5	0
Active	3	4	1

When the descriptive statistics of the scale items were analyzed, it was identified that except for the emotions *distressed* and *guilty*, the mean values of all the items decreased after the induction program (See Table 39). Since the score for the emotion *distressed* was 1, which was the lowest score and 2 for the emotion *guilty*, which was also a very low score, there was not a decrease. The findings also indicated a drastic decrease in the mean values of the emotions *nervous* and *jittery* after the induction program with a difference of -3. The difference between the mean scores for the other emotions was -1.

Table 39

Descriptive statistics of negative-PANAS pre- and post-test for participant 11

Negative PANAS	Pre	Post	Difference
Distressed	1	1	0
Upset	3	2	-1
Guilty	2	2	0
Scared	3	2	-1
Hostile	4	3	-1

Table 39 (Cont'd)

Negative PANAS	Pre	Post	Difference
Irritable	3	2	-1
Ashamed	4	3	-1
Nervous	5	2	-3
Jittery	4	1	-3
Afraid	4	3	-1

The qualitative data gathered from participant 11 also indicated that there was a change in her emotions. Although she had been working as an English teacher at tertiary level for 6 years, the score she gave for the emotion *nervous* was 5 at the beginning. Similarly, during the interview, she reported that she felt stressed and afraid. She expressed this change in the following way:

[...] At the beginning I felt really stressed. And sometimes I really felt under pressure. I had many things to learn. I had to meet the expectations of the new institution. Bu then I saw that something can be done to improve yourself so I tried to learn something and I just turned back to my classroom management, classes and all of these things...During the year of course I sometimes felt stressed and I felt under pressure but I believed at the end I did really something very precious for me and for the school as well. (June, 2018)

When she was asked about the impact of the induction program on the positive changes in her emotions, she stated that it had an important role in this process as follows:

[...] It's related to the induction program because when we first came to the school, we were introduced to our mentors. That's why...and they were with us in this way...it was a very difficult way. That's why of course I feel more focused, more adapted, and I feel very well now. Of course during the induction, I sometimes felt very bad but now I feel more confident actually. And it's mostly about the induction program. (June, 2018)

In conclusion, in order to understand the extent to which the induction program had an impact on the changes of teacher emotions and to see whether there is difference due to the years of experience, the data gathered from the interviews were examined for each participant separately referring to their PANAS scores. The findings of the interviews indicated that although the years of experience ranged from 3 to 7, the comprehensive induction program played a significant role in the positive changes in the emotions of all the participants. All the participants reported a positive change in their emotions and no difference was observed in the findings of experienced and less experienced teachers.

5.2.3. Post-questionnaire findings. The qualitative data gathered from the questionnaire given to the participants after they completed the program also indicated that there was a positive change in the emotions of the teachers, which was in line with the findings gathered from the PANAS and the interviews. As it can be seen in the following excerpts, all of the participants reported that their emotions became more positive after they completed the program:

[...] I felt that it is a kind of reconstruction process of my teaching habits. I learnt a lot, I feel I came a long way. (Anonymous, June, 2018)

[...] Secure, ready and feel like working here more than a year. (Anonymous, June, 2018)

[...] I felt supported and encouraged for most of this period. (Anonymous, June, 2018)

[...] I felt supported and fully guided in terms of adaptation to the system and also to the atmosphere. Now I feel safe and that gives me motivation to pay more attention to myself and my responsibilities. (Anonymous, June, 2018)

[...] From time to time, I felt overwhelmed but now I feel more experienced and more integrated. (Anonymous, June, 2018)

[...] As of orientation days I have been in such a safe feeling that being anxious has never dropped by thanks to my colleagues and TLDU members. During the program, after each session I have I felt as if someone was blowing me like a balloon in terms of knowledge. Now I have a more confident grin on my face towards the system I have been into. (Anonymous, June, 2018)

[...] It was a useful year of induction. I feel improved, satisfied with the input and glad to have had such a programme to help me in my job. (Anonymous, June, 2018)

[...] From the beginning to end I felt; Secure, Safe, Guided, Welcomed, Supported, Encouraged, Informed, Making Progress and Sharing. As to me it was not just a corporate adaptation process. It also involved aspects of what many teacher trainer courses focused on, so I really found this chance valuable. (Anonymous, June, 2018)

[...] I didn't feel blank when I first started the program because almost everything was similar to the program which I was dealing with in my previous work place; however, my teacher trainers helped me feel much more comfortable as they supported me whenever I needed and never let me make a serious mistake. Now I feel as if I were teaching here for a long time. (Anonymous, June, 2018)

[...] I feel more in tune with the particular approach that the school has adopted, and feel more able to use that in my lessons. (Anonymous, June, 2018)

[...] Nothing bad, all in all everything was fine. I felt comfortable during the whole year. The induction program was obviously beneficial to me because it gave me a new insight into the process of language teaching. I didn't feel that I was evaluated. At the end of this demanding process I feel much more conscious, pleased and grateful. I thank you for making us feel very comfortable and valuable. (Anonymous, June, 2018)

In conclusion, similar to the findings of PANAS and interviews, the analysis of the open-ended questionnaires also demonstrated that there was a positive change in teachers' emotions at the end of their first year in their new context. The teachers also attributed this positive change to the induction program, which is again consistent with the interview findings.

5.3. Non-Novice Teachers' Perceptions of the Impacts of the One-year Comprehensive Induction Program

Findings for Q2: What are non-novice teachers' perceptions of the impacts of the comprehensive induction program?

This section displays non-novice teachers' perceptions of the impacts of the one-year comprehensive induction program. From the analysis of the interview and open-ended questionnaire data, 3 major themes emerged regarding teachers' perceptions of the impacts of one-year comprehensive induction program: affective impacts, impacts on the effectiveness of teaching and impacts on contextual knowledge. The analysis of the statements of the participants in the interviews and the open-ended questionnaires revealed four sub-themes for affective impacts: a sense of comfort, a sense of encouragement, a sense of belonging to the school and feeling a lack of affiliation with the teacher community. For the impacts on the effectiveness of teaching, seven sub-themes were identified: conducting more student-centred lessons, improvement in reflexivity, improved critical thinking skills, a higher level of teacher autonomy, checking learning more effectively, effective lesson planning and giving effective instructions. Finally, for the last theme - impacts on contextual knowledge - the analysis of the data revealed two sub-themes: easier adaptation to the school system and gaining a familiarity of the new milieu.

Theme 1	Affective Impacts	1. A sense of comfort 2. A sense of encouragement 3. A sense of belonging to the school 4. Feeling a lack of affiliation with the teacher community
Theme 2	Impacts on the effectiveness of teaching	1. Conducting more student-centred lessons 2. Improvement in reflexivity 3. Improved critical thinking skills 4. A higher level of teacher autonomy 5. Checking learning more effectively 6. Effective lesson planning 7. Giving effective instructions
Theme 3	Impacts on contextual knowledge	1. Easier adaptation to the school system 2. Gaining a familiarity of the new milieu

Figure 19. Overview of non-novice teachers' perceptions of the impacts of the one-year comprehensive induction program

5.3.1. Theme 1: Affective Impacts. The analysis of the data revealed that all the participants believed that the induction program had some positive impacts on their emotions and two instructors also reported a negative impact in addition to these positive impacts. When the detailed analysis was conducted to explore these impacts and the reasons behind them, it was found that teachers perceived the induction program as a program that led to a sense of comfort, a sense of encouragement, a sense of belonging to the school but also feeling a lack of affiliation with the teacher community.

5.3.1.1. Sub-theme 1: A sense of comfort. The first sub-theme that emerged under the first main theme, affective impacts, was a sense of comfort. Five of the teachers stated in the interviews that induction program gave them a sense of comfort. The teachers reported that the support that they got from their mentors and getting familiar with the school system helped them feel more comfortable. The participants stated their opinions as follows:

[...] Since it (induction) helped me make a smoother transition into the new system, I felt more comfortable. I could ask my questions and get support from my mentor, which also made me relieved. (Participant 2, June, 2018)

[...] Gradually the feeling of nervousness was decreasing and confidence and comfort was increasing during the program. (Participant 5, June, 2018)

[...] I feel more relaxed and comfortable now. I feel more belong to here. (Participant 6, June, 2018)

[...] It's (induction)... a kind of help for teachers for new employees to feel more comfortable...to improve themselves and learn about the responsibilities, the program, syllabus, all of it. (Participant 9, June, 2018)

[...] I was already positive actually during the orientation as well, at the beginning as well. So feelings haven't changed I can say. Still positive but I feel more comfortable. Maybe that level also increased a little bit. [...] as the rules are introduced to you, as the system is introduced to you, which is actually happening thanks to the induction, I felt more comfortable. (Participant, 10, June, 2018)

When the questionnaire data were analyzed, similar comments have been identified. Three of the mentees stated that one of the affective impacts of the program was giving the participants a sense of comfort. Since they perceived induction as a program that was designed to support rather than evaluate them, they felt more comfortable as it can be seen in the following statements:

[...] I didn't feel blank when I first started the program because almost everything was similar to the program which I was dealing with in my previous work place; however, my teacher trainers helped me feel much more comfortable as they supported me whenever I needed and never let me make a serious mistake. Now I feel as if I were teaching here for a long time. (Anonymous, June, 2018)

[...] Nothing bad, all in all everything was fine. I felt comfortable during the whole year. The induction program was obviously beneficial to me because it gave me a new insight into the process of language teaching. I didn't feel that I was evaluated. At the end of this demanding process I feel much more conscious, pleased and grateful. I thank you for making us feel very comfortable and valuable. (Anonymous, June, 2018)

[...] My teacher trainers helped me feel much more comfortable as they supported me whenever I needed and never let me make a serious mistake. (Anonymous, June, 2018)

5.3.1.2. Sub-theme 2: A sense of encouragement. The second sub-theme that emerged under the first main theme, affective impacts, was a sense of encouragement. During the interviews, four of the teachers stated that induction triggered a sense of encouragement. The analysis of the interview data also revealed that the teachers attributed this positive feeling to the positive relationship between them and their mentors. They expressed their opinions in the following way:

[...] I really had great help from my mentor. And it was quite beneficial because there was a second eye observing me. More importantly, the observer was there to help me rather than judge and there was a friendly attitude, which made the process more fruitful. And personally in the class you cannot observe yourself and you are not aware of your mistakes so it was quite fruitful for me to handle with the action points with the encouragement I received. (Participant 1, June, 2018)

[...] Mentors were positive at the beginning and showed me how I can improve those points so it was actually helpful. So that's why...I mean the positive approach helped me to feel that I can actually improve those points. (Participant 3, June, 2018)

[...] Induction and the development ideas and these meetings they are necessary I think. It's totally understandable why a company, business would have to do something like this. And it would be strange if you didn't. And the way it's done here is very supportive, encouraging, professional and helpful. (Participant 4, June, 2018)

[...] The positive change in my emotions is related to the induction program because when we first came to the school, we were introduced to our mentors and they were with us in this way... That's why of course I feel more focused, more adapted, and I feel very well now. They encouraged us throughout the process. (Participant 11, June, 2018)

When the questionnaire data were analyzed similar comments have been identified. Two of the mentees stated that one of the reasons why the program was effective was that it promoted a sense of encouragement as it can be seen in the following statements:

[...] From the beginning to end I felt; Secure, Safe, Guided, Welcomed, Supported, Encouraged, Informed, Making Progress and Sharing. As to me, it was not just a corporate adaptation process. It also involved aspects of what many teacher trainer courses focused on, so I really found this chance valuable. (Anonymous, June, 2018)

[...] I felt supported and encouraged for most of this period. (Anonymous, June, 2018)

5.3.1.3. Sub-theme 3: A sense of belonging to the school. The third sub-theme that emerged under the first main theme, affective impacts, was a sense of belonging to the school. The participants perceived induction as a program that promoted ownership and helped them feel that they had been working there for a long time. This sub-theme was explicitly reported by four of the participants in the interviews as indicated in the following excerpts:

[...] I actually...with the program I felt at home. Now that, I mean after the program, I feel like I belong here as a result of the program. (Participant 3, June, 2018)

[...] I feel more relaxed and comfortable now. I feel more belong to here. (Participant 6, June, 2018)

[...] For me it (induction) was a long process but it was for making us adapt to the environment of the organization and help us in each and every step of getting used to everything here and consequently feeling that you are also a part of it. That's induction process for me... I recognized that I can share everything with my mentor as well. So with the positive feedback and with the things she told me I felt myself better and I felt myself that I belong here. (Participant 7, June, 2018)

[...] Everyone was motivating, helpful, so this helped us a lot I think. And now I feel like I belong to this system, belong to this workplace so I feel like this... (Participant 8, June, 2018)

When the questionnaire data were analyzed, similar comments have been identified. Some of the mentees stated that the program promoted a sense of belonging due to the support provided for them and the feeling of comfort during the year. Their comments can be seen in the following statements:

[...] Secure, ready and feel like working here more than a year. (Anonymous, June, 2018)

[...] I didn't feel blank when I first started the program because almost everything was similar to the program which I was dealing with in my previous work place; however, my teacher trainers helped me feel much more comfortable as they supported me whenever I needed and never let me make a serious mistake. Now I feel as if I were teaching here for a long time. (Anonymous, June, 2018)

[...] All of them as a compact program were so effective that they accelerated my orientation and integration process. (Anonymous, June, 2018)

5.3.1.4. Sub-theme 4: A lack of affiliation with the teacher community. The last sub-theme that emerged under the first main theme, affective impacts, was a lack of affiliation with the teacher community. Two of the participants stated that there needs to be more opportunities to communicate with the experienced colleagues at the school and they might also get support from them. This sub-theme was reported by the participants in the interviews as indicated in the following excerpts:

[...] Social gatherings to make people come closer ...because that's important in a big institution. You know we are teaching language so communication is the best thing and I think that should be done so that we don't feel isolated as new teachers. (Participant 1, June, 2018)

[...] We need more support from our colleagues I think, not from mentors, but from our colleagues...they need to be more aware of us I mean. So this will help more. Kind of meeting just a short one may be as an e-mail even just this awareness they should have. This would contribute a lot. (Participant 8, June, 2018)

The findings of the questionnaire also supported that induction program could have been more effective if the already existing colleagues were informed about the induction program better and supported the new comers more effectively. One of the participants stated this in the following way:

[...] I believe that the content of the induction program should be shared with the already existing teachers, who should be clearly reminded of procedures / school policies (in the case that they have gaps in their knowledge due to the changes from the past or due to their own interpretations of such policies / procedures). Because the current teachers may either mislead the newcomers through their knowledge that was wrongly filtered in the past (their perception of observations being more related to aspects of pressure), or the other procedures (in being more negatively filtered). This way they can support the newcomers better... (Anonymous, June, 2018)

The same participant followed his/her statements by suggesting that there needs to be some sessions about how to communicate with the teacher community in the school. The participant suggested this in the following excerpt:

[...] In addition to that, I think sessions on "effective communication with team members" or "communication at work" shall also prepare the new comers about the institutional mentality of how important it is to be work-oriented and not act personally to people, and how, at times, they should deal with issues when people do not act so. This can be done separately from the induction program as well to eliminate prospective issues related to their future collaboration with team members and/or others from the other teams.

5.3.2. Theme 2: Impacts on the effectiveness of teaching. The second main theme emerged as the impacts on the effectiveness of teaching. The analysis of the statements of the mentees in the interviews and the open-ended questionnaires revealed seven sub-themes under this main theme: conducting more student-centred lessons, improvement in reflexivity, improved critical thinking, a higher level of teacher autonomy, checking learning more effectively, effective lesson planning, and giving effective instructions. Although all the participants reported that the induction program contributed to the effectiveness of their teaching, as the program adopted an individualized and differentiated approach considering each participant's needs, it was observed that the impacts of the program on their teaching practices varied.

5.3.2.1. Sub-theme 1: Conducting more student-centred lessons. The first sub-theme that emerged under the second main theme, impacts on the effectiveness of teaching, was conducting more student-centred lessons. Eight of the teachers reported that after they participated in the induction program, they started to involve students more in their lessons and their lessons became less teacher-centred. This sub-theme was explicitly reported by the participants in the interviews as indicated in the following excerpts:

[...] I was...when students answered a question, I was repeating the answer. Mostly I don't repeat it now. And I ask students...if any students ask what the answer is I don't say it and I wait for the other students to say it and mostly I make the students feel that they should follow the lesson. They should listen to their classmates. (Participant 2, June, 2018)

[...] I guess instead of ...I mean I was talking too much and trying to control the students by talking a lot. And I guess I... I learnt how to control myself and so that it is more helpful to the student, making them more active. I could make them actually more active... (Participant 3, June, 2018)

[...] My classes have become much more student-centered because of the guidance. And I become more aware of...students'... you know comprehension and the things that I need to work on and how I need to interact with my students. And the observations and the comments helped me... (Participant 4, June, 2018)

[...] For example, in my first observation we realized that I was echoing all the students' answers. Then, I tried to abstain from that as much as I can. (Participant 5, June, 2018)

[...] Actually it had a very positive impact on my teaching because before...you know...before the observations I had some things that I didn't recognize before and it was a very good opportunity for me...my lessons

became more interactive and I have less teacher talking time and that was very good for me...very helpful. (Participant 7, June, 2018)

[...] At some points yes it affected my teaching... Also, more student-centeredness was my focus. I changed that. (Participant 8, June, 2018)

[...] Well, with the feedback I received I tried to pay attention to some things that are missing in my lesson like having a high TTT because no matter how much I tried to diminish that, I still did it...So it is one thing that I try to pay attention to now. (Participant 10, June, 2018)

[...] I learned many things. The most important of them is having interactive and student-centered classes. At the beginning it was...my TTT was very much and my mentor told me something about it, how to improve it. And in the observation I saw that I could do it. The students interacted more, they were more engaged and I saw that kind of class can be achieved and students also felt more comfortable in such classes. (Participant 11, June, 2018)

When the questionnaire data were analyzed, similar comments have been identified. Two of the mentees stated that after being involved in the program, they started conducting more student-centred lessons. They reported that they started giving more time and space to their students by reducing teacher talking time (TTT) and giving more responsibilities to their students. Their ideas can be seen in the following statements:

[...] For the first time I had a chance to look this closer to myself professionally and spare time to take necessary actions for my teaching to become more effective for my students and more satisfactory for myself. For instance, I found out that I was doing too much at once when trying to give students somethings. After I realized this I started to give more space and time to students. That made me less tired and more satisfied. (Anonymous, June, 2018)

[...] I am more aware of my lesson planning and how to keep my instructions clear and how to reduce unnecessary TTT. (Anonymous, June, 2018)

5.3.2.2. Sub-theme 2: Improvement in reflexivity. The second sub-theme that emerged under the second main theme, impacts on the effectiveness of teaching, was improvement in reflexivity. Eight of the mentees perceived induction program as a factor that promoted their reflective thinking. They reported that they improved their skills to evaluate the effectiveness of their own teaching and identify the issues. They reported their ideas as indicated in the following excerpts:

[...] And I now can reflect on my lessons effectively as well because I can see the reasonable effects of the things related to each other. I can evaluate the effectiveness of the tasks in achieving my objectives. (Participant 1, June, 2018)

[...] Especially after the observation. I mostly try to think in my mind the feedback that I got. And sometimes even I watch myself and see oh OK this was the feedback given after the observation. So I see the results if it worked and not and then maybe I think I need to do something different, adjust it in different contexts. (Participant 2, June, 2018)

[...] Observations were the most effective because actually I could see the missing points or things to improve right on practice. At the beginning of the year, it was very difficult for me to fill in the reflection form and see those weaknesses. However, after our post-meetings, I can say that now I am better at identifying problems in my teaching. So, I also know better how to act on them (Participant 3, June, 2018).

[...] When you are planning your class or when you finish your class, you are not aware of most of the things, not only your weaknesses your strengths also. And this gives a teacher a chance to reflect on what she does and in the future do things more differently and maybe if it's more positive, continue to the same

thing maybe even making it better so that's why observations are the best. (Participant 5, June, 2018)

[...] It actually helped me reflect on my lessons and dig out specific weaknesses in my teaching. For example, although I could feel the need for giving instructions, the need for reducing teacher talk time in my class, although I felt this need I just didn't initiate or didn't make any efforts but through the induction I was able to take an action so and I could see how it works and how I could change it. (Participant 6, June, 2018)

[...] During the feedback sessions, I was expected to reflect on the lesson. With the guidance of my mentor, I questioned the effectiveness of my teaching and took the necessary actions to improve it. (Participant 7, June, 2018)

[...] I recorded my lesson to do actually more... to do something with this feedback. I also recorded my lessons and we also talked about them and self-reflection also...first time actually I had to do detailed self-reflection and think about my strengths and weaknesses. It was very important for me. (Participant 9, June, 2018)

[...] So I think the observations and the video recording and also the peer observations were really invaluable since they gave me the opportunity to reflect on my teaching, identify the weaknesses and work on them. (Participant 11, June, 2018)

The analysis of the questionnaire data revealed similar perceptions. Most of the mentees stated that the program helped them improve their reflective thinking. The participants reported they are now better at identifying their weaknesses and strengths and taking necessary actions as it can be seen in the following statements:

[...] During the program, especially in the first diagnostic observation, I remember that I had difficulty in reflecting on what I did. I had difficulty in filling in the reflection sheet since I could not identify the problematic areas in

my lessons. However, during the post-observation meeting, with the help of the questions of my mentor, I could identify my strengths and weaknesses. (Anonymous, June, 2018)

[...] It (Induction) helped me explore myself in different ways and brought me different points of view in terms of teaching as well as making me more reflective. Hence, my lessons have become more effective. (Anonymous, June, 2018)

[...] Peer observations, feedback sessions on our performances, sessions delivered by colleagues, and exchanging ideas have improved my reflection skills, my teaching approach and techniques a lot. (Anonymous, June, 2018)

[...] Especially during the post observation meetings, I found out a lot about my teaching. For the first time I had a chance to look this closer to myself professionally and spare time to take necessary actions for my teaching to become more effective for my students and more satisfactory for myself. (Anonymous, June, 2018)

[...] It was like a mirror in which I could see my weak and strong areas. Thanks to the post-observation meetings, I could reflect on my teaching and have valuable ideas on how to improve my weak points in terms of teaching. (Anonymous, June, 2018)

[...] The feedback I received for my observations served extremely fruitful as they made me more aware of the gaps in my teaching. Having a wide range of common time sessions also allowed me to be further reflective on my teaching and make adaptations thereunto. (Anonymous, June, 2018)

[...] Observation sessions were the most effective ones, because they created a great platform for reflection and idea sharing in terms of teaching. (Anonymous, June, 2018)

[...] I have found the observation and private sessions very effective because they helped me to focus on my weaknesses and to reflect on my teaching. (Anonymous, June, 2018)

[...] Without the observations, a teacher may not know and be aware of their own areas of improvement. And the fact that it is carried for developmental purposes makes people more reflective. (Anonymous, June, 2018)

5.3.2.3. Sub-theme 3: Improved critical thinking skills. The third sub-theme that emerged under the second main theme, impacts on the effectiveness of teaching, was improved critical thinking skills. Seven of the mentees perceived the induction program as a program that promoted critical thinking. They attributed this positive change to the meetings that they conducted with their mentors where they reflected on their teaching practices and to the peer observations that they conducted as it can be seen in the following statements:

[...] We had lots of meetings where we looked at the lesson plans critically. That was quite useful because I had the opportunity to observe one of our friends' lesson. I realized that I became more critical while observing. I mean I was able to think critically about what I see. I found myself asking questions like "why did the teacher asked that question?", "would I do the same thing?", "how could I adapt this activity if I were to use it in my classes?". (Participant 1, June, 2018)

[...] Just after the observation I tried to make a self-assessment and tried to find the weaknesses and strengths. And then thinking about them or trying to solve the problems and having the new ideas was the most, I mean I can say, the most important component of the program (Participant 2, June, 2018).

[...] And also peer observation was helpful. Seeing another teacher on act... It was also beneficial. You look at somebody else's lesson critically and you notice things in your own teaching that you had not previously noticed. That was very useful. (Participant 3, June, 2018)

[...] During discussions we had a chance to negotiate the purpose, the rationale behind each section of the lesson. And I was able to think about the details like why and how it should be better and why it should be in a different way so the follow-up sessions. (Participant 6, June, 2018)

[...] We had a chance to discuss everything in detail so this is the beneficial one. I was expected to think about the lesson critically and evaluate the effectiveness of my teaching, which helped me improve my teaching. (Participant 8, June, 2018)

[...] It was a chance for us to see...like...what you are doing actually in the classroom. Normally in theory everybody thinks that they do things correctly but when it comes to real practice you have a chance to watch yourself critically, and I like such practical things more compared to the theoretical things...that's why. (Participant 10, June, 2018)

[...] Actually the observations and the feedback that I got. And then I videotaped my own class and I saw that...and of course the mentors' feedback was invaluable for us but I saw that the best observer is the person himself or herself. And I could criticize myself objectively in this sense because I saw myself and I saw my own...let's say teaching style again and again and I stopped some scenes and I saw the students was well their faces, how they interacted with each other as well and with me. (Participant 11, June, 2018)

The analysis of the post-questionnaire also revealed that the participants were encouraged to think critically during the induction period. Some comments supporting this are as follows:

[...] Undoubtedly, the program has affected my teaching positively by raising my teaching awareness in many aspects. To exemplify, I tried to question the purpose of the activities that I employed in my lessons after the private sessions we held. I realized the importance of creating links between each stage of the lesson and started to plan my lessons accordingly. (Anonymous, June, 2018)

[...] At the beginning I used to implement what I heard from my teammates without questioning its effectiveness. However, after I evaluated the materials and planned a lesson together with my mentor, I became more critical and started to question the effectiveness of the materials to cover the objectives. (Anonymous, June, 2018).

[...] I also had a chance to once again experience the benefits of peer observation. I watched a lesson critically and questioned the effectiveness of teaching or learning activities in the classroom. It helped me a lot to improve my own teaching (Anonymous, June, 2018).

[...] After the post-observation sessions, I found myself questioning my teaching practices and tried to strengthen the areas I needed to improve (Anonymous, June, 2018).

[...] Sessions and the peer observations were very effective for me since I was able to evaluate my teaching critically and see my strengths and weaknesses. (Anonymous, June, 2018)

5.3.2.4. Sub-theme 4: A higher level of teacher autonomy. The forth sub-theme that emerged under the second main theme, impacts on the effectiveness of teaching, was a higher level of teacher autonomy. In the questionnaire, seven of the teachers reported that the induction program increased their autonomy. The teachers attributed this positive change to improved flexibility, reflexivity and critical thinking thanks to the induction program. The participants reported the impact of the induction program on their autonomy as follows:

[...] I became more autonomous because I learned how to be reflective. During the program, especially in the first diagnostic observation, I remember that I had difficulty in reflecting on what I did... However, during the post-observation meeting, with the help of the questions of my mentor, I could identify my strengths and weaknesses. Now, I think I can reflect on my lessons

better and this makes me more autonomous as a teacher. (Anonymous, June, 2018)

[...] Since I am now more familiar with the system and materials, I feel more confident to adapt them according to the needs of my students. Initially, I used to follow the teacher copies, the order of activities in the books or materials the syllabus to be on the safe side. But after the meetings that we held with my mentor, I realized that I had the opportunity to adapt them according to the needs of my students. (Anonymous, June, 2018)

[...] During the induction year it was emphasized that the important thing was to cover the objectives not the materials. I always keep this in mind. This makes me more autonomous as a teacher. Now I am aware that as long as I achieve the objectives, I can play with the materials or tasks considering the needs of my students. (Anonymous, June, 2018)

[...] I think it contributed to my teacher autonomy. Once you start reflecting on your teaching effectively, you become more autonomous. (Anonymous, June, 2018)

[...] I think the program was successful in the sense it let us, teachers, find the path that works best for us and our students. Rather than imposing their ideas the mentors guided us to find the best way on our own, which I appreciated a lot. (Anonymous, June, 2018)

[...] We were given the autonomy throughout the year and it definitely had a positive impact. (Anonymous, June, 2018)

[...] At the beginning I used to implement what I heard from my teammates without questioning its effectiveness. However, after I evaluated the materials and planned a lesson together with my mentor, I became more critical and started to question the effectiveness of the materials to cover the objectives. (Anonymous, June, 2018)

5.3.2.5. Sub-theme 5: Checking learning more effectively. The fifth sub-theme that emerged under the second main theme, impacts on the effectiveness of teaching, was checking learning more effectively. They stated that they started asking concept-check questions and clarification questions to check learning more effectively. This sub-theme was explicitly reported by five of the participants in the interviews as indicated in the following excerpts:

[...] Another area that I improved is asking clarification for the instructions. I sometimes...like...what we are doing, how we will do it, when we will do it. (Participant 2, June, 2018)

[...] I guess I also improved more on checking comprehension... (Participant 3, June, 2018)

[...] In my last observation one of my weakest points was...how can I put that?...When I need to receive feedback from my students, I most of the time asked not concept-checking questions but yes-no questions and I tried to work on them. (Participant 5, June, 2018)

[...] At some points yes it affected my teaching...For example, I had some problems with my students about feedback part of the lesson. So, we focused on that and then with the contributions of my mentor I changed this. (Participant 8, June, 2018)

[...] I improved myself in giving detailed feedback to my students for example. I had to improve it...to be more specific, to ask concept check questions... (Participant 9, June, 2018)

When the questionnaire data were analyzed, similar comments have been identified. One of the mentees stated that after being involved in the program, she/he started checking students' learning more effectively due to the ideas she/he learned

from her colleagues during the sessions and the feedback she/he received during the orientation program. His/Her ideas can be seen in the following statements:

[...] The program provided necessary information before meeting my students, so they didn't even feel that I was a new teacher... To exemplify, I have been checking my students' learning more and adapting my materials more carefully since I received feedback, and I have been applying a wide range of vocabulary and speaking activities since I started attending my colleagues' sessions. (Anonymous, June, 2018)

5.3.2.6. Sub-theme 6: Effective lesson planning. The sixth sub-theme that emerged under the second main theme, impacts on the effectiveness of teaching, was effective lesson planning. The teachers reported that now they can plan lessons more effectively since they have clearer stages and better transitions between these stages. This sub-theme was explicitly reported by two of the participants in the following statements:

[...] Actually, I changed especially my teaching style. For example, I combine things in a better way. When I teach something that are not separate always there is a connection between the activities and there is a smooth transition of the activities during the lesson and my planning changed as well because I know how to plan better at the moment. (Participant 1, June, 2018)

[...] While designing the lesson plans you know the staging is more important when it comes to lesson planning so with that I again pay attention to that more. (Participant 10, June, 2018)

The analysis of the post-questionnaire also revealed that the participants believe they improved their lesson planning skills during the induction period. Six of the participants reported the positive impacts on the induction program on their lesson planning. The findings of the questionnaire demonstrated that teachers feel they plan more effective lessons because they have clearer objectives and they can adapt the

materials more effectively considering these objectives. Some comments supporting this are as follows:

[...] It affected my teaching positively. After the induction program I felt more confident to prepare lessons for my classes. For example, knowing how to meet the objectives properly was one of them. (Anonymous, June, 2018)

[...] It has made me more understandable of Turkish student culture, education and study habits. It also made me more able to adapt my tasks and my lesson planning according to my learners. It introduced me to new techniques which I have started adopting in my teaching. (Anonymous, June, 2018)

[...] Undoubtedly, the program has affected my teaching positively by raising my teaching awareness in many aspects. To exemplify, I tried to question the purpose of the activities that I employed in my lessons after the private sessions we held. I realized the importance of creating links between each stage of the lesson and started to plan my lessons accordingly... Besides, I changed my attitude towards teaching receptive skills and adopted an objective-based approach while teaching them. (Anonymous, June, 2018)

[...] I have been...adapting my materials more carefully since I received feedback, and I have been applying a wide range of vocabulary and speaking activities since I started attending my colleagues' sessions. (Anonymous, June, 2018)

[...] Now I have a less complicated lesson plan with focus on just one or two clear objectives. (Anonymous, June, 2018)

[...] I am more aware of my lesson planning and how to keep my instructions clear and how to reduce unnecessary TTT. (Anonymous, June, 2018)

5.3.2.7. Sub-theme 7: Giving effective instructions. The last sub-theme that emerged under the second main theme, impacts on the effectiveness of teaching, was

giving effective instructions. This sub-theme was reported by one of the participants in the interviews as follows:

[...] I improved myself in giving detailed feedback to my students for example. I had to improve it. Giving instructions also ... (Participant 9, June, 2018)

In the questionnaire, there were also three teachers who stated that they improved their instructions after they were involved in the induction program. They reported that their instructions are now clearer and simple as stated in the following excerpts:

[...] It (induction) was like a mirror in which I could see my weak and strong areas. Thanks to the post-observation meetings, I could reflect on my teaching and have valuable ideas on how to improve my weak points in terms of teaching. Specifically, my instruction giving was not clear enough and I was not aware of this. (Anonymous, June, 2018)

[...] It was me making things complicated trying to give more and get stressed. I learnt to focus and simplify my instructions. (Anonymous, June, 2018)

[...] I am more aware of my lesson planning and how to keep my instructions clear and how to reduce unnecessary TTT. (Anonymous, June, 2018)

5.3.3. Theme 3: Impacts on contextual knowledge. The third theme emerged as the impacts on contextual knowledge. When the statements of the mentees in the interviews and questionnaires were analyzed, two sub-themes were identified: easier adaptation to the school system and gaining a familiarity of the new milieu.

5.3.3.1. Sub-theme 1: Easier adaptation to the school system. The first sub-theme that emerged under the third main theme, impacts on contextual knowledge, was easier adaptation to the school system. Five of the teachers reported that the induction contributed to their adaptation process to the school system. They stated that with the support they received they could have a smoother transition into the new system as indicated in the following excerpts:

[...] I could get ready to work in a new institution and making preparation for the module or semester. So it's (induction) kind of like preparation, practice and evaluation... And since it helped me make a smoother transition into the new system, I felt more comfortable. I could ask my questions and get support from my mentor, which also made me relieved. (Participant 2, June, 2018)

[...] For me it (induction) was a long process but it was for making us adapt to the environment of the organization and help us in each and every step of getting used to everything here and consequently feeling that you are also a part of it. (Participant 7, June, 2018)

[...] The program helped us to become familiar with the curriculum and assessment system, expectations, rules and regulations. (Participant 8, June, 2018)

[...] Actually I first misunderstood I remember because for me induction was more like the orientation, the first phase of this whole period. Now, I see that induction is not just one-time thing it's all about this actually the first year orientation I can say...like more extended version of this. And in which the new participant can familiarize herself or himself with the new system in the entire way and learn more about the profession. (Participant 10, June", 2018)

In the questionnaire, there was also one teacher who stated that the induction program supported him/her during the adaptation process. She/he reported that thanks to the guidance she/he received during the transitioning year she/he felt safe as stated in the following excerpts:

[...] I felt supported and fully guided in terms of adaptation to the system and also to the atmosphere. Now I feel safe and that gives me motivation to pay more attention to myself and my responsibilities. (Anonymous, June, 2018)

5.3.3.2. Sub-theme 2: Gaining a familiarity of the new milieu. The second sub-theme that emerged under the third main theme, impacts on contextual knowledge,

was gaining a familiarity of the new milieu. In the interviews, five of the participants stated that the induction program helped them become familiar with the new social environment and setting as it can be seen in the following statements:

[...] I mean according to my experience here, it's more like helping the teacher to improve himself or herself. For...I mean it's...I see the whole purpose is only for the teacher development. And...for the teacher to be more at home here also in the workplace by learning about the students, people you work with and the new school culture. (Participant 3, June, 2018)

[...] After all these experiences I can say that induction is a process which helps a teacher or teachers in their new journey and to become more familiar with the new school culture and to become more professional. (Participant 5, June, 2018)

[...] Induction here can be defined as the process by which all stakeholders, colleagues and staff make efforts to better accommodate the new workers, the new employees. And a kind of acculturation process for...I mean it's just a process in which the new colleague will be transmitted the culture of that institution and will be just guided. Yeah I think so. (Participant 6, June, 2018)

[...] Actually it (induction) was kind of...preparation, getting ready for new job. It doesn't have to be job of course, new situations in the workplace. (Participant 9, June, 2018)

[...] In addition to the impacts on my teaching, I think it was also a program that helped me to learn about the new school culture, people, learner profile... So it was something invaluable for me. (Participant 11, June, 2018)

There was also one teacher who stated in the questionnaire that the induction program helped him/her get familiar with the new milieu. She/he stated that since she/he understood the culture and learner profile better, she/he could design her/his lessons accordingly in the following excerpt:

[...] It has made me more understandable of Turkish student culture, education and study habits. It also made me more able to adapt my tasks and my lesson planning according to my learners. (Anonymous, June, 2018)

In conclusion, this section demonstrated the teachers' perceptions of the impacts of the one-year comprehensive induction program. First, the analysis indicated that there were four affective impacts of the program on the non-novice teachers: a sense of comfort, a sense of encouragement, a sense of belonging to the school and feeling a lack of affiliation with the teacher community. Next, the induction program helped the teachers become more effective in teaching. Since the program adopted an individualized and differentiated approach based on each participant's needs, the impacts of the program on their practices of the participants varied. The teachers reported that the induction led to improvement in seven different areas which are student-centred lessons, reflexivity, critical thinking skills, teacher autonomy, checking learning more, lesson planning and giving instructions. Finally, the analysis also revealed that the induction contributes to the contextual knowledge of the participants since it leads to an easier adaptation to the school system and gaining a familiarity of the new milieu.

5.4. Impacts of the Induction Program on Teaching Practices

Findings for Q3: Are there any changes in teaching practices of non-novice ELT teachers after participating in a one-year comprehensive induction program?

5.4.1. Short-term impacts. The results of the post-observations conducted at the end of the one-year induction program revealed that there were positive changes in the teaching practices of the participants, which was in line with the qualitative findings gathered from the interviews and the questionnaires and explained in the previous section in detail. These changes are reported for each participant below:

5.4.1.1. Participant 1. When the pre- and post-observation records were analyzed, it was found that Participant 1 improved her teaching in some areas (Table 40). In the diagnostic observation, it was identified that using resources effectively, having a positive rapport with students, effective monitoring and considering different learner styles while planning were her strong areas. The analysis of the post-observation revealed that the number of areas she was strong in increased and she was also good at providing clear instructions, avoiding unnecessary teacher-talk-time (TTT), matching thematic content with linguistic aims and ensuring that the activity matches the stage aim. Actually, teacher-centeredness and objective-task match were the areas she needed to work on after the diagnostic observation and she was able to turn them into the areas she was good at. There was also another area that was identified as an area to work on in the diagnostic observation-checking learning effectively-and it was observed that it was not an issue in the post-observation.

Table 40

Changes in the teaching practices of Participant 1

	PRE-OBSERVATION	POST-OBSERVATION
Strong areas	• Using resources effectively • Establishing a positive rapport with students • Effective monitoring • Considering different learner styles while planning	• Clear instructions • Using resources effectively • Establishing a positive rapport • Avoiding unnecessary TTT • Matching thematic content with linguistic aims • Monitoring effectively • Ensuring that the activity matches the stage aim
Areas to work on	• Checking comprehension effectively • Teacher-centeredness • Ensuring that the activity matches the stage aim	• Eliciting more from students

5.4.1.2. Participant 2. When the pre- and post-observation records were analyzed, it was found that Participant 2 also improved her teaching in some areas (Table 41). In the diagnostic observation, it was identified that using matching thematic content, effective elicitation, the use of resources effectively, establishing a positive rapport, monitoring effectively and successfully balancing the main and sub-aims of the lesson were the areas she was good in. The analysis of the post-observation revealed that the areas that she was strong in were almost the same. The only difference was that in the post-observation she was also better at considering timetable fit while planning lessons. The areas that were identified to be worked on after the pre-observation were selecting and adapting materials effectively, ensuring that an activity is useful to achieve the stage aim, checking comprehension effectively and TTT. However, it was observed in the post-observation that participant 2 could improve in most of these areas except for teacher-centeredness.

Table 41

Changes in the teaching practices of Participant 2

	PRE-OBSERVATION	POST-OBSERVATION
Strong areas	• Matching thematic content • Effective elicitation • Use of resources effectively • Establishing a positive rapport • Monitoring effectively • Successfully balancing the main and sub-aims of the lesson	• Matching thematic content • Effective elicitation • Use of resources effectively • Considering timetable fit while planning lessons • Establishing a positive rapport • Effective monitoring
Areas to work on	• Selecting and adapting materials effectively considering objectives covered in the material, level and purpose of the material	• Teacher-centeredness

Table 41 (Cont'd)

	PRE-OBSERVATION	POST-OBSERVATION
Areas to work on (Cont'd)	• Ensuring that an activity is useful to achieve the stage aim • Checking learning effectively • TTT	•

5.4.1.3. Participant 3. When the pre- and post-observation records were analyzed, it was found that Participant 3 also improved her teaching in some areas (Table 42). In the diagnostic observation, it was identified that establishing a good rapport with students, detailed planning and monitoring effectively were the areas she was strong in. The analysis of the post-observation revealed that the number of areas that she was good in increased. In addition to the ones identified after the pre-observation, the analysis of the post-observation showed that participant 3 became better at checking learning, matching the thematic content with linguistic aims, effective seating arrangement to engage students more and effective reflection after the execution of the lesson. The areas that were identified to be worked on after the pre-observation were teacher-centeredness, ensuring that students have opportunities to expand on language already encountered (focusing on meaning/function and giving more opportunities to students to practice instead of focusing only on structure) and giving clear instructions. However, it was observed in the post-observation that participant 3 could improve most of these areas except for giving clear instructions. In addition, a new area was identified as an area to work on: deciding on appropriate sequences of activities and their timings and pace.

Table 42

Changes in the teaching practices of Participant 3

	PRE-OBSERVATION	POST-OBSERVATION
Strong areas	• Establishing a positive rapport with students • Detailed planning • Monitoring effectively	• Establishing a positive rapport with students • Checking learning • Monitoring students effectively • Matching the thematic content with linguistic aims • Effective seating arrangement to engage students more • Effective reflection after the execution of the lesson
Areas to work on	• Teacher-centeredness • Ensuring that students have opportunities to expand on language already encountered (focusing on meaning/function and giving more opportunities to students to practice instead of focusing only on structure) • Giving clear instructions	• Deciding on appropriate sequences of activities and their timings and pace • Still giving clear instructions

5.4.1.4. Participant 4. When the pre- and post-observation records were analyzed, it was found that Participant 4 also improved his teaching in some areas (Table 43). In the diagnostic observation, it was identified that establishing a good rapport with students, detailed planning, monitoring effectively and encouraging students to speak English were his strong areas. The analysis of the post-observation revealed that in addition to these areas, participant 4 improved his teaching in other areas such as teacher presence, matching the thematic content with linguistic aims, student-centeredness and avoiding unnecessary TTT. The areas that were identified to be worked on after the pre-observation were teacher centeredness especially while giving feedback, correcting errors and setting the tasks, checking learning effectively (e.g. asking for justification, follow-up questions, personalization and so on) and matching thematic content with linguistic aims. It was observed in the post-observation that the lesson was more student-centred and there was a thematic link throughout the lesson. However, although there was some improvement, checking learning was still an issue in the lesson. In addition, a new area was identified as an area to work on: giving clear instructions.

Table 43

Changes in the teaching practices of Participant 4

	PRE-OBSERVATION	POST-OBSERVATION
Strong areas	• Establishing a positive rapport with students • Detailed planning • Monitoring effectively • Encouraging students to speak English	• Establishing a positive rapport with students • Strong teacher presence • Matching the thematic content with linguistic aims • Teacher-centeredness • Monitoring students effectively
Areas to work on	• Teacher centeredness (especially while giving feedback, correcting errors and setting the tasks)	• Still checking comprehension effectively • Giving clear instructions

Table 43 (cont'd)

	PRE-OBSERVATION	POST-OBSERVATION
Areas to work on (cont'd)	• Checking learning effectively (e.g. asking for justification, follow-up questions, personalization and so on) • Matching thematic content with linguistic aims	•

5.4.1.5. Participant 5. The analysis of the pre- and post-observation records demonstrated that there were positive changes in the teaching practices of Participant 5 (Table 44). After the pre-observation, it was identified that using resources effectively to optimise student learning, establishing a positive rapport with students, effective monitoring and providing support whenever it is necessary, and motivating/encouraging students to speak English were the areas that Participant 5 was already good in. After the analysis of the post-observation, it was found that in addition to these areas, participant 5 improved his teaching in other areas such as planning a logical sequence of lessons based on the program and learner needs (timetable fit), student-centeredness, TTT, matching thematic content with linguistic aims, and smooth transitions between activities. Actually, teacher-centeredness and transitions between activities were the areas she needed to work on after the pre-observation and she was able to turn them into the areas she was good in. In addition to these two areas, checking learning effectively was an issue in the pre-observation and it was observed in the post-observation that although there was some improvement, it was still an area she needed to work on further.

Table 44

Changes in the teaching practices of Participant 5

	PRE-OBSERVATION	POST-OBSERVATION
Strong areas	• Using resources effectively to optimise student learning • A positive rapport with students	• Planning a logical sequence of lessons based on the program and learner needs (timetable fit) • Establishing a positive rapport

Table 44 (cont'd)

	PRE-OBSERVATION	POST-OBSERVATION
Strong areas (cont'd)	• Effective monitoring and providing support whenever it is necessary • Motivating/encouraging students to speak English	• Teacher-centeredness • Matching thematic content with linguistic aims • Smooth transitions between activities • Using various resources
Areas to work on	• Checking learning effectively • Teacher-centeredness • Smooth transition between the stages	• Although there is improvement, still checking learning

5.4.1.6. Participant 6. When the pre- and post-observation records were analysed, it was evident that Participant 6 also improved his teaching in some areas (Table 45). In the pre-observation, establishing a good rapport with students, monitoring effectively, motivating students to speak English, using various resources, eliciting existing knowledge were identified as the areas he was strong at. The analysis of the post-observation revealed that in addition to these areas, participant 6 improved his teaching in other areas such as considering the timetable fit, matching thematic content with linguistic aims, checking learning effectively, student-centeredness and devising activities to foster learner autonomy. Actually, all these areas were the ones he needed to work on after the pre-observation and he was able to turn them into the areas he was good at. In the post-observation, a new area was identified as an area to work on: considering different aspects of vocabulary teaching while teaching vocabulary.

Table 45

Changes in the teaching practices of Participant 6

	PRE-OBSERVATION	POST-OBSERVATION
Strong areas	• A good rapport with students • Monitoring effectively • Motivating students to speak English • Use of various resources • Eliciting existing knowledge	• A good rapport with students • Considering the timetable fit • Matching thematic content with linguistic aims • Checking learning effectively • Student-centeredness • Devising activities to foster learner autonomy • Effective elicitation • Use of resources effectively
Areas to work on	• Evaluating, selecting and designing materials considering objectives covered in the material, level and purpose of the material • Teacher-centeredness • Checking learning effectively	• Considering different aspects of vocabulary teaching while teaching vocabulary

5.4.1.7. Participant 7. The analysis of the pre- and post-observation records indicated a positive change in the teaching practices of Participant 7 (Table 46). After the pre-observation, matching thematic content with linguistic aims, using resources effectively to aid learning, establishing a positive rapport, and encouraging students to participate in activities/to speak English were the areas she was good at. After the analysis of the post-observation it was found that in addition to these areas, participant 7 improved her teaching in other areas such as material choice (a good context to teach the grammar item), preparing activities that build on each other and using resources effectively. Transition of activities and ensuring that they build on each other was an area that participant 7 needed to work after the pre-observation and she was able to turn them into the areas she was good at. In addition to this area, time-management

and TTT were issues in the pre-observation and it was observed in the post-observation that although the teacher did not experience any time-management problems and she could reduce her unnecessary TTT. However, there were two new issues that emerged during the post-observation: checking comprehension effectively and making necessary adjustments according to learners' emerging needs.

Table 46

Changes in the teaching practices of Participant 7

	PRE-OBSERVATION	POST-OBSERVATION
Strong areas	• Detailed planning	• Selecting and adapting materials effectively
	• Matching thematic content with linguistic aims	• Matching thematic content
	• Use of resources effectively to aid learning	• Establishing a positive rapport
	• Establishing a positive rapport	• Use of resources effectively
	• Checking learning through CCQs	• Deciding on appropriate sequences of activities and their timings and pace
	• Encouraging students to participate in activities/to speak English	
Areas to work on	• Lesson planning: Transition between activities/stages of the lesson	• Checking comprehension effectively
	• Time-management	
	• TTT	

5.4.1.8. Participant 8. When the pre- and post-observation records were analysed, it was found that there was a slight change in the teaching practices of Participant 8 (Table 47). In the diagnostic observation, it was identified that teacher presence, establishing a positive rapport with the students, creating a positive learning environment and appealing to different learner styles (visual-auditory-kinesthetic) were the areas she was already strong at. The analysis of the post-observation revealed that these areas were almost the same at the end of the induction program. Lesson planning (questioning the purpose of the stages and how they build on each other),

checking learning effectively and avoiding teacher-centeredness by involving students more in the feedback stages and encouraging student-student interaction in whole group discussion were the areas to be worked on after the pre-observation. Participant 8 could only reduce her TTT but the other areas were still an issue in the post-observation. In addition, giving clear instructions was identified as a new area to be worked on.

Table 47

Changes in the teaching practices of Participant 8

	PRE-OBSERVATION	POST-OBSERVATION
Strong areas	• Teacher presence • Establishing a positive rapport with the students • Creating a positive learning environment • Appealing to different learner styles (visual-auditory-kinesthetic)	• Creating a positive learning environment (seating arrangement) • Positive attitude towards learners • Adding variety to lesson to engage students (pair-check, mingling...) • Helping students personalize the information • Appealing to different learner styles (visual, auditory, kinesthetic)
Areas to work on	• Lesson planning: Questioning the purpose of the stages and how they build on each other • Checking learning effectively • Avoid teacher-centeredness: involve your students more in the feedback stages: encourage student-student interaction in whole group discussion	• Lesson planning: Analyzing the syllabus objectives to match the stages & tasks in the lesson • Checking learning effectively • Task setting: giving clear instructions & ICQs to guide students enough

5.4.1.9. Participant 9. When the pre- and post-observation records were analyzed, some minor positive changes were identified in the teaching practices of Participant 9 (Table 48). In the pre-observation, establishing a good rapport with students, creating a positive classroom atmosphere conducive to learning and planning coherent lessons with thematically linked stages built on each other were identified as the areas that she was strong in. The analysis of the post-observation revealed that in addition to these areas, participant 9 improved her teaching in three other areas: adding variety to lesson to engage students, using teacher voice effectively and helping students personalize the information that they learn. Lesson planning (considering the syllabus objectives, questioning the purpose of the stages), vocabulary teaching, checking learning effectively, awareness-raising & strategy training, teacher-centeredness and giving clear instructions were the areas that emerged as the areas that Participant 9 needed to work on. However, all the areas except for awareness raising and strategy training and vocabulary teaching were still an issue in the post-observation.

Table 48

Changes in the teaching practices of Participant 9

	PRE-OBSERVATION	POST-OBSERVATION
Strong areas	• Establishing a positive rapport with the students • Positive classroom atmosphere conducive to learning • Planning coherent lessons with thematically linked stages built on each other	• Creating a positive learning atmosphere (seating arrangement) • Good teacher presence • Effective use of teacher voice • Establishing a good rapport with the students • Adding variety to lesson to engage students (mingling & come to the board, ...) • Helping students personalize the info

Table 48 (cont'd)

	PRE-OBSERVATION	POST-OBSERVATION
Areas to work on	• Lesson planning: Considering the syllabus objectives, questioning the purpose of the stages • Vocabulary teaching • Checking learning effectively • Awareness-raising & strategy training • Task setting: giving clear instructions • Teacher-centeredness	• Lesson planning: Question the purpose of each stage / activity considering the overall aims of the lesson, transition • Giving clear instructions • Teacher-centeredness

5.4.1.10. Participant 10. The analysis of the pre- and post-observation records demonstrated that there were positive changes in the teaching practices of Participant 10 (Table 49). In the pre-observation, strong teacher presence, positive classroom environment conducive to learning, establishing a good rapport with the students, organizing activities that integrate the use of different language skills and using various resources appealing to different learner styles are the areas that the teacher was strong in. The analysis of the post-observation revealed that in addition to these areas, participant 10 were also successful at helping students personalize the information they learn and planning a logical sequence of lessons based on the program and learner needs (time-table fit). Deciding on appropriate sequence of activities and organizing activities that integrate the use of different language skills and teacher-centeredness were the areas she needed to work on after the pre-observation and she was able to turn them into the areas she was good at. However, checking learning effectively was still an area to work on.

Table 49

Changes in the teaching practices of Participant 10

	PRE-OBSERVATION	POST-OBSERVATION
Strong areas	• Strong teacher presence • Positive classroom environment conducive to learning • Establishing a positive rapport with the students • Organizing activities that integrate the use of different language skills • Using various resources appealing to different learner styles	• Good teacher presence • Establishing a positive rapport with students • Creating a positive learning atmosphere (seating arrangement) • Adding variety to lesson to engage students (watching a video, pair-activity, group discussion, etc.) • Helping students personalize the info • Planning a logical sequence of lessons based on the program and learner needs (time-table fit) • Deciding on appropriate sequence of activities • Organizing activities that integrate the use of different language skills.
Areas to work on	• Deciding on appropriate sequences of activities and their timing and pace by matching these to learners' progress and needs. • Teacher-centeredness • Checking learning effectively	• Checking learning effectively

5.4.1.11. Participant 11. When the pre- and post-observation records were analyzed, some positive changes were identified in the teaching practices of Participant 11 (Table 50). In the pre-observation, teacher presence, creating a positive classroom environment conducive to learning and establishing a good rapport with the students were identified as the areas that she was strong in. The analysis of the post-observation revealed that in addition to these areas, participant 11 improved her teaching in four other areas: having smooth transition between stages, eliciting students' existing knowledge to prepare them for the tasks, to check their understanding, and to find out the strategies they use to achieve those tasks, encouraging interaction and communication among students and planning a coherent lesson the stages of which meaningfully build on each other. Lesson planning, questioning the purpose of stages and how they build on each other, checking learning effectively were the areas that emerged as the areas that Participant 11 needed to work on after the pre-observation and the teacher was able to turn them into her strong areas. However, giving clear instructions was identified as a new area to work on in the post-observation.

Table 50

Changes in the teaching practices of Participant 11

	PRE-OBSERVATION	POST-OBSERVATION
Strong areas	• Teacher presence • Positive classroom environment conducive to learning • Establishing a positive rapport with the students	• Positive classroom environment conducive to learning (seating arrangement) • Establishing a positive rapport with the students • Smooth transition between stages • Eliciting students' existing knowledge to prepare them for the tasks, to check their understanding, and to find out the strategies they use to achieve those tasks

Table 50 (cont'd)

PRE-OBSERVATION	POST-OBSERVATION
Strong areas (cont'd)	• Encouraging interaction and communication among students • Planning a coherent lesson the stages of which meaningfully build on each other
Areas to work on • Careful planning: questioning the purpose of stages and how they build on each other • Activity design: questioning the aim of the tasks • Teacher-centeredness: Less TTT, more student involvement especially during feedback stage. • Echoing	• Giving clear instructions

5.4.2. Long-term impacts. The results of the post-observations conducted at the end of the one-year induction program. The results of the delayed-observations conducted in the academic year following the induction program revealed that there were positive changes in the teaching practices of the participants after the induction program although the changes are not as drastic as the ones between the pre- and post-observations. These changes are reported for each participant below:

5.4.2.1. Participant 1. When the post-observation and delayed-observation records which were held in the following year were analyzed, it was found that Participant 1 improved her teaching in some areas (Table 51). In the observation conducted at the end of the induction year giving clear instructions, using resources effectively, establishing a positive rapport, avoiding unnecessary TTT, matching thematic content with linguistic aims, monitoring effectively and ensuring that the activity matches the stage aim were identified as the areas the teacher was strong in. The analysis of the delayed-observation demonstrated that in the second year she was

also successful in different areas such as teacher presence, appealing to different learner styles, encouraging full student involvement through effective elicitation, modelling activities, conducting effective feedback, detailed planning and meaningful integration of technology into teaching. Thus, it was evident that the number of areas she was strong in increased. Actually, eliciting more from students was an area that she needed to work on at the end of the first year and she was able to turn it into an area she was good in in the second year. The only issue identified in the delayed observation was all stages did not build on each other, which was not identified as an issue in the previous observations.

Table 51

Long-term Changes in the Teaching Practices of Participant 1

Table 51 Long-term Changes in the Teaching Practices of Participant 1

	POST-OBSERVATION (1 st year)	DELAYED-OBSERVATION (2 nd year)
Strong areas	• Clear instructions • Using resources effectively • Establishing a positive rapport • Avoiding unnecessary TTT • Matching thematic content with linguistic aims • Monitoring effectively • Ensuring that the activity matches the stage aim	• Great teacher presence • Creating a very positive atmosphere • Appealing to different learner styles • Encouraging full student involvement through effective elicitation • Modelling activities • Conducting effective feedback • Detailed planning • Adding variety to lesson to engage students • Meaningful integration of technology into teaching
Areas to work on	• Eliciting more from students	• Making sure that all stages build on each other

5.4.2.2. Participant 2. When the observation records were analyzed, it was found that Participant 2 also improved her teaching in some areas in the following year (Table 52). In the post-observation of the induction program, it was identified that the teacher was strong at matching thematic content, effective elicitation, using resources effectively, considering timetable fit while planning lessons, establishing a positive rapport and monitoring. The analysis of the delayed-observation revealed that the areas that she was strong in increased. She was also good at showing genuine interest, teacher presence, creating a positive learning atmosphere, engaging students in the lesson, appealing to different learner styles, checking instructions and checking learning. However, it was observed participant 2 could not improve the area she needed to work on: teacher-centeredness. It was still an issue in the second year.

Table 52

Long-term Changes in the Teaching Practices of Participant 2

	POST-OBSERVATION (1 st year)	DELAYED-OBSERVATION (2 nd year)
Strong areas	• Matching thematic content • Effective elicitation • Use of resources effectively • Considering timetable fit while planning lessons • Establishing a positive rapport • Effective monitoring	• Establishing a positive rapport with students • Genuine interaction & teacher presence • Creating a positive learning atmosphere • Engaging students in the lesson • Appealing to different learner styles • Giving clear instructions • Checking comprehension effectively
Areas to work on	• Teacher-centeredness	• Teacher-centeredness

5.4.2.3. Participant 3. When the observation records from the first and second year were analyzed, it was found that Participant 3 also improved her teaching in some areas (Table 53). At the end of the induction program, the post-observation records showed that building a positive rapport, checking learning effectively, monitoring students effectively, matching the thematic content with linguistic aims, effective seating arrangement to engage students more and effective reflection after the execution of the lesson were the areas she was strong in. In the delayed observations which were conducted in the second year it was found that the teacher was also better at helping students link what they learn to the information that they had learnt previously by referring back to the previous lessons, running the lesson as planned and using detailed planning. Deciding on appropriate sequences of activities and their timings and pace and giving clear instructions were identified as the areas she needed to work on at the end of the induction program and the analysis of the 2nd year observation showed that giving clear instructions was not an issue any more but deciding on appropriate sequences of activities and their timings and pace was still an area she needed to work on.

Table 53

Long-term Changes in the Teaching Practices of Participant 3

	POST-OBSERVATION (1 st year)	DELAYED-OBSERVATION (2 nd year)
Strong areas	• A positive rapport • Checking learning • Monitoring students effectively • Matching the thematic content with linguistic aims • Effective seating arrangement to engage students more • Effective reflection after the execution of the lesson	• Good rapport with students • Referring back to the previous lessons • Running the lesson as planned • Detailed planning

Table 53 (cont'd)

	POST-OBSERVATION (1 st year)	DELAYED-OBSERVATION (2 nd year)
Areas to work on	- Deciding on appropriate sequences of activities and their timings and pace - Still giving clear instructions	Deciding on appropriate sequences of activities and their timings and pace

5.4.2.4. Participant 4. When the observation records were analyzed, it was found that Participant 4 also improved his teaching in some areas in the second year (Table 54). In the post-observation at the end of the induction program, it was identified that establishing a good rapport with students, strong teacher presence, matching the thematic content with linguistic aims, student-centeredness, avoiding unnecessary TTT and monitoring students effectively were his strong areas. The analysis of the observation in the 2nd year revealed that in addition to these areas, participant 4 improved his teaching in other areas such as adding variety to lesson to engage students and involving all students in the lesson. The areas that were identified to be worked on after the last observation of the induction program were checking comprehension effectively and giving clear instructions. It was observed in the 2nd year observation that although there was some improvement, these areas were still problematic in the lesson.

Table 54

Long-term Changes in the Teaching Practices of Participant 4

	POST-OBSERVATION (1 st year)	DELAYED-OBSERVATION (2 nd year)
Strong areas	- A good rapport with students - Strong teacher presence - Matching the thematic content with linguistic aims - Student-centeredness	- Good teacher presence - Establishing a positive rapport with students - Adding variety to lesson to engage students

Table 54 (cont'd)

	POST-OBSERVATION (1 st year)	DELAYED-OBSERVATION (2 nd year)
Strong areas (cont'd)	• Avoiding unnecessary TTT • Monitoring students effectively	• Involving students actively in the lesson • Attentive monitoring & providing support when necessary
Areas to work on	• Still checking comprehension effectively • Giving clear instructions	• Checking comprehension effectively • Giving clear instructions

5.4.2.5. Participant 5. When the observation records from the first and second year were analyzed, it was found that there were some positive changes in the teaching practices of Participant 5 (Table 55). After the post-observation in the first year, it was identified that planning a logical sequence of lessons based on the program and learner needs, establishing a positive rapport, student-centeredness, avoiding TTT and echoing, matching thematic content with linguistic aims, having smooth transitions between activities and using various resources were the areas that Participant 5 was already good at.

After the analysis of the delayed observation which was conducted in the second year it was found that in addition to these areas, participant 5 improved his teaching in other areas such as effective elicitation, engaging students, nominating and effective monitoring, fostering learner autonomy, and dealing with learners' errors effectively in various ways. Actually, checking learning was the area she needed to work on after the post-observation and she was able to turn it into one of the areas she was good at. Although lesson planning was one of the areas she was good at after the induction program, in the observation conducted in the second year it was identified as an area she needed to work on further.

Table 55

Long-term Changes in the Teaching Practices of Participant 5

	POST-OBSERVATION (1 st year)	DELAYED-OBSERVATION (2 nd year)
Strong areas	• Planning a logical sequence of lessons based on the program and learner needs (timetable fit) • Establishing a positive rapport • Student-centeredness • Considerably more control over TTT and echoing • Matching thematic content with linguistic aims • Smooth transitions between activities • Using various resources	• Establishing a positive rapport with students • Effective elicitation • Engaging students, nominating and effective monitoring • Fostering learner autonomy • Integrating the use of different language skills in activities • Dealing with learners' errors effectively in various ways
Areas to work on	• Although there is improvement, still checking learning	• Lesson planning (Identifying learning outcomes that reflect lesson aims & objective-Task match)

5.4.2.6. Participant 6. When the observation records were analyzed, it was evident that Participant 6 also improved his teaching in some areas (Table 56). In the pre-observation, establishing a good rapport with students, considering the timetable fit, matching thematic content with linguistic aims, checking learning effectively, student-centeredness, devising activities to foster learner autonomy, effective elicitation and using resources effectively were identified as the areas he was strong in. The analysis of the delayed observation which was conducted in the second year revealed that in addition to these areas, participant 6 improved his teaching in other

areas such as effective integration of technology, giving clear instructions, keeping learners at different levels involved in activities, effective material selection and effective integration of different language skills. Although checking learning & providing feedback effectively was one of the areas he was good in after the induction program, in the observation conducted in the second year it was identified as an area he needed to work on further.

Table 56

Long-term Changes in the Teaching Practices of Participant 6

	POST-OBSERVATION (1 st year)	DELAYED-OBSERVATION (2 nd year)
Strong areas	• A good rapport with students • Considering the timetable fit • Matching thematic content with linguistic aims • Checking learning effectively • Student-centeredness • Devising activities to foster learner autonomy • Effective elicitation • Use of resources effectively	• Student-centeredness • Effective integration of technology • Helping to develop learner autonomy • Establishing a positive rapport with students • Giving clear instructions • Keeping learners at different levels involved in activities • Selecting and adapting materials effectively • Integrating different language skills
Areas to work on	• Considering different aspects of vocabulary teaching while teaching vocabulary	• Checking learning effectively

5.4.2.7. Participant 7. The analysis of the observation records indicated a positive change in the teaching practices of Participant 7 (Table 57). After the post-observation of the induction program, effective material choice, matching thematic content,

establishing a positive rapport, having activities that build on each other and using resources effectively were the areas she was good in. After the analysis of the delayed observation which was conducted in the second year, it was found that in addition to these areas, participant 7 also improved her teaching in other areas such as objective-task match, successfully balancing main aims and sub aims, organizing activities integrating the use of different language skills, motivating learners to participate, encouraging interaction among them, eliciting the existing knowledge, giving clear instructions, and running the lesson as planned while adjusting teacher role to emerging needs. Running the lesson as planned while adjusting teacher role to emerging needs was an area that participant 7 needed to work on after the last observation of the induction program and she was able to turn them into one of the areas she was good in. However, checking comprehension effectively was still an issue in the delayed observation.

Table 57

Long-term Changes in the Teaching Practices of Participant 7

	POST-OBSERVATION (1 st year)	DELAYED-OBSERVATION (2 nd year)
Strong areas	• Material choice (a good context to teach the grammar item: interesting and meaning can be deduced) • Matching thematic content • Establishing a positive rapport • Activities build on each other • Use of resources effectively	• Objective-task match • Successfully balancing main aims and sub aims • Designing materials considering learner needs and styles • Appropriate sequence of activities • Organizing activities integrating the use of different language skills • Effective and various resource use • Motivating learners to participate • Eliciting the existing knowledge •

Table 57 (cont'd)

POST-OBSERVATION (1 st year)	DELAYED-OBSERVATION (2 nd year)
Strong areas (cont'd)	• Clear instructions • Running the lesson as planned while adjusting teacher role to emerging needs
Areas to work on	• Checking comprehension effectively • Making necessary adjustments according to learners' emerging needs • Checking learning effectively

5.4.2.8. Participant 8. When the observation records were analyzed, it was found that there was a positive change in the teaching practices of Participant 8 (Table 58). In the post-observation which was conducted at the end of the induction program, it was identified that creating a positive learning environment, showing a positive attitude towards learners, adding variety to lesson to engage students, helping students personalize the information, appealing to different learner styles were the areas she was already strong in. The analysis of the observation in the second year revealed that in addition to these areas, there were other areas that she was good at such as planning a logical sequence of lessons based on the program and learner needs, successfully balancing between main and sub-aims of the lesson, deciding on appropriate sequences of activities and their timing and pace, using various resources, supervising a range of activities motivating students to participate, interact and communicate among them (student-centeredness), avoiding unnecessary TTT, and designing activities to develop learner autonomy and study skills for outside class use. Lesson planning was an area that participant 8 needed to work in after the last observation of the induction program and she was able to turn it into one of the areas she was good in. There were also two other areas she was expected to work on after the induction program: conducting effective feedback stage and giving clear instructions. Unfortunately, these two areas were still an issue in the post-observation.

Table 58

Long-term Changes in the Teaching Practices of Participant 8

	POST-OBSERVATION (1 st year)	DELAYED-OBSERVATION (2 nd year)
Strong areas	• Creating a positive learning environment (seating arrangement) • Positive attitude towards learners • Adding variety to lesson to engage students (pair-check, mingling...) • Helping students personalize the information • Appealing to different learner styles (visual, auditory, kinesthetic)	• Planning a logical sequence of lessons based on the program and learner needs • Successfully balancing between main and sub-aims of the lesson • Deciding on appropriate sequences of activities and their timing and pace (following a logical flow & coherence within the lesson with smooth transitions btw the stages) • Using various resources • Establishing a positive rapport with Ss. • Supervising a range of activities motivating Ss. to participate, interact and communicate among them (student-centeredness) • Avoiding unnecessary TTT • Designing activities to develop learner autonomy and study skills for outside class use • Conducting a very student centered lesson

Table 58 (cont'd)

	POST-OBSERVATION (1 st year)	DELAYED-OBSERVATION (2 nd year)
Areas to work on	• Lesson planning: Analysing the syllabus objectives to match the stages & tasks in the lesson: Write clear aims and let your stages help you achieve your aims • Conducting effective feedback stage: text-references & justification • Task setting: giving clear instructions & ICQs to provide students with enough guidance	• Checking learning effectively • Providing clear & relevant instructions (at some stages)

5.4.2.9. Participant 9. When the pre- and post-observation records were analyzed, positive changes were identified in the teaching practices of Participant 9 (Table 59). In the observation conducted at the end of the induction program, creating a positive learning atmosphere, good teacher presence, effective use of teacher voice and establishing a good rapport with the students, adding variety to lesson to engage students and helping students personalize the information were identified as the areas that she was strong in. The analysis of the delayed observation conducted in the second year revealed that in addition to these areas, participant 9 improved her teaching in many other areas: Objective-task match , following a logical flow (from easy to hard), organizing activities that integrate the use of different skills, reflecting on and evaluating planning in the light of learners' progress, and identifying strengths and areas for further development, using various resources effectively (course book materials, ICT, board, visuals & supplementary note-taking sheet), supervising a range of activities to encourage students to communicate & interact (individual work, pair work & whole class work), student-centeredness , avoiding unnecessary TTT /echoing,

encouraging students to use English. Among these lesson planning, teacher centeredness and echoing were the areas she needed to work on and she was able to turn them into the areas she was good in. However, giving clear instructions was still an issue in the delayed observation.

Table 59

Long-term Changes in the Teaching Practices of Participant 9

	POST-OBSERVATION (1 st year)	DELAYED-OBSERVATION (2 nd year)
Strong areas	• Creating a positive learning atmosphere (seating arrangement) • Good teacher presence • Effective use of teacher voice • Establishing a good rapport with the students • Adding variety to lesson to engage students (mingling & come to the board, ...) • Helping students personalize the info	• Objective-task match • Following a logical flow (from easy to hard) • Organizing activities that integrate the use of different skills (listening into speaking) • Reflecting on and evaluating planning in the light of learners' progress, and identifying strengths and areas for further development (points raised in the reflection document) • Using various resources (course book materials & ICT & board & visuals & supplementary note-taking sheet) • Establishing a positive rapport conducive to effective learning • Positive learning environment • Supervising a range of activities to encourage Ss. to communicate & interact (individual work, pair work & whole class work)

Table 59 (cont'd)

POST-OBSERVATION (1 st year)	DELAYED-OBSERVATION (2 nd year)
Strong areas (cont'd) Areas to work on • Lesson planning: Question the purpose of each stage / activity considering the overall aims of the lesson, transition • Giving clear instructions • Teacher-centeredness	• Student-centeredness • Avoiding unnecessary TTT & echoing • Encouraging students to use English • Giving clear instructions

5.4.2.10. Participant 10. The analysis of the pre- and post-observation records demonstrated that there were positive changes in the teaching practices of Participant 10 (Table 60). In the post-observation of the induction program, good teacher presence, establishing a positive rapport with students, creating a positive learning atmosphere, adding variety to lesson to engage students, helping students personalise the information, coming to class well-prepared, planning a logical sequence of lessons based on the program and learner needs, deciding on appropriate sequence of activities and organising activities that integrate the use of different language skills were identified as the areas that the teacher was strong in. The analysis of the delayed observation conducted in the second year revealed that in addition to these areas, participant 10 was also successful at planning a lesson based on students' needs, objective task match, anticipating problems and suggesting solutions, having student outcomes that mostly reflect the lesson/stage aims, reflecting on the lesson effectively, adopting appropriate teaching approach and techniques, using various resources effectively, checking instructions when necessary, encouraging feedback (praise) and

checking comprehension effectively. In addition, there was not an area to be worked on based on this lesson.

Table 60

Long-term Changes in the Teaching Practices of Participant 10

	POST-OBSERVATION (1 st year)	DELAYED-OBSERVATION (2 nd year)
Strong areas	• Good teacher presence and rapport with students • Creating a positive learning atmosphere (seating arrangement) • Adding variety to lesson to engage students (watching a video, pair-activity, group discussion, and etc.) • Helping students personalise the info • Planning a logical sequence of lessons based on the program and learner needs (time-table fit) • Deciding on appropriate sequence of activities • Organising activities that integrate the use of different language skills.	• Planning a lesson based on students' needs • Objective task match • Anticipating problems and suggesting solutions • Student outcomes mostly reflect the lesson/stage aims • Appropriate sequences of activities with a logical flow & timing • Integrating different skills • Reflecting on the lesson • Appropriate teaching approach and technique • Various resources • Positive rapport with students • Checking instructions when necessary • Encouraging feedback (praise) • Checking comprehension
Areas to work on	• Checking learning effectively	• None

5.4.2.11. Participant 11. When the pre- and post-observation records were analyzed, some positive changes were identified in the teaching practices of Participant 11 (Table 61). In the post-observation of the induction program, positive classroom environment conducive to learning, coming to class well-prepared, establishing a good rapport with the students, having smooth transition between stages, eliciting students' existing knowledge to prepare them for the tasks, to check their understanding, and to find out the strategies they use to achieve those tasks, encouraging interaction and communication among students, planning a coherent lesson the stages of which meaningfully build on each other were identified as the areas that she was strong in. The analysis of the delayed observation that was conducted in the following year revealed that in addition to these areas, participant 11 improved her teaching in four other areas: fostering student autonomy, avoiding unnecessary TTT, eliciting students' existing knowledge and selecting and adapting teaching materials appropriately. Giving clear instructions, emerged as the area that Participant 11 needed to work on after the post-observation and it was still an issue in the delayed-observation.

Table 61

Long-term Changes in the Teaching Practices of Participant 11

	POST-OBSERVATION (1 st year)	DELAYED-OBSERVATION (2 nd year)
Strong areas	• Positive classroom environment conducive to learning (seating arrangement) • Coming to class prepared • A good rapport with the students • Smooth transition between stages	• Fostering student autonomy • Establishing a positive rapport • Avoiding unnecessary TTT • Eliciting students' existing knowledge • Selecting and adapting teaching materials appropriately

Table 61 (cont'd)

	POST-OBSERVATION (1 st year)	DELAYED-OBSERVATION (2 nd year)
Strong areas (cont'd)	- Eliciting students' existing knowledge to prepare them for the tasks, to check their understanding, and to find out the strategies they use to achieve those tasks - Encouraging interaction and communication among students - Planning a coherent lesson the stages of which meaningfully build on each other	
Areas to work on	Giving clear instructions	Giving clear instructions

5.4.2.12. Changes in teaching skills of the whole group. The pre-, post-and delayed observation records were also analyzed in order to identify whether there were any skills-based changes. The results of the analysis revealed that there were positive changes in the teaching practices of the whole group since there was a gradual increase in the number of strengths and a gradual increase in the number of areas to work on, which was in line with the qualitative findings gathered from the interviews and the questionnaires and explained in the previous section 2.

In the pre-observation, there were 12 different teaching skills identified as the strengths of the group (Table 62). This number increased to 19 in the post- observation conducted at the end of the induction program (Table 63). In the delayed observations conducted in the following year, it was observed that there were 21 areas in which participants were strong at (Table 64).

Table 62

Strengths of the Whole Group in the Pre-observations

Strengths	Frequency
Establishing a positive rapport with students	11
Effective monitoring	6
Creating a positive classroom atmosphere conducive to learning	5
Using various resources effectively	5
Encouraging students to speak English	4
Teacher presence	3
Considering different learner styles while planning/ Appealing to different learning styles	3
Matching thematic content with linguistic aims	3
Detailed planning of the lesson	2
Organizing activities that integrate the use of different language skills	2
Eliciting existing knowledge	2
Successfully balancing the main and sub-aims of the lesson	1

Table 63

Strengths of the Whole Group in the Post-observations

Strengths	Frequency
Establishing a positive rapport with students	11
Involving/engaging students more in their learning process	7
Matching thematic content with linguistic aims	7
Using various resources effectively	5
Creating a positive classroom atmosphere conducive to learning	5
Deciding on appropriate sequences of activities	5
Planning a logical sequence of lessons based on the program and learner needs (considering timetable fit)	4
Teacher presence	4
Avoiding teacher-centeredness	4

Table 63 (cont'd)

Strengths	Frequency
Selecting/devising/adapting materials effectively	2
Eliciting existing knowledge	3
Checking learning effectively	2
Organizing activities that integrate the use of different language skills	2
Effective monitoring	1
Successfully balancing the main and sub-aims of the lesson	1
Considering different learner styles while planning/ Appealing to different learning styles	1
Giving clear instructions	1
Fostering learner autonomy	1
Effective reflection	1

Table 64

Strengths of the Whole Group in the Delayed Observations

Strengths	Frequency
Establishing a positive rapport with students	9
Involving/engaging students more in their learning process	8
Using various resources effectively	6
Organizing activities that integrate the use of different language skills	5
Giving clear instructions	5
Deciding on appropriate sequences of activities	4
Eliciting existing knowledge	4
Fostering learner autonomy	4
Checking learning effectively	4
Avoiding teacher-centeredness	4
Planning a logical sequence of lessons based on the program and learner needs (considering timetable fit)	3
Teacher presence	3
Selecting/devising/adapting materials effectively	3

Table 64 (cont'd)

Strengths	Frequency
Considering different learner styles while planning/ Appealing to different learning styles	3
Creating a positive classroom atmosphere conducive to learning	3
Objective-task match	3
Effective monitoring	3
Effective reflection	2
Successfully balancing the main and sub-aims of the lesson	2
Detailed planning	2
Modelling	1

As for the areas to work on, the opposite situation was observed since the numbers decreased. In the pre-observation, the number of areas to work on was 14 (Table 65) while this number was 6 in the post observations (Table 66). In the delayed observations, the number decreased to 5 (Table 67).

Table 65

Areas to Work on for the Whole Group in the Pre-observations

Areas to work on	Frequency
Avoiding teacher-centeredness	10
Checking learning	7
Deciding on appropriate sequences of activities	4
Objective-task match	3
Selecting/devising/adapting materials effectively	2
Effective vocabulary teaching	2
Giving clear instructions	2
Using various resources effectively	1
Establishing a positive rapport with students	1
Effective monitoring	1
Considering different learner styles while planning/ Appealing to different learning styles	1

Table 65 (cont'd)

Areas to work on	Frequency
Matching thematic content with linguistic aims	1
Time management	1
Fostering learner autonomy	1

Table 66

Areas to Work on for the Whole Group in the Post-observations

Areas to work on	Frequency
Checking learning	5
Giving clear instructions	4
Avoiding teacher-centeredness	3
Objective-task match	2
Deciding on appropriate sequences of activities	1
Effective vocabulary teaching	1

Table 67

Areas to Work on for the Whole Group in the Delayed Observations

Areas to work on	Frequency
Checking learning	4
Giving clear instructions	4
Deciding on appropriate sequences of activities	2
Objective-task match	1
Avoiding teacher-centeredness	1

It was observed that all the teachers were already good at establishing a positive rapport with students before the induction program. Effective monitoring followed this skill. Six of the teachers were good at monitoring. Five of the teachers were also good at creating a positive classroom atmosphere conducive to learning and using various resources effectively. Teacher presence, appealing to different learning styles and matching thematic content with linguistic aims were identified as the strengths of the three teachers while detailed planning of the lesson, organizing activities that integrate

the use of different language skills and eliciting existing knowledge were the strengths of two teachers. Finally, successfully balancing the main and sub-aims of the lesson was identified as the strength of one teacher.

The most common problem that the teachers had before the induction program was having teacher-centered lessons since it was an issue for 10 teachers. Checking learning was also a common issue since seven of the teachers had this as an area to work on after the pre-observation. There were also issues regarding lesson planning. In four of the lessons observed it was identified that there was not an appropriate sequence of activities and in three of the lessons some of the tasks were not appropriate to achieve the desired outcome. In two of the lessons, the materials were also not appropriate to achieve the objectives of the lesson. For two of the teachers, giving clear instructions and using various resources effectively were identified as the areas to work on. Finally, using various resources effectively, establishing a positive rapport with students, effective monitoring, appealing to different learning styles, matching thematic content with linguistic aims, time management and fostering learner autonomy were also identified as an area to work on although they were not common because only one teacher had each one of them.

In the post-observations which were conducted at the end of the induction program, establishing a positive rapport with students was still a strength for all the teachers. It was observed that seven teachers were also good at matching thematic content with linguistic aims and involving/engaging students more in their learning process, which was one of the areas to work on for seven people in the pre-observations. Using various resources effectively, creating a positive classroom atmosphere conducive to learning and deciding on appropriate sequences of activities, which was one of the areas to work on for four people in the pre-observations were identified as the strengths of five teachers. Planning a logical sequence of lessons based on the program and learner needs, teacher presence and avoiding teacher-centeredness were the areas in which four teachers were good. Selecting/devising/adapting materials effectively, eliciting existing knowledge, organizing activities that integrate the use of different language skills and checking learning effectively, which was one of the areas to work on for seven people in the pre-observations were the strengths of two teachers. Finally, effective monitoring, successfully balancing the main and sub-aims of the lesson, considering different

learner styles while planning/ appealing to different learning styles, giving clear instructions, fostering learner autonomy and effective reflection were also identified as a strength although they were not common because only one teacher had each one of them.

In the post-observation it was observed that there was a drastic decrease in the number of areas to work on. Teachers were able to eliminate the areas: selecting/devising/adapting materials effectively, using various resources effectively, establishing a positive rapport with students, effective monitoring, considering different learner styles while planning/appealing to different learning styles, matching thematic content with linguistic aims, time management and fostering learner autonomy. However, the other areas were still problematic although their frequency decreased. The most frequent area to work on was checking learning since it was identified in five lessons. It was followed by giving instructions effectively since four of the teachers had problems with giving clear instructions. Teacher-centeredness, which was an area to work on for 10 people in the pre-observations, was observed only in three of the lessons. Not having the objective task match was still an issue for two teachers. There was also a decrease in the frequency of the problems with deciding on appropriate sequences of activities. In the pre-observation it was an area to work on for four teachers but in the post-observation cycle it was an issue only for one teacher. Effective vocabulary teaching was still an area to work on for one teacher.

In the delayed observations, the number of strengths increased as well as the frequency of the already existing ones. Most of the teachers were still good at establishing a positive rapport with students, using various resources effectively and involving/engaging students more in their learning process with an increase in the frequency. Organizing activities that integrate the use of different language skills was the strength of two teachers in the previous observation cycle and this number increased to five in the delayed observations. Giving clear instructions were identified as the strength of five teachers although it was a strength of only one teacher in the post observations. In the delayed observations, there was also an increase in the frequency of the strengths eliciting existing knowledge, fostering learner autonomy, checking learning effectively considering different learner styles while planning/appealing to different learning styles, selecting/devising/adapting materials effectively, successfully balancing the main and sub-aims of the lesson, effective

monitoring. Deciding on appropriate sequences of activities, avoiding teacher-centeredness, planning a logical sequence of lessons based on the program and learner needs (considering timetable fit), teacher presence and creating a positive classroom atmosphere conducive to learning were still areas the teachers were strong in although there was no increase in their frequency. Objective-task match, effective reflection, detailed planning and modelling were the new areas added to the list of strengths after the delayed observations.

In the delayed observations, there was not a dramatic decrease in the number of areas to work on. The only difference was that effective vocabulary teaching was not an area to work on anymore. Checking learning, giving clear instructions, deciding on appropriate sequences of activities, objective-task match and teacher-centeredness were still identified as an area to work on although there was a slight decrease in their frequency after the post observation.

In conclusion, the findings of the post and delayed observations demonstrated a positive impact on the teaching practices of the participants. The results of the analysis revealed that there were positive changes in the teaching practices of the whole group regardless of the years of experience since there was a gradual increase in the number of areas that the teachers did effectively and a gradual decrease in the number of areas that the teachers were ineffective in, which was in line with the qualitative findings gathered from the interviews and the questionnaires and explained in the previous sections.

5.5. The Views of the Mentors on the One-year Comprehensive Induction Program

Findings for Q4: What are the views of the mentors on the one-year comprehensive induction program?

From the analysis of the interviews and field notes, four major themes emerged regarding mentors' opinions regarding the one-year comprehensive induction program: contribution of induction to mentors' professional development, contribution of induction to mentors' personal development, challenges of being a mentor and perceptions regarding the effectiveness of the program. Each theme has its subthemes as it can be seen in the following Figure:

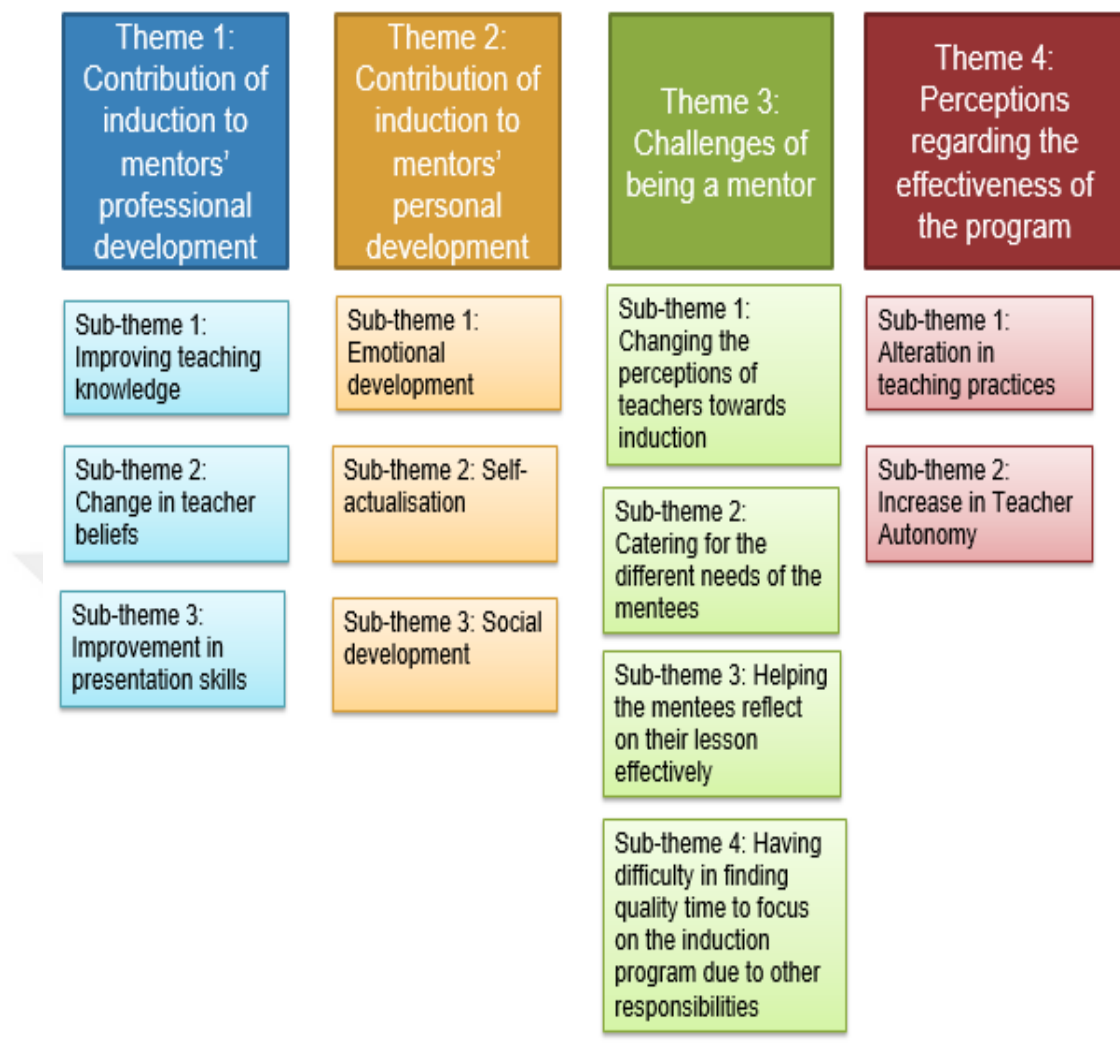


Figure 20. Overview of the views of the mentors on the one-year comprehensive induction program

5.5.1. Theme 1: Contribution of induction to mentors' professional development. The first recurring theme that emerged from the data was the contribution of induction to mentors' professional development. In the interviews, mentors expressed their opinions regarding the positive impacts of the induction program on their professional development. The analysis of the statements of the mentors revealed three sub-themes:

5.5.1.1. Sub-theme 1: Improving teaching knowledge. When they were asked about the impact of the induction program in the interviews, both of the mentors stated that it was a program that helps mentors improve their knowledge in the field of English Language Teaching (ELT). The participants stated their opinions in the interview as follows:

[...] Mentoring definitely contributes to my professional development in a variety of ways. First of all, I have to read a lot about language teaching so that I can guide my mentees using appropriate techniques and with up-to-date research findings. In order not to mislead them, I need to have both theoretical and practical knowledge. Therefore, I need to reflect a lot about my own teaching, as well. (Mentor 1, June, 2018)

[...] As a mentor, you need to be a role-model. You need to show that you give importance to life-long learning and continuous professional development. That's why I try to do research, attend seminars/workshops or take some courses for my professional development, which definitely helps me improve my knowledge in the field. (Mentor 2, June, 2018)

The data gathered from the field notes also showed that mentoring contributed to the mentors' ELT knowledge as can be seen in the following statements:

[...] Today I implemented an idea that I observed in one of my mentees by making some adaptations considering the needs of my students. I got feedback from my students that they really enjoyed the lesson and the activities that I used for checking meaning, which showed me that my students performed well. I felt really happy to see that I also learn from the mentoring process. (Mentor 2, May, 2018)

[...] I think I am getting better at preparing for the post-observation meetings. Today I spent an hour to go over my notes and brainstormed the questions I would ask to help the teacher reflect on the lesson in a deeper way. I remember it used to take more in my first year as a mentor. I feel I am becoming a more

reflective teacher myself and consequently helping my mentees reflect on their lessons more effectively (Mentor 1, April, 2018).

[...] While getting ready for today's session I realized that I also learnt from the articles I used. I think one of the best ways of learning is to teach someone else. Before teaching a lesson, you get ready for it. You check the topic, language items and in a way you refresh your memory and also improve your content and pedagogical knowledge. I think it is the same when you deliver a session to your mentees. You have to be confident in what you are saying. So, you read, refresh your memory and even improve your knowledge (Mentor 2, May, 2018).

5.5.1.2. Sub-theme 2: Change in teacher beliefs. The second sub-theme was a change in teacher beliefs. This sub-theme was explicitly reported by both of the participants in the interviews as indicated in the following excerpts:

[...] Observing different teachers, discussing their reflections, and working on their follow-up actions affect my teacher beliefs, as well. I can see different approaches than mine, how they work (or don't work) and the rationale behind them all, which have an impact on my professional development. (Mentor 1, June, 2018)

[...] Observing different lessons, idea-sharing sessions and meetings also give me the opportunity to learn from my colleagues. I learn different activities, ideas and implement them in my own classes. During the observation, I sometimes find myself reflecting on my teaching because while observing another lesson you can see that some things that you also do in your classes might not work. As a teacher, you are not aware of it because you are really focused on delivering your lesson but as an observer, an outsider, you can see the issues from students' perspectives as well. I believe going through this process makes me change my beliefs and makes me a better teacher. (Mentor 2, June, 2018)

5.5.1.3. Sub-theme 3: Improvement in presentation skills. The third sub-theme under contribution of induction to mentors' professional development was improvement in presentation skills. One of the mentors reported that the induction program also promoted her presentation skills as can be seen in the following statements:

[...] Being a mentor in the program, I need to deliver training sessions, which require research beforehand contributing to my theoretical knowledge. Additionally, designing and delivering training sessions improve my presentation skills. (Mentor 1, June, 2018)

5.5.2. Theme 2: Contribution of induction to mentors' personal development. The second theme emerged as the contribution of the induction program to mentors' personal development. The analysis of the statements of the mentors in the post-induction interviews and field notes revealed three sub-themes: emotional development, self-actualization and social development.

5.5.2.1. Sub-theme 1: Emotional development. The first sub-theme was emotional development of the mentors' after the induction program. This sub-theme was explicitly reported by both of the participants in the interviews and field notes as indicated in the following excerpts:

[...] Seeing my mentees' professional development and receiving their positive feedback throughout the process have had an impact on my motivation. (Mentor 1, June, 2018)

[...] It is rewarding in the sense that you can see how much you've been able to do together with your mentees especially towards the end of the program. It is a great feeling to help someone develop (Mentor 2, June, 2018).

The field notes of mentor 1 also showed that the induction contributed to her emotional development as can be seen in the following excerpt:

[...] Having read the feedback that the participants gave on the induction program, I felt really motivated to continue what I am doing. Getting positive feedback, seeing that what you do really helps the teachers is great ☺ (Mentor 1, June 2018)

5.5.2.2. Sub-theme 2: Self-actualisation. The second sub-theme was self-actualisation due to the induction program. This sub-theme was explicitly reported by both of the participants in the interviews as indicated in the following excerpts:

[...] Since this role has had a huge impact on my professional development, it contributes to self-actualization, as well. Before this role, I have had the chance to undertake different roles and responsibilities in this institution, such as being a level specialist, level developer and team leader. With this role, I feel like I am able to share the expertise I have gained so far and give back to the institution, which has invested in me so far. (Mentor 1, June, 2018)

[...] Acting as a mentor also made me feel better since it showed me how much my knowledge, skills, and confidence have increased since I started my career. I also feel that my knowledge and experience is appreciated or valued by my manager since I was chosen for this post. (Mentor 2, June, 2018)

The field notes of the mentor 2 also showed that the induction contributed to her self-actualization as can be seen in the following excerpt:

[...] After the post-meeting, when the teacher told me that what we had been doing was enlightening her and she saw me as “a teacher of her”, I felt really happy. I once again realized that I really love what I am doing. I love helping others and if I see that they really get benefit from it and appreciate it. I know I have still areas to improve in and I will go on learning and improving myself but this moment gave me a strong sense of fulfilment ☺ (Mentor 2, March, 2018)

5.5.2.3. Sub-theme 3: Social development. The third sub-theme was social development of the mentors' after the induction program. This sub-theme was explicitly reported by one of the participants in the interviews as indicated in the following excerpts:

[...] I also feel that I improved my communication skills thanks to mentoring. Now, I feel that I am a better listener and I try to be more polite or I can say constructive when I am going to give feedback to my students or somebody else. (Mentor 2, June, 2018)

5.5.3. Theme 3: Challenges of being a mentor in the program. The third theme emerged as the challenges of being a mentor. The analysis of the statements of the mentors in the post-induction interviews and field notes revealed that mentoring involves some challenges. There were four sub-themes: changing the perceptions of teachers towards induction, catering for the different needs of the mentees, helping the mentees reflect on their lesson effectively and having difficulty in finding quality time to focus on the induction program due to other responsibilities.

5.5.3.1. Sub-theme 1: Changing the perceptions of teachers towards induction. The first sub-theme was changing the perceptions of teachers towards induction. This sub-theme was explicitly reported by both of the mentors as it can be seen in the following statements:

[...] Working with the teachers who are new to the institution and system has its own challenges. The first one is to change their perception towards the induction program. They see this process mostly as a kind of probation and have negative feelings towards observations. Breaking this barrier and helping them see the positive side of developmental observations take both time and effort. (Mentor 1, June, 2018)

[...] Everybody comes with a different background and has different expectations from the induction program. Based on their previous experience some of the teachers think that it is for assessing their performance. So, it takes

some time to change those people's perceptions. It is very challenging for us, I mean the mentors. Generally, after the first observation cycle they realize that what we do here is for developmental purposes. (Mentor 2, June, 2018)

[...] Since the induction program includes observation, sometimes I can see the feeling of "fear" or "stress" in the eyes of some mentees although they are experienced. Teachers seemed to have a negative view about observations especially because they believe observations are for evaluation or assessment. That's why, I know that I need to establish a collegial relationship rather than authoritarian. I need to choose my words carefully... I need to be careful about my body language and I need to show that I am there to support them rather than assessing them. (Mentor 2, June, 2018)

5.5.3.2. Sub-theme 2: Catering for the different needs of the mentees. The second sub-theme was catering for the different needs of the mentees. This sub-theme was explicitly reported by both of the participants in the interviews as indicated in the following excerpts:

[...] Trying to evaluate the individual needs and cater for them is another challenge, since they mostly come from different backgrounds / contexts / countries / cultures. You need to understand know your mentees very well and act accordingly. (Mentor 1, June, 2018)

[...] To me, what makes, 'being a mentor' very challenging is that as a mentor, you need to possess the ability to take another's perspective, which is an ability you develop through experience. When people start working at a new place, they have different backgrounds and they experience a rich mixture of emotions like fear, excitement, nervousness, disappointment, happiness, joy, anger and so on. As a mentor, you are supposed to know the background or in other words profile of your mentees very well and develop empathy while helping your mentees have a smoother transition into the new context. (Mentor 2, June, 2018)

Mentor 2 also mentioned this in one of the field notes:

[...] Today I had a meeting with a very experienced teacher. She was very nice and polite. She was also open to feedback but I realized that I was trying to be extra careful with my language and behaviours. I did not feel comfortable, which made me stressed. At the end of the meeting, I felt relieved 😊 (Mentor 2, February, 2018)

5.5.3.3. Sub-theme 3: *Helping the mentees reflect on their lesson effectively.*

The third sub-theme was helping the mentees reflect on their lesson effectively. This sub-theme was reported explicitly by both of the participants in the interviews and field notes as indicated in the following excerpts:

[...] It is not easy for me to make my mentees reflect on their lesson effectively. For instance, there are times when there are a lot of areas to work on in a lesson and it is really difficult to find positive things in the lesson. When I read the reflection of the teacher, I see that she feels everything went really well. Especially at those times, it is really difficult for me to get ready for the meeting and to make that teacher aware of this. (Mentor 2, June, 2018)

The data gathered from the field notes also indicated that mentors had difficulty in helping the teachers reflect on their lessons as it is stated in the following statements:

[...] Today I had one of the most challenging meetings as a mentor. After we identified that the lesson was teacher-centred and there was a large amount of TTT (teacher talk time), the teacher insisted that TTT is always necessary and it gives the opportunity to learn as well. I realized that whatever I would say would not work with him and I offered him to read some articles or books together on the impacts of unnecessary TTT and discuss the issue again. After having a look at the literature, he also agreed that a large amount of TTT reduces students' opportunities for producing the language (Mentor 1, December, 2018)

[...] During the post-meeting today, I had difficulty in helping the teacher reflect on her lesson and realize the consequences of her actions in the classroom on her students. Since I did not want to be didactic and sound judgmental, I asked some questions but she insisted that everything was OK and she achieved her aims successfully. It was really hard for me to be direct and make her realize that there were serious issues in the lesson in terms of achieving the lesson aims. (Mentor 2, December, 2018)

5.5.3.4. Sub-theme 4: Having difficulty in finding quality time to focus on the induction program due to other responsibilities. The third sub-theme was having difficulty in finding quality time to focus on the induction program due to other responsibilities. This sub-theme was explicitly reported by both of the participants in the interviews as indicated in the following excerpts:

[...] I think the program is quite successful when we think of the available resources. We are two tutors in this program trying to cater for the needs of these new teachers apart from our other responsibilities at school. However, I believe it would be much better if we were able to allocate more time to work with these teachers. It would also be better when these teachers had reduction in their teaching responsibilities so that they can work on their actions in a more focused way. For example, we could allocate one day just for induction every week so that we can work on the actions in a more focused way on these days since the teachers wouldn't have any concerns about their lessons on that day. With the betterment of these aforementioned conditions, I believe the program would have a more visible impact on the teachers in the program. (Mentor 1, June, 2018)

[...] Although it is rewarding, it is a difficult period for both mentees and mentors. As mentors, we have some reduced hours for this but unfortunately, we have other responsibilities such as coordinating all the other development activities at school, teaching or attending various management meetings. Therefore, I think it could have been better if we could just focus on mentoring and teaching. As for mentees, they have reduced hours for the orientation week

but once they start teaching unfortunately they do not have any reduced hours, which makes it difficult for them to attend extra sessions, meetings and so on. Therefore, there should be reduced hours for the mentees as well. (Mentor 2, June, 2018).

The data gathered from the field notes of Mentor 2 also indicated that she believes that there needs to be more time for mentors to focus on the induction program more:

[...] Today I felt a little bit overwhelmed. It observed three different lessons, I had meetings with different people and I had to get ready for the observations for tomorrow. And I don't know when I am going to get ready for my teaching. I wish I had more time to manage all these different responsibilities (Mentor 2, March, 2018).

5.5.4. Theme 4: Perceptions regarding the effectiveness of the program. The fourth recurring theme that emerged from the data was the perceptions of the mentors regarding the effectiveness of the program. In the interviews, it was identified that both mentors believed that the induction program was effective in achieving its aims as it can be seen in the following statements:

[...] I believe the induction program is successful in achieving its aims. Our aim is to ease the transition period that our new teachers are going through in their first year in this institution. For example, we hold weekly meetings at the beginning of the academic year so that we can go over the main components to be used in our lessons...I think we pinpoint the most urgent areas to work on so that we can start working on them with a more focused approach. When we compare the first and final observation reports, we can see the positive change in their teaching thanks to this approach. (Mentor 1, June, 2018)

[...] I think in terms of the components of the program, the induction program we have here is quite effective. When I think about the difference between the teachers' teaching practices and their confidence at the beginning and at the end of the year, I can see that it is effective. (Mentor 2, June, 2018)

The data gathered from the field notes of Mentor 2 also indicated that she believes that induction is effective in achieving its aims as it is stated in the following statements:

[...] Today I observed a lesson and I was really happy to see the change between the performance of the teacher at the beginning of the year and now. She could turn all the areas to work on into her strengths. Seeing this showed me that we are doing a great job here. Of course, this is not only due to what we provide the teachers with in the induction process but also the teacher's motivation, efforts, and willingness to improve herself (May, 2018).

In conclusion, this section demonstrated the views of mentors about the one-year comprehensive induction program. First, it was identified both mentors believed that the induction program contributed to their professional development. In the interviews, mentors expressed their opinions regarding the positive impacts of the induction program on their professional development. They reported that the program helped them improving their teaching knowledge, change their teaching beliefs and improve their presentation skills. Next, the analysis indicated that the induction program contributed to the mentors' personal development. The analysis of the statements of the mentors in the post-induction interviews and field notes revealed that the induction program led to emotional development, self-actualization and social development of the mentors. Third, despite its benefits for the mentors, the analysis of the statements of the mentors in the post-induction interviews and field notes revealed that mentoring also involves some challenges. The mentors stated that they had difficulty in changing the perceptions of teachers towards induction, catering for the different needs of the mentees, helping the mentees reflect on their lesson effectively and finding quality time to focus on the induction program due to other responsibilities. The analysis also revealed that both mentors believed that the induction program was effective in achieving its aims.

Chapter 6

Discussion and Conclusions

6.1. Overview of the Chapter

In this chapter, first the overview of the findings of the four questions that this research set out to answer in relation to the impacts of a comprehensive induction model facilitated for the non-novice teachers not only in regards to teaching practices but also emotional aspects immediately after, and 6 months after the program will be discussed with literature:

1. Is there any change in non-novice ELT teachers' emotions before and after participating in a one-year comprehensive induction program?
2. What are non-novice teachers' perceptions of the impacts of the comprehensive induction program?
3. Are there any changes in teaching practices of non-novice teachers after participating in a one-year comprehensive induction program?
 - a. What are the short-term impacts of the one-year comprehensive induction program?
 - b. What are the long-term impacts of one-year comprehensive induction program?
4. What are the views of the mentors on the one-year comprehensive induction program?

After elaborating on specific conclusions from the findings for each research question to make the findings interpretable for the audience, implications for research with regard to induction programs for the non-novice teachers will be discussed. Lastly, implications of the study for further research will be set forth.

6.2. Discussion of Findings for Research Questions

6.2.1. Impacts of the induction program on teacher emotions. Given that some previous studies reported positive impacts of the induction programs on beginning teachers (Luft & Cox, 2001; Sprinthall et al.; Steele, 2013; Wang, Odell, & Schwille, 2008; 1996; Zeek et al., 2001), the findings of the present research may also provide similar comments for non-novice teachers. The results of the Wilcoxon Signed Ranks test used for the PANAS indicated that the mean values of the positive emotions were significantly higher in the post-test than the pre-test values while the mean values of all the items were statistically significantly lower than the pre-test values. The analysis of the interviews and open-ended questionnaires also demonstrated that the induction program had a positive impact on the changes of teacher emotions and provided further information in order to understand the reasons for this positive change. The analysis of the PANAS also indicated that the mean values of all the negative emotions decreased after the induction program. As it was stated in Chapter 4, the findings also indicated a drastic decrease in the mean value of the emotion *nervous*, which was followed by the emotions *afraid*, *scared* and *hostile*. This obviously shows that the level of anxiety, which commonly refers to feelings of nervousness, apprehension or fear, decreased at the end of the year.

As Randall and Thornton (2001) note, depending on the context in which advice is given to a teacher by the advisor or mentor, there are five general factors that can play an important role in heightening the anxiety felt by a teacher: “*evaluation, novelty, ambiguity, conspicuousness* and *prior history*” (pp. 99-100). The findings of the interviews and open-ended questionnaires in the present study indicate that the induction program took all these factors into consideration and an appropriate climate was established to maintain a supportive and valuing atmosphere, which played an important role in reducing the anxiety level of the mentees.

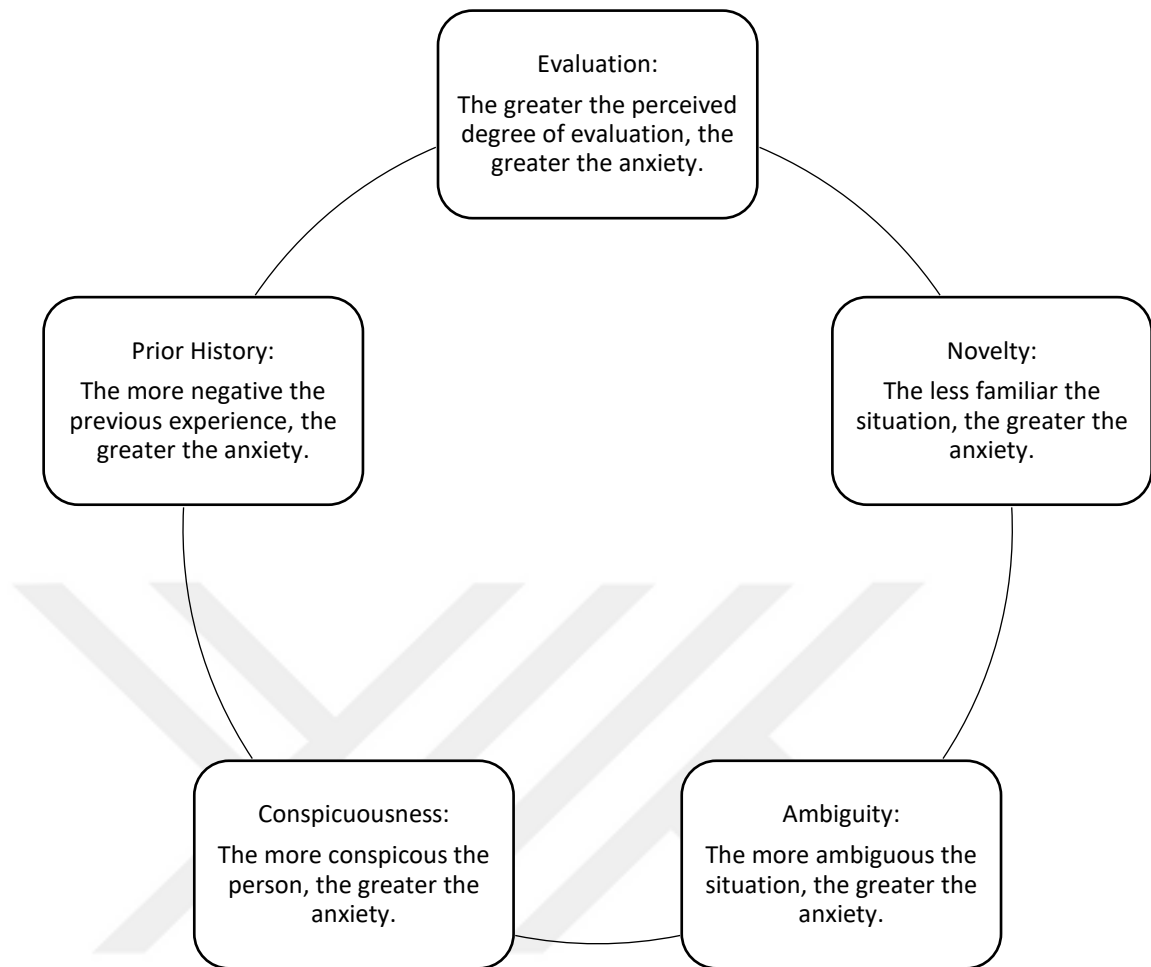


Figure 21. Factors affecting levels of anxiety (Adapted from Randall and Thornton, 2001, pp. 99-100)

The first factor that plays an important role in the level of mentees' anxiety is evaluation. As Randall and Thornton (2001) states, the greater the perceived degree of evaluation is for teachers, the greater the anxiety level is for them. Conspicuousness, which is another factor affecting the level of anxiety, might be also related to this factor. The more conspicuous a person feels, the more they are likely to feel anxious and this might be a problem especially when there is an observer in the classroom. Therefore, the mentors need to find ways of making the mentees feel that they are not there to judge or evaluate them but support them. In the present study, one of the themes identified as an effective factor that had an influence on the participants was also the effective mentor-mentee relationship. Most of the mentees reported that they felt supported during the year rather than being evaluated. This might have had a

positive impact on their emotions because as Kinman, Wray and Strange (2011) note, social support plays a crucial role in mitigating the negative impact of emotions on exhaustion, feelings of personal accomplishment and job satisfaction. Hamlin and Sage (2011) also summarized the effective mentor behaviours that will lead to effective mentoring relationships as “offering a sanctuary and a safe place where the mentee feels able to share their agenda, interests and goals”; “offering support by listening”, “asking the right questions”, “helping the mentee arrive at their own answers to their problems” and “offering stimulation, creative ideas, challenges, knowledge, mental models, tools and techniques, leading-edge thinking, and wisdom” (p. 754). Similarly, Kram and Cherniss (2001) suggest that the best mentoring relationships which require the mentor and the mentee to “rely on their willingness to invest in the relationship and their capacities to initiate contact, actively listen, invite and give feedback, and foster ongoing communication” often help mentees become more emotionally competent (p. 263). Training that the mentors received in the present study might have helped them to become effective during this process. In addition to completing the courses like ICELT and DELTA, which helped them improve their reflection skills as a teacher, they were trained in order to have effective mentoring relationships before they started the post. They attended sessions in which they learned about how to conduct effective relationship, how to give constructive feedback and how to design effective sessions. They also had the opportunity to observe an experienced trainer in order to see a model. They are also observed and get feedback from their managers so that they can improve themselves further.

According to Randall and Thornton (2001), another factor affecting anxiety is novelty, which was also revealed in the present study. For teachers, novelty triggers anxiety because they feel uncertain or they feel they have low control over situations (Chang, 2009). In other words, the less familiar the situation is for the teachers, the greater anxiety they have and that was one of the reasons why the participants had felt higher levels of negative feelings at the beginning of the present study. Although they had been doing the job for years and they were experienced teachers, they reported that they felt anxious at the beginning since they were many contextual things they were not familiar with. That is where induction program played an important role since its aim was to help the teachers have a smoother transition into the new system or milieu.

The next factor affecting the level of anxiety is the ambiguity, which might be linked to the previous factor-novelty. It is evident that the more ambiguous the situation is the more anxious people are likely to be (Randall & Thornton, 2001). Although the background and needs of non-novice teachers differ from those of newly qualified teachers, they still need support at the start of a new post (Fabian & Simpson, 2002). In the present study, ambiguity was one of the reasons why the level of nervousness and fear, which led to a high level of anxiety, was high before the induction program. Most of the teachers stated that they felt anxious since they did not know much about the system, the profile and the expectations of the new institution. In the induction program, before the participants started teaching, there was the orientation component that aimed at equipping the teachers with the fundamental information regarding the mission, structure, culture, curriculum, assessment system, resources and facilities of the school before they joined their colleagues in their teams and started teaching. This component of the program might have helped the teachers become familiar with the new institution and eventually reduced the ambiguity because many of them stated that they felt safe and less anxious after getting familiar with the new working environment.

The last factor is prior history. The extent to which the situation in the past has created anxiety is also highly correlated with the present level of anxiety. For instance, the previous experience of being observed which made the teacher felt conspicuous and which was reinforced by negative feedback is likely to increase the levels of anxiety on subsequent occasions. The present study also shows that some teachers felt uncomfortable at the beginning because they had different expectations from the induction program based on their previous experiences. When teachers were asked about the aims and functions of the induction program before the program, they expressed two functions: preparation for the new working context and supporting/helping new teachers. However, after the participants completed the induction program, in addition to these two sub-themes, a new theme emerged in the post-interviews: teacher development. When they realized that, the program was designed to contribute to their development, they felt less anxious and more positive since the aim was not to assess their abilities or judge them. As the findings of the positive-PANAS demonstrate, the highest increase was observed in the emotion *inspired*, which was followed by the emotions *strong*, *enthusiastic* and *alert*. As the

participants stated in the interviews or questionnaires, they felt more motivated when they realized the positive contribution of the program to their professional development. Furthermore, none of them had been involved in a comprehensive induction program before; however, most of them had the experience of being observed by their line managers or supervisors. These traditional observations tended “to be judgmental, relying on an observer’s subjective judgements, rather than developmental, developing the teacher’s ability to assess his or her own practices” (Williams, 1989, p.85). As Li (2009) has also highlighted, teachers feel anxious when they are observed by people who use top-down authority and adopt a subjective approach while looking at classroom affairs. Thus, their prior history of observations might have affected the level of the participants’ anxiety at the beginning in this present study because once they completed the process they reported positive feelings regarding the observations conducted by the mentors. One of the factors contributing to these positive feelings might be the aim of the observation component and the way it is conducted at the induction program. In the mentor training, this was made clear to the mentors and they were aware of the fact that they visit the classrooms to gather “valid, objective, and recorded” data that will vividly demonstrate classroom events rather than personal impressions (Hunter, 1983, p. 43). In addition, during the post-observation reflection meetings the data collected were reviewed collaboratively rather than the mentor giving direct feedback on the performance of the teachers. The teachers were supposed to come to the meetings having filled in the reflection form and the mentors’ main responsibility was to ask further questions to help the teachers become aware of their own strengths and weaknesses.

6.2.2. Non-novice teachers’ perceptions of the impacts of the one-year comprehensive induction program. The present study demonstrated that the non-novice teachers had a positive attitude towards the one-year comprehensive induction program. As it was explained in the previous section in detail, their attitude towards the program changed after they were involved in it. At the beginning, some teachers felt uncomfortable because they had different expectations from the induction program based on their previous experiences. However, after the participants completed the induction program, they realized that, the program was designed to contribute to their development, they felt less anxious and more positive since the aim was not to assess

their abilities or judge them. Given, (2016) who conducted a study with three experienced teachers who were involved in an induction program, also reported similar findings. The findings of Given's (2016) study showed that while at first, some participants questioned their participation in the induction program since they were established professionals and leaders in their fields, later they all came to see the benefits of it in their transition and professional development.

The analysis of the data revealed that all the participants believed that the induction program had some positive impacts on their emotions and two instructors also reported a negative impact in addition to these positive impacts. First, it was found that the induction program gave the participants a sense of comfort. The participants reported that they felt a sense of comfort, encouragement and belonging since the induction program supported them in various ways, which is in line with McGeehan's (2019) study conducted with 358 completers of a small state university teacher preparation program in New Jersey. McGeehan (2019) gave a survey to explore the perceptions of teachers regarding their induction programs and the survey responses showed that the program made the new teachers feel comfortable and supported within the district and it provided them with the opportunity to learn about alternate methods of teaching and garner input into teaching techniques.

In addition to the positive feelings evoked by the induction program, two teachers reported that since the induction program did not involve the already existing teachers, it led to a lack of feeling a lack of affiliation with the teacher community. Although some participants stated that induction helped them get familiar with the social context, these participants' concerns were about the active involvement of the other teachers in the program so that they could understand and support the new comers better. This showed that the present induction program lacked that aspect although as Johnson, Down, Cornu, Peters, Sullivan, Pearce and Hunter (2012) note, during the induction process it is essential that the newcomers "are socialized into a community that supports continuous learning for all teachers" (p. 43). As Avalos-Bevan and Bascopé (2017) assert, the present study also demonstrates that teacher professional learning is more effective through "a social generative process that extends from the individual through the community and the social environment and making formal and informal collaboration an important part of the process" (p. 2).

The findings of the study, also showed that the induction program helped the teachers become more effective in teaching, which is consistent with the findings of other researchers (Luft & Cox, 2001; Smethem & Adey, 2005; Steele, 2013; Wildman et al., 1989). The teachers reported that the induction led to improvement in 7 different areas which are student-centred lessons, reflexivity, critical thinking skills, teacher autonomy, checking learning, lesson planning and giving instructions. Among these, there were some areas that were not reported by the previous literature such as conducting more student-centred lessons, checking learning more effectively, effective lesson planning and giving effective instructions. Since the program adopted an individualized and differentiated approach based on each participant's needs, the impacts of the program on their practices of the participants varied. Working with other experienced colleagues, observing their colleagues and getting feedback from them actually helped them evaluate their strengths and weaknesses and consequently improve them. Similarly, Wildman et al. (1989) found that working with colleagues provided criteria for the beginning teachers against which they could judge their progress in adapting to the new system. The reason why they felt they benefited from the peer observations might be the fact that the induction program adopted a developmental model of peer observation. As Gosling (2005) suggested, the objectives of peer observation component of the induction program were as follows:

- To facilitate reflection on the effectiveness of the participant's own teaching and identify their development needs;
- To improve the quality of learning and teaching;
- To foster discussion and dissemination of good practice;
- To increase participant awareness of the student experience of learning. (p.16)

The participants had a focus based on their developmental needs while working with their mentors or observing their peers, which demonstrates that the adopted the program self-development approach. As Wang and Seth (1998) stated, using self-development, the induction program in the present study aimed:

- to help the teachers understand that they have a responsibility for their own development;
- to help the teachers have a clearer understanding of their own classroom experiences;

- to introduce the teachers to a more developmental approach to teacher training;
- to help the teachers build a more supportive and trusting relationship with their colleagues, and to realize the mutual benefits that would accrue from this (p. 205).

Some other benefits of the induction program that the previous literature also revealed on the teaching practices of the teachers were reported by the participants. First, the induction was found to foster the reflective and critical thinking of the teachers by most of the participants, which were inter-related because reflective thinking is a part of the critical thinking process referring to “an activity or process in which experience is recalled, considered, and evaluated, usually in relation to a broader purpose” (Farrell, 1995, p. 95). Since the program required the participants to go through some cognitive processes which are critical to professional development a positive impact on the participants’ reflective thinking and critical thinking was reported by the participants. The participants were supposed to go through two interrelated processes during the observation cycles. After each observation, they were supposed to reflect on their lessons and fill in the reflection form. Later, they had a post-observation meeting with their mentors in order to discuss their reflection. These findings are also in line with the findings of other studies conducted with beginning teachers. Having reviewed formal and informal weekly journals written during one semester by 11 first year teachers who were teaching various school subjects in elementary and secondary school contexts studies, Hall, Johnson, and Bowman (1995) found that the observations helped them reflect on their own teaching.

During this stage, the mentors have a critical role because through cognitive coaching they guide mentees in developing and promoting critical and reflective thinking. In Munshi (2018), Costa and Garmston (1989) defined cognitive coaching as “the supervisor’s application of a set of strategies designed to enhance the teacher’s perceptions, decisions, and intellectual functions. These inner thought processes are prerequisites to improving overt instructional behaviors which in turn produce greater learning” (p. 40). The mentors in the present study also did employ cognitive coaching. The training that the mentors received and which was explained in the previous section in details helped them what Randall and Thornton (2001, p. 122) suggest as follows:

- identify data which need to be thought about

- probe the teachers' views of the incidents
- negotiate with the teacher their view of the incident
- prompt the teacher to arrive at a new understanding

In addition, the present study showed that the induction program led to an increase in the teachers' autonomy, which is in line with the findings of Smethem and Adey's (2005) study in which the experiences of small groups of newly qualified teachers were compared before and after the introduction of statutory induction in England in 1999. Smethem and Adey (2005) also found that induction arrangements are associated with increased reflection, greater teacher autonomy, self-growth and personal efficacy. Having compared the experiences of small groups of newly qualified teachers before and after the introduction of statutory induction in England in order to examine the impacts of the induction program, Smethem and Adey (2005) concluded that structured induction has resulted in increased reflection on teaching, greater teacher autonomy, self-growth and personal efficacy, which all empower teaching skills.

The present study also revealed that the induction program contributed to the contextual knowledge of the teachers. First, the teachers reported that the induction contributed to their adaptation process to the school system and helped them have a smoother transition into the new system since it provided information regarding...Second, the participants in the present study reported that the induction program enabled them to gaining a familiarity of the new milieu. They stated that the induction program helped them become familiar with the new social environment and setting. This shows that similar to Bartell's (2005) model for the induction program for beginning teachers, the present induction program could also provide different types of support for the teachers: procedural, managerial, psychological, instructional, professional, cultural and political (Table 68). This might be one of the reasons for the positive feelings that the participants stated since as Ingersoll (2012) states the more variety in the support provided in an induction program, the greater would be the likelihood that teachers would feel sufficiently supported.

Table 68

New Teacher Needs Addressed in Induction Programs (Taken from Gilman, 2007, pp. 41-42)

Category	Examples
Procedural	Familiarity with school and district procedures and expectations for personal goals.
Managerial	Classroom management strategies; time management; setting up the classroom; getting materials and supplies; scheduling; taking attendance; grading practices; keeping records.
Psychological	Managing stress; gaining self-confidence; handling challenges and disappointments; transitioning from student to teacher role; attending to physical and emotional well-being.
Instructional	Grade-level curriculum standards and expectations; lesson planning; instructional resources; using a variety of instructional practices; adapting instruction to meet individual student needs.
Professional	Teaching norm and practices; appropriate boundaries for relationships between faculty and students; legal issues; the role of professional organizations; professional development opportunities.
Cultural	Developing rapport with students and parents; understanding and appreciating environment; using community resources; valuing diversity; developing cultural proficiency.
Political	Getting to know colleagues; contributing to extracurricular program; building relationships with colleagues, staff, and administrators; understanding the broader context of teaching and reform efforts

6.2.3. Short- and long-term impacts of the induction program on teaching practices of the non-novice teachers. The results of the present study regarding changes in teaching practices are compatible with many studies that so far have focused on the impacts of induction programs on the teaching practices of beginning teachers (Davis & Higdon, 2008; Helms-Lorenz et al., 2015; Ingersoll & Strong, 2011;

Smethem & Adey, 2005). Despite the common notion that when they start working at a new institution, experience is sufficient for the non-novice teachers to overcome the challenging obscurities of the new settings and develop professionally, the present study demonstrated that induction programs might benefit the non-novice teachers and help them grow professionally. The results of the post-observations conducted at the end of the one-year induction program and the delayed-observations conducted in the academic year following the induction program revealed that there were positive changes in the teaching practices of the participants, which was in line with the qualitative findings gathered from the interviews and the questionnaires. The results demonstrated how the induction program assisted the teachers in reframing their competence, altering their instruction methods and catering for the needs of individual students.

The findings of the post and delayed observations demonstrated that the induction program contributed to teacher effectiveness, which is the third component in DeBolt's (1992) theory. The results of the analysis revealed that there were positive changes in the teaching practices of the whole group since there was a gradual increase in the number of areas that the teachers did effectively and a gradual decrease in the number of areas that the teachers were ineffective, which was in line with the qualitative findings gathered from the interviews and the questionnaires and explained in Chapter 4.

Having critically examined 15 empirical studies, conducted since the mid-1980s, on the effects of induction for beginning teachers, Ingersoll and Strong (2011) reported that most of the studies reviewed showed beginning teachers who participated in some kind of induction performed better at various aspects of teaching, such as keeping students on task, developing workable lesson plans, using effective student questioning practices, adjusting classroom activities to meet students' interests, maintaining a positive classroom atmosphere, and demonstrating successful classroom management. The results of the post and delayed observations also showed that the participants improved these practices in the same areas. Similarly, in their year-long study with a group of beginning teachers in early elementary classrooms, Davis and Higdon (2008) examined the influence of an induction program on beginning teachers' classroom practices. Results of the data analysis suggested that the comprehensive induction program had a positive influence on their teaching practices since it revealed

that the participants in the induction program performed better in several areas such as room arrangement, classroom accessibility, use of materials, use of computers, instructional methods, social skills, diversity and appropriate transitions. However, the same study demonstrated that there was not a positive change in the participants' practices of monitoring student progress which means checking learning. This was also the same in the present study and in addition to checking learning, giving clear instructions, deciding on appropriate sequences of activities, and objective-task match and teacher-centeredness were still identified as an area to work on for some participants after the delayed observations although there was a slight decrease in their frequency after the post observations. This might be due to the fact that teachers might need more time to internalize the support provided, expand their mental processes and transform themselves. As Ingersoll and Strong (2011) note, although "both theory and some of the evidence suggest that induction programs that are more comprehensive, or longer, or include more depth of support appear to be better, it is not clear, how long or intense induction programs need to be" (p. 42). The present study proved evidence that a one-year induction program had a positive influence on most of the teaching practices of the non-novice teachers except for a few. This might indicate that there might be an optimal quantity for particular skills or areas to improve.

The findings of the study were also compatible with DeBolt's (1992) theory of induction which includes three important concepts: "*teacher competence, teacher performance, and teacher effectiveness*" (p.16). Similar to what DeBolt suggests, the present study also confirmed that teacher competence, which refers to the knowledge, skills, and values particular to the teaching profession is transportable. Secondly, it was confirmed that teacher performance was context bound. In other words, as DeBolt (1992) suggests, it was observed that teachers who start working in a new institution may not import their performance and effectiveness to their new teaching assignment, but rather it is their teacher competence which accompanies them. DeBolt's (1992) principles, which were developed by the above-mentioned concepts, were also confirmed by the present study.

As the first principle suggests, teacher competence was also found to be the basis of all the participants' performance. Including the first observations, it was identified that during the observations the participants were all able to enact the tasks of teaching in the new context since they possessed the necessary knowledge, skills, and values.

All the teachers were already good at establishing a positive rapport with students and had a strong teacher presence before the induction program. It was obvious that they were able to transport their competence to the new working environment.

In line with DeBolt's (1992) second principle the present study also pinpointed that teacher performance was the basis of teacher effectiveness. It was possible for the mentors and mentees to evaluate the effectiveness of teaching since the tasks of teaching could be enacted in the classroom. Since teachers had the necessary methodological knowledge, they were able to perform the necessary skills such as instruction giving, questioning, eliciting, checking learning and so on. However, as the third principle notes, it was observed that though teacher competence grounds teacher performance, it did not guarantee teacher performance. Although all the teachers possessed the necessary knowledge, skills, and values, at the beginning of the induction program it was observed that these did not lead to successful performance of the teaching tasks. Finally, in line with the fourth principle, it was evident that teacher performance which grounds teacher effectiveness did not guarantee teacher effectiveness. In the diagnostic observations, it was found that despite the enactment of the tasks of teaching, most of the participants were not successful at accomplishing the intended outcomes. The most common problem that the teachers had before the induction program was having teacher-centered lessons. Although the teachers had the necessary stages or tasks in their lesson plans, the way they conducted these stages was ineffective since they gave the learners fewer opportunities to be cognitively involved in the learning process and to take the responsibility of their own learning. Although all the teachers had some checking learning stage in the lesson, the way they conducted the stage was ineffective. Another common issue that most of the teachers had in the pre-observations was checking learning. Although all the teachers had a stage where they aimed to check learning in their lessons, the way they did this was again ineffective since they just provided the answer key and did not ensure full comprehension by asking for justification or asking further comprehension questions. This proves what DeBolt (1992) claims in his theory of induction. It is not right to assume that experience or knowledge will lead to effectiveness in a new context.

In addition to DeBolt's (1992) theory of induction, the present study also proves the effectiveness of Vygotsky's socio-cultural theories of development within which it was grounded. The positive change in the teaching practices of the participants

demonstrated that if the induction programs are designed in line with Vygotskian socio-cultural theories, they might contribute to the professional development of their participants. The present induction program adopted the four key theoretical concepts within the Vygotskian theoretical framework for professional development. First, it included the component of social interaction, which is the most fundamental tenet of Vygotsky's theory by creating opportunities for learning or development through meetings, discussions, peer observations and working closely with a mentor. Mentors in the induction program played a crucial role in enacting mediation during zone of proximal development (ZPD) activity. Especially during the post-observation meetings, they guided the teachers through some questions to help them reflect on their lesson better so that in their future lessons they can reflect on their own without assistance. Thus, the induction program also was mediational process since it made use of the psychological tools that were necessary to enact theoretically and pedagogically sound instructional practices available to teachers. A vital role of the mentors was to use the professional discourse as tools to mediate teachers' learning and help the mentee to understand what is happening in classes and develop professionally. In addition, in the induction program, after the observations, sessions or meetings, the teachers had some time to work on their actions more importantly to internalize the information gained. With the help of the psychological tools adopted, teachers' thinking and activities were mediated and they were given the adequate time to expand their mental processes and transform themselves.

This positive change can also confirm the effectiveness of Kolb's (1984) experiential learning cycle whose principles were embraced while designing the present induction program. As Kolb (1984) suggested, the induction program placed emphasis on concrete experiences rather than abstract conceptualization in the acquisition of new knowledge. The participants in the program went through the phases of Kolb's (1984) model since they were expected to engage in various activities, reflect on these activities critically, draw some useful conclusions from the analysis, and apply them into a practical situation with the help of their mentors in a cyclical way. In that sense, they experienced four types of learning of Kolb's experiential model: concrete experience, reflective observation, abstract conceptualization and active experimentation.

As Figure 22 demonstrates, the system of competencies for describing job demands and corresponding educational objectives has three components including the workplace and there is a critical link between the classroom and the “real world” with experiential learning methods. Through this figure, Kolb (2015) pictures “the workplace as a learning environment that can enhance and supplement formal education and can foster personal development through meaningful work and career-development opportunities” (p. 4).

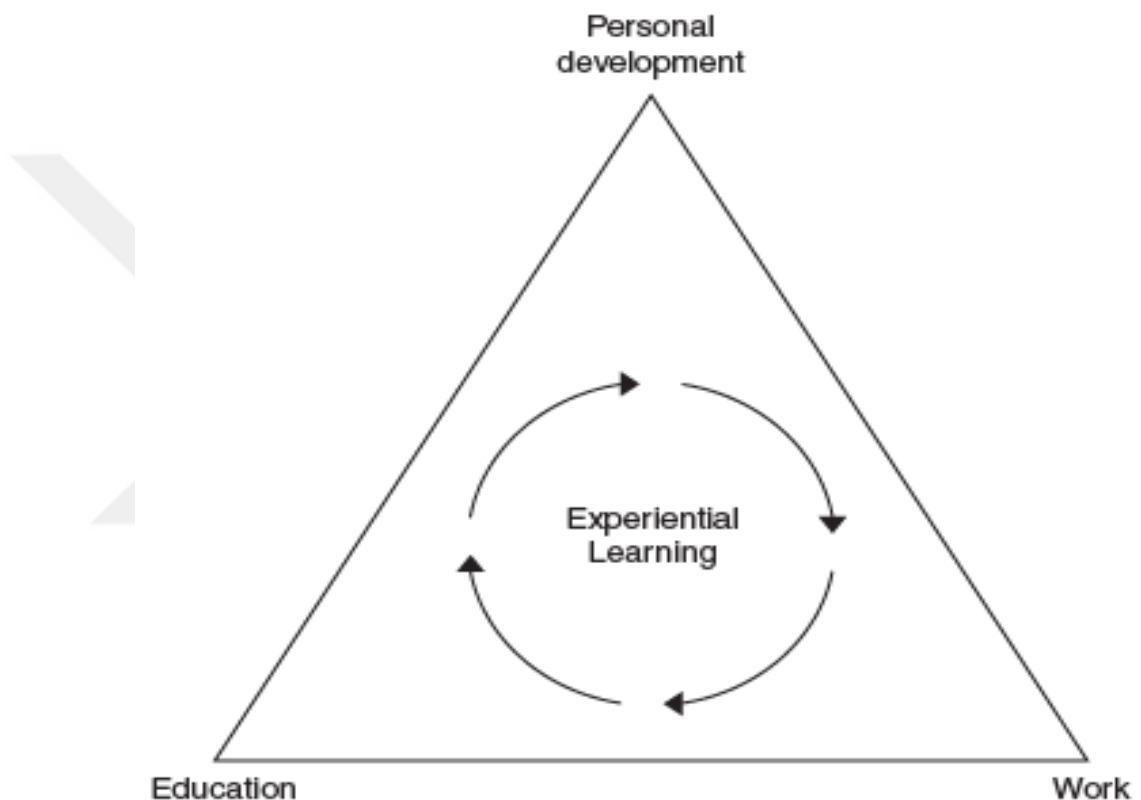


Figure 22. The system of competencies for describing job demands and corresponding educational objectives (Taken from Kolb, 2015, p. 4)

6.2.4. The views of the mentors on the one-year comprehensive induction program. There is evidence in literature that both mentors and those mentored develop professionally as a result of their shared experience during the induction program (Hagger, & McIntyre, 2006; Lopez-Real, & Kwan, 2005; Sprinthall et al., 1996; Zeek et al., 2001). The results of the present study are compatible with the literature since it revealed that the induction program contributed to mentors’

professional development as well that of mentees' even if they were experienced, which was explained in details in the previous section. In the interviews, mentors expressed their opinions regarding the positive impacts of the induction program on their professional development and the analysis of the statements of the mentors also revealed in what ways the program impacted their professional development. One of the factors contributing to the professional development of the mentors was mentors' learning through self-reflection or critical reflection on their own, which is in line with previous research evidence in this area (Abell, Dillon, Hopkins, McInerney, & O'Brien, 1995; Lopez-Real & Kwan, 2005; Simpson, Hastings, & Hill, 2007). The mentors at the presented study reported that the induction program helped them improve their knowledge in the field of English Language Teaching (ELT) and change teacher beliefs. This is compatible with Kram and Hall's (1995) reconceptualization of mentoring which proposes that mentors are "co-learners" in the mentoring relationship. In her doctoral dissertation, Astrove (2017) also reported that mentoring provided occupational-specific learning for mentors. The analysis of the semi-structured interviews with 11 mentors demonstrated that the mentors gained career benefits through learning specific skills that could be utilized to advance their own careers.

The present study also provided further evidence for the contribution of the induction program to mentors' personal development (Beck & Kosnick, 2000; Bodoczky & Malderez, 1997; Hagger & McIntyre, 2006; Hobson et al., 2007; Moor et al., 2005; Wright & Bottery, 1997). The analysis of the statements of the mentors in the post-induction interviews and field notes revealed that the induction program helped them develop personally since it contributed to their emotional development, self-actualization and social development. In their study with 24 mentors, Eby and Lockwood also reported similar personal benefits for the mentors. Having conducted in-depth interviews, Eby and Lockwood (2005) concluded that developing a personal relationship, personal gratification, and enhanced managerial skills were the benefits for the mentors. Dymok (1999) also found that mentoring contributed to the personal development of the mentors. After interviewing six mentor-protégé pairs in an Australian company, Dymok (1999) concluded that mentors did also learn from the mentoring relationship. The mentors that were involved in the study stated that they

experienced increased personal development in the mentoring relationship, including improved listening skills and clarifying thinking.

The contribution of mentoring to professional and personal development of mentors can be explained referring to Haggard, Dougherty, Turban and Wilbanks' (2010) model. The researchers proposed three core attributes of mentoring that distinguish it from other kinds of work-related relationships, which are reciprocity, developmental benefits, and regular/consistent interaction over some period of time. According to Haggard et al. (2010), the first core attribute is reciprocity since mentoring "requires a *reciprocal* relationship, involving mutuality of social exchange as opposed to a one-way relationship" (p. 292). Second, Haggard et al. (2010) claim that a mentoring relationship produces *developmental benefits* linked to both the mentees' and mentors' work and/or career. Although the primary goal is the development of mentees, mentors often "do benefit from these relationships, such that mentoring has been deemed a learning partnership (Haggard et al., 2010, p. 293). Third, despite various levels of commitment, intensity, and duration they involve, Haggard et al. (2010) state that mentoring relationships involve *regular/consistent interaction* between the mentor and the mentee over some period of time and "typically has a longer term nature than other relationships such as coaching or advising relationships" (p. 293).

Despite the benefits of the induction program, it is a complex task and there are some challenges that mentors experience (Hall, Draper, Smith, & Bullough, 2008; Hawkey, 1997; Orland, 2001). The analysis of the statements of the mentors in the post-induction interviews and field notes in the present study also revealed that mentoring involved some challenges for the mentors. The challenges reported by both mentors were: changing the perceptions of teachers towards induction, catering for the different needs of the mentees, helping the mentees reflect on their lesson effectively and having difficulty in finding quality time to focus on the induction program due to other responsibilities.

The first challenge reported by the mentors in the present study was changing the perceptions of teachers towards induction. As it was explained in section 5.1.1., some participants felt uncomfortable at the beginning because they had different expectations from the induction program based on their previous experiences. After they completed the induction program and they realized that the program was designed

to contribute to their development, they felt less anxious and more positive since the aim was not to assess their abilities or judge them. The mentors played a vital role in this positive change in the participants' perceptions. However, it was also challenging for them to achieve this. As Zachary (2012) highlights, the key tasks of mentoring in providing support during the mentoring process are creating a learning environment and building, maintaining and strengthening the relationship. Mentees feel supported when their mentors "listen, provide structure, express positive expectations, serve as advocates, share themselves and make their relationship special" (Zachary, 2012, p. 159).

Catering for the different needs of the mentees was also one of the challenges reported by the mentors in the present study. As Randall and Thornton (2001) note, the mentors had to be "sensitive to the preferred learning style of the teacher and produce interventions which are congruent with it", which is demanding for them (p. 136). In addition to the learning styles, the mentors also need to be sensitive to the personality of the teacher. They should be aware of the personality types of the teachers and choose the most appropriate intervention strategy. Randall and Thornton (2001) list the personality types and the approaches mentors need to consider using with those types as follows:

Traits	Dimensions	Intervention issues
Energy	talkative-silent sociable-unsociable adventurous-cautious	catalytic tool kit, empathy, listening, building trust, action research
Affection	trusting-suspicious affectionate-hostile cooperative-uncooperative	Catalytic tool kit, empathy, listening, building trust, confronting
Conscience	responsible-irresponsible persistent-quitting order-disorder	identification of the personal agendas involved
Neuroticism	calm-anxious composed-excitabile poised-nervous	confronting- supportive
Intelligence	general intelligence cognitive ability analytical ability	action research of various kinds
Will	independent-dependent dominating-submissive strong-willed-weak-willed	catalytic-directive confronting-supportive confronting-supportive

Figure 23. Interventions affected by personality traits (Taken from Randall and Thornton, 2001, p. 137)

It is the mentors' responsibility to identify the personality trait of the mentee and to choose the most appropriate intervention. For instance, the mentor should decide whether confronting or supportive approach should be adopted for the mentee. This requires a lot of time and effort on the side of the mentors as it was stated by the mentors in the present study. By stating that learning to mentor is like "learning a second language of teaching" Orland-Barak (2001, p. 54) also emphasized the complexity of the translation from the teacher to the mentor role.

Another challenge reported by the mentors was helping the mentees reflect on their lesson effectively. The mentors were supposed to ask critical questions in order to uncover the teachers' underlying assumptions and attitudes towards teaching but they found it difficult to provide the prompts which would enable the mentees to critically reflect on their lessons. While doing this as Barnett (1995) suggests, the general stance of the mentor should be adopting the role of "a mediator of another professional's cognitive development, as opposed to being directive, critical, or evaluative of his/her performance" and it is not easy because mentors must have well-developed communication skills, "especially in forming and asking questions, clarifying and probing, and being non-judgmental" in order to mediate cognitive growth in mentees (p. 52). Brookfield (1987) also emphasizes how challenging this task is in the following statements:

Critical questioners must be able to frame insightful questions that are rapidly understood by subjects. They must be able to explore what are often highly personal matters in a sensitive way. They must be able to ask what are usually considered highly intimidating questions in a non-threatening manner (p.93).

In order to avoid intimidating questions and create a genuinely catalytic intervention, mentors should ask a question as an opening to a debate about the issue identified in the lesson and then ask "follow up questions to get the teacher to verbalize this the issue and collaboratively come to a solution owned by the teacher" (Randall & Thornton, 2001, p.129). This collaborative session will help the teacher feel free to

explore the issue from their point of view and develop critical thinking and new understanding in the teacher. Therefore, in order to conduct these collaborative sessions effectively and promote reflective thinking of mentees, mentors also need ongoing assistance in developing their own cognitive abilities (Barnett, 1995).

The fourth challenge reported by the mentors in the present study was having difficulty in finding quality time to focus on the induction program due to other responsibilities. This finding also supports the findings of other studies which demonstrated that mentors might experience increased and sometimes unmanageable workload due to their involvement in mentoring on top of their regular teaching roles (Lee & Feng, 2007; Maynard, 2000; Robinson & Robinson, 1999; Simpson et al., 2007). Some researchers attribute poor practice and other negative side effects of mentoring to the fact that mentors are often given insufficient or no additional time in which to carry out their roles (Hobson et al., 2007). Hence, as Thompson, Goe, Paek and Ponte (2004) suggest, enough time should be allocated for mentors so that they can accommodate all mentees' needs.

6.3. Implications

It is not a common practice to provide induction programs for non-novice teachers with the prolonged beliefs that experience will be sufficient for them to overcome the challenging obscurities of the new workplaces and develop professionally. However, the present study has supported multiple aspects of previous data regarding induction programs for beginning teachers and provided valuable findings supporting the benefits that comprehensive induction programs can bring for non-novice EFL teachers when they start working in a new institution.

There were several factors contributing to the success of the program. The first reason why the induction program was successful was that it was comprehensive and it did not simply involve orientation to the workplace. As Zachary (2012) notes, when mentoring "is consciously and conscientiously grounded in principles of learning, the likelihood that the mentoring relationship will become a satisfactory learning relationship for both partners dramatically improves" (p. xix). Therefore, an effective induction program promotes career learning and enhances teaching quality by assisting teachers in different areas such as assessing pupil understanding, designing a lesson, developing a repertoire of instructional practices, and gaining a deeper knowledge and

broader awareness of subject-matter issues in an extended period. While deciding on which areas to support teachers in, theories of induction might provide a framework; however, the administrators should keep in mind every context is different and there might be differences in terms of the goals of the program. Therefore, it is essential that each program is carefully designed and individually tailored. Especially for the non-novice teachers the induction program should be “individualized and differentiated to each participant’s particular stage of development and grounded in the participant’s particular classroom content” (Gilman, 2017, p.41). In order to achieve its goals, the program should last minimum one year because short programs will not be appropriate to provide adequate resources, a set of articulated and varied activities to meet program goals.

Another factor contributing to the effectiveness of the induction program was that they adopted four key theoretical concepts within the Vygotskian theoretical framework for professional development. It involved the component of social interaction, which is the most fundamental tenet of Vygotsky’s theory by creating opportunities for learning or development through meetings, discussions, peer observations and working closely with a mentor. There was also a mediational process in which the psychological tools that are necessary to enact theoretically and pedagogically sound instructional practices were made available to teachers. This might have had a positive impact on the participants because as Fabian and Simpson (2012) suggests, a supportive culture “where the newcomer is helped to re-order their understanding of the organization and where the school values and ideals are internalized as their own” make people “happiest and achieve most” (p.12).

The third factor that contributed to the success of the induction program was that the participants in the program were expected to go through the phases of Kolb’s model (1984), which are concrete experience, reflective observation, abstract conceptualization and active experimentation. In other words, they were engaged in various activities, reflected on these activities critically, drew some useful conclusions from the analysis, and applied them in a practical situation with the help of a mentor. As Kolb (1984) suggested, the induction program placed emphasis on concrete experiences rather than abstract conceptualization in the acquisition of new knowledge.

Another factor which contributed to the effectiveness of the induction program was creating ongoing, classroom-based, structured reflective practice opportunities for the participants. Since reflection enables teachers to reframe problems in a variety of ways and generate a wider range of solutions, it is crucial in professional development, particularly in the case of experienced teachers. Through reflective practice, teachers had the opportunity to analyze needs of their learners, difficulties or problems arising in their classrooms, and were expected come up with different teaching alternatives or solutions to overcome them and promote effective language learning.

The present study also provided evidence for the fact that mentors play a critical role in the effectiveness of a comprehensive induction program. Mentors had to prove that they were knowledgeable, competent and have expertise in various aspects such as giving practical and concrete advice, promoting reflective practice, observing and providing immediate feedback, and offering new perspectives to an overwhelmed teacher in the selection process. That is, while selecting mentors, the administrators took Rowley's (1999) six essential qualities of a good mentor into consideration. These qualities are "commitment to the role of mentoring, showing empathy towards mentees, being skilled at giving instructional support, being effective in different interpersonal contexts, being a model of a continuous learner and communicating hope and enthusiasm" (Rowley, 1999, p.20). In addition to the careful selection process, as Barnett (1995) asserts, mentors were also trained in developing their own cognitive abilities since "by embodying the philosophy and qualities of a cognitive coach, mentors also become the catalysts for developing expertise in reflective thinking, cognitive development, and problem solving with the protégés with whom they work" (p. 55). Therefore, the training model that Barnett (1995) proposed in order to develop and maintain the capacity of mentors to facilitate the cognitive growth of their mentees was adopted by the institution.

In addition to providing the factors that contribute to the effectiveness of an induction program, the present study also proposes some implications for the school administrators who want to implement a more effective comprehensive induction program for the teachers who are new to the institution. In order to have an even more effective comprehensive induction program, administrators can pay attention to the following points:

6.3.1. The induction program should involve the already existing teachers.

The findings of the study revealed that since the induction program did not involve the already existing teachers, it led to a lack of feeling a lack of affiliation with the teacher community for some teachers. In order to avoid this, induction programs should promote a school culture of collaborative learning and teaching for more successful induction of new teachers. That is, in addition to mentors in the program, other colleagues of the new teachers should be involved in the process because as Kelchtermans and Ballet (2002) note, “the ‘praxis shock’ of beginning teachers not only has to do with issues at the classroom level, but also with teacher socialization in the school as an organization” (p. 105). The socialization process should involve “meaningful interaction between the newly recruited teacher and the school as an organization with its different actors” (Kelchtermans & Ballet, 2002, p.106). Hence, induction programs should include more genuine collaborative activities with colleagues in addition to mentors.

6.3.2. Mentors should be provided with sufficient time to carry out their roles effectively. In line with the previous studies, the findings for the 4th research question also indicated that mentors might experience increased and sometimes unmanageable workload due to their involvement in mentoring on top of their regular teaching roles (Lee & Feng, 2007; Maynard, 2000; Robinson & Robinson, 1999; Simpson et al., 2007). Therefore, in order to avoid poor practice and other negative side effects of mentoring mentors should be given sufficient time in which to carry out their roles. Otherwise, they might not be effective in accommodating all mentees’ needs.

6.3.3. Mentors should be rotated. The findings for the 4th research question also demonstrated that effective induction programs contribute to mentors’ professional and personal development as well as that of mentees’ because as Kram and Hall’s (1995) note, mentors are “co-learners” in the mentoring relationship. Therefore, in order to give this opportunity for professional and personal development to everyone at school, mentors can be rotated. The current mentors can train other colleagues and they can leave the room to those who have been trained already after a certain period of time.

6.3.4. The length of the induction program should be longer than one year.

The data for the 3rd research question provided evidence that a one-year induction program had a positive influence on most of the teaching practices of the non-novice teachers except for a few. Teachers in the present study showed a progress in many areas but a few of them still had issues regarding checking learning, giving clear instructions, deciding on appropriate sequences of activities, objective-task match and teacher-centeredness after the delayed observations although there was a slight decrease in their frequency after the post observations. This might be due to the fact that some teachers might need more time to internalize the support provided, expand their mental processes and transform themselves. This might also indicate that there might be an optimal time period for particular skills or areas to improve. In addition, as some of the participants in the present study suggested, in order to have more observations one-year might not be enough. In order to have more observation cycles, the induction programs might take minimum one and a half years.

6.4. Conclusions

Induction is generally viewed as a short-term support that is provided for beginning teachers to help them have a smooth entry into teaching and cope with their 1st year on the job. However, the present research demonstrated that even if it is compulsory and teachers have negative feelings at the beginning, a comprehensive induction program might also have a positive impact on the changes of emotions, perceptions and teaching practices of non-novice teachers. Although these teachers have experience in classroom from earlier history, when they start working in a new context, they need to restructure their existing knowledge with the help of induction in order to instruct effectively in the diverse setting. Therefore, instead of confining their attention to the beginning teachers, administrators should regard induction as a broad continuum of professional learning opportunities for teachers even if they are experienced on the job.

It is to be hoped that comprehensive induction programs will eventually be available or compulsory for non-novice teachers in schools ranging from primary to tertiary level because in addition to the benefits for the individual teachers, they are also crucial for the schools for several reasons. First, effective teachers are critical to the success of the education given at schools. Creating an organizational structure that

enables teachers who are new to the institution to have a smooth transition into the new setting and to develop professionally is the first positive outcome, but the ultimate benefit to schools will come when it helps the quality of teaching and there is an increase in student achievement due to effective teaching. In addition to being better equipped to meet the challenges of the novelty, through collaborating with others, professional networking and getting support to improve pedagogical skills, teachers will be more effective in their classrooms when they are involved in a comprehensive induction program, which will lead to an automatic increase in student achievement.

Second, since induction might help in decreasing the attrition rate, schools will invest less in seeking and employing new teachers. As the present study demonstrated, induction programs might strengthen the commitment of the teachers. Teachers in the present study reported that they felt valued and a sense of belonging which increased the level of their ownership. Third, as the present study also revealed, comprehensive induction programs might contribute to mentors' professional and personal development as well that of mentees'. Mentors might also learn from the mentoring process since it requires a reciprocal relationship. In that sense, induction should be viewed as a two-way process in which newcomers bring different ideas and richness to the schools and where schools listen to them and empower them by developing shared mutual plans because by "drawing on the inductee's past experience, the inductee may promote change to the school" (Fabian & Simpson, 2002, p. 12). Hence, as Fabian and Simpson (2002) suggests, induction process should be managed sensitively as part of an on-going staff development program rather than in isolation "because organisational development is achieved through people when their abilities, both actual and potential, are released" (p. 14).

By providing a thorough picture of a comprehensive induction program that is designed and implemented for non-novice teachers at tertiary level and discussing its impacts on the teachers, the present study also provides a model for administrators or policy makers to plan and implement a comprehensive induction component for teachers not only at tertiary level but also in primary and secondary education institutions. Considering the suggested implications in the previous section may help the administrators or managers who would like to make relevant changes, additions and deletions to their already existing induction programs to make it more effective so that the teachers will get much more use of them.

6.5. Recommendations

The present study with the implementation of a comprehensive induction model for newly recruited non-novice ELT teachers aimed to contribute to the literature regarding the impacts of this model on these teachers not only in regards to teaching practices, perceptions but also emotional aspects. As few studies exist exploring how induction can support the transition of non-novice teachers, additional studies in this area would be helpful to add to the literature. Demonstrating how the use of a comprehensive induction program might have a positive impact on the changes of emotions and teaching practices of non-novice EFL teachers, the present study has some recommendations which can be put into practice for further research.

To start with, since induction program is compulsory for every new teacher, it was not possible for the researcher to have a control group and investigate the impacts of the program further and the impacts of the induction program were investigated with a single-group sample. Therefore, the present study can be replicated with an experimental design. In addition, the present study included 11 teachers and two mentors due to time and resource constraints and it is important to recognize that the study sample might not be representative of all districts and schools in Turkey. Therefore, a larger scale study including a higher number of participants can yield more reliable data in terms of statistics. Similar studies should be conducted and similar studies are carried out in a wide and diverse range of organizational settings in order to increase the generalizability of the findings. These settings can range from state to private schools, primary schools to universities with teachers from different disciplines, which will add to the external validity of related studies.

Additionally, like most of the previous studies, the present study also relied only on mentors' self-reports. However, in order to investigate the efficacy of induction future research should also include various data collection tools such as observations, scales or tests. Such studies will demonstrate better the conditions under which induction programs enable mentors to gain knowledge and skills in mentoring, teaching and foster personal development. A deeper study would help in better understanding the characteristics of the mentor or the factors influence the dynamics of a mentor and a teacher's relationship, which would help induction programs in selection and training of mentors.

Another important issue is that the age of mentors might change the results. In the present study, most of the mentees were younger than or at the same age with the mentors. However, if it were the other way around, the results might have been different. As Finkelstein, Allen and Rhoton's (2003) study demonstrate, older mentees "may feel discomfort being in the subordinate position of a mentoring relationship and younger mentors may be perceived as incompetent" (p. 270). That is, social norms and expectations about age and experience might cause challenges for both mentors and mentees. Therefore, in order to gain deeper insights about the impacts of induction programs on non-novice teachers, the present study can be replicated with younger mentors and older mentees.

Finally, teachers are not alone in their working environment throughout the induction period. There are also administrative staff and colleagues. Therefore, considering the induction period and experiences of the teachers, further studies can be conducted with colleagues and administration to investigate the issue from a broader perspective.

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APPENDICES

A. Lesson Plan Template

Teacher:

Classroom:

Date & time:

Level:

Focus of the lesson:

Aim(s) of the lesson:

Materials: (Please attach the copies of the materials you are going to use together with the expected answers)

Anticipated problems and suggested solutions:

Stage aim & Time	Activity & Stages	Student Outcome	Interaction pattern	Notes	Comments

Summary:

STRONG AREAS	AREAS TO WORK ON

B. Classroom Observations Lesson Plan

Instructor:

Classroom:

Date & time:

Level: B1 (Intermediate)

Focus of the lesson: Reading

Aim(s) of the lesson:

1. By the end of the lesson, the students will have identified the gist by previewing the text rapidly and interpreting the visuals.
2. By the end of the lesson, the students will have practiced reading to identify the main idea by reading a text on La Sagrada Familia rapidly
3. By the end of the lesson, the students will have practiced reading intensively to identify specific information by giving contextual clues.
4. By the end of the lesson, the students will have practiced identifying the author's tone and purpose and the intended audience.

Materials:

Pathways Reading and Writing 2, Ppt and Video

<https://www.youtube.com/watch?v=Lka9A7IRYz8>

Anticipated problems and suggested solutions:

1. The students may have difficulty in understanding the text.
Solution: Ss study the lexical items before the observation.
2. Some students may try to dominate in some activities.
Solution: Ss will be encouraged to take turns and not to intervene.

Stage aim & Time	Activity & Stages	Student Outcome	Interaction pattern	Notes	Comments
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the schema To arouse the interest of the students 10'	T asks ss about the most amazing buildings in the world and makes them watch a video about the seven wonders of the world. T asks ss to discuss the new and the old seven wonders of the world.	Ss have prior knowledge about the topic.	T-Ss Ss –Ss	<i>This stage of the lesson was covered just before the observed lesson.</i>	
5'	T asks ss to discuss why people build monuments and other large structures and write a list of reasons why people build such big buildings/monum ents	Ss have learnt the vocabulary by guessing it from the context.	T-Ss Ss-Ss		
20'	T asks students to look on pp 142- 143 and asks them what they see in the picture. T elicits the target vocabulary based on the context. Ss take notes on their vocabulary journal T elicits the vocabulary based on the	Ss study the target vocabulary and interpret the pictures.	T-Ss Ss-T	<i>This stage of the lesson was covered just before the observed lesson.</i>	

10'	context (from the ppt prepared). T asks students to read the short passage on p 142 and find answers to the questions “What does monument mean? Which structures are mentioned in the text? and Which organization protects world heritage sites?” in the text. Ss justify it from the text.	Students read and answer the comprehension questions.	T-Ss		
To develop students predicting skills 5'	T shows the students some pictures and Ss predict the topic the text by looking at the photos and the title. T asks the ss to preview the text and predict the main idea.	Ss predict the main idea by looking at the pictures and the title.	T-Ss Ss-T	T asks ss to close their books: “As you know we did the warm-up, we talked about the vocabulary”. T stops and asks “What did we do?” Ss: “Seven wonders of the world, giant buildings, organization which	Nice wrap up before you continue the lesson. Stopping talking and eliciting from students show that you are aware of your TTT and you have been working on it. Huge improvement compared to the

				protects them” T shows a photo of herself (T and her friend are in front of La Sagrada Familia) and says “What is the reading about? Ss say La Sagrada Familia”. Ss also adds that “It is not finished.” “We can understand it because of the vinçs,”. T recycled the word	previous year. What about the aim of all these? Do you think your stage aim covers what you want to achieve here? Students got interested in the topic as you presented them something from your own life. You recycled some of the target vocabulary you taught in the previous lesson and checked their learning successfully.
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				masterpiece: “You know the word master and the word piece, let’s combine them together”. Ss shout in Turkish. T encourages them to speak in English. One student says it: “The best piece of an architects.” T: “Now open your books, what will you do?” Ss: “Skim the text”. T gives them 3 minutes. Students try to find the main idea of the text. Students are on task. T: “I guess now you have some ideas, who would like to	It is apparent that you trained ss well and they know what they are expected to do before you even tell them. What about the transition to this stage? How could you make it smoother? It was good to see that you wrote the main ideas on the board to
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				share it?” Ss come up with four options for the main idea and T writes them on the board while asking for brief justifications . T: “We will go back to it after you preview it later.”	revisit them towards the end of the lesson after ss work on the main ideas of all paragraphs. It would have been better if you had acknowledged ss about the reason why you planned to revisit the main ideas on the board at the end of the lesson.
To develop Ss skills for finding the main idea of each part 15 ‘	T asks ss to read the related parts to study in pairs and to look on pp 149 to identify the main idea of each paragraph in the book.	Ss find the main idea.	T-Ss Ss- T Ss-Ss	T: “You are going to read the paragraphs here. Don’t answer the questions. Read the instructions. What will you do?” Ss: “We are going to find the main idea.” T did not set a time limit (14:01).	How much time did you plan to allocate? 15 or 10? You gave and checked the instructions effectively. This helped you decrease your TTT (This shows you have been working on your instructions

10'	T asks the students to compare their answers with their partners. Ss give feedback to each other by justifying it from the text. T monitors.		Ss-Ss	Ss compare their answers. Then the T asks the main idea of the first paragraph. Ali says an idea from the text but the T asks for paraphrasing (making it a full sentence). T writes the answers of the board for each paragraph and asks Ss to choose the best one. T asks ss to tell her the specification s ss are expected to consider while finding the main idea (ss say "not too	& TTT, which are the areas we identified in the induction observations) Good to see that you used pair work effectively (in an activity that ss can learn from each other). Why did not you ask the specification s for an ideal main idea before you get the answers? Even before you set the activity? Anyway, you helped ss write the ideal main ideas by eliciting answers from them with the help of your questions. Good work!
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				specific, not too general, full sentence, not a detail). During the feedback stage, T also asks ss to revisit the paragraph again and tell the key words when ss cannot decide on the best alternative on the board.	
To develop ss' skills of reading for specific information 20'	T distributes a question sheet. Ss answer them by reading the text in detail. T asks ss study in groups of four and compare their answers. T assigns two-three questions to each group and T asks the ss to prepare justifications from the text for the questions assigned. Each group gives feedback about	Ss read a text to find specific information and details. They justify it from the text.	T-Ss Ss -Ss	T distributes the questions and asks: "What is the thing that we need to do?" Ss: "Specific idea". 14:15). T gives the instructions later: T: (After ss finish answering) Now, I want you...Now, you are a group, you	Again, it is apparent that ss are trained and they know the sequences of a reading lesson ☺ It was good to see that you ask for justifications from the text in the feedback stage. Why did you form groups at the feedback stage? What

	the assigned questions to their friends.			are a group,...” G1: 1, 2, 4 G2: 3, 4, 13 G3: 5, 6, 7, 12 G4: 8, 9, 10, 11 After Ss form groups, T says “Now, compare your answers.” Ss are generally on task, just two students from the middle do not do anything. While Ss are working, T writes the question numbers on the board. T stops students and tell them to find the justifications for specific questions. T checks the instructions: “What are	was you aim? Time? While ss are working in groups, please monitor them more attentively. Moreover, if there is a word that is not pronounced correctly by most of the ss, please drill it (e.g. algae, purpose). It was good to see that you checked your instructions also in this stage.
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				we going to do?” Ss except the first group did not get the instructions. So the T asks them to tell what they are supposed to do. T repeats the instructions and make the ss work on the task. At the last stage of the feedback, T asks for justification. S tell the paragraph and line numbers.	
To develop ss skills of reading for main ideas. 5’	T asks ss to read the whole text and find the main idea and check if their prediction was correct.	Ss read a text and find the main idea and compare it with their predictions.	T-Ss	T asks students to revisit the main ideas and revise them if they like. T gets whole class feedback. Referring the things on the board, T says “Do you think	It was a nice practice and revision for finding the main idea of the text. You directed ss well with your questions and helped them rewrite the main idea.

				this is the main idea? Is it a specific one? Can we add something here to make it more correct?" T and ss come to the conclusion that none of them on the board is the correct one and write a new main idea for the text.	
To develop ss' skills of critical thinking. 10'	T asks ss what they think about La Sagrada Familia, if they liked the building, what they think about Gaudi. Do we have the counterpart of Gaudi in our country?	Ss develop their critical thinking skills	T-Ss Ss-Ss	What do you think about La Sagrada Familia? Who visited it?	Nice transition for the post activity. It also helped ss personalize the topic.
To use the target vocabulary and the context to write a paragraph 50'	T asks the ss to do online search for ten mins in groups about the amazing structures in Turkey. T asks Ss to write an extended paragraph on	Ss use the vocabulary and the context they learnt.		T says "If you want in your groups, if you want alone... if you remember we talked about the	Please make sure that you get the attention of the ss before you give your instructions and you give

	“What is the most amazing structure in Turkey? Why?”		masterpieces in Turkey”. One S says “Teacher I don’t understand”. T explains the activity and clarifies what students need to do (writing an extended paragraph on “What is the most amazing structure in Turkey? Why?”). While students are working, the T adds something to her instructions for the task: “You are going to use the words we learned” (referring the words on the board).	all the instructions before you distribute the task sheets (or you can write the instructions on the paper and check).
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Summary:

STRONG AREAS	AREAS TO WORK ON
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• Fostering student autonomy: Strategy training for academic skills • Establishing a positive rapport with students • Avoiding unnecessary TTT • Eliciting students' existing knowledge • Selecting and adapting teaching materials appropriately	• Giving clear instructions
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C. Classroom Observations Reflection Form

Please evaluate your lesson by responding to the questions below:

1. Could you achieve your aims? What makes you think so?
2. Learning points for your students (re. practice/production of the target skills/language, linking it to the overall course, learner autonomy)
3. Learning points for you (re. your students, yourself, your teaching)
4. Actions for the future (regarding your teaching)
5. Any other comments

D. Effective Teaching Criteria

Key areas	Descriptors
A. Curriculum and the program implementation	1. Helping learners understand the principles and aims of the institution's curriculum and program 2. Planning a logical sequence of lessons based on the program and learner needs (timetable fit)
B. Lesson aims and outcomes	1. Analyzing the syllabus objectives properly and developing plans for teaching a range of language systems and skills to learners with different levels and needs (objective-task match) 2. Successfully balancing between main and sub-aims of the lesson 3. Matching thematic content and topics of lessons with linguistic aims (teaching through context) (N/A to UGE) 4. Anticipating procedural, affective as well as linguistic learning problems, and suggesting appropriate solutions to use during the lesson (anticipated problems & suggested solutions) 5. Linking language skills development to learners' real-life needs 6. Reflecting on the extent to which learning outcomes reflect lesson aims
C. Lesson activities and materials	1. Evaluating, selecting, adapting and designing teaching/learning materials for a range of teaching situations and learner needs/styles/background to optimize learning outcomes 2. Deciding on appropriate sequences of activities and their timing and pace by matching these to learners' progress and needs

	3. Planning activities to support the development of learner autonomy, considering individual learner needs 4. Reinforcing learning with activities aimed at ensuring that learners have opportunities to recycle and expand on language already encountered 5. Organizing activities that integrate the use of different language skills 6. Reflecting on and evaluating planning in the light of learners' progress, and identifying strengths and areas for further development
D. Teaching methodology	1. Using a range of teaching approaches and techniques effectively and eclectically to enable students to develop their language skills as well as academic skills
E. Teaching resources	1. Using various resources (e.g. course book and materials, Information & Communication Technology (ICT), board, body language, etc.) effectively to aid learning and optimize learning outcomes
F. Interaction with learners	1. Establishing a positive rapport conducive to effective learning 2. Providing clear and relevant instructions for a variety of activity types (well-staged instructions & meaningful ICQs) 3. Eliciting students' existing knowledge in order to prepare them for tasks, to check their

	understanding, and to find out the strategies they use to achieve those tasks - Supervising a range of activities, including motivating learners to participate, encouraging interaction and communication among them (e.g. engaging students, nominating, effective monitoring, scaffolding, etc.) - Avoiding unnecessary teacher talk time (TTT) and echoing
G. Lesson management	- Running the lesson as planned while adjusting pace, teacher role, and feedback according to learners' emerging affective and cognitive needs - Keeping learners at different levels involved in class activities throughout the lesson (e.g. challenge level, etc.)
H. Monitoring learning	- Checking comprehension effectively (through meaningful comprehension/follow-up questions and CCQs) - Giving clear, useful and encouraging feedback - Using a range of techniques for dealing with learners' errors (e.g. self, peer or teacher correction, etc.) and matching interventions appropriately to the type of activity (e.g. fluency-based vs accuracy-based activity, immediate feedback vs delayed feedback, etc.)
I. Learner autonomy	Devising activities to develop learner autonomy and study skills for outside class use (e.g. training learners to use the student syllabus and the available self-assessment tools)

E. Pre-PANAS

Positive and Negative Affect Schedule (PANAS-SF)

Indicate the extent you felt this way during the first week of the school.

		Very slightly or not at all	A little	Moderately	Quite a bit	Extremely
PANAS 1	Interested	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
PANAS 2	Distressed	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
PANAS 3	Excited	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
PANAS 4	Upset	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
PANAS 5	Strong	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
PANAS 6	Guilty	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
PANAS 7	Scared	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
PANAS 8	Hostile	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
PANAS 9	Enthusiastic	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
PANAS 10	Proud	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
PANAS 11	Irritable	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
PANAS 12	Alert	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
PANAS 13	Ashamed	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
PANAS 14	Inspired	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
PANAS 15	Nervous	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
PANAS 16	Determined	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
PANAS 17	Attentive	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
PANAS 18	Jittery	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
PANAS 19	Active	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
PANAS 20	Afraid	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5

F. Post-PANAS

Positive and Negative Affect Schedule (PANAS-SF)

Indicate the extent you feel this way these days

		Very slightly or not at all	A little	Moderately	Quite a bit	Extremely
PANAS 1	Interested	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
PANAS 2	Distressed	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
PANAS 3	Excited	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
PANAS 4	Upset	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
PANAS 5	Strong	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
PANAS 6	Guilty	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
PANAS 7	Scared	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
PANAS 8	Hostile	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
PANAS 9	Enthusiastic	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
PANAS 10	Proud	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
PANAS 11	Irritable	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
PANAS 12	Alert	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
PANAS 13	Ashamed	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
PANAS 14	Inspired	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
PANAS 15	Nervous	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
PANAS 16	Determined	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
PANAS 17	Attentive	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
PANAS 18	Jittery	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
PANAS 19	Active	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
PANAS 20	Afraid	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5

G. Interview Protocol (Mentees)

Date: _____

Interviewer _____

Interviewee _____

PART I.

INSTRUCTIONS

Good morning (afternoon). Thank you for coming.

The purpose of this interview is to better understand the perceived impacts of our induction program on you as an experienced teacher not only in regards to teaching practices but also the emotional aspect. I am interested in your opinions, experiences and your reactions.

The results of this research will provide useful information to us to structure induction program in a way that new teachers consider to be most effective and ideal in helping them to adapt to the school culture easily as well as contributing to the literature.

You will be kept anonymous during all phases of this study including any experimental writings, published or not. Procedures for maintaining confidentiality are as follows: (1) individual participants' results will be pooled with group results; and (2) participants should not place any identifying information on data collection instruments. (Such identifiers include name, social security number, student identification number, specific birth data, telephone number, address, etc.)

TAPE RECORDER INSTRUCTIONS

If it is okay with you, I will be tape-recording our conversation. The purpose of this is so that I can get all the details but at the same time be able to carry on an attentive conversation with you. I assure you that all your comments will remain confidential. I

will be compiling a report which will contain all students' comments without any reference to individuals.

PART I: Questions for Semi-Guided Interviews

1. Could you please define induction?
2. You have finished the induction program. How do you feel now? Why do you feel so?
3. (In the case of a change in emotions) Has the induction played a role in the changes in your feelings?
4. Has the program affected your teaching? If yes, in what ways?
5. Which component(s) of the induction program has been the most effective for you so far?
6. What additional support do you think is needed for future teachers?
7. Do you have any suggestions to improve the program?

PART II. Closure

Is there any other information regarding these issues that you think would be useful for me to know?

Thank you very much for coming this morning (afternoon). Your time is very much appreciated and your comments have been very helpful.

H. Interview Protocol (Mentors)

Date: _____

Interviewer _____

Interviewee _____

PART I.

INSTRUCTIONS

Good morning (afternoon). Thank you for coming.

The purpose of this interview is to better understand your views on the effectiveness of the induction program. I am interested in your opinions, experiences and your reactions.

The results of this research will provide useful information to us to structure induction program in a way that new teachers consider to be most effective and ideal in helping them to adapt to the school culture easily as well as contributing to the literature.

You will be kept anonymous during all phases of this study including any experimental writings, published or not. Procedures for maintaining confidentiality are as follows: (1) individual participants' results will be pooled with group results; and (2) participants should not place any identifying information on data collection instruments. (Such identifiers include name, social security number, student identification number, specific birth data, telephone number, address, etc.)

TAPE RECORDER INSTRUCTIONS

If it is okay with you, I will be tape-recording our conversation. The purpose of this is so that I can get all the details but at the same time be able to carry on an attentive conversation with you. I assure you that all your comments will remain confidential. I will be compiling a report which will contain all students' comments without any reference to individuals.

PART I: Questions for Semi-Guided Interviews

1. Does being a mentor in the program contribute to your professional development? If yes/no, why?
2. Does the program have any other benefits? If yes, what are those benefits?
3. What are the challenges you experience as a mentor in the program?
4. What do you do to overcome these challenges?
5. Do you think that the induction program is effective in achieving its aims? If yes/no, why do you think so?
6. Do you have any suggestions to further improve the program?

PART II. Closure

Is there any other information regarding this issues that you think would be useful for me to know?

Thank you very much for coming this morning (afternoon). Your time is very much appreciated and your comments have been very helpful.

I. Normality Test Results

The Shapiro-Wilk test results (pre-test)

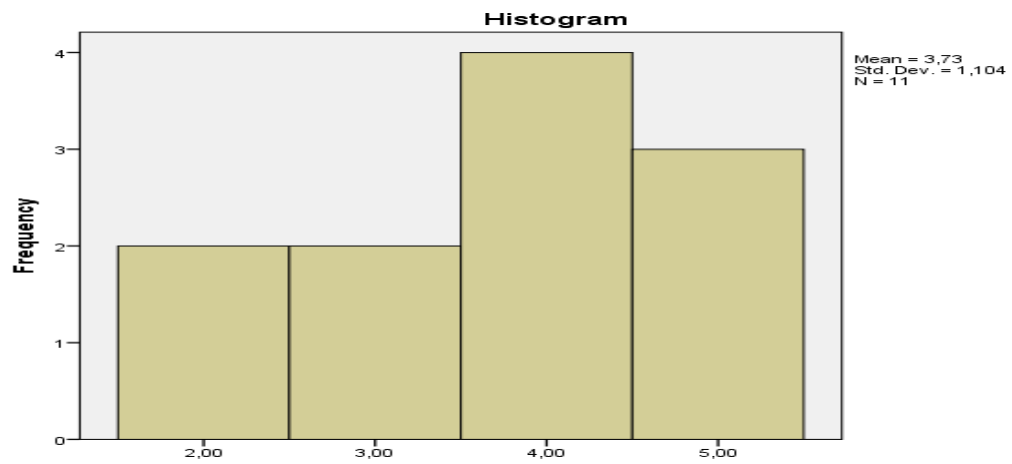
Item	Statistic	Df	Sig.
1	,878	11	,097
2	,804	11	,011
3	,906	11	,217
4	,822	11	,018
5	,863	11	,064
6	,785	11	,006
7	,899	11	,181
8	,876	11	,093
9	,786	11	,006
10	,756	11	,002
11	,871	11	,079
12	,819	11	,017
13	,828	11	,022
14	,866	11	,069
15	,782	11	,005
16	,853	11	,047
17	,833	11	,025
18	,795	11	,008
19	,822	11	,018
20	,819	11	,017

The Shapiro-Wilk test results (post-test)

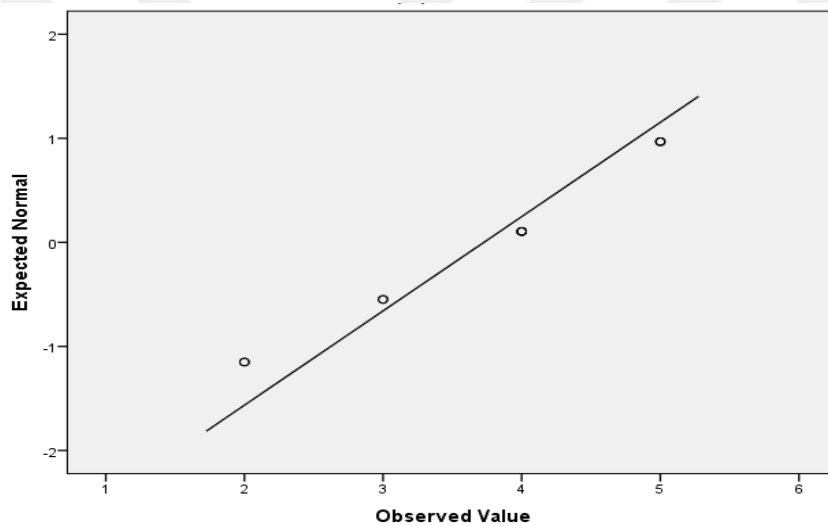
Item	Statistic	Df	Sig.
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2	,703	11	,001
3	,799	11	,009
4	,625	11	,000
5	,819	11	,017
6	,572	11	,000
7	,786	11	,006
8	,822	11	,018
9	,793	11	,008
10	,774	11	,004
11	,756	11	,002
12	,833	11	,025
13	,689	11	,000
14	,625	11	,000
15	,572	11	,000
16	,649	11	,000
17	,649	11	,000
18	,572	11	,000
19	,649	11	,000
20	,822	11	,018

Sample Histogram and Q-Q plot Visuals

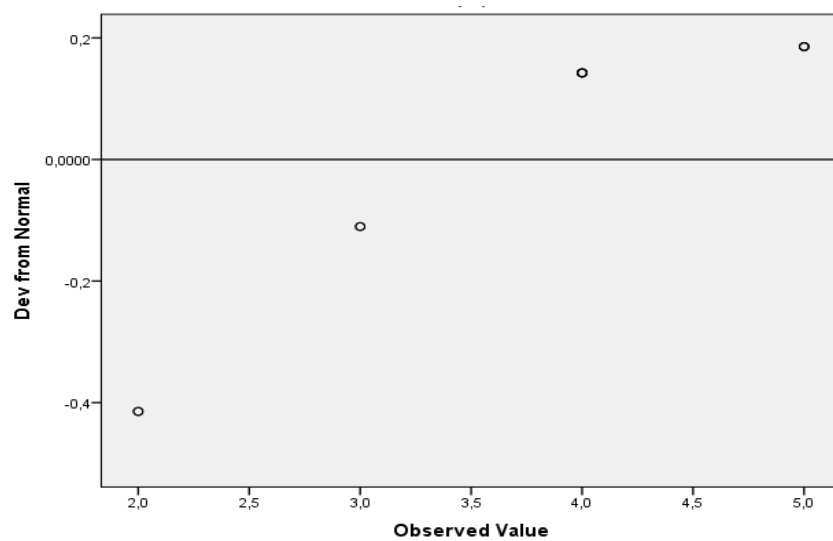
Histogram for Item1



Normal Q-Q plot for Item 1



Detrended Normal Q-Q Plot for Item 1



J. Sample Qualitative Analysis of Interview with Participant 1 for RQ3

<i>Pre-coding</i>	<i>Sub-themes</i>	<i>Major themes</i>	
[...] I really had great help from my mentor. And it was quite beneficial because there was a second eye observing me. More importantly, the observer was there to help me rather than judge and there was a friendly attitude, which made the process more fruitful. And personally in the class you cannot observe yourself and you are not aware of your mistakes so it was quite fruitful for me to handle with the action points with the encouragement I received.	A sense of encouragement	Affective Impacts	Theme 1
[...] Social gatherings to make people come closer ...because that's important in a big institution. You know we are teaching language so communication is the best thing and I think that should be done so that we don't feel isolated as new teachers.	A lack of affiliation with the teacher community		
[...] And I now can reflect on my lessons effectively as well because I can see the reasonable effects of the things related to each other. I can evaluate the effectiveness of the tasks in achieving my objectives.	Improvement in reflexivity	Impacts on the effectiveness of teaching	Theme 2
[...] We had lots of meetings where we looked at the lesson plans critically. That was quite useful because I had the opportunity to	Improved critical thinking skills		

observe one of our friends' lesson. I realized that I became more critical while observing. I mean I was able to think critically about what I see. I found myself asking questions like "why did the teacher asked that question?", "would I do the same thing?", "how could I adapt this activity if I were to use it in my classes?"			
[...] Actually, I changed especially my teaching style. For example, I combine things in a better way. When I teach something that are not separate always there is a connection between the activities and there is a smooth transition of the activities during the lesson and my planning changed as well because I know how to plan better at the moment. (Participant 1, June, 2018)	Effective lesson planning		

K. Human Research Ethics Board Form

MEETING NO :

MEETING DATE :

MEETING ROOM :

ATTENDEES :

Project Name	
Project Manager	
Project Manager's Contact Details	
Key Researchers	
Project Term (Start and End Date)	
Project Purpose and Summary	
Research Methodology	
Ethics and Data Management Plan	

Participants	
Research Budget and Resources	

The _____ Project
 “.....”
 managed by, a member of the
 atUniversity has been reviewed.

- ☐ Ethical Approval is granted
- ☐ Amendment required
- ☐ Ethical Approval is declined

Signatures:

L. Participation Consent Form

Title of the Project: Investigation of the impacts of a comprehensive induction program on emotions, perceptions and teaching practices of non-novice ELT teachers' and mentors

Name and contact information of primary investigator of the project: Gulcin Cosgun, ggcogun@gmail.com

Sources of funding or institutional support received for this study: None

The aim of the project: This project aims at exploring the impacts of a comprehensive induction program on non-novice ELT teachers and mentors not only in regards to teaching practices, perceptions but also the emotional aspect.

Procedures: If you volunteer to take part in this study, you will be asked to complete a questionnaire and to take part in a semi-structured interview. The completion of the questionnaire will take about 5 minutes and the interview will take about 15-20 minutes and will be voice-recorded. The researcher will also use the observation reports of the induction program that you are involved in to investigate the changes in your teaching practices.

Privacy: Your name will be kept anonymous. All references to you in conference presentations, papers, and articles will be used as a pseudonym. All the documents will be kept in a locked cabinet. Interviews will initially be voice-recorded and transcribed at a later stage. Once your responses are transcribed, the voice recordings will be deleted permanently and transcriptions will be saved as password-protected files. Only the researcher will have access to the data. All data will be kept anonymously.

Voluntary participation: Participation in this study is on a voluntary basis. Even if you do agree to participate, and then change your mind, you can stop at any time, by stating that you would like to quit. If you decide to quit the interview, all of your responses will be deleted permanently.

If you have any questions or concerns regarding the general ethics or ethical issues relevant to parts of this study, please feel free to contact Ethics Committee at +90(216)564 9512.

I hereby confirm that I have read relevant details of the research study and all my questions (if any) were answered by the researcher. I consent to participate in this study voluntarily. _____

Name, Last Name

Date and Signature



CURRICULUM VITAE

PERSONAL INFORMATION

Surname, Name: Coşgun, Gülçin

Nationality: Turkish (T.C.)

Date and Place of Birth: 18 October 1981, Adana

Marital Status: Married

Phone: +90 216 564 97 59

E-mail: ggcosgun@gmail.com

EDUCATION

Degree	Institution	Year of Graduation
PhD	Bahçeşehir University	Ongoing
Master's Degree	Bilkent University	2012
Bachelor's Degree	Middle East Technical University	2003
High School	Ayşe Atıl Anatolian Teacher Training High School	1999

WORK EXPERIENCE

Year	Place	Enrollment
2011-present	Özyegin University School of Languages	English Teacher
2016-present	Özyegin University School of Languages	Teaching and Learning Development Unit Member
2015-2016	Özyegin University School of Languages	Team Leader
2011-2015	Özyegin University School of Languages	Level Specialist

2006-2011	Bilkent University School of English Language	English Teacher
2009-2011	Bilkent University School of English Language	Mentor Teacher
2007-2009	Bilkent University School of English Language	Specialist Teacher (Assessment)
2003-2006	Şht. Bnb. Mahmut Şahin İ.Ö.O	English Teacher

FOREIGN LANGUAGES

Advanced English, Elementary German.

CERTIFICATES

Cambridge ESOL DELTA (2012)

In-service Certificate in English Language Teaching (ICELT), University of Cambridge (2008)

PUBLICATIONS

- Mede, E., Coşgun, G. & Atay, D. (2019). *NS/NNS models in teaching speaking*. The TESOL Encyclopedia of English Language Teaching, John Wiley and Sons.
- Cosgun, G., & Atay, D. (2018). Investigating the Impacts of a Mentoring Model on Experienced EFL Teachers at Tertiary Level. In K. Dikilitas, E. Mede, & D. Atay (Eds.), *Mentorship Strategies in Teacher Education* (pp. 153-169). Hershey, PA: IGI Global. doi:10.4018/978-1-5225-4050-2.ch008
- Hasirci, B. & Cosgun, G. (2018). Investigating the perceived factors affecting students' level of English proficiency during their studies in a university with English-medium instruction: A phenomenological study. *International Journal of Curriculum and Instruction*, 10 (1), 95-116.
- Mede, E., Coşgun, G. & Atay, D. (2017). The use of speaking techniques by Native and Non-Native English instructors: A case in Turkey. *International Journal of Learning and Teaching*, 9 (4), 411-417.

- Cosgun, G. & Hasirci, B. (2017). The impact of English medium instruction (EMI) on students' language abilities. *International Journal of Curriculum and Instruction*, 9 (2), 11-20.
- Cosgun, G. (2016). The Impact of Using Wordlists in the Language Classroom on Students' Vocabulary Acquisition. *International Journal of English Language Teaching*, 4 (3), 49-66.

CONFERENCE PRESENTATIONS

- Cosgun, G. & Hasirci, B. (2019). *The Impact of English Medium Instruction (EMI) on Students' Language Abilities*. ScoLa Symposium, Istanbul.
- Cosgun, G. & Atay, D. (2018). *Mentoring the experienced: a rare but tasty treat*. EAQUALS Annual International Conference, Prague.
- Cosgun, G. & Atay, D. (2018). *Improving students' 21st century skills while improving their language skills*. 5th International Conference on New Trends in English Language Teaching and Testing, İstanbul.
- Cosgun, G. & Hasirci, B. (2017). *The impact of English medium instruction (EMI) on students' language abilities*. GlobELT 2017 Conference, İzmir.
- Hasirci, B. & Cosgun, G. (2017). *Investigating the perceived factors affecting students' level of English proficiency during their studies in a university with English-medium instruction: A phenomenological study*. GlobELT 2017 Conference, İzmir.
- Cosgun, G. & Enmutlu, N. (2013). *Extending borders: "A blended learning project to promote language learning"*. IATEFL Annual Conference, Liverpool.
- Cosgun, G. (2012). *The Impact of Using Wordlists in the Language Classroom on Students' Vocabulary Acquisition*. ScoLa Symposium, Özyeğin University, Istanbul.

TRAININGS ATTENDED

- Teaching English Online course by Cambridge Assessment English, March-April 2020
- Fostering Student Motivation and Engagement (FSME) Course by the University of Oregon (UO), February-April 2020

- Train the Trainer in the 21st Century Course, Pilgrims, November 2019
- Sabancı University School of Languages Teaching and Developing through Online Learning (SL-TeDOL): Vocabulary Teaching and Learning Course, April-May 2019

